THE PRESIDENT HAS SEEN
7-6-00

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.

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[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.

June 9, 2000

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.

June 9, 2000

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-povert 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 educator 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, WTVC 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 safehaven 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 Restoarion 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 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.

June 9, 2000

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 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.

July 26, 2000

THE PRESIDENT HAS SEEN
5-15-00

5/16

STATE OF MINNESOTA

OFFICE OF GOVERNOR JESSE VENTURA

130 State Capitol • 75 Constitution Avenue • Saint Paul, MN 55155

MEDIA ADVISORY

For immediate release:
Friday May 12, 2000

Contact: John Wodele
651-296-0001
Pager: 888-777-0082

STATEMENT OF GOVERNOR JESSE VENTURA

As Governor of Minnesota I am very proud to welcome President Clinton to Minnesota and thank him for his tireless efforts to secure permanent normal trade relations for China.

Considering how crucial exports are to Minnesota farmers, I believe that this is one of the most important agricultural issues we will consider this year.

I strongly believe that the Chinese people, American workers, and most importantly, farmers, both big and small, will benefit from expanding trade opportunities between China and the United States.

It is gratifying to me that the President of the United States and Congressmen like David Minge understand that in Minnesota we grow so much corn that we can't possibly eat it all and as a result like to sell the leftovers. They also understand that economists predict that after joining the WTO, China will go from being a net exporter of corn to a net importer. That means that fewer China corn exports will result in less competition for U.S. and Minnesota corn exports to other Asian markets.

As Governor of a state that relies heavily on agriculture to sustain our economy I regret not being a part of your rally today, but I am glad to be celebrating another important ingredient of our Minnesota economy—fishing.

While I am looking forward to hooking a big one this weekend, I know that in the long run, an even bigger catch would be permanent normal trade relations with China. 5-15-00

####

Do ty to Jeff

After you have seen, we will send to Burkhardt for reply-card

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PHOTOCOPY
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THE PRESIDENT HAS SEEN
5-15-00

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THE PRESIDENT HAS SEEN
5-15-00

S. DANIEL ABRAHAM

THE PRESIDENT HAS SEEN
7-25-00

July 19, 2000

Given to
NSC
7.20.00

Honorable William J. Clinton
President of the United States
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mr. President,

An idea for the solution to the walled city of Jerusalem: International control under Israeli sovereignty.

Good luck and God bless.

Warmest regards,

Dan

July 27, 2000

THE PRESIDENT HAS SEEN
7-25-00

July 17, 2000

Dear Mr. President;

So many people are praying for the success of the peace talks at Camp David. Please remind Prime Minister Barak and Chairman Arafat that if this meeting had happened 5000 years ago, its story would have been included in the Bible. This is a precious and profound opportunity. We pray that it not be squandered in the name of politics.

With deep respect and appreciation for the efforts of all,

Leslie Singer
Leslie Singer

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Sandy
Tell [illegible]

THE PRESIDENT HAS SEEN
7-25-00

21 July 2000
FBIS-FMN-00-00270

Foreign Broadcast Information Service

Foreign Media Note

Middle East: Media See Continued Stalemate At Camp David

Despite the decision to extend negotiations, most coverage in Middle East media on 20 and early 21 July portrayed Israel and the Palestinian as remaining at loggerheads.

Israel Media reports on 20 and 21 July gave conflicting accounts of Prime Minister Baraq's schedule at Camp David, but concurred that no agreement has been reached.

- Israel radio reported on 20 July that Baraq would leave Camp David on 23 July if Yasir Arafat had not by then accepted a US bridging proposal on Jerusalem.

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- *The Jerusalem Post* reported on 21 July that Baraq is prepared to remain at Camp David for an additional week but is "pessimistic" on the prospects for agreement.

Early on 21 July, Israel Radio reported that Ministers Ben-Ami and Shahaq, senior members of Baraq's delegation, sought to persuade the prime minister to offer the Palestinians sovereignty in certain East Jerusalem neighborhoods in exchange for a firm Palestinian declaration ending the conflict with Israel. However, Minister for Jerusalem Affairs Ramon told the radio the concept of "shared sovereignty" in Jerusalem is an "illusion." It is "much more realistic," said Ramon, to delay a final settlement in Jerusalem until time has had a chance "to prepare the hearts" of both Israelis and Palestinians for mutual accommodation.

There were signs in the media of political support for Baraq from right-wing sources.

- Opposition National Union MK Benny Elon urged right-wing parties to offer Baraq a political safety net if he returns to Israel without an accord. Elon argued that, to date, Baraq "has not given up even a single centimeter of land." Therefore, he said, "I would recommend not rushing to new elections, in which we may receive a Likud prime minister who may carry out all of our worst nightmares" (Arutz 7 Radio, 20 July).

- *The Jerusalem Post*, in an unusual lead editorial, praised Baraq's negotiating style. "Through the fog of peace," it wrote, "it is possible to recognize the outlines of what is now a familiar Baraq strategy: Confound the opposition with generosity, up to the point that their maximalist intransigence is revealed."

Palestinians Palestinian media and spokesmen on 20 July portrayed Arafat at holding out against Israeli and US pressure.

- The Palestinian Authority's Voice of Palestine radio reported that the US "succeeded only in persuading the Palestinian and Israeli sides to extend" the summit. The report

This FBIS product is based exclusively on the content and behavior of selected foreign public media. It is issued without coordination with other U.S. Government components.

BOROUGH OF GETTYSBURG

ADAMS COUNTY, PENNSYLVANIA

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FAX 717-334-7258

THE PRESIDENT HAS SEEN
7-25-00

William E. Troxell, Mayor
Charles W. Sterner, Treasurer
and Borough Manager

John C. Eline, President, Council
Holliday Giles, Vice President
Sara L. Stull, Borough Secretary
Harold A. Eastman, Jr., Borough Solicitor

April 26, 2000

Honorable William Jefferson Clinton
President of The United States
The White House
1600 Pennsylvania Avenue
Washington, D.C.

I'd like to
do this — someone
should call him, tell him
(just got letter) I will try to play
w/him.
BC

Dear Mr. President;

I am a 73 year old World War II veteran. A retired educator, A DEMOCRAT, and I am presently serving Gettysburg, Pennsylvania as its mayor.

I have read that you are a dedicated golfer and have played some golf courses in the Gettysburg area. I am a member of the Gettysburg Country Club and would like to invite you to play our course with me as my guest. Our course is a 9 hole course with two tees for each hole - strategically located - so in a sense we have a very interesting golf course that plays like an 18 hole course. The course in very good condition and it is one that I am sure you would enjoy playing.

Former President Eisenhower was a member of our Club and he enjoyed playing here as often as his time permitted. I had the honor of playing with him on several occasions.

The spring and early summer months provide extremely pleasant weather for golf in our area. However, your visit would be welcome at any time your schedule would permit.

Respectfully,

Bill Troxell

William E. Troxell
Mayor

Copied
Podesta
Street

THE SECRETARY OF COMMERCE
Washington, D.C. 20230

THE PRESIDENT HAS SEEN
7-25-00

July 14, 2000

The President
The White House
Washington, D.C. 20500

Dear Mr. President:

I wish to share with you some of the management improvements that have been achieved at the Department of Commerce during my tenure. I take pride in these accomplishments and appreciate having had the opportunity to work with you to implement them.

Sincerely,

William M. Daley

Enclosure

Copied
Podesta

PHOTOCOPY
WJC HANDWRITING

U.S. Department of Commerce Management Report to the President of the United States

DEPARTMENT OF COMMERCE
UNITED STATES OF AMERICA

Submitted by
Secretary William M. Daley
July 14, 2000

U.S. Department of Commerce
Management Report to the President of the United States

July 14, 2000

Foreward

I am pleased to report that the Commerce Department enters the new millennium as a stronger, more efficient and dynamic organization than ever. During the past three years, we have focused intensively on management accountability, efficiency and fiscal discipline. As a direct result, the Department has been able to deliver many important new initiatives across a broad variety of policy areas, while ensuring that taxpayer dollars are spent wisely.

I am proud of our many accomplishments – including promoting trade and e-commerce, conducting a successful Decennial Census, modernizing the Weather Service, creating jobs and economic development, conducting scientific research, protecting our nation's environment, and creating a Performance-Based Organization for patents and trademarks. These achievements all testify to the hard work and dedication of our employees. This report, however, highlights the dramatic progress the Department has made in the area of management, a less-publicized area – but one which I view as one of my most important contributions. The Department has made steady and substantial gains in every area of management, and the whole organization takes great pride in our achievements in this area.

Introduction

This report describes the key accomplishments of the Department of Commerce in the area of management during the period from 1997 to 2000. The Department has been able to achieve dramatic progress in five key areas: overall management; financial control; resolution of longstanding problems; organizational development; and customer service. Taken together, the progress in these five areas represents a significant management turnaround. Commerce employees have embraced the challenge of good management and succeeded in bringing fundamental reform to the organization. A new philosophy – one of "accountability, efficiency, and results" has taken root. The Department and its important mission will continue to benefit from this emphasis in the years to come.

I. Overall Management Strengthened

- **The Department streamlined and disciplined the policy and budget development process.** The Department now sets clear guidelines and exercises leadership in the preparation of policy and budget initiatives. The Secretary issues annual guidance for the budget. The Deputy Secretary functions as a true Chief Operating Officer and works with the bureaus to ensure that their budgets are consistent with this guidance and coordinated with respect to crosscutting issues. Capital budgeting and review of all major information technology (IT) expenditures are now a critical part of this process. The resulting budget submission to the Office of Management and Budget represents a cohesive and accurate reflection of the Department's priorities.

- **The Department has implemented the Government Performance and Results Act (GPRA) and incorporated GPRA goals into its core management philosophy.** The Department has mounted a serious effort, involving thousands of employees, to develop and meet outcome-based performance goals. The Department's fiscal year (FY) 2000 Annual Performance Plan (APP) was given a score of 85 by the House Science Committee – one of the highest in government. Commerce was the first Department to submit its budget documents and GPRA materials on CD-ROM, and to create a hyperlink from the goal in the APP to the budget submission corresponding to that goal. The Department's first ever Annual Program Performance Report showed that 60 percent of goals had been met or exceeded. Currently, the most senior policy officials in Commerce are working to create the Department's 5-year Strategic Plan. GPRA has become a fundamental part of the way we do business at Commerce.

- **The Department has made small business a top priority, and now leads all Federal agencies in awarding contracts to small, disadvantaged and women-owned firms.** Commerce has been cited by GSA and Hispanic Business Magazine as the number one agency in contract awards to small business. Over 40 percent of the funds awarded through contracts in FY 1999 went to small firms, exceeding the government-wide goal of 23 percent by nearly double. More than 14 percent went to minority firms - nearly triple the government-wide goal of 5 percent. Commerce was able to increase the percentage of contracts for the Decennial Census awarded to small minority firms from 3 percent to more than 28 percent. Commerce has instituted many procurement innovations to secure this leadership position. In June 1999, it established the first government-wide set aside for small IT businesses. Up to $1.5 billion will be awarded over five years. To date, over $200 million has been awarded.

- **The Department is transforming into a "Digital Department" -- making it more accessible to our customers and to the American taxpayer.** Commerce hired the Department's first Chief Information Officer fully dedicated to this task, and consolidated IT resources throughout the Department to maximize the return on investment. An Information Technology Review Board was established to create centralized standards, review all major IT programs and new acquisitions, and eliminate low priority and unnecessary projects. The Department has implemented programs that use IT both to work more efficiently and to deliver better customer service.

For example, Commerce now does three dimensional shoreline mapping to increase the accuracy of nautical charts used by port authorities and professional managers. The Department has a Minority Business Resource Locator System through which minority businesses can identify business development resources through the Internet. In the human resources area, Commerce has pioneered a fully automated hiring system -- Commerce Opportunities On-Line (COOL) -- that reduces the time required to hire a new employee by 75 percent. The Department is now making IT investments that will enable it to process patent applications, export licenses, and grant applications online.

- **The Department's policy for conducting trade missions was reengineered.** In January 1997, Commerce imposed a moratorium on all trade missions until a review of program policies and procedures could be conducted. Based on the outcome of that study, the Department's procedures were revised to provide a more transparent and clearly defined process that includes providing public notice of upcoming trade missions, specifying the objectives of the mission and the rationale for selecting destinations and participants, and relies on career employees to ensure fairness and merit in the selection process. The reengineered process was used in all the trade missions that were led during the past three years.

- **Political appointees were reduced by 40 percent.** From 1997 to 1998, 100 political positions were eliminated. The number of political appointees was reduced from 256 to 156.

- **The Department consolidated 20 percent of domestic field offices, thereby saving money on duplicative leases and utilities.** The Department consolidated its field office structure and reduced the number of offices from 747 to 591. The Department now reviews all expiring leases at the Departmental level to ensure that we eliminate waste and duplication and save on costs wherever possible.

- **The Department reduced energy consumption by 33 percent.** The Department has mounted an aggressive energy conservation program, and has reduced its energy consumption by 33 percent in 1999 (compared with a baseline of 1990). It partnered with PEPCO to finance four energy conservation projects, which include upgrading the computerized Energy Management Control System, installing energy efficient motors, installing variable speed drives on chilled water risers, and replacing cafeteria refrigeration equipment. For its efforts, the Department received the Federal energy and water management award from the Interagency Energy Policy Committee in 1999. The Committee is chaired by the Department of Energy and has members from all major Departments. The Department is saving $4 million annually on energy costs due to this effort.

II. Accountability and Financial Control on Par with Leading Companies

- **For the first time ever, the Department in FY 1999 received an unqualified opinion on its consolidated financial statements and in every bureau.** During the past three years, Commerce also reduced material weaknesses from 21 to 7 and reportable conditions from 38 to 12. The Department now has a clean opinion on all six of its consolidated financial statements and on every financial statement for every bureau.

- **The Department has implemented an integrated financial management system at the Census Bureau and in the Office of the Secretary, and has accelerated its schedule to fully deploy this system department-wide.** In the past three years, the Department's Chief Financial Officer has reengineered the process for deploying financial systems and recruited a team of systems accountants to implement the system quickly. The Commerce Administrative Management System will be fully implemented across the Department by the end of fiscal year 2003 - two years *ahead* of schedule. This will bring the Department into full compliance with the Federal Managers Financial Integrity Act and the Chief Financial Officers Act.

- **Strong centralized financial leadership has been established at the Department.** The Department has filled vacancies and hired Chief Financial Officers at the Department and in the six largest bureaus. Bureau CFOs report both to the head of their bureau and to the Department's Chief Financial Officer. This has enabled the Department to strengthen financial discipline Department-wide.

III. Longstanding Problems Resolved

- **All issues identified in the Inspector General's (IG's) first list of "Top 10" management concerns have been resolved.** In January 1997, the IG identified ten areas which required greater managerial oversight and direction, including: the Decennial Census, National Weather Service (NWS) modernization, National Oceanic and Atmospheric Administration (NOAA) fleet and corps, National Institute of Standards and Technology's capital improvements program and Advanced Technology Program, NOAA's satellite, seafood inspection and vessel buyout programs, and Departmental management of various administrative functions. Within the past three years, the Department has resolved all of the original issues identified by the IG. Nine of the ten have been dropped by the IG and the tenth, the Decennial Census, will be dropped in the IG's September list. Many of these had languished for five years and more.

- **The Department and the Bureau of the Census worked in partnership to win the "management Olympics" associated with the Decennial Census.** The Department provided significant support and oversight in real estate, telecommunications, civil rights, budget, procurement, human resources, financial management and accounting, and IT. Together, the Department and Census succeeded in managing the Decennial, including hiring 860,000 people, installing an integrated financial system to track expenditures, travel, and property; establishing an innovative joint venture with the General Services Administration to lease 520 Local Census Offices across the country; increasing the percentage of contracts to small and disadvantaged businesses from 3 percent to 28 percent; overhauling the Census Telephone Questionnaire Assistance Program, which handled six million telephone inquiries in six languages; reviewing ten major IT systems supporting the Decennial Census; and adopting a fast track approach for resolving equal employment opportunity (EEO) complaints. The Department and bureaus are justifiably proud of their success in this endeavor.

- **The NWS modernization is being completed within budget and on schedule.** After nine years of cost overruns and mixed results, the Department has put the modernization program on track. The Department completed installation of the Advanced Weather Interactive Processing System on time and within the Congressionally-mandated funding cap. All 139 systems are deployed and functioning and the IG has dropped NWS modernization from his list.

- **Security has been overhauled and dramatically strengthened throughout the Department.** Commerce conducted two high-level security reviews in 1997 and implemented all of the recommendations that they generated. These included: centralizing security staff under a new Deputy Assistant Secretary for Security, reducing security clearances by 40 percent, increasing our security budget by 25 percent, and developing an automated system to track more than 65,000 classified documents. The Department has also established counter-intelligence and emergency preparedness programs, and enhanced security for our IT systems.

- **As a result of an aggressive cost-cutting effort led by the Department, the National Technical Information Service (NTIS) ended FY 1999 with a surplus of $625,000 rather than a deficit.** Between fiscal years 1995 and 1998, NTIS incurred a loss of $4.8 million. If this trend had continued, the agency would have exhausted its retained earnings in FY 1999. After reviewing the situation at NTIS, the Department instituted a drastic cost cutting program that included transferring 46 staff elsewhere in Commerce, consolidating office space, and restricting travel. As a result, NTIS reported a surplus of $625,000 in FY 1999. Last year, Commerce proposed legislation to solve this problem by transferring NTIS' library function to the Library of Congress and closing down its non-core activities. The General Accounting Office has also issued a report that questions NTIS' viability.

IV. Organizational Structure, Development and Diversity

- **The Department has created a more diverse workforce.** The Department has made great strides in promoting diversity and tolerance. Commerce issued a policy statement establishing a zero tolerance for harassment on the basis of sex, sexual orientation, race, national origin, disability, religion, or age at the Department; established a "critical element" in the performance plans for all supervisors and managers relating to diversity; reengineered the honor award system to recognize employees at all levels and job classifications; broadened the applicant pool for all vacant positions; and has made diversity a centerpiece of the Commerce philosophy.

- **The Department's workforce is more reflective of the Nation's population.** Of the career senior executives hired since January 1997, 25 percent were women and 15 percent were minorities. Thirty-one percent of the employees recruited at the GS-15 level were women and 23 percent were minorities. Even greater progress has been made in the Office of the Secretary and General Administration. Forty percent of the career senior executives hired were women; 27 percent were minorities. Over half - 51 percent - of the GS-15s hired were women and 29 percent were minorities.

- **The Department's cadre of senior executives has been strengthened and revitalized.** Under an innovative program called "SES 2000," the Department provides training, succession planning, performance management and sabbaticals to our senior executives. For example, the Department has reassigned some 10 percent of the SES talent to areas in most need of certain skills. The Department established an SES Candidate Development Program under which its best and brightest mid-level managers are receiving the training needed to enter the SES.

- **The Department hired 36,000 Welfare-to-Work employees - far exceeding its pledge of 4,000.** As of June 2000, the Department hired more than 36,000 individuals under the Welfare-to-Work Program, surpassing the government-wide goal. The majority of these were recruited for the Decennial Census. Because of the temporary nature of these positions, Commerce established a partnership with the Department of Labor and Goodwill Industries to assist with job placement after the Decennial Census is completed.

- **Commerce has created a family-friendly environment.** The Department renovated, expanded, and improved security at its child care centers; adopted a Metro subsidy program, flexible work schedules, telecommuting, and "Casual Fridays." Commerce has become a leader in piloting alternatives that enable those with family obligations to achieve greater balance.

- **The Department has developed close ties with minority serving institutions (MSIs).** The Department signed partnership agreements with five Hispanic serving institutions and six national Hispanic organizations to assist in recruiting new employees and interns in Commerce-related fields. We have also instituted an annual conference to familiarize Historically Black Colleges and Universities, Hispanic Serving Institutions, and tribal colleges and universities with the Department and its mission, develop grants administration skills, and learn how to compete successfully for financial assistance awards. Commerce bureaus are actively recruiting at MSIs and the Department has requested FY 2001 budget funding to establish long-term relationships with MSIs in the sciences.

- **Morale is improved.** The Department has worked hard to improve morale in an organization that was shattered by the loss of Secretary Brown and others in the Department. Commerce has instituted training, upward mobility, better communications, individual development plans, and increased employee recognition and awards. There are several strong indicators of increased morale and job satisfaction. Commerce ranked first in participation and third in total contributions among all Federal agencies for the 1999 Combined Federal Campaign. More than 70 percent of Commerce employees contributed to the Campaign. Within the office covered by General Administration, a survey conducted by the Office of Personnel Management in 1998 and again in 1999 reflected progress in each of the 17 categories measured.

V. Customer Service and Stakeholder Relations

- **We have built constructive labor-management relations.** The Department's Labor Partnership Council has been an important participant in major decisions. Important labor disputes, such as between the U.S. Patent and Trademark Office (PTO) and its unions, have been resolved.

- **The level of service provided to inventors is improving.** The conversion of PTO to a performance-based organization (PBO) will provide the flexibility needed to further enhance service levels. Through a cooperative teaming with the Department, PTO became the second PBO in government within four months of the passage of the Patent and Trademark Office Efficiency Act.

- **The Department's employees are its greatest asset.** We have enhanced employee information and access by providing online pay and health benefits. A secure Office of the Secretary Intranet pilot provides all employees with real-time information and threaded conversations.

Conclusion

The Department of Commerce seeks to ensure that all of its programs meet the standards of excellence and integrity that the American people expect and deserve. These accomplishments reflect some of the improvements that have been made in the last three years to administrative functions that cross all bureau and program boundaries. Through their implementation, the Department enters the twenty-first century stronger, more efficient, and better equipped to face the challenges of supporting the interests of American business in an ever changing global economy.

Sender Daley, H 5516
U.S. DEPARTMENT OF COMMERCE
Office of the Secretary
Washington, D.C. 20230

OFFICIAL BUSINESS

AN EQUAL OPPORTUNITY EMPLOYER

The President
The White House
Washington, D.C. 20500

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Came to Olvera St.
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Birthplace of
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