



**ADOPTED JOBS, EDUCATION AND
THE WORKFORCE STANDING
COMMITTEE RESOLUTIONS**

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IN SUPPORT OF DISTRICT LEVEL RACE TO THE TOP

WHEREAS, today's students are the future of the United States, and that future is dependent on the decisions leaders make today about their education; and

WHEREAS, national and local leaders must continue to make necessary investments in quality education and take advantage of every opportunity to provide top-quality education to every student; and

WHEREAS, much of the nation's innovative education reform is happening in local school districts, where local leaders, administrators and teachers see firsthand and react to the specific needs and challenges of their students; and

WHEREAS, it is important to acknowledge the difference between states, which largely set general policy for a diverse set of students, and school districts that have to implement those policies; and

WHEREAS, realizing that district and state needs are different, it is essential to devise criteria that will enable districts to make the necessary reforms that Congress and the United States Department of Education has worked to enact; and

WHEREAS, noting that the needs of cities and states vary significantly, future rounds of the Race to the Top grant program should be directed to districts, where educators know best how to implement specific reform; and

WHEREAS, numerous school districts were encouraged that Education Secretary Arne Duncan has announced that the next round of the Race to the Top grant program would include a district-level competition; and

WHEREAS, many mayors and district leaders applaud Secretary Duncan's commitment to district level efforts, which will be an important catalyst to further and support local reforms; and

WHEREAS, by focusing district-level Race to the Top on implementation rather than just policy change, the grant will maximize the ability of districts to have direct and immediate impact on schools and classrooms.

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors supports this round of Race to the Top grants directed to local school districts; and

BE IT FURTHER RESOLVED, that The U.S. Conference of Mayors urges the United States Department of Education and the United States Congress to direct a significant portion of future rounds of Race to the Top to school districts.

SUPPORTING NCLB FLEXIBILITY

WHEREAS, the Elementary and Secondary Education Act (ESEA) of 1965 was a path-breaking law that committed our nation to achieving equal access to education for all children; and

WHEREAS, the ESEA has been reauthorized seven times, most recently in 2001 by the No Child Left Behind Act (NCLB); and

WHEREAS, NCLB set high education standards, increased school accountability, and focused greater attention on student achievement gaps; and

WHEREAS, despite the fact that the ESEA, prior to NCLB, had typically been reauthorized about every five years, NCLB has not been reauthorized in over a decade; and

WHEREAS, many NCLB requirements have led to unexpected challenges in implementing reform, and Congress has not acted to fix those issues since NCLB's enactment in 2001; and

WHEREAS, the Department of Education has recognized the need to provide flexibility to states from certain restrictive provisions under NCLB in exchange for their commitment to implement reforms to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready; and

WHEREAS, the Department of Education has thus far granted waivers for eleven states from NCLB's requirements and is in the process of reviewing the applications of twenty six other states; and

WHEREAS, some states have indicated that they will not seek NCLB flexibility or may not be granted waivers by the Department of Education, which could result in thousands of school districts in those states not being afforded the same flexibility to improve schools as districts around the country; and

WHEREAS, school districts all over the country are ready and willing to meet the requirements of the NCLB waivers and implement flexibilities to improve student outcomes; and

WHEREAS, the Department of Education has demonstrated a strong commitment to supporting school districts as they move forward in implementing groundbreaking reforms at the local level to strengthen their schools systems and improve student performance.

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors urges the Department of Education to offer school districts in states that do not apply for or are not granted state waivers the same opportunity for flexibility from NCLB provisions so that they can most effectively close achievement gaps, promote accountability, and ensure that all students are on track to graduate college- and career-ready.

U.S. CONFERENCE OF MAYORS PRIORITIES FOR CREATING DIFFERENTIATED TEACHER AND PRINCIPAL EVALUATIONS BASED ON STUDENT OUTCOMES

WHEREAS, the overwhelming body of research now demonstrates that the single most important school based factor for a child's academic success is the effectiveness of their teacher; and

WHEREAS, research shows that an ineffective teacher generates only half the learning of an effective teacher. Conversely, a highly effective teacher generates 50 percent more learning than an average teacher and as a result, children learn three times more in a highly effective teacher's classroom than in an ineffective teacher's classroom; and

WHEREAS, students who had teachers that were identified as effective (by their value-added scores, based on student test performance and growth) are more likely to attend college, attend higher-ranked colleges, earn higher salaries, and live in better neighborhoods, and had lower rates of teen pregnancy; and

WHEREAS, improving the quality of administrators is as significant as improving teacher effectiveness; and

WHEREAS, research shows that effective principals are critical to school success as they are more likely to recruit, develop and retain effective teachers compared to ineffective principals; and

WHEREAS, school leaders must therefore be able to assess teacher performance accurately in order to develop and retain an effective teaching corps that increases student achievement; and

WHEREAS, teacher evaluations that are meaningful and inform teacher practice can lead to stronger accountability for school leaders, who are in charge of developing successful schools and teachers; and

WHEREAS, currently most teacher and principal evaluation systems are inadequate in providing regular, meaningful assessments of educator impact in the classroom and school; and

WHEREAS, current evaluation systems do not prioritize objective measures of student growth to be included in assessing teacher or principal performance. This is grossly misaligned with teachers' and principals' primary responsibility to ensure student academic achievement. Only twelve states now require that evidence of student learning is the major factor in teacher evaluation, compared to 27 states that still do not require this to be a factor at all; and

WHEREAS, thirty-four states currently do not require more than two categories of effectiveness to assess teacher performance, even though one study found that in districts that use binary evaluation ratings (satisfactory vs. unsatisfactory), less than 1 percent of teachers were rated unsatisfactory, resulting in a largely meaningless rating that neither recognizes excellence or provides feedback to inform practice; and

WHEREAS, performance is often not a meaningful factor in key personnel decisions. For example, in states that base layoff policies on teacher seniority, studies show that more than 80 percent of these layoffs would result in better teachers leaving classrooms and worse teachers staying; and

WHEREAS, The U.S. Conference of Mayors has played a longstanding national leadership role in improving the quality of education, improving student academic excellence, and closing the achievement gap.

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors supports the comprehensive evaluation of educators using student achievement growth as a major factor in order to ensure that schools are able to identify, develop, retain, and reward the best teachers for every child; and

THEREFORE, BE IT FURTHER RESOLVED, that The U.S. Conference of Mayors supports the following policy priorities for teacher and principal evaluation systems:

- Requiring meaningful principal evaluations that are developed with input from principals and teachers, use multiple measures, are conducted annually, and are grounded in school-wide objective measures of student outcomes;
- Requiring meaningful teacher evaluations that are developed with input from teachers and principals, use multiple measures, are conducted annually, rely on observations of teachers' professional practice conducted by fully trained individuals, and are grounded in student outcomes;
- Requiring a comprehensive principal evaluation based on student growth and effective management of teachers, and with at least 4 rating tiers of effectiveness;
- Requiring a comprehensive teacher evaluation based at least 50 percent on objective measures of student outcomes; comprised of multiple measures focused on student outcomes, including observations and student evaluations; with at least 4 rating tiers of effectiveness; and anchoring effectiveness on a year's worth of student growth;
- Supporting educational staffing practices that value teachers as professionals by recognizing high performers, providing frequent and meaningful feedback to inform teaching practice, instructional leadership, and school culture;
- Creating new ways to expand the reach of the most effective teachers by collecting and analyzing evaluation data to determine best practices for increasing student achievement and providing leadership opportunities for the most effective educators;
- Requiring that evaluations inform key personnel decisions, such as hiring, tenure, and promotion, and exiting those who are not serving students well from the system.

U.S. CONFERENCE OF MAYORS PRIORITIES FOR CREATING COLLABORATIVE PARTNERSHIPS BETWEEN DISTRICT AND CHARTER SCHOOLS

WHEREAS, 5 percent of all public schools are public charter schools, serving over 2 million students; and

WHEREAS, over 500 new public charter schools have opened in the past year; and

WHEREAS, the number of charter schools in our country is steadily increasing; and

WHEREAS, forty states and the District of Columbia all have charter schools; and

WHEREAS, the majority of charter schools are located in urban areas; and

WHEREAS, certain public charter schools, through their autonomy and ability to innovate, have outperformed their district counterparts in areas such as graduation rates, college acceptance rates, and performance on student assessments; and

WHEREAS, with their increased autonomy, charters have been able to develop best practices in human capital development, break down barriers in digital learning capacities, create specialized instructional models that serve a variety of student populations, and establish public-private partnerships that increase students' college readiness; and

WHEREAS, for students who are low-income and students who are English Language Learners, charter schools have a larger and more positive effect than for similar students in traditional public schools; and

WHEREAS, public charter schools and traditional public schools are often located in close proximity to each other, serving students in the same neighborhoods; and

WHEREAS, both traditional public school districts and public charter schools share common goals of raising student achievement, eliminating the achievement gap, and expanding educational opportunities for all children; and

WHEREAS, public charter schools are designed to innovate and develop new models for instruction, leadership, development, human capital management, and operations, but often lack the capacity to scale up across a large number of schools so that innovations can impact a greater number of students; and

WHEREAS, districts that have collaborated with charters to increase student achievement have created exciting models for improving instruction and have increased parental access to high quality school options within those districts.

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors supports the following district-charter collaboration initiatives:

- Through the formation of district-charter compacts, empowering and incentivizing districts and public charter schools to work together in collaboration and sharing of best practices and programs;
- Working together to help the most successful schools expand and replicate, whether those schools are district or public charter schools, in order to extend quality offerings to a greater number of students;
- Creating opportunities for teachers and principals to learn from each other and participate in joint professional development;
- Establishing mechanisms for collaboration through which districts and public charter schools share best practices and design innovative solutions to improve student outcomes;
- Facilitating equitable access to and sharing of school facilities;
- Creating clear lines of communication between district and charter schools for tracking students, including those who have been expelled;
- Facilitating collaboration regarding enrollment policies and student disciplinary procedures, in order to ensure that charters have access to and are serving the highest needs students, including those with special needs, and those in foster care or the juvenile justice system;
- Pursuing a common accountability framework and transparent reporting process for all schools, whether district or charter, which uses longitudinal data to support schools and institutes measures that immediately address poor-performing schools, including, when appropriate, closing schools;
- Committing to a discussion with state legislators to advance legislation in areas of mutual interest;
- Facilitating access to equitable financing and public funding.

U.S. CONFERENCE OF MAYORS PRIORITIES FOR EMPOWERING PARENTS TO TRANSFORM FAILING SCHOOLS

WHEREAS, nearly 2,000 high schools are considered ‘dropout factories,’ where 40 percent or more of the freshman class fail to graduate with their fellow students in their senior year; and

WHEREAS, 38 percent of African American students and 33 percent of Latino students attend ‘dropout factories’; and

WHEREAS, these ‘dropout factories’ alone account for 51 percent of the nation’s dropouts; and

WHEREAS, only 27 percent of the nation’s “new graduates” will likely go on to earn a college credential or degree. Specifically, 14 percent will earn a vocational certificate, 9 percent will earn a two-year degree, and only 4 percent will earn a four-year college degree; and

WHEREAS, the lowest-performing schools, across all grade levels, are typically found in the most disadvantaged communities; and

WHEREAS, students in these communities are often forced to attend the lowest-performing schools simply because of their zip code, thereby impacting their prospects for a high quality education; and

WHEREAS, parents of children stuck in failing schools often feel powerless and ill-equipped to give their children a better education; and

WHEREAS, parents often have limited options for improving their child’s education and have few, if any, tools to change a failing school; and

WHEREAS, too many districts continue to turn a blind eye toward some of the worst performing schools that have been underperforming for years, preventing transformative change from taking place;

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors supports empowering parents with information and tools to make the best decisions for their children and to ensure that no child is trapped in a failing school; and

THEREFORE, BE IT FURTHER RESOLVED, that The U.S. Conference of Mayors supports the creation of ‘parent trigger’ policy initiatives that include:

- Empowering parents with information about their child’s school’s performance so they can make informed decisions about their educational options.
- Empowering a majority of parents whose children attend one of the state’s persistently lowest-achieving schools to sign a petition to turnaround that school.

- Allowing parents to choose from one of at least four intervention options to improve their child's school: turnaround, restart, school closure, or transformation.
- Establishing clear guidelines for the petition process and format, and ensuring parents' privacy and protection from harassment and intimidation from those opposed to the petition.
- Requiring districts to implement the parent-selected intervention option within a specified time period.
- Enabling parents to appeal to state officials if the local district fails to act.

U.S. CONFERENCE OF MAYORS PRIORITIES FOR ATTRACTING AND RETAINING TOP TALENT INTO THE TEACHING PROFESSION

WHEREAS, in 2010 the US ranked 14th in reading, 17th in science, and 25th in mathematics among the 34 Organisation for Economic Co-operation and Development (OECD) countries; and

WHEREAS, in 2008 the U.S. high school graduation rate was lower than the rates of the following OECD countries: United Kingdom, Switzerland, Norway, South Korea, Japan, Italy, Ireland, Germany, Finland and Denmark; and

Whereas, in that same year the U.S. was the only developed nation where a higher percent of 55- to 64-year-olds than 25- to 34-year-olds had graduated from high school; and

WHEREAS, increasing student achievement, graduation and college completion rates can result in economic benefits including increases in individual earnings; home sales; job growth; spending and investment; and tax revenues; and

WHEREAS, though there are a number of factors that influence student success, the quality of an education system is dependent on the quality of its teachers; and

WHEREAS, the world's top performing school systems recruit 100 percent of their teacher corps from the top third of college graduates; and

WHEREAS, in the U.S. only 23 percent of new teachers come from the top third, and just 14 percent of teachers in high poverty schools come from the top third; and

WHEREAS, though some schools of education in the U.S. offer rigorous training, many are still held in low regard, while more than half of teachers are trained in colleges with low admissions standards, accepting nearly any high school graduate that applies; and

WHEREAS, the number of new teacher hires in public schools is projected to increase 12 percent to 350,000 in 2020; and

WHEREAS, the average earnings for workers in the U.S. with college degrees are 50 percent higher than average teachers' salaries; and

WHEREAS, research suggests that improving compensation, working conditions and professional prestige could attract a higher percentage of the top college students into the profession;

WHEREAS, President Obama's Project RESPECT outlines similar challenges and strategies for addressing teacher talent needs in the U.S.;

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors supports the development of a strategic and systematic approach to attract, retain and ensure the efficacy of the most talented educators; and

NOW, THEREFORE, BE IT FURTHER RESOLVED, that The U.S. Conference of Mayors supports the following policy priorities:

- Establish more selective, applied, and rigorous standards for schools of education to ensure that top quality candidates are attracted to the profession.
- Create new pipelines to the profession via high-quality alternative certification programs.
- Work to identify and improve working conditions and leadership opportunities that attract and retain top talent to remain in the classroom, where they are needed most.
- Increase starting salaries and dramatically increase potential earnings for teachers and principals, to reflect importance of the profession.
- Create career and leadership opportunities that value success in the classroom as highly as success in management and administration.
- Focus initial efforts on recruiting top talent to the highest-need districts and schools.

A CALL TO ACTION TO REDUCE CHRONIC ABSENTEEISM IN OUR NATION'S SCHOOLS

WHEREAS, cities across the country are grappling with the harsh reality that as many as one in four students are missing nearly a month or more of school, putting them at risk of academic failure and dropping out; and

WHEREAS, chronic absence – missing 10 percent or more of school for any reason including excused and unexcused absences – is a proven predictor of academic trouble and dropout rates; and

WHEREAS, few students who are chronically absent in both kindergarten and first grade can read at grade level by the end of third grade. Improving attendance in the early grades is therefore a core pillar of the comprehensive strategy adopted by the Campaign for Grade-Level Reading for ensuring that children learn to read by the end of third grade so they can read to learn in later grades; and

WHEREAS, by the sixth grade, chronic absenteeism is highly predictive of which students will drop out of high school. By the ninth grade, attendance is a better predictor of graduation than eighth grade test scores; and

WHEREAS, chronic absenteeism rates are highest in low-income communities, where school offers students the best opportunity for improved life outcomes; and

WHEREAS, chronic absenteeism undermines efforts to improve school performance and to narrow the achievement gap, because improvements in classroom instruction have little impact if students are not in class to benefit from them; and

WHEREAS, chronic absence affects all students, even those who show up regularly, when teachers must spend time reviewing concepts for students who missed lessons; and

WHEREAS, chronic absenteeism is a flag that something is wrong in a child's life – providing an opportunity to intervene before it is too late; it is also a public safety issue. Kids who are on the streets instead of at their desks are at an elevated risk of being the victim of a crime, or arrested on juvenile justice charges. In New York City, 79 percent of juveniles arrested had been chronically absent prior to their arrest; and

WHEREAS, most cities do not know if chronic absence is a problem because most districts do not use their attendance data to calculate this attendance indicator. They monitor only average daily attendance and unexcused absences (truancy) and both can mask high levels of chronic absence; and

WHEREAS, cities are in an excellent position to call for data showing whether chronic absence is a problem. In New York City, one in five students—more than 200,000 young people—missed 20 days or more of school last year. In Providence, chronic absence affects over 37 percent of its

student population. In Oregon, 21 percent of students in rural, urban and suburban communities are chronically absent; and

WHEREAS, cities can leverage their own resources to identify and implement strategies that address key barriers to school attendance, such as little access to health services, poor transportation, unsafe neighborhoods, unstable housing and lack of awareness about the importance of going to school regularly starting in the early grades; and

WHEREAS, we applaud the exemplary leadership of Mayor Bloomberg and his administration for demonstrating the critical role that cities can play in combating chronic absence, improving student attendance and increasing instructional time. In less than two years, the Mayor’s Interagency Task Force on Truancy, Chronic Absenteeism and School Engagement has impacted chronic absence levels in target schools—giving students who benefited from the program last year an additional 7,000 days of school. Key components of effective practice illustrated by New York City’s Task Force include:

- Data sharing among key stakeholders and strategic use of “early warning” data to identify and prevent chronic absence and school failure;
- Personalizing school through the creation of the largest in-school mentoring program in the nation—targeting over 4,000 at-risk students, by “repurposing” existing resources and partnerships;
- Cultivation of a culture of attendance and its importance through public messaging, awareness-building activities and attendance incentives;
- Rigorous infrastructure and data-driven accountability aimed at creating scalable models for future implementation both in NYC and nationwide;
- Creating systemic models to better connect existing local resources and community stakeholders with schools; and

WHEREAS, we endorse and support the efforts by the 124 cities involved in the Campaign for Grade-Level Reading All-America City Award process to address chronic absence in the early grades along with reducing summer learning loss and increasing school readiness. The Campaign is dedicated to improving early literacy by supporting community solutions to these three widespread, but solvable challenges. Addressing attendance offers cities a chance to use the bully pulpit to educate parents and community members about the importance of regular attendance among young children, bring together community stakeholders around an issue of common concern, and monitor progress over time;

NOW, THEREFORE, BE IT RESOLVED, we call upon all of the members of The U.S. Conference of Mayors to support the creation of initiatives to reduce chronic absenteeism, including to:

- Raise public awareness and concern about the dire impact of chronic absence;
- Encourage broad community engagement and sustained civic action to help parents get their children to school every day;
- Encourage schools to publish chronic absenteeism data, along with average daily attendance.

REDUCING STUDENT LOAN INTEREST

WHEREAS, in 2007, Congress passed the College Cost Reduction and Access Act, a significant investment in higher education that eased the financial burden on millions of students and their families; and

WHEREAS, the College Cost Reduction and Access Act reduced the fixed interest rate on federal Stafford Loans for undergraduate students from 6.8 percent to 3.4 percent over a 4 year period; and

WHEREAS, more than 7.4 million students – about one third of all college students in the country – will see their interest rates double on July 1, unless Congress acts to extend the reduced interest rate; and

WHEREAS, for each year Congress allows the rate to double, the average college student with these loans will take on an additional \$1,000 in debt; and

WHEREAS, this potential increase in college costs for students comes at a time when tuition has been rising at 8 percent per year and the median wages for young people are falling; and

WHEREAS, student college loan debt now stands at \$867 billion, and now surpasses the total amount of credit card debt in the country by more than \$160 billion; and

WHEREAS, studies have shown that only 37 percent of student loan borrowers have been able to repay their loans without delinquency or delay.

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors urges Congress to act before July 1 to prevent the doubling of the interest rate on federal Stafford Loans for undergraduate students.

SCIENCE CENTERS AND STEM EDUCATION

WHEREAS, the continued intellectual and economic well-being and prosperity of the United States depends on a skilled and educated workforce; and

WHEREAS, an educated workforce includes students trained in the subjects of Science, Technology, Engineering and Math (STEM); and

WHEREAS, in an international exam given to 15 year olds in 2009, U.S. high school students ranked significantly behind 12 industrialized nations in science and ranked 17th in math; and

WHEREAS, it has become a national priority to enhance STEM education; and

WHEREAS, in addition to formal classroom instruction, students should be exposed to science through informal science education (ISE) environments in order to spark their interest, and motivation and enhance their learning experiences in STEM; and

WHEREAS, science centers are the primary source of informal science education; and

WHEREAS, over 61 percent of Americans visited zoos, aquariums, science museums, and natural history museums in 2008; and

WHEREAS, our nation's science centers provide the following educational resources;

- 90 percent offer classes and demonstrations;
- 89 percent offer school outreach programs;
- 82 percent offer workshops for teachers;
- 75 percent offer curriculum materials;
- 56 percent offer after-school programs; and

WHEREAS, the National Research Council of the National Academies found that science learning takes place throughout life and that it occurs in non-school settings; and

WHEREAS, federal agencies that support informal science education include the National Science Foundation, the National Oceanic and Atmospheric Administration, the National Aeronautics and Space Administration, and the Institute of Museum and Library Services; and

WHEREAS, there are science centers in almost every U.S. city.

NOW, THEREFORE, BE IT RESOLVED, that the U.S. Conference of Mayors strongly encourages the Obama Administration and the U.S. Congress to fully fund Informal Science Education programs in Fiscal Year 2013; and

BE IT FURTHER RESOLVED, that in establishing federal STEM policies, the Obama Administration and the U.S. Congress emphasize the unique role of America's Science Centers in providing STEM education.

SUPPORTING A STRONG TECHNOLOGY & INNOVATION AGENDA

WHEREAS, the harnessing of technology and innovation is critical to the success and vitality of any public sector endeavor or organizational mission; and

WHEREAS, the combination of innovation and technology provides a powerful economic and social engine to help revitalize our cities and communities; and

WHEREAS, identifying and building partnerships with other jurisdictions, non-profit organizations, and private companies is vital to innovation and harnessing the potential of technology; and

WHEREAS, open data has been a key driver to economic development, accountability and innovation in cities; and

WHEREAS, reforming national immigration policy would be instrumental in attracting and retaining qualified and talented foreign-born Science, Technology, Engineering and Math (STEM) students attending American universities; and

WHEREAS, there is an urgent need for states and local governments to collaborate with National Telecommunications and Information Administration's (NTIA) in developing and deploying a national public safety communications network in the 700MHz D Block to ensure system-wide compatibility in function and operation; and

WHEREAS, local governments continue to work with private sector partners to develop and deploy innovative technology systems that will make high quality internet access available and affordable to their communities, and

WHEREAS, expanding and broadening the engagement of people living and working in cities with their government through technology, drives new solutions to long-standing and emerging civic challenges.

NOW, THEREFORE, BE IT RESOLVED, that The United States Conference of Mayors encourages, supports and enables the liberation of data at all levels of government and the private sector to spur entrepreneurship, foster economic growth and create jobs; and

BE IT FURTHER RESOLVED, that The United States Conference of Mayors will support and advocate for legislation that spurs national innovation through reformed immigration policies which would help American companies attract and retain the best and the brightest workers by providing green cards for advanced degree graduates in STEM fields from American universities; create a new green card category for entrepreneurs who establish new start-up businesses; reform the current H-1B visa programs to increase the number of technology workers; and better prepare American students for jobs in new technologies by investing significant capital into improving STEM education in the U.S; and

BE IT FURTHER RESOLVED, that The United States Conference of Mayors will support efforts such as those of the NTIA to urge states and local governments to collaborate with one another and NTIA in developing and deploying a national public safety communications network in the 700MHz D Block, to ensure system-wide compatibility in function and operation; and

BE IT FURTHER RESOLVED, that The United States Conference of Mayors will urge NTIA and the Federal Communications Commission (FCC) to increase the availability of unlicensed spectrum, including potential uses in the 1755-1850 MHz band, and shared uses in other bands, to assist local governments and other users deploy public Wi-Fi systems that will expand free or low-cost and high quality internet access to entire communities; and

BE IT FINALLY RESOLVED, that the United States Conference of Mayors urges Congress and the Administration to expand funding to support initiatives that direct resources to harness the capability of metro economies nationwide in developing regional industry, innovation and export clusters.

ARTS EDUCATION

WHEREAS, the Elementary & Secondary Education Act (ESEA) recognizes the arts as a core academic subject, allowing federal K-12 funds to support arts education; and

WHEREAS, such federal funds include Title I of the Elementary and Secondary Education Act, as authorized through ESEA, as well as funds for teacher training and professional development, technology, after-school and summer programs, and much more; and

WHEREAS, Congress affirmed the importance of arts education by establishing a dedicated arts education program at the U.S. Department of Education to complement existing programs of the National Endowment for the Arts; and

WHEREAS, a child's education is not complete unless it includes the arts; and

WHEREAS, the U.S. Department of Education's most recent study on the status of arts education found that 1.3 million elementary school students fail to get any music instruction, 4 million students fail to get any visual art instruction and 23 million students fail to receive instruction in theater and dance; and

WHEREAS, the U.S. Secretary of Education called the arts opportunity gap the widest for children in high-poverty schools and cited it as an absolute equity and civil rights issue; and

WHEREAS, the National Endowment for the Arts report "The Arts and Achievement in At-Risk Youth" found that high-poverty students who had an arts-rich education were found to have better grade point averages, lower drop-out rates in high-school, more likely to enroll in college and get better grades in college than high-poverty students with little arts education; and

WHEREAS, performance results from the federal Arts In Education program demonstrate the ability of arts integration to boost achievement results among low-income and minority students;

WHEREAS, local arts agencies, artists, and arts institutions and organizations stand ready and willing to work with school districts and teachers to improve arts education.

NOW, THEREFORE, BE IT RESOLVED, that members of The United States Conference of Mayors urge local school districts and administrators to maximize the use of federal education funds available through the above-named programs, as well as state funds, to deliver high-quality arts instruction and to integrate the arts with other core subjects:

- We call on Congress to hold hearings on arts education and develop policy to strengthen the arts in the reauthorization of the Elementary & Secondary Education Act; and
- We further urge Congress to appropriate a minimum of \$30 million for the Arts In Education program, which will support the further development and dissemination of effective models for improving the quantity and quality of arts education.

RESOLUTION IN SUPPORT OF THE REAUTHORIZATION & FUNDING OF THE WORKFORCE INVESTMENT ACT

WHEREAS, the policy of investing in employment, training and career development is crucial to the nation's economic strength and global competitiveness; and

WHEREAS, the investment of federal funds into adult and youth training, employment and career development has a positive impact on private enterprise within the local and national economy, tax-base and global competitiveness; and

WHEREAS, Congress has cut more than \$1 billion in funding for national workforce programs over the last two years, including support for an array of programs targeting dislocated workers, low-income adults, veterans, disconnected young adults and other highly labor market vulnerable groups; and

WHEREAS, over 9 million people were served nationally last year by the public workforce system, funded through WIA Title I programs - a 248 percent increase in participation rates in just two years – and over 4.5 million WIA participants found jobs through the system; and

WHEREAS, any further cuts to funding will seriously impact the ability of the workforce system to respond to immediate and long-term labor market demands, disrupting business growth and slowing our economic recovery efforts; and

WHEREAS, while the national economy is beginning to expand, 12.8 million Americans remain unemployed, 40 percent of whom have been looking for work for six months or more; and

WHEREAS, a recent Manpower survey found 52 percent of U.S. employers are experiencing difficulty filling critical positions within their organizations—up from only 14 percent in 2010; and

WHEREAS, despite an 8.1 percent unemployment rate, many employers in health care, advanced manufacturing, and other high-growth sectors report that they cannot find the skilled workers needed to fill up to 3.5 million current job openings across the country; and

WHEREAS, The U.S. Conference of Mayors has long promoted an agenda of smart, sustainable investments in the nation's workforce to put us on a solid path to economic recovery and growth.

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors urges Congress to reauthorize the Workforce Investment Act this year, in order to modernize the current workforce investment system to provide Americans with a competitive edge to compete in a global economy by acquiring the skills that growing industries desire; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors urges Congress to:

- Maintain funding for WIA Title I Adult, Dislocated Worker, and Youth state formula grants programs at FY12 pre-rescission enacted levels, and fund national programs under Title I at the levels recommended in the Administration's FY13 budget request; and

- Maintain FY2012 pre-rescission funding levels for adult basic education state grants under Title II of WIA, consistent with the Administration's FY13 budget; and

BE IT FINALLY RESOLVED that The U.S. Conference of Mayors calls on businesses and private enterprise to:

- Invest in workforce education, training and career exploration counseling to create a world-class competitive workforce;
- Encourage employees to participate in workforce development programs assisting students to achieve life-long learning and careers;
- Collaborate with education, state and local leaders to build a responsive education system including career information and curriculum reflective of current and future business needs, based upon high-growth job trends.

U.S. CONSTITUTION & CITIZENSHIP DAY CONSTITUTION PROJECT

WHEREAS, September 17th is United States Constitution and Citizenship Day and this day commemorates the September 17, 1787, signing of the U.S. Constitution; and

WHEREAS, each educational institution that receives Federal funds for a fiscal year is required to hold an educational program about the U.S. Constitution for its students; and

WHEREAS, September 17, 2012 will mark the 225th Anniversary of the U.S. Constitution; and

WHEREAS, the Constitutional Convention first convened on May 14, 1787 in Philadelphia Pennsylvania and the U.S. Constitution was adopted on September 17, 1787; and

WHEREAS, the U.S. Constitution is one of the most influential legal documents in existence as over one hundred countries around the world have used it as a model for their own; and

WHEREAS, according to a 1998 national survey released by the National Constitution Center, more teens know which city has the zip code "90210" than the city in which the U.S. Constitution was written (75 percent to 25 percent); and

WHEREAS, a 2010 national survey conducted by the Center for the Constitution at James Madison's Montpelier found while the vast majority of Americans (86 percent) believe that the Constitution is important to their daily lives, less than one third have taken the time to read all (28 percent) or even most (14 percent) of the 4,400 words; and

WHEREAS, Only 16 percent of young people (ages 18–24) report understanding “a lot” about the Constitution, despite having most recently completed their formal education; and

WHEREAS, BE THE PEOPLE: The Constitution Project celebrates the 225th anniversary of the Constitutional Convention through a unique series of videos, interviews, social media campaigns, events and educational programming and BE THE PEOPLE will highlight how the U.S. Constitution and Constitutional Convention influences all US citizens from students to business and political leaders; and

WHEREAS, BE THE PEOPLE is a non-partisan, joint effort between Republic Square, The Campaign for the American Conversation and the Harvard Kennedy School, the Constitution campaign will culminate on September 17, 2012, United States Constitution and Citizenship Day; and

WHEREAS, Republic Square is non-partisan, non-profit organization that promotes leadership and integrity in politics through the development of political and civic engagement programs. Republic Square organizes initiatives based around its I.D.E.A methodology - Investigate, Design, Educate, Activate - and the belief that nothing is more powerful than an idea whose time has come.

NOW, THEREFORE, BE RESOLVED, that The US Conference of Mayors encourages: Mayors to visit schools on September 17, 2012 to celebrate the 225th Anniversary of the Constitution and promote United States Constitution and Citizenship Day by recording interviews with BE THE PEOPLE about the Constitution, highlight the special occasion through social media and city marketing assets, and/or host Constitution & Citizenship celebrations in City Hall.

SUPPORTING THE PEACE CORPS

WHEREAS, The U.S. Conference of Mayors is one of the nation's leading organizations dedicated to community building, civic engagement and the promotion of volunteerism; and

WHEREAS, the Peace Corps was established by President Kennedy's executive order on March 1, 1961, with the mission to promote world peace and friendship and a better understanding between Americans and people of other countries; and

WHEREAS, Peace Corps has three goals: 1) To provide trained Americans to live and work overseas for the needs of host countries; 2) to share the American culture and perspectives overseas; and 3) to share the international experience gained overseas with Americans back in the United States; and

WHEREAS, for over 50 years, the Peace Corps has sent more than 200,000 American volunteers to 139 host countries to work on local community projects; and

WHEREAS, more than 9,000 Peace Corps and Peace Corps Response volunteers currently serve in 75 host countries in long-term (27-month) and short-term, high impact (3 to 12 months) assignments providing technical assistance and acquiring international expertise in six program sectors: Youth Development, Education, Community and Economic Development, Health, Agriculture and Environment; and

WHEREAS, over 3,500 Peace Corps volunteers return to the United States each year with demonstrated technical, foreign language, project management, and cross cultural skills and become leaders in many different fields, including public service, education, international business, non-profit management, health, and more.

WHEREAS, more than 200,000 returned Peace Corps volunteers live and work in communities throughout the U.S. and engage in activities that promote global understanding and service while educating Americans about the cultures and people of other countries; and

WHEREAS, the Peace Corps provides free, online resources for American educators and mentors to integrate global issues and cultural awareness into their classrooms through programs such as Coverdell World Wise Schools, and can facilitate the involvement of community and civic groups interested in supporting projects overseas through the Peace Corps Partnership Program.

NOW, THEREFORE, BE IT RESOLVED that The U.S. Conference of Mayors recognizes the vital work of the Peace Corps around the world and the valuable contribution that returned Peace Corps volunteers make to communities in the United States upon their return from service overseas; and

NOW, THEREFORE, BE IT RESOLVED that The U.S. Conference of Mayors will encourage local citizens to consider Peace Corps service; and

NOW, THEREFORE, BE IT RESOLVED that The U. S. Conference of Mayors will call on the thousands of returned Peace Corps volunteers living across the United States to support city initiatives and operations either on an organized volunteer basis or through staff recruitment; and

NOW, THEREFORE, BE IT RESOLVED that The U.S. Conference of Mayors encourages mayors across the United States to recognize March 1 as Peace Corps Day in their communities with events and programs; and

NOW, THEREFORE, BE IT RESOLVED that The U.S. Conference of Mayors will encourage local educators and community groups to utilize the free resources available through the Peace Corps and collaborations with returned Peace Corps Volunteers to enhance Sister City appreciation in the United States and elsewhere; and

BE IT FURTHER RESOLVED that The U.S. Conference of Mayors will provide a point of contact to Peace Corps for potential collaborative initiatives, activities and events.

RESOLUTION TO ERADICATE BULLYING FROM AMERICA'S SCHOOLS

WHEREAS, more than 13 million American kids a year are affected by bullying, with some driven to suicide; and

WHEREAS, teens in grades 6 through 10 are the most likely to be involved in activities related to bullying

WHEREAS, approximately 30% of students in the U.S. are involved in bullying on a regular basis, either as a victim, bully or both; and

WHEREAS, mayors are the civic leaders of the nation's cities and can be tremendously impactful to effect positive change in their communities; and

NOW, THEREFORE, BE IT RESOLVED, that The U.S. Conference of Mayors fully supports anti-bullying activities such as The Bully Project and 1 Million Kids; and

BE IT FURTHER RESOLVED, that the nation's mayors will do all they can to call attention to the issue of bullying in schools, and work to develop city-wide programs to combat the problem of bullying to ensure that all students have access to a safe and secure educational environment.