

Cities on a Hill

Contents

SAFE CITIES REPORT PROVIDES COUNTERTERRORISM STRATEGIES FOR LOCAL POLICE FORCES 1,2

NEW BOOK BY JAY GREENE DISPELS WIDELY-HELD EDUCATION MYTHS, PROPOSES REFORMS 1,3

HARVARD/FANNIE MAE 2007 INNOVATIONS IN AMERICAN GOVERNMENT AWARDS 2

CCI PUBLICATIONS PROVIDE MAYORS WITH EFFECTIVE PLANS FOR URBAN REFORM 4

Safe Cities Project Publishes *Hard Won Lessons: Policing Terrorism in the United States*

The Safe Cities Project, a partnership between the Manhattan Institute's Center for Policing Terrorism and the Police Institute at Rutgers University, has released its third report, *Hard Won Lessons: Policing Terrorism in the United States*. The report is based on a conference held in New York City, featuring experts from the CIA, RAND, the International Policy Institute for Counter-Terrorism in Israel, and other premier counterterrorist units from around the world.

The report was sent to more than 1,500 of the nation's local law enforcement and counterterrorism officials shortly after the



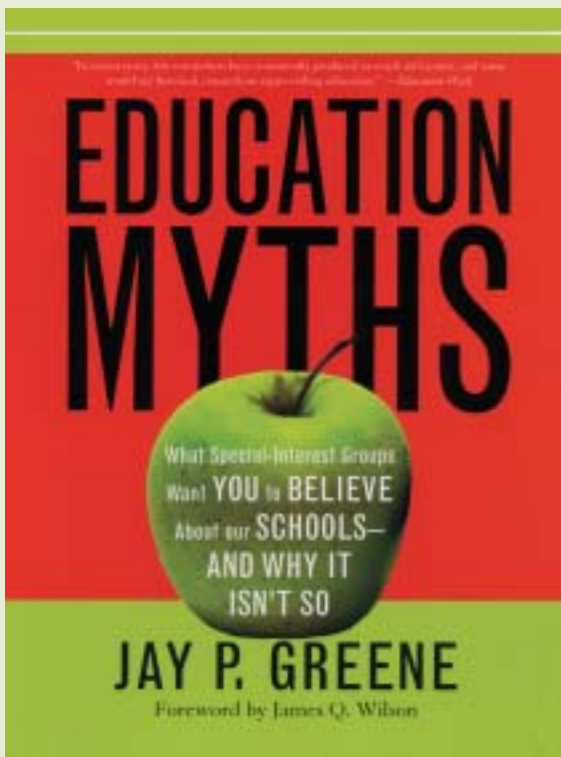
continued on page 2

New Book by Jay Greene Dispels Mistaken Beliefs about Schools

On September 8th, Dr. Jay Greene, Manhattan Institute Senior Fellow and head of the Department of Education Reform at the University of Arkansas, spoke about his new book, *Education Myths: What Special-Interest Groups Want You to Believe About Our Schools—And Why It Isn't So*. Herman Badillo, former congressman and education advisor during the Giuliani administration, introduced Dr. Greene to education policy experts and journalists in New York City.

In *Education Myths*, Dr. Greene finds that many of the beliefs we hold as truth about the American education system are simply not substantiated. These myths have led many to wrongly believe that problems in our

continued on page 3



Announcing the Harvard and Fannie Mae 2007 Innovations In American Government Awards

The Center for Civic Innovation is pleased to announce that Harvard University and the Fannie Mae Foundation are now accepting nominations for the 2007 Innovations in American Government Awards.

The awards, frequently referred to as the “Oscars” of government, are administered by the Ash Institute for Democratic Governance and Innovation at the John F. Kennedy School of Government, in partnership with the Council for Excellence in Government.

The awards are given annually to federal, state and local level programs that serve as examples of creative and effective government at its best. Awards are accompanied with grants of \$100,000 to support replication activities.

This year, six diverse government initiatives were selected from among eighteen finalists and more than 1,000 applicants. They were presented with awards in Washington, D.C. at the Excellence in Government Conference on July 27th.

While the awards recognize a variety of programs, the Fannie Mae Foundation sponsors a special Innovations Award to recognize outstanding policies or programs that support the preservation or production of affordable homes. This award winner will also receive a \$100,000 grant.

Applications and additional information are available at www.ashinstitute.harvard.edu.

Hard Won Lessons *continued from page 1*

July 7th bombings in London. These attacks are widely seen as signifying that Islamic terrorism is increasingly homegrown, meaning that America’s local police forces are now at the frontline of combating terrorism.

The report argues that while Federal agencies are best equipped to handle many tasks at a national level, America’s police forces must take initiative. Accordingly, the report outlines strategies for local public safety officials to:

- Assess the threat to American cities.
- Learn lessons from the Madrid train bombings (i.e. the Madrid terrorists created a virtual community for themselves on the Internet, with minimal connections to al Qaeda).
- Identify the local threat of WMD and formulate prevention strategies, focusing on the security of weapons materials common to many localities.
- Task-organize all state and local assets to counter terrorists and form multidisciplinary teams.
- Adopt training strategies focused on prevention, such as local intelligence sharing and predictive profiling.



America’s genius has and continues to be its empowerment of local institutions. City police chiefs and other urban leaders can use this report to build on the successful experience of the past 15 years in fighting crime, and their own “best practices” for combating terrorism.

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

Education Myths *continued from page 1*

schools are beyond repair. Greene identifies and discusses 18 mistaken beliefs, including:

- Money—“Schools perform poorly because they need more money.”
- Special Ed—“Special education programs burden public schools, hindering their academic performance.”
- Class Size—“Schools should reduce class sizes; small classes would produce big improvements.”
- Teacher Pay—“Teachers are badly underpaid.”
- College Access—“Nonacademic barriers prevent a lot of minority students from attending college.”
- “The Exeter Myth”—“Private schools have higher test scores because they have more money and recruit high-performing students while expelling low-performing students.”

In his introductory remarks, Mr. Badillo emphasized that *Education Myths* deals with many of the problems that have plagued New York City's education system. One of the most obvious problems is the recent *Campaign for Fiscal Equity* decision, he noted, narrowly based on the money myth.

Over the past thirty years, Dr. Greene argues, these myths have distorted policy. “Disentangling [these beliefs] from the education system,” Dr. Greene writes, “and establishing policy based on facts supported by systematic evidence will be the work of at least a generation.”

Dr. Greene argues, moreover, that the overarching “meta-myth” is that education is an exceptional policy area that should be isolated from market incentives. In most areas of life people respond to economic incentives by improving performance. To improve educational outcomes, Dr. Greene argues, we should link accountability reforms with a teacher salary system that rewards success.

This book provides a vital frame of reference for education reformers and important recommendations on how to fix our public schools.

Education Myths, published by Rowman & Littlefield, is available at bookstores or can be ordered from Amazon.com and other online retailers.

FROM *EDUCATION MYTHS*:

The power of incentives to change behavior, and therefore to improve outcomes when properly harnessed and to harm outcomes when improperly aligned, is a pattern that emerges across the whole body of evidence in education. Adding resources without changing incentives doesn't work. Imposing accountability incentives through positive and negative consequences for performance works. Providing incentives through choice, ensuring that schools cannot take students for granted and forcing them to compete for students by offering more effective (and therefore more attractive) services also works. Against the education myths that dominate current policy, the importance of incentives is a scientifically established fact.

PRAISE FOR *EDUCATION MYTHS*:

“With this clearly and powerfully written book, reformers everywhere will have the evidence and arguments they need to push aside the myths standing in front of the schoolhouse door.”

—Florida Governor Jeb Bush

“Clears away the fog. Well-supported, powerful, and ultimately persuasive. A major contribution”

—Rod Paige, former U.S. Secretary of Education

“His arguments stick close to the numbers compiled from numerous education studies, and, generally, Greene makes strong cases that would keep even education-policy gurus on their toes.”

—Eric Hoover, Senior Editor, *Chronicle of Higher Education*

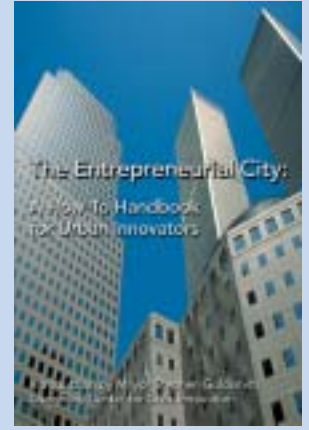
“This timely, plain-spoken, myth-demolishing book unmaskes the self-interest, naivete and well-intended gullibility that leads Americans to embrace eighteen seductive assumptions about education that turn out to be false—and that block the promising reforms that our schools and children urgently need.”

—Chester E. Finn Jr., President, Thomas B. Fordham Foundation

CCI Publications Continue to Provide Effective Plans for Urban Reform

As a number of newly elected mayors face their first terms in office, they can rely on the accumulated wisdom of CCI's writers and senior fellows for policy solutions to many of their cities' problems.

CCI's recommendations are featured in the landmark publication, *The Entrepreneurial City: A How-To Handbook for Urban Innovators*, a collection of essays by America's leading mayors and urban policy experts. Among the mayors and former mayors represented in this volume are New York's Rudy Giuliani, Chicago's Richard Daley, and Cleveland's Michael White. It also features an introduction by CCI chair and former Indianapolis mayor Stephen Goldsmith.



Miami Mayor Manuel Diaz, CCI board member and winner of the Manhattan Institute's 2004 Urban Innovator Award, hails *The Entrepreneurial City* as an important source of guidance and expertise in his 2001 campaign and successful beginnings in office. "It was kind of a bible for my campaign," he says. *The Entrepreneurial City* can be ordered from Amazon.com.

CCI has also published the "This Works" series of reports on proven programs for urban revival. Produced in conjunction with the Fannie Mae Foundation, and authored by some of the nation's foremost policy experts, these reports provide urban leaders with a "how to" guide for addressing specific challenges facing American cities, including finance, crime, education, housing, and economic development. The reports are available to download at:

http://www.manhattan-institute.org/html/cb_31-35.htm

The Manhattan Institute is a 501(C)(3) nonprofit organization. Contributions are tax-deductible to the fullest extent of the law. EIN #13-2912529