

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	re: Virginia Rodriquez [partial] (1 page)	06/30/1997	b(6)
002. list	re: patient SSNs and DOBs (1 page)	06/09/1997	b(6)
003. bio	re: Staff Sgt LeRoy Head, Jr. [partial] (1 page)	09/26/1997	b(6)
004. bio	re: Staff Sgt LeRoy Head, Jr. [partial] (1 page)	09/26/1997	b(6)
005. bio	re: Captain Sylvia D. Ross [partial] (1 page)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #5 [Binder] [2]

2013-0534-S

rc1454

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**6/30/97: WASHINGTON
POST PRINCIPALS
LEADERSHIP INSTITUTE**

Divider Title: _____

TALKING IT OVER

BY HILLARY RODHAM CLINTON

FOR IMMEDIATE RELEASE

The evening before the President was to sign the historic balanced budget agreement, there was a discussion at the White House about who would attend the South Lawn ceremony. With members of Congress and other dignitaries set to come, space would be tight.

There was concern that there might not be room for the interns -- the young people who spend the summer as volunteers at the White House. Someone pointed out that the interns were the most important guests of all. They had to be invited for the simple reason that the balanced budget was for them and for the entire generation that will lead our nation into the 21st century. Extra chairs were brought in. And as I looked out over the crowd at the signing, it gave me real joy to see their young faces.

The balanced budget the President signed is historic. There has never been a national budget that has done more to support America's parents in the hard work of raising their children and sending them to college. The budget meets this responsibility in three crucial ways.

First, it is good for our economy, and a strong economy is good for our families. Since my husband came to office, the federal deficit has been reduced by more than 80 percent. That, in turn, has sparked the prosperity we enjoy today. By finishing the work of balancing the budget, we will continue to keep interest rates down, investment up and our economy on track.

What's more, by putting our fiscal house in order, we will see to it that when it is our children's turn to lead America, they will have the freedom to invest in their national priorities. They won't have to expend resources paying off reckless spending run up by previous generations. Children should not be responsible for their parents' bills. This budget sees to it that they won't be.

Second, this balanced budget makes it easier for families to raise their children. Roughly 27 million families that earn less than \$110,000 and have children under the age of 17 will be eligible for a \$500-per-child tax credit. For hard-working parents -- from firefighters and nurses to police officers and teachers -- that could mean extra money for a mortgage, school supplies or repairs on a car that doesn't act quite as reliably as it used to.

One of the biggest concerns parents have is health care. I've been told by countless parents that their main worry is whether they will be able to afford medical

attention for a sick child. This balanced budget will help extend health insurance coverage to up to 5 million children -- for everything from regular checkups to antibiotics to major surgery. Our \$24 billion investment -- paid for in part by a 15-cents-a-pack tax on cigarettes -- marks the largest expansion of children's health coverage since the passage of Medicaid in 1965.

Another big concern families have is education: Parents wonder if their children are learning what they need to know; they worry about how they will pay for a child's college tuition.

This landmark agreement will help. Now, parents will get added support sending their children to college, with \$35 billion in tax relief to help pay for education and training. That includes a \$1,500 HOPE Scholarship for the first two years of college as well as a 20 percent tuition tax credit for the last two years of college and for education throughout a lifetime.

This balanced budget also contains the most significant increase in education funding in more than 30 years. It will expand Head Start and fund the President's literacy initiative for children.

Combined with other reforms that will make it easier for families to buy and sell a home or to save money in tax-free accounts for education, these tax credits and initiatives will lighten the heavy load America's parents are carrying.

Third, this balanced budget helps families by supporting those sectors of society that support us all. Families can't go it alone. It takes a village. And this budget strengthens the village in important ways.

The budget agreement will help to make our neighborhoods safe by continuing the President's effort to put 100,000 community police officers on the streets. Public schools that are falling down will be rebuilt. By tripling the number of empowerment zones across the country, this budget will bring new hope to families who live in hard-pressed inner cities and rural areas. The budget also includes funds to clean up toxic waste sites and to preserve the National Parks that millions of families visit on vacation.

This balanced budget is about more than dollars and cents; it is a reflection of who we are as a people. The bipartisan agreement shows that our leaders can come together across party lines to do the right thing for America. It shows that we will support our parents and families as we prepare for the 21st century. It shows, truly, that we can put our values into action.

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August 5, 1997

June 30, 197

WASHINGTON POST PRINCIPALS LEADERSHIP INSTITUTE

DATE: July 1, 1997
TIME: 11:00 a.m.-11:50 a.m.
LOCATION: The Chinese Room, Mayflower Hotel
Washington D.C.
FROM: Brenda Costello and Rebecca May

I. PURPOSE

To give remarks at the *Washington Post Principals Leadership Institute Seminar*, highlighting the administration's efforts to improve education and your own educational philosophy of high expectations and community involvement.

II. BACKGROUND

On Tuesday morning you will address the *Washington Post Principals Leadership Institute Seminar*. This two-day seminar which began on Monday is the first event in the Institute's year-long program. The 60 participants in the seminar will convene to hear different perspectives on effective leadership, self-motivation and management skills. The participants include thirty-five high school principals, General Julius Becton, several superintendents and other education administrators, as well as the 18 school principals serving on the Leadership Institute Advisory Board.

Washington Post Principals Leadership Institute

This is the inaugural year for the Leadership Institute, which will meet during the two-day seminar you will be addressing and during three one-day sessions throughout the year. The Leadership Institute developed from the "Distinguished Education Leadership Awards" which the *Post* presents annually to one private school and 17 public school principals in the D.C. area. To commemorate the 10th anniversary of the award last August, the *Post* hosted a reunion of all the previous recipients of the awards to discuss the challenges of leadership. Based on the success of this gathering, the *Post* decided to establish the Principals Leadership Institute.

Washington metropolitan area principals from two private schools and 33 public schools were selected to participate. In the two week application period, the *Post* received about 100 applications for the 35 slots. Past recipients of the "Distinguished Education Leadership Awards" were ineligible to apply for the Principals Leadership Institute. The principals selected for the Leadership Institute are 34 percent male and 62 percent female, representing schools in the District of Columbia and Montgomery, Alexandria, Fairfax, Loudoun, Anne Arundel, Arlington, Prince George's, Prince

William, and Charles Counties. The schools include 13 elementary schools, 7 middle schools, 8 high schools, and 7 with a range of grade levels. The diversity of the participants will allow the group to develop a broad range of ideas for leadership in schools. As you recall, the National Association of Elementary School Principals presented you with their "Distinguished Service Award" in July of 1996.

This initial two-day seminar for the Principals Leadership Institute centers around a variety of speakers who provide examples of strong leadership and advice on personal leadership development. In the one-day sessions to take place throughout the year, the principals will spend more time exchanging ideas and learning from each other. In addition to funding for the Institute, *The Washington Post* is providing materials and meals for participants at each event, as well as overnight accommodations on Monday night. Participating principals will be given in-service time from their schools to attend.

Education Programs at *The Washington Post*

The Washington Post is publicly committed to supporting local schools and has established several awards and outreach programs for the community. In addition to the "Distinguished Educational Leadership Awards," the "Agnes Meyer Outstanding Teachers Award" honors teachers each year who make a difference in local schools. Outreach programs include the following:

- ***Grants in Education Program*** provides \$300 grants to teachers with ideas to enrich the curriculum.
- ***"Inside the Washington Post"*** gives teachers a discounted rate on copies of *The Washington Post* for classroom use, instructional materials and teacher training to help integrate the newspaper into the curriculum
- ***Learning Partners*** is a program which matches parents and children, grandparents and grandchildren, or any other combination to work on expanding students knowledge through activities involving the *Post* newspaper.
- ***Spelling Bee*** is open to regional students in grades 4-8. The winner advances to the Scripps Howard National Spelling Bee and all participants receive a \$50 savings bond.
- ***Eastern High School Partnership*** matches Post employees with students in a mentoring program and provides scholarship funds to Eastern students. Students earn \$500 for each semester they achieved all A's and B's.
- ***Grants in the Arts*** provides funds for arts education. The grants average \$300 and are distributed by a group of educators and arts community leaders for school activities.

Principal-in-Residence Program

Secretary Riley initiated the Principal-in-Residence program at the Department of Education four years ago. The principal serves on a staff of advisors and acts as a liaison between the Department and school principals all over the country. The Principal-in Residence represents the Secretary on issues of school leadership and provides a realistic voice for teachers and principals inside the Department .

Format

Other speakers at the seminar include Katherine Graham, Chairman of the Executive Committee for The Washington Post Company, speaking on effective leadership, author Sheila Murray Bethel, and Virginia Rodriguez, Public Relations Director for *The Washington Post*. William Raspberry, columnist for *The Washington Post*, will be addressing the Leadership Institute on diversity issues in education following your departure. He is not scheduled to be present during your remarks.

Katherine Graham will introduce you and you will make brief remarks. A 10-15 minute question and answer session will follow, moderated by Ted Lutz, Vice President/Business Manager, *The Washington Post*. After the question and answer period, you will depart.

III. PARTICIPANTS

- The First Lady
- Katherine Graham, Chairman of the Executive Committee, The Washington Post Company
- Ted Lutz, Vice President/Business Manager, *The Washington Post*

IV. SEQUENCE OF EVENTS

- Katherine Graham introduces The First Lady.
- The First Lady delivers remarks.
- Upon conclusion of remarks, Ted Lutz, of *The Washington Post*, opens up the floor to questions and answers.
- Ted Lutz concludes question and answer session.
- The First Lady departs.

V. PRESS

Open press.

VI. REMARKS

Provided by June Shih.

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VI. REMARKS

Provided by June Shih.

The Washington Post

1150 15TH STREET, N. W.

WASHINGTON, D. C. 20071

(202) 334-6000

THEODORE C. LUTZ is Vice President and Business Manager of The Washington Post.

Lutz joined The Post in 1981 serving first as Vice President/ Controller, then in 1984 as Vice President/ Personnel. He assumed his current title in 1986.

Before joining The Post, Lutz served from 1979 to 1981 as administrator of the Urban Mass Transportation Administration in the U.S. Department of Transportation, a position to which he was appointed by former President Jimmy Carter. From 1976 to 1979, he served as general manager of the Washington Metropolitan Area Transit Authority and from 1973 to 1976 as deputy undersecretary for budget and program review at the U.S. Department of Transportation.

Lutz graduated in 1967 from Carleton College in Minnesota and obtained a master of public administration degree from the Maxwell School of Syracuse University in 1968.

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Virginia Rodriguez
Public Relations Director
202-334-7973

4/92

THE WASHINGTON POST COMPANY

1150 15th Street, NW, Washington, D.C. 20071 202-334-6642



Katharine Graham
Chairman of the Executive Committee

Katharine Graham has been chairman of the executive committee of The Washington Post Company since September 1993. She was chairman of the board from May 1973 to September 1993. She was chief executive officer of the company from May 1973 to May 1991 and served as president from 1963 to 1973. She was publisher of The Washington Post newspaper from 1969 to 1979.

Mrs. Graham was born on June 16, 1917, in New York City. She is a daughter of Agnes Ernst Meyer and Eugene Meyer, who purchased The Washington Post at a bankruptcy sale in 1933.

After attending Vassar for two years, Mrs. Graham graduated from the University of Chicago in 1938. She worked as a reporter for the San Francisco News and later joined the staff of The Washington Post, working in the editorial and circulation departments.

Philip L. Graham, Mrs. Graham's husband, was publisher of The Washington Post from 1946 until his death in 1963.

Mrs. Graham has four children: Elizabeth Weymouth and Donald, William and Stephen Graham. Donald Graham is chairman and chief executive officer of the company and publisher of The Washington Post.

Mrs. Graham is a co-chairman of the International Herald Tribune. She is also vice chairman of the board of the Urban Institute and a member of the Council on Foreign Relations and the Overseas Development Council. Mrs. Graham is a fellow of the American Academy of Arts and Sciences and a member of the independent D.C. Committee on Public Education. She is a board member of A National Campaign to Reduce Teenage Pregnancy. She is a past chairman and president of the American Newspaper Publishers Association and a former board member of the Associated Press.

Mrs. Graham is the author of *Personal History*, a memoir published in 1997.

The Washington Post Company is a diversified media organization whose principal operations include newspaper and magazine publishing, broadcasting and cable television systems. The company owns The Washington Post, The Gazette Newspapers (Montgomery County, Maryland), The Herald (Everett, Washington), Newsweek, Newsweek International, television stations in Detroit, Houston, Miami, Hartford, San Antonio and

Jacksonville, and cable systems serving subscribers in midwestern, western and southern states.

The company also owns Digital Ink, a subsidiary that creates and manages electronic information services, principally on the Internet; Kaplan Educational Centers, which provides a wide range of educational services including basic academics coaching, standardized test preparation, job placement and job skills training; and Legi-Slate, an online information service covering federal and state legislation and regulations.

The company also has ownership interests in newsprint manufacturing and distribution operations, the Los Angeles Times-Washington Post News Service, the International Herald Tribune and Cowles Media Company.

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The Washington Post

1150 15TH STREET, N. W.

WASHINGTON, D. C. 20071-7301

(202) 334-6000

Virginia Rodriguez is public relations director of The Washington Post. She is responsible for all internal and external communications, as well as media and community relations.

Rodriguez joined The Post in 1967 as executive secretary to the promotion director, transferring to the public relations department when it was established in 1972. She was promoted to assistant public relations manager in 1976, to public relations manager in 1978 and to director in 1985.

She serves on the Community and Public Issues Council of the Conference Board and is a member of the International Board of The Center for Corporate Community Relations at Boston College. She is a member of the Board of Trustees of the Capital Children's Museum, the Cultural Alliance of Greater Washington and the Amigos Advisory Council to Bell Multicultural Senior High School in Washington, D.C. Rodriguez is also chair of the newly-formed Advisory Board of the Greater Washington Ibero American Chamber of Commerce. She is a member of several professional organizations including the Public Relations Society of America, the International Association of Business Communicators and the International Newspaper Marketing Association.

Rodriguez was born and raised in (b)(6) She has attended Northern Virginia Community College and The American University in Washington, D.C. and holds a certificate from the Center for Corporate Community Relations at Boston College.

###

Contact: Guyon Knight
Vice President/Corporate Communications
(202) 334-6642

The Washington Post

1150 15th STREET, N.W.

WASHINGTON, D. C. 20071-7301

(202) 334-6000

WILLIAM J. RASPBERRY, urban affairs columnist for The Washington Post, has forged a career from keen observation of human relations. Read by millions of Americans from coast to coast and beyond, he has, over the years, become a champion of truth, reporting on matters of critical importance to the country.

The son of Mississippi school teachers, he is a graduate of Indiana Central College (now the University of Indianapolis) with a Bachelor of Science degree in history. He began his journalistic career with the Indianapolis Recorder, where he spent four years before joining the U.S. Army. Following his honorable discharge, he went to work at The Washington Post in 1962 as a teletype operator. He soon was promoted to reporter, and, in 1966 began his own column, which at first appeared on the Metro page.

The column proved so popular that it was moved to the Editorial section and subsequently syndicated by The Washington Post Writers Group. It now appears in approximately 203 newspapers across the country.

Dubbed the "Lone Ranger of Columnists" by a colleague, Raspberry is known for his independence of mind and his enlightened commentary on social and political issues. His opinions have long served as the springboard for many a debate, from newsrooms and classrooms to the White House and Congress.

Raspberry's clarity of thought and his insistence on speaking the truth as he sees it -- even when others disagree -- have kept his column fresh, unpredictable, and uncommonly wise.

Raspberry won the 1994 Pulitzer Prize for commentary. Since the fall of 1995, Raspberry has been a professor in The School of Public Policy at Duke University, Durham, North Carolina. He continues to write his newspaper column. His work has won him numerous journalistic awards, more than a dozen honorary degrees and the respect of readers all over America. He is the author of one book, Looking Backward at Us, published in 1991 by the University Press of Mississippi, Jackson.

Raspberry is married to the former Sondra Dodson of Washington, D.C., and is the father of three children.

#

Contact:

Virginia Rodriguez
Director of Public Relations
(202) 334-7969

Sheila Murray Bethel Biography**Best Selling Author**

Sheila has authored two books, her latest, *Making A Difference. 12 Qualities That Make You A Leader*, is a best seller, published in four languages and sold in seven countries. She is contributor to two other books, *Building A Better You*, which is about personal excellence and *Reflections on Leadership*, which also features Peter Senge, M.Scott Peck and other leadership experts. She authored a monograph written exclusively for ASAE's Leadership Foundation entitled *Beyond Management to Leadership: Designing the 21st Century Association*. Her columns and articles are published regularly worldwide. In addition Sheila is author of sixteen audio/video training programs benefitting organizations and people around the world.

Globally Acclaimed Speaker

"Timeless and timely.....Common sense approach.....Entertaining and educational.....Powerful and touching" are the words most often used to describe Sheila's tailored presentations. Her combination of warmth and sensitivity along with her expertise, substance, inspiration and humor invigorates and energizes people to take action in their business and personal lives. Her ability to take complex issues and translate them into easily understood concepts, skills, actions that everyone can apply helps organizations maximize human resources, solve people problems, and increase gross revenues. With over 20 years of analysis, research, and implementation in the field of applied behavioral science, Sheila brings a unique depth of sensitivity to her specialties of: *Change, Leadership, and Personal Excellence*.

She has spoken to over one million people in 2,500 presentations in 17 nations. She is recipient of the coveted CPAE Award For Excellence in speaking, the highest honor bestowed by the National Speakers Association. She served as Chair of the Board of Governors of the prestigious CPAE organization. Her client list reads like a *Global Who's Who* of Business, Trade Associations, Education and Government.

Television Personality

Sheila's new national Public Television Special, *Making A Difference* is a magazine format. The program features inspirational and informative stories about people in various parts of the country. Some are celebrities, others are local people, all are contributing to the betterment of society. Their examples inspire viewers to feel that with even a small effort, they too can be a person who makes a difference.

Successful Business Woman

Early in her adult life, Sheila decided not to let the lack of a college education get in the way of success. She designed a lifetime plan of study and self education. Her personal success story is inspiring. Sheila's business career began in her twenties when she accepted the challenge of becoming coordinator of an institute that trained brain-injured children. There she received an on-the-job degree in human development and performance. She went on to an award winning sales and sales management career, building two successful organizations. Her business acumen gives her special insights into the issues so critical in today's competitive marketplace.

As Chair of the Bethel Institute, based in the San Francisco Bay Area, Sheila has served on the adjunct faculties of Indiana-Purdue University, San Francisco State University, and the University of Southern California. She is a member of the Institute of Certified Business Counselors and has earned the C.B.C. designation. In 1990 Sheila interfaced with the White House and the Polish Parliament to consult with and train Polish businesses being transformed by privatization. She established the first privately owned business training center in Eastern Europe, located in Opole, Poland.

The Washington Post's Principals Leadership Institute Seminar

Adams, Jevoner	Glen Haven ES	Participant	
Alexiou, Greg	Thomas Jefferson ES	Advisory Board	
Becton, Julius	DC Schools	Superintendent	M
Berg, Herbert	Alexandria	Superintendent	M, T
Berlin, Lois	George Mason ES	Participant	
Boarman, Gerald	Eleanor Roosevelt HS	Advisory Board	
Brimfield, Renee	John T. Bake MS	Participant	M only
Brown, Betty	Langley	Participant	
Brown, Kim	Wakefield Forest ES	Participant	
Browning, Susan	Potowmac ES	Participant	
Campbell, Mike	Potomac HS	Advisory Board	
* Cunningham, Ronald	Charles County	Assoc. Superintendent	M only
* Dobbins, Sheina	JFK HS	Participant	M only
Donnelly, Marsha	Aidan Montessori	Participant	
Dorsey, Patty	General Smallwood MS	Advisory Board	
Durso, Mike	Springbrook HS	Advisory Board	
Dyer, Ronald	Sanders corner ES	Advisory Board	
Engman, Lelia	John Adams ES	Advisory Board	
Erdos, Linda	TWP		
Fader, Barry	Edgewater ES	Participant	
Fletcher, Courtney Lee	John R. Fmancis Jr. High	Participant	
Gore, Lorna	Pasadena ES	Participant	
* Gosling, Arthur	Arlington	Superintendent	M only
Green, Patricia	Pr. George's County	Admn for Pupil Svcs	M, T
Hanbury, Joy	Hollin Meadows	Participant	
* Hatrick, Edgar	Loudoun County	Superintendent	M only
Headman, Jr., Joseph	Winston Churchill HS	Advisory Board	
Heiselberg, Patricia	Laurel Ridge ES	Participant	
Jackmon, Stella	TWP		
Jones, Kenneth	Ballou HS	Participant	
Kaplow, Margaret	TWP		
Kelly, Edward	Pr. William County	Superintendent	M, T
Kent, Leslie	Frost MS	Participant	
Kiser, Ben	Manassas Park HS	Advisory Board	
Lampkins, Carlton	Kenmore MS	Participant	
Lee, Lillie	TWP	Steering Committee	
Lewis, LeGrande	C. Melvin HS	Participant	
Lock, Gregory	Oak view ES	Advisory Board	
Lopez, Lilia	Patrick Henry ES	Participant	
Lottier, Diane	Jennie Dean ES	Advisory Baord	
Lutz, Ted	TWP	Steering Committee	
Martirano, Michael	Scotchtown Hill ES	Participant	
Maxwell, Kevin	Northwestern HS	Participant	
McAnulty, Beverly	Thomas Edison HS	Participant	
Mills, Janis	Laurel HS	Participant	
Nourse-Miller, Alison	Old Bridge ES	Participant	

* will not be attending Tuesday's event

Robeck, Sanford	Chantilly Center	Participant	
Rodriguez, Realista	Pimut Hills HS	Participant	
Rodriguez, Virginia	TWP	Steering Committee	
Sawyer, Stephanie	TWP		
*Seleznow, Stephen	Montgomery	Assoc. Superintendent	M only
Shaw, Mary Ellen	Falls Church County	Interim Superintendent	T only
Sherwood, Linda	Springhill Lake ES	Participant	
Shiels-Djouadi, Marie	Wakefield HS	Advisory Baord	
Sims, Michele	Hybla Valley ES	Participant	
Smith, Nicki	Jamestown ES	Advisory Board	
Snider, Jane	Summit School	Participant	
*Stetson, Frank	Walter Johnson HS	Participant	M only
Strum, Jerry	Glade ES	Advisory Baord	
Tarazi, Ghassan	Glasgow MS	Participant	
Tillery, Kerry	Brooke Point HS	Advisory Baord	
Wallace, Geneva	Paruxent ES	Advisory Board	
Walsh, Margaret May	Minnie Howard	Participant	
Warfield, Joseph	Piccowaxen MS	Participant	
White-Hood, Marian	Kettering MS	Participant	
Whittington, Lynn	Henry G. Fergusen ES	Participant	
Word, John	Tri-School Learning	Participant	
Worthy, Diane	Hearst ES	Advisory Board	

A Call to Action For American Education

In the 21st Century

PRESIDENT CLINTON'S CALL TO ACTION FOR AMERICAN EDUCATION IN THE 21ST CENTURY

In his State of the Union address tonight, the President will make clear that his number one priority for the next four years is to ensure that Americans have the best education in the world. He will issue a 10-point call to action for American education in the 21st Century to enlist parents, teachers, students, business leaders, local and state officials in this effort:

- ✓ **Set rigorous national standards, with national tests in 4th grade reading and 8th grade math to make sure our children master the basics.** Every 4th grader should be able to read; every 8th grader should know basic math and algebra. To help make sure they do, the President is pledging the development of national tests in 4th grade reading and 8th grade math, and challenging every state and community to test every student in these critical areas by 1999. These tests will show how well students are doing compared to rigorous standards and to their peers around the country and the world. They will help parents know if their children are mastering critical basic skills early enough to succeed in school and in the workforce. Every state and school should also set guidelines for what students should know in all core subjects. We must end social promotion: Students should have to show what they've learned in order to move from grade school to middle school and from middle school to high school. We must make sure a high school diploma means something.
- ✓ **Make sure there's a talented and dedicated teacher in every classroom.** In addition to the talented and dedicated teachers already in the classroom, two million new teachers will be needed over the next ten years to replace retirees and accommodate rapidly growing student enrollments. We must take advantage of this opportunity to ensure teaching quality well into the 21st Century by challenging our most promising young people to consider teaching as a career, setting high standards for entering the teaching profession, and providing the highest quality preparation and training. We should reward good teachers, and quickly and fairly remove those few who don't measure up. The President's education budget will make it possible for 100,000 master teachers to achieve national certification from the National Board for Professional Teaching Standards over the next ten years.
- ✓ **Teach every student to read independently and well by the end of the 3rd grade.** Reading is the key to unlocking learning in all subjects. While America's 4th graders read on average as well as ever, more than 40 percent cannot read as well as they must to succeed later in school and in the workforce. Research shows that students unable to read well by the end of the 3rd grade are more likely to become school dropouts and truants, and have fewer good options for jobs. The President's "America Reads" challenge is a

nationwide effort to mobilize a citizen army of a million volunteer tutors to make sure every child can read independently by the end of the 3rd grade. Parents, teachers, college students, senior citizens, and others can all pitch in to give children extra help in reading during the afternoons, weekends, and summers. At the same time, schools must strengthen the teaching of reading in the school day, and the President's budget invests more in programs that address reading achievement in school.

- ✓ **Expand Head Start and challenge parents to get involved early in their children's learning.** A child's learning begins long before he or she goes to school. That's why the President's budget expands Head Start to cover one million children by 2002. Parents are their children's first teachers, and every home should be a place of learning. The President and First Lady will convene a Conference this spring to review recent scientific discoveries on early child learning and to show how parents, teachers, and policymakers can use this new knowledge to benefit young children. And in June, the Vice President and Mrs. Gore will host their sixth annual family conference, and focus on the importance of parents' involvement throughout a child's education.
- ✓ **Expand choice and accountability in public education.** The President has challenged every state to let parents choose the right public school for their children. Innovation, competition, and parental involvement will make our public schools better. We must do more to help teachers, parents, community groups, and other responsible organizations to start charter schools—innovative public schools that stay open only as long as they produce results and meet the highest standards. The President's budget doubles funding to help start charter schools so that there will be 3,000 charter schools at the dawn of the 21st Century, providing parents with more choices in public education.
- ✓ **Make sure our schools are safe, disciplined and drug-free, and instill American values.** Students cannot learn in schools that are not safe and orderly and do not promote positive values. We must find effective ways to give children the safe and disciplined conditions they need to learn, such as by promoting smaller schools, fair and rigorously enforced discipline codes, and teacher training to deal with violence. We should continue to support communities that introduce school uniforms and character education, impose curfews, enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs. We should also keep schools open later as safe havens from gangs and drugs, expanding educational opportunities for young people in the afternoons, weekends, and summers, and providing peace of mind for working parents.
- ✓ **Modernize school buildings and help support school construction.** Just as we face unprecedented and growing levels of student enrollment, a recent report by the General Accounting Office shows that a third of our nation's schools need major repair or outright replacement. To keep children from growing up in schools that are falling down, the Administration has proposed \$5 billion to help communities finance \$20 billion in needed school construction over the next four years.

- ✓ **Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.** To prepare ourselves for the 21st Century, we must open the doors of college to all Americans and make at least two years of college as universal as high school is today. The President's HOPE scholarship, a \$1,500 tax credit for college tuition, would be enough to pay for a typical community college tuition or provide a solid down payment for four-year colleges and universities. The President also is proposing a \$10,000 tax deduction for any tuition after high school, an expanded IRA to allow families to save tax-free for college, and the largest increase in Pell Grants for deserving students in 20 years.
- ✓ **Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant.** Learning must last a lifetime, and all our people must have the chance to learn new skills. Adults should take on the responsibility of getting the education and training they need, and employers should support their efforts to do so. The President's G.I. bill for workers would provide a simple skill grant that would enable eligible workers to get the education and training they need.
- ✓ **Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.** Our schools must now prepare for a transition as dramatic as the move from an agrarian to an industrial economy 100 years ago. We must connect every classroom and library to the Internet by the year 2000, so that all children have access to the best sources of information in the world. The President is proposing to double the funding for America's Technology Literacy Challenge, catalyzing private-public sector partnerships to put the Information Age at our children's fingertips. CEOs of some of America's most innovative technology and communications firms have already responded to the President's challenge to work with schools to get computers into the classroom, link schools to the Internet, develop effective educational software, and help train our teachers to be technologically literate.

NATIONAL STANDARDS OF ACADEMIC EXCELLENCE

Student achievement is not improving fast enough. Across our nation—in our cities, suburbs, and rural communities alike—far too many students are still not meeting the standards that will prepare them for the challenges of today and tomorrow. What the top 20 percent of our students typically learn in math in the 8th grade is learned by most students in Japan in the 7th grade. And while America's 4th graders today on average read as well as ever, 40 percent cannot read as well as they should to hold a solid job in tomorrow's economy.

As a nation, we do not expect enough of our students. Strong schools with clear and high standards of achievement and discipline are essential to our children and our society. These standards of excellence are important to help instill the excitement, knowledge and basic values, such as hard work, that will set our children on the right track. Unfortunately, we currently give far too many of our students a watered-down curriculum inadequate to prepare them for the challenges of the global society and information age. For too many of our children, we create a tyranny of low expectations. A watered-down and boring curriculum and low expectations are the surest way of turning a child eager to learn into an angry, high school dropout who can't read.

Every child can learn. We know that every child in America can meet higher standards, if we have the courage and the vision to set the standards, to teach up to them, and to test whether children have learned what we taught. Every state and every school must establish meaningful standards for what students should master in the core subjects. Only with a standard measure of excellence can parents hold schools accountable for improved performance, teachers and principals improve curriculum and instruction, and students have a guide for charting their own progress.

Mastering the Basics: High National Standards in Reading and Math

Every 4th grader should be able to read independently; every 8th grader should know algebra. To help make sure they do, we are going to provide states and local schools the opportunity to participate in rigorous national tests based on these widely accepted standards for reading and math. By 1999, every state should test every student in the 4th and 8th grades to make sure these standards are met. No matter where they live and no matter their background, all our students must master the basics.

- ***Reading and math are critical starting points in our drive toward higher standards.***

It is essential that our students master the basics of reading by the end of 3rd grade. At 4th grade, students are expected to read so they can learn science, history, literature and mathematics. If they can read by then, they can read to learn for a lifetime. Students who

fail to read well by 4th grade often have a greater likelihood of dropping out and a lifetime of diminished success.

It is also important that our students master the basics of math and the essentials of algebra and even geometry by the end of 8th grade. They will then have the foundation to take college prep courses in high school and compete in the world arena. The United States ranks below average internationally in 8th grade math. We must do better.

A New National Test in 4th-Grade Reading and 8th-Grade Math

- ***The Clinton Administration will support the development by 1999 of rigorous national tests for use by individual students based on the widely accepted 4th-grade National Assessment of Educational Progress (NAEP) reading test and the 8th-grade Third International Math and Science Study (TIMSS) test of mathematics.***

Although the national reading and math tests will be based on existing tests (National Assessment of Educational Progress (NAEP) in reading and the math portion of the Third International Math and Science Study (TIMSS)), new tests must be developed. NAEP and TIMSS test a random sample of students to produce estimates of overall statewide and nationwide student achievement; no one student takes the entire test. In contrast, the new tests will be expressly designed to produce individual student scores that will be useful for parents and teachers.

The new tests will be developed during 1997 and 1998, with a pilot test in the spring of 1998 and the first full administration in the spring of 1999. They will be updated annually. The US Department of Education will provide ongoing funding for the development of the test, and funding for administering and scoring it during the first year. Guidance for test development will come from the most successful math and reading teachers across the country, as well as from parents, governors, and local and state education, civic and business leaders.

- ***The Administration is challenging every state and local school across the country to participate in these tests so students, teachers, and parents will know how they are progressing.***

States and school districts can administer the test as part of their local testing program. After each test's administration, the entire test (along with answers and scoring guides) will be released, placed on the World Wide Web, and widely distributed with supporting materials, so students, parents and teachers can know what is necessary to reach standards of excellence. A new test each year will keep the content of the test current.

We need a national effort to ensure our students learn the basics and achieve world-class

standards of excellence in America's schools. These tests will help show us who needs extra help and which schools need to be improved.

- *The Administration urges schools and teachers to work over the next two years to improve instruction and prepare their students for these tests by 1999.*

Preparing students for the national tests in 1999 means providing students the instruction they need to read independently and well by the end of 3rd grade. And it means ensuring that every student by the end of 8th grade has mastered the basics of mathematics and has had a good introduction to algebra and even geometry. While this will require parents, schools, communities and states to take a hard look at what teachers are now teaching and children are now learning, we know it can be done.

For example, the results on the 8th Grade Third International Mathematics and Science Study (TIMSS) test showed that the United States is below average in mathematics achievement when compared with other countries. TIMSS also showed that U.S. students receive a less demanding and less focused curriculum, and instruction focused more on teaching mathematical procedures and less on helping students understand mathematical concepts. However, the **First in the World Consortium**, a group of 20 Chicago-area school districts that joined together to try to become the best in the world in math and science, defied these data, scoring among the top nations in science and second only to Singapore in math.

Developing Challenging Academic Standards in All Core Academic Subjects

Many states and school districts—along with thousands of educators, parents and business and community leaders—have been working to develop better academic standards for students. In almost every core subject, we are better off today because of their efforts in defining essential knowledge, skills and understanding in a range of subjects. But the work is not yet done.

Places that Set High Standards Have Shown a Difference In Student Achievement

In 1993, the chancellor of the New York City Schools required all students to take math and science courses at the level of the state's Regents honors exam. In 1995, State Education Commissioner Richard Mills announced that all students would be required to take Regents-level classes starting with that fall's freshman class (the graduating class of 2000). Since the City University of New York (CUNY) began its College Preparatory Initiative with the district, the number of New York City freshman with four years of English has risen by 59 percent, the number of students passing CUNY math entrance exams has increased by 7.5 percent, and the number of Hispanic and black students who passed the science test has more than doubled. Entering freshman at the City University of New York are reportedly the best prepared academically in two decades.

Several important pieces of legislation developed by the Clinton Administration together with Congress support the efforts of local schools, communities and states to develop challenging standards and high-quality assessments and improve their teaching and learning to help all children reach those standards:

- The **Goals 2000: Educate America Act**, passed in 1994, is helping communities across the country raise academic standards, improve teaching, increase parental involvement and expand the use of technology in the classroom. Communities in all 50 states and thousands of schools have decided to participate in Goals 2000 and many more than the program currently has money to support want Goals 2000 funding to raise standards.
- The **Improving America's Schools Act of 1994** fundamentally reformed Title I—a \$7 billion program for teaching basic and advanced skills in high-poverty schools—to get rid of lower educational expectations for poor children and ensure that disadvantaged students are held to the same standards as other children. The Improving America's Schools Act also expands professional development focused on preparing teachers to help students reach the new standards, provides opportunities for waivers of federal requirements for the first time, and offers start-up funds for charter schools.
- The Clinton Administration's proposal for the **reauthorization of the Individuals with Disabilities Education Act (IDEA)** reinforces the importance of higher standards for *all* children, including children with disabilities.

While the federal government can provide support and leadership through its programs, the success of this drive toward high standards rests in the hands of teachers and parents, business, community and religious leaders, and others at the grassroots level. Every community, school,

and state needs to continue its work to develop challenging standards and high-quality assessments, measure whether schools are meeting those standards, cut red tape so that schools have more flexibility for grassroots reforms, and hold schools, teachers, and students accountable for results.

States Are Making Progress in Developing Standards and Improving Achievement in Critical Areas

Since the early 1980s, the United States has made significant strides in raising standards and improving student achievement. Across the country, 48 states are developing common standards in core academic subjects, and 42 states either have or are developing assessments to measure student progress towards those standards. The proportion of students taking the core courses recommended in *A Nation at Risk* (4 years of English, 3 years of social studies, 3 years of science, 3 years of math) has increased from 14 percent in 1982 to 52 percent in 1994. These efforts are beginning to pay off. The number of students passing advanced placement (AP) exams has more than tripled since 1982. Combined math and verbal Scholastic Aptitude Test (SAT) scores are at their highest since 1974, while the number and diversity of students taking the SAT has increased dramatically. American College Testing (ACT) scores have increased or held steady in each of the last four years. Math and science achievement on the National Assessment of Educational Progress (NAEP) has risen since the early 1980s. And in states like Kentucky, which established comprehensive school improvements six years ago, student achievement is on the rise: more than 92 percent of Kentucky's schools posted achievement gains in 1995-96, and 50 percent of schools in the state met or exceeded their performance goals.

Holding Students and Schools Accountable for Reaching High Standards

It is not enough to set high standards; we must be willing to hold people accountable for meeting them. Our schools and teachers must give all children the help needed to meet high expectations. But we must also say: no more free passes. Today, only a handful of states in the country require young people to demonstrate what they've learned in order to move from one level of school to the next. Every state should do this and put an end to social promotion. No one in America should graduate with a diploma he or she can barely read.

Not only students should be held to high standards. Schools must also be held accountable for results. Despite the central importance of a school principal in leading a successful school, few states hold their districts accountable for having good principals in every school and then give the principals the authority they need to do the job. Too many school districts spend much too much money on central administration and too little money on education and instruction. It is time to

hold administrators, as well as educators, accountable for results.

- **Every diploma must mean something, and students should pass tests to move from one level of schooling to the next.**

Once we set high expectations for students, we must help them believe they can learn, challenge and motivate them so they want to learn, ask them to grasp challenging subjects, assess whether or not they're learning, reward them when they succeed and hold them accountable when they fall short. Every state should require a test for students to move from elementary school to middle school, or from middle school to high school or to receive a high school diploma. These tests should measure mastery of the basics and the rigorous material expected in these tough new standards.

Some children may not measure up at first and may need extra help to lift themselves up. Give them the extra help in afternoons, weekends and summers, keep schools open as homework centers, involve their parents more—do whatever it takes to encourage and help them master the basics and perform to the challenging standards we expect of them. If we believe all students can learn, we have to give them a chance to demonstrate it. Students, teachers, and schools will all perform better once we do.

- **We must begin holding schools and their states or school districts accountable for results.**

We must insist that schools and districts have good principals, recruit and hire talented teachers, reduce administrative costs, and provide more options for parents. Moreover, we should overhaul or shut down schools that fail, and allow new charter schools to start over in their place. The Clinton Administration is urging states and districts to use their authority under the reformed Title I program to hold schools accountable for the assistance they receive, including reconstituting chronically failing schools.

TALENTED TEACHERS IN EVERY CLASSROOM

Every community should have a talented and dedicated teacher in every classroom and at least one master teacher certified by the National Board for Professional Teaching Standards in every school. Our most promising young people also must get encouragement and support to become teachers.

This nation faces several challenges in sustaining and upgrading the quality of our teachers. Two million teachers will be needed over the next ten years to replace retirees and accommodate rapidly growing student enrollment. This presents an enormous opportunity for ensuring teacher quality well into the 21st Century, if we recruit promising people into teaching and give them the highest quality preparation and training.

As we demand higher levels of knowledge and skills from our students, we must honor and support our teachers in the classroom today, equipping and expecting them to help our students master the basics and be prepared for college, employment, and good citizenship. Without quality teachers and teaching, our most serious efforts to raise standards and improve schools will not succeed.

Everyone has a role to play in helping our teachers become the best in the world. Parents, schools, community leaders, universities, state leaders—and most important, current and future teachers themselves—can take many steps to address this challenge.

- **Identify and reward our most talented master teachers.** For many years, many educators, led by North Carolina Governor Jim Hunt and the National Board for Professional Teaching Standards, have worked hard to establish nationally accepted credentials for excellence in teaching. More than 400 of these master teachers have been certified since 1995. Under the President's budget, 100,000 more teachers will be able to seek certification from the National Board as highly accomplished master teachers—enabling at least one teacher in every school to get certification from this board. States, school districts, and the private sector can also establish rewards for master teachers and other excellent teachers they identify in such ways as through teacher-of-the-year competitions. School districts can call on these master teachers to become mentors for other teachers.
- **Do more to challenge talented young people and mid-career professionals in other areas to become teachers and help them make the transition into a teaching career.** Communities can start middle and high school academies for future teachers, and states can establish centers for teacher recruitment that bring promising students into teaching. States can make it financially easier for young people to teach in high-need areas through fellowships and loan forgiveness programs. School districts can make sure that beginning teachers get support and mentoring from experienced teachers. The Clinton

Administration will continue working to make college and teacher preparation more affordable for young people who go into teaching.

- **Reinvent teacher preparation for beginning teachers and professional development for more experienced teachers so they get the training they need to help students master the basics and reach high standards in the core academic areas.**

Colleges, universities and school districts must provide current and future teachers ongoing, sustained opportunities to learn how to be more effective and upgrade their skills. The Clinton Administration has supported their efforts by increasing funding that may be used for sustained professional development, stronger teacher standards, and performance evaluation for teachers. The

Eisenhower Professional

Development program, Goals 2000,

and the National Science Foundation's Teacher Enhancement Program also provide substantial support for high-quality professional development.

Teacher Recruitment—Starting Early

School districts and universities can work together to create middle and high school programs that expose young people to the teaching profession. For example, the South Carolina Center for Teacher Recruitment has reached thousands of academically talented high school juniors and seniors through its Teacher Cadet Program, offered in more than 140 schools statewide. Teacher Cadets study education and have the opportunity to teach younger students under the tutelage of both school and university faculty. The center also targets minority middle school students, encouraging them to take rigorous courses in school and aspire to a career in teaching.

- **Expand efforts to help teachers become technology literate and to use technology to improve training available to teachers.** The President's technology initiatives will play a major role in helping teachers to become technology literate. For example, the President's Technology Challenge Grant program supports private-public sector partnerships to develop models for using technology in education, such as providing "electronic field trips" for new teachers to learn from expert teachers and mentors around the country. Moreover, the Technology Literacy Challenge Fund will leverage public funds to target school districts and schools committed to helping teachers integrate technology into the classroom. Finally, the Clinton Administration's 21st Century Teachers initiative will recruit thousands of technology literate teachers to upgrade their knowledge and help at least five of their colleagues learn how to use technology in the classroom.

- **Set high standards to enter teaching and find ways to help—or quickly and fairly remove—teachers who don't measure up.** School districts and teachers can help start and participate in peer assistance programs where they help identify, and then provide intensive assistance to, burnt-out or low-performing teachers. School districts can

develop fair and faster processes for holding teachers accountable and assisting or removing teachers who are not making the grade. Educators and communities should not look the other way if a teacher is burned out or not performing up to standard. The Clinton Administration will share promising strategies for recruiting talented young people and others into teaching, rewarding good teachers, and quickly and fairly improving or removing teachers that don't make the grade. The Administration also will provide guidance to schools, districts, and states on how existing federal funds can be used to address these challenges.

Upgrading Teacher Skills: An Award Winning School

The Woodrow Wilson Elementary School, in Manhattan, Kansas, was established as a "professional development school" where current and future teachers can go for assistance in upgrading their skills and knowledge in math, science, and technology. The school helps teachers understand the widely acclaimed math standards developed by the National Council for Teachers of Mathematics, and prepares them to help students meet or exceed these standards. At the school, student test scores on the Kansas Mathematics Assessment Test have improved for the past three years, including especially strong gains for girls. The school recently was one of five schools to win a national award from the U.S. Department of Education for its efforts to give teachers the skills they need to help students succeed.

AMERICA READS CHALLENGE

"We ought to commit ourselves as a country to say that by the year 2000, 8-year-olds in America will be able to pick up an appropriate book and say 'I can read this all by myself.'"

Remarks by President Clinton to the Community of
Fresno, California, September 12, 1996

According to the National Assessment of Educational Progress, 40 percent of America's 4th graders are reading below the basic level—not nearly as well as they must to keep up with the complexities of today's jobs and society. We need to do a real push toward improving our efforts to help all children read.

While teachers and schools have the critical responsibility for making literacy and the basics a top priority, study after study finds that sustained individualized attention and tutoring after school and over the summer can raise reading levels when combined with parental involvement and quality school instruction. Reading with children at the youngest age, quality pre-school, and tutoring from pre-school to 1st, 2nd, and 3rd grade can work to help all our children read at an early age—but certainly by the end of the 3rd grade. If families, schools, community groups, employers and religious groups make improving the reading skills of children and adults a top priority from the earliest years of a child's life at home until he or she becomes a successful reader, then America can attain the goal of being a reading, literate society.

For this reason, in August 1996, President Clinton announced the **America Reads Challenge** to ensure that every American child can read well and independently by the end of 3rd grade. And he called on all Americans—parents, teachers, libraries, religious institutions, universities, college students, the media, community and national groups, business leaders, senior citizens—to join the effort to meet this challenge. Already, groups from JumpStart in Boston to the Reading One-One program in Richardson, Texas, have responded enthusiastically to the President's challenge.

The President has pledged \$2.75 billion over 5 years toward the America Reads Challenge which includes:

- ***America's Reading Corps*** of 1 million tutors to provide individualized after-school and summer tutoring for more than 3 million children in pre-K through 3rd grade who want and need extra reading help. Thirty thousand reading specialists and tutor coordinators, including Americorps volunteers, will mobilize and support this corps of 1 million volunteer tutors who will work with teachers, principals and librarians to help children succeed in reading.
- ***Parents as First Teachers Challenge Grants*** that invest in success by supporting

effective and proven local efforts, as well as regional or national networks, that assist parents who request help for their children to become successful readers by the end of 3rd grade. Research shows that reading to children in their first three years helps children learn words and concepts and actually stimulates physical development of the brain.

- ***Expansion of Head Start.*** The President's balanced budget will expand Head Start to reach one million 3- and 4-year-olds by the year 2002, while continuing the new 0-3 year-old Head Start initiative. The priority of providing all children with high-quality preschool responds to studies stressing that literacy problems are best averted with the earliest intervention possible, including pre-school.
- ***Support for 100,000 College Work-Study Students to Serve as Reading Tutors.*** Last year, the President signed into law a budget that increased the number of work-study jobs for college students by a third—enabling an additional 200,000 young people to work their way through college while serving their communities. The President has called for half of all new work study funds to support 100,000 college students to serve as reading tutors, thereby providing a unique opportunity for college students to be involved in helping young children learn to read. To encourage this activity, the Secretary of Education has waived the matching fund requirement for those students who perform work study through the America Reads project. Also, the President has called upon college presidents to rally other students and college resources to help America read.
- ***Accountability for Results.*** The Administration will use the improvements in the National Assessment of Educational Progress (NAEP) to provide an annual measure of the reading performance of 4th graders and their progress toward meeting the reading challenge.

A challenge to every parent, teacher, principal, and community member

The success of the America Reads Challenge depends on the involvement of all Americans—parents, teachers, principals, libraries, religious institutions, universities, college students, the media, community and national groups, cultural organizations, business leaders, and our senior citizens.

- ***Parents should read to their children 30 minutes a day.*** Even as babies, children are learning about language from their families. Parents need to turn off the TV, take their child to the library and get a library card, talk with teachers about their child's progress, and take time to read with their child at home. Parental involvement makes a real difference. According to a recent study, 4th-grade average reading scores were 46 points below the national average where principals judged parental involvement to be low, but 28 points above the national average where parental involvement was high.

- ***Schools should provide a high-quality reading program for all students***, including making sure teachers know how to teach kids to read and have the support they need to do so. They must also identify those students who need extra help. The America Reads Initiative is not a substitute for in-school reading programs. Instead, it is designed to build on the work of teachers and schools to improve their in-school reading programs, as well as on the Administration's investments in Title I, Even Start and other in-school programs to strengthen in-school teaching and learning.
- ***Community members*** should start an America Reads Challenge reading tutoring program at the local school, library, or community center or become a reading tutor after school, on weekends, and in the summer. The Clinton Administration, through the summer Read*Write*Now! effort, already has begun working with organizations like the Boys and Girls Clubs, the American Association of Retired People, and Reading is Fundamental to mobilize reading partners for children during the summer months.
- ***Businesses should work with schools and libraries***. The Administration also is working with the private sector in helping parents help their children learn to read, through the Partnership for Family Involvement in Education. Employers can help start a summer reading program in their community as part of the Read*Write*Now! effort to avoid the summer drop-off in reading.
- ***Colleges and universities*** should use half of their new funds for work study to provide reading tutors, and if all colleges meet this challenge, 100,000 work-study students in 1998 would be tutoring young children in reading. Already 60 college presidents have pledged almost 10,000 work-study slots in support of this goal, as well as thousands of other students to do community service as reading tutors.

AmeriCorps SLICE Corps, Simpson County, Kentucky

In this program, 25 AmeriCorps members provided intensive tutoring in reading to 128 2nd graders, helping the students improve their reading comprehension by an average of 2.8 grade levels over nine months. One-third of the students improved by more than three grade levels. Members visited each student's home every other week to show parents their children's reading materials, update them on the child's academic progress and offer tips on how to help their children read. The key is consistency. AmeriCorps SLICE members tutor students for the entire school year. As a classroom teacher said about one student: "[The student] is in his second year of being tutored by a SLICE Corps member. Last year he was very shy and withdrawn. He was very adept verbally but not so at reading and writing. This year his reading is better and he really enjoys writing. He's a real worker and seems to enjoy school much more. [The student's] parents are very interested in his school progress. They are willing to come whenever you call them and they spend time working with him on his school work. He has thrived on the individual attention that only a SLICE Corps member could give him."

Samuel W. Mason Elementary School, Boston, Massachusetts

Mason School, once cited in a 1990 *Boston Herald* article, with its then enrollment of 133, as "The Least Chosen Elementary School In The City", turned itself around through a variety of innovative approaches. The school has 296 students (43 percent African-American, 23 percent Cape Verdian, 14 percent Latino, 13 percent white, 3 percent Asian-American, 2 percent Native American). Twenty-four percent of the homes are non-English speaking. Reading has been a primary emphasis of Mason's improvement efforts. Teaching teams include Reading Recovery and Resource Room teachers. These teachers work with grade-level clusters in the morning to reduce the student-teacher ratio from 26:1 to 13:1. In the afternoon, the team works with the kindergarten and early childhood teachers in the early literacy program, "Bright Start," in groups of nine students. Title I reaches all students and doubles the time in reading instruction. Special attention is paid to learning styles, with emphasis on accelerated reading instruction and problem-solving activities. In 1995, Boston College's Urban District Assessment Consortium Project found that Mason's reading performance exceeded the average score for the City of Boston and for the other 11 urban school systems in the project.

What It Means to Read Well by 4th Grade

The National Assessment of Educational Progress (NAEP) defines three main levels of 4th-grade reading: basic, proficient, and advanced, and they help explain what it means to read well by the 4th grade. The following sample passage is from *Charlotte's Web*, by E.B. White. While not from the actual NAEP, it helps illustrate the kinds of skills expected of students at each level of comprehending a work of fiction:

Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

- Students at the **basic** level are able to read the passage and tell what Charlotte promised Wilbur.
- Students at the **proficient** level are also able to describe why Charlotte thought she could fool Zuckerman.
- Students at the **advanced** level recognize that Charlotte compares waiting for ideas to entrapping a fly.

The following sample item from the 1992 NAEP exam helps illustrate the kinds of skills expected of students at each level in a text that presents information. The passage is from *Amanda Clement: The Umpire in a Skirt*, by Marilyn Kratz.

It was a hot Sunday afternoon in Hawarden, a small town in western Iowa. Amanda Clement was sixteen years old. She sat quietly in the grandstand with her mother, but she imagined herself right out there on the baseball diamond with the players. Back home in Hudson, South Dakota, her brother Hank and his friends often asked her to umpire games. Sometimes she was even allowed to play first base. Today, Mandy, as she was called, could only sit and watch Hank pitch for Renville against Hawarden. The year was 1904, and girls were not supposed to participate in sports.

- Students at the **basic** level are able to read the passage and tell what Mandy wanted to do.
- Students at the **proficient** level are also able to describe what was getting in the way of Mandy's dream.
- Students at the **advanced** level are able to generalize about how Mandy's experience might differ from a girl's experience today.

President Clinton's America Reads Challenge asks all Americans to pitch in and help children read so that by the time they reach the 4th grade, they can at least read at the "basic" level and many more than now are reading at the "proficient" level.

EARLY LEARNING

The latest research on the human brain and its development confirms what we have known for decades -- that the early years of children's lives are critical to their cognitive, emotional and physical development. Parents need to be their children's first teacher if their children are to start at school ready to learn.

Since the beginning of the Clinton Administration, early childhood investment has been a top priority. Over the last four years, the federal government has invested heavily in effective programs, increasing funding for Head Start by 43 percent. The Clinton Administration is committed to building on this progress to ensure that every parent is their child's first teacher and every child arrives at school ready to learn.

Expanding Head Start

- ***Head Start Helps Children Get Ready to Learn and Ready to Read.*** For more than 30 years, Head Start has been one of our nation's best investments in helping low-income parents be their children's first teacher, and in making sure that children start school ready to read and ready to learn. Head Start provides hundreds of thousands of three- and four-year old children cognitive, social and language development, comprehensive health services and healthy meals and nutrition. Head Start offers parenting skills, support, education and training to parents seeking to improve their circumstances and their children's chances of success.
- ***President Clinton's Budget Expands Head Start Participation to 1 Million Three and Four Year Olds.*** Today, 800,000 low-income children and their families -- but not all of those who are eligible -- have a chance to benefit from Head Start. The President's budget plan continues to expand enrollment so by the year 2002, one million of this nation's most disadvantaged children and families will have the chance for a Head Start.
- ***Head Start Works.*** Research findings overwhelmingly show that Head Start works. Last year, a Packard Foundation study reviewed nearly 150 separate studies of the Head Start program and concluded that it not only had the immediate impact of raising reading scores, but had the lasting effect of making students less likely to be held back a grade, less likely to be placed in special education classes, and more likely to graduate from high school. Even later in life, former participants were less likely to go on welfare or enter the criminal justice system.

- ***Parental Involvement Is The Bedrock of Head Start.*** Last year more than 800,000 Head Start parents demonstrated their commitment by volunteering in their local program. And they get a great deal in return: Head Start staff work closely with parents to help them build their skills, not only to become better parents but also to become contributing members of their community. Parents are taught the importance of reading to their children. When parents have difficulty reading, Head Start programs work with them to improve their literacy skills.
- ***Early Head Start and Quality Improvements Under the Clinton Administration.*** In 1994, the Clinton Administration established the **Early Head Start** program, providing tens of thousands of children ages zero to three and their families with family-centered and community-based services. Over the last three years, the Clinton Administration has also invested significantly in improving program quality, providing local programs with the resources they need to attract and retain high quality teachers and to improve the quality and safety of the Head Start centers.
- ***Family Literacy is a New Priority in Head Start.*** Under new standards developed by the Clinton Administration, family literacy is a new priority in Head Start -- all parents will be offered training to help them be involved in their children's education and to help them be their children's first teacher.
- ***The America Reads Challenge Will Build on the Strong Foundation Provided by Head Start.*** After-school and summer tutoring for young school-age children and for their older siblings and parents builds on what Head Start begins. Through the Head Start Transition Initiative, Head Start programs will dedicate at least one part-time staff person to work with local school systems, parents, child care providers and other members of the community to make sure children successfully make the transition from Head Start to public school.

Other Early Learning Opportunities

- ***America Reads Parents As First Teachers Challenge Grants:*** To make sure that every child can read well by the end of 3rd grade, the President's America Reads Challenge includes Parents as First Teachers Challenge Grants that will invest in proven efforts to provide assistance to parents who want to help ensure their children will read well. The grants will fund national and regional networks to share information on how parents can help children to read, and fund the expansion of successful local programs, such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program. The President's proposal includes \$300 million over 5 years for these grants.
- ***White House Conference on Early Learning and The Brain.*** Thanks to the latest scientific research and discoveries, we now know much more about a child's cognitive, emotional and physical development in the first few years of life. For example, we now

know that reading to children in their first three years not only strengthens the emotional bonds between a parent and a child and helps children learn words and concepts, but that it actually stimulates their brain growth. The President and First Lady will convene a White House conference this spring to explore the implications of these scientific discoveries and research for parents and policy makers.

- ***National Prescription for Reading Campaign.*** In December 1996, the First Lady announced, along with representatives of the American Academy of Pediatrics, the American Booksellers Association, the American Library Association, and the Reach Out and Read program a national campaign to put books in the hands of parents who bring their young children to the doctor, and to get doctors to prescribe daily reading. Doctors and nurses across the country are beginning to "prescribe reading" to infants and young children because they know the impact reading has on babies and young children, and they have a unique opportunity at every check-up to encourage parents to read to their children daily.
- ***Vice President's Conference on Family and Learning.*** In June, Vice President and Mrs. Gore will hold their sixth annual family conference, this time on families and learning. We know that children learn best when their parents are active partners in the process. The conference will bring together leaders in the field of education, parents, teachers, and policy makers to build on successful examples of partnerships between families, schools and communities, including those that help children learn before they start school.
- ***Partnership for Family Involvement in Education:*** Over 2,000 family, school, community, employer and religious groups have joined with Secretary of Education Richard Riley to create the Partnership for Family Involvement in Education. The Partnership's activities include strengthening at-home activities that encourage reading, promoting and adopting family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools, and supporting learning communities through organized before- and after-school and summer activities.
- ***Goals 2000 Parent Resource Centers:*** In addition to involving parents in the development of state and local Goals 2000 education plans, the President's Goals 2000 program provides funding for each state to establish parent resource centers that help parents learn how to help their children achieve high standards. The centers coordinate existing programs, provide resource materials, and support a variety of promising models of family involvement programs. In fiscal year 1997, \$15 million in funding is available for support centers in 42 states, 14 more than in 1996.

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CHOICE AND ACCOUNTABILITY IN PUBLIC EDUCATION

One size does not fit all in American education. All students and their families need to be able to choose a public school that meets their needs, and schools must be given more flexibility in return for greater accountability to parents and the public for high standards. Public school choice and public charter schools are especially promising strategies for expanding options and accountability in public education.

Public School Choice

- *States and school districts should provide public school choice plans* that give every parent the ability to choose their child's public school. States and communities can provide parents with their choice of school within a district, state, or even of smaller schools-within-schools at their neighborhood public school. Local and state boards of education can encourage and support the development of charter schools, magnet schools and other choice strategies and undertake careful reviews of charter proposals to be sure they are of the highest quality. The President has challenged states to provide parents with more choice in their children's public education, and states and communities have been responding.
- *Provide report cards on every school.* States and school districts can publish in print and on the Internet report cards on every school, providing parents the information they need to choose their child's school. This can help parents compare things such as reading scores, graduation rates, class size, courses offered, number of teachers with advanced certification, safety records, and other key measures, with schools across the school district, state, and country.

Public Charter Schools

- *Every state should pass a charter school law that enables parents and teachers to start new public charter schools that stay open only as long as they do a good job.* These schools can be created by teachers, parents, community groups, businesses, universities, museums, and others. Done right, they can be tailored to meet the needs of their students and promote healthy competition within public education. State legislatures must enact solid charter school laws to support the creation of a sizable number of high-performing public charter schools, providing these schools with real flexibility while holding them accountable for reaching high standards for all children. Five years ago, there was only one charter school in America. Today, there are more than 400, and half the states have charter school laws.
- *To support these efforts, the Clinton Administration, together with Congress, is expanding start-up funding for charter schools.* The Administration has proposed nearly

doubling the charter school start-up grant program to \$100 million in FY 1998. The President initiated this fund in 1994 to address the most commonly cited obstacle to creating these schools—lack of access to start-up funding. The President's budget plan sets aside enough funding to quickly bring more choices in public education to students and their families, helping to start 3,000 charter schools over the next several years. The funding requested for FY 1998 alone would support the development of about 1,000 charter schools by teachers, parents, community groups, and other responsible organizations.

The Nation's First Charter School: A Teacher's Vision Becomes Reality

City Academy, in St. Paul, Minnesota, was the first charter school in the nation to open its doors. Founded by two teachers with assistance from many of the first year students, the school focuses on youth who have dropped out of school. City Academy, placing a heavy emphasis on student responsibility and decision making, is a small school with a personalized learning environment and has had significant success. Most of the students, all former drop outs, have graduated and gone on to some kind of postsecondary education. Like most charter schools in Minnesota, this school was started "from scratch," rather than converted from an existing school. The school's director is also helping teachers in other states to create charter schools.

- *The Clinton Administration will assist local teams of parents, teachers, community leaders, and others to develop successful public charter schools.* The Clinton Administration will support regional meetings, helpful guidebooks, summer institutes, and a World Wide Web site to help provide the information and assistance needed to start high-quality schools, including developing the rigorous performance benchmarks by which schools may be held accountable.

Accountability

- *Fix failing schools quickly and directly—even if it means closing them and then reopening them in a way that meets the needs of students, parents, and communities.* Clear standards can be set to evaluate the success or failure of schools, and school districts and states can intervene when schools are not meeting these standards. These efforts should take advantage of the new approach to accountability in Title I of the Elementary and Secondary Education Act—the largest federal program in K-12 education—which now requires states and school districts to intervene in low-performing schools with such strategies as intensive technical assistance, mentoring, reconstituting failing schools, or

creating new charter schools.

School districts can support and reward principals and teachers who establish an atmosphere of learning, a system of accountability, and a spirit of adventure that help students learn. At the same time, school districts can find ways to improve or remove teachers or principals who are not making the grade. In return for greater accountability, principals and teachers, in turn, should be given the authority and support they need to do a good job.

Holding Schools Accountable for Results

Maryland has held its schools accountable for results by putting in place a system for taking over schools with low student attendance rates and achievement on state assessments. Low-performing schools are first given the opportunity to improve based on a state approved plan. Though no schools have yet been taken over yet, the focus on accountability is making a difference. After being identified as low-performing, Patterson High School in Baltimore hired a new principal who focused her team on increasing student achievement by reorganizing instruction and the school day. As a result, attendance has risen, more students passed the state's graduation test, and more seniors graduated than in prior years.

Greater flexibility

- ***In return for accountability, the Clinton Administration has pressed for greater flexibility and local decision making in the use of federal program funds.*** Drawing on their experiences as former governors, both President Clinton and Secretary of Education Richard Riley came to Washington strongly committed to increasing flexibility for states and communities, cutting red tape, and supporting states and communities in their own education improvement efforts. Since 1993, they have implemented the Goals 2000 program with no new regulations, cut nearly 80 percent of elementary and secondary education program regulations, approved over 140 waivers of requirements of major federal education programs, and cut the required paperwork to receive student loans. In addition, they have given nine states the authority to grant waivers of federal requirements for their own school districts and made over 20,000 schools eligible to combine most of their federal funds to support schoolwide reform, freeing them from most federal requirements.

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

We cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. For students to learn well, their schools must be disciplined and feel safe. While most schools do provide a secure learning environment, a growing number of schools in all types of communities—urban, suburban, and rural—are experiencing problems with violence and with alcohol and drug use.

Fortunately, schools, parents, and communities are finding practical ways to provide children the safe and disciplined conditions they need and should expect to find in school, such as by promoting smaller schools, respectful communities, fair and rigorously enforced discipline codes, teacher training to deal with violence, school uniforms, and after-school programs that keep kids productive and off the streets.

As a nation, we too must do everything possible to ensure that schools provide a safe and secure environment where the values of discipline, hard work and study, responsibility, and respect can thrive and be passed on to our children. We have a basic, old-fashioned bottom line. We must get drugs and violence out of our schools, and we must put discipline and learning back in them.

Ensuring Safe, Disciplined and Drug-Free Schools

The Clinton Administration challenges all schools to have in place high standards of discipline and behavior with tough measures to keep guns and drugs out: a “zero tolerance” policy. In October 1994, the President signed into law the **Gun-Free Schools Act**, and issued a Presidential Directive later that month to enforce “zero tolerance” in our schools: If a student brings a gun to school, he or she does not come back for a year.

In last year’s budget, the President successfully protected the **Safe and Drug-Free Schools and Communities Program**, which now provides school security, drug and violence prevention and education programs in 97 percent of America’s school districts.

We must continue working to ensure that every child, every teacher, and the community can feel safe in and around the school building.

- *Schools should consider adopting uniform policies.* School uniforms are

In 1994, the Long Beach, California School District implemented a mandatory school uniform policy for nearly 60,000 elementary and middle school students. District officials found that in the year following implementation of the policy, overall crime decreased 36 percent, fights decreased 51 percent, sex offenses decreased 74 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent and vandalism decreased 18 percent.

one way to deter school violence, promote discipline and foster a better learning environment. The Administration sent a *Manual on School Uniforms* to the nation's 16,000 school districts last year. The manual is a road map for communities and schools that want children in their schools to wear uniforms and is a vital source of information about successful programs.

- ***Communities should enforce truancy laws.*** One of the most effective ways to reduce juvenile crime is to crack down on truancy. The Administration has also provided every school district in the country with a *Manual to Combat Truancy* to help communities establish fair and effective laws to reduce truancy and keep kids in school and off the streets.
- ***Keep schools open late.*** The President's budget includes a new initiative to provide additional safe havens and extended learning opportunities for children and their families at schools around the country. The initiative will help highlight how after-school, summer and weekend programs in Community Learning Centers can get us "back to basics" and foster active community involvement. Keeping schools open late can help give young people a safe haven from gangs and drugs, and provide peace of mind for working parents.

Bringing in Parents to Increase Safety

Fathers at Beech Grove City Schools in Indiana have joined together to be "Security Dads" attending school-sponsored sporting events, dances and other student activities. "Security Dads" ensure proper behavior, evict troublemakers when necessary, and generally keep the peace. As a result of this effort, parental involvement in their children's education has increased and student behavior has improved.

Making Schools Places for Values, Not Violence

Schools are a place for values, not violence. They must teach the basic American values of respect, hard work, and good citizenship.

- ***Promoting character education as part of every curriculum.*** We cannot raise standards in every other subject if we fail to teach our children good values and how to be good citizens. Toward this end, the President has hosted two White House Conferences on Character Education and has encouraged the development of character education through the Improving America's Schools Act.

- ***Protecting the religious freedom of students and reaching out to America's religious community to support the learning of young people.*** With the support of a diverse group of religious and school leaders, Education Secretary Riley issued guidelines in August 1995 making clear that students' religious rights do not end at the schoolhouse door. As a result of these guidelines, the National School Boards Association has reported a dramatic drop in the need to help school officials clarify what is allowed in public schools when its students practice their religion. In addition, 33 religious communities representing 75 percent of religiously affiliated Americans signed onto the Partnership for Family Involvement in Education. Two successful religion and education local summits also brought together religious leaders, school officials, and the leadership of community organizations and businesses.
- ***Promoting greater parental involvement.*** Thirty years of research shows that greater parental involvement in children's learning is a critical link to achieving a high-quality education for every student. Through the Partnership for Family Involvement in Education, the Department of Education has played a critical role in helping schools to be more welcoming and inviting to families; encouraging employers to provide ways for parents and employees to be involved in education, including volunteering in their local schools; and expanding the support that youth, community, cultural and religious groups are giving to back greater family involvement in education. Over 2,000 employers, schools, religious, and community groups—including the Urban League, Hadassah and Pizza Hut—have joined the Partnership and have pledged to support the education of children and the involvement of their parents.

Service in Support of Safety

In Los Angeles, AmeriCorps members are working with thousands of students to reduce school violence. AmeriCorps members mentor and tutor 2,000 community youth, train them in conflict resolution skills, and help establish after school programs.

- ***Promoting community service by high school and college students through Learn and Serve and AmeriCorps.*** AmeriCorps is the new domestic Peace Corps that involves Americans of all ages getting things done to meet community needs. In just two years, AmeriCorps has given more than 50,000 Americans an opportunity to serve their country. The vast majority of AmeriCorps members are working on the critical problems of children and youth. They tutor, mentor, organize after-school programs, teach violence and drug prevention, and organize safe havens and safe corridor programs. National service promotes core values of hard work, self discipline, and personal responsibility. It

encourages people to give something back to their country. And it teaches its members to take responsibility for others, not just for a year, but for a lifetime.

Through Learn and Serve America, more than a half million students from kindergarten through graduate school are helping their communities and proving their academic skills in the process. They are learning citizenship in a direct and vital way, not by textbooks, but by service, by working on real problems in society. The skills and habits they develop—teamwork, self-discipline, initiative—will help them become productive workers as well as responsible citizens. We must spread and develop this idea in every school, college and university, to engage an increasing number of students in America.

The Clinton Administration challenges all students, schools, parents, communities, religious and other groups to do what they can to make all our schools safe, disciplined and drug-free environments to engage and motivate students to learn, and to teach the values of hard work and respect.

SCHOOL CONSTRUCTION AND MODERNIZATION

American schools face the twin pressures of rising enrollment and deteriorating buildings. To be ready for the 21st Century, our children's schools should be safe and spacious places to learn. The schools of the future should be equipped with computers, new media and state-of-the-art science labs. Clean, well-maintained, up-to-date schools send every student a clear message: you are important to us. We take your education seriously. In order to keep faith with our children, we must ensure that our schools are prepared for the next century.

Distressingly, today our nation's schools, many built 50 years ago, are increasingly run-down, overcrowded and technologically ill-equipped. Too many school buildings and classrooms are literally a shambles. According to a report of the General Accounting Office, one-third of our schools need major repair or outright replacement; 60 percent need work on major building features—a sagging roof, or a cracked foundation; and 46 percent lack even the basic electrical wiring to support computers, modems, and modern communications technology. These problems are found all across America, in cities and suburbs and one-stoplight towns.

We have high expectations of our students, teachers and schools. But we cannot expect our children and our teachers to build strong lives on a crumbling foundation. In order to keep faith with our children, we must ensure that our schools are prepared for the next century. This is a matter of real urgency. This year our schools opened their doors to the largest number of students in the history of our republic—51.7 million. And enrollment is expected to continue to rise over the next ten years, breaking all previous enrollment records.

Because of the unique circumstance of record enrollments and often run-down school buildings, the President has proposed that the federal government for the first time join with states and communities to modernize and renovate our public schools. The President's budget calls for \$5 billion over the next four years to help pay for up to half the interest that local school districts incur on school construction bonds, or for other forms of assistance that will spur new state and local infrastructure investment. This financing assistance can help to spur \$20 billion in new resources for school modernization—a 25 percent increase above current levels over the next four years.

The Broward County, Florida, Public Schools already ranks among the largest school systems in the nation with more than 218,000 students, and it continues to grow at a phenomenal rate (the district estimates it is adding 10,000 more students a year).

Although the district added 37 new schools and refurbished many existing schools over the past seven years, the district's projected capital needs over the next seven years total \$2.4 billion. Funding from identifiable sources to date totals only \$1 billion, leaving a shortfall of \$1.4 billion. The county's use of 2,144 portable classrooms has earned it the nickname "the portable capital of the world." Thousands of other students attend classes in areas intended to be music and science rooms, labs or auditoriums.

Meanwhile, the space crunch is impeding the system's efforts to make greater use of technology in the classroom, including meeting the superintendent's goal of providing a minimum of four computers in every classroom for student use and one computer for teacher use.

This school construction initiative is flexible. It will give communities and states the power to decide how to use the new resources. It will help those who help themselves—requiring local communities to take responsibility for this effort. And it will focus on sparking new projects, not merely subsidizing existing ones.

The federal government will do its part by subsidizing the interest that communities incur on school construction bonds or other financing mechanisms — making it cheaper and easier for communities to finance school construction.

Communities—with appropriate assistance from states—must do their part by making a commitment in investing in their schools. They must approve and pay for local bond issues needed to repair old schools and build new ones. And they must provide adequate maintenance for today's schools so that they can continue to serve students into the next century.

OPENING WIDE THE DOORS OF COLLEGE

Today, more than ever before in our history, education is the fault line between those who will prosper in the new economy and those who will not. Most of today's good jobs require more skills and training than a high school diploma affords. Over half the new jobs created in the last three years have been managerial and professional jobs requiring higher-level skills. Fifteen years ago the typical worker with a college degree made 38 percent more than a worker with a high school diploma. Today, that figure is 73 percent. Two years of college means a 20 percent increase in annual earnings. People who finish two years of college earn a quarter of a million dollars more than their high school counterparts over a lifetime.

One of the great challenges of our time is making the dramatic economic changes occurring all over the world benefit our young people and open opportunities for our older adults as well. While many people were managing to find education and training that prepared them for high-skilled jobs without a college degree, too many young people lost their way between high school and the world of work. And for those who are academically prepared for college, the cost limits access for many working families and middle-income families, just as it does for low-income families. The average cost of a public college increased from 9 percent of the typical family's income in 1979 to 14 percent in 1994.

We must make two years of college—the 13th and 14th years of education—as universal for young Americans as the first 12 are today. And, we must make college more affordable for all Americans. To support these goals, the President has already initiated an unprecedented college opportunity strategy that will make college more accessible and affordable to Americans than at any time in their lives, while also reducing fraud and abuse and reducing costs to taxpayers.

Over the next five years, the President's budget will more than double the federal commitment to postsecondary education from the time he entered office—going from \$24 billion a year in 1993 to \$58 billion in 2002—opening up the doors to college for millions of students.

The Direct Lending Program

The Direct Loan program, signed into law by President Clinton in 1993, gives student loans directly to people who need them, with new flexible repayment plans. This dramatic change is making loans to students and their families more affordable and debt more manageable, providing borrowers and participating schools with a simple, more automated and accountable system, while saving taxpayers billions of dollars. In its third successful year, the program will provide \$10 billion in loans at over 1,600 schools. More than 2.1 million student and parent borrowers have received direct loans since the program began. During the 1996-97 academic year, it is expected that Direct Loans will make up approximately 36 percent of federal student loans.

An important aspect of the new Direct Loan program is that it provides students the ability to repay their loans as a percentage of their income -- **income-contingent repayment** -- to encourage community service, and to make debt more manageable and to reduce defaults. As of November 1996, nearly 100,000 borrowers with loans totaling \$1.5 billion have consolidated into direct lending. About three-quarters of these borrowers are selecting non-standard repayment options with 52 percent selecting income-contingent repayment.

Through the legislation that created the Direct Student Loan program we were able in 1993 to **reduce by 50 percent (from 8 percent to 4 percent) the student loan fees** that lenders and guarantee agencies were allowed to levy on student borrowers. But we need to do more. We propose to further reduce these fees in both the new Direct Student Loan and the older Federal Family Education Loan programs, cutting loan fees from 4 percent to just 2 percent on need-based Stafford loans, and to 3 percent on other loans for students and parents. Furthermore, because the Congressional Budget Office and other analysts have noted that lender costs are very low during the in-school period, when students are not required to make payments on their loans, we propose to reduce the interest rate paid to lenders during that period by one percentage point.

Increasing Grant Aid Available to Students -- Pell Grants

The Administration has worked hard to increase funding for student financial aid programs. Aid available to students increased by \$12 billion between 1993 and 1997—an increase of 48 percent. This year, aid available to students will increase by an additional \$3.4 billion for a record total of \$36 billion (excluding consolidation loans) benefiting an estimated 8.1 million students in 1998.

Pell Grants are the most important form of student financial aid for the nation's neediest students. In the decade preceding 1992, funding for this critical program did not keep pace with inflation, which seriously eroded the Pell Grants' purchasing power. The Clinton Administration began immediately in 1993 to restore fiscal integrity to this program at a time when it had been allowed to accumulate a projected internal program deficit of over \$2 billion. After eliminating that program deficit, the President secured bipartisan support for the largest Pell Grant increase in recent history, a \$230 increase (9 percent) in the maximum grant to \$2,700 by FY97. This represents a full \$400 increase, more than 17 percent, in the maximum grant since 1993.

We now are proposing to increase the maximum award from \$2,700 to \$3,000, as well as greatly expand eligibility to older independent students. Increasing the maximum award to \$3,000 provides more aid to currently eligible students, and makes an additional 130,000 students eligible for the grants. The President's budget also expands the eligibility of low income students age 24 and older. This change will make an additional 218,000 students eligible for Pell Grants, and expand aid for over 890,000 students by an average of \$800. These changes, contained in the President's balanced budget, will increase Pell Grant funding by \$1.7 billion in fiscal year 1998, a more than 25 percent increase over current funding levels.

HOPE Scholarship and Other Tax Benefits: Making the 13th and 14th years of education—at least two years of college—as universal in America as high school is today.

The President's plan includes five tax benefits for middle-class students and families that accept the responsibility to pursue additional education for their children and themselves. We believe that not only will these students and families reap substantial personal and financial benefits from these education incentives, but these investments will also pay a huge long-term dividend to the country. For much of the 20th century, tax policies included incentives to invest in capital and equipment. At the beginning of the 21st century—the education and information age—we must create incentives to invest long term in education and human capacity.

HOPE Scholarships. A centerpiece of President Clinton's HOPE and Opportunity Agenda for higher education is the proposed **HOPE Scholarship tax credit**, which offers two years of tuition at the typical community college for any student enrolled at least half-time. It provides students with a maximum \$1,500 tax credit for tuition and required fees in their first year, and another \$1,500 in their second year if they work hard, stay off drugs, and earn at least a B minus average in their first year. This \$1,500 tax credit will pay the full cost of tuition at a typical community college—essentially making community college free or nearly so for every student. In 1998, this credit is expected to help 4.2 million middle-income students pay for college.

Although the HOPE Scholarship tax credit is priced to pay the full cost of two years of tuition at a typical community college, the credit can be applied to tuition at any college, including four-year public and private colleges. The credit would be a substantial down payment for parents sending their children to four-year colleges with higher tuition. Students receiving tax credits would still be eligible for other federal student aid, including student loans, Pell Grants, and Work Study. However, the maximum tax credit would be \$1,500 minus any federal grants awarded to the student.

The proposal builds on the enormously successful HOPE Scholarship program in Georgia, which guarantees any student in the state of Georgia free college as long as they have earned a B average and stay off drugs. This year the scholarships are helping 80,000 students—including 70 percent of the freshman class at the University of Georgia.

The HOPE scholarship tax credit will help open the doors of college opportunity to every American who works hard and makes the grade, regardless of that student's ability to pay, since education at the typical community college will now essentially be free. The program also makes it clear that with opportunity comes the responsibility to work hard and achieve at a high level. This benefit will initially be available without restrictions tied to previous academic performance but the continued benefit will be reserved for those people who, by definition, are willing to work for it. It's America's most basic bargain: we as a nation will help create opportunity if you'll take responsibility.

\$10,000 Tax Deduction for Education and Training. We have also proposed a tax deduction

of up to \$10,000 per family per year for tuition and fees (minus grants) for college, graduate school, community college and certified training and technical programs. In 1998, 8.1 million students stand to benefit from this proposal for tax relief in 1998.

Students eligible for both the tax credit and the tax deduction would choose one or the other, although students benefiting from the tax credit in the first two years would still be eligible for the deduction in later years. Because the tax proposals are meant to help working families and low- and middle-income students pay for college, eligibility for both the tax credit and the tax deduction would be phased out for joint tax filers with incomes between \$80,000 and \$100,000 and for individual filers with incomes between \$50,000 and \$70,000.

Tax-Free Education Savings Accounts. We have proposed greater flexibility in using Individual Retirement Accounts so that all funds saved in these accounts can be used for postsecondary education expenses free from early withdrawal tax penalties. In addition, our proposal makes more than 20 million families eligible for tax-deductible IRA contributions by substantially extending the income cutoffs for IRA participation. Currently, if an individual or spouse participates in an employer's retirement plan, eligibility is phased out for taxpayers filing a joint return with adjusted gross income between \$40,000 and \$50,000 (between \$25,000 and \$35,000 for single taxpayers). The proposal would expand the phase-out ranges to match the ranges described for the HOPE Scholarship tax credit and \$10,000 deduction. Families who save through an expanded IRA, and then use the savings for higher education, can deduct up to \$10,000 of their withdrawals a year, making savings for college virtually tax free for middle-class families.

Tax-Free Forgiveness of Educational Debt for Public Service and Income-Contingent Student Loan Repayment. We propose that the tax law be changed to allow that the forgiveness of a student loan extended by a charity or educational institution not be counted as income, if it is forgiven as part of a program that enables graduates to work in public service professions. We also plan to apply the same tax treatment to forgiveness provided through our income-contingent repayment plan.

Extension of Tax Benefit to Employees Who Receive Employer-Provided Education Assistance (Section 127). We propose reinstating through the year 2000 the current exclusion from an employee's income of up to \$5,250 per year of postsecondary educational assistance provided by an employer for undergraduate and graduate students. In addition, for 1998-2000, small businesses would be given a new incentive to provide educational assistance to their employees through a 10 percent tax credit for amounts paid under an employer-provided educational assistance program for education provided by a third party.

Other Forms of Aid

National Service Corps. Through creation of the National Service Corps, more than 70,000

AmeriCorps members have been able to provide service throughout the country to work on projects to tutor children to read and learn and to improve the environment, health services, and community policing. This creative new program is helping to regenerate an ethic of community service in this country, particularly for a generation of young adults who were at risk of becoming further alienated from the powerful societal needs of a sense of community and commitment to those communities. The participants also receive scholarships or loan forgiveness for postsecondary education, in return for their service.

Work-Study helps students earn money while they are in school. The President proposed a multi-year plan to increase funding for this valuable federal program by 50 percent by the year 2002, so that 1 million students will be able to attain part-time employment. With strong bipartisan support from the Congress we received an exceptional one-year increase of 35 percent for FY 1997. This increase is substantial enough to allow an increase in the wages for student workers, an expansion of traditional work study opportunities, and, perhaps most important, to expand higher education's commitment to community service activities. To this end, the President has challenged the higher education community to use one-half of the college work study increase for community service, including to tutor young children in reading. Indeed, the Secretary of Education has issued regulations to waive the match for those who use work-study funds to help tutor young children to read.

Presidential Honors Scholarship. We propose a Presidential Honors Scholarship that further emphasizes the importance of student achievement. This program would award one-year, \$1,000 scholarships to the top 5 percent of graduating high school students in every high school in the nation. We need to send a message to every high school in America that we are serious about excellence.

* * *

Reducing Fraud and Abuse. The Administration has made aggressive accountability and oversight efforts to remove ineffective schools from the student financial aid programs, both protecting students and ensuring accountability for taxpayer funds. The U.S. Department of Education's efforts, along with new statutory controls and lender and guarantor efforts, have cut the student loan default rate by more than *one-half*, from 22.4 percent for the FY90 cohort to 10.7 percent for the FY94 cohort. About 700 institutions have been eliminated from eligibility to participate in the federal student assistance programs, in an effort to assure that students benefitting from these valuable programs receive a good education as well. At the same time, the U.S. Department of Education has reduced the administrative burden on participating institutions by streamlining our regulations and by reengineering our administrative processes to make them less intrusive and more effective.

A call to parents, schools, colleges and universities to help students take advantage of these expanded options.

Although the federal government can expand options for paying for college, it will be up to students, parents, families, communities, colleges and universities, and states to make them work.

- **Students** must work hard, play by the rules, and assume responsibility for obtaining the education they will need to get a job and succeed in life.
- **Parents** must make sure their children have the classes they need to get into college and take advantage of the savings afforded by the tax policies to help support their children once there.
- **Schools** can make sure students (as early as in middle school) and their families understand the options available for paying for college and make sure students take the classes and obtain the skills they need to enroll and succeed in college.
- **Colleges and universities** must contain costs of postsecondary education to assure that the benefits of these increases in federal support accrue to the intended beneficiaries—students and their families.
- **States** can build on the HOPE Scholarship plan by making scholarships available for four years of college for students who maintain a B average.

LIFELONG LEARNING

A G.I. Bill for America's Workers

A centerpiece of President Clinton's G.I. Bill for America's Workers has been our proposal to fundamentally reform the current federal job-training system. We have proposed consolidating at least 70 separate job training programs, replacing them with an integrated system that minimizes red tape and maximizes individual choice in each local community. Unemployed workers and workers in transition from one job to another would receive Skill Grants of up to \$3,000 to use as they choose to learn new skills to find new and better jobs.

We would provide these workers access -- through computerized networks open to all and One-Stop Career Centers already operating in many states -- to reliable information on jobs, careers, skill sets required for those jobs, and the success records of various training institutions, so that they can make informed choices about how best to improve their futures.

For our youth, federal education, training, and employment programs will be reshaped to support the community-based school-to-work activities that have evolved in response to the innovative School-to-Work initiative we began in 1994. These programs enable high schools, colleges, and the private sector to offer all youth academically rigorous school- and work-based learning opportunities and so that all youth graduate with the skills and habits of mind to benefit from college education, lifelong learning, and rewarding careers.

Preparing Academically for College

To get ahead and navigate these changing times, our middle and high school students today need to be preparing to go to at least two years of college and probably go back to college, postsecondary training programs, and universities, several more times in their lifetime to continually upgrade their skills and knowledge. That means our elementary and secondary schools need to raise their standards for promotion and graduation. They need to make mastering the basics universal and strengthen all of their core subjects from science to American history and from the arts to foreign languages. Students can get on the path to college by mastering successfully not only basic math but the essentials of algebra and geometry by the eighth grade. High schools need to eliminate their general track and replace it with advance placement and tech-prep classes. Students need to be preparing for college courses. That's why the President in his 1998 budget is supporting expansion of advanced placement courses, raising standards for students, teachers and schools and continuing support for tech-prep.

The **School-to-Work Opportunities Act**, signed by President Clinton in 1994, also creates a pathway for many young people who cannot see the relevance of what they're doing in the classrooms to the world of work and thus get bored and tune out. When the barrier between

academic learning and vocational education is broken, when work-based learning and school-based learning are linked, these students not only stay in school, but they become engaged in learning and do better and continue on to college.

Students at the **Oakland Health and Bioscience Academy in Oakland, California** learn all aspects of the health care industry. Their knowledge of health care includes planning, management, finance, technical and production skills, technology, labor issues, community issues, safety, and environmental issues. They gain this broad understanding through a variety of learning experiences and teaching techniques. Interactive career explorations and a 200-hour hospital internship in the 11th and 12th grades expose them to the business, administrative, and clinical departments of a health care facility. Students also create work-based learning portfolios, which include reflective journal entries and works samples keyed to health career standards. Projects offer an opportunity to explore different aspects of health care and their relationship. Projects may simulate the decision-making processes of a health care provider—for example, reading a case study of a lead-poisoned child, interpreting the results of lab tests, and creating a medical management plan. Student teams may explore health care delivery systems by planning a school-based clinic, and operating a student-run health education center.

All 50 states have received grants under School-to-Work to plan comprehensive training and education and apprenticeship systems. By late 1996, 37 states had made sufficient progress in their planning efforts to receive 5-year grants for implementing their plans. Over 500,000 young people in 1,800 schools throughout the nation are participating in school-to-work systems that integrate academic and vocational instruction and provide work-based learning, preparing them for one to two years of college or more and careers. Over 135,000 employers have been involved in these efforts.

The support of the business community and state and local governments is essential to maintain local and state school-to-work systems that will help ensure a pathway to the middle class for most Americans.

TECHNOLOGICAL LITERACY

Just as 100 years ago the nation struggled with the transition from an agrarian to an industrial economy, today we confront the transition from an industrial to a global, technological economy. Technology — the World Wide Web, computer-aided design, word processing, data processing, electronic transfers — has become an engine of our economic growth and has fundamentally changed the ways we learn, how we do business, and the skills students in America need to flourish in the world of work. States, communities, business, families and teachers need to ensure that by the dawn of the next century every classroom in America is connected to the information superhighway with high-quality computers, creative software, and well-trained teachers.

Today, technological literacy—computer skills and the ability to use computers and other technology to improve learning, productivity and performance—is a new basic that our students must master. Preparing our children for a lifetime of computer use is now just as essential as teaching them to read and write and do math. Every major U.S. industry has begun to rely heavily on computers and telecommunications to do its work.

Technology also enriches education. Children with access to computers and trained teachers can learn faster and learn better. In some cases, scores on standardized tests of basic skills for children taught with computers rise by 10 to 15 percent compared to the scores of those taught using conventional instruction. With computers, students can learn at their own pace and practice as much as they need to. For students with disabilities, technology such as word processing and speech recognition can give them the tools they need to participate fully in challenging academic courses. Children master basic skills in 30 percent less time than would normally have been the case. Using technology, quality software and good teachers, students can also learn differently. For example, instead of reading about the human circulatory system in a book and seeing textbook pictures, students can use technology to see blood moving through veins and arteries, watch the process of oxygen entering the bloodstream, and experiment to understand the effects of cholesterol on blood flow, gaining a better understanding of these processes.

Despite the importance and promise of technology, America's schools are not yet prepared for the technological era. About half of all teachers have little or no experience at all with technology in the classroom. Only 4 percent of schools have a computer for every five students—a ratio that allows regular use by each student. Only 9 percent of classrooms have connections to the Internet.

The goal we have presented cannot be set and cannot be achieved unless we all work together. It can only be met with communities, businesses, governments, teachers, parents and students all joining together—in a sense, a high-tech barn-raising.

Technology in Support of Reform

A partnership between the Union City, N.J. school district and Atlantic Bell turned around a failing middle school. Christopher Columbus Middle School demonstrates how technology can improve student performance. Every classroom has several computers and students and teachers have computers at home so that they — and parents — can communicate with each other, get assignments and do homework. As a result of intensive use of technology, reading, math and writing scores are up significantly. Moreover, the school, which had a high absenteeism rate, now has the best attendance record in the district.

Beginning in 1995, President Clinton challenged the nation's parents, teachers, government, community, and business leaders to work together to ensure that all children in America are technologically literate by the dawn of the 21st century—equipped with the communication, math, science, and critical thinking skills essential for the 21st-century economy. He established the four pillars of his technology literacy agenda:

1. Connect every school and classroom in America to the information superhighway;
2. Provide access to modern computers for all teachers and students;
3. Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum; and
4. Provide all teachers the training and support they need to help students learn through computers and the information superhighway.

The response to the President's challenge was immediate and came from all parts of the American community. While much remains to be done, an enormous amount has already been accomplished and steady progress continues to be made.

The Private Sector Response. CEO's of some of the nation's largest and most innovative technology and telecommunication companies have responded to the President's challenge by contributing resources and energy to work in partnership with schools and communities in meeting all four of the President's goals.

In October, the President announced the U.S. Tech Corp, a volunteer organization which enables high-tech workers from the private sector to assist teachers and schools to put the information age at the fingertips of their students.

America's Technology Literacy Challenge. In his 1996 State of the Union Address, President Clinton asked Congress to fund a \$2 billion, five-year Technology Literacy Challenge designed to catalyze state, local, and private sector partnerships in each state to achieve the four educational technology goals and to spur substantial additional private, state and local investment in education technology. Congress supported the President's request for first-year funding and

appropriated \$200 million for grants to states to launch this challenge. States will develop a strategy for using the funds to achieve the President's four goals and for ensuring that no students—especially students in low-income areas and students with special needs—are left behind. The Challenge builds on the Secretary of Education's National Plan, *Getting America's Students Ready for the 21st Century, Meeting the Technology Literacy Challenge*. The President's FY 1998 Budget calls for more than double funding to \$425 million.

The Global Learning and Observations to Benefit the Environment (GLOBE) program is a national and international hands-on environmental science and educational program that officially started on Earth Day 1995. GLOBE uses scientific instruments and state-of-the-art technology to make science relevant to today's K-12 students. Through GLOBE, students conduct an array of measurements and observations at their schools and share their data via the Internet with other students and scientists around the world to detail an environmental picture of the globe. Vice President Al Gore articulated his vision of the GLOBE program in his book, *Earth in Balance*. He proposed a program "involving as many countries as possible that will use school teachers and their students to monitor the entire earth..."

The Technology Innovation Challenge Grants. This component of the technology literacy challenge invites school systems, colleges, universities, and private businesses to form partnerships to develop creative new ways to use technology for learning. These local innovation grants focus on integrating innovative learning technologies to improve teaching and learning. Each federal dollar is matched by more than 3 to 1 by local and private funds. The 19 consortia funded in FY95 out of 500 proposals are reaching schools with 1.2 million students and involve partnerships with businesses, museums, libraries, and parks in school systems around the nation. An additional 24 partnerships funded in FY96 will allow 24 school districts to work in partnership with a total of 153 other school districts and 130 businesses in 34 states. Another \$57 million will be available for the program in FY97 to support a third round of grants and FY98 will call for \$75 million -- a more than 30% increase.

Universal and Affordable Access to Advanced Telecommunications. President Clinton signed into law the Telecommunications Act of 1996 which ensures that all U.S. schools, libraries, hospitals, and clinics have affordable access to advanced telecommunications services. The President called on the Federal Communications Commission's regulators to ensure that every school and library has access to the information superhighway and in November 1996, the Federal/State Joint Board on Universal Service unanimously recommended that schools and libraries receive discounts for telecommunications services, Internet access, and internal connections. If approved by the FCC, the average discount would be about 60 percent, and one-third of all schools and libraries will receive discounts of 80 to 90 percent.

NetDays. The President and Vice President launched an historic effort to mobilize communities of volunteers to connect classrooms to the Internet. As a result, on March 9, 1996, the President and Vice President and more than 20,000 volunteers laid 6 million feet of cable connecting thousands of California schools with the technology needed to link classrooms, libraries, and laboratories to the information superhighway. This effort sparked an enormous response around the nation and in the fall of 1996 over 40 states organized and participated in NetDays, wiring over 25,000 schools, using over 250,000 volunteers. More NetDays are scheduled for this year.

21st Century Teachers. The new technology cannot make much of an impact on learning unless teachers help find creative new ways to exploit its power and make the new tools an integral part of their teaching. The teachers, and the organizations that support teachers, all stepped forward earlier this year to work together to meet the President's challenge. The National School Boards Association, the National PTA, the National Education Association, the American Federation of Teachers, and many other business and professional organizations have launched this initiative to recruit thousands of teacher volunteers who will improve their own understanding of how to use education technology and share their expertise with at least five of their peers during the coming school year.

The Associated Press

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July 1, 1997, Tuesday, AM cycle

SECTION: Washington Dateline

LENGTH: 566 words

HEADLINE: Mrs. Clinton calls drug trade near school unacceptable

BYLINE: By RON FOURNIER, Associated Press Writer

DATELINE: WASHINGTON

BODY:

Calling drug-peddling near classrooms unacceptable, **Hillary Rodham Clinton** told principals Tuesday that they must demand safer streets and schools from local officials.

The first lady challenged educators and the local government during a question-and-answer session with Washington-area principals, including John Word, who commended President Clinton for closing drug markets near his middle school.

Word said the president ordered federal agents to sweep the area clean after eighth-grader Mickisha Bonner, during an April White House event, complained about wide-open drug trafficking on her route to Garnet-Patterson Middle School.

Mrs. Clinton accepted Word's thank-you on behalf of her husband, but quickly said the president was frustrated that the girl "had to go to the president of the United States to stop having to go to school past open-air drug markets."

"It is unacceptable that the authorities of any neighborhood or any city would let that go on," she said. "Teachers and principals have to be more demanding that your mayors and police and city officials put safety of children first."

In a sweeping exchange with about 30 principals attending The **Washington Post Principals Leadership Institute**, Mrs. Clinton also said:

-Salaries for veteran teachers must be raised, suggesting that the money could be shifted from administration expenses. "A lot of teachers feel the only way they can be true to their family is to leave the classroom and go into administration," she said. "We need to change the pay scale ... in schools so principals and teachers who are on the frontlines" get more money.

-English must be taught to all public school students, even as educators are careful to respect the variety of ethnic backgrounds in classrooms. "Nobody is going to succeed in this country unless you speak English well," she said. "I am unapologetic about that because I think it's unfair to students to do otherwise."

-Teachers should not be afraid of Clinton's push to raise education standards. "Those of you who are leaders in the field should want the entire profession to be held to a higher standard."

-Smaller classes and schools are needed to give students an old-fashioned sense of community. "Kids really need adult supervision and they need adult structure, and it's hard to do that if a class is too big."

Afterward, principal Word said he was somewhat surprised that Mrs. Clinton turned his compliment into a demand for more action from educators and local officials. "What she could not possibly know is what we had done on a local level," he said.

Word said the local government had already promised a plan to crack down on the drug-trafficking. "Unfortunately, their plan was more long-term than any of us were comfortable with," he said.

The day after Mickisha complained to Clinton, Drug Enforcement Agency agents showed up at the school, set up roadblocks and began sting operations, Word said. That action, coupled with a private-sector effort to purchase crack houses, cleaned up the neighborhood, he said.

He did not take Mrs. Clinton's admonishment personally, Word said.

"We are all part of this thing. I'm not going to point the finger at anybody else. My point to ... (Mrs. Clinton) was I have a much better situation today because of the president's action," Word said.

"I don't care how we got it done," he added. "It got done."

LANGUAGE: ENGLISH

LOAD-DATE: July 1, 1997

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& Read**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 10, 1997
FINAL

WASHINGTON, D.C./BALTIMORE, MD/PHILADELPHIA, PA/WASHINGTON, D.C.

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PREV RON The White House

11:00am- PRIVATE MEETING
11:30am Map Room
CLOSED PRESS/NO WH PHOTO

11:30am- DROP-BY
11:45am Diplomatic Reception Room
CLOSED PRESS/WH PHOTO ONLY

11:50am DEPART The South Portico
EN ROUTE The State Department
[drive time: 10 minutes]

12:00pm ARRIVE The State Department

NOTE: Cheri Stockham will meet the First Lady on arrival.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 10, 1997
PAGE 2

Greeters (C Street entrance):

-Ambassador Raiser or Mel French

12:05pm-

WOMEN'S INTERAGENCY COUNCIL MEETING

12:30pm

Jefferson Room, 8th Floor, State Department
HRC Hold: Monroe/Madison Room
Phone: 202/647-3687
Fax: 202/647-8947
CLOSED PRESS

FORMAT:

-- Secretary Albright announces the First Lady into the Jefferson Room.

-- The First Lady proceeds to the head table.

NOTE: The First Lady is seated between Secretary Shalala and Secretary Albright.

-- Secretary Albright introduces the First Lady.

-- The First Lady delivers remarks.

-- Secretary Albright calls upon the Council Representatives to discuss the working groups.

-- Upon conclusion of discussion, the First Lady, accompanied by Secretary Albright and Secretary Shalala, departs.

PARTICIPANTS: Approx. 65 people to attend.

12:40pm

DEPART The State Department

EN ROUTE The Capital Hilton Hotel
[drive time: 10 minutes]

12:50pm

ARRIVE Capital Hilton Hotel

Greeters:

-Frank Otero, General Manager, Capital Hilton Hotel

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, JUNE 10, 1997

PAGE 3

12:55pm- **VIDEO TAPING for Charlene Hunter-Gault**
1:00pm Continental Room, Capital Hilton Hotel
1001 16th Street, N.W.
Washington, D.C.
HRC Hold: Continental Room
Phone: 202/393-1000
Fax: 202/639-5784 at concierge desk
CLOSED PRESS

FORMAT:

-- The First Lady will tape a farewell message
for Charlene Hunter-Gault.

1:00pm **ADDRESS WASHINGTON LAWYER'S LUNCH**
1:30pm The Ballroom, Capital Hilton Hotel
1001 16th Street, N.W.
Washington, D.C.
HRC Hold: Continental Room
Phone: 202/393-1000
Fax: 202/639-5784 at concierge desk
CLOSED PRESS

FORMAT:

-- Announcement of the First Lady,
accompanied by Iris Toyer, Director, Public
Education Legal Services Project, Washington
Lawyers' Committee and Thomas Williamson,
Jr., Covington & Burling.

-- The First Lady proceeds to chair stage right.
NOTE: The First Lady is seated next to Iris
Toyer and Thomas Williamson, Jr., Covington
& Burling.

-- Video presentation on Law Firm/D.C. Public
School Partnerships.

-- Iris Toyer delivers brief remarks and
introduces the First Lady.

-- The First Lady delivers remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 10, 1997
PAGE 4

-- Upon conclusion of remarks, the First Lady
departs stage right.

PARTICIPANTS: Approx. 650 people to attend.

1:35pm **DEPART** Capital Hilton Hotel
 EN ROUTE Union Station
 [drive time: 10 minutes]

1:45pm **ARRIVE** Union Station

NOTE: Brian Alcorn will meet the First Lady on arrival.

2:00pm **DEPART** Union Station
 VIA Amtrak Metroliner
 EN ROUTE Baltimore, MD
 [travel time: 36 minutes]

2:36pm **ARRIVE** Baltimore, MD
 Pennsylvania Station
 HRC Hold: Amtrak Police Office
 Phone: 410/291-4411 or ATS 410/729-4411
 Fax: 410/291-4430

NOTE: David Neslen will meet the First Lady on arrival.

2:40pm **DEPART** Pennsylvania Station
 EN ROUTE University of MD Pediatric Ambulatory
 Clinic
 [drive time: 15 minutes]

2:55pm **ARRIVE** University of MD Pediatric Ambulatory
 Clinic

Greeters:

- Mayor Kurt Schmoke
- Dr. Michael Berman, Chairman, University of Maryland Hospital
- Dr. Perri Klass, Medical Director, *Reach Out and Read*
- Pat Cowan, National Program Coordinator, *Reach Out and Read*
- Christine Benero, *First Book*
- Steve Cohen, Scholastic Inc.

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, JUNE 10, 1997

PAGE 5

3:00pm-

REACH OUT AND READ ANNOUNCEMENT

3:25pm

Large Waiting Room
University of MD Pediatric Ambulatory Clinic
Western Building
700 West Lombard Street
HRC Hold: Dr. Keane's Office
Phone: 410/962-2200
Fax: 410/706-0653

OPEN PRESS

FORMAT:

-- The First Lady, accompanied by Mayor Schmoke, Dr. Perri Klass, and Dr. Keane, proceeds to the large waiting room.

-- Mayor Kurt Schmoke delivers welcoming remarks and introduces Dr. Perri Klass, Medical Director, Reach Out and Read.

-- Dr. Perri Klass delivers brief remarks and introduces Dr. Virginia Keane, University of Maryland Pediatric Ambulatory Center.

-- Dr. Virginia Keane, University of Maryland, introduces The First Lady.

-- The First Lady delivers brief remarks.

-- Upon conclusion of remarks, The First Lady, accompanied by David Kirk, proceeds to the small waiting room.

PARTICIPANTS: Approx. 50 people to attend.

3:35pm-

BOOK READING w/ David Kirk

3:55pm

Small Waiting Room
University of MD Pediatric Ambulatory Clinic
Western Building
700 West Lombard Street
HRC Hold: Examining Room
Phone: 410/962-2200
Fax: 410/706-0653
OPEN PRESS

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, JUNE 10, 1997

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FORMAT:

-- The First Lady and David Kirk proceed to chairs.

-- David Kirk, author, will read *Miss Spider's New Car* to the children.

-- The First Lady will follow along with the children seated beside her.

-- Upon conclusion of the story, the First Lady and David Kirk depart.

PARTICIPANTS: Approx. 10-12 children.

4:00pm **DEPART** University of MD Pediatric Ambulatory
Clinic

EN ROUTE Pennsylvania Station
[drive time: 15 minutes]

4:15pm **ARRIVE** Pennsylvania Station
Pennsylvania Station
HRC Hold: Amtrak Police Office
Phone: 410/291-4411 or ATS 410/729-4411
Fax: 410/291-4430

4:33pm **DEPART** Pennsylvania Station
VIA Amtrak Metroliner
EN ROUTE Philadelphia, PA
[travel time: 1 hour 8 minutes]

5:41pm **ARRIVE** Philadelphia, PA
30th Street Station
30th and Market Streets
HRC Hold: 30th Station Lounge
Phone: 215/349-3090

NOTE: Sam Myers will meet the First Lady on arrival.

5:50pm **DEPART** 30th Street Station
EN ROUTE The Philadelphia Museum
[drive time: 10 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, JUNE 10, 1997

PAGE 7

6:00pm **ARRIVE** The Philadelphia Museum of Art

Greeters:

-Anne d'Harnonchurt, Director, The Philadelphia Museum of Art

6:00pm- **DROP-BY** w/ Alexei Vranich, Archaeologist

6:05pm Administrative Office
The Philadelphia Museum of Art
Benjamin Franklin Parkway
HRC Hold: Room next to Committee Room
Phone: 215/684-7868 or 215/684-7716
Fax: 215/236-5435
Staff Hold: VP's Office
Staff Hold Phone: 215/694-7791
CLOSED PRESS/WH PHOTO ONLY

6:10pm- **ROUNDTABLE DISCUSSION**

6:50pm Committee Room, The Philadelphia Museum of Art
Benjamin Franklin Parkway
HRC Hold: Room next to Committee Room
Phone: 215/684-7868 or 215/684-7716
Fax: 215/236-5435
Staff Hold: VP's Office
Staff Hold Phone: 215/694-7791
CLOSED PRESS/WH PHOTO ONLY

FORMAT:

-- The First Lady enters the Committee Room and proceeds around the conference table to greet each guest.

-- Carol Pensky will moderate an open discussion.

NOTE: The First Lady is seated next to Carol Pensky and Leslie Price.

-- Upon conclusion of the discussion, the First Lady departs.

PARTICIPANTS: Approx. 12 people to attend.

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, JUNE 10, 1997

PAGE 8

6:55pm-

MEET AND GREET

7:20pm

Cloister Room, The Philadelphia Museum of Art

HRC Hold: n/a

Phone: n/a

Fax: n/a

CLOSED PRESS/WH PHOTO ONLY

FORMAT:

-- The First Lady greets guests from left to right in a photo receiving line.

NOTE: Amy Conroy, Executive Director, Women's Leadership Forum, will introduce the guests to the First Lady.

PARTICIPANTS: Approx. 56 people to attend.

PRE-PROGRAM:

-Happy Fernandez, Philadelphia City Councilwoman
-Carol Pensky

7:25pm-

WOMEN'S LEADERSHIP FORUM FUNDRAISER

7:55pm

Great Stair Hall, The Philadelphia Museum of Art

HRC Hold: Museum Gift Shop

Phone: 215/684-7371

Fax: n/a

OPEN PRESS

PROGRAM:

-- Marianne Tasco, Philadelphia City Councilwoman and Allison Schwartz, Pennsylvania State Senator, will be on the stage.

-- Marianne Tasco announces the First Lady, accompanied by Mayor Ed Rendell, into the room.

-- The First Lady, accompanied by Mayor Rendell, proceeds to the stage.

-- Marianne Tasco delivers brief remarks and

SCHEDULE FOR HILLARY RODHAM CLINTON

TUESDAY, JUNE 10, 1997

PAGE 9

introduces Allison Schwartz.

-- Allison Schwartz delivers brief remarks and introduces Mayor Ed Rendell.

-- Philadelphia Mayor Ed Rendell delivers brief remarks and introduces the First Lady.

-- The First Lady delivers remarks.

-- Upon conclusion of remarks, The First Lady exits stage left and works a ropeline from left to right and departs.

PARTICIPANTS: Approx. 500 people to attend.

8:00pm **DEPART** The Philadelphia Museum of Art
EN ROUTE Philadelphia International Airport
[drive time: 15 minutes]

8:15pm **ARRIVE** Philadelphia International Airport

8:25pm **WHEELS UP** Philadelphia, PA
Philadelphia International Airport
FBO: Atlantic Aviation
HRC Hold: 215/492-4976
Phone: 215/492-2970
Fax: 215/492-2988
CLOSED PRESS/CLOSED PUBLIC

FLIGHT TIME: 40 MINUTES

9:05pm **WHEELS DOWN** Andrews Air Force Base

9:10pm **DEPART** Andrews Air Force Base
EN ROUTE The White House
[drive time: 20 minutes]

9:30pm **ARRIVE** The White House

RON The White House

WEATHER FORECAST FOR WASHINGTON, D.C.:

-Partly cloudy. Wind west-northwest at 5 to 10 knots. Low 62.
High 89.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, JUNE 10, 1997
PAGE 10

WEATHER FORECAST FOR BALTIMORE, MD:

-Mostly sunny and warmer. Highs in the mid 80s.

WEATHER FORECAST FOR PHILADELPHIA, PA:

-Mostly sunny. Very warm. Highs in the mid to mid 80s.

June 9, 1997

REACH OUT AND READ BALTIMORE ANNOUNCEMENT

DATE:	Tuesday, June 10
TIME:	3:00 pm- 3:55 pm
LOCATION:	University of Maryland Pediatric Ambulatory Clinic Baltimore, MD
FROM:	Brenda Costello

I. PURPOSE

To help launch Prescription for Reading in Baltimore, and to highlight the Administration's efforts to strengthen early childhood education, particularly the Prescription for Reading initiative.

II. BACKGROUND

On Tuesday afternoon you will participate in an event to help launch the city of Baltimore's Prescription for Reading initiative with the leadership of the Reach Out and Read program, building on the national effort urging pediatricians to prescribe that parents read to their young children. Like your event at Georgetown University Medical Center, in which you called for the creation of this national effort, and the recent the announcement of the national partnership at the White House in April, this event seeks to raise awareness of the importance of the first few years of a child's life in their development and to encourage reading to young children (see attached Prescription for Reading summary).

Baltimore and Reach Out and Read

As with the original Reach Out and Read (ROR) model developed by Boston City Hospital in 1989, which made literacy development part of regular pediatric care for children, the Baltimore's program combines reading to children in the hospital by volunteers and pediatricians, counseling parents on the importance of and methods for reading to children, and giving children a book to take home.

Baltimore's initiative has a unique aspect, however, representing the first effort to sponsor a city-wide coordinated ROR program. A number of pediatric clinics and agencies have formed the ROR Partners Group and the ROR Steering Committee to coordinate this effort. The Partners Group is made up of ten pediatric clinics and as many education and social service agencies such as Baltimore Healthy Start, Baltimore City Schools, the Maryland State HIPPIY Network, and the Annie E. Casey Foundation (complete list attached). The Steering Committee includes representatives from all

organizations involved, and will also pursue additional funding and book donations to expand on the initial grant from the Casey Foundation and to allow additional pediatric sites to participate.

The first program began at St. Agnes Hospital in September 1996, Johns Hopkins Children's Center opened last month, with the remaining sites joined the initiative in the last two weeks. The Steering committee is planning to have ROR implemented in all participating sites by August. The Baltimore Initiative is also supported by national ROR partners such as First Book, Scholastic, and local literacy initiatives including Baltimore Reads.

Note: Baltimore's city park benches say "Baltimore: The City that Reads"

One of the Baltimore ROR Partners, Sinai Hospital's Greenspring Pediatric Association, further encourages childhood literacy by training future doctors in literacy promotion. Pediatric residents receive training in early literacy development and in assisting parents in encouraging children to read. Baltimore's Enoch Pratt Library, also a ROR partner, provides residents training in how to read to children as well as introducing them to outstanding children's books.

Announcement and Book Reading

The speaking program will include Baltimore Mayor Kurt Schmoke, Dr. Perri Klass, Medical Director for Reach Out and Read, and Dr. Virginia Keane, Medical Director, University of Maryland Pediatric Ambulatory Center, who will introduce you. The audience will be comprised of approximately 40 representatives from the participating ROR partners.

Following the Announcement, you will proceed to the book reading with David Kirk, who will read his latest book *Miss Spider's New Car* to approximately 10 children, ages 3-6. This is Kirk's third book, which is not yet on the shelf. Tuesday's reading will be a special preview, and each child will be given a copy of the book to take home. Nicholas Callaway, President and Editor-in-Chief of Callaway Editions, Inc., publisher of *Miss Spider* will also attend.

University of Maryland Pediatric Ambulatory Center

Maryland's Hospital for Children and the Department of Pediatrics at the University of Maryland provide comprehensive care for children in local neighborhoods and outstanding specialty care for children from all over the Mid-Atlantic region. A comprehensive range of child health services, including primary care, neonatology, and sub-specialty services, are provided by faculty, students, and residents from the Maryland School of Medicine.

The Pediatric Ambulatory Center is the major primary care practice for the Department of Pediatrics at the University of Maryland. For thirty years, the Pediatric Ambulatory Center has provided comprehensive care to some of Baltimore's neediest children. Seventy-five percent of patients are insured through Medicaid and about 20% are "Grey Zone,"--children whose parents work but who do not have health insurance. Title V funding from the Baltimore City Health Department covers the cost of "Grey Zone" patients. Healthy Start and SSI case management funds pay additional costs. The patients represent the demographics of the neighborhood around the Center: 90% of the children are African American and the remainder are mostly white. Dr. Virginia Keane is the Medical Director at the Center.

III. PARTICIPANTS

Announcement

- The First Lady
- Mayor Kurt Schmoke, Baltimore
- Dr. Perri Klass, Medical Director, *Reach Out and Read*
- Dr. Virginia Keane, University of Maryland

Book Reading

- The First Lady
- David Kirk, Author, *Miss Spider's New Car*
- 10 children (list attached)

IV. SEQUENCE OF EVENTS

-- Announcement

- The First Lady, accompanied by Mayor Schmoke, Dr. Perri Klass, and Dr. Keane, proceeds to the large waiting room.
- Mayor Kurt Schmoke delivers welcoming remarks and introduces Dr. Perri Klass, Medical Director, *Reach Out and Read*.
- Dr. Perri Klass delivers brief remarks and introduces Dr. Virginia Keane, University of Maryland Pediatric Ambulatory Center.
- Dr. Virginia Keane, University of Maryland, introduces The First Lady.
- The First Lady delivers brief remarks.
- Upon conclusion of remarks, The First Lady, accompanied by David Kirk, proceeds to the small waiting room.

-- Book Reading

- The First Lady and David Kirk proceed to chairs.
- David Kirk, author, will read *Miss Spider's New Car* to the children.
- The First Lady will follow along with the children seated beside her.
- Upon conclusion of the story, the First Lady and David Kirk depart.

V. PRESS

Open press.

VI. REMARKS

Talking points provided by Carrie Greenstein.



One Boston Medical Center Place
Boston, MA 02118-2393
Tel: 617 638 8000
Tel: 617 638 5000

BIOGRAPHY

Perri Klass, MD

Perri Klass, MD, is a pediatrician who serves as Medical Director of Reach Out and Read at Boston Medical Center, where she is Assistant Professor of Pediatrics. She has trained pediatricians in Boston around the country in literacy development, in how to counsel parents about books and looking at books with their children, and in how to integrate books and literacy into routine pediatric care. Dr. Klass also has a pediatric primary care practice at Dorchester House, a neighborhood health center in Boston, where she is part of an active health center Reach Out and Read Program, giving books to patients at their well-child visits.

Dr. Klass is an extensively published writer, whose most recent books include Other Women's Children, a novel, and Baby Doctor: A Pediatrician's Training, a collection of essays. Her short stories have won five O. Henry Awards and have been widely anthologized, and her essays and journalism have appeared in The New York Times Magazine, Parenting, Discover, Esquire, American Health, and many other newspapers and magazines.

Through her work with Reach Out and Read, Dr. Klass has been able to integrate her commitment to the health care of young children with her love of books, stories, and the written word. In an essay on the program, she wrote, "When I think about children growing up in homes without books, I have the same visceral reaction as I have when I think of children in homes without milk or food or heat: It cannot be, it must not be. It stunts them and deprives them before they've had a fair chance."

Biographical Sketch of Mayor Kurt L. Schmoke

Kurt L. Schmoke, now in his third term as Mayor of the City of Baltimore, was born in Baltimore on December 1, 1949. He attended the City's public schools and graduated with a bachelor's degree in history from Yale University in 1971. After attending Oxford University as a Rhodes Scholar, he received his law degree in 1976 from Harvard Law School.

He entered law practice with the Baltimore firm of Piper and Marbury and, in 1977, joined President Carter's White House Domestic Policy Staff. A year later, he returned to Baltimore as an Assistant United States Attorney. Four years later, Mr. Schmoke was elected State's Attorney, the City's chief prosecuting officer.

Mr. Schmoke was first elected Mayor of Baltimore on November 3, 1987, and went on to develop a reputation as one of the most innovative mayors in the nation, as demonstrated through his initiatives in such areas as literacy, education, housing, community revitalization, health, and economic development.

In his first inaugural address, Mr. Schmoke announced his intention to make Baltimore "The City That Reads." Since then, Mayor Schmoke, in partnership with Baltimore's public and private sectors, has established a cabinet-level City agency and a private foundation to fund, coordinate, and expand adult literacy programs throughout the City. He has also overseen passage of the largest increase ever in the City's education budget, and together with Baltimore businesses and community-based organizations, has developed programs to guarantee job opportunities or college financial assistance to qualified high school graduates. In addition, the Mayor has implemented a bold school reform strategy that has reduced the central bureaucracy and returned the decision-making power to teachers, parents, and community members. He also has greatly expanded business partnerships with City schools.

Under Mayor Schmoke, Baltimore has been a leader in the national effort to tear down dilapidated, crime-plagued high-rise public housing developments and replace them with lower density, low-rise communities that better support the healthy development of families. Mr. Schmoke's other housing initiatives include establishing the Baltimore Community Development Financing Corporation, which pools private and public resources to renovate abandoned City homes; and developing the Settlement Expense Loan, which gives home buyers up to \$5,000 to meet settlement costs.

Mayor Schmoke has made Baltimore a national model for neighborhood revitalization. His community development projects include the transformation under way in the Sandtown-Winchester community in West Baltimore and the neighborhoods surrounding the Johns Hopkins Medical Institutions in East Baltimore. In 1994, these neighborhood revitalization efforts received a major boost when President Clinton selected Baltimore as one of only six Empowerment Zone cities in the nation. This designation brings millions in federal funds to support job development, housing, and

social service projects in targeted neighborhoods, as well as tax credits and incentives for businesses located in these neighborhoods.

Believing that every crime is one crime too many, and every victim is one victim too many, Mayor Schmoke has demonstrated a strong commitment to public safety. He has improved the effectiveness of the City's Police Department; implemented community policing throughout the City; ordered successful drug and gun sweeps to stabilize neighborhoods; and is the first mayor in Baltimore to put police bike patrols on the streets and security cameras on street corners.

Since the end of the 1980s, Mr. Schmoke has supported a national drug policy that views substance abuse primarily as a public health problem, instead of primarily as a law enforcement problem, and has called for a national dialogue on this issue. He also has been a strong advocate for needle-exchange programs as a way to combat the spread of AIDS, initiating in Baltimore what is now the largest government-sponsored needle-exchange program in the nation.

In the area of economic development, Mayor Schmoke has worked aggressively and with considerable success to attract, retain, and expand businesses in the City, especially in areas of projected job growth, such as the health sciences, tourism, and information technology. As part of his efforts to foster economic growth, he is overseeing a host of new development initiatives for Baltimore's downtown and Inner Harbor areas. Among these initiatives are the expansion of the Convention Center and several innovative new museums.

In championing Baltimore's economic development, Mayor Schmoke has upheld the principle of inclusion. He has successfully implemented policies designed to improve the participation of minority and women entrepreneurs in the economic life of the City. As a result, Baltimore was named one of the top cities for women entrepreneurs in the nation, and minorities have participated in a number of the City's major development projects, including the expansion of the Convention Center, the Columbus Center for Marine Biotechnology, and Inner Harbor East, a new commercial and residential complex.

Mayor Schmoke was elected to his third term in November 1995. In his inaugural address, the Mayor spoke of what he called "The Spirit of Baltimore," a shared sense of pride in the City that unites diverse individuals and communities and inspires them to work together to improve the City's quality of life. In 1997, under Mayor Schmoke's leadership, Baltimore will celebrate that spirit and the City's rich history when it commemorates its Bicentennial.

#####

10/28/96

Dr. Virginia Keane has been the Medical Director of the Pediatric Ambulatory Center since 1990. An Associate Professor of Pediatrics, she is a graduate of the City College of New York School of Biomedical Education and the State University of New York at Buffalo. She received her residency training at the University of Maryland and completed a Robert Wood Johnson General Academic Pediatrics fellowship at the Johns Hopkins Hospital. She joined the faculty at the University of Maryland in 1987. Her research interests include high risk behaviors and immunizations. Her clinical interest is in care of urban children with complex medical and social problems, and in integrating health care services for poor families. Under her leadership services provided at the PAC have expanded to include WIC and Medicaid eligibility. She serves as a consultant on various issues to the State of Maryland Health Department, the Baltimore City Health Department, is on the State WIC Advisory Board, and is an active member of the local Chapter of the Academy of Pediatrics. She is currently involved in implementing the transition to managed care under Maryland Medicaid 1115 waiver. She is a recent recipient of a Reach Out and Read grant. She lives in a three generation household, including her father, her husband and her two sons, ages seven and ten.



MISS SPIDER

ABOUT DAVID KIRK

Master artist and storyteller David Kirk is hailed as one of today's most innovative and exciting creators of books and toys for children. Before his remarkable success in the world of children's publishing, Kirk was the founder and designer of two toy companies, Ovicular Toyworks and Hoobert Toys. His bright, hand-painted, wooden toys (including multi-colored robots inspired by his boyhood collection) have been sold around the world and are, together with his paintings and hand-crafted furniture pieces, treasured by collectors and featured in books, art galleries and museums. Each toy is distinguished by its unique design, and is packed in a little box decorated with a painting. One such box caught the eye of book publisher Nicholas Callaway, who encouraged Kirk to create a children's book.

Then along came a spider: Miss Spider. Inspired by his daughter Violet's love for insects in the family garden, Kirk found the perfect subject for his story. *MISS SPIDER'S TEA PARTY* (Spring 1994), a lush counting book in verse with mesmerizing oil-on-paper illustrations, quickly became a phenomenon, earning praise from booksellers and librarians across the country. Children (and adults) instantly fell in love with the eight-legged beauty named Miss Spider. Kirk immediately followed this success with *MISS SPIDER'S WEDDING* (Fall 1995), the rhyming story of how his flower-eating arachnid finds her perfect spider man. Both books were on national bestseller lists and have sold more than a million copies internationally. His upcoming book, *MISS SPIDER'S NEW CAR*, will be released in the Fall of 1997.

Most recently, Callaway & Kirk Company signed an agreement with Universal Studios for exclusive rights to the Miss Spider character, including: the motion picture rights as well as the ancillary rights to theme park, home video, CD-ROM, music, interactive media, any sequel and additional home video and television properties. David Kirk will serve as executive producer and writer of the motion picture currently in development, and Nicholas Callaway will co-produce.

David Kirk and Nicholas Callaway are the co-founders of Callaway & Kirk Company. Miss Spider spearheads Callaway & Kirk Company's expansion into a variety of media, including a wide range of merchandising products, such as plush and wooden toys, puzzles, t-shirts, hats and Callaway & Kirk Collectibles - a line of special edition books and toys for children of all ages.

Kirk lives in the Finger Lakes region of New York with his daughter, Violet, and a house filled with real and imaginary creatures.

CALLAWAY & KIRK COMPANY 70 BEDFORD STREET NEW YORK NY 10014

TELEPHONE 212 929 5212 FAX 212 929 8087

Final Attendance List - ROR event on 6-10-97
as of 6:00 pm, 6-9-97

Kurt L. Schmoke
Mayor, City of Baltimore

Barbara Bostick-Hunt
Assistant to the Mayor

Jay Baker
Mayor's photographer

Sarah Garrett
Mayor's office

Peter Beilenson, M.D.
Commissioner of Health
Baltimore City Health Department

Elias Dorsey
Deputy Commissioner of Health
Baltimore City Health Department

Thomas P. Coyle
Assistant Commissioner
Baltimore City Health Department

Barbara Squires
Reach Out and Read Coordinator
Healthy Start/Starting Points

Donald Wilson, M.D., MACP
Dean, University of Maryland School of Medicine

Michael A. Berman, M.D.
Professor†Chairman, Dept. of Pediatrics
University of Maryland School of Medicine

Tyson Tildon, Ph.D.
Professor, Dept. of Pediatrics
Associate Dean, Research and Graduate Students, University of Maryland
President, Baltimore City School Board

Joel Lee
Vice President
Market Development & Communications
University of Maryland Medical Center

Victoria Strittmatter
Director, Public Affairs
University of Maryland School of Medicine

Marianne Felice, M.D.
Director, Division of Adolescent Medicine
Department of Pediatrics
Maryland's Hospital for Children
University of Maryland Medical Center

Morton I. Rapoport, M.D.
President & CEO
University of Maryland Medical System

Susan Swift
Consultant to the Dept. of Pediatrics
University of Maryland

Chris Carver, Ben & Noah
Family of Virginia Keane, M.D.

David Ramsay, D.M., D.Phil.
President
University of Maryland at Baltimore

Kenneth Mallott & Alex Helsand
Youth coordinators of PAC Book Drive

Mimi Blitzer
parent of one youth coordinator

Steve Cohen
Managing Director, Scholastic Books

Alan Cohen
Director of Publicity, Scholastic Books

Nicholas Calloway
Partner of David Kirk

David Kirk
Author

Robert Giraux
Photographer, traveling with Scholastic and Callaway

Paul Dougherty
Camera man, traveling with Scholastic and Callaway

Thomas M. Stanton
Sound man, traveling with Scholastic and Callaway

Pat Cowan
Boston Reach Out and Read Coordinator

Perri Klass, M.D.
Medical Director, Boston Reach Out and Read

Christine Benero
CEO, First Book

Tony Cippolone
Director, Annie E. Casey Foundation

Heather Neblatt & newborn daughter Camille
Baltimore Medical Systems

Deborah Taylor
Enoch Pratt Free Library

Robert Rieffel
Enoch Pratt Free Library

James Welbourne
Asst. Director, Enoch Pratt Free Library

Mary Ashe
Child Life Specialist
Hopkins Harriet Lane Pediatric Clinic

John Andrews, M.D.
Hopkins Harriet Lane Pediatric Clinic

Marissa Ladinsky
Clinical Fellow
Hopkins Harriet Lane Pediatric Clinic

Teri Metcalf
2nd Year Resident, Hopkins Harriet Lane Pediatric Clinic

Dan Hawkins
Mid-Atlantic Primary Care Assn.

Shannon Wright
Reach Out and Read Site Coordinator
East Baltimore Medical Center

Barbara Burns
Reach Out and Read Coordinator
St. Agnes Hospital

Michael Burke, M.D.
Chairman, Dept. of Pediatrics
St. Agnes Hospital

Delores Smith
Druid Family Health Center

Karen Nelson, M.D.
Medical Director
Druid Family Health Center

Dawn Breon
Child Case Management Supervisor
Johns Hopkins Bayview Medical Center

Vickie Walters
Director of Clinical Services
Center for Addiction & Pregnancy, Hopkins Bayview

Lisa Blaney
Total Health Care

Preston Reed
Community Affairs Liaison
Park West Medical Center

Rhonda Friedman
Baltimore City Public Schools

Rebecca Hartman
Greenspring Pediatric Assn., Sinai Hospital

Charlene Uhl
Executive Director
Ready At Five Partnership

Bobbi Seabolt
Executive Director
American Academy of Pediatrics, Maryland Chapter

Maggi Gaines
Executive Director
Baltimore Reads

Anne London
Executive Director
Maryland State HIPPIY Network

The Honorable Samuel "Sandy" Rosenberg
State Delegate

Cinnamon Brown
Early Childhood Specialist, Healthy Start

Beth Michelson
University of Maryland

Bonnie Winters
University of Maryland

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. list	re: patient SSNs and DOBs (1 page)	06/09/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #5 [Binder] [2]

2013-0534-S

rc1454

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Baltimore Reach Out and Read Partners Group**Pediatric Clinics**

The Johns Hopkins Harriet Lane Primary Care Pediatric Clinic
The University of Maryland Pediatric Ambulatory Clinic
Sinai Hospital Greenspring Pediatric Association
Baltimore Medical System Matilda Koval Pediatric Clinic
Druid Family Health Center, Children & Youth Clinic
Johns Hopkins Bayview Center for Addiction and Pregnancy
East Baltimore Medical Center Pediatric Clinic
St. Agnes Hospital Pediatric Clinic
Park West Medical Center Pediatric Clinic
Total Health Care Pediatric Clinic

Other Partners

Baltimore Healthy Start/Starting Points
Enoch Pratt Free Library
Ready At Five Partnership
Mid Atlantic Primary Care Association
American Academy of Pediatrics, Maryland Chapter
Baltimore City Public Schools
Baltimore Reads
Ripken Learning Center of Baltimore Reads
Maryland State HIPPY Network
In the First Place
The Annie E. Casey Foundation

**First Lady Hillary Rodham Clinton Participates in Launch of Baltimore Partnership
to Prescribe Reading to Infants and Toddlers
June 10, 1997**

"There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic levels to take this mission of reading to and talking with their young babies seriously."

--First Lady Hillary Rodham Clinton, January 10, 1997

Today, First Lady Hillary Rodham Clinton will participate in the launch of a Baltimore partnership to bring pediatricians, hospitals, health centers, book publishers, libraries and others together to make sure that infants and toddlers who come to the doctor have access to books and are read to regularly. The Baltimore initiative is part of a new national effort to urge pediatricians to routinely "prescribe" that parents read to their young children. Mrs. Clinton called for the creation of this effort at Georgetown University Medical Center on January 10, 1997, and she announced the national partnership at the White House on April 16, 1997. The American Academy of Pediatrics now recommends that pediatricians prescribe reading to infants and toddlers as part of standard pediatric care.

The Baltimore Partnership will build on the Reach Out and Read Program, in which volunteers read to children in waiting rooms, health care providers prescribe reading, use books in well-visits, and give books to children at the end of a visit. This model program is already being used in more than 80 health centers and hospitals around the country.

The National Partnership Has Already Secured:

- More than 250,000 books to be distributed through health clinics and centers around the country;
- Commitments to train 10,000 pediatricians and 950 community health centers to prescribe reading and provide books to hundreds of thousands of children by the year 2000.

ne National Partnership, Led by Reach Out and Read, Scholastic, Inc., and First Book, includes the American Academy of Pediatrics, National Association of Community Health Centers, National Association of Children's Hospitals and Related Institutions, American Library Association, Random House, Irving Harris and the Harris Foundation, Annie E. Casey Foundation, American Booksellers Association, Association of American Publishers, Mellon Trust, Dreyfus Corporation, ABC television, Reading Is Fundamental, National Association of Chain Drug Stores, and the National Community Pharmacists Association, and seeks additional partners.

Call to Ensure that by the Year 2000 Every Child Under Age Five is Read to Regularly. The First Lady is calling for every community to come together using its local library in partnership with health providers to help encourage reading to young children and ensure that every child under age five is read to regularly by the year 2000. Today, only 39% of parents with children three read to their children daily [Commonwealth Fund, 1996]. Research shows that when doctors prescribe reading and give books to low-income parents and their children, these parents are *four times* more likely to read to their children [AMA, AJDC, 8/91].

Response to the President's America Reads Challenge and the First Lady's call for a National Effort to Prescribe Reading to Infants and Toddlers. The national partnership is in direct response to the First Lady's call in January, 1997, for a national effort to build on the existing efforts to prescribe reading -- by programs such as Reach Out and Read and the American Library Association's Born to Read -- and to the President's America Reads Challenge to help parents be their children's first teachers and ensure that every child can read well by the end of third grade.

The White House Conference on Early Childhood Development and Learning Underscored the Importance of Reading to Infants and Toddlers. *The White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children* (April 17, 1997) explored new research which shows that reading to children in their first few years of life actually helps their brains grow in addition to enhancing their emotional and social development and laying the groundwork for vocabulary and later educational success.

REACH OUT AND READ (ROR)

THE PROBLEM

- **Children who live in print-rich environments and are read to in their preschool years are much more likely to learn to read on schedule**
- **Parents of children living in poverty may lack the money to buy books, may not have easy access to good children's books, and may not themselves have been read to as children**
- **Reading problems may mean school failure, which increases the risk of absenteeism, dropping out, juvenile delinquency, substance abuse, and teenage pregnancy--all of which perpetuate the cycles of poverty and dependency**

PROGRAM DESCRIPTION

- **Reach Out and Read is a program that makes early literacy part of pediatric primary care**
- **Pediatricians encourage parents to read aloud to their young children and give their patients books to take home at all pediatric check-ups from six months to five years of age**
- **Through Reach Out and Read, every child starts school with a home library of at least ten beautiful children's books, and parents understand that reading aloud is the most important thing they can do to help their children learn to love books**

HOW ROR WORKS--PROGRAM COMPONENTS

- **Volunteer readers in the clinic waiting room read aloud to children as they wait for their appointments, showing parents and children the pleasures and techniques of looking at books with children**
- **Pediatricians are trained to counsel parents about the importance of reading with young children, offering age-appropriate tips and encouragement**
- **The doctor gives the child a new developmentally and culturally appropriate children's book to take home and keep at every check-up from six months to five years of age**

PROGRAM BACKGROUND

- **Reach Out and Read was developed at Boston City Hospital in 1989 by a collaboration of pediatricians and early childhood educators**
- **In collaboration with the Association of American Publishers, ROR has developed a Program Manual, handouts for doctors and parents, prescription pads to help doctors "prescribe" reading aloud, and many other unique materials to encourage literacy in pediatric practice**
- **With generous support from the Annie E. Casey Foundation, the program has been replicated in sites around the country; with further support from the William T. Grant Foundation, Robert Wood Johnson Foundation, Boston Company, there are now over 80 Reach Out and Read sites in clinics and pediatric practices in 34 states**

FOR MORE INFORMATION:

Please contact the Reach Out and Read office by phone (617)534-5701 or fax (617)534-7557 or write to Reach Out and Read National Training Center, Boston Medical Center, One BMC Place, Dowling 5 South, Boston, MA 02118.

AMERICA READS CHALLENGE: THE LEGISLATION

BACKGROUND

While American students today generally read as well as ever, 40 percent of our fourth graders scored below the basic level on the 1994 National Assessment of Educational Progress. Research shows that children who cannot read well and independently by the end of third grade are less likely to succeed in school and more likely to drop out. Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. As teachers, schools, librarians, and principals work to strengthen in-school reading programs, all caring Americans can also play a role in helping young children learn to read.

When asked what was needed most to provide extra help to children who needed it, teachers, principals, librarians, parent groups, businesses, education and literacy groups, and community organizations said locally based coalitions could mobilize high-quality volunteer tutors to extend the learning time of children who need help in reading. In particular, they said they need trained reading specialists and tutor coordinators to help their schools and communities match tutors with children, and to provide training to tutors. Also, many parents want ideas and tips on how to help their children develop language and reading skills beginning at birth.

The America Reads Challenge legislation sets forth the first comprehensive, nationwide effort to create after-school, summer, and weekend tutoring in reading. Working with teachers and parents, this unprecedented initiative calls on all Americans in all fields — schools, libraries, religious organizations, universities, the media, community and national groups, and cultural organizations, as well as college students, business leaders, and senior citizens — to ensure that every American child can read well and independently by the end of third grade. The America Reads Challenge would mobilize tutors, reading coordinators, and experts in communities and states to assist existing literacy efforts, or to aid in the development of new reading partnerships to help our nation's children to read. It links parents, teachers, AmeriCorps members, trained reading professionals, and volunteer tutors to school, library, and community literacy efforts.

PROVISIONS OF THE LEGISLATION

1. America's Reading Corps: The America Reads Challenge would build on groundwork being laid by classroom teachers, librarians, and reading specialists by drawing upon the invigorating spirit of community volunteers in tutoring and mentoring. The Reading Corps grant is the heart of the legislation and would fund 25,000 reading specialists and tutor coordinators — including 11,000 AmeriCorps members — over five years. Over a five year period, tutor coordinators would help recruit one million volunteer reading tutors to be trained by the reading specialists.

The nearly \$1.5 billion in new education investments from the proposed legislation would supplement classroom reading instruction by enabling local reading partnerships to hire qualified professionals, such as a reading specialist or teacher, to train tutors and connect the school's reading program with the tutoring. By the fifth year of the program, it is expected that the tutors, coordinating with the classroom reading program, would be providing individual after-school, weekend, and summer reading tutoring for approximately three million children in grades K-3 who want and need the extra help. This effort would help link the reading program, teacher, school, child, and family.

The America Reads Challenge would also take advantage of the strength of AmeriCorps, Learn and Serve and the Senior Corps, which are involved in communities throughout the United States. An additional \$1 billion from proposed increases in appropriations for the Corporation for National Service would help local reading programs recruit and organize volunteer tutors.

A local reading partnership would include at least two agencies or organizations -- one of which must be a public school or a school district. The other could be a library, literacy group, museum, business, or youth-serving group, among others. The legislation requires that:

- Each local reading program use qualified and trained individuals;
- Each local reading program serve an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;
- Each local reading program build on and support in-school reading programs;
- Each local reading program make parental involvement and support a high priority, and be coordinated with early childhood and family literacy programs, such as Even Start and Head Start; and
- States demonstrate that all programs funded with the grant would reach children in the greatest need of assistance; use effective practices that show the most promise in helping all children -- including children with limited English proficiency and children with disabilities; and a clear strategy for coalition building.

Seventy percent of the State-grant money would be allocated to the states according to the Title I formula, and 30 percent will be awarded competitively based on the quality of state plans. States would distribute the funds to local applicants.

2. Parents as First Teachers Challenge Grants: The second part of the legislation recognizes that as their children's first teachers, parents can give their children the firm foundation they need to do well in school by, for example, reading to their children 30 minutes each day from infancy onward, talking with their children, or getting their children library cards and accompanying them to the library regularly.

The Parents as First Teachers Challenge Grants would provide \$300 million over five years to foster effective programs to help parents help their children become successful readers by the end of third grade. The bulk of this money will be awarded to local communities and organizations, with some available for national and regional groups.

Applicants for the Parents as First Teachers Grants must have a demonstrated record of working with parents in improving the reading skills of their young children, or must be planning to use a model that has been demonstrated to be effective. Grantees must strive to collaborate and form partnerships with other programs that provide support for parents, such as adult education and Even Start, and must include two or more groups.

3. Effective Models and Exemplary Partnerships: The Secretary of the U.S. Department of Education and the Chief Executive Officer of the Corporation for National Service would award \$500 million over five years to support effective models and partnerships which local communities and States can adapt. The purpose of these grants is to ensure that local communities have up-to-date information about what is working to help our children read -- including activities that assist parents working with their children beginning at birth. National organizations, as well as local and regional partnerships would be eligible for this funding.

4. Research and Evaluation: The legislation would allocate funds to evaluate programs, disseminate information about best practices, and provide technical assistance to local programs.

Clinton Administration Efforts To Encourage Adults to Read to Very Young Children

America Reads' Parents As First Teachers Challenge Grants: The President's America Reads Challenge to make sure that every child can read well by the end of 3rd grade includes Parents as First Teachers Challenge Grants that will invest in proven efforts to provide assistance to parents who want to help ensure their children will read well. The grants will fund national and regional networks to share information on how parents can help children to read, and fund the expansion of successful local programs, such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program. The President's proposal includes \$300 million over 5 years for these grants.

Read*Write*Now: Read*Write*Now is an intensive summer component of the President's America Reads Challenge. More than 60 businesses and reading associations, community and religious groups joined together with the Education Secretary Richard Riley and have provided summer reading partners to almost one million children.

Partnership for Family Involvement in Education: Over 2000 family, school, community, employer and religious groups have joined with Secretary of Education Richard Riley to create the Partnership for Family Involvement in Education. The Partnership's activities include strengthening at-home activities that encourage reading, promoting and adopting family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools, and supporting learning communities through organized before- and after-school and summer activities.

Head Start and Early Head Start: For more than 30 years, Head Start has been one of our nation's best investments in helping low-income parents be their children's first teachers and in making sure that children start school ready to read and learn. Head Start provides low-income 3- and 4-year olds with cognitive, social and language development, comprehensive health services and nutrition. Under new standards developed by the Clinton Administration, family literacy is a new priority for Head Start. The 1994 Head Start reauthorization also set-aside a small percentage of Head Start funding for an Early Head Start program, providing family-centered and community-based services to tens of thousands of poor families with children age 0-3. All Head Start staff work closely with parents to help them build their reading, parenting, and work skills. President Clinton has increased Head Start funding 43% in the last four years, providing Head Start to 800,000 children this year alone. The President's balanced budget continues to invest in Head Start with the goal of reaching 1 million children in the year 2002.

Even Start Family Literacy: Even Start is a family-focused Education Department grant program providing participating families with an integrated program of early childhood education, adult literacy and basic skills instruction, and parenting education. Even Start received \$102 million in funding in fiscal 1997, providing funding to every state and the District of Columbia to reach 576 local programs.

Goals 2000 Parent Resource Centers: In addition to involving parents in the development of state and local Goals 2000 education plans, the President's Goals 2000 program provides funding for each state to establish parent resource centers that help parents learn how to help their children achieve high standards. The centers coordinate existing programs, provide resource materials, and support a variety of promising models of family involvement programs. In fiscal 1997, \$15 million in funding is available for support centers in 42 states, 14 more than in 1996.

Boston Globe
10/27/96

For children's good health, a book at every check-up

PERRI KLASS

This week Boston will play host to the annual meeting of the American Academy of Pediatrics, the professional organization that speaks for pediatricians, tests us and certifies us, sets our standards of medical practice to keep up with changing times.

But the pediatric innovation that my colleagues and I will be demonstrating at the meeting, the Boston-bred innovation we hope will diffuse out through pediatric clinics around the country, has nothing to do with wonder drugs or fiber-optic miracles. We want doctors to give books to their young patients.

A decade ago, it wasn't part of a pediatrician's job to give out books. But then, formal assessments of development and language weren't part of a pediatrician's role at one time, either. Now we teach developmental assessment as part of the standard pediatric exam. If, along with giving shots and handing out safety advice, we haven't checked to see if a child is acquiring spoken language, then we haven't done our job.

The next step is written language. Early literacy. Just as spoken language starts long before a child learns to talk, literacy starts developing long before a child actually begins formal reading instruction. What happens in the years between birth and kindergarten is absolutely essential: Children either start school biling books and understanding what they are or they start school way behind, set up for failure.

Mayor Thomas Menino's Read Boston literacy initiative, now one year old, aims to have all children reading by the end of third grade. Pediatricians and early-childhood educators have been part of this initiative from the beginning because this is not only a school problem, it's a preschool problem.

Consider my 2-year-old patient, Jalumaal, a primary-care success story:

He came for a physical recently and we checked his lead level, since as a toddler in the inner city he's at high risk, and checked for anemia. But he didn't seem to have needles on his mind.

"Want book!" he yelled to me with 2-year-old intensity. "Want book!" I gave him a board book at his 18-month visit (along with his fourth DTP shot), another when he was 15 months (Hae-mophilus influenzae shot) and another when he was one year (measles-mumps-rubella). And so on, way back to the 6-month-old checkup. That's six books already; there'll be at least four more before he starts school.

Reading success starts well before school and formal reading instruction.

**It's called
'a light in the
darkness.'**

as infants and toddlers learn to love books and to understand that books contain stories and information. A 1995 analysis that statistically examined 29 empirical studies

of the effects of parents reading aloud to toddlers and preschoolers concluded that essentially all studies showed a pronounced positive effect on outcome measures of language growth, emergent literacy and reading achievement. The positive effects of reading to preschool children were independent of socioeconomic status or parents' educational level.

Last week I saw a child I worry about. He's one year old, born with drugs in his system, the youngest of six children in a family that is struggling hard. Mother in treatment. Maybe not always enough food. Hasn't grown very well. Hasn't really developed on schedule. But he looked good, finally putting on weight, making some developmental progress, though delayed for his age.

I gave him a board book full of bright photographs of children playing, and his mother and I watched him grab it. "I know you're busy," I started, and she beamed. "The older ones will read it to him," she said. "They always read him that book you gave him last time."

The Reach Out and Read program was founded at Boston City Hospital about eight years ago by pediatricians

and educators. "The first time I gave a 1-year-old a book as part of a pediatric visit and saw the child's eyes light up, and saw the mother smile in response to her son's excitement, I knew I had found a special way to touch a child's life," says Dr. Barry Zuckerman, chairman of the department of pediatrics at Boston Medical Center and one of the founders of Reach Out and Read. "I believe it has as much or more impact on the child's future as anything I do as part of preventive care."

The goal of the program is to make literacy part of regular pediatrics. Zuckerman's mentor was Dr. T. Berry Brazelton, now a member of the advisory board of Reach Out and Read, which he calls "a light in the darkness."

A book at every checkup from six months to five years. At Boston Medical Center, we will give away our 100,000th book this fall. If it costs \$3 to \$4 for a book, and if every child sees the doctor 10 times between the ages of 6 months and 5 years, then these books cost \$30 to \$40 a child. Less than any immunization or blood test.

In a study by Zuckerman and another founder of the program, Dr. Rob-

ert Needleman, carried out in the pediatric clinic at Boston City Hospital, parents whose child had received a book at a previous visit to the clinic were four times more likely to report reading aloud to their children. For families on AFDC, the association was particularly marked: if they had received a book, parents were eight times as likely to report reading to their children.

Pediatricians are trained to think in terms of prevention. Give the MMR and we don't have to treat the measles. Free flu shots for children with asthma.

Growing up without books is growing up deprived and with a deprivation that puts one at risk for failure. Just like many of the other risks and deprivations that children face in poverty, growing up without books is a sad loss in itself, but also a risk factor for larger, sadder losses. Double jeopardy. If we want our children to grow up reading, we have to do everything possible, and we have to do it as early as possible.

Perri Klass is a pediatrician at Boston Medical Center and Dorchester House.



BOB DAHM ILLUSTRATION

Hillary Rodham Clinton

Comfort and Joy

The First Mom suggests reading as an easy way to help a baby's brain grow

THE NIGHT AFTER THE INAUGURAL, BILL AND I GATHERED with our family in the solarium on the third floor of the White House. After dinner our toddler nephews Tyler and Zachary climbed up on the couch with their Uncle Bill to hear him read a story. They accompanied him with words, sounds, pointed fingers and a few tussles over who would hold the book. As I watched them, I thought of all the times Bill and I used to take turns reading stories to Chelsea. Every night one of us (and occasionally both) would stretch out on her bed, hold her in our arms, and either read or make up new tales about imaginary characters who embarked on improbable but breathtaking adventures.

Bill and I did not know about brain cells or synapses or the newest discoveries in neuroscience. Reading to Chelsea became a daily ritual because it's what our own parents and grandparents had done with us, and because we wanted to spend quiet time with her every day. Bill's grandmother thought that reading to him would help him develop a strong vocabulary and the language skills he would need later on in school. My mother and father placed a similar premium on reading, and to this day I remember the feelings of security and comfort that I felt sitting in my grandfather's lap when he read stories to my brothers and me.

Today, thanks to advances in brain research, we know that reading with a child has intellectual, emotional and physical benefits that can enhance the child's development. The intimacy of sharing books and stories strengthens the emotional bonds between a parent and child, helps a child learn words and concepts, and actually stimulates the growth of a baby's brain.

As I discussed in my book, *It Takes a Village*, scientists have discovered that children whose parents read and talk to them during the first three years of life create a stronger foundation for future reading success. In other words, what our parents and grandparents knew instinctively is now backed up by hard scientific evidence.

That's why doctors and nurses are starting to prescribe reading to babies along with regular checkups and vaccinations. Recently I went to Georgetown University's Medical Center with Maurice Sendak, the renowned children's author and illustrator. His book *Where the Wild Things Are* was one of Chelsea's—and Bill's—favorites. Mr. Sendak read the story to children, and I announced, along with representatives of the American Academy of Pediatrics, the American Booksellers Associ-

ation and the American Library Association, a national campaign to put books in the hands of parents who bring their young children to the doctor, and to get doctors to prescribe daily reading. My husband and I will be discussing this and other activities to follow up on the latest findings about the brain at a White House conference in the spring.

It's important that we take to heart what the neuroscientists are telling us—without losing the heart of the reading experience. In today's high-tech world of E-mail and microchips, it is easy to forget the importance of human connections in our daily activities. Technology has brought many welcome conveniences to our lives. But it has the potential to create feelings of distance, detachment and isolation among us.

Reading to a child while touching, hugging and holding him or her can be a wonderful antidote to the impersonal tendencies of the information age—for both the adult and the child. While critical to building brains, reading is equally important to building trusting and close relationships. That's why many of us remember the warm embrace or the comfortable lap that cradled us when we read books as children. And that's why reading should not be viewed solely as an intellectual proposition, particularly in the era in which we now live.

If Americans take away only one lesson from these exciting scientific discoveries, I hope it's that reading to children is easy, affordable and feasible for parents no matter what their level of education or economic station in life. Children's books are available for free at public libraries in every community and can be found at reasonable prices in many bookstores. Doctors, librarians, teachers, book publishers, business leaders and the news media can help make books available to families and educate parents about the vital role that reading plays in our children's lives.

It isn't very often that we have before us such a simple, inexpensive and pleasurable way to improve our children's health and development and raise their prospects for a brighter future. Whether you lie down together on the rug, sit together in an old rocking chair or cuddle on your child's bed the way Bill and I used to with Chelsea, there is no better way to spend time than reading to your child.

And now we also know that there are few better ways to help your baby's brain grow.



Mrs. Clinton with her daughter in the crucial first three years

21ST STORY of Level 3 printed in FULL format.

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October 25, 1995 Wednesday, FINAL / ALL

SECTION: ARTS & LIVING; Pg. 5E

LENGTH: 905 words

HEADLINE: 'MISS SPIDER' AUTHOR SPINS 'WEDDING' TALE

BYLINE: By KATHLEEN KISNER

BODY:

"I don't know a lot about bugs, really," says David Kirk between bites of a sandwich at the Ritz-Carlton Cleveland's Riverview Room.

No, Kirk hasn't found a bug in his food. He's talking about his new children's book, "Miss Spider's Wedding" (Scholastic Inc./Calloway, \$15.95), the sequel to his best-selling debut effort, "Miss Spider's Tea Party." The first book, touted by Madonna on MTV as her favorite bedtime story, has sold more than 200,000 copies.

"I mean, I go on bug hunts with my daughter, Violet," adds Kirk, 39. "I know they have three sections and six legs, but I'm not familiar with them scientifically. I usually get out field guides and see what they look like when I'm illustrating one of my books."

Kirk, a down-to-earth guy who just laughs when a server unfolds his napkin and whips it across his lap, declines to have his chair pushed in closer to the table. "No, thanks, I'll do it myself!"

Near the end of a six-week, 17-city tour to promote his book, Kirk, a 1977 graduate of the Cleveland Institute of Art, is feeling not so much famous as homesick. He misses his wife, Susan; Violet, who is 9; and their green fixer-upper house in King Ferry in the Finger Lakes region of New York.

This is Kirk's second whirlwind book tour since the publication of his first children's book. When "Miss Spider's Tea Party" hit bookstores in 1994, it broke every rule in children's publishing. Its publisher, Scholastic, teamed up with Nicholas Callaway, the book packager and publisher who created Madonna's "Sex" book, and together they promoted the book more aggressively than the usual children's publisher.

Scholastic had a competitive advantage over many children's publishers: It distributes books through teacher-sponsored book clubs and school-organized book fairs. It promoted the book with "Miss Spider Tea Parties" kits in bookstores, including a Pin the Legs on Miss Spider game. Although it received lukewarm reviews in Publishers Weekly and Kirkus Reviews, the book hit the children's best-seller list in Publishers Weekly, largely as a result of ingenious promotion.

Kirk's new book, "Miss Spider's Wedding," which took 18 months to complete, promises to keep pace with its predecessor. It sports detailed, neon-hued illustrations of benign, social bugs who are determined to fix up Miss Spider with an appropriate husband. A nosy beetle named May thinks Miss Spider's shy, bespectacled boyfriend Holley isn't good enough for her, but learns the hard way that handsome bugs like the hunk Spiderus aren't always all what they seem. (May and her laid-back husband, Ike, are based on Kirk's parents, he admits.)

Written in simple verse, the story is less gripping than the lush illustrations, though it has been favorably mentioned in both the New York Times and Wall Street Journal. But the vivid, quirky illustrations, and some of the themes, including the reversal of sex roles when Miss Spider rescues her true love from the bullying Spiderus, will appeal to adults and children alike.

"Violet and I had a debate about whether a toad should eat Spiderus, but I decided against that," says Kirk. "He'll be back in my next Miss Spider book."

Kirk thinks it will be nice to have a returning villain in the wings, though he plans to take at least a year off from writing about Miss Spider while an interactive Miss Spider CD-ROM and computer-animated feature film are in development.

Back when Kirk was attending the Cleveland Institute of Art, he never thought he would one day be a children's book author and illustrator.

"I wasn't influenced at all by my teachers," he says. "They were teaching us to make stripes and squares and X's, while I wanted to paint pretty girls and landscapes. That's pretty much what I did. It used to take me six months to finish a painting. They wanted me to learn to paint faster."

He spent much time at Lakeview Cemetery, painting and photographing.

"It's the most beautiful cemetery I've ever been in, even more beautiful than many of the famous ones in New York City," he says. "It's more beautiful than any park I know."

When he finished art school, he and his wife, Susan, a fellow art student whom he met at the institute, hung around Cleveland for a year. They painted a mural at Rick's Cafe in Chagrin Falls that is still there, and undertook some other commercial ventures.

"I used to find Cleveland scary," he says. "It changed a lot since I was here. All this development downtown is new, and people seem much friendlier now. I lived in University Circle and didn't have a car, and there was a lot of racial tension in the city. My friends and I used to get hassled on the bus and rapid platforms. It was sometimes an ugly scene."

But Kirk is grateful for his time at the institute. After graduation, he won an institute traveling scholarship for \$2,500, which he and Susan used to live in England for a year. They later moved into a loft in New York City with his brother, later moving to King Ferry. For 10 years, Kirk made collectible toys for adults, selling them to galleries.

The illustrations he painted on the sides of the toy boxes serendipitously

caught the eyes of two publishers, Rizzoli International Publications and Callaway Editions Inc.

He was on his way as an author. "It's the illustrations more than anything that make a picture book successful," he says, adding that the cover alone took him two months to paint.

GRAPHIC: PHOTOS by: NO CREDIT; PHOTO 1:; Detail from an illustration from David Kirk's new book, "Miss Spider's Wedding."; PHOTO 2 (on page 8E):; Author David Kirk with his daughter, Violet. "Violet and I had a debate about whether a toad should eat Spiderus (the villain in 'Miss Spider's Wedding'), but I decided against that," Kirk says.

LANGUAGE: ENGLISH

LOAD-DATE: October 26, 1995

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Daily Variety

February 7, 1997 Friday

SECTION: NEWS; Pg. 5

LENGTH: 256 words

HEADLINE: Universal captures 'Spider'

BYLINE: DAN COX

BODY:

Universal Studios has picked up the exclusive rights to the storybook character "Miss Spider" with plans to exploit her in a new film as well as homevideo, CD-ROM, music, interactive and theme park venues, the studio announced Thursday.

David Kirk's character, which is enormously successful with kids, is featured in the books "Miss Spider's Tea Party" and "Miss Spider's Wedding," which together have sold more than 1 million copies in the last two years.

U already has a feature project in development about the spindly female arachnid. Kirk is the exec producer and scribe for the pic. Nicholas Callaway, publisher of the books, will produce along with Michael Peyser.

The feature may involve animation, but U insiders said it's still too early to determine how they will move forward on the pic.

U also has first-look rights on several future properties from Callaway & Kirk, a company that specializes in family entertainment.

" 'Miss Spider' is unique," said Sandy Climan, U's exec VP. "We feel this is the perfect time to build on its success in this genre and develop potential across all of our core businesses."

Callaway said U was "the perfect partner for us because they share our imagination, energy and vision for the incredible growth potential of our character."

Kirk was founder and designer of two toy companies before creating the successful books. His third effort, "Miss Spider's New Car," is set for release in September by Scholastic Inc.

The popular "Miss Spider" has joined forces with Universal

LANGUAGE: ENGLISH

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The Baltimore Sun

October 22, 1996, Tuesday, FINAL EDITION

SECTION: FEATURES, Pg. 1E

LENGTH: 1150 words

HEADLINE: Doctor's orders include reading; Health: Pediatricians at St. Agnes Hospital prescribe books as part of babies' well-being.

BYLINE: Sandra Crockett, SUN STAFF

BODY:

Martin McCoy stands before a bookcase just able to peek over the first shelf.

The 17-month-old toddler is usually energy in motion, but a colorful case of books has his full attention now.

"You get to choose one," his mom tells him. "Go ahead, let's get one you want."

The sweetly round-faced youngster considers his options and then plucks a book from the lowest shelf. "Let's see what you got," says his mother, Danyel McFarlane. Martin holds the book upside down for his mother to see.

"Oh, 'I Am A Puppy,'" she says, reading the title. "So, you are a puppy, huh?"

It's all too much for Martin, who breaks out in giggles, opens the book, holds it over his head with two chubby hands and toddles off down the hallway as fast as his legs will allow.

Martin doesn't realize he's at his doctor's office and this isn't supposed to be fun, especially since he is due for a shot. But the book is part of the doctor-prescribed treatment in the pediatrics department at St. Agnes Hospital.

The Baltimore hospital is the first in Maryland to use the "Reach Out and Read" program. The program, which is in more than 30 hospitals around the country, receives funding from the Annie E. Casey Foundation, a national organization dedicated to improving childrens' lives.

St. Agnes decided to adopt the program in September after seeing it in action at Boston Medical Center. In fact, Michael G. Burke, chairman of the St. Agnes pediatrics department, was so impressed that he wasn't willing to wait for funding from the Casey foundation.

"We were 21st on the waiting list," Burke says. "We decided not to wait. We wanted to do something with literacy this year."

The hospital started its program by gathering about 1,000 children's books

The Baltimore Sun, October 22, 1996

through a "gently used" book drive and training a cadre of volunteer readers.

The idea is to get kids and parents into reading as early as possible -- long before they start school. Research shows conclusively that reading to a child, beginning at an early age, provides educational and emotional benefits. A national 1985 Commission on Reading determined that reading aloud is the best way to help children develop literacy skills.

"What we are realizing is that we get to see kids, more than any other professional, before they start going to school," Burke says. "Part of what we do on these visits is to tell parents what to expect. We have always traditionally advised them to do things like place covers on plugs, and on the use of smoke detectors."

How it works

Now St. Agnes pediatricians "prescribe" reading to children when they come in for their well baby check-ups. Here's how the program works:

After the parent and child sign in at the desk, they go to a cheerful, dark green carpeted waiting room. A volunteer reader sits on a slightly elevated stage area and invites the child (if she's old enough) to choose a book from her large wicker basket. The volunteer entertains the child with a story until it is time to go in the back and see the nurse.

Then, on the way to the nurse, the child is allowed to select a book from the bookcase. The books are grouped on each of the four shelves by age group. The child takes the book, now affixed with a paper bookplate with his or her name on it, into the examining room while she is seen by the doctor.

The final stop is back at the desk where the child's parent makes a future appointment date and is given any necessary prescriptions, including a prescription to read a book every day.

There are different prescriptions for different age groups. For instance, the "Reach Out and Read" prescription for children 12 months to 18 months (complete with the hospital's logo on it) says: "Name the objects on the page and talk about them. Let your child hold the book and help you turn the page. Read to your child every day approximately 5 to 10 minutes."

The prescription for children ages 5 through 7 says: "Encourage your child to 'read' to you and tell you the story. Take your child to get a library card and choose the books you will read together. When your child is ready, encourage letter and word recognition."

Burke doesn't know yet whether parents will follow the prescription, but he thinks the prognosis for the program is good.

In Boston, parents who have had contact with the "Reach Out and Read" program are four times more likely to list reading as an activity that they share with their child than parents who haven't, Burke says.

"One of the roles of a pediatrician is to give parents guidance on how to promote the health and well-being of their child. We are just expanding the

The Baltimore Sun, October 22, 1996

definition of the child's well-being to include literacy promotion," he says.

McFarlane, mother of little Martin, was already reading to her son but likes the idea of getting the reading prescription. She believes children, particularly when they are a little bit older than Martin, will be impressed with the prescriptions. "I think this will definitely help the kids want to read," she says.

But books, especially those for the very youngest children, are running low. "Right now, we are looking for grants for books from foundations," Burke says. Also, they are approaching publishers and organizations such as the Association of American Publishers to inquire about discount prices. The hospital could also use more reading volunteers who are willing to give up one or two hours a week of their time.

The volunteers

Nora Lanier, a secretary at St. Agnes, is one of the 20 or so volunteers in the "Reach Out and Read" program. Volunteer readers are trained to be an example to parents on how to read to their children, and Lanier demonstrates stellar qualifications for the task. She was able to earn the attention -- no small feat -- of 3-year-old Jeffrey Joynes.

Lanier gets down on the floor and makes eye contact with Jeffrey, who is waiting to see his doctor.

"I've been sitting here and I am soooo lonely. I need someone to read a story to. Which book do you want me to read?" Lanier shows Jeffrey her wicker basket of books.

The child, who is in the waiting room with his mother Jackie, looks over at mom and apparently is torn between sitting next to Lanier or making a run for it.

"Pick out a book," Mom coaxes him.

He chooses a book, but it is tough going initially. Lanier delves into the story about a confused bird looking for his mother. She points to pictures, pauses from her reading to ask the child questions, raises and lowers the pitch of her voice, and, finally, Jeffrey is hooked into the story.

"Where's my mother?" Lanier reads a line from the book.

"Right there!" Jeffrey responds, pointing to a picture on the page.

Another satisfied customer.

New or gently used children's books may be sent or taken to St. Agnes Hospital's pediatric department at 900 Caton Ave., Baltimore, Md. 21229

Pub Date: 10/22/96

GRAPHIC: COLOR PHOTO, CHIAKI KAWAJIRI : SUN STAFF, Checkup: Volunteer Nora Lanier, a secretary at St. Agnes, reads to Jeffrey Joynes, 3, in the hospital's pediatrics department.; PHOTO, CHIAKI KAWAJIRI : SUN STAFF, Happy

The Baltimore Sun, October 22, 1996

reader: Danyel McFarlane, left, and Dr. Susma Vaidya entertain McFarlane's 17-month-old son, Michael McCoy, with a book.

LOAD-DATE: October 24, 1996

**FIRST LADY HILLARY RODHAM CLINTON
REACH OUT AND READ
BALTIMORE, MARYLAND
JUNE 10, 1997**

Talking Points

[Acknowledgments: **Mayor Schmoke**; **Dr. David Ramsay**, President, University of Maryland at Baltimore; **Dr. Donald Wilson**, Dean, University of Maryland School of Medicine; **Dr. Morton Rapoport**, President and CEO, University of Maryland Medical System; **Dr. Michael Berman**, Professor and Chairman, Department of Pediatrics, University of Maryland School of Medicine, Maryland's Hospital for Children; **Dr. Tyson Tildon**, Associate Dean for Research and Graduate Studies, University of Maryland School of Medicine, and President, Baltimore City School Board; **Dr. Marianne Felice**, Director, Division of Adolescent Medicine and Vice Chair, Department of Pediatrics, Maryland's Hospital for Children, University of Maryland Medical Center.]

- I am delighted to be back in Baltimore. During my visit in September, I received a bumper sticker and pin declaring Baltimore 'the city that reads'. So I am very pleased to be here today to further the tradition of reading in the City of Baltimore and help launch the Reach Out and Read Partnership.
- This day is possible because of the efforts of so many people working together. I would like to thank the Annie E. Casey Foundation for their generous support; Reach Out and Read, without whose leadership this day may not have come; Scholastic Publishing and First Book, who have been such important partners in our efforts to 'prescribe reading'; the American Academy of Pediatrics for recommending that pediatricians prescribe reading to infants and toddlers as part of standard pediatric care; and all the wonderful institutions in Baltimore who are joining the Partnership.
- We are beginning to understand just how important reading is to a child's emotional and cognitive development. We now know that a baby's brain is a work in progress. And that brain, like the baby's body, needs to be nourished through activities with parents or caregivers like reading books, singing songs and telling bedtime stories. These activities actually help the baby's brain grow and strengthen emotional bonds.
- We know that most parents come into contact with a pediatrician. They might not take their child to a library or preschool program until the child is over the age of three, but they will, in all likelihood, come into contact with a health care provider. If that doctor or nurse were to prescribe reading-- and take it a step further by handing that parent or caregiver a book-- in most cases, the parent will try to follow through on the doctor's prescription.
- We have to help parents understand that, no matter their educational level or reading ability, they can stimulate their children's emotional and intellectual growth by talking to

and reading to their children, even when they stumble over a few words here or there. Most likely, their children won't even notice. But they *will* notice the power of reading and books to take them on fascinating adventures and introduce them to interesting ideas.

- In an event at the White House in April, I had the privilege of announcing a national effort to give America's children the tools they need to achieve their God-given potential-- the Prescription for Reading Partnership. The partnership-- which we are launching today in Baltimore-- challenges communities across the country to bring together pediatricians, hospitals, health centers, book publishers, libraries and literacy organizations to encourage and enable parents to read to their children on a regular basis.
- The National Partnership has already secured more than a quarter of a million books to be distributed through health clinics around the country and commitments to train pediatricians and health centers to prescribe reading and provide books to hundreds of thousands of children.
- In Baltimore, Sinai Hospital has been training residents on the role that medical professionals play in reading. Beginning today, all of the participating hospitals in Baltimore will adopt the program.
- And today, we are joined by David Kirk, author of *Miss Spider's New Car*, which he and I will read to some of Baltimore's youngest citizens in just a few minutes.
- Baltimore is a city that reads. Your efforts to work provide every child in Baltimore with a strong foundation to thrive in a new century serves as a model for cities all across the country to 'Reach Out and Read'.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

9/11/97: ANNOUNCEMENT OF PROPOSALS TO INCREASE AFTER SCHOOL PROGRAMS AND SOCIAL PROMOTIONS

Divider Title: _____

September 11, 1997

**ANNOUNCEMENT OF PROPOSALS TO INCREASE AFTER SCHOOL PROGRAMS
AND END SOCIAL PROMOTIONS**

DATE: January 7, 1999
LOCATION: The East Room
BRIEFING TIME: 1:45 pm - 2:15 pm (Map Room)
EVENT TIME: 2:30 pm - 3:30 pm (East Room)
FROM: Bruce Reed

I. PURPOSE

To announce your proposal to triple funding for after-school programs and support school districts that are ending social promotion.

II. BACKGROUND

You will be joined by the First Lady, the Vice President, Secretary Riley and a parent of a Chicago 9th grader who benefitted from summer school programs as you announce that your FY 2000 budget will propose to triple funding (from \$200 million to \$600 million) for the 21st Century Learning Center Program, which funds after-school and summer school programs throughout the country. You will also announce that in awarding these funds, the Department of Education will give priority to school districts that are ending social promotion by requiring students to meet academic standards in order to move to the next grade.

Tripling Funding for a Program that Works

Your FY 2000 budget will propose to increase funding -- from \$200 million in FY 1999 to \$600 million in FY 2000 -- for the 21st Century Community Learning Center Program, which gives schools funds to operate after-school and summer school programs. This proposal builds on your budget victory last year, in which you increased funds for the program from \$40 million to \$200 million. The 21st Century Learning Center Program increases the supply of after-school care in a cost-effective manner, primarily by funding programs that use public school facilities and existing resources. Over 190,000 children in 800 schools, in 46 states and the District of Columbia, are already benefiting from this program, by participating in after-school programs that provide students with enrichment activities, tutoring, recreation and other activities. Your proposal will help roughly 1.1

million children each year participate in these programs.

Giving Priority to School Districts that End Social Promotion

Under your proposal, school districts with comprehensive policies in place to end social promotion will receive priority in the grant-making process. After-school and summer school programs are a critical tool in ending social promotion because they give students who are not on track an opportunity to get extra help so they can meet promotion standards. Your proposal will target the new 21st Century funds to districts providing after-school and summer school programs to help these students, while enabling these districts to keep these programs open to all students.

Social promotion is the practice of promoting students from grade to grade without regard to whether they have met academic standards required to succeed at the next grade level. School districts with comprehensive policies to end social promotion: (1) require students to demonstrate that they have met academic standards at key grade levels in order to be promoted; (2) use valid objective measures and other indicators as necessary to determine whether a student has met the standards; (3) strengthen learning opportunities in the classroom with steps such as clear standards, small classes, well trained teachers, challenging curriculum, and the use of proven instructional practices; and (4) provide for the early identification of students who need extra help to meet the standards, and use extended learning time -- particularly after-school instruction and summer school -- to help students meet the standards. Your proposal will help local school systems use after-school and summer school as part of their comprehensive strategy to end social promotion.

Responding to Huge Demand for After-School Programs.

Today's announcement responds to the millions of parents across the country who want their children to learn to high standards and to stay safe and secure in after-school hours. Today, over 28 million school-age children have both parents or their only parent in the workforce. At least 5 million children -- and possibly as many as 15 million -- are left alone at home each week. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Statistics also show that most juvenile crime takes place between the hours of 2 and 8 pm, and that children are also at much greater risk of being the victim of crime during the hours after school. The nationwide demand for expanded after-school programs has made the 21st Century Community Learning Center program one of the most highly competitive programs ever managed by the U.S. Department of Education. In the Education Department's last completed grant competition for this program, the Department received nearly 2,000 applications, requesting more than \$550 million to fund programs in over 6,000 schools in every state in the nation.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley
Bruce Reed
Doug Sosnik

Michael Cohen
Neera Tanden
Jon Schnur
Broderick Johnson
Paul Glastris

Event Participants:

The Vice President
The First Lady
Secretary Riley

Lisette Martinez, whose daughter Ardette failed her mandatory math test in the 8th grade and was automatically enrolled in the Chicago summer bridge program. She successfully completed the summer course and passed the math test in August. She is currently enrolled in the 9th grade, and is very grateful for the extra attention that helped her keep up with her studies and stay in the same classes with her peers.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- **YOU** will be announced into the East Room accompanied by stage participants.
- The First Lady will make welcoming remarks and introduce Secretary Riley.
- Secretary Riley will make remarks and introduce Lisette Martinez.
- Lisette Martinez will make remarks and introduce the Vice President.
- The Vice President will make remarks and introduce **YOU**.
- **YOU** will make remarks and then depart.

VI. REMARKS

Remarks Provided by Speechwriting.

THE WHITE HOUSE

WASHINGTON

TO: THE PRESIDENT
THE VICE PRESIDENT
THE FIRST LADY

WHAT: EDUCATION EVENT

WHEN: THURSDAY, JANUARY 7, 1999

WHERE: EAST ROOM

NOTES: APPROX. 180 GUESTS/OPEN PRESS/BUSINESS ATTIRE

1:45 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT proceed to the Map Room for briefing.

1:50 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT receive briefing in the Map Room.

Map Room Briefing Participants:

Bruce Reed	Neera Tanden
Michael Cohen	Broderick Johnson
John Schnur	Paul Glastris

2:15 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT proceed to the Blue Room.

2:20 p.m. THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT meet the following in the Blue Room.

Blue Room Participants:

Secretary Riley
Lissette Martinez and husband Leonard

Members of Congress

Sen. Dianne Feinstein
Sen. Edward Kennedy
Rep. Ruben Hinojosa
Rep. Dale Kildee
Rep. Harold Ford Jr.
Rep. Sandy Levin
Rep. Jim Maloney
Rep. Carolyn McCarthy
Rep. Major Owens
Rep. Robert Scott
Rep. Peter King's family:
Kevin King - brother
Joanne King - sister-in-law
Kevin King Jr. - nephew
Ethel King - mother
Barbara King - sister

2:30 p.m.

THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT accompanied by Secretary Riley and Lissette Martinez are announced into the East Room to honors.

PROGRAM BEGINS

THE FIRST LADY makes welcoming remarks and introduces Secretary Riley.

Secretary Riley makes remarks and introduces Lissette Martinez.

Lissette Martinez makes remarks and introduces **THE VICE PRESIDENT.**

THE VICE PRESIDENT makes remarks and introduces **THE PRESIDENT.**

THE PRESIDENT makes remarks.

Approx. 3:00 p.m.

Upon conclusion of the event, **THE PRESIDENT, THE FIRST LADY and THE VICE PRESIDENT** depart.

President's List

EDUCATION ANNOUNCEMENT CEREMONY - Thursday JAN 7 1999 - 2:00 PM White House - Business -
East Visitors Entrance

Page 1

THE PRESIDENT, VICE PRESIDENT, AND FIRST LADY

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Dr. Samellah Abdullah**
President, National Association of Black Psychologists
Washington, DC
- Ms. Arlene Ackerman**
Superintendent, Washington D.C. Public Schools
- A **Ms. LaVerne Alexander**
Director, Government Relations, Girl Scouts of the USA
Washington, DC
- A **Dr. Gordon M. Ambach**
Executive Director, Council of Chief State School Officers
Washington, DC
Guest: Ms. Nancy Keenan
- A **Mr. Kent B. Amos**
President & Founder, Urban Family Institute
Washington, DC
- A **Ms. Paula Antonovich (Substitute for: Susan Bales)**

Mr. John Barth
National Governors Association
Washington, DC
- A **Honorable Joanne C. Benson**
Delegate, Legislative Black Caucus
Landover, MD
- A **Ms. Sue E. Betka**
Department of Education
Washington, DC
- A **Mr. Martin J. Blank**
Director, Community Collaboration, Institute for Educational Leadership
- A **Ms. Ethel Bothuel**
Executive Director, The Links, Incorporated
Washington, DC
- A **Mr. Kelby Brick**
National Association of the Deaf
Silver Spring, MD
- A **Mr. John Wesley Brooks**
Assistant Director, YMCA of the USA
Washington, DC
- A **Ms. Amanda Broun**
Vice President, Public Education Network
- A **Ms. Elizabeth Brown**
Director of Public Policy, Council on Foundations
- A **Ms. Lorin Brown**
Executive Director, Project Northstar
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Dr. Mary Burgan**
General Secretary, American Association of University Professors
Washington, DC
- A **Ms. Robert Callaway**
Senior Vice President, Boys & Girls Clubs of America
Rockville, MD
- A **Mr. Roger Campos**
Vice President of Government Relations, Hispanic Association of Colleges and Universities
- Honorable Thomas R. Carper**
Governor of Delaware (D), State of Delaware
Wilmington, DE
- A **Mr. Michael D. Casserly**
Executive Director, Council of the Great City Schools
Washington, DC
- A **Hon. Barbara M. Clark**
Queens Village, NY
- A **Ms. Suzanne S. Cohen**
President, Baltimore Jewish Council for Public Affairs
Baltimore, MD
- A **Mr. Arthur L. Coleman**
Deputy Assistant Secretary, Office of Civil Rights, U.S. Department of Education
Washington, DC
- A **Ms. Maria Copeland**
President, Maru Montero Dance Company
- Hon. Deedee McMullen Corradini**
Mayor of Salt Lake City and President, U.S. Conference of Mayors
Salt Lake City, UT
- Ms. Hilda L. Crespo**
Hispanic Working Group on Healthcare
Washington, DC
- A **Mr. Steve Culberston**
Youth Services of America
- A **Dr. Durado Brooks (Substitute for: Ricardo Custodio)**
Harvard Minority Health Policy Fellow, Commonwealth Fund, Harvard University
- A **Judge David Davidson**
Chairman, Union of American Hebrew Congregations
Washington, DC
- Ms. Marydale Debor**
New York, NY
- Ms. Adriana DeKanter**
Deputy Director, Planning and Education Service, Department of Education
Washington, DC

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REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Ms. Marisa Judith Demeo**
Regional Counsel, Mexican-American Legal Defense and Education Fund (MALDEF)
- A **Mr. Steve DeWitt**
Government Relations Manager, National Association of Secondary School Principals
Washington, DC
- A **Honorable James H. Dillard**
- A **Ms. Kathy Doherty**
Planning & Evaluation Services, Office of the Under Secretary of Defense/Acquisition
Washington, DC
- Ms. Ingrid M. Duran**
Washington Director, National Association of Latino Elected and Appointed Officials
Washington, DC
- A **Mr. Kevin Patrick Dwyer**
President, National Association of School Psychologists
Bethesda, MD
- Dr. Ramona H. Edelin**
President & CEO, National Urban Coalition
Washington, DC
- A **Ms. Lorraine P. Edmo**
Executive Director, National Indian Education Association
Alexandria, VA
- A **Ms. Patsy Kay Edwards**
Assistant Director, National Center for Community Education
- A **Mr. Donald L. Ernst**
Director of Governmental Affairs, Association for Supervision and Curriculum Division
- A **Mr. Arnold F. Fege**
President, Public Advocacy for Kids
Washington, DC
- A **Ms. Emily Felt**
Legislative Associate, National Council of Jewish Women
Washington, DC
- A **Ms. Susan C. Ferguson**
Chair, National Coalition for Parent Involvement in Education
Washington, DC
- A **Mr. Ronald H. Field**
Vice President for Public Policy, Volunteers of America
- A **Dr. Martha J. Fields**
Executive Director, National Association of State Directors of Special Education
Alexandria, VA
- A **Mr. Andrew Mark Finch**
Assistant Director of Government and Public Affairs, American Association of Museums
Washington, DC

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REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Mr. John Forkenbrock**
Executive Director, National Association of Federally Impacted Schools
- A **Mrs. Donna Fowler**
Director of Public Affairs Department, American Federation of Teachers
Washington, DC
- A **Hon. Diane B. Frankel**
Director, Institute of Museum & Library Services
Washington, DC
- A **Honorable Thomas Gaffey**
- A **Ms. Mary Gordon**
Director, National Black Congress of Local Elected Officials
Washington, DC
- A **Ms. Susan P. Gorin**
Executive Director, National Association of School Psychologists
Bethesda, MD
- A **Ms. Ruth Granados**
Director of Policy, National Association for College Admission Counseling
Washington, DC
- A **Dr. Nancy Grasmick**
State Superintendent of Schools, Maryland Department of Education
Baltimore, MD
- A **Ms. Simone Green**
Associate Director, Rainbow/PUSH Coalition Washington Bureau
Washington, DC
- A **Mr. Travis Hardmon**
Executive Director, National Child Daycare Association
Washington, DC
- A **Ms. Nancy Valentine Harper**
Leader, National 4H
Washington, DC
- A **Ms. Sheila Harvey**
Department of Education, Office of Civil Rights
- Ms. Susan Haspel**
VP, Community Relations and Public Affairs, NBC
New York, NY
- A **Dr. Thomas Francis Hehir**
Director for the Office of Special Education Programs, Department of Education
Washington, DC
- A **Hon. Henry Heller**
Delegate, Maryland General Assembly
- A **Mr. Wade J. Henderson**
Executive Director, Leadership Conference on Civil Rights
Washington, DC

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REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

Mr. Sterling Henry
Special Assistant to the Director, White House Initiative on Historical Black Colleges & Universities,
Department of Education
Washington, DC

A **Dr. Paul D. Houston**
Executive Director, American Association of School Administrators
Arlington, VA

Ms. Della M. Hughes
Executive Director, National Network of Runaway & Youth Services
Washington, DC

A **Ms. Ann-Marie Hughey**
Executive Director, National Council on Independent Living
Arlington, VA

A **Mr. Andrew Imparato**
General Counsel, National Council on Disability
Washington, DC

A **Mr. Bernard Jarvis**
Chief Financial Officer, Summit Foundation

A **Ms. Starla Jewell-Kelly**
Executive Director, National Community Education Association
Fairfax, VA

A **Ms. Judith Johnson**
Deputy Secretary, Department of Education
Washington, DC

A **Ms. Catherine Jovicich**
Department of Education, Office of Elementary and Secondary Education

Ms. Michele Kahn
Xerox
Washington, DC

A **Ms. Lynn Katzen**
Associate Director, Baltimore Jewish Council
Baltimore, MD
Guest: Ms. Barbara Berg

A **Mr. Ed Kealy**
Executive Director, Committee for Education Funding

Mr. Thomas Kerner
National Association of Secondary School Principals

A **Ms. Kristi L. Kimball**
Conference Assistant, Deputy Secretary, U.S. Department of Education
Washington, DC

A **Mr. John M. Kristy**
Assistant General Counsel for Legislation, Department of Education, Office of the General Counsel
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

Ms. Laurie Lang
The Walt Disney Company

Mr. Ivan Lanier
Executive Director, National Black Caucus of State Legislators
Washington, DC

Mr. Quentin R. Lawson
Executive Director, National Alliance of Black School Educators
Washington, DC

A **Ms. Catherine W. LeBlanc**
Executive Director, White House Initiative on Historical Black Colleges & Universities, Department of Education
Washington, DC

Mr. Jin-Sook Lee
National Korean American Service & Education Consortium

A **Ms Mary Jean LeTendre**
Director, Compensatory Education Programs, Department of Education
Washington, DC

Ms. Sheila Lewis
Membership and Program Specialist, Girl Scouts of America

A **Ms. Laurie Lipper**
Director, The Children's Partnership
Washington, DC

Ms. Sarah Lisenby
Chief of Staff, Office of Elementary and Secondary Education

A **Ms. Patricia Loera**
National Association for Bilingual Education
Washington, DC

A **Dr. Joan Lombardi**
Deputy Assistant Secretary for Policy & External Affairs, US Department of Health and Human Services,
Washington, DC

A **Dr. Richard Long**
Washington Representative, International Reading Association
Washington, DC

A **Ms. Maria Lopes**
Executive Director, National Association of Black County Officials
Washington, DC

A **Mr. John Luczack**
Department of Education, Office of the Deputy Secretary

A **Mr. Robert V. Mahaffey**
Director of Communications, The National Association of Secondary School Principals
Reston, VA

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Ms. Justine Maloney**
Washington Representative, Learning Disability Association of America
Arlington, VA
- A **Mr. Paul Arthur Marchand**
Director of Governmental Affairs, The Arc
Washington, DC
- A **Ms. Deena Margolis**
Fellow, Department of Education
Washington, DC
- Mr. William Marshall**
President, Progressive Policy Institute
Washington, DC
- Dr. Prema Mathai-Davis**
National Executive Director, Young Women's Christian Association
New York, NY
- A **Ms. Maryln McAdam**
Washington Representative, National HEP-CAMP Association and National Association for Migrant Education
Washington, DC
- Mr. Robert McAlpine**
Director of Government & Policy, National Urban League
Washington, DC
- A **Ms. Sally McConnell**
Director of Government Relations, National Association of Elementary School Principals
- A **Mr. Kent McGuire**
Assistant Secretary for Research & Improvement, Department of Education
Washington, DC
- Ms. Roseline McKinney**
Executive Director, Delta Sigma Theta Sorority
Washington, DC
- A **Ms. Gail McStadden**
Legal Analyst, National Association of Federally Impacted Schools
- A **Mr. Jonathan Melegrito**
National Federation of National Filipinas Associations
Kensington, MD
- A **Mr. Daniel W. Merenda**
President, National Association of Partners in Education
Alexandria, VA
- Ms. Kathryn Montgomery**
President, Center for Media Education
Washington, DC
- A **Ms. Evelyn K. Moore**
President, National Black Child Development Institute
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Ms. Cecilia Munoz**
National Council of La Raza
- Mr. Richard Murphy**
Center for Youth Development & Policy Research
Washington, DC
- A **Ms. Laura Nakatani**
Consultant, NACCRA
Washington, DC
- A **Mrs. Katherine Neas**
Assistant Vice President, Easter Seals
- Mr. Sanford A. Newman**
President, Fight Crime: Invest in Kids
Washington, DC
- A **Mrs. Suzanne Jean Noonan**
Director of Public Policy, Camp Fire Boys & Girls
- A **Ms. Olive O'Donnell**
Director, Parenting is Prevention Project
Washington, DC
- A **Mr. Kiyoshi Patrick Okura**
President, Okura Mental Health Leadership Foundation
Bethesda, MD
- A **Mr. Joel C. Packer**
Senior Professional Associate for Government Relations, National Education Association
Washington, DC
- A **Mr. Kent Pikel**
Office of the Deputy Secretary, Department of Education
Washington, DC
- A **Mrs. Nancy Perry**
Executive Director, American School Counselors Association
- Ms. Karabelle Pizzigatti**
Director, Public Policy, Child Welfare League of America
- A **Ms. Valena W. Plisko**
Division Director, Planning & Evaluation Services, Department of Education, Office of the Under Secretary
Washington, DC
- A **Mr. Jarle Crocker (Substitute for: William Potupchuck)**
- A **Mr. Daniel Privus**
Executive Director, National Council of Nonprofit Associations
Washington, DC
- A **Ms. Susan Prokop**
Associate Advocacy Director, Paralyzed Veterans of America
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Mr. Gordon Alfred Raley**
President/CEO, National Assembly of Health and Human Services Organization
- A **Ms. Heidi Ramirez**
Department of Education, Office of the Deputy Secretary
- A **Ms. Edna Ranck**
Director, National Association of Child Care Resources
Trenton, NJ
- A **Mr. Curtis Richards**
Deputy Assistant Secretary, Office of Special Education and Rehabilitative Services
Washington, DC
- A **Ms. Sullivan Robinson**
Executive Director, Congress of National Black Churches, Inc.
Washington, DC
- A **Dr. Wilma J. Roscoe**
Vice President, National Association of Equal Opportunity in Higher Education
Washington, DC
- A **Ms. Bella Rosenberg**
Assistant to the AFT President, American Federation of Teachers
Washington, DC
- A **Mr. Philip Rosenfelt**
Department of Education, Office of the General Counsel
- A **Mrs. Ana Ruiz-Salazar**
Program Coordinator, MANA - A National Latina Organization
- A **Dr. Bruce Ramirez (Substitute for: Nancy Safer)**
- A **Ms. Maria Salvadore**
Coordinator of Children's Services, District of Columbia Public Library
Washington, DC
- A **Ms. Judy L. Samelson**
Consultant, Charles Stewart Mott Foundation
Flint, MI
- A **Ms. Marlina Sanz**
Education Policy, National Association of Counties
Washington, DC
- Ms. Michelle Seligson**
Executive Director, National Institute on Out of School Time, Wellesley College
Wellesley, MA
- A **Mr. Hilary O. Shelton**
Deputy Director, National Association for the Advancement of Colored People (NAACP)
Washington, DC
- A **Mr. David Lawrence Shreve**
Committee Director, Education, Labor and Job Training Committee, NCSL
Washington, DC

REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Mr. Eric J. Smith**
Superintendent, Charlotte-Mecklenburg Schools
Charlotte, NC
- A **Ms. Patricia McGill Smith**
Executive Director, National Parent Network on Disabilities
Washington, DC
- A **Mr. Gerald Stroufe**
Director of Government Relations, American Education Research Association
Washington, DC
- Ms. Rhea F. Starr**
Child Care Advocate, YWCA of U.S.A.
Lancaster, PA
- A **Mr. Robert Stonehill**
Director of 20th Century Community learning Program, Department of Education
- A **Ms. Carla B. Taylor**
Senior Public Policy Analyst, National Black Child Development Institute
Washington, DC
- A **Dr. Gerald N. Tirozzi**
Assistant Secretary, Elementary and Secondary Education, U.S. Dept. of Education
Washington, DC
- A **Ms. Jennifer Torres-Lewis**
Director of Public Policy, National Puerto Rican Coalition
- Dr. C. Delores Tucker**
National Chair and Convening Founder, National Political Congress of Black Women
Washington, DC
- A **Ms. Yasmina Vinci**
Executive Director, National Association of Child Care Resource and Referral Agencies
Washington, DC
- A **Ms. Carmen Delgado Votaw**
Senior Vice President for Public Policy, Alliance for Children and Families
Washington, DC
- A **Ms. Evelyn Porreca Vuko**
Teacher Says, The Washington Post
Washington, DC
- A **Ms. Selena Walsh**
Director of Policy and Communications, League of United Latin American Citizens
Washington, DC
- Ms. Jane Robinson Ward**
Director, Programs and Administration, National Council of Nonprofit Associations (NCNA)
Washington, DC
- A **Ms. Ruth Wattenberg**
Director of Educational Issues Department, American Federation of Teachers
Washington, DC

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REPORT DATE: January 6, 1999
REPORT TIME: 5:54 PM

Accepts and No Responses

- A **Dr. Brenda L. Welburn**
Executive Director, National Association of State Boards of Education
Alexandria, VA
- A **Ms. Melissa Perlees (Substitute for: Eric Wentworth)**
- A **Ms. Laura A. Wilcox**
Assistant Director, American Association of School Administrators
Washington, DC
- A **Ms. Susan Wilhelm**
Special Assistant, Department of Education
- A **Mr. Brent A. Wilkes**
Executive Director, League of United Latin American Citizens
Washington, DC
- A **Dr. Barbara Willer**
Director of Public Affairs, National Association for the Education of Young Children
Washington, DC
- A **Ms. Mildred Wurf**
Director of Public Policy, Girls Incorporated
Washington, DC
- A **Mr. Charles Yancey**
Councilman and President, NBC-LEO
Boston, MA
- A **Mr. Richard Yep**
Interim Executive Director, American Counseling Association
Alexandria, VA
- A **Mr. Steve Yurik**
National Association of Secondary School Principals
- A **Ms. Karen Zauber**
National Endowment for the Arts
Washington, DC

RECEPTION FOR BARBARA BOXER-1/7/99

Aycock-Burr, Virginia & Ralph
Becker, Michael
Bettles, Tracy
Bott, Stephanie & Nathan McLemore
Staff

Boxer, Doug & Amy Lynch
Browner, Carol & Mike Podhorzer
Chapman, Sam & Sarah
Conrad, Kent & Lucy Calautti
Daley, William
De Nevers, Jackie & Vince
DeNevers, Michelle & Branco Milanovic
Dooley, Cal & Linda
Downey, Chris & Tom
Farar, Sim & Debbie
Feinstein, Dianne
Filner, Bob
Girardi, Tom & Erica Cachoy
Gordon, Barbara
Greenfield, Richard & Peggy
Grossman, Michael & Margaret
Holdstein, Russ & Susan
Houchen, Nancy
Landau, Susan
Lautenberg, Frank
Lipson, Linda & Steve Stoltz

ATLA

Littman, Alan & Tracy
Littman, Gloria & Paul
Nimoy, Sandy
Ohleyer, Terry & Michael
Olick, Karen & John Gibson
Staff

Pelosi, Nancy & Paul
Rappaport, Bernie & Audre
Reid, Harry & Landra
Rhodes, Max & Florence
Rodham, Tony & Nicole
Russo, Marty & Karen
Sauers, Margot
Schwartz, Allen
Silvershine, Arnie & Sue
Silvershine, Bennett & Marilyn

Silvershine, Lee
Silvershine, Milt & Joyce
Sturdevant, Jim & Theresa & 2 daughters
Tankersley, Liz & Brian
Staff
Thorner, Todd
Vail, Mary
Waxman, Henry & Janet
Wollack, Dick
Cuomo, Andrew
Millender, McDonald Juanita

Remarks

FIRST LADY HILLARY RODHAM CLINTON

AFTER SCHOOL EVENT

THE WHITE HOUSE

JANUARY 7, 1999

What about Conference we had at WH?

IT'S A GREAT PLEASURE TO JOIN THE PRESIDENT, THE VICE PRESIDENT, AND EDUCATION SECRETARY RILEY IN WELCOMING ALL OF YOU TO THE WHITE HOUSE. IT'S PARTICULARLY APPROPRIATE -- AS WE WELCOME IN A NEW YEAR -- AND LOOK FORWARD TO THE EXTRAORDINARY OPPORTUNITIES OF THE 21ST CENTURY -- THAT WE FOCUS HERE TODAY ON THE KEY THAT UNLOCKS ALL OTHERS -- THE EDUCATION OF OUR CHILDREN AND SUPPORT FOR OUR FAMILIES.

I'M PLEASED THAT SO MANY LEADERS WHO CARE SO MUCH ABOUT AMERICA'S CHILDREN AND FAMILIES, AND WHO HAVE WORKED SO HARD ON THEIR BEHALF, ARE HERE WITH US TODAY; ELECTED OFFICIALS; EDUCATION LEADERS; AND CHILD ADVOCATES.

I WANT TO THANK THE MOTT FOUNDATION, WHICH HAS BEEN SUCH A STRONG PARTNER WITH US ON BEHALF OF OUR YOUNG PEOPLE. AND A SPECIAL WELCOME TO LISSETTE MARTINEZ AND HER HUSBAND, LEONARD, WHO HAVE COME HERE FROM CHICAGO TO TELL US ABOUT HOW THEIR DAUGHTER HAS BENEFITTED FROM AFTER SCHOOL AND SUMMER SCHOOL PROGRAMS IN HER COMMUNITY. THANK YOU ALL FOR BEING HERE.

WE HAVE COME TOGETHER TODAY TO RESPOND TO SOME OF THE DEEPEST CONCERNS THAT THE MARTINEZ FAMILY AND MILLIONS OF WORKING PARENTS ACROSS THE COUNTRY WORRY ABOUT EVERY SINGLE DAY: ARE OUR CHILDREN SAFE AFTER THE LAST SCHOOL BELL RINGS?

DO THEY HAVE A WARM, SECURE PLACE TO GO IN THE AFTERNOON? CAN SOMEONE HELP THEM WITH THEIR HOMEWORK? ARE THEY LONELY, OR IN TROUBLE? WILL THEY BE THERE WHEN I GET HOME? WHO OF US HASN'T HAD SUCH WORRIES?

IT HASN'T ALWAYS BEEN THIS WAY. LIKE MANY OF YOU, WHEN I CAME HOME AFTER SCHOOL, THERE WERE ALWAYS PLACES TO PLAY, AND PARENTS AT HOME OR IN THE NEIGHBORHOOD TO WATCH OVER US.

BUT SO MUCH HAS CHANGED. NOW, OVER 28 MILLION SCHOOL-AGE CHILDREN HAVE BOTH PARENTS OR THEIR ONLY PARENT IN THE WORKFORCE -- AND AT LEAST 5 MILLION CHILDREN -- POSSIBLY TRIPLE THAT NUMBER -- ARE LEFT ALONE AT HOME EACH WEEK.

WE KNOW ALL TOO WELL WHAT THE CONSEQUENCES
OF THOSE UNSUPERVISED HOURS CAN BE, AND
UNFORTUNATELY -- PARENTS HAVE EVERY REASON TO
WORRY. BETWEEN THE HOURS OF 2 AND 8 P.M. -- KIDS ARE
FAR MORE AT RISK OF BEING VICTIMS OF VIOLENCE.
LATCHKEY CHILDREN ARE ALSO MORE LIKELY TO ABUSE
DRUGS AND ALCOHOL; BE INVOLVED IN JUVENILE CRIME;
GET POOR GRADES; AND EVEN DROP OUT OF SCHOOL.

I'M PLEASED THAT AS A RESULT OF THE HARD WORK
OF THIS PRESIDENT AND THIS ADMINISTRATION -- AND
MANY OF THE PEOPLE HERE TODAY -- WE ARE DOING A
MUCH BETTER JOB OF GIVING WORKING PARENTS PEACE OF
MIND -- BY GIVING MORE AND MORE CHILDREN A SAFE
PLACE TO GO AFTER SCHOOL -- A PLACE THAT ALSO HELPS
THEM LEARN.

IN AN ELEMENTARY SCHOOL THAT'S PART OF
CHICAGO'S CITYWIDE LIGHTHOUSE PROGRAM, IN AFTER
SCHOOL CENTERS IN BALTIMORE RUN BY THE POLICE
ATHLETIC LEAGUES, IN A PARENT-LED KID'S PROGRAM IN
DANVILLE, CALIFORNIA -- I'VE SEEN FIRSTHAND HOW
AFTER SCHOOL PROGRAMS ARE KEEPING OUR CHILDREN
OUT OF HARM'S WAY -- AND ON THE RIGHT TRACK.

WITH TUTORING. WITH SOCIAL ACTIVITIES. WITH
SPORTS AND COMPUTER TRAINING AND ARTS CLASSES.
WITH CARING ADULTS TO PICK KIDS UP WHEN THEY'VE
FALLEN -- AND CHEER THEM ON UNTIL THEY TRIUMPH.
AFTER SCHOOL AND SUMMER PROGRAMS ARE HELPING
KIDS SUCCEED -- NOT ONLY IN LIFE -- BUT IN THE
CLASSROOM.

IN COMMUNITY AFTER COMMUNITY -- THE EVIDENCE
SHOWS THAT KIDS WHO PARTICIPATE IN THESE PROGRAMS
DO BETTER IN SCHOOL.

WE ALSO KNOW THAT PARTICULARLY FOR CHILDREN
AT RISK -- THESE PROGRAMS CAN BE THE DIFFERENCE
BETWEEN LIVES OF ACCOMPLISHMENT, AND LIVES OF
HOPELESSNESS AND FAILURE. AND FOR PARENTS, THEY
CAN BE THE DIFFERENCE BETWEEN HAVING PEACE OF MIND
-- AND WORRYING ABOUT THE WELL BEING OF THEIR
CHILDREN.

TODAY, WE WILL HEAR ABOUT THE ADMINISTRATION'S PROPOSALS TO DRAMATICALLY EXPAND AFTER SCHOOL PROGRAMS AROUND THE COUNTRY -- BY BUILDING ON THE SUCCESSES OF THE ADMINISTRATION'S 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAM.

IT'S NOW MY GREAT PLEASURE TO INTRODUCE ONE OF AMERICA'S MOST TIRELESS ADVOCATES ON BEHALF OF OUR CHILDREN. NO ONE KNOWS MORE ABOUT HOW IMPORTANT IT IS TO INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN. AND NO ONE IS MORE COMMITTED TO ENSURING AMERICA'S YOUNG PEOPLE THRIVE IN SCHOOL -- AND AFTER SCHOOL -- SECRETARY RILEY.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**9/17/97: CHARTER SCHOOLS
EVENT**

Divider Title: _____

THE WHITE HOUSE

WASHINGTON

September 17, 1997

CHARTER SCHOOLS EVENT

DATE: September 20, 1997
LOCATION: San Carlos Charter Learning Center
BRIEFING TIME: 9:30 am - 10:00 am
EVENT TIME: 10:30 am - 11:50 am
FROM: Bruce Reed

I. PURPOSE

To demonstrate your commitment to charter schools and highlight the success charter schools are having throughout the state of California. This is an opportunity to reiterate your veto threat made public in your weekly radio address just hours before this event, and urge Congress to continue funding for charter schools and other education initiatives.

II. BACKGROUND

You will participate in a round table discussion with charter school administrators, teachers, parents, and students from six charter schools in California. The event will take place on the fifth anniversary of the nation's second charter school law, which passed with bipartisan support and was signed by Governor Wilson on September 20, 1992. The San Carlos Charter Learning Center was the first school in the state to receive a charter. This will be your second visit to a charter school as President. Two years ago you visited the O'Farrell Community Charter School in San Diego.

In your opening remarks, you will be announcing \$40 million in new and continuing grants for charter schools. California will be receiving \$3,399,959. The grants will be used primarily for planning and start-up costs. They can also be used for curriculum development, teacher training, technology, assessment development, and dissemination of best practices between charters and the rest of the public school system. Earlier this summer, \$6 million in charter school grants were also released.

When you first took office there was only one charter school in the nation, and only two states had enacted charter school laws -- Minnesota and California. As a result of your leadership, there are now approximately 700 charter schools open this fall, and a total of 29 states and D.C. that have charter school laws.

In 1994, you signed into law the first federal charter schools program as part of the reauthorization of the Elementary and Secondary Education Act. The program has grown from \$6 million in FY 1995 to \$51 million in FY 1997. In your FY98 budget proposal, you requested \$100 million to support the development of approximately 900-1000 charter schools.

As you know, the Gorton Amendment, which recently passed the senate, would block grant the charter schools program and eliminate targeted support for charter schools. Today, Congressman Hoekstra pulled the House version of the Gorton Amendment off the floor, and the issue will now need to be addressed in conference.

The Gorton Amendment would also block grant education technology grants, such as those released last week by the Department of Education. The Department announced the award of \$18.5 million for 19 new education technology grants in 14 states -- including grants to four partnerships in California.

Two years ago this week, you met with information industry leaders in San Francisco to launch your education technology initiative and announce your commitment to connect every classroom to the Internet by the year 2000. At this event you challenged information industry leaders to help meet this goal. Oracle CEO Larry Ellison, who will participate in this round table, attended this meeting and has since made a commitment to contribute \$100 million to this cause. Just two days before your visit, Oracle will hold an event in Los Angeles to announce that it will furnish the 100 poorest schools in Los Angeles with computers in every classroom.

Currently 65% of schools are connected to the Internet, which is almost double to the number of schools connected in 1994. The number of classrooms have quadrupled in this time period. In addition, the FCC has now approved the e-rate, which will provide \$2.25 billion a year beginning next January to help ensure that every classroom and library will be connected to the Internet.

III. PARTICIPANTS

- Representative Anna Eshoo
- Don Shalvey, Superintendent, San Carlos School District
- Elise Darwish, Principal, San Carlos Charter Learning Center
- Sue Bragato, Parent and Founder of the San Carlos Charter Learning Center, and Executive Director of the California Network of Educational Charters
- Gregory Miller, Student, San Carlos Charter Learning Center
- Larry Ellison, Chairman and CEO, Oracle Corporation
- Yvonne Chan, Principal, Vaughn Next Century Learning Center, San Fernando
(*She previously participated in the Family Conference.)
- Mark Kushner, Principal, Leadership High School, San Francisco
- Jose Maya, Student, Leadership High School
- Jonathan Williams, Founder and Principal, Accelerated Charter School, South Central, L.A.
- Betty Soto, Parent, Accelerated Charter School
- Ginger Hovenic, Teacher, Clear View Elementary School, San Diego.
- Tom Ruiz, Teacher/Founder, International Studies Charter School, San Francisco

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- You will be announced onto the stage accompanied by the First Lady, Superintendent Don Shalvey, and School Principal Elise Darwish.
- Principal Elise Darwish will make welcoming remarks and introduce the First Lady.
- The First Lady will make remarks and introduce Superintendent Don Shalvey.
- Don Shalvey will make remarks and introduce you.
- You will make remarks.
- At the conclusion of your remarks you will take your seat at the round table. All other participants will already be seated.
- Superintendent Don Shalvey will make brief opening remarks and serve as the moderator for the discussion.
- Each participant seated at table will make brief remarks and you and the First Lady will have an opportunity to ask follow up questions to each of them. (See attachment for sequence of speakers and suggested follow up questions.)

VI. REMARKS

Remarks provided by Speechwriting.

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View Related Topics

September 21, 1997, Sunday; Fifth Edition

SECTION: NEWS; Pg. A-12

LENGTH: 1385 words

HEADLINE: Clintons tout charter schools in San Carlos;
After dropping Chelsea off, they focus on education and fund-raisers

SOURCE: OF THE EXAMINER STAFF

BYLINE: JULIAN GUTHRIE

DATELINE: SAN CARLOS

BODY:

Using the state's first independent public school as a backdrop, President Clinton pledged \$ 40 million Saturday to establish similar charter schools nationwide, with \$ 3.4 million going to California.

Although the day began in San Carlos with a promise of more money for public schools, it ended as a lucrative, high-profile jaunt for the president and first lady, who raked in an estimated \$ 1 million from three Democratic Party fund-raisers.

"I want to keep working on education until every school in the nation is like this San Carlos charter school," Clinton said at a two-hour round-table held in the gymnasium of the **San Carlos Charter Learning Center**, opened in September 1994.

Describing charter schools as a place where "red tape is low and expectations are high," Clinton affirmed his commitment to establish at least 3,000 charter schools by 2000. Charter schools are tuition-free and publicly funded but not bound by the state's education code.

In addition to the \$ 40 million grant, which comes from the U.S. Department of Education, Clinton has proposed doubling federal funding for them to \$ 100 million in 1998.

First lady **Hillary Rodham Clinton**, also championing independent public schools as "test kitchens" for educational reform, took the opportunity to share with the crowd sentimental asides.

"We are delighted to be here," she said to the assembled parents, educators and business, sitting in the gymnasium. "As you know, we just dropped our daughter off at Stanford and we are looking for any kind of diversion."

The Clintons recalled how they had spent a "bittersweet" day at Stanford, moving Chelsea into her dorm, meeting other parents, attending the convocation and an all-school dinner.

Throughout Saturday, both the president and first lady acted very much like the first mom and first dad, talking frequently about the "empty nest" and the "need for diversions."

Fortunately, the first couple had scheduled one diversion after the other, beginning early Saturday with the education forum, followed by three back-to-back fund-raisers before they were scheduled to depart on Air Force One from the San Francisco airport late in the day.

At the San Carlos gathering, President Clinton, dressed in a dark suit and tie and looking especially

ruddy complexioned, as though he'd forgotten to wear sunscreen the day before, listened intently as educators, business leaders and students spoke of the merits of charter schools.

Oracle Corporation CEO Larry Ellison, part of the round-table, announced that his company would provide \$ 100million worth of network computers to the 100 poorest schools in California over 18 months.

Rep. Anna Eshoo, D-Atherton, said charter schools are one part of the process of turning the nation's schools around. Eshoo said, "We need to overhaul a system that needs help and we can do that by making a difference community by community."

Don Shalvey, superintendent of the San Carlos School District, said charter schools not only provide students with personalized learning, they also give parents a variety of philosophies and curricula from which to choose.

"This is a laboratory to study potential educational innovations," Shalvey said. "We have flexible staffing, scheduling and kids have personalized learning plans."

An especially strong component of the San Carlos Charter, which opened in 1994 with 85 students and now has 139 children in kindergarten through eighth grade, is the commitment from parents to volunteer at least 80 hours a year.

An estimated 770 charter schools are operating in the United States, with 128 in California serving 53,000 students. Minnesota was first to establish a charter school in 1991, followed by California.

President Clinton recounted that when he took office, there was one charter school in operation and only two states with a charter law, compared with today's figure of 29 states and the District of Columbia.

Clinton's push to double funding for charter schools has been threatened by the Gorton Amendment, passed in the Senate by a margin of 51 to 49, which would eliminate the present charter school funding program and turn it into a block grant. Every state would get a block of money, regardless of whether a charter school is proposed.

"If this provision makes it into a final bill, I will veto it," Clinton said of the Gorton Amendment.

The first lady echoed her husband's ardent commitment to independent public schools, saying, "Charters should not be seen as a threat to public education. What the President wants is for every school to act like a charter school."

This was good news to the kids, families and teachers who had gathered inside and around the school.

Alicia DeSantiago, who teaches a mixed-grade class with 19 kindergarten and first-grade students, said she appreciates the school because of parental support, and because of the freedom she has to reshape class curriculum.

"We have parents who are Stanford Ph.D.s who come in and teach math, " DeSantiago said. "We have parents who work in Silicon Valley and teach kids about designing their own software games."

Another kindergarten-first grade teacher, Margie Manor, said she is impressed by the school's personalized learning plans, in which individualized academic goals are set for each student based on strengths and weaknesses.

From the hot, suburban streets of San Carlos, the president and first lady were driven directly to swanky Postrio restaurant in San Francisco for a Democratic National Committee business council lunch.

An estimated 80 people paid \$ 10,000 a head to break focaccia with Bill and Hillary.

Seated in the lower level of the flower-filled room, surrounded by a phalanx of Secret Service agents, dozens of waiters and a covey of White House handlers, the attendees included former state Sen. Art Torres, the head of the California Democratic Party; Mayor Brown; San Francisco Supervisor Gavin Newsom; and Democratic National Committee activist Alicia Wang.

Sitting to Clinton's right was Susie Tompkins Buell, founder of Esprit and a wealthy Democratic contributor.

President Clinton, referring to leaving Chelsea at Stanford, said, "I think I came here 30 times in my first term. I don't know if I can come here any more than that."

Laughing and looking in the direction of Mayor Brown, he added, "If I did, he'll have me paying taxes in San Francisco."

From there, the president talked on an eclectic array of subjects, ranging from education to the expansion of NATO.

He also quoted from scripture, saying, "Where there is no vision, people perish," and went on to praise three world leaders who have exhibited political prescience, Russian President Boris Yeltsin, Israel's slain Prime Minister Yitzhak Rabin and South African President Nelson Mandela.

"As we look to the future, this isn't the time for America to sit on our laurels," he said. "No change will occur unless we imagine it."

After more philosophical musings, it was time for the first couple, who had been running 30 minutes late for everything, to move on.

The Clintons paid a visit to a meeting of the Saxophone Club, a nationwide group of young Democrats, at the Fairmont Hotel. A couple of hundred people paid \$ 125 each for a chance to see the president, who vowed to work hard, through the last hour of the last day of his presidency.

"I love the Saxophone Club," he said. "It gives people without a lot of money a chance to participate . . . I want this country to be a place where everybody who will work for it will have a chance to live their dreams."

The president made an unplanned stop at the house of comedian Robin Williams to celebrate the birthday of his 75-year-old mother, Laurie Williams.

Then he headed to the Seacliff mansion of 32-year-old Halsey Minor, founder and CEO of CNET.

About 30 people attended the dinner, including Apple founder Steven Jobs and Sen. John Kerry, D-Mass., paying up to \$ 50,000 each. The president said he wanted to talk about the future of technology in the country.

"Hillary and I are trying to get used to our first 48 hours of the empty nest syndrome," Clinton told the crowd. "So we found the youngest couple we could to host this dinner."

GRAPHIC: PHOTO (EXAMINER / CHRISTINA KOCI HERNANDEZ)

Caption 1, The Clintons react on learning that **San Carlos Charter Learning Center** Principal Elise Darwish, right, gave birth to a daughter just 11 days ago.

LANGUAGE: English

LOAD-DATE: September 22, 1997

Clinton Presidential Records Digital Records Marker

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**10-1-97 Quantico
Child Care Event**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, OCTOBER 1, 1997
FINAL

MIAMI, FL/QUANTICO, VA/WASHINGTON, D.C.

MIAMI	JIM LOFTUS	RM#800
LEAD ADVANCE:	BILTMORE HOTEL	
	305/445-1926	PHONE
	305/913-3159	FAX
	202/757-9207	CELL PHONE

SITE ADVANCE:	CHRIS WAYNE	RM#330
	202/395-1608	CELL PHONE
	MWITU NDUGU	RM#1104
	202/395-2103	CELL

PRESS LEAD:	SHARON KENNEDY-GILL	RM#1203
RON ADVANCE:	BEN METSCH	

QUANTICO		
LEAD ADVANCE:	SARAH FARNSWORTH	
	202/387-3768	HOME

SITE ADVANCE:	WENDY ARENDS	
	202/518-8209	HOME
	TRACY OLMSTEAD	

PRESS ADVANCE:	BEN AUSTIN	
	202/223-5220	HOME

SCHEDULER:	JAYCEE PRIBULSKY	
	202/456-2922	OFFICE
	202/456-5340	FAX
	202/544-4123	HOME
	WHCA PAGER	#4797

PREV RON	Biltmore Hotel
	Miami, FL

BAGGAGE CALL WILL BE AT 9:00AM OUTSIDE KIM WIDDESS' ROOM
--

9:00am	DEPART Biltmore Hotel
	EN ROUTE Children's Center at Baptist Hospital
	[drive time: 35 minutes]

9:35am **ARRIVE** Children's Center at Baptist Hospital

Greeters:

- Cory Gold, Executive Director, Children's Center at Baptist Hospital
- Ms. Jo Baxter, Corporate Vice President of Marketing, Baptist Hospital
- Phyllis Oeters-Pena, Director of Government and Corporate Relations, Baptist Hospital
- Alex Pinelas, Mayor of Miami

9:40am- **TOUR OF CHILDREN'S CENTER AT BAPTIST HOSPITAL**

9:55am Children's Center at Baptist Hospital

8900 North Kendall Drive

Miami, FL

HRC Hold: Director's Office

Phone: 305/596-1960 ext. 6961

Fax: 305/273-2452 273-2500

OPEN PRESS (FOR THE SECOND CLASSROOM)

- The First Lady, accompanied by Cory Gold, Jo Baxter, and Alex Pinelas, tours the infant classroom.

CLOSED PRESS

- The First Lady, accompanied by Cory Gold, Jo Baxter, and Alex Pinelas, tours the pre-school classroom where children perform a song.

OPEN PRESS

- The First Lady, accompanied by Cory Gold, Jo Baxter, and Alex Pinelas, tours the toddler classroom.

CLOSED PRESS

PARTICIPANTS: Approx. 20 children in each classroom.

9:55am **DEPART** The Children's Center
EN ROUTE The Baptist Hospital
[drive time: 5 minutes]

10:00am **ARRIVE** The Baptist Hospital
PROCEED to the Third Floor

Greeters:

- Fred Messing, CEO, Baptist Hospital
- Phyllis Oeters-Pena, Director of Government and Corporate

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 1, 1997

PAGE 3

Relations

10:00am- **MEET AND GREET w/ Hospital VIPS**

10:05am Executive Offices
HRC Hold: Conference Room
Phone: 305/273-2500
Fax: 305/273-2452
CLOSED PRESS

PROGRAM:

-- The First Lady will greet guests from left to right in a photo receiving line.

PARTICIPANTS: Approx. 10 people to attend.

10:10am- **CHILD CARE ROUNDTABLE DISCUSSION**

11:10am Auditorium, Children's Center at Baptist Hospital
8900 North Kendall Drive
Miami, FL
HRC Hold: Conference Room
Phone: 305/273-2500
Fax: 305/273-2452
OPEN PRESS

PROGRAM:

-- Joe Chapman delivers welcoming remarks and introduces the participants.

-- The First Lady delivers brief welcoming remarks.

-- An open roundtable discussion focusing on corporate responsibility follows.

NOTE: Joe Chapman will moderate the discussion.

NOTE: Mayor Pinelas will observe the discussion.

PARTICIPANTS: Approx. 10 people will participate.

11:15am **DEPART** Children's Center at Baptist Hospital
EN ROUTE Miami International Airport

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 1, 1997

PAGE 4

[drive time: 40 minutes]

11:55am **ARRIVE** Miami International Airport

12:00pm **WHEELS UP** Miami, FL
Miami International Airport
FBO: Signature Flight Support
Phone: 305/526-6344
Fax: 305/871-1696
CLOSED PRESS

FLIGHT TIME: 2 HOURS 5 MINUTES (NC) MEAL: LUNCH
--

2:05pm **WHEELS DOWN** Manassas Regional Airport/Harry P.
Davis Field
FBO: Falconhead
Phone: 703/361-7267
Fax: 703/361-4413
CLOSED PRESS/CLOSED PUBLIC

2:15pm **DEPART** Manassas Regional Airport/Harry P.
Davis Field
EN ROUTE Quantico Military Base
[drive time: 50 minutes]

3:05pm **ARRIVE** Quantico Military Base, Gate Four

Greeters (at the Child Care Development Center):

- Brigadier General Frances Wilson, Commanding Officer, Quantico
- Judy Rhodes, spouse, Marine Commandant, Quantico
- Sandy Gojekian, Quantico Child Development Programs Administrator
- Lt. Colonel Frank Pote, Principle Deputy Staff Officer for Child Development Programs
- Dr. John Hamre, Deputy Secretary of Defense
- Mrs. Julie Hamre
- Rudy de Leon, Under Secretary of Defense for Personnel and Readiness
- Mrs. Carolyn Shelton, spouse, General Shelton, incoming Joint Chiefs of Staff
- General Richard Neal, Assistant Commandant of the Marine Corps
- Mrs. Zandy Krulak, spouse, Commandant of the Marine Corps
- Mrs. Margaret Dalton, spouse, Secretary of the Navy
- Sandy Riordan, Director, Day Care Center

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 1, 1997

PAGE 5

3:15pm- **VISIT TO CHILD CARE DEVELOPMENT CENTER**
3:35pm Pre-Toddler Room, Child Care Development Center
Quantico Military Base
HRC Hold: Roberta Simpson's Office
Phone: 703/784-4322 ext. 223
Fax: n/a
CLOSED PRESS

PROGRAM:

-- The First Lady, accompanied by Sandy
Riordan, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton,
and Julie Hamre will tour Room 204.

-- The First Lady, accompanied by Sandy
Riordan, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton, and
Julie Hamre will proceed outside to the
playground to visit with the pre-toddlers.

-- The First Lady, accompanied by Sandy
Riordan, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton
and Julie Hamre will tour room 121, the pre-
toddler classroom.

PARTICIPANTS: Approx. 5-10 children in each area.

3:35pm **DEPART** Child Care Development Center
EN ROUTE Russell Elementary School
[drive time: 5 minutes]

3:40pm **ARRIVE** Russell Elementary School

Greeters:

- Samuel Bedford, Principal, Russell Elementary Schools
- Brenda McFerrin, Marine Corps Base SAC Coordinator
- Mrs. Lawanna Mangleburg, Superintendent of VA department of
Defense School Systems
- Dr. Linda Renz, Special Assistant for DOD Domestic Dependent
Elementary and Secondary Schools and Panama/Cuba DOD

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 1, 1997

PAGE 6

Education Activity

-Carolyn Becraft, Deputy Assistant Secretary of Defense for
Personnel, Support, Families and Education

3:45pm- **VISIT TO RUSSELL ELEMENTARY AFTER-SCHOOL PROGRAM**

3:55pm Multi-Purpose Room A, Russell Elementary
School

Quantico Military Base
HRC Hold: Mrs. Byrd's Office
Phone: 703/221-4161 ext. 226
Fax: n/a
OPEN PRESS

PROGRAM:

-- The First Lady, accompanied by Brenda
McFerrin, Dr. John Hamre, Rudy de Leon,
Mrs. Carolyn Shelton, General Richard
Neal, Zandy Krulak, Margaret Dalton,
and Julie Hamre will tour the Russell
Elementary After-School Program.

NOTE: The children will be working on the
following arts and crafts projects:
Beads, Sock Dogs, Masks, and Woodworking.

NOTE: The First Lady will have an opportunity
to sit down with the children working on the
arts and crafts projects.

PARTICIPANTS: Approx. 30 children will be present.

CONTACT: Lt. Col. Frank Pote
703/784-2354

NOTE: The First Lady will walk directly into the Multi-Purpose
Room B.

4:00pm- **ROUNDTABLE DISCUSSION**

5:00pm Multi-Purpose Room B, Russell Elementary

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 1, 1997

PAGE 7

School

Quantico Military Base
HRC Hold: Mrs. Byrd's Office
Phone: 703/221-4161 ext. 226
Fax: n/a
OPEN PRESS

PROGRAM:

- Dr. John Hamre delivers welcoming remarks.
- Each one of the Roundtable Discussion participants introduces themselves.
- The First Lady delivers opening remarks.
- Upon conclusion of the First Lady's remarks, Dr. Hamre introduces Rudy de Leon and Carolyn Becraft to deliver brief remarks on the overall DOD Child Care System.
- Upon conclusion of their remarks, Rudy de Leon introduces Lt. Col. Pote to open the discussion on the Quantico Child Care program.
- The parents representatives and child care providers provide brief observations on the program.
- The participants participate in an open discussion.
NOTE: Carolyn Becraft and Lt. Col. Frank Pote will co-moderate the discussion.
- Upon conclusion of the discussion, the First Lady poses for a group photo with the discussion participants and departs.

PARTICIPANTS: Approx. 10 people to participate in the discussion. (Pls. see briefing book for the complete list)

5:15pm

DEPART Russell Elementary School
EN ROUTE LeJeune Building

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 1, 1997

PAGE 8

5:25pm [drive time: 10 minutes]
ARRIVE LeJeune Building, Catlin Avenue Entrance

Greeters:

- Brigadier General Frances Wilson, Commanding Officer, Quantico
- General Richard Neal, Assistant Commandant of the Marine Corps

5:25pm- **DEPARTURE RALLY**
5:45pm Stage in Front of the LeJeune Building
Quantico Military Base
HRC Hold: Officer of Director of Logistics
Room 117
Phone: 703/784-2599
Fax: 703/784-2974
OPEN PRESS

NOTE: The First Lady will hold briefly upon arrival at the LeJeune Building.

PROGRAM:

-- The First Lady, accompanied by General Richard Neal, Brigadier General Frances Wilson and Dr. John Hamre, proceeds to the stage.

-- General Richard Neal delivers brief remarks and introduces the First Lady.

-- The First Lady delivers brief remarks.

-- Upon conclusion of remarks, the First Lady exits stage right and works a ropeline from right to left.

NOTE: The families of the Quantico staff working on the event are the first group of people in the ropeline.

NOTE: The First Lady will pose for a photo with the Quantico Marine Corps Band on departure.

5:50pm **PARTICIPANTS:** Approx. 300 people to attend.
DEPART Quantico Military Base
EN ROUTE The White House

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, OCTOBER 1, 1997

PAGE 9

[drive time: 1 hour]

6:50pm **ARRIVE** The White House

RON The White House

WEATHER FORECAST FOR MIAMI, FL

-Partly cloudy. Chance of thunderstorms. Highs in the 80s.
Lows in the 70s.

WEATHER FORECAST FOR WASHINGTON, D.C.:

-Mostly sunny. Wind north-northwest at 5 to 12 knots. Low 55.
High 70.

September 30, 1997

QUANTICO CHILD CARE EVENT

DATE:	Wednesday, October 1
TIME:	3:15 pm - 5:45 pm
LOCATION:	Marine Corps Base Quantico, VA
FROM:	Brenda Costello

I. PURPOSE

To visit the Child Care Development Center at Quantico Marine Corps Base, highlighting the Department of Defense model Child Care program and the upcoming White House Conference on Child Care.

II. BACKGROUND

Wednesday's event at Quantico Marine Corps Base is a four-tier event, consisting of a tour of both the Child Development Center and After-School program, a roundtable discussion, and a rally with Base personnel on departure.

Child Development Center

You will tour several rooms in the center (CDC), accompanied by Sandy Riordan, Director of the Child Care Center, Dr. John Hamry, Assistant Secretary of Defense, Mrs. Carolyn Shelton, spouse of General Shelton, and Rudy de Leon, Under Secretary of Defense for Personnel and Readiness. Approximately 5 children will be in the rooms.

After-school program / Russell Elementary school

Your next stop will be at the Russell Elementary School, one of three Department of Defense Domestic Elementary and Secondary Schools located on base, to view the School-Age Care (SAC) program. Again you will be joined by Dr. John Hamry, Carolyn Shelton, and Rudy de Leon, as well as Brenda McFerrin, Marine Corps Base SAC Coordinator. Approximately 30 children, ages 6-12 will be working on arts and crafts projects.

Roundtable Discussion

The purpose of the Roundtable discussion is to highlight a successful child care program. Participants in the discussion are ten parents, child care providers, and Department of Defense representatives. Lt. Col. Frank Pote and Carolyn Becraft, Deputy Assistant Secretary of Defense - Personnel Support, Families and Education will co-moderate the discussion. The discussion will take place in the Multi-Purpose Room of the Russell Elementary School.

Rally

After the tour and discussion you will proceed to a Departure Rally. General Richard Neal, Assistant Commandant of the Marine Corps will open the rally. Approximately 300 base personnel in addition to the Marine Corps Band are expected. You will be presented with a gift as you're introduced. Following your remarks you will work a ropeline and pose for a photo with the Quantico Marine Band.

See attached background on the Military Child Care program.

III. PARTICIPANTS

- The First Lady
- Sandy Riordan, Director of the Child Care Center
- Rudy de Leon, Under Secretary of Defense for Personnel and Readiness-
- Dr. John Hamry, Assistant Secretary of Defense
- Mrs. Carolyn Shelton, spouse of General Shelton
- Brenda McFerrin, Marine Corps Base SAC Coordinator
- Lt. Col. Frank Pote
- Carolyn Becraft, Deputy Assistant Secretary of Defense - Personnel Support, Families and Education
- 10 Roundtable participants (see bios attached)

IV. SEQUENCE OF EVENTS

- See final schedule.

V. PRESS

Child Development Center: Pool press.
After-school program: Open press.
Roundtable Discussion: Open press
Rally: Open press.

VI. REMARKS

Talking points provided by David Shipley.

**Sandra K. Riordan**

Director

Quantico Child Development Center

Mrs. Riordan is the Director of the Quantico Child Development Center. She has eight years of experience working at the Quantico Marine Corps Base in the field of child care. Prior to her appointment as the CDC Director, she held the position of Family Child Care Director.

Mrs. Riordan has 30 years experience in working with children. Upon graduation from Mary Washington College in 1965, she was employed for five years as a Child Welfare Worker. Mrs. Riordan worked in preschools and directed her own preschool while her own children were young.

Mrs. Riordan was born and raised on a farm in South Central Virginia. She is married to a retired Marine Officer and the mother of four children.

She currently resides in Dumfries, Virginia.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. bio	re: Staff Sgt LeRoy Head, Jr. [partial] (1 page)	09/26/1997	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #5 [Binder] [2]

2013-0534-S

rc1454

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[0037]

Staff Sgt LeRoy Head, Jr. is currently assigned to Brig Co., Security Bn, Quantico, VA. He was born (b)(6) and graduated from Brooks Co. High School in 1984. He joined the USMC in April 1987 and attended Boot Camp at Parris Island, SC. Upon graduation, he attended Military Police/Corrections School at Lackland AFB, TX. He was then assigned to Corrections Bn, Camp Pendleton, CA in October 1985. In May 1988 he was assigned to the American Embassy Port of Spain, Trinidad as a Marine Security Guard. From there he was assigned to the American Embassy Belgrade and on to the American Embassy Buenos Aires, Argentina. Since returning to the States he has been to Camp Pendleton, CA, Charleston, SC and Quantico, Va. Presently he is a single parent with two daughters, LeAndra (4) and Tylan (2).

Please let me know if this is acceptable. R/Capt Ross

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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COLLECTION:

Clinton Presidential Records
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Please let me know if this is acceptable. R/Capt Ross

BRENDA S. MCFERRIN
SCHOOL AGE COORDINATOR
QUANTICO CHILD DEVELOPMENT CENTER

Employed at the Child Development Center for 6 years, working with children ages 5 years to 12 years old. Responsibilities include work schedule for the staff, coordinating field trips and summer camp. Keeps in direct contact with parents on the development of their children.

- experience of nine years working with children.
- completed two sets of child development modules

She has been married for 22 years to a retired Marine, Daniel McFerrin.. She has two daughters, Melonee, who is 22 years old and a graduate of University of Virginia and Danielle who is 18 years old and in her freshman year at James Madison University.

She resides in Middleburg, Virginia.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. bio	re: Captain Sylvia D. Ross [partial] (1 page)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19008

FOLDER TITLE:

Education #5 [Binder] [2]

2013-0534-S

rc1454

RESTRICTION CODES

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Captain Sylvia D. Ross, USMC, is currently assigned to Judge Advocate Division, Military Law Branch, Headquarters Marine Corps, Washington, D. C.

[005] Born on (b)(6) Captain Ross is a 1988 graduate of the California State University, Hayward, with a Bachelor of Arts in Political Science. She received her Juris Doctor degree from Nova Southeastern University School of Law in May 1991. She is a member of the Pennsylvania Bar. Captain Ross attended Officer Candidate School and upon graduation from OCS was commissioned as a Second Lieutenant in the Marine Corps in August 1989.

In October 1992, after completing The Basic School and Naval Justice School, Captain Ross was initially assigned as a Defense Counsel at the Legal Services Support Section, 2d Force Service Support Group, Camp Lejeune, North Carolina. In October 1993, she was assigned as a Legal Assistance Attorney in the Consolidated Legal Assistance Office. As Counsel, she provided legal advice and representation to servicemembers and their families in the areas of family law, wills and estates, consumer law, landlord tenant relations, powers of attorney, civilian criminal law, and contracts. In October 1994, she was assigned as the Officer-In-Charge of the Marine Corps Base Tax Center. During her tour at Camp Lejeune, Captain Ross was assigned as the attorney representative to Family Services Center Case Review Committee, where she provided legal input in family child and spouse abuse cases.

Captain Ross reported to the Office of the Staff Judge Advocate, Marine Corps Base Quantico in August 1995 to work as the Labor Law attorney. In November, 1995, Captain Ross was selected to take over officer misconduct reporting and the Commandant of the Marine Corps newly established adverse information screening program for officer promotions. As such, she was reassigned to Judge Advocate Division, Military Law Branch, Headquarters Marine Corps, Washington D.C. During this current tour she again serves as an attorney representative to the Family Services Center Case Review Committee.

Captain Ross is married to Major Donald M. Ross, USMC. They have one son, Tucker MacDonald Ross, who is three years old.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**10/6/97: MALCOLM X
ELEMENTARLY SCHOOL VISIT
AND SALLIE MAE ANNOUNCEMENT**

Divider Title: _____

October 6, 1997

**MALCOLM X ELEMENTARY SCHOOL VISIT AND
SALLIE MAE ANNOUNCEMENT**

DATE:	Tuesday, October 7
TIME:	12:50 PM - 1:55 PM
LOCATION:	Malcolm X Elementary School Washington, D.C.
FROM:	Brenda Costello

I. PURPOSE

To briefly tour the Malcolm X Elementary School and deliver remarks at the announcement of Sallie Mae funds to the D.C. Schools.

II. BACKGROUND

Tuesday's two-tier event will announce the allocation of \$42.5 million to DC Public Schools as a result of the privatization of Sallie Mae. The event will also highlight how such funding will help schools like Malcolm X, which, despite their successes, are in need of repairs.

Sallie Mae Privatization

Almost exactly one year ago, Congress passed and the President signed (9/30/96) legislation authorizing the restructuring of the Student Loan Marketing Association or "Sallie Mae", the country's largest source of funding for student loans, as a fully private, state-chartered corporation. As the first Government agency to privatize, Sallie Mae credits the Clinton Administration for creating the momentum to privatize the company after a decade-long struggle to do so.

Under the legislation, funding generated from this to be used to "finance public elementary and secondary school facility construction and repairs in D.C. or to carry out the D.C. School reform Act of 1996". The law directed Sallie Mae to pay \$5 million as compensation for the right to continue using the name Sallie Mae and additionally required Sallie Mae to issue to the Control Board stock warrants that equal one percent of the outstanding shares, as of a specified date. The proceeds from the sale of stock warrants total \$37.5 million, for a total of \$42.5 million to the Control Board. (see legislation attached).

DC Schools and Sallie Mae Funding

Funding from Sallie Mae will be used for both reform efforts and repairs in DC schools, with reform focusing on three areas: technology, literacy, and research-based strategies

for reforming individual schools (ie., Success for All). The funding will be made available to the DC Schools from the DC Financial Control Board.

The DC School Reform Act addresses a variety of issues including the following requirements: developing a long-term academic reform plan, implementing of content standards in core academic subjects, having district-wide assessments aligned with DC's content standards and core curriculum, having family resource centers that link students and families to local resources in child care, adult education, health and social services, job training etc., ending social promotions, and establishing the public charter schools.

As you may recall, earlier this year the privatization of Connie Lee resulted in the DC Control Board receiving over \$18 million to pay solely for construction and renovation of public elementary and secondary schools. You participated in the announcement of this funding at Ketchum Elementary School in March. These funds were part of approximately \$50 million used this summer to fund repair and replacement of more than 50 leaky roofs.

Malcolm X Elementary School

Malcolm X Elementary School is a neighborhood elementary school located in Anacostia serving a predominantly African American population. Total enrollment this year is 814 students in nursery school (Head Start) through grade 6, one of the largest public elementary schools in the District. Approximately 92 percent of students received AFDC support last year, and 95 percent received free-or-reduced-cost lunches.

The attendance rates at Malcolm X Elementary in 1995 was 91.4 percent and the promotion rate was 91 percent. 1996 third grade CTBS scores were above both the national and Washington, DC average for language and science. For mathematics, scores were above the national average but below the DC average, while reading scores matched the DC mean, but were lower than the national average.

Malcolm X Elementary has three special programs with federal funding -- an after school learning center, a program to ensure Chapter 1 students are serviced effectively, and a child care and recreation center for two and three year olds.

Currently the school has 16 *partners-in-education* who work with the school in the areas of student tutoring, technology enhancement, achievement and mentoring. *Defense Intelligence Agency* volunteers visit the school two-three days weekly to tutor students (both civilian and military staff). They also provide computers and technical assistance, and offer assistance at Christmas for needy families and host an annual party for younger kids. The GWAC - *Greater Wash Area Council of Female Lawyers* mentor 5th and 6th grade female students with weekly tutoring, take your daughters to work, cultural/arts programs, and recreational activities. The WDCU radio provides male

mentoring and tutoring.

The *Kennedy Center* partnership provides teacher training for Art classes and literacy initiatives. Their Artist -in-residence program actually sends artists to the school and allows students to visit the Center for shows. This two-year old program also supports the school with a "Family Series" on Saturdays and weekends, where the KC invites the whole family to see shows at no charge.

The **Parent Training Center** or "Invest Lab" (as in, invest in your future) invites parents in to work on educational skills in preparation for the GED and other life skills, and also serves as a daily lab for students. This well used center has been open for six years and is free to parents. A welfare reform training program, open for the last year, is offered weekly at the center to parents with children enrolled at the school.

The **Science Room** you will visit, currently not used for anything, will be converted into a world-class science lab, according to Principal Pannell. A new science teacher is expected to start soon.

Format

Upon arrival at the school, you will briefly tour two rooms, accompanied by Sallie Mae and D.C. officials. The **Parent Training Center** will be the first site, guided by teachers Brenda Richardson and Eleanor King. Approximately 16 parents, students and teachers will be in the room.

Next you will tour the **Science Room**, led by Principal John Pannell and view the repairs needed in the room. You will be accompanied by the same group.

The announcement of Sallie Mae funding for D.C. Schools will take place in the Multi-purpose Room, where a short speaking program will be led by Principal Pannell. You will be introduced by Krystal Giles, a student at Malcolm X Elementary. Approximately 350 parents, students and faculty will attend.

III. PARTICIPANTS

School Tour

- The First Lady
- John Pannell, Principal, Malcolm X Elementary School
- Mayor Barry
- General Becton
- Ed Fox, Chairman of the Board, Sallie Mae
- Frank Raines, Director, OMB
- Brenda Richardson, teacher
- Eleanor King, teacher

Sallie Mae Announcement

- John Pannell
- Al Lord delivers
- General Becton
- Mayor Marion Barry
- Senator Jeffords (VT)
- Cong. Eleanor Holmes-Norton
- Krystal Giles, student

Note: Gen. and Mrs. Becton are on the guest list for the Library of Congress Reception.

IV. SEQUENCE OF EVENTS

- The First Lady tours the Parent Training Center guided by teachers Brenda Richardson and Eleanor King
- The First Lady visits three different tables
- The First Lady proceeds to the Science Room
- The First Lady views the repairs needed in Science Room
- *Proceed to Multi-Purpose Room*
- Principal John Pannell delivers welcoming remarks and introduces Al Lord, CEO, Sallie Mae
- Al Lord delivers brief remarks and intros General Becton
- General Becton delivers brief remarks and intros Mayor Marion Barry
- Mayor Marion Barry delivers brief remarks and intros Senator Jeffords
- Senator Jeffords (VT) delivers brief remarks and intros Cong. Eleanor Holmes-Norton
- Cong. Eleanor Holmes-Norton delivers brief remarks
- Krystal Giles intros the First Lady
- The First Lady delivers brief remarks
- Upon conclusion of remarks, the First Lady departs

V. PRESS

Open press.

VI. REMARKS

Talking points provided by Michael O'Mary.

The Associated Press

View Related Topics

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October 8, 1997, Wednesday, AM cycle

SECTION: Washington Dateline

LENGTH: 216 words

HEADLINE: First lady commiserates with school kids over leaky roofs

DATELINE: WASHINGTON

BODY:

Leaky schoolhouse roofs have played havoc with the Washington school district's year, and first lady **Hillary Rodham Clinton** is telling pupils she understands their problem:

Even the White House's roof has been known to leak.

Speaking Tuesday to pupils at **Malcolm X Elementary School**, Mrs. Clinton said every now and then President Clinton has had to grab a bucket to catch rain dripping into their private second-floor living quarters.

A new roof was installed on the White House during the summer, Mrs. Clinton said. But, she said, unlike what happened with Washington's schoolhouses, "nobody moved out."

The school year began three weeks late for the District of Columbia public schools because roofs were being replaced at 54 schools, part of an effort to comply with a judge's order to eliminate fire-code violations. Repairs continue at some schools, whose classes are held at alternative sites.

As for the White House, roof leaks are nothing new. "I've noticed water stains," spokesman Mike McCurry said Wednesday, mainly in the Yellow Oval Room on the second floor. The roof repair was done as part of a renovation project at the presidential home, he said.

Clinton has never mentioned solving the problem with buckets, McCurry said. "First I've heard of that," he said.

LANGUAGE: ENGLISH

LOAD-DATE: October 8, 1997

FOCUS™

Search: General News;malcolm x elementary school and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

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October 7, 1997, Tuesday

SECTION: Washington Dateline

DISTRIBUTION: TO CITY AND EDUCATION EDITORS

LENGTH: 318 words

HEADLINE: D.C. Public Schools Receive \$42 Million from Sallie Mae's Privatization; Mrs. Clinton Recognizes Benefits of Public/Private Partnership

DATELINE: WASHINGTON, Oct. 7

BODY:

First Lady **Hillary Rodham Clinton**, along with key Congressional sponsors of Sallie Mae's privatization legislation, joined representatives of the Washington, D.C. Financial Control Board and the District of Columbia public schools to acknowledge receipt of approximately \$42 million in proceeds from Sallie Mae's privatization.

Sen. Jim Jeffords and Rep. Tom Davis, who were particularly instrumental in causing the privatization proceeds to be earmarked for the benefit of the D.C. public schools, were present at the gathering today at **Malcolm X Elementary School**. Also in attendance were representatives of the Office of Management and Budget, Department of Treasury and Department of Education, who also worked on the passage of the legislation.

"It is very fitting that Sallie Mae's privatization has benefited not only the shareholders and employees of the company, but also the community that has been our home for over two decades," said Albert L. Lord, Chief Executive Officer of the newly formed SLM Holding Corporation. "We are particularly pleased that the D.C. schools, which Sallie Mae has long supported through literacy, mentoring and arts education programs, are able to participate financially in continuing our private/public partnership with the federal government."

The \$42 million total privatization-related consideration includes \$37 million in proceeds from the sale of SLM Holding Corporation common stock warrants issued to the D.C. Financial Control Board on Aug. 7, 1997, the effective date of Sallie Mae's privatization, and a \$5 million licensing fee relating to the company's ongoing use of the "Sallie Mae" name.

SLM Holding Corporation (Sallie Mae), a stockholder-owned (NYSE) corporation, is the nation's largest source of funding and servicing support for education loans for students and their parents.

SOURCE Sallie Mae

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