

Cities on a Hill

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Police Weigh Hard-Won Lessons of War on Terror

In a series of conferences, the Center for Civic Innovation's Safe Cities Project is helping state and local law enforcement agencies adapt to their new counter-terrorist missions.

At a Domestic Security Preparedness Conference in Miami, Florida on May 15-17, Manhattan Institute senior fellow George L. Kelling outlined the counter-terrorist issues facing police in a talk on "The New Paradigm: Merging Police, Crime Control, Anti-Terrorism Strategies." Manhattan Institute senior fellow R.P. Eddy then briefed the participants on the emerging threat of "Lone Wolf" or "nihilist" terrorism.

In the panel discussions that followed, law enforcement officials shared their local anti-terrorism strategies, and discussed their top concerns and frustrations in the war on terrorism. On the frontline of combating terrorism, it was agreed, state and local police need the best possible analysis of their most pressing national-security threats. The participants discussed their needs for training and seminars for operational personnel, especially in the area of intelligence analysis.



Attendees included Anthony Ambrose, Director of the Newark Police and John Timoney, Chief of Miami Police. Representatives of the FBI and CIA were also on hand to provide the Federal perspective. The conference proceedings will be published this autumn.

Earlier, on December 13, 2004, the Safe Cities Project assembled law enforcement officials from around the country at a "Hard Won Lessons" conference in New York City. The participants heard from counter-terrorist experts affiliated with the CIA, the RAND Corporation, the International Policy Institute for Counter-Terrorism in Israel, the New York City Office of Radiological Health, and the New York Police Department.

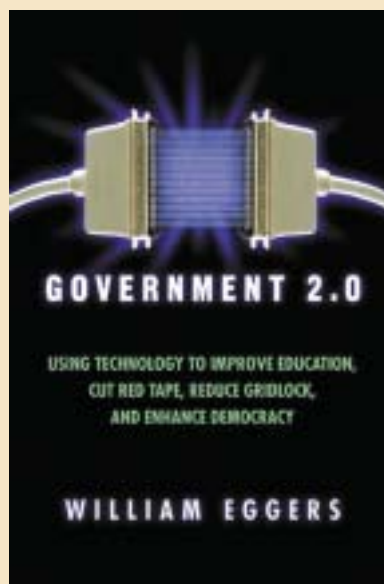
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New Book Helps Urban Innovators Use Technology to Improve Government

At a Center for Civic Innovation luncheon in New York City on February 1, Manhattan Institute Senior Fellow William Eggers shared the good-governance insights from his new book, *Government 2.0: Using Technology to Improve Education, Cut Red Tape, Reduce Gridlock and Enhance Democracy*.

Government 2.0 is about the transition from Industrial Age to Information-Age government. Eggers outlines the promise and perils of this emerging world and offers a likely road map to its implementation. In each

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Greene and Winters Shed New Light on Graduation Rates

In two important studies, Manhattan Institute Senior Fellow Jay P. Greene and Research Associate Marcus A. Winters fill a longstanding gap in our data on public high school graduation rates.

Official state and national graduation rates can be misleading when they are based on unreliable data, or inflated by counting alternative diplomas and GED recipients. As a result, the percentage of public school graduates with the skills and credentials required to apply to college has remained largely unknown.

In their February 2005 report, *Public High School Graduation Rates and College-Readiness Rates: 1991-2002*, Greene and Winters calculate both the national public high school graduation rate over the last decade, and the percentage of graduates with the minimum requirements for college each year. Using a respected method to calculate the number of students who graduated with diplomas both nationwide and in each state, they find that:

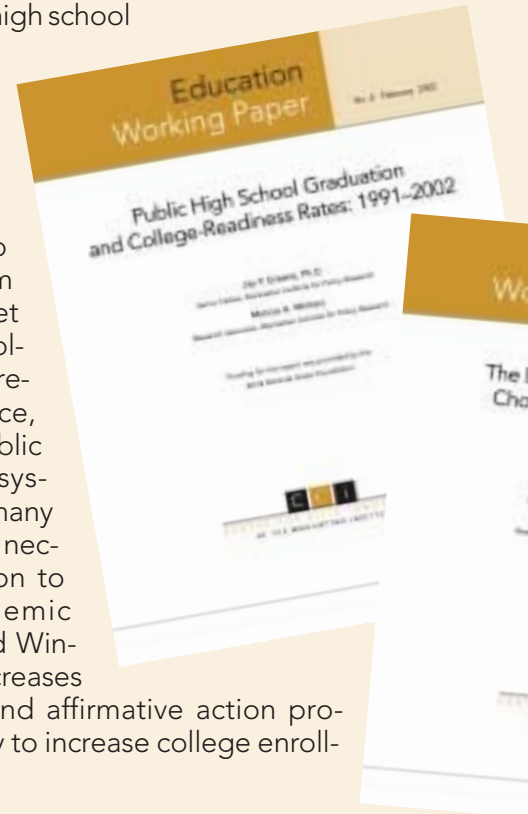
- The nationwide graduation rate for public high schools remained flat over the past decade, declining slightly from 72% in 1991 to 71% in 2002.
- The percentage of graduates qualified for entry to college rose over the past decade from 25% in 1991 to 34% in 2002.
- Despite this progress, only one third of students in the U.S. who graduated from public high school were eligible to enroll in college in 2002.

The report also finds a wide disparity in the national graduation rates of white and minority students.

- In 2002, 78% of white students graduated from public high school with a diploma, compared to 56% of African-American and 52% of Hispanic students.

- While 40% of white high school graduates met requirements for application to college, only 23% of African-Americans and 20% of Hispanic graduates were college-ready in 2002.

Many public high school graduates are ineligible to apply to a four-year college, Greene and Winters find, because the requirements to graduate from high school are set lower than the college application requirements. Since, moreover, the public K-12 education system fails to give many students the skills necessary to move on to the next academic level, Greene and Winters argue that increases in financial aid and affirmative action programs are unlikely to increase college enrollment.



Access this report at: www.manhattan-institute.org/html/ewp_08.htm

The sad fact that just one third of the nation's public high-school graduates left school with the skills necessary to attend college in 2002 bolsters the case for education reform. Yet while many education reformers

Government 2.0 *continued from page 1*

chapter, Eggers also provides “Tips for Practitioners,” designed to help public policymakers upgrade and digitize government.

Eggers explores the many ways that technology can be employed to transform the public sector—for example, by using E-Learning in education, traffic-information systems in transportation management, and E-government portals in public information.

Gino Menchini, Commissioner of the New York City Department of Information Technology & Telecommunications, introduced Eggers. Commissioner Menchini had worked with Mayor Michael Bloomberg to launch both the city's sophisticated 311 phone system and NYC.gov E-government portal.

Government 2.0 is published by Rowman and Littlefield. It can be ordered through Amazon.com and other online retailers, or from the Manhattan Institute.

FROM GOVERNMENT 2.0:

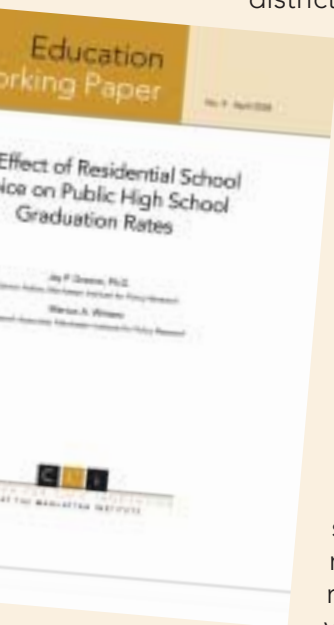
“Today’s technologies can play a crucial role in fixing how we get to work, how we pay taxes, how we... For example, by tying together different computer information, technology can help tear down the w... operating costs of government—for activities rang... e-government can return huge savings to taxpaye... digital tools such as electronic permitting and rep... lost productivity back to the economy. By openin... tion-making, electronic rule-making can offer ordin... individual influence hitherto accessible only to the

advocate increased spending per student and reduction in class sizes, few have explored the impact of the size of school districts. Greene and Winters address this gap in the research with their April 2005 report, *The Effect of Residential School Choice on Public High School Graduation Rates*.

Measuring the effect of school district sizes, Greene and Winters conclude that decreasing the size of school districts increases graduation rates, while consolidating districts has a negative impact. According to their study, decreasing the average size of a state's school districts by 200 square miles leads to an increase of about 1.7 percentage points in its graduation rate. This finding is particularly important for states with very large school districts, such as Florida.

Greene and Winters argue that decreasing the size of school districts increases the choice that parents have in the school system that educates their child. The more families are able to move from district to district, the less students can be taken for granted by schools, which, for a variety of reasons, don't want to lose enrollment. In short, this study provides important empirical evidence that increasing the choice parents have in their child's school district contributes to higher public high school graduation rates.

Access this report at:
www.manhattan-institute.org/html/ewp_09.htm



Hard-Won Lessons *continued from page 1*

Among the topics covered were the threat to American cities; prevention strategies for weapons of mass destruction; and principles of counter-terrorist training. The conference proceedings will be published this summer.

The Safe Cities Project also convened nearly one hundred of America's leading local law enforcement officials in Boston, Massachusetts, on October 24-26, 2004. The participants, including police chiefs from some of the country's largest cities, shared and discussed principles by which local law-enforcement can develop best counter-terrorist practices.



R. P. Eddy

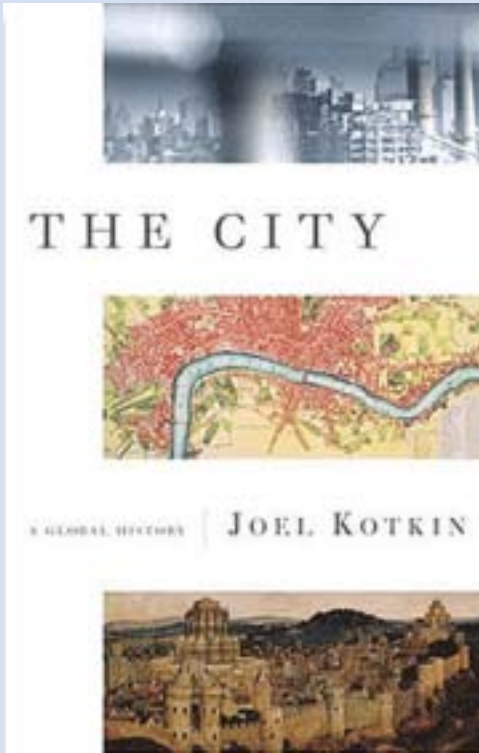
To be most effective, the Boston conferees agreed, counter-terrorist police should be trained and equipped according to three basic principles. First, police should adapt and use against terrorists the general *problem-solving* techniques they used to reduce urban crime in the 1990s. Second, police should partner locally with the private sector. Third, police should innovate effective intelligence sharing techniques, such as fusion centers, so that information can be brought to bear in a timely manner. These principles are described in the conference document, *Hard Won Lessons: Problem-Solving Principles for Local Police*.

The Safe Cities document series also includes *How Police Fight Terrorism in the United Kingdom*, based on a Safe Cities meeting held last June at Rutgers University. At that conference, counter-terrorism experts from the United Kingdom gave presentations on how police can effectively identify critical infrastructure, work with the private sector to protect high-risk targets, and create a hostile environment for potential terrorists through reality-tested crime control methodologies.

The proceedings of each of the Safe Cities conferences can be found online at http://www.manhattan-institute.org/html/safe_cities.htm. Printed copies are also available upon request from the Manhattan Institute (212-599-7000).

ing the problems of modern government, changing the way we register our businesses, and how our kids learn. By creating better databases and facilitating the quick exchange of information between government agencies. By cutting the costs of processing taxes to delivering benefits—by streamlining the way we do things. By slashing the costs of regulatory compliance, by streamlining the way we do things. By supporting could potentially return billions of dollars in savings to the cloistered world of bureaucratic regulatory agencies. By giving ordinary people access to a degree of information and transparency that the most powerful citizens.”

Essential Reading for the Urbanist: Joel Kotkin's *The City: A Global History*



In an incisive new book, Joel Kotkin, Senior Fellow at the New America Foundation, champions the city as the embodiment of humankind's greatest ideals.

Kotkin develops a comprehensive theory of city life. From the religious centers of the Mesopotamia, to the great cosmopolitan centers of our own time, three elements are necessary for cities to prosper, Kotkin argues: sacred space, basic security, and commercial markets.

Kotkin also diagnoses the problems and crises facing cities across the world in the 21st-Century. He considers the destruction of distance by technologies and home-centered occupations; the decline of the urban middle-class family; threats to health and safety such as crime and pollution; and the pressing threat of terrorism.

The book is skeptical of many recent city planners, who have tended to focus on urban design and style at the expense of shared moral values and community.

The City: A Global History, published by Modern Library, is available at bookstores and online.