

**ADOPTED RESOLUTIONS**  
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**TABLE OF CONTENTS**

RESOLUTION IN SUPPORT OF THE REAUTHORIZATION & FUNDING OF THE WORKFORCE INVESTMENT ACT.....	2
RESOLUTION IN SUPPORT OF THE NATIONAL NETWORK FOR MANUFACTURING INNOVATION ACT.....	4
ADVANCED MANUFACTURING .....	6
U.S. CONFERENCE OF MAYORS PRIORITIES FOR THE ELEMENTARY AND SECONDARY EDUCATION ACT REAUTHORIZATION.....	8
RESOLUTION ON COLLEGE COMPLETION AND AFFORDABILITY.....	10
RESOLUTION TO ADVANCE COLLEGE AND CAREER READINESS FOR ALL STUDENTS.....	12
U.S. CONFERENCE OF MAYORS PRIORITIES FOR SMARTER SPENDING ON OUR CITIES’ SCHOOLS.....	14
U.S. CONFERENCE OF MAYORS PRIORITIES FOR INVESTING IN HIGH QUALITY EARLY CHILDHOOD EDUCATION.....	16
IN SUPPORT OF PRESCHOOL FOR ALL FOUR YEAR OLDS IN LOW AND MODERATE INCOME FAMILIES; IN SUPPORT OF EXPANDED CARE FOR INFANTS AND TODDLERS THROUGH EARLY HEAD START AND CHILD CARE PROGRAMS; IN SUPPORT OF ADDITIONAL MANDATORY FUNDING TO EXTEND AND EXPAND CURRENT FEDERAL INVESTMENTS IN HOME VISITATION PROGRAM; ALL OF WHICH ARE PAID FOR AN INCREASE IN TOBACCO EXCISE TAXES.....	19
A CALL TO ACTION TO REDUCE SUMMER LEARNING LOSS AMONG OUR NATION’S CHILDREN AND YOUTH.....	21
SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATHEMATICS (STEAM) EDUCATION.....	23
U.S. CONFERENCE OF MAYORS PRIORITIES FOR ADVANCING QUALITY TEACHING THROUGH PROFESSIONAL, HIGHLY COMPETITIVE PAY.....	24
INVESTING IN AMERICA’S OPPORTUNITY YOUTH.....	26
INVESTING IN SUMMER YOUTH JOBS AND FINANCIAL EDUCATION.....	28
RESOLUTION TO ERADICATE BULLYING FROM AMERICA’S SCHOOLS .....	30
ARTS EDUCATION.....	31
SUPPORT INCREASED TECHNOLOGY INCLUSION FOR UNDERREPRESENTED COMMUNITIES.....	33
U.S. CONFERENCE OF MAYORS PRIORITIES FOR ADVANCING ON COMMON CORE STATE STANDARDS IMPLEMENTATION WITHOUT DELAY.....	35

**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**, funding for WIA programs over the last 10 fiscal years has seen a 15 percent decline nationally, with some states seeing reductions in funding over the last 5 years in excess of 50 percent; and

**WHEREAS**, the implications of the Budget Control Act of 2011 will create significant cuts to all workforce investment boards, especially so in metropolitan areas, with preliminary estimates for many cities expected to be in the double digits; and

**WHEREAS**, over 9 million people were served nationally last year by the public workforce system, funded through WIA Title I programs – a nearly 250 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, 11.7 million Americans remain unemployed, 37 percent of whom have been looking for work for six months or more; and

**WHEREAS**, despite a 7.5 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 3.8 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 oppose cuts to WIA that are called for under the Sequestration; and

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

- Fund WIA Title I Adult, Dislocated Worker, and Youth state formula grants at the Administration's FY14 budget requested levels – increases over the FY12 levels of \$21 million for adult training; \$23 million for youth training; and \$36 million for dislocated worker assistance; and
- Fund the Workforce Innovation Fund at the Administration's requested FY14 level of \$150 million – an increase of \$100 million over FY13 levels; 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; and
- encourage employees to participate in workforce development programs assisting students to achieve life-long learning and careers; and
- 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.

Projected Cost: Unknown

## **RESOLUTION IN SUPPORT OF THE NATIONAL NETWORK FOR MANUFACTURING INNOVATION ACT**

**WHEREAS**, in his State of the Union Address, President Obama proposed a \$1 billion investment to create a National Network for Manufacturing Innovation (NNMI), that would be composed of 15 Manufacturing Innovation Institutes and overseen by the Department of Commerce; and

**WHEREAS**, the Administration has committed an initial \$200 million to support the creation of the first three Manufacturing Innovation Institutes, which will be selected from proposals solicited through competitive processes led by the Department of Defense and the Department of Energy; and

**WHEREAS**, those Manufacturing Innovation Institutes would serve as regional hubs designed to bridge the gap between basic research and product development, bringing together companies, universities and community colleges, and Federal agencies to co-invest in technology areas that encourage investment and production in the U.S.; and

**WHEREAS**, the Manufacturing Innovation Institutes will have vast economic impacts as they will bolster the regional and local economies of selected sites all while strengthening the national economy and working toward an America built to last and compete globally; and

**WHEREAS**, domestic manufacturing has been a cornerstone of American prosperity and is critical to the nation's economic strength and future growth; and

**WHEREAS**, every dollar of manufacturing output supports \$1.34 in output from other sectors, a larger economic multiplier than any other sector; and

**WHEREAS**, manufacturing represents 65 percent of U.S. exports, pay for or perform 70% of U.S. industrial research and development, and is critical to the nation's defense sector industrial capacity; and

**WHEREAS**, American manufacturing has lost almost 6 million jobs since 1990, while manufacturing firms have increasingly relocated overseas; and

**WHEREAS**, American companies are increasingly competing not only with other companies but with other nations; and

**WHEREAS**, creating innovation ecosystems that support collaborative efforts and leverage public and private resources will encourage the growth of domestic manufacturing; and

**WHEREAS**, establishing networks across research institutions, private industry, manufacturing supply chains, and community colleges will spur innovation and commercialization of products, provide millions of high-paying middle class jobs, and address critical gaps in workforce development; and

**WHEREAS**, the creation of Manufacturing Innovation Institutes, as envisioned in the National Network for Manufacturing Innovation, will provide a collaborative framework that addresses the many issues facing American manufacturing; and

**WHEREAS**, the United States Senate approved, by voice vote, a deficit-neutral budget amendment offered by Senator Sherrod Brown (D-OH) and Senator Roy Blunt (R-MO) to establish a National Network for Manufacturing Innovation,

**NOW, THEREFORE, BE IT RESOLVED**, that The United States Conference of Mayors applauds the Administration's Federal commitment to the creation of these first three Manufacturing Innovation Institutes; and

**BE IT FURTHER RESOLVED**, that The United States Conference of Mayors urges Congressional support for President Obama's proposed National Network of Manufacturing Innovation (NNMI) and the future creation of the twelve additional Institutes.

**NOW, THEREFORE, BE IT RESOLVED** that The United States Conference of Mayors urges Congress to authorize and fund the National Network for Manufacturing Innovation Act to revitalize the nation's advanced manufacturing sectors and spur economic growth through American innovation; and

**BE IT FURTHER RESOLVED** that The United States Conference of Mayors urges Congress to:

- Fund NNMI in a manner and at a level sufficient to ensure that the Institutes will be self-supporting after a prescribed number of years; and
- Provide mandatory funding for NNMI to provide private sector investors maximum certainty when engaging with a manufacturing institute; and

**BE IT FURTHER RESOLVED** that the United States Conference of Mayors calls on private industry and public institutions to invest in workforce training and skills development, leverage regional expertise through the NNMI institutes, and provide an environment that fosters innovation.

Projected Cost: \$1 billion in Fiscal Year 2014

## **ADVANCED MANUFACTURING**

**WHEREAS**, in 2012, manufacturers contributed \$1.87 trillion to the nation's economy, up from \$1.73 trillion in 2011, and represented 11.9 percent of GDP; and

**WHEREAS**, manufacturing supports an estimated 17.2 million jobs in the United States of which nearly 12 million are employed directly in manufacturing; and

**WHEREAS**, in 2011, the average manufacturing worker in the United States earned \$77,060 annually, including pay and benefits, while the average working in all industries earned \$60,168; and

**WHEREAS**, manufacturers in the United States perform two-thirds of all private-sector research and development in the nation; and

**WHEREAS**, US exports growth is a key factor in economic growth and are largely driven by technological innovation in aerospace, life sciences, clean energy, environmental scientific instruments, and other related fields; and

**WHEREAS**, today's manufacturing sector is increasingly located in cities; and

**WHEREAS**, manufacturing brings revenues into the city and metropolitan economy from external areas, states, and countries, also supporting job creation in other parts of the local economy; and

**WHEREAS**, thriving advanced manufacturing and related technology sectors attract and grow investment throughout our nation in both cities and suburban and rural communities; and

**WHEREAS**, President Obama proposed a concrete agenda to train American workers for advanced manufacturing jobs, end tax breaks to ship jobs overseas, and level the playing field for workers by opening new markets for American-made products; and

**WHEREAS**, the President launched the Investing in Manufacturing Communities Partnership (IMCP) to provide coordinated federal assistance to help communities develop regional implementation strategies aimed to initiate tailored public-private partnerships to expand manufacturing initiatives; and

**WHEREAS**, the President's proposed a cross-agency investment in FY 2014 to award five to six IMCP "Challenge" grants of up to \$25 million each for having the best long-term, coordinated strategies for attracting private investment and increasing exports; and

**WHEREAS**, the President proposed a \$1 billion investment to expand the Manufacturing Innovation Institutes Network across the country; and

**WHEREAS**, On May 9, the President launched a competition for three new Manufacturing Innovation Institutes which is part of a vision for linked regional hubs that will anchor economic growth in our nation's urban centers; and

**WHEREAS**, the President has proposed increased investment in key advanced manufacturing research and development programs across federal agencies; and

**WHEREAS**, the President has established an interagency Advanced Manufacturing National Program Office (AMNPO); and

**WHEREAS**, despite bipartisan interest and various legislative proposals, there remains a multitude of unconnected federal programs and no comprehensive national strategy for reviving and sustaining a strong manufacturing sector, keeping our nation on the leading edge of innovation, or providing sufficient resources to educate America's future talent and workforce,

**NOW, THEREFORE, BE IT RESOLVED** that The U.S. Conference of Mayors urges the President and the U.S. Congress to establish, pursue, and invest in a clear manufacturing strategy that better incorporates the role and value of advanced manufacturing in broader urban and economic development policies and programs; and

**BE IT FURTHER RESOLVED** that the federal government should evaluate and remove constraints on urban manufacturing support, and that mayors and the federal government should work together to identify additional ways to support technology education, research and innovation that can boost advanced manufacturing in US cities.

Projected Cost: Unknown

## **U.S. CONFERENCE OF MAYORS PRIORITIES FOR THE ELEMENTARY AND SECONDARY EDUCATION ACT REAUTHORIZATION**

**WHEREAS**, the delay of reauthorizing Elementary and Secondary Education Act (ESEA) has been prolonged for 6 years and it is time for Congress to act; and

**WHEREAS**, ESEA can, as it has in the past, set national priorities states should follow, which must focus on accountability, performance, and fair funding; and

**WHEREAS**, students are often forced to attend the lowest-performing schools simply because of their zip code and have limited options to enroll elsewhere; and

**WHEREAS**, some of the worst performing schools have been underperforming for years – and yet these schools remain open and continue to do a disservice to our children; and

**WHEREAS**, with the exception of very few subject areas – specifically secondary mathematics – teachers with an advanced degree in the subject they teach are no more effective than those without such degrees; and

**WHEREAS**, lower-performing students and schools are assigned a disproportionate number of ineffective teachers, highlighting the inequitable access lower-performing students and schools have to effective teachers; and

**WHEREAS**, students of highly effective teachers gain five to six more months of learning than students of ineffective teachers; research has shown that students who are in the classroom of ineffective teachers for three consecutive years are unlikely to ever catch up to their peers; and

**WHEREAS**, the current ESEA emphasizes absolute school and district performance data and does not incorporate student growth in achievement into accountability systems; and

**WHEREAS**, the requirement in the 2001 reauthorization of ESEA to report disaggregated data highlighted stark achievement gaps that exist amongst several subgroups of our students; and

**WHEREAS**, disaggregated data by student subgroup is necessary to drive data-informed decision-making and to hold all states, districts, and schools accountable for student learning; and

**WHEREAS**, a precondition to any education reform effort is sufficient and fairly distributed funding based on student and school need, and researchers and lawsuits continue to highlight significant funding inequities across school districts nationwide; and

**WHEREAS**, fair and adequate funding will help ensure students have access to effective teachers and the resources they need to develop the skills necessary for success in college and a career; and



**WHEREAS**, ESEA has the ability to hold low-performing schools accountable to the needs of the families they serve; and

**WHEREAS**, the members of the U.S. Conference of Mayors have previously adopted resolutions that call for the reauthorization of ESEA,

**NOW, THEREFORE, BE IT RESOLVED**, that The U.S. Conference of Mayors supports the following priorities for the reauthorization of the ESEA in addition to those already adopted by this body:

- Require states design accountability systems that collect and report school and district performance data based on student growth in achievement in addition to absolute achievement scores; and
- Continue and strengthen accountability requirements for districts by requiring all states to publicly report disaggregated data by student subgroup and to require districts to set annual, measurable performance targets for all students and subgroups; and
- Develop intervention plans for the lowest-performing schools (which varies by state, but is commonly characterized as the bottom 5% of the state's lowest-performing schools) that focus on catalyzing student achievement through turnaround or the creation of new schools; and
- Ensure schools are empowered to make personnel decisions focused on performance – as opposed to measures that research shows do not correlate with teacher effectiveness – by instituting performance-based evaluation systems in lieu of the Highly Qualified Teachers requirement; and
- Require states to ensure districts maximize opportunities and resources to develop and support teachers in improving their practice; and
- Require states to publicly report data regarding the number of teachers at each level of effectiveness by school and district; and
- Fully utilize funding intended to support students from low-income families by encouraging states and districts to distribute funding to schools based on students' needs, by providing schools spending flexibility, and by focusing accountability measures on student achievement; and
- Ensure reauthorization of ESEA supports the forward progress of those states and districts that have approved ESEA waivers.

Projected Cost: Unknown

## **RESOLUTION ON COLLEGE COMPLETION AND AFFORDABILITY**

**WHEREAS**, The U.S. Conference of Mayors has joined the President in setting a goal for the nation to achieve the highest proportion of students graduating from college in the world by 2020, and the goal that all Americans should be prepared to enroll in at least one year of higher education or job training to better prepare our workforce for a 21st century economy; and

**WHEREAS**, The U.S. Conference of Mayors has supported the President's plan to increase higher education access and success by restructuring and dramatically expanding college financial aid, address college completion and strengthen the higher education pipeline to ensure that more students succeed and complete their degree, and invest in community colleges to equip a greater share of young people and adults with high-demand skills and education for emerging industries; and

**WHEREAS**, the rapid diffusion of online education has overwhelmed the system of location-based state-level licensure of postsecondary institutions, creating wide gaps of consumer protection for students and a dizzying array of incompatible authorization requirements and procedures for institutions, thus requiring a reciprocity system for authorization that has now been drafted by the regional higher education compacts,

**NOW, THEREFORE, BE IT RESOLVED**, that The U.S. Conference of Mayors supports Race to the Top: College Affordability and Completion and urges Congress to appropriate funds to:

- Encourage states to reform their higher education systems by increasing their affordability, efficiency, quality, and productivity; and
- Reward colleges that have acted responsibly in setting tuition, providing value, and serving needy students; and
- Develop evidence of strategies colleges can use to improve their long-term affordability and quality, and to increase capacity; and
- Empower students and families with better information so they can choose affordable colleges that provide good value; and

**BE IT FURTHER RESOLVED**, that Race to the Top: College Affordability and Completion and other federal postsecondary education policies should, in addition, be designed and implemented to:

- Promote the widespread adoption of standardized systems of competency-based credit and badges that are portable between institutions and meaningful to students and employers; and
- Use technology to modernize student-centered, customized systems for college and career planning, assessment and placement, and enrollment services; and

- Align or replace admission and placement tests with assessments aligned to the Common Core State Standards; and
- Create incentives for the adoption of policies and practices that increase graduation rates and reduce time-to-degree, including dual/concurrent enrollment in high school as well as practices recommended by Complete College America; and

**BE IT FURTHER RESOLVED**, that the U.S. Conference of Mayors endorses the comprehensive reciprocity agreement for authorization of online and remote postsecondary education drafted by the regional higher education compacts and reflected in the consensus report of the National Commission on the Regulation of Postsecondary Distance Education, *Advancing Access through Regulatory Reform: Findings, Principles, and Recommendations for the State Authorization Reciprocity Agreement*.

Projected Cost: The President's Budget includes \$1 billion

## **RESOLUTION TO ADVANCE COLLEGE AND CAREER READINESS FOR ALL STUDENTS**

**WHEREAS**, The U.S. Conference of Mayors has established as a national goal that every student should graduate from high school ready for college and career, regardless of income, race, ethnic or language background, or disability status, to be achieved in part by expanding linked learning approaches which include:

- Rigorous academic curricula aligned with entrance requirements for public institutions of higher education in the states; and
- An integrated career and technical education component organized in structured, sequenced courses in career pathways in high-pay, high-growth, or high-skill industry sectors and aligned with the Common Core Academic Standards and standards for 21st Century skills; and
- High-quality work-based learning components that connect students to real employment and real adults, aligned with academic standards and career pathway sequences; and

**WHEREAS**, a strategy for accomplishing these objectives was developed at the conference's Fall Leadership Meeting: *Developing Next Generation Leadership in Cities Through Workforce Development*; and

**WHEREAS**, in President Obama's State of the Union Address, he announced "a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy" and stated that "we'll reward schools that develop new partnerships with colleges and employers and create classes that focus on science, technology, engineering, and math -- the skills today's employers are looking for to fill the jobs that are there now and will be there in the future"; and

**WHEREAS**, research demonstrates "that integrating work-based learning into a comprehensive educational program can address students' diverse learning styles thereby enabling them to learn and master skills and competencies through problem-solving; add relevance to academic curriculum by linking classroom learning to real world applications; expose students to career options that can motivate and inform their decision-making; and promote psychological and social development via adult interaction" (NRC, 2004; Benard, 2004); and

**WHEREAS**, work-based learning opportunities include an array of programs linked to career technical course sequences and integrated with academic subjects, including mentoring, school enterprises, virtual apprenticeships, job shadowing, intensive internships, work experience and community classrooms that are an essential component of any comprehensive educational program of study, bringing relevance to academic programs and building skills to prepare students for 21st Century jobs in a global economy,

**NOW, THEREFORE, BE IT RESOLVED**, that The U.S. Conference of Mayors endorses the President's high school redesign and career academy initiatives, with the objective of delivering comprehensive systems of linked learning for all students; and

**BE IT FURTHER RESOLVED**, that The U.S. Conference of Mayors supports H.R. 3154, the Education for Tomorrow's Jobs Act, by Rep. Thompson (R-Pennsylvania); and

**BE IT FUTHER RESOLVED**, that The U.S. Conference of Mayors calls upon Congress to reauthorize the Perkins Act to provide expanded support for high-quality career pathways that are integrated with academic subjects and connected to work-based learning in order to ensure college and career readiness for all high school graduates, and to align the Workforce Investment Act, Elementary and Secondary Education Act and any waivers there from, Race to the Top, and other related policies with the objective of expanding these comprehensive linked learning pathways; and

**BE IT FINALLY RESOLVED**, that mayors will provide critical support for work-based learning aligned to college and career pathways, including, as appropriate in individual cities, the coordination of afterschool and out-of-school municipal and civic programs to incorporate work-based learning, the support of intermediary organizations to assist schools and employers with the connective infrastructure for work-based learning, and incorporating into contracts with municipal vendors a provision for high-quality work-based learning opportunities connected to linked learning pathways.

Projected Cost: Unknown

## **U.S. CONFERENCE OF MAYORS PRIORITIES FOR SMARTER SPENDING ON OUR CITIES' SCHOOLS**

**WHEREAS**, our country, through the federal, state, and local governments, invests over \$500 billion each year in elementary and secondary education; and

**WHEREAS**, unfortunately, due to the limited expenditure data collected, we cannot always be sure this educational funding is being spent in the most efficient or effective way to support student learning; and

**WHEREAS**, to increase student achievement, schools must increase their use of data to make informed budgetary decisions and to maximize the benefit of every dollar they receive; and

**WHEREAS**, few states effectively identify the schools and districts that serve as exemplary financial stewards, spending taxpayer dollars wisely; or provide assistance to schools and districts whose financial practices are unsound; and

**WHEREAS**, increased spending transparency will empower parents, taxpayers, and all community members to be strong advocates for their own children and those in their community, and to hold school district's elected officials accountable for success; and

**WHEREAS**, despite the data gaps, we know that the existing distribution of state funding is not sufficiently focused on student need and does not ensure that every child at every school in every neighborhood is given the same opportunity to learn; and

**WHEREAS**, existing rules tied to state funding further restrict, rather than empower, teachers, principals, and local school leaders looking to create innovative programs and strategies to meet the diverse needs of their students,

**NOW, THEREFORE, BE IT RESOLVED**, that The U.S. Conference of Mayors supports the development of smarter school finance systems that are student-focused, and that promote flexibility, transparency, and accountability in the use of public resources; and

**BE IT FURTHER RESOLVED**, that The U.S. Conference of Mayors supports the following policy priorities for the K-12 education finance system in each state:

- Resources should be allocated through transparent and fair funding formulas, such as weighted student funding, that fund students at each school, regardless of the public school model, based on student need rather than on outdated mandates; and
- Innovation and efficiency should be encouraged and incentivized by providing permanent flexibility to public school districts in how they utilize funding provided to them; and

- School principals, as the leaders closest to kids, should have full authority to set budgets and to make staffing and operational decisions at their individual schools; and
- To ensure that spending supports student learning, states should develop data systems that link academic achievement to spending data at the school level; and
- To hold schools accountable for results, states should develop standardized rating systems that measure spending efficiency & effectiveness; and
- To ensure transparency and accessibility, states should develop reporting systems that promote community awareness and dialogue around education spending; and
- Establish meaningful supports for struggling district and charter schools that are not spending funds efficiently and/or effectively.

Projected Cost: Unknown.

## **U.S. CONFERENCE OF MAYORS PRIORITIES FOR INVESTING IN HIGH QUALITY EARLY CHILDHOOD EDUCATION**

**WHEREAS**, research demonstrates that the early years of a child's life are formative; characterized by immense growth - cognitive, linguistic, and social-and that the pace of this growth is significantly impacted by the child's environment; and

**WHEREAS**, children who attend high quality early childhood education programs demonstrate higher academic performance in math and reading during elementary school, are less likely to require special education services, less likely to have to repeat a grade, and more likely to graduate high school; and

**WHEREAS**, research shows that full-day kindergartners demonstrate higher academic achievement in later grades; better attendance in kindergarten and through the primary grades; faster gains on literacy and language measures; enhanced social, emotional and behavior development; and reduced retention and remediation rates; and

**WHEREAS**, research from pre-k programs in the states of Michigan, New Jersey, and Oklahoma shows that children who receive high-quality early education are better equipped to compete with their peers by the 3rd grade; and

**WHEREAS**, children who attend kindergarten for a full day are more prepared for school; they do better with the transition to first grade, show significant gains in school socialization and are equipped with stronger learning skills; and

**WHEREAS**, children from low-income families enter kindergarten performing, on average, 12-14 months behind their peers in pre-reading and language skills; and

**WHEREAS**, by third grade, children from low-income families reading below grade level are six times less likely to graduate from high school than children who are reading proficiently; and

**WHEREAS**, the United States ranks 28th in the world for the percentage of 4-year-olds enrolled in early education programs and 25th in public funding for early learning; and

**WHEREAS**, nationwide, approximately 28 percent of 4-year olds are enrolled in state-funded pre-K programs; and

**WHEREAS**, nationwide, approximately 65 percent of 4-year olds from families in the bottom two income brackets (bottom 40 percent) are enrolled in pre-K (public or private) compared to 90% of 4-year olds from the highest income bracket (top 20 percent); and

**WHEREAS**, preschool programs nationwide vary dramatically in terms of quality, curriculum, and organization; and

**WHEREAS**, only 30 percent of 4-year olds are enrolled in a quality early childhood education program; and



**WHEREAS**, high quality early childhood education is proven to be a sound public investment; and

**WHEREAS**, research shows that for every public dollar spent on high quality early childhood education, taxpayers save an average of \$7 in future costs through increased workforce productivity and savings on public assistance and a reduction in crime; and

**WHEREAS**, parents, teachers, and principals nationwide agree that we need to do more to guarantee that children from disadvantaged families enter kindergarten with the same level of educational readiness as their peers from affluent families; and

**WHEREAS**, the members of The U.S. Conference of Mayors have previously adopted resolutions that support an increased public investment in early childhood education,

**NOW, THEREFORE, BE IT RESOLVED**, that The United States Conference of Mayors supports the following policy priorities:

- Aim to provide access for all 3 and 4-year olds from families with incomes at or below 200 percent of the federal poverty line to a high-quality, full-day early childhood education; and
- Aim to provide funding for year-round, high quality early childhood education to prevent summer learning loss; and
- Aim to provide access to all 3 and 4-year olds to attend a high quality early childhood education, prioritizing access for children from low- and moderate-income families to close the achievement gap before it begins; and
- Create consistent standards for quality in early childhood education programs across all states, including: a full-day program; well-trained & effective teachers; low adult-to-child ratios and small class sizes; a rigorous curriculum that includes developmentally appropriate strategies and fosters a lifelong love of learning; and effective evaluation systems based on child learning and development, and the quality of the child-teacher interactions; and
- Develop early childhood education standards that are aligned with Common Core Kindergarten standards in order to promote kindergarten readiness nationwide; and
- Attract and retain a robust early childhood workforce by establishing salaries that are competitive with K-12 educators and reflect the importance of the profession, and by providing professional development; and
- Ensure states and/or cities develop accountability systems for monitoring early childhood education quality and supporting struggling early childhood education programs; and

- Ensure states and/or cities collect and publicly report data and information, including child outcome data, and other indicators of quality, about their early childhood education programs; and
- Ensure early learning options and quality ratings are readily accessible to parents to empower them to make informed decisions in choosing the best early childhood education for their child.

Projected Cost: Unknown

**IN SUPPORT OF PRESCHOOL FOR ALL FOUR YEAR OLDS IN LOW AND MODERATE INCOME FAMILIES; IN SUPPORT OF EXPANDED CARE FOR INFANTS AND TODDLERS THROUGH EARLY HEAD START AND CHILD CARE PROGRAMS; IN SUPPORT OF ADDITIONAL MANDATORY FUNDING TO EXTEND AND EXPAND CURRENT FEDERAL INVESTMENTS IN HOME VISITATION PROGRAM; ALL OF WHICH ARE PAID FOR AN INCREASE IN TOBACCO EXCISE TAXES**

**WHEREAS**, fewer than three in ten 4-year olds are enrolled in high quality preschool programs today; and

**WHEREAS**, the United States devotes less public spending to early learning as a percentage of GDP than 24 countries; and

**WHEREAS**, children from low-income families start kindergarten 12 to 14 months behind their peers in language development and pre-reading; and

**WHEREAS**, research has shown that the early years in a child's life is critical to brain development and early education programs build critical academic, social and cognitive skills which are necessary for physical, emotional and social development; and

**WHEREAS**, high-quality preschool has been proven to reduce placements in special education, reduce grade retention, boost graduation rates, decrease teen pregnancy rates, and increase the odds of holding a job over the long term; and

**WHEREAS**, the home visitation program provides at home visits for up to 570,000 families each year; and

**WHEREAS**, the home visitation program has been proven to reduce problems such as emergency room hospitalizations, intensive care for victims of trauma, child welfare investigations, violent crime and juvenile delinquency; and

**WHEREAS**, the home visitation program helps families with appropriate prenatal care, improve family diet, and reduces use of tobacco, alcohol, and illegal substances; and

**WHEREAS**, the Administration proposes increasing the federal excise tax on cigarettes from \$1.01 per pack to \$1.95 per pack and that increase would be indexed for inflation after 2014; and

**WHEREAS**, the effect of cigarette taxes on smoking has been studied extensively; and increasing real price of cigarettes by 10% reduces the number of young adult smokers by 3.5 percent and reduces the number of kids who smoke by 7 percent; and

**WHEREAS**, smoking costs the United States \$96 billion in medical costs and \$97 billion in lost productivity each; and

**WHEREAS**, cigarette smoking and exposure to secondhand smoke kill an estimated 443,000 people in the United States each year; and

**WHEREAS**, approximately 8.6 million people in the United States have chronic illnesses related to smoking; and

**WHEREAS**, the Administration proposes to create a continuum of high-quality early learning services for children beginning at birth and through age five by providing preschool for all four year olds in low and moderate income families, for expanded care for infants and toddlers through Early Head Start and Child Care programs and additional mandatory funding to extend and expand current federal investments in home visitation programs funded by an increase in the tobacco excise tax,

**NOW, THEREFORE, BE IT RESOLVED** that The United States Conference of Mayors fully supports providing preschool for all four year olds in low and moderate income families; the expanded child care of infants and toddlers through Early Head Start and Child Care programs; and additional mandatory funding to extend and expand current federal investments in home visitation program; and

**BE IT FURTHER RESOLVED** that The United States Conference of Mayors strongly urges Congress to pass legislation in which revenues generated by a tax increase in the per-pack price of cigarettes be used specifically for the following activities:

- chronic disease prevention and control; and
- medical research, particularly research related to the addictive and other effects of tobacco on the human body; and
- child health programs, early childhood education and home visitation program.

Projected Cost: Unknown

## **A CALL TO ACTION TO REDUCE SUMMER LEARNING LOSS AMONG OUR NATION'S CHILDREN AND YOUTH**

**WHEREAS**, low-income students across the country who lack stimulating summer activities lose two months of grade-level equivalency in reading every summer, and all students lose two months of math skills; and

**WHEREAS**, summer learning loss hits children from low-income families particularly hard, with the cumulative losses over the years exacerbating achievement gaps between them and their more affluent peers and increasing the likelihood they will drop out of high school; and

**WHEREAS**, students who lose too much ground over the summer in the early grades often fail to master reading by the end of third grade (reducing summer learning loss 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**, summer learning loss can lead to placement in less rigorous high school courses, higher high school dropout rates, and lower college attendance; and

**WHEREAS**, a Johns Hopkins University study of Baltimore City Public School students found that about two-thirds of the ninth grade achievement gap in reading between lower-and higher-income youth can be explained by unequal access to summer learning opportunities during the elementary school years; and

**WHEREAS**, children living in poverty also face hunger and food insecurity in the summer (six out of every seven low-income students who receive free-and reduced-price lunches during the school year lose access to them in the summer); and

**WHEREAS**, two-thirds of teachers polled report that they spend at least three to four weeks re-teaching material from the previous year at the beginning of each school year. Thus, summer learning loss affects every child in the classroom and undermines efforts to improve school performance, since it slows down instruction; and

**WHEREAS**, engaging summer learning programs that focus on academic activities, as well as recreation and cultural enrichment, can stop the summer slide and actually contribute to academic gains for low-income children; and

**WHEREAS**, libraries, book distribution programs and innovative technology platforms can put reading materials in the hands of children during the summer and help keep their reading skills fresh; and

**WHEREAS**, cities are in an excellent position to coordinate and expand access to summer opportunities by bringing together schools, community organizations, libraries, recreation centers, and other partners to ensure children are engaged in enriching activities during the summer,

**NOW, THEREFORE, BE IT RESOLVED** that The United States Conference of Mayors endorses the National Summer Learning Association’s efforts to promote Summer Learning Day and to provide tools for cities that want to expand access and increase the quality of summer learning programs; and

**BE IT FURTHER RESOLVED** that The United States Conference of Mayors endorses and supports the efforts by the 125 communities in the Grade-Level Reading Communities Network to address summer learning loss, along with reducing chronic absence, and increasing school readiness, (the Campaign is dedicated to improving early literacy by supporting community solutions to these three widespread, but solvable challenges); and

**BE IT FURTHER RESOLVED** that The United States Conference of Mayors calls upon its members to support efforts to reduce summer learning loss, including those to:

- Raise public awareness and concern about the dire impact of the summer slide; and
- Scan city and community programs and resources to determine how much access children from low-income families have to engaging summer learning programs, books and learning technology platforms; and
- Bring together city agencies and community partners to broaden access to summer learning programs in subsequent years; and
- Support efforts to implement high-quality summer learning programs and integrate them seamlessly with the school year.

Projected Cost: Unknown

## **SCIENCE, TECHNOLOGY, ENGINEERING, ART AND MATHEMATICS (STEAM) EDUCATION**

**WHEREAS**, the innovative practices of art and design play an essential role in improving Science, Technology, Engineering, and Mathematics (STEM) education and advancing STEM research; and

**WHEREAS**, art and design provide real solutions for our everyday lives, distinguish United States products in a global marketplace, and create opportunity for economic growth; and

**WHEREAS**, artists and designers can effectively communicate complex data and scientific information to multiple stakeholders and broad audiences; and

**WHEREAS**, the tools and methods of design offer new models for creative problem-solving and interdisciplinary partnerships in a changing world; and

**WHEREAS**, artists and designers are playing an integral role in the development of modern technology; and

**WHEREAS**, artists and designers are playing a key role in manufacturing; and

**WHEREAS**, a new Congressional STEAM Caucus was created on January 28, 2013, with the Co-Chairs being Representative Suzanne Bonamici (D-OR), and Representative Aaron Schock (R-IL); and

**WHEREAS**, renowned cellist and arts education advocate Yo-Yo Ma at the 2013 Americans for the Arts Nancy Hanks Lecture on Arts and Public Policy called on policy makers nationwide to include the arts in STEM education,

**NOW, THEREFORE, BE IT RESOLVED**, that The United States Conference of Mayors urges Congress to:

- Recognize the importance of art and design in the Science, Technology, Engineering, and Mathematics (STEM) fields; and
- Include art and design in the STEM fields during reauthorization of the Elementary and Secondary Education Act and the Higher Education Act; and
- Join Representatives Bonamici and Schock as a member of the STEAM Caucus providing leadership to the House of Representative on this issue.

Projected Cost: Unknown

**U.S. CONFERENCE OF MAYORS PRIORITIES FOR ADVANCING QUALITY  
TEACHING THROUGH PROFESSIONAL, HIGHLY COMPETITIVE PAY**

**WHEREAS**, approximately, half of new teachers leave urban classrooms within three years, just as they are beginning to hone their craft; and

**WHEREAS**, most school districts are unable to design compensation packages that allow them to compete with other professions, and traditional teacher pay scales discourage the best teachers from entering and remaining in the educator workforce; and

**WHEREAS**, current teacher pay scales do not differentiate pay based on effectiveness and only offer incremental salary increases over a 30-year period; contrastingly, doctors and lawyers can reach their full earning potential within 10 years of entering their profession; and

**WHEREAS**, salary increases awarded in traditional teacher pay scales are based on attainment of degrees and years of service, neither of which are strongly correlated to effectiveness; and

**WHEREAS**, creating alignment between how teachers perform in the classroom and how they are paid will ensure that the most effective teachers are acknowledged and retained, reinforcing what matters most – student learning; and

**WHEREAS**, ensuring that school districts have performance-based salary policies greatly enhances the probability that every student in America is taught by a highly effective teacher; and

**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,

**NOW, THEREFORE, BE IT RESOLVED**, that the U.S. Conference of Mayors supports reforming established teacher pay structures to ensure teachers are recognized for their tremendous impact on students; and

**BE IT FURTHER RESOLVED**, that the U.S. Conference of Mayors supports the following policy priorities as a means of advancing the teaching profession in each state:

- Require all school districts to establish differentiated, performance-based compensation systems as a means of attracting talented individuals to teaching and retaining their most effective teachers; and
- Ensure that teacher pay is competitive and that all pay increases are based on performance rather than the attainment of advanced degrees and years of service; and
- Ensure that school districts create teacher pay systems that are tied to robust evaluation systems that significantly weigh student academic growth and include multiple other measures to assess teachers’ performance; and



- Ensure school districts create teacher pay systems that incorporate additional pay increases for effective teachers who are employed in hard-to-staff subjects and/or the lowest performing schools; and
- Encourage collaboration between cities and school districts when these performance-based compensation systems are developed.

Projected Cost: Unknown

## **INVESTING IN AMERICA'S OPPORTUNITY YOUTH**

**WHEREAS**, The U.S. Conference of Mayors is committed to developing our nation's future workforce to insure the talent is available to allow employers to grow and remain competitive and stimulate the creation of new businesses and jobs; and

**WHEREAS**, mayors are particularly interested in addressing both the challenges and opportunities for the over 6.5 million Opportunity Youth across the nation, defined as being 16- to 24-years old, out of school and not employed; and

**WHEREAS**, the latest 2013 data indicates that only about half of the nation's 16 to 24-year old youth held jobs and shows no positive or significant trend changes related to high youth unemployment; and

**WHEREAS**, this high level of youth unemployment is creating a generation without the proper work experience to be successful in higher education and training programs, and to be properly prepared for future job opportunities as they enter adulthood; and

**WHEREAS**, The United States continues to see increasing negative global competitiveness trends related to the number of available and properly educated and trained young adults necessary to meet the future occupational needs of employers; especially for new technical middle skills jobs and for those that will be created through attrition by those aging out of existing jobs; and

**WHEREAS**, the current fragmented secondary and higher education and workforce development systems are not properly designed, aligned and/or resourced to produce sufficient numbers and levels of talent necessary to meet the needs of employers; and

**WHEREAS**, mayors recognize that improving opportunities for Opportunity Youth through a comprehensive, strategic and sustainable approach will result in increased employment, decreased crime and safer neighborhoods, reduced poverty and improved family stability, increased tax revenue generation, positive stimulation of local businesses through increased purchase of goods and services, a reduction of publicly funded safety net programs, and the creation of a workforce to meet the current and future needs of employers; and

**WHEREAS**, The U.S. Conference of Mayors applauds the efforts of other organizations such as: the White House Council on Community Solutions, Opportunities Nation, Communities Collaborating to Reconnect Youth, Federal Interagency Workgroup, Coalition of Human Needs, the Campaign for Youth, the Aspen Institute on Community Solutions and others, to raise awareness and bring forth policy recommendations to more comprehensively address the needs of Opportunity Youth; and

**WHEREAS**, mayors recognize the critical role businesses must play in contributing to making the policy, system and program design changes necessary to insure the workforce talent being produced meets their future needs,

**NOW, THEREFORE, BE IT RESOLVED**, that The U.S. Conference of Mayor calls on Congress to create an overarching Opportunity Youth policy and comprehensive, targeted and sustained investment to build community capacity; recover and re-engage youth who have disconnected; create new multiple and relevant pathways and better access to higher education and training; and make the necessary alignment and integration changes that better align education and training systems to create more meaningful outcomes and impacts, with strong accountability for measurable results; and

**BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors calls on Congress and the Administration to make investments that will create summer and year-round opportunities for work experience, internships, transitional jobs, work-study, and related activities that will provide low-income and Opportunity Youth early exposure to the workplace and career opportunities.

Projected Cost: Unknown

## **INVESTING IN SUMMER YOUTH JOBS AND FINANCIAL EDUCATION**

**WHEREAS**, The U.S. Conference of Mayors is committed to promoting the well-being and positive development of the nation's youth; and

**WHEREAS**, a key component of this commitment is to foster the creation of summer job opportunities for youth in cities across the United States; and

**WHEREAS**, through involvement in summer jobs programs, youth are able to gain the necessary skills and work experience needed to prepare them for future careers; and

**WHEREAS**, according to a 2012 U.S. Conference of Mayors/Zogby Poll, only 30 percent of businesses hired a youth under the age of 23 for the summer, and 86.3 percent of businesses were never asked; and

**WHEREAS**, according to the same study, an overwhelming 73.7 percent of businesses that hired youth deemed their skills as either excellent or good, and 70.4 percent thought that the experience was fulfilling and productive; and

**WHEREAS**, The U.S. Conference of Mayors recognizes the critical role that businesses play in overall job creation, and encourages cities to reach out to members of the business community and ask them to create summer job opportunities for youth; and

**WHEREAS**, The United States Conference of Mayors applauds the members of the private, public, and nonprofit sectors who have made it their responsibility to help create summer jobs and place youth in their own organizations; and

**WHEREAS**, in order to identify cities with outstanding summer youth employment programs, The U.S. Conference of Mayors has launched its first annual 2013 National Summer Jobs Challenge, inviting cities to describe their youth employment initiatives in an application process, and recognizing three winners at the 2014 U.S. Conference of Mayors Winter Meeting in Washington, DC; and

**WHEREAS**, through the DollarWise Campaign, the U.S. Conference of Mayors has emphasized the importance of financial literacy training to be offered within summer jobs programs so that youth have the opportunity to learn how to responsibly use the money that they earn; and

**WHEREAS**, during summer of 2013, the DollarWise Campaign will invite youth involved in summer jobs to participate in the DollarWise Summer Youth Jobs Contest where youth across the United States will have the opportunity to win an assortment of prizes for completing a set of online financial education modules related to checking accounts, savings accounts, budgeting, credit cards, and financial planning; and

**WHEREAS**, the DollarWise Campaign has maintained the goal of integrating a financial education component into every summer youth jobs program by 2015,

**NOW, THEREFORE BE IT RESOLVED**, that The U.S. Conference of Mayors calls on all mayors to establish partnerships with members of the private and nonprofit sectors and ask them to create summer job opportunities for youth; and

**BE IT FURTHER RESOLVED** that The U.S. Conference of Mayors calls on cities with summer jobs programs to participate in the 2013 National Summer Jobs Challenge as well as the 2013 DollarWise Summer Youth Jobs Contest, and to also integrate a financial education component into their programs.

Projected Cost: Unknown

## **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; and

**WHEREAS**, approximately 30 percent of students in the United States 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

**WHEREAS**, the Bully Project, the social action campaign inspired by and developed in conjunction with the film "Bully", with the support of The United States Conference of Mayors, has successfully reached its goal of reaching one million students and educators across the country – building resolve for local communities to come together to improve school climate and create safer schools; and

**WHEREAS**, bullying still impacts far too many of our nation's youth – about 1 in 4 children in the United States are bullied on a regular basis; and

**WHEREAS**, mayors across the country have and continue to raise awareness about the issue of bullying and resolve to double their efforts to help eradicate this problem,

**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 for National Bullying Prevention Month, October 2013, mayors across the nation pledge now to convene screenings and discussions with stakeholders in their communities to send a strong national message and drive real change at the local level; and

**BE IT FINALLY 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.

Projected Cost: Unknown

## **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; and

**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; and
- We call on school leaders to advance policies and resources that ensure access to arts education for all students—delivered by certified arts educators—that develop artistic literacy through a sequential, standards-based arts curriculum; and
- We urge school leaders to ensure that all students have access to in-school and community arts learning opportunities that support and add value to a standards-based PK-12 education; and
- We call on our communities to foster proactive, long-term advocacy collaborations among certified arts educators, community arts providers, and certified non-arts educators that engage parents, school leaders, and other key stakeholders to support student access to high-quality arts education throughout the school and community.

Projected Cost: Unknown



## **SUPPORT INCREASED TECHNOLOGY INCLUSION FOR UNDERREPRESENTED COMMUNITIES**

**WHEREAS**, mayors recognize the rapidly changing landscape of the global economy, in which workers skilled in computing, science, technology, engineering and mathematics are increasingly necessary for the US to remain innovative, secure, and competitive; and

**WHEREAS**, the U.S. still faces many challenges in preparing to meet this demand in workers with skills in STEM (science, technology, engineering, and mathematics), with the U.S. Department of Labor estimating that by 2020 there will be more than 1.4 million computing-related jobs open, only 30 percent of which will be filled if baccalaureate STEM graduation rates continue at their current pace; and

**WHEREAS**, if the U.S. is to maintain its global preeminence in STEM fields—and benefit from the social, economic, and national security advantages that come with such preeminence—then it must produce approximately 1 million more STEM professionals than are projected to graduate over the next decade; and

**WHEREAS**, this means that institutions of higher education will need to increase the number of students who receive undergraduate STEM degrees by approximately 34% by 2020; and

**WHEREAS**, underrepresented communities like minorities and women represent a significant untapped talent pool that must be harnessed in order to meet this demand; and

**WHEREAS**, minorities and women make up 70 percent of students on college campuses, though they represent 45 percent of students enrolled in science and engineering programs; and

**WHEREAS**, only 5 percent to 6 percent of STEM jobs have been held by Hispanics or African Americans at any time between 2000 and 2009; and

**WHEREAS**, the diversity of our country is an asset for competing on a diverse global stage, and we need more Americans involved in STEM learning and opportunities, especially those from historically underrepresented groups; and

**WHEREAS**, whether it is pioneering new educational tools for students of all ages, bringing technical training to underrepresented communities, or mobilizing the private sector to establish mentoring programs for young people, many stakeholders can help to catalyze momentum on initiatives and ideas that will shape America's economic and social future,

**NOW, THEREFORE, BE IT FURTHER RESOLVED**, that The U.S. Conference of Mayors supports increased momentum and efforts to create inclusive college campuses and bolster underrepresented students' interest, enrollment and retention in STEM fields through increased preparation, and access to mentors, role models, and hands-on learning opportunities; and

**BE IT FURTHER RESOLVED**, that The U.S. Conference of Mayors encourages cities, states and institutions of higher learning to create collective action plans and adopt policies to address unintended barriers that might limit underrepresented communities' pursuit of STEM degrees.

Projected Cost: Unknown

## **U.S. CONFERENCE OF MAYORS PRIORITIES FOR ADVANCING ON COMMON CORE STATE STANDARDS IMPLEMENTATION WITHOUT DELAY**

**WHEREAS**, by the time U.S. students reach college and compete for jobs in the workforce, they have very different competency levels within and among states: meeting a state standard no longer means students are proficient upon high school graduation and ready to enter college; and

**WHEREAS**, the development of the Common Core State Standards (CCSS) by the National Governors Association Center for Best Practices and Council of Chief State School Officers demonstrates national movement of governors and state commissioners of education from 48 states, two territories, and the District of Columbia; and

**WHEREAS**, the Common Core State Standards (CCSS) are a set of academic standards, covering career and college readiness expectations for all high schools graduates and grade-level expectations for kindergarten through 12<sup>th</sup> grade in math and English Language Arts; and

**WHEREAS**, the Common Core State Standards represent a policy innovation that allows for an unprecedented level of continuity among states, grades, and subjects, and incorporates feedback from teachers and content experts, as well as the general public; and

**WHEREAS**, many state standards suffer from the inclusion of too many standards—Common Core streamlines and focuses standards in a way that enables instructors and their students to achieve a greater mastery of fundamental concepts; and

**WHEREAS**, 33 states have less rigorous standards in both math and English Language Arts (ELA) standards than Common Core Standards; and

**WHEREAS**, Common Core represents a substantial upgrade in terms of rigor and expectations for student learning, and the standards have been widely accepted among states: 45 states and the District of Columbia have voluntarily adopted the full standards and have committed to implementing them by 2014; and

**WHEREAS**, Chicago, D.C. and 18 other large urban districts have committed to buying or creating only materials that follow the standards; and

**WHEREAS**, teachers and content experts drove the creation of Common Core and widely support it. A survey of teachers interviewed regarding the Common Core math standards found that more than 90 percent value the idea of Common Core overall; and

**WHEREAS**, researchers find that internationally, the U.S. overall annual growth in student achievement in math, reading and science is mediocre. Out of the 49 countries surveyed, the U.S. performs in the middle of the pack; and

**WHEREAS**, research shows that Common Core State Standards are internationally benchmarked with top-performing countries;

**NOW, THEREFORE, BE IT RESOLVED**, The U.S. Conference of Mayors supports the full implementation of Common Core State Standards, including professional development for teachers and continued funding for state and district implementation activities and assessment; and

**NOW, THEREFORE, BE IT FURTHER RESOLVED**, that The U.S. Conference of Mayors supports the following policy priorities for Common Core State Standards implementation in each state:

- Ensure district implementation plans provide for meaningful professional development that prepares educators to transition to the new standards effectively.
- Maintain sufficient funding for meaningful implementation of Common Core State Standards in states that have adopted them.
- Ensure states and districts have full authority to set curriculum guidelines and make instructional choices based on the needs and programs of their schools and their individual students.
- Ensure Common Core-aligned assessments accurately assess both college and career readiness of all students in order to ensure states and districts are adequately preparing students for successful futures.
- Ensure that postsecondary institutions in each state that has adopted Common Core use Common Core-aligned assessments for admission, placement, and remediation.
- Use secure data systems that incorporate student assessment data from Common Core-aligned assessments, in an effort to ensure the privacy of student data.

Projected Cost: Unknown