

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                           | DATE       | RESTRICTION |
|--------------------------|---------------------------------------------------------|------------|-------------|
| 001. schedule            | Schedule for Hillary Rodham Clinton (partial) (2 pages) | 11/05/1998 | b(6)        |
| 002. schedule            | Schedule for Hillary Rodham Clinton (partial) (1 page)  | 01/21/1999 | b(6)        |
| 003. schedule            | Schedule for Hillary Rodham Clinton (partial) (1 page)  | 02/02/1999 | b(7)(E)     |
| 004. report              | Families Agenda Roundtable Discussion (3 pages)         | 02/02/1999 | b(6)        |

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer  
OA/Box Number: 19009

### FOLDER TITLE:

Education #7 [binder] [2]

2013-0534-S

ry1795

### 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]
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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]

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## **Clinton Presidential Records Digital Records Marker**

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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.

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**11/5/98: CENTRAL HIGH  
SCHOOL NATIONAL HISTORIC  
SITE BILL SIGNING CEREMONY**

Divider Title: \_\_\_\_\_

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SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, NOVEMBER 5, 1998

FINAL

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WASHINGTON, DC

---

SCHEDULER: EVAN RYAN  
202/456-6751 PHONE  
202/456-5340 FAX  
202/483-0383 HOME  
WHCA PAGER #4223

---

PREV RON The White House

10:00 am- BRIEFING  
10:05 am Elevator Hallway  
CLOSED PRESS/WH PHOTO

PARTICIPANTS:  
The First Lady  
Ellen Lovell  
Capricia Marshall

CONTACT: Ellen Lovell 202/395-7200

10:05 am- MEET & GREET  
10:15 am Blue Room  
CLOSED PRESS/WH PHOTO

PARTICIPANTS:  
National Council on the Arts Members  
National Council on the Humanities Members  
President's Committee on the Arts Members  
(see briefing book)

CONTACT: Capricia Marshall 202/456-7136

SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, NOVEMBER 5, 1998

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10:15 am- BRIEFING  
10:25 am Map Room  
CLOSED PRESS/WH PHOTO

**PARTICIPANTS:**  
The President  
The First Lady  
Ellen Lovell  
Capricia Marshall

**CONTACT:** Capricia Marshall 202/456-7136

10:25 am- MEET & GREET  
10:40 am State Dining Room  
CLOSED PRESS/WH PHOTO

**PARTICIPANTS:**  
National Medal of the Arts Recipients and  
immediate family  
National Medal of the Humanities Recipients and  
immediate family

**CONTACT:** Capricia Marshall 202/456-7136

10:45 am- ARTS AND HUMANITIES CEREMONY  
12:00 pm Tent  
OPEN PRESS

**FORMAT:**

-The President and the First Lady are announced to  
Honors to the stage.

-The First Lady makes welcoming remarks and  
introduces Jacques d'Amboise dancers from the  
National Dance Institute.

-Jacques d'Amboise's dancers perform.

-The First Lady returns to the podium, makes  
remarks and introduces the President.

-The President makes remarks about each awardee  
and presents their medals individually.

[Recipient stands between POTUS and FLOTUS. After



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SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, NOVEMBER 5, 1998

PAGE 3

each presentation there is a photo.]

- The President makes remarks about each recipient and presents their medals individually.
- The President makes concluding remarks.
- The President and First Lady depart to a processional.

PARTICIPANTS: 1000 guests

CONTACT: Capricia Marshall 202/456-7136

12:00 pm-  
12:05 pm

PHOTO  
Palm Court  
CLOSED PRESS/WH PHOTO

PARTICIPANTS: Jacques D'Amboise dancers

CONTACT: Capricia Marshall 202/456-7136

12:05 pm-  
12:15 pm

NATIONAL AWARD FOR MUSEUM SERVICE MEET & GREET  
Blue Room  
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 20 guests (see briefing book)

CONTACT: Katy Button 202/456-7264

12:15 pm-  
12:20 pm

DROP-BY with the [REDACTED] (b)(6)  
Map Room  
CLOSED PRESS/WH PHOTO

[001]

CONTACT: Milli Alston 202/456-2957

12:20 pm-  
12:25 pm

DROP-BY with [REDACTED] (b)(6)  
Diplomatic Reception Room  
CLOSED PRESS/WH PHOTO

CONTACT: [REDACTED] (b)(6)

SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, NOVEMBER 5, 1998

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12:25 pm- DROP-BY with (b)(6)  
12:30 pm Vermeil Room  
CLOSED PRESS/WH PHOTO

CONTACT: Ann McCoy 202/456-6635

12:30 pm- PRIVATE MEETING  
12:50 pm Map Room  
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady  
Felix Rohatyn, U.S. Ambassador to France

CONTACT: Chris Mondini 011-33-1-4312-2700

12:55 pm- DOWN TIME  
5:40 pm

5:45 pm- VIDEOS  
6:30 pm Roosevelt Room  
CLOSED PRESS/WH PHOTO

TAPING:

- Creative Coalition Tribute to Mary Steenburgen, Ted Danson, and John Sykes
- New York Council on Adoptable Children Award Presentation
- USAID Eliminate Vitamin A Deficiency video
- National Association for Public Interest Law Advocate of the Year Award
- New Israel Fund 20th Anniv. Guardian of Democracy Dinner - Honoring: Peter and Jonah Edelman and Leah Rabin and her granddaughter Noa Ben Artzi
- Spina Bifida PSA
- St. Louis-Riga Partnership Celebration
- 30th Anniversary of Mt. Sinai Adolescent Health Center
- "Musical Moments for Multiple Sclerosis Gala"
- Coming Up Taller
- Arts Literacy for a Changing America

CONTACT: Brenda Anders 202/456-5654

SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, NOVEMBER 5, 1998

PAGE 5

7:45 pm-  
TBD

**MEDALS OF ARTS AND HUMANITIES DINNER**

State Dining Room/Tent

Attire: Black tie

**EXPANDED POOL PRESS/POOL PRESS**

**FORMAT:**

-The President and First Lady are announced to "Honors" and proceed to the Cross Hall.

-The President and First Lady pause for an official photograph in the Cross Hall.

**EXPANDED POOL PRESS**

-The President and First Lady receive the guests.

**EXPANDED POOL PRESS**

-The President and First Lady proceed to the Blue Room for a brief hold.

-The President and First Lady are announced into the East Room, and the President proceeds to the Eagle lectern.

-The President makes a toast.

-Dinner is served.

-Upon conclusion of dinner, the President and First Lady proceed to the Blue Room or Residence for a brief hold.

-The President and First Lady are announced into the tent.

9:45 pm -The performance begins. **POOL PRESS**

-Upon conclusion of the performance, the President thanks the performers and departs.

**PARTICIPANTS:** 190 guests expected.

**CONTACT:** Capricia Marshall 202/456-7136

RON

The White House



SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, NOVEMBER 5, 1998

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WEATHER FORECAST FOR WASHINGTON, DC: Mostly sunny and cool. Low  
34. High 50.

## THE WHITE HOUSE

WASHINGTON

November 5, 1998

98 NOV 5 PM 7:40

## CENTRAL HIGH SCHOOL NATIONAL HISTORIC SITE BILL SIGNING CEREMONY

DATE: November 6, 1998

LOCATION: South Lawn (Tent)

TIME: 10:25-11:30 am

FROM: Larry Stein *LS*  
Tracey E. Thornton *TET*

## I. PURPOSE

To sign into law a bill establishing Little Rock Central High School as a National Historic Site and to honor the "Little Rock Nine."

## II. BACKGROUND

S. 2232, Senator Dale Bumpers' bill designating Little Rock Central High School as a National Historic Site, passed the Senate by unanimous consent on October 2, 1998. Rep. Vic Snyder introduced a companion bill, which passed the House by voice vote on October 8, 1998.

As you know, Central High School was included on the National Register of Historic Places in 1977 and designated by the Secretary of the Interior as a National Historic Landmark in 1982 in recognition of its national significance in the civil rights movement in this country. S. 2232 establishes the school as a National Historic Site making it a unit of the National Park System to be administered by the Secretary of the Interior. The bill contains a proviso that the National Park System's new authority will not affect Little Rock School District's authority to administer the school or the City of Little Rock's authority in the surrounding neighborhood. With this designation, Central High becomes the only functioning school that is designated as a National Park System unit, the highest recognition for sites of historical significance. This distinction highlights the critical role the school played in the desegregation of public schools in the South.

Senator Bumpers secured \$300,000 in the FY 1999 Omnibus Appropriations bill to allow the Park Service to begin its planning process once the site is established. Within two years after these funds are made available, the bill requires the Secretary of the Interior to transmit to the appropriate Congressional committees a National Historic Landmark Theme Study on the history of desegregation in public education. The purpose of the study is to identify sites that best illustrate



or commemorate key events in the desegregation of public education. The study will also identify means to establish links between potential new historic landmark sites, and the Central High School National Historic Site and other existing units of the National Park System to maximize opportunities for public education and scholarly research on desegregation in public education.

Also included in the FY 1999 Omnibus Appropriations bill is a measure authored by Congressman Bennie Thompson (D-MS) and Senator Bumpers which authorizes you to award Congressional Gold Medals to the "Little Rock Nine." This event is also an opportunity to highlight this provision. You will have the opportunity to present the gold medals on behalf of Congress at a later date when the medals have been minted.

Biographies for all nine are included below but only six of them will be present for the event tomorrow. They are Elizabeth Eckford, Ernest Green, Carlotta Walls LaNier, Terrence Roberts, Jefferson Thomas and Minnijean Brown Trickey. The three not attending are Melba Pattillo Beals, Gloria Ray Karlmark and Thelma Mothershed Wair.

### III. PARTICIPANTS

#### Pre-Brief

President

John Podesta

Larry Stein

Minyon Moore

Tracey Thornton

#### Event

President

First Lady

Secretary Rodney Slater

Secretary Bruce Babbitt

Senator Dale Bumpers (D-AR)

Rep. Bennie Thompson (D-MS)

Rep. Elijah Cummings (D-MD)

Rep. Gregory Meeks (D-NY)

Rep. Eddie Bernice Johnson (D-TX)

Ernest Green

Elizabeth Eckford

Carlotta Walls LaNier

Terrence Roberts

Jefferson Thomas

Minnijean Brown Trickey



#### IV. PRESS PLAN

Open Press

#### V. SEQUENCE OF EVENTS

10:25am- Meet & Greet (with Little Rock Nine Reps)  
10:35am OVAL OFFICE

Note: There will be a BET TV camera and an Ebony/Jet Stills Camera in this meet and greet

10:35am Proceed to the Dip Room, with the Little Rock Nine Reps, via the colonade

Note: There will be a BET TV camera and an Ebony/Jet Stills Camera in the Rose Garden

10:40am- Meet & Greet (to include Little Rock families, Members,  
10:50am Electeds) DIPLOMATIC RECEPTION ROOM

10:50am **Central High School National Historic Site Bill Signing**  
11:30am **Ceremony**  
TENT

-- First Lady makes remarks and introduces Sen. Dale Bumpers.

-- Sen. Bumpers makes remarks and introduces Rep. Bennie Thompson.

-- Rep. Bennie Thompson makes remarks and introduces Ernie Green.

-- Ernie Green makes remarks and introduces the President.

-- The President makes remarks and invites family members of distinguished guests on to stage.

-- The President signs the bill and departs.

#### VI. REMARKS

To be provided by speechwriting.

#### VII. ATTACHMENTS

Attachment I: Little Rock Nine Biographies



98 NOV 5 PM 8:08

Draft 11/5/98 7pm  
Lowell Weiss

**PRESIDENT WILLIAM J. CLINTON**  
**REMARKS AT THE LITTLE ROCK CENTRAL H. S. BILL SIGNING**  
**THE WHITE HOUSE**  
**November 6, 1998**

Acknowledge: the First Lady; Sec. Slater; Sen. Hutchinson; Reps. Bennie Thompson, Vic Snyder, Gregory Meeks; Mayor Jim Dailey; Eastern H. S. Choir.

I want to say a special thank you to my good friend, Sen. Dale Bumpers. Last month, Sen. Bumpers gave a final -- and, as always, brilliant -- speech on the Senate floor. In it, he mentioned an inspiring teacher who once stopped him when he was reading out loud and said to the whole class, "Doesn't he have a nice voice? Wouldn't it be tragic if he didn't use that talent?" I think it's fair to say that Sen. Bumpers has done that teacher proud -- using that eloquent, impassioned voice and his other immense talents to make sure that millions of children could make use of their own God-given talents. We owe him an enormous debt of gratitude for nearly five decades of courageous, caring public service to Arkansas and to America.

And now I want to thank six other true American heroes: My good friend Ernie Green, Elizabeth Eckford, Carlotta Walls LaNier, Terrence Roberts, Jefferson Thomas, Minijean [minnie-jean] Brown Trickey. And I want to send my best wishes to three who could not be here: Melba Patillo [pah-TIL-oh] Beals, Gloria Ray Karlmark, and Thelma Mothershed [mother-shed] Wair. In September, 1957, these nine men and women -- then just teenagers seeking to develop their own talents at a quality public school -- risked their lives and changed America forever. Daisy Bates said it best: "Only through the unbelievable outrage at Little Rock was the world brought to a sharp realization of the shameful discrimination by the world's greatest democracy."

Because of their courage -- and that of their parents and the leaders and community members, both black and white, who helped guide their way -- Central High has become a hallowed symbol for our nation ... a place every bit as sacred as Gettysburg and Independence Hall. And that is why, in a few moments, I will officially designate Central High as America's newest National Historic Site.

The first time the First Lady and I had the privilege of meeting with all the members of the Little Rock Nine was 30 years after they walked bravely into the den of racial hostility, and like Daniel, tamed the beasts of anger, incomprehension, and fear. I was Governor at the time, and I asked these heroes to come to the Governor's Mansion so they would know, once and for all, that the office that had once blocked their way now welcomed them with open arms.

Last year, the First Lady and I honored the Little Rock Nine on the very steps they had climbed to raise our nation closer to its highest ideals. It was one of the most important and moving days of my entire life. For as long as I live, I will never forget watching each of them climb those steps once again, and cross proudly, emotionally, through the doors held wide open for their return.

Today, we meet at the White House. And, at least for me, the swirl of memories and



emotions is just as overwhelming as it was last year. I can't begin to express what it meant to me to welcome you through the grand doors of the White House and the Oval Office this morning. And the significance of this very spot on the South Lawn is remarkable in and of itself. President Eisenhower was on vacation in Newport on that fateful day you slipped into Central High and then, three hours later, were removed by the police. When he learned of what had happened to you and that Gov. Faubus had turned over the streets to that racist mob, he realized that the federal government had to act. So the next day, he flew back to the White House, and his helicopter landed mere steps from here. He had just ordered Gen. Maxwell Taylor to put the might of the 101st Airborne behind your righteous march through the doors of Central High.

Thanks to Sen. Bumpers, Rep. Thompson, and many others, we have found two very fitting ways to honor that march and to ensure that the memory of the Little Rock Nine, and all that you represent, remains alive long after those of us with living memories of these events are called to God. As part of the budget I signed two weeks ago, I was authorized to confer Congressional Gold Medals -- the highest civilian honor the United States Congress can bestow -- on each and every member of the Little Rock Nine. It was only a few months ago that we presented President Nelson Mandela with that same high award, and he spoke humbly of his long struggle to tear down the walls of apartheid. With the same courage, perseverance, and grace, the Little Rock Nine broke through the doors of apartheid here in America. So I cannot wait until the artists finish creating your medals and we can bestow them upon you. This is an honor you richly deserve.

And, of course, the main reason we are here today is to preserve as a living monument the setting of your struggle -- and of one of the nation's most dramatic moral tests. The bill I am about to sign, spearheaded by Sen. Bumpers, will allow the National Park Service to work with the community to maintain and protect Central High's beautiful building. It will also allow the Park Service to start acquiring land in the surrounding neighborhood, to create new facilities where people can learn about the origins and the aftermath of the 1957 crisis -- topics that can't be fully explored in the existing visitor center's limited space.

Children will never fully understand what you experienced in 1957. But for centuries to come, children will have an opportunity to walk the stairs you walked, to see the angry images you saw, to read about your sacrifice, to learn about what you and our nation have overcome. Perhaps they will even see what it was about the Little Rock confrontation that made racial equality a driving obsession of my life and the lives of so many others. I thank all of you who have worked so hard to preserve this sacred site, and these sacred memories, for all time.

Monuments and medals are important reminders of how far we have come in the struggle for racial reconciliation. But we all know, they are not enough. The crisis in Little Rock occurred more than 40 years ago. And in the absence of any similar crisis today, many of our citizens have been lulled into thinking that America's racial problems are a thing of the past. That is simply not true.

While the doors of our schools are open to young people of all races, those doors may be falling off their rusty hinges and those schools may be failing the students inside. While our economy has never been stronger and our future has never looked brighter, there are still striking disparities in jobs, in education, in criminal justice that break down along what W.E.B. DuBois [da-BOYZ] called "the color line." And while the Little Rock Nine have gone on to successful careers



in business, in the media, in education, I am sure they could tell you that racism and bigotry did not end the day they left Central High. It did not end for them. It did not end for America.

That is why I launched the first-ever presidential initiative on race. The face of America is changing. In a little more than 50 years, this nation will have no majority race. Our attitudes about race and diversity must change to keep pace with this new reality. For the past year the Advisory Board to the President's Initiative on Race, led by John Hope Franklin, has helped me re-engage the American people in the critical work of improving race relations. I have received the final report of the Advisory Board, and I am grateful for the invaluable contribution they have made.

But we must continue this work. I am currently preparing a report to the American people that will outline a vision and a work plan for making the most of our diversity in the next century. And it will challenge every citizen, every sector of our society to make this a priority. There is nothing more important to our future. Together, we must find a way to cherish and celebrate what is unique about our distinctive racial and cultural identities, while uniting around a common vision of what it means to be One America.

Let us remember what Sen. Bumpers's teacher said to him so many years ago: "Wouldn't it be tragic if he didn't use that talent?" That's exactly what this vision of One America is all about. Wouldn't it be tragic, in a time of great prosperity, if we couldn't tap the talents of children in every corner of our nation, to help them soar as high as they possibly can? Wouldn't it be tragic, in a time of global markets, if we didn't use the talents of all our people, with all their distinct cultural knowledge and gifts?

The Little Rock Nine fought hard, and sacrificed much, to force open the most formidable of doors. And thank God they did. But the reason we immortalize their struggle today is not just to honor the past. It is also to help us keep our eyes on the prize ... the prize still ahead ... the prize of true equality, true freedom, a more perfect union. And what our eyes can see and our minds can envision and our hearts can embrace, we can achieve. With the Little Rock Nine as our guides, let us press on with the hard and noble work ahead. As I said a year ago on the steps of Central High, I say again here on the White House lawn: "God bless the Little Rock Nine, and God bless the United States of America."

###



**Attachment I****LITTLE ROCK NINE BIOGRAPHIES****Elizabeth Eckford**

Elizabeth Eckford, daughter of Oscar and Birdie Eckford, was one of six children. The image of fifteen-year old Eckford, walking along through a screaming mob in front of Central High School, propelled the crisis into the nation's living rooms and brought international attention to Little Rock. Eckford previously served in the United States Army and holds a Bachelor's degree in History. She is the only one of the Nine who lives in Little Rock. Ms. Eckford currently serves on the Board of Directors of the Central High Museum & Visitor Center.

**Ernest Green**

The only senior among the Little Rock Nine in 1957, Green attended Dunbar Junior High before entering Central at the age of 16. He became the first African- American graduate of Central High School in May of 1958. Green graduated from Michigan State University, where he earned his Bachelor's and Master's of Arts degrees. In 1980, he served as Assistant Labor Secretary for Employment and Training in President Carter's administration. He is currently a managing director at the Lehman Brothers finance company in Washington D.C.

**Carlotta Walls LaNier**

The oldest of three daughters of Caretlyou and Juanita Walls, Carlotta Walls LaNier was born December 18, 1942, in Little Rock, Arkansas. She attended Stephens Elementary and Dunbar Junior High. At fourteen, she was the youngest of the Nine as she began her sophomore year at Central High School. She graduated from Central in 1960 and attended Michigan State University for two years before completing her Bachelor of Science degree at the University of Northern Colorado.

Walls married Ira (Ike) La Nier in 1968 in Denver, Colorado. She and her husband lived in Atlanta, Georgia and Fresno, California for several years before returning to Denver, where they currently reside with their two children, Whiteney and Brooke. For over twenty years, La Nier has been involved in various aspects of the real estate industry, from constructing and remodeling properties to marketing and selling them.

LaNier is a member of many national and community organizations, including the Colorado Aids Project, Jack and Jill of America, the Urban League and the NAACP. She participated in a panel discussion during the Eisenhower 100th Birthday Celebration and her lifelong commitment to quality education is evident in her role in helping to establish the Little Rock Nine Foundation, a non-profit organization engaged in ensuring the educational opportunities for African-American students. LaNier is the recipient of numerous awards, including the coveted Spingarn Medal of the NAACP and the National Dunbar Alumni Association's Legacy Award.



11/06/88 PK1 18:24 PA 008

### **Terrence Roberts, Ph.D.**

Dr. Roberts, son of William L. and Margaret G. Roberts, was born in Little Rock, AR in 1941. He attended Dunbar Junior High School and Horace Mann High School before entering Central High as a junior in 1957. As a result of the closing of Little Rock's high schools during the 1958-1959 school year, Dr. Roberts completed his senior year at Los Angeles High School in Los Angeles, California. He continued his education at California State University in Los Angeles and graduated with a Bachelor of Arts degree in sociology in 1967. He received his Master's degree in social welfare from the UCLA School of Social Welfare in 1970, and his Ph.D. in psychology from Southern Illinois University, Carbondale, in 1976.

Dr. Roberts is currently chair of the master's in psychology program at Antioch University in Los Angeles and has his private psychology practice in Pasadena, CA. In addition, he is CEO of the management consulting firm, Terrence J Roberts & Associates.

In 1992, his experiences were dramatized in the Disney television special, the Ernest Green Story. He returns to Arkansas frequently, both for business and as a board member of the Winthrop Rockefeller Foundation.

### **Jefferson Thomas**

The son of Mr. and Mrs. Ellis Thomas, Jefferson Thomas was the youngest of seven children. He attended Dunbar Junior High, where he served as president of the student council and was an outstanding track athlete. Thomas entered Central High School at fifteen as a sophomore. He, along with Carlotta Walls, graduated from Central in 1960.

Thomas returned to Little Rock in 1966 to narrate a film by Charles Guggenheim for the United States Information Agency, titled "The Nine from Little Rock." Today, Thomas resides in the Columbus, Ohio, and is an accountant with the United States Department of Defense.

### **Minnijean Brown Trickey**

Minnijean Brown was sixteen years old when she began her junior year at Central High School. She was the oldest of four children of Mr. and Mrs. W.B. Brown. Although all of the Nine were subjected to verbal and physical harassment during their years at Central, Brown was first suspended, and then expelled for retaliating to the daily torment. Brown moved to New York and lived with Drs. Kenneth B. and Mamie Clark, directors of the Northside Center for Child Development. She graduated from New Lincoln High School in 1959. Brown graduated from Southern Illinois University and is now a freelance writer. She lives on a farm in Ottawa, Ontario, Canada, where she and her husband reared their six children.



**Melba Pattillo Beals (not attending ceremony)**

Melba Pattillo was fifteen when she began her junior year at Central High School. Her mother, Lois Pattillo, was one of the first African-Americans to attend the University of Arkansas, from which she graduated in 1954. During the 1958-59 school year, Beals moved to Santa Rosa, California so she could continue her education. She lived with Dr. George McCabe and his wife, Carol, and their four children. Beals continued her education at San Francisco State University and earned a graduate degree from Columbia University.

Beals worked as a reporter for NBC and today is a communications consultant. She is the author of books on public relations and marketing. Her memoir, *Warriors Don't Cry*, was an ALA Notable Book for 1995 and won the 1995 Robert F. Kennedy Memorial Book Award. Beals has a daughter and twin sons and currently lives in the San Francisco Bay area.

**Gloria Ray Karlmark (not attending ceremony)**

Gloria Ray was fifteen when she entered Central High School. She and her two siblings lived with their parents, Mr. and Mrs. Harvey C. Ray. Karlmark served as an executive officer of a Dutch company and publisher of a European computer magazine. She now resides in the Netherlands.

**Thelma Mothershed Wair (not attending ceremony)**

Wair was born in 1940 and is the daughter of Mr. and Mrs. A.L. Mothershed of Little Rock. She attended Dunbar Junior High and Horace Mann High Schools and completed her junior year at Central. In order to earn the necessary credits for graduation she took correspondence courses and attended summer school in St. Louis. She received her diploma from Central High School by mail. Wair graduated from Southern Illinois University, Carbondale in 1964 and earned her Master's degree in Guidance & Counseling and an Administrative Certificate in Education from Southern Illinois University, Edwardsville in 1970 and 1985, respectively. Wair served as an educator in the East St. Louis School System for 28 years before retiring in 1994.

Since then she has worked at the St. Clair County Jail, Juvenile Detention Center in St. Clair County, IL, and as an Instructor of Survival Skills for Women at the American Red Cross Second Chance Shelter for the Homeless. During the 1989-90 school year she was honored as an Outstanding Role Model by the East St. Louis Chapter of the Top Ladies of Distinction and the Early Childhood-Pre Kindergarten staff of District 189.



Remarks



**FIRST LADY HILLARY RODHAM CLINTON**

**WHITE HOUSE SCULPTURE GARDEN**

**THE WHITE HOUSE**

**NOVEMBER 6, 1998**



It's a great pleasure to welcome all of you to the White House, and to see so many advocates for the arts, as well as some of America's leading sculptors and their families. Just yesterday, here at the White House, we held the awards ceremony for the nation's highest honors in the arts and humanities. And we celebrated -- as we do here -- the unique and indispensable role that the arts play in shaping our nation and enriching our lives.

I'm so glad that all of you have just had the opportunity to view the remarkable works of art that make up our current sculpture exhibit. As some of you know, when the President and I first moved into the White House -- we realized that there was not a single piece of sculpture anywhere on the grounds. So with the help of a friend, designer Kaki Hockersmith, and J. Carter Brown -- the former director of the National Gallery of Art -- we began to plan for an outdoor sculpture garden showcasing America's contemporary artists. The easiest part was selecting the perfect White House location -- the beautiful Jacqueline Kennedy garden -- named for the First lady who believed so strongly that art should be a part of everyone's daily life.



As some of you know, my husband and I spent our first date in the sculpture garden of the art gallery at Yale -- surrounded by the massive works of Henry Moore. But art has always been a vital part of both of our lives -- and one of the great privileges of our years here at the White House has been to work toward ensuring that all Americans -- particularly our young people -- have the opportunity to be enriched and transformed and engaged by the art in their lives.

This is the seventh sculpture exhibition we have held here since 1994 -- as we continue to showcase America's leading sculptures provided by museums across the country. But this exhibit of 20th century American sculpture has a special twist. Each of the pieces reflects the breathtaking diversity of America's artistic tradition -- yet they are all inspired by the great French artist, Auguste Rodin. Rodin has earned the well-deserved title of the "father of modern sculpture" -- both by adhering to convention -- and yet daring to break away from it. And we see his influence in these magnificent works.



Whether using limestone or granite, marble or bronze, each one of these artists has interpreted the human form in dramatically different ways, challenging us to re-examine images we thought were familiar -- the softness of a child's hand; a body reaching upward; a family portrait.

Part of Rodin's genius was to create only a partial figure-- so that we could use our imaginations to complete it. And it's that enlivening of our imaginations that we are celebrating here today. Particularly as we approach the next millennium, we look to our artists, and musicians, and writers and philosophers, to express who we are as a nation -- and to help us imagine our future.

The very diversity of the works in this exhibit is a reflection of our democratic heritage -- where different expressions, beliefs and ideas not only exist side by side -- but deepen our appreciation of our common humanity.



I'm thrilled that three of the artists whose work is displayed in this exhibit have been able to join us today. I want to welcome Stephen de Staebler (Deh- STAY-BLER); Bryan Hunt, and George Segal, as well as their families and friends. I understand a number of family members of William Zorach (ZOR-ACK) are here as well. Thank you all for joining us; but more so -- for challenging and delighting us with your work.

I believe I am speaking for most of you when I say that artists are always indebted to the hard work and generosity of others who have supported and exhibited their work over the years. And here, I want to express my deep appreciation to those who made this exhibit possible. First to Arnold Lehman, director of the Brooklyn Museum of Art -- who organized and curated this exhibit. The sculptures themselves were lent by the Iris and B. Gerald Cantor Foundation; the Brooklyn Museum of Art; the Town of Greenwich, Connecticut; the Museum of Modern Art in New York; the National Gallery of Art here in Washington; the Neuberger Museum of Art, at Purchase College, New York; the Isamu Noguchi [EE-SAM-OO Na-GOO-CHEE] Foundation in Long Island City, New York; and the Whitney Museum of American Art.



I also want to thank Betty Monkman, the White House Curator, and the members of the Committee for the Preservation of the White House and the White House Historical Association. We could not do any of this without your help.

No one -- however -- could undertake the expense of mounting this series alone. For that, we turned to one of America's greatest arts patrons, Iris Cantor, along with her late husband, B. Gerald Cantor and the Cantor Foundation. Iris not only underwrote this exhibit. She also loaned the two centerpieces of the current show -- the castings of Rodin's "The Three Shades" -- and "The Thinker." Thank you, Iris, for being such a devoted friend of the arts -- and such a valued friend of mine and the President's.



It has been such a pleasure for me and my husband to explore and marvel at the unique pieces of artwork that have filled the sculpture garden over the past four years. And I hope that all of you -- and the thousands of visitors who visit the White House every day -- will be equally moved and inspired by the magnificent tributes to the human imagination that stand there today. Thank you for coming.

And now, I'd like to invite you to the State Dining Room for a reception.



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The Arkansas Democrat-Gazette

November 07, 1998, Saturday

SECTION: ENTERPRISE; Pg. A1

LENGTH: 915 words

HEADLINE: Law signed;;  
Central now;  
historic site;  
Clinton calls it;  
'hallowed place'

BYLINE: BY JANE FULLERTON, ARKANSAS DEMOCRAT-GAZETTE

**BODY:**

WASHINGTON -- Flanked by members of the Little Rock Nine and backed by the voices of a high school choir, President Clinton signed legislation Friday designating Little Rock's **Central High** School a national historic site.

The bill signing, which came just before the president left for Arkansas, capped an emotional and exuberant White House ceremony attended by six of the nine students whom Clinton said "broke through the doors of apartheid" to integrate **Central High** in 1957.

"Because of all of them," the president said, praising not just the Little Rock Nine, but also their parents and other community supporters, "**Central High** has become a hallowed place, a place every bit as sacred as Gettysburg and Independence Hall."

Those youngsters, now in their 50s, never imagined where their decision to attend **Central High** would take them.

"None of us expected this to occur in September of 1957," Ernest Green said, referring to the White House ceremony held under a vast white tent on the South Lawn. "We simply thought we were doing the right thing."

Green, who lives in Washington, was joined by Elizabeth Eckford of Little Rock; Carlotta Walls LaNier of Inglewood, Colo.; Terrence Roberts of Pasadena, Calif.; Jefferson A. Thomas of Columbus, Ohio; and Minnijean Brown Trickey of Ontario, Canada.

The three not there were Melba Pattillo Beals of San Francisco, Gloria Ray Karlmark of the Netherlands and Thelma Jean Mothershed Wair of Belleville, Ill.

In addition to the **Central High** School legislation, Clinton mentioned Congress' recognition of the Little Rock Nine earlier this year, when lawmakers awarded them its highest civilian honor -- the Congressional Gold Medal.

The legislation conferring the medals was included in the omnibus budget bill the president signed two weeks ago. Those medals will be awarded in a separate ceremony next year.

Sen. Dale Bumpers, the Arkansas Democrat who is retiring at the end of this session, played a key role in passing both bills. He explained why the recognition was more than symbolic.

"They were the nine people who endured so much pain to prove that diversity would make us a greater nation, that the freedoms granted in the constitution are not just for some of us, and this will never be a good place for any of us to live until it's a good place for all of us to live."

For Bumpers, the legislation and the ceremony for it provided a chance "for this nation to partially atone for its past and repay them for their heroism."

The audience for the event contained a healthy sprinkling of Arkansans, including Everett Tucker III, the former chairman of the Greater Little Rock Chamber of Commerce who spearheaded the effort to create the **Central High** visitor center and whom Bumpers credited with coming up with the idea of naming the school a historic site.

First lady **Hillary** Rodham **Clinton**, who recalled watching the events as a schoolgirl in Chicago, recounted the words of Beals as she described the determination of the nine students to cross the threshold into a place where "angry segregationist mobs had forbidden us to go."

"And they did," said the first lady. "They did it not only for themselves, but they did it for every child in



America."

Several speakers noted the high turnout by black voters in Tuesday's elections, which exit polls showed contributed significantly to the Democrats' unexpectedly strong showing across the country.

What happened in Little Rock, Green said, was part of "a movement that demonstrated itself last Tuesday. A movement that showed we as a country, not just as a group of people, can advance ideas and ideals."

But Clinton pointed out that not only did blacks vote -- they were elected to office in several Southern states, including majority-white congressional districts.

That, he said, "was a part of the road that the Little Rock Nine began to walk for us. ... That is a part of the road we have walked together, a part of what we celebrate today."

At the end of his comments, Clinton signed the bill surrounded by members of the Little Rock Nine and their families. When he finished, the clearly emotional president gave a thumbs up and happily distributed the pens he had used while the Eastern High School Choir from Washington sang a cappella hymns in the background.

Under the legislation, **Central High** will become the only open, fully operating school that is also a historic site administered by the National Park Service -- what Clinton described as "a living monument forever out of the setting of your struggle."

The measure, which provides \$ 300,000 for planning and development, will allow the National Park Service to help maintain the building and acquire land in the surrounding neighborhood to create new facilities that will expand on the exhibits in the visitor center.

It also will provide an additional \$ 200,000 in construction funds for Charleston to commemorate the role of that city -- Bumpers' hometown -- in becoming the first community in the South to integrate its schools.

While children may never fully understand what those nine students faced as they sought to enter **Central High** in 1957, the president said, they do need to know what happened.

"For all time to come," he said, "children will have an opportunity to walk the stairs you walked, to see the angry faces you braved, to learn of your sacrifice, and about what, as a result of your sacrifice, you, your fellow Arkansans, and your nation have become."

**LANGUAGE:** ENGLISH

**LOAD-DATE:** November 22, 1998

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## FOCUS<sup>TM</sup>

**Search:** General News;central high and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

*Example:* House of Representatives

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## **Clinton Presidential Records Digital Records Marker**

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**11/11/98: ANNOUNCEMENTS  
ON AFTER-SCHOOL GRANTS  
AND CHILDCARE DATA**

Divider Title: \_\_\_\_\_

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THE WHITE HOUSE  
WASHINGTON

TO: THE PRESIDENT  
THE FIRST LADY

WHAT: AFTER SCHOOL EVENT

WHEN: THURSDAY, NOVEMBER 12, 1998

WHERE: BRIEF: MAP ROOM  
MEET: BLUE ROOM  
EVENT: EAST ROOM

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

FROM: CAPRICIA PENA VIC MARSHALL, LAURA SCHWARTZ

---

**1:20 p.m.** THE PRESIDENT receives briefing in the Map Room.  
*Contact: Jen Klein, Neera Tanden, Bruce Reed*

**1:45 p.m.** THE PRESIDENT meets event participants and special guests in the Blue Room.

Blue Room Participants:

*Event Participants*

Rose Bowlz, Tucson, AZ  
Rep. Mike Castle  
Sen. Arlen Specter  
Rep. Nita Lowey  
Sen. Charles Robb

*Cabinet on stage*

Deputy Secretary of Education Mike Smith  
Asst. Secretary of Education Kent McGuire

*Member of Congress on stage*

Rep. Peter King  
Rep. Sander Levin  
Rep. Robert Matsui  
Rep. Jack Quinn

*Mayors*

Mayor Ernest Davis, Mt. Vernon, NY  
Mayor Joseph Ganim, Bridgeport, CT  
Mayor Bret Schundler, Jersey City, NJ



**1:55 p.m.**

**THE PRESIDENT** and event participants are announced into the East Room and take their place on stage.

**PROGRAM**

**THE FIRST LADY** makes remarks and introduces Rep. Michael Castle.

Rep. Michael Castle makes remarks and introduces Sen. Charles Robb.

Sen. Charles Robb makes remarks and introduces Rep. Nita Lowey.

Rep. Nita Lowey makes remarks and introduces Sen. Arlen Specter.

Sen. Arlen Specter makes remarks and introduces Rose Bowlz.

Rose Bowlz makes remarks and introduces **THE PRESIDENT**.

**THE PRESIDENT** makes remarks.

**2:40 p.m.**

**THE PRESIDENT** departs.



THE WHITE HOUSE  
WASHINGTON

98 NOV 11 PM 6:38

November 11, 1998

**ANNOUNCEMENT ON AFTER-SCHOOL GRANTS AND CHILDCARE DATA**

**DATE:** November 12, 1998  
**LOCATION:** East Room  
**BRIEFING TIME:** 1:20 pm - 1:45 pm  
**EVENT TIME:** 1:55 pm - 2:55 pm  
**FROM:** Bruce Reed

**I. PURPOSE**

To demonstrate progress and bipartisan support for after-school programs by announcing \$60 million in new grants to roughly 600 schools in 183 communities, and to announce new child care data that demonstrates the need for an increased federal commitment to child care subsidies.

**II. BACKGROUND**

You will announce nearly \$60 million in new grants to establish or expand after-school programs. You also will announce new data revealing the pressing need for affordable child care for America's low-income working families.

**SECURING \$200 MILLION FOR AFTER-SCHOOL PROGRAMS.**

As part of the budget agreement passed last month, you won your full funding request of \$200 million for after-school programs through the 21st Century Community Learning Center program -- marking a substantial increase from \$40 million in FY 1998. With this \$200 million, 250,000 children will be able to participate in after-school programs that keep them safe and help them learn.

**\$60 MILLION IN NEW GRANTS TO SUPPORT AFTER-SCHOOL INITIATIVES IN COMMUNITIES THROUGHOUT THE COUNTRY.**

You will announce nearly \$60 million in new grants to establish 21st Century Community Learning Center school-based after-school programs. The \$60 million will fund grants to 183 communities, reaching about 600 schools in 44 states and the District of Columbia, and will help meet the huge demand for after-school programs. At least 5 million children -- and as many as 15 million -- are left alone at home on a given day. Experts agree that school-age children who are unsupervised 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. Today's grant recipients originally applied to the program last fiscal year under one of the most highly competitive programs ever managed



by the U.S. Department of Education: the Department received nearly 2,000 applications, requesting \$500 million to fund programs in over 6,000 schools in every state in the country. These new grants will allow the Department of Education to fund many more of the qualified applicants.

**NEW DATA SHOW THAT WHILE 1.25 MILLION CHILDREN RECEIVE CHILD CARE SUBSIDIES, MANY ELIGIBLE CHILDREN ARE NOT RECEIVING ASSISTANCE.**

You also will release new data showing that in FY 1997, states provided child care assistance to 1.25 million low-income children out of a total of 10 million children eligible for child care assistance. You fought to include in the welfare law an increase of \$4 billion in child care child care subsidies to low-income working families; this increase is responsible for a quarter million more low-income children receiving child care in FY1997 than in the previous year. States, however, still have many more applicants than they can serve, and as a result, some states set eligibility levels far below what is allowed by federal law. For example, in as many as 37 states, a family of three with \$28,000 of income is not eligible for a child care subsidy.

This data demonstrates the tremendous need for child care assistance, which you and the First Lady have continued to fight to increase. Your FY1999 budget request included a \$7.5 billion increase in child care subsidy assistance over five years, enabled the program to serve about one million new low-income children.

### **III. PARTICIPANTS**

**Briefing Participants:**

Bruce Reed  
Melanne Verveer  
Larry Stein  
Jen Klein  
Neera Tanden

**Event Participants:**

Rose Bowlz, Parent of child in after school program  
Sen. Arlen Specter  
Rep. Mike Castle  
Rep. Nita Lowey  
Sen. Chuck Robb

**Seated on Stage, but not speaking:**

Deputy Secretary of Education Mike Smith  
Assistant Secretary of Education Kent McGuire  
Rep. Peter King  
Rep. Sander Levin  
Rep. Robert Matsui  
Rep. Jack Quinn



#### **IV. PRESS PLAN**

Open Press.

#### **V. SEQUENCE OF EVENTS**

- **YOU** will be announced into East Room accompanied by program participants.
- The First Lady will make remarks and introduce Rep. Michael Castle.
- Rep. Michael Castle will make remarks and introduce Member of Congress TBD.
- Member of Congress TBD will make remarks and introduce Rep. Nita Lowey.
- Rep. Nita Lowey will make remarks and introduce Sen. Arlen Specter.
- Sen. Arlen Specter will make remarks and introduce Rose Bowlz.
- Rose Bowlz will make remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and then depart.

#### **VI. REMARKS**

Provided by Speechwriting.



E



**PRESIDENT WILLIAM J. CLINTON  
REMARKS ON AFTER-SCHOOL AND CHILD CARE  
THE WHITE HOUSE  
November 12, 1998**

**Acknowledgments:**

*On stage, speaking*--Rose Bowlz, Tucson, AZ; Rep. Mike Castle; Sen. Arlen Specter; Rep. Nita Lowey; Sen. Charles Robb

*On stage -not speaking*--Rep. Peter King; Rep. Sander Levin; Rep. Robert Matsui; Rep. Jack Quinn; Deputy Sec. of Ed. Mike Smith; Asst. Sec. of Ed. Kent McGuire

*Mayors in audience*--Mayor Ernest Davis, Mt. Vernon, NY; Mayor Joseph Ganim, Bridgeport, CT; Mayor Bret Schundler, Jersey City, NJ

Today we join together across party lines to support efforts to protect our children, strengthen our families, and improve our communities. And I want to begin by asking you to think about a question we have all heard from the backseat whenever we have travelled long distances with small children. "Are we there yet? Are we there yet?" When it comes to helping parents raise their children in this demanding new era, the answer is no: we are not there yet. But we can get there, if put progress ahead of partisanship and work together. Today I want to talk about how far we **have** come, and how far we still have to go.

In this new era of global trade and rapid technological change, America is thriving. We have the strongest economy in a generation. But the trends reshaping our economy are also reshaping our personal lives, in ways that are unexpected and mostly good, but often challenging. Today, there is no greater challenge than the struggle Americans have between fulfilling two obligations they value: their obligations to their jobs and to their families. It is an old struggle, but one that has been heightened by a new economy that is bringing our nation unparalleled prosperity even as it draws more and more parents of young children into the workforce.

On any given day in America, as many as 15 million school-aged children are left to fend for themselves at home, idle in front of the television or out on the streets exposed to gangs and drugs and crime. It's no surprise that half of all juvenile crime occurs in the few hours after school lets out. For families with children between three and five, child care is the second or third greatest household expense. If we care about the next generation, then helping parents fulfill their responsibilities at home and at work is a central obligation of our nation as we cross the threshold of the 21st Century.

Government cannot solve this dilemma, any more than government can raise or love a child. Only parents can raise children. Only parents can find the balance between work and



home that works best for them. What government can and must do is create the conditions and give parents the tools that will enable them to fulfill their many responsibilities. For some that may mean staying home with the children. For others, it may mean finding high-quality child care and after-school programs so that parents can succeed at work and succeed at raising their children.

In the last six years, I have worked hard, with Republicans and Democrats, to create the conditions and provide the tools by which Americans can meet their dual obligations to work and family.

We took several big steps in the first four years of my administration. First, we passed the Family and Medical Leave Act, to make sure every working parent has the right to take time off from work to care for a sick child or relative. Second, we tried to make sure that parents who work at low-wage jobs can at least feed their families and have the dignity of living above the poverty line. To that end we increased the Earned Income Tax Credit, created a \$500 per child tax credit, and raised the minimum wage. Third, we revolutionized the welfare system in a way that strikes a balance between work and family. We gave people on welfare strong reasons to find work. But we also provided more resources for child care in the form of block grants to the states. We did this so that people on welfare can take on the responsibility of work, without abandoning their primary responsibility of being good parents.

Since then, we have focused on two other major areas: After-school programs and child care for lower-income working families who may not have been on welfare. Last month, I signed the bipartisan budget bill that dramatically expands Head Start and makes new investments in improving the quality of child care. Today, I am pleased to report that nearly one-and-a-quarter million low-income children are now receiving child care under the child care block grant program, up from about a million the year before. That is good news for America.

Now here is the bad news: Another eight-and-three-quarter million low-income children are eligible for child care assistance but aren't receiving it. We simply have not made the sufficient investment. We are making progress, but we are not there yet.

Raising our investment in child care was an important part of my agenda this past year. I was disappointed that Congress chose not to make that investment. This year, I am committed to putting a significant investment in child care back on the agenda, and I look forward to working with members of both parties to make sure we move forward.

The budget I signed last month also increases five-fold the number of children who will receive after-school care under a program first introduced by Sen. Jeffords--a program called the 21st Century Community Learning Center Initiative. Thanks to that five-fold increase, I am able to deliver some more good news today. I am delighted to announce that 183 communities in 45 states and the District of Columbia are receiving grants totaling \$60 million to set up academically-enriched after-school programs. That means roughly 75 thousand more



children will have someplace to go other than the streets when school lets out, and that is good news for America.

One of the recipients is Chicago's Lighthouse Program, which the First Lady and I have visited and can vouch for. Every day Lighthouse keeps 112,000 children in 248 Chicago schools off the street and out of trouble while drilling them in math and reading and providing everything from computer instruction to supervised sports to a hot evening meal.

After-school programs like Lighthouse honor our values and benefit our nation. They offer opportunity and peace of mind to hardworking parents who cannot always be home when school lets out. They bolster responsibility among students while boosting their academic performance: Math and reading scores have shot up in nearly every one of the 40 Chicago schools where the program began two years ago. And they strengthen our communities. Incidents of violent crime by juveniles doubles in the hour after school lets out, and our children are also at greatest risk of becoming victims of crime in the hours immediately after school. But in communities where children have something positive to do, youth crime and victimization drop steeply.

So it is good news that we are able to announce today these 183 new after-school grants. Now, here's the bad news: For every community receiving a grant today there are seven that applied but will receive nothing. The need for after-school programs simply outstrips our investment in them. We have made progress, but we are not there yet.

When children ask from the back of the car "are we there yet?" it is always hard to give them a satisfactory answer. You can explain how far you've come and what good time you're making. But those answers only satisfy adults. They don't quiet impatient children. Yet perhaps we should be more impatient, and less satisfied with our progress, when it comes to providing Americans with the tools they need to balance the obligations of work and home.

When as many as 15 million school-aged kids are home alone on any given day, we are not there yet. When violent juvenile crime doubles in the hour after school lets out, we are not there yet. When low-wage working families are spending 25 percent of their income on child care, we are not there yet. When our investment in after-school and child care meets only one-seventh of the need, we are not there yet.

In this new economy we can no longer think of high-quality child care and after-school as luxury items, because yesterday's luxury item is tomorrow's standard equipment. If we want our nation to progress, we must move quickly towards the day when high-quality child care and after-school programs are standard equipment for every school in America...for every family in America...for every child in America. Our nation must be well-equipped for the 21st Century.

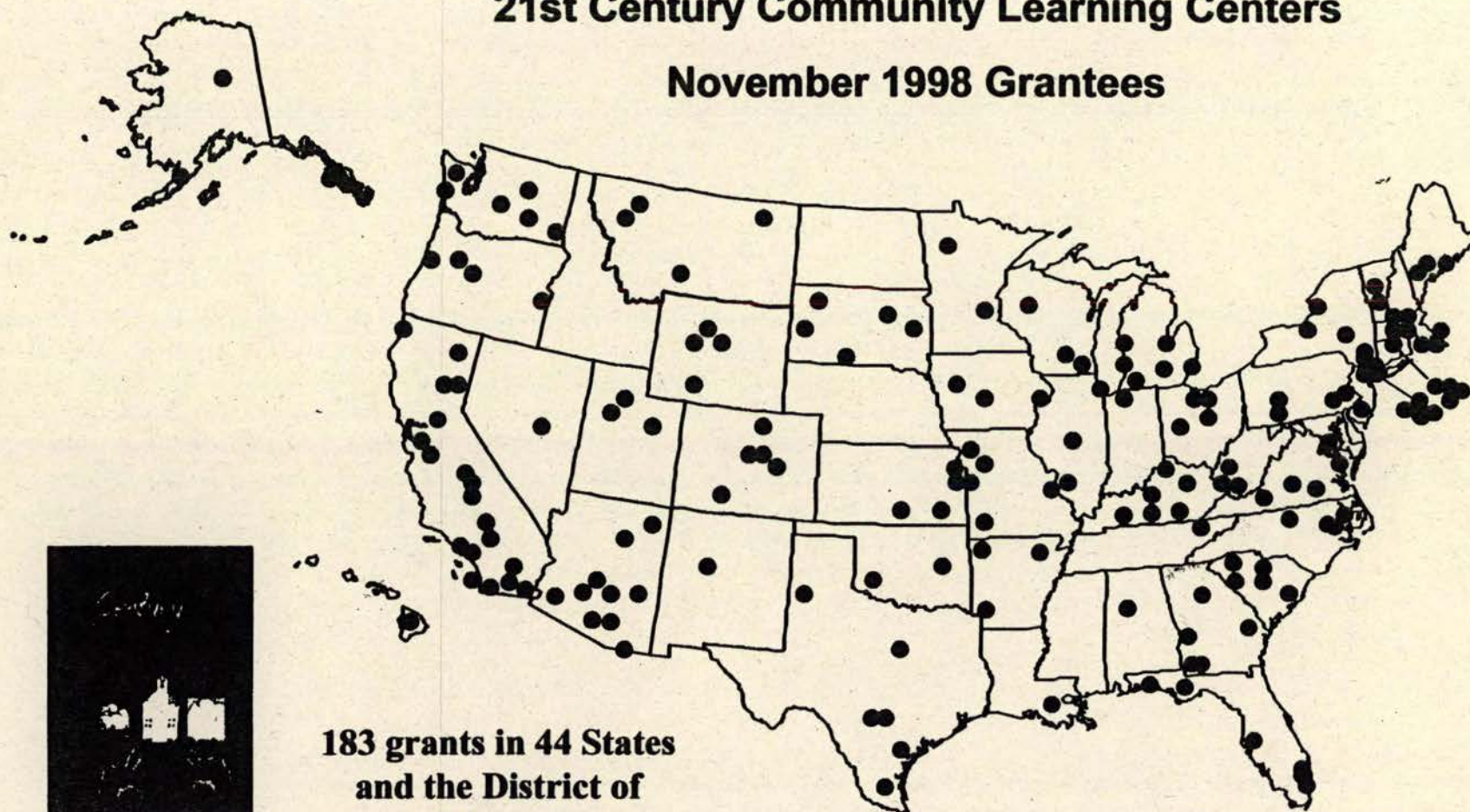
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**F**



# 21st Century Community Learning Centers November 1998 Grantees



183 grants in 44 States  
and the District of  
Columbia



**21st Century Community Learning Centers (21st CCLC)  
FY 99 Award**

| State                                                          | Estimated First Year |
|----------------------------------------------------------------|----------------------|
| <b>ALASKA</b>                                                  |                      |
| <u>Lower Kuskokwim School District, Bethel</u>                 | \$1,174,572          |
| <u>Fairbanks North Star Borough School District, Fairbanks</u> | \$349,010            |
| <u>Sitka School District, Sitka</u>                            | \$102,244            |
| <b>ALABAMA</b>                                                 |                      |
| <u>NW Alabama Adult Education Consortia, Fayette</u>           | \$510,000            |
| <b>ARKANSAS</b>                                                |                      |
| <u>Nettleton Public Schools, Jonesboro</u>                     | \$184,480            |
| <u>Texarkana Arkansas School District 7, Texarkana</u>         | \$306,801            |
| <u>Decatur Public Schools, Decatur</u>                         | \$90,745             |
| <b>ARIZONA</b>                                                 |                      |
| <u>Glendale Elementary School District 40, Glendale</u>        | \$163,875            |
| <u>Pinon Unified School District 4, Pinon</u>                  | \$486,858            |
| <u>Luz Academy of Tucson, Tucson</u>                           | \$374,063            |
| <u>Wellton Elementary School District No 24, Wellton</u>       | \$165,254            |
| <u>Whiteriver Unified School District 20, Whiteriver</u>       | \$414,289            |
| <u>Rock Point Community School, Rock Point</u>                 | \$144,629            |
| <u>Naco Elementary School District 23, Naco</u>                | \$122,489            |
| <u>Washington Elementary School District 6, Phoenix</u>        | \$312,846            |
| <u>Gila River Indian Community, Sacaton</u>                    | \$450,513            |
| <u>Chandler Unified School District, Chandler</u>              | \$321,271            |
| <b>CALIFORNIA</b>                                              |                      |



|                                                                       |             |
|-----------------------------------------------------------------------|-------------|
| <u>Earlimart Elementary School District</u> , Earlimart               | \$146,869   |
| <u>Lennox School District</u> , Lennox                                | \$121,605   |
| <u>San Bernadardino City Unified School District</u> , San Bernardino | \$1,019,669 |
| <u>Cajon Valley Union School District</u> , El Cajon                  | \$230,682   |
| <u>Plumas Unified School District</u> , Quincy                        | \$198,000   |
| <u>Butte County Office of Education</u> , Oroville                    | \$404,131   |
| <u>San Diego Unified School District</u> , San Diego                  | \$199,818   |
| <u>Imperial City Office of Education</u> , El Centro                  | \$556,101   |
| <u>Sacramento City Unified School District</u> , Sacramento           | \$300,000   |
| <u>San Diego Unified School District</u> , San Diego                  | \$335,376   |
| <u>Berkeley Unified School District</u> , Berkeley                    | \$332,562   |
| <u>San Jose Unified School District</u> , San Jose                    | \$599,817   |
| <u>Modoc County Office of Education</u> , Alturas                     | \$362,445   |
| <u>John J Doyle School</u> , Porterville                              | \$173,775   |
| <u>Long Beach Unified School District</u> , Long Beach                | \$196,451   |
| <u>Lakeside Union School District</u> , Lakeside                      | \$46,743    |
| <u>Eureka City Schools</u> , Eureka                                   | \$269,000   |
| <u>Ontario-Montclair School District</u> , Ontario                    | \$200,000   |

## **COLORADO**

|                                                   |           |
|---------------------------------------------------|-----------|
| <u>Poudre School District</u> , Fort Collins      | \$330,020 |
| <u>Adams City School District No 1</u> , Denver   | \$159,000 |
| <u>Jefferson City Schools/CICS</u> , Lakewood     | \$526,659 |
| <u>San Luis Valley (BOCES)</u> , Alamosa          | \$454,280 |
| <u>Cherry Creek School District 5</u> , Englewood | \$101,868 |

## **CONNECTICUT**

|                                                   |             |
|---------------------------------------------------|-------------|
| <u>Bridgeport Board of Education</u> , Bridgeport | \$1,689,511 |
|---------------------------------------------------|-------------|



|                                             |           |
|---------------------------------------------|-----------|
| <u>New Haven Ecology Project, New Haven</u> | \$91,839  |
| <u>New Haven Public Schools, New Haven</u>  | \$342,511 |
| <u>Meriden Public Schools, Meriden</u>      | \$199,963 |

#### **DISTRICT OF COLUMBIA**

|                                                    |           |
|----------------------------------------------------|-----------|
| <u>Friendship House Association, Washington DC</u> | \$185,500 |
|----------------------------------------------------|-----------|

#### **FLORIDA**

|                                                           |           |
|-----------------------------------------------------------|-----------|
| <u>Broward City School Board/Florida, Ft. Lauderdale</u>  | \$403,908 |
| <u>School District of Hillsborough County, Tampa</u>      | \$884,020 |
| <u>Aspira of Florida, Inc., Miami</u>                     | \$200,000 |
| <u>Calhoun City School Board, Blountstown</u>             | \$200,000 |
| <u>School District/Palm Beach County, West Palm Beach</u> | \$503,892 |
| <u>Laurel Hill School, Laurel Hill</u>                    | \$134,610 |

#### **GEORGIA**

|                                                      |             |
|------------------------------------------------------|-------------|
| <u>Clay County Board of Education, Fort Gaines</u>   | \$110,790   |
| <u>Dekalb County School System, Decatur</u>          | \$1,080,057 |
| <u>City Schools/Decatur BD/Education, Decatur</u>    | \$611,128   |
| <u>Bulloch County Board of Education, Statesboro</u> | \$321,700   |
| <u>Gwinnett County Public Schools, Lawrenceville</u> | \$2,033,644 |

#### **HAWAII**

|                                                       |           |
|-------------------------------------------------------|-----------|
| <u>Hawaii State Department of Education, Waikoloa</u> | \$100,000 |
|-------------------------------------------------------|-----------|

#### **ILLINOIS**

|                                                 |             |
|-------------------------------------------------|-------------|
| <u>Venice CUSD 3, Venice</u>                    | \$212,908   |
| <u>Chicago Public Schools, Chicago</u>          | \$2,500,000 |
| <u>Leroy Cmty Unit School District 2, Leroy</u> | \$152,160   |



**INDIANA**

Michigan City Area Schools, Michigan City \$399,999

**IOWA**

Storm Lake Community School District, Storm Lake \$167,590

Des Moines Independent Commnt, Des Moines \$775,880

Davenport Community School, Davenport \$200,000

**KANSAS**

USD 500, Kansas Public Schools, Kansas City \$199,226

Winfield Unified School District 465, Winfield \$175,197

Haysville Unified School District, Haysville \$158,170

Parsons Unified School District 503, Parsons \$121,022

**KENTUCKY**

Buckhorn School, Buckhorn \$213,421

Jessamine County Board of Education, Nicholasville \$193,600

Covington Independent Public School, Covington \$291,289

Barren County Schools, Glasgow \$200,000

Rowan County Board of Education, Morehead \$138,907

Pulaski City Public Schools, Somerset \$130,250

**LOUISIANA**

Easton Baton Rouge Parish School, Baton Rouge \$545,468

**MAINE**

Auburn City Department of Education, Auburn \$134,093

School Union 44, Sabattus \$507,084

Maine School, Admin District 5, Rockland \$105,500

**MARYLAND**



|                                                    |           |
|----------------------------------------------------|-----------|
| <u>St. Mary's City Public Schools, Leonardtown</u> | \$275,165 |
|----------------------------------------------------|-----------|

#### **MASSACHUSETTS**

|                                      |           |
|--------------------------------------|-----------|
| <u>Boston Public Schools, Boston</u> | \$305,977 |
|--------------------------------------|-----------|

|                                                      |           |
|------------------------------------------------------|-----------|
| <u>Neighborhood House Charter School, Dorchester</u> | \$123,638 |
|------------------------------------------------------|-----------|

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|-------------------------------------------|-----------|
| <u>Chelsea School Department, Chelsea</u> | \$142,000 |
|-------------------------------------------|-----------|

|                                                |           |
|------------------------------------------------|-----------|
| <u>Springfield Public Schools, Springfield</u> | \$315,836 |
|------------------------------------------------|-----------|

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|----------------------------------------|-----------|
| <u>Holyoke Public Schools, Holyoke</u> | \$479,200 |
|----------------------------------------|-----------|

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|---------------------------------------------------------|-----------|
| <u>Hampshire Educational Collaborative, Northampton</u> | \$802,989 |
|---------------------------------------------------------|-----------|

#### **MICHIGAN**

|                                        |           |
|----------------------------------------|-----------|
| <u>Wayne State University, Detroit</u> | \$200,000 |
|----------------------------------------|-----------|

|                                               |           |
|-----------------------------------------------|-----------|
| <u>Flint Community School District, Flint</u> | \$723,581 |
|-----------------------------------------------|-----------|

|                                                     |           |
|-----------------------------------------------------|-----------|
| <u>Manistee Co School Management Coop, Brethren</u> | \$666,379 |
|-----------------------------------------------------|-----------|

|                                                     |           |
|-----------------------------------------------------|-----------|
| <u>Three Rivers Community Schools, Three Rivers</u> | \$150,204 |
|-----------------------------------------------------|-----------|

|                                                                 |           |
|-----------------------------------------------------------------|-----------|
| <u>Hillsdale County Intermediate School District, Hillsdale</u> | \$202,869 |
|-----------------------------------------------------------------|-----------|

|                                      |           |
|--------------------------------------|-----------|
| <u>Covert Public Schools, Covert</u> | \$134,078 |
|--------------------------------------|-----------|

#### **MINNESOTA**

|                                              |           |
|----------------------------------------------|-----------|
| <u>Bagley Public Schools ISD 162, Bagley</u> | \$106,418 |
|----------------------------------------------|-----------|

|                                                          |           |
|----------------------------------------------------------|-----------|
| <u>Columbia Heights Public Schools, Columbia Heights</u> | \$219,890 |
|----------------------------------------------------------|-----------|

#### **MISSOURI**

|                                            |           |
|--------------------------------------------|-----------|
| <u>Normandy School District, St. Louis</u> | \$592,958 |
|--------------------------------------------|-----------|

|                                                          |          |
|----------------------------------------------------------|----------|
| <u>Stewartsville C-11 School District, Stewartsville</u> | \$98,502 |
|----------------------------------------------------------|----------|

|                                              |           |
|----------------------------------------------|-----------|
| <u>Trenton R-IX School District, Trenton</u> | \$140,466 |
|----------------------------------------------|-----------|

|                                                       |           |
|-------------------------------------------------------|-----------|
| <u>North Kansas City School District, Kansas City</u> | \$755,111 |
|-------------------------------------------------------|-----------|

|                                           |           |
|-------------------------------------------|-----------|
| <u>Mt. Vernon R-V Schools, Mt. Vernon</u> | \$122,120 |
|-------------------------------------------|-----------|



## **MONTANA**

|                                                          |           |
|----------------------------------------------------------|-----------|
| <u>Superior School District 3</u> , Superior             | \$164,828 |
| <u>Brockton School District 55 &amp; 55E</u> , Brockton  | \$91,472  |
| <u>Livingston School District 4 &amp; 1</u> , Livingston | \$181,647 |
| <u>West Glacier Elementary District 8</u> , West Glacier | \$35,786  |

## **NEVADA**

|                                                        |           |
|--------------------------------------------------------|-----------|
| <u>Duckwater Shosone Elementary School</u> , Duckwater | \$109,067 |
|--------------------------------------------------------|-----------|

## **NEW JERSEY**

|                                                     |           |
|-----------------------------------------------------|-----------|
| <u>Perth Amboy Board of Education</u> , Perth Amboy | \$287,560 |
| <u>Camden City School District</u> , Camden         | \$200,000 |

## **NEW MEXICO**

|                                                          |           |
|----------------------------------------------------------|-----------|
| <u>Mesa Vista Consolidated School District</u> , El Rito | \$129,976 |
|----------------------------------------------------------|-----------|

## **NEW YORK**

|                                                              |             |
|--------------------------------------------------------------|-------------|
| <u>Yonkers City Schools</u> , Yonkers                        | \$327,533   |
| <u>Sandy Creet Central School/After School</u> , Sandy Creek | \$84,800    |
| <u>New York City Board of Education</u> , Bronx              | \$508,046   |
| <u>Wadleigh School</u> , New York                            | \$200,000   |
| <u>Farmingdale Union Free School District</u> , Farmington   | \$1,058,156 |
| <u>Community School District 13</u> , Brooklyn               | \$471,794   |
| <u>Oneonta City School District</u> , Oneonta                | \$195,588   |
| <u>Community School District 9</u> , Bronx                   | \$599,992   |
| <u>The Heritage School</u> , New York                        | \$121,389   |
| <u>MJT Vernon Public Schools</u> , Mount Vernon              | \$262,007   |
| <u>Bronx Superintendency</u> , Bronx                         | \$184,282   |
| <u>Sodus Central School District</u> , Sodus                 | \$100,498   |
| <u>Bay Sore Union Free School District</u> , Bayshore        | \$300,000   |



**NORTH CAROLINA**

|                                                     |           |
|-----------------------------------------------------|-----------|
| <u>Casewell County Schools</u> , Yanceyville        | \$100,000 |
| <u>Bertie County School System (R2VC)</u> , Windsor | \$500,000 |
| <u>Sallie B Howard School</u> , Wilson              | \$235,400 |
| <u>Wayne County Public Schools</u> , Goldsboro      | \$399,615 |

**OHIO**

|                                                        |           |
|--------------------------------------------------------|-----------|
| <u>Alliance City Schools</u> , Alliance                | \$200,000 |
| <u>Cleveland Public Schools</u> , Cleveland            | \$400,000 |
| <u>Putnam City Educational Service Center</u> , Ottawa | \$156,500 |
| <u>Lorain City Schools</u> , Lorain                    | \$400,000 |

**OKLAHOMA**

|                                             |           |
|---------------------------------------------|-----------|
| <u>Briggs Elementary School</u> , Tahlequah | \$189,439 |
| <u>Altus Public Schools</u> , Altus         | \$87,853  |

**OREGON**

|                                                     |           |
|-----------------------------------------------------|-----------|
| <u>Lincoln County School District</u> , Newport     | \$198,706 |
| <u>Crook Deschutes Education Service</u> , Redmond  | \$576,312 |
| <u>Malheur County School District 8-C</u> , Ontario | \$39,000  |
| <u>Santiam Canyon School Dist 129J</u> , Mill City  | \$142,571 |

**PENNSYLVANIA**

|                                                       |           |
|-------------------------------------------------------|-----------|
| <u>School District of Pittsburgh</u> , Pittsburgh     | \$149,564 |
| <u>McKeesport Area School District</u> , McKeesport   | \$200,000 |
| <u>Chester County Intermediate Unit</u> , Exton       | \$120,000 |
| <u>School District of Philadelphia</u> , Philadelphia | \$950,124 |



**RHODE ISLAND**

|                                                  |           |
|--------------------------------------------------|-----------|
| <u>Newport Public Schools</u> , Newport          | \$199,800 |
| <u>Providence School Department</u> , Providence | \$586,739 |

**SOUTH CAROLINA**

|                                                       |           |
|-------------------------------------------------------|-----------|
| <u>Lancaster County School District</u> , Lancaster   | \$176,733 |
| <u>Anderson School District Five</u> , Anderson       | \$585,426 |
| <u>Sumter School District Two</u> , Sumter            | \$480,725 |
| <u>Beck Academy of Languages</u> , Greenville         | \$53,050  |
| <u>Charleston County School District</u> , Charleston | \$698,796 |

**SOUTH DAKOTA**

|                                                       |           |
|-------------------------------------------------------|-----------|
| <u>Wolsey School District 2-5</u> , Wolsey            | \$76,519  |
| <u>Todd City School District 66-1</u> , Mission       | \$318,915 |
| <u>Black Hills Special Services Coop</u> , Sturgis    | \$374,946 |
| <u>Flandreau Public School 50-3</u> , Flandreau       | \$451,366 |
| <u>Eagle Butte School District 20-1</u> , Eagle Butte | \$199,690 |

**TENNESSEE**

|                                                 |           |
|-------------------------------------------------|-----------|
| <u>Greene County School System</u> , Greenville | \$100,000 |
|-------------------------------------------------|-----------|

**TEXAS**

|                                                                    |           |
|--------------------------------------------------------------------|-----------|
| <u>Renaissance Charter Schools</u> , Irving                        | \$225,444 |
| <u>Northside Independent School District</u> , San Antonio         | \$594,623 |
| <u>Pharr-San Juan Alamo Independent SD</u> , Pharr                 | \$199,937 |
| <u>Edgewood Independent School District</u> , San Antonio          | \$253,588 |
| <u>Corpus Christi Independent School District</u> , Corpus Christi | \$482,098 |
| <u>Lubbock Independent School District</u> , Lubbock               | \$278,505 |



## UTAH

|                                                 |           |
|-------------------------------------------------|-----------|
| <u>Carbon County School District</u> , Price    | \$292,781 |
| <u>Logan City School District</u> , Logan       | \$199,595 |
| <u>Box Elder School District</u> , Brigham City | \$200,000 |

## VERMONT

|                                                 |           |
|-------------------------------------------------|-----------|
| <u>Windsor, Southwest Supv Union</u> , Chester  | \$199,515 |
| <u>Chittenden Supervisory Union</u> , Hinesburg | \$102,000 |

## VIRGINIA

|                                                          |           |
|----------------------------------------------------------|-----------|
| <u>Brunswick County Public Schools</u> , Lawrenceville   | \$200,000 |
| <u>Prince Eddwards Public School</u> , Farmville         | \$187,530 |
| <u>Montgomery County Public Schools</u> , Christiansburg | \$91,430  |

## WASHINGTON

|                                                       |           |
|-------------------------------------------------------|-----------|
| <u>Yakima Public Schools</u> , Yakima                 | \$193,574 |
| <u>Clarkston School District J250-185</u> , Clarkston | \$234,000 |
| <u>Washtucna School District 109</u> , Washtucna      | \$207,511 |
| <u>Wenatchee School District 246</u> , Wenatchee      | \$117,108 |
| <u>Ocean Beach School District 101</u> , Long Beach   | \$174,313 |
| <u>Quinault Lake School District 97</u> , Amanda Park | \$250,000 |

## WISCONSIN

|                                                              |           |
|--------------------------------------------------------------|-----------|
| <u>School District of Flambeau</u> , Tony                    | \$200,000 |
| <u>Madison Metropolitan School District 97</u> , Madison     | \$360,643 |
| <u>Franklin Public School District</u> , Franklin            | \$223,600 |
| <u>Green Bay Area Public Schools</u> , Green Bay             | \$400,000 |
| <u>Chippewa Falls Area Unified Sch Dist</u> , Chippewa Falls | \$500,000 |
| <u>Wausau School District</u> , Wausau                       | \$400,000 |



## **WEST VIRGINIA**

|                                                   |           |
|---------------------------------------------------|-----------|
| <u>Lincoln County Board of Education</u> , Hamlin | \$334,187 |
| <u>Roane County Patch</u> , Spencer               | \$200,000 |
| <u>Logan County Board of Education</u> , Man      | \$100,000 |

## **WYOMING**

|                                                           |           |
|-----------------------------------------------------------|-----------|
| <u>Fremont County School District 21</u> , Fort Washakie  | \$170,000 |
| <u>Fremont County School District 1</u> , Lander          | \$138,406 |
| <u>Sweetwater County School District 1</u> , Rock Springs | \$96,960  |
| <u>Wyoming Indian Schools</u> , Ethete                    | \$199,400 |



G



**THE MEMO FOR THE MEETING WITH  
SECRETARY BILL RICHARDSON  
WILL BE FORWARDED**



Revised final 11/12/98 9:15 am  
Paul Glasstris

**PRESIDENT WILLIAM J. CLINTON  
REMARKS ON AFTER-SCHOOL AND CHILD CARE  
THE WHITE HOUSE  
November 12, 1998**

**Acknowledgments:**

*On stage, speaking*--Rose Bowlz, Tucson, AZ; Rep. Mike Castle; Sen. Arlen Specter; Rep. Nita Lowey; Sen. Charles Robb

*On stage -not speaking*--Rep. Peter King; Rep. Sander Levin; Rep. Robert Matsui; Rep. Jack Quinn; Deputy Sec. of Ed. Mike Smith; Asst. Sec. of Ed. Kent McGuire

*Mayors in audience*--Mayor Ernest Davis, Mt. Vernon, NY; Mayor Joseph Ganim, Bridgeport, CT; Mayor Bret Schundler, Jersey City, NJ

Today we join together across party lines to support efforts to protect our children, strengthen our families, and improve our communities. And I want to begin by asking you to think about a question we have all heard from the backseat whenever we have travelled long distances with small children. "Are we there yet? Are we there yet?" When it comes to helping parents raise their children in this demanding new era, the answer is no: we are not there yet. But we can get there, if put put progress ahead of partisanship and work together. Today I want to talk about how far we **have** come, and how far we still have to go.

In this new era of global trade and rapid technological change, America is thriving. We have the strongest economy in a generation. But the trends reshaping our economy are also reshaping our personal lives, in ways that are unexpected and mostly good, but often challenging. Today, there is no greater challenge than the struggle Americans have between fulfilling two obligations they value: their obligations to their jobs and to their families. It is an old struggle, but one that has been heightened by a new economy that is bringing our nation unparalleled prosperity even as it draws more and more parents of young children into the workforce.

On any given day in America, as many as 15 million school-aged children are left to fend for themselves at home, idle in front of the television or out on the streets exposed to gangs and drugs and crime. It's no surprise that half of all juvenile crime occurs in the few hours after school lets out. For families with children between three and five, child care is the second or third greatest household expense. If we care about the next generation, then helping parents fulfill their responsibilities at home and at work is a central obligation of our nation as we cross the threshold of the 21st Century.

Government cannot solve this dilemma, any more than government can raise or love a child. Only parents can raise children. Only parents can find the balance between work and



home that works best for them. What government can and must do is create the conditions and give parents the tools that will enable them to fulfill their many responsibilities. For some that may mean staying home with the children. For others, it may mean finding high-quality child care and after-school programs so that parents can succeed at work and succeed at raising their children.

In the last six years, I have worked hard, with Republicans and Democrats, to create the conditions and provide the tools by which Americans can meet their dual obligations to work and family.

We took several big steps in the first four years of my administration. First, we passed the Family and Medical Leave Act, to make sure every working parent has the right to take time off from work to care for a sick child or relative. Second, we tried to make sure that parents who work at low-wage jobs can at least feed their families and have the dignity of living above the poverty line. To that end we increased the Earned Income Tax Credit, created a \$500 per child tax credit, and raised the minimum wage. Third, we revolutionized the welfare system in a way that strikes a balance between work and family. We gave people on welfare strong reasons to find work. But we also provided more resources for child care in the form of block grants to the states. We did this so that people on welfare can take on the responsibility of work, without abandoning their primary responsibility of being good parents.

Since then, we have focused on two other major areas: After-school programs and child care for lower-income working families who may not have been on welfare. Last month, I signed the bipartisan budget bill that dramatically expands Head Start and makes new investments in improving the quality of child care. Today, I am pleased to report that nearly one-and-a-quarter million low-income children are now receiving child care under the child care block grant program, up from about a million the year before. That is good news for America.

Now here is the bad news: Another eight-and-three-quarter million low-income children are eligible for child care assistance but aren't receiving it. We simply have not made the sufficient investment. We are making progress, but we are not there yet.

I was disappointed that Congress in last month's budget chose not to pass my child care proposal. This year, I am committed to making progress on child care, and I look forward to working with members of both parties to make sure we move forward.

The budget I signed last month also increases five-fold the number of children who will receive after-school care under a program first introduced by Sen. Jeffords--a program called the 21st Century Community Learning Center Initiative. Thanks to that five-fold increase, I am able to deliver some more good news today. I am delighted to announce that 183 communities in 45 states and the District of Columbia are receiving grants totaling \$60 million to set up academically-enriched after-school programs. That means roughly 75 thousand more children will have someplace to go other than the streets when school lets out, and that is good



news for America.

One of the recipients is Chicago's Lighthouse Program, which the First Lady and I have visited. Every day Lighthouse keeps 112,000 children in 248 Chicago schools off the street and out of trouble while drilling them in math and reading and providing everything from computer instruction to supervised sports to a hot evening meal.

After-school programs like Lighthouse honor our values and benefit our nation. They offer opportunity and peace of mind to hardworking parents who cannot always be home when school lets out. They bolster responsibility among students while boosting their academic performance: Math and reading scores have shot up in nearly every one of the 40 Chicago schools where the program began two years ago. And they strengthen our communities. Incidents of violent crime by juveniles doubles in the hour after school lets out, and our children are also at greatest risk of becoming victims of crime in the hours immediately after school. But in communities where children have something positive to do, youth crime and victimization drop steeply.

So it is good news that we are able to announce today these 183 new after-school grants. Now, here's the bad news: For every community receiving a grant today there are seven that applied but will receive nothing. The need for after-school programs simply outstrips our investment in them. We have made progress, but we are not there yet.

When children ask from the back of the car "are we there yet?" it is always hard to give them a satisfactory answer. You can explain how far you've come and what good time you're making. But those answers only satisfy adults. They don't quiet impatient children. Yet perhaps we should be more impatient, and less satisfied with our progress, when it comes to providing Americans with the tools they need to meet the obligations of work and home.

When as many as 15 million school-aged kids are home alone on any given day, we are not there yet. When violent juvenile crime doubles in the hour after school lets out, we are not there yet. When low-wage working families are spending 25 percent of their income on child care, we are not there yet. When our investment in after-school and child care meets only one-seventh of the need, we are not there yet.

In this new economy we can no longer think of high-quality child care and after-school as luxury items, because yesterday's luxury item is tomorrow's standard equipment. If we want our nation to progress, we must move quickly towards the day when high-quality child care and after-school programs are standard equipment for every school in America...for every family in America...for every child in America. Our nation must be well-equipped for the 21st Century.

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**November 12, 1998; Thursday**

**LENGTH:** 748 words

**AGENCY:** DEPARTMENT OF HEALTH AND HUMAN SERVICES

**SIC-MAJOR-GROUP:** 02 - Food, Drug and Health

**HEADLINE:** PRESIDENT CLINTON: BUILDING STRONGER COMMUNITIES

**CONTACT:** 202-690-6145

**BODY:**

Thursday, November 12, 1998

In this new economy we can no longer think of high-quality child

care and after-school programs as luxury items, because yesterday's

luxury item is tomorrow's standard equipment. If we want our nation

to progress, we must move quickly towards the day when

high-quality child care and after-school programs are standard

equipment for every school in America, for every family in America,

and for every child in America.

President Bill Clinton

November 12, 1998

Today at the White House, President Clinton and First Lady  
**Hillary**



Rodham **Clinton** are joined by a bipartisan group from Congress to

announce nearly \$60 million in new grants to establish or expand

after-school programs. The President will also release new data that

shows the pressing need for affordable child care for America's

low-income working families.

President Clinton Fought To Secure Funding For After-School

Programs. At least 5 million children -- and as many as 15 million

children -- are left at home alone on any given day. Experts agree that

school-age children who are unsupervised after school are far more likely

to use alcohol, drugs, tobacco, commit crimes, receive poor grades, and

drop out of school than those who are involved in supervised,

constructive activities. That is why President Clinton fought for and

won his full funding request of \$200 million as part of the budget

agreement last month for after-school programs through the 21st

Century Community Learning Center program. This funding will

allow roughly 250,000 children to participate in after-school

programs that keep them safe and help them learn.



Supporting After-School Initiatives Nationwide. Today, the President

will announce nearly \$60 million in new grants to establish 21st Century

Community Learning Center school-based after-school programs. This

money will fund 183 grants to about 600 schools in 44 states and the

District of Columbia. Today's grant recipients originally applied to the

program during the last fiscal year under one of the most competitive

programs ever managed by the Department of Education -- the

Department received nearly 2,000 applications, requesting funding for

programs in more than 6,000 schools nationwide. These new grants will

allow the Department to fund many more qualified applicants. Of the

remaining \$140 million appropriated for fiscal year 1999, \$40 million will

fund renewed grants for last year's recipients, and \$100 million will be

administered by the Department of Education through a new **after-school**

**grant** competition.

Millions Of Low Income Children Are Still Without Child Care



Assistance. The President will release data showing that states only

provided child care assistance to 1.25 million children in low-income

families out of a total of 10 million children eligible for assistance. The

President fought to include \$4 billion in child care assistance subsidies in

the welfare law he signed in 1996, allowing a quarter of a million more

low-income children to receive child care in 1997; however, states still

have more applicants than they can serve even though states obligated

over 99 percent of their federal block grant funds in fiscal year 1997 and

federal and state spending on child care increased 35 percent in fiscal

year 1997.

The President Will Work On A Bipartisan Basis With The Next

Congress To Expand Child Care For Low Income Children. As part

of his fiscal year 1999 balanced budget request, the President proposed a

funding increase that would have, combined with the child care funds

provided in the welfare reform law, enabled the child care program to



serve about one million new low-income children -- but Congress did not

support this proposal. The President remains committed to expanding

child care for low-income children, and will work with Congress on a

bipartisan basis next year to make child care better, safer, and more

affordable for America's working families.

**REGION:** 4th U.S. Circuit Court of Appeals - Virginia, West Virginia, North Carolina, South Carolina, Washington, D.C.

**INDUSTRY-CODE:** Health services

**LANGUAGE:** ENGLISH

**LOAD-DATE:** November 20, 1998

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**FOCUS<sup>TM</sup>**

**Search:** General News;after school grants and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

*Example:* House of Representatives

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THE FORT WORTH STAR-TELEGRAM

November 13, 1998, Friday NORTHEAST AM EDITION

**SECTION:** NEWS; Pg. 6

**LENGTH:** 327 words

**HEADLINE:** Clinton announces grants for after-school programs;  
Renaissance Charter School in Irving is awarded \$ 750,000

**BYLINE:** Maria Recio, Star-Telegram Writer - Washington Bureau

**BODY:**

WASHINGTON - President Clinton yesterday announced almost \$ 60 million in new grants to support after-school programs, including \$ 750,000 during the next three years for Renaissance Charter School in Irving.

Clinton said that he and the first lady are "virtually obsessed" with expanding after-school programs and affordable **child care**.

"In the new economy, we can no longer think of high-quality **child care** and after school programs as luxury items," he said. "In every period of economic and social change, what once was a luxury item becomes quickly standard equipment.

"On these issues, we should be as impatient as our children in the back seat of the car," who constantly ask, "'Are we there yet?'" Clinton said.

The Renaissance grant will come from the \$ 1.8 million earmarked for Texas.

Renaissance has after-school care for fourth-, fifth- and sixth-graders.

The school, which attracts 350 of its 850 students from Northeast Tarrant County, will use the \$ 250,000 funding available this school year to expand its after-school program to seventh- and eighth-graders.

Don Jones, Renaissance's chief education officer, sat in the White House's ornate East Room yesterday as the president, first lady **Hillary Clinton** and lawmakers praised the benefits of after-school care.

"We want to target middle school, which is a time when there are many changes and children are at risk," Jones said. "We want to provide a half day of structured learning environment and the rest of the day exploratory learning."

The after-school program will offer computer time, arts, drama and other opportunities in a class day that will stretch from 8:30 a.m. to 6 p.m.



"We're calling it 'after-school', but we're really extending the academic day," Jones said.

Funding for after-school programs has increased dramatically in the past three years, from \$ 1 million in 1996 to \$ 40 million in 1997 to \$ 200 million in 1998.

**LANGUAGE:** ENGLISH

**LOAD-DATE:** November 16, 1998

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**Search: General News;child care and hillary w/2 clinton**

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Gannett News Service

November 12, 1998, FINAL EDITION

**SECTION:** Pg. ARC

**LENGTH:** 393 words

**HEADLINE:** Nearly \$60 million grants going to **child-care**, after-school programs

**BYLINE:** JENNIFER E. MABRY; Gannett News Service

**DATELINE:** WASHINGTON

**BODY:**

WASHINGTON -- In a bid to reduce the number of so-called idle "latchkey kids," President Clinton announced Thursday that nearly \$ 60 million in grants is being poured into 44 states and the District of Columbia for **child-care** and after-school programs.

The grants will let schools create or expand **child care** and desperately needed after-school programs for many of the estimated 15 million children left unattended each day.

These so-called latchkey kids who go unsupervised are more likely to use drugs, alcohol and tobacco, commit crimes, perform poorly in school and drop out than those involved in productive activities where an adult is present, experts contend.

"I believe that the whole subject of what children are doing after school, on weekends, and during the summer is exceptionally important," said Rep. Michael Castle, R-Del., one of the advocates of the recently passed legislation creating the grants. "We need to identify successful programs around the country and share (them) with others."

Rose Bowlz, a single mother from Tucson, Ariz., can attest to the value of after-school programs. The mother of two teens, who works as an administrative assistant at a community college, said it would have been tough raising her daughter for her between the second and eighth grades.

Bowlz said after-school programs can offer "three major benefits for children: a safe place to learn, study and interact with other the children."

Clinton and first lady **Hillary Rodham Clinton**, who wrote a book entitled "It takes a Village," have long contended that the government, schools and others need to step in to help raise children during this day and age when there are more single parents or



both parents work.

"Hillary and I have been virtually obsessed with the ideal of expanding after-school programs and **child care**," the president said.

Referencing the familiar childhood question -- "Are we there yet?" -- often raised by children during long car rides, Clinton said, "The truth is, when it comes to raising children in this area we are not there yet."

Clinton said all Americans need to help working parents "do the best they can to meet obligations at school and work," adding, the "principal struggle faced by Americans today is the balance of work and parenting."

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**LANGUAGE:** ENGLISH

**LOAD-DATE:** November 13, 1998

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**Search:** General News;child care and hillary w/2 clinton

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*Example:* House of Representatives

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**1/7/99: ANNOUNCEMENT  
OF PROPOSAL TO INCREASE  
AFTER SCHOOL PROGRAMS  
AND END SOCIAL PROMOTIONS**

Divider Title: \_\_\_\_\_

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~~September 14, 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.



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January 8, 1999

**SECTION:** News; Pg. A8

**LENGTH:** 392 words

**HEADLINE:** After-school programs may get budget boost; Clinton unveils plan

**BODY:**

WASHINGTON -- Declaring lessons should be taught "in the schoolhouse, not on the street," President Clinton said Thursday he wants to devote \$600 million to creating programs that will give thousands of American children something to do after school.

The proposal, the latest from Clinton's fiscal 2000 budget, calls for three times the amount of money the federal government now devotes to **after-school programs**. Clinton tied eligibility for the program to his effort to halt "social promotions" that move children up to the next grade even if they did not grasp their lessons in the previous one.

"Our public schools must change," Clinton said. "Don't flunk anybody because the system is failing the kids. Give them the **after-school programs**. Give them the summer school programs. Give them the tools they need to succeed."

Clinton unveiled the proposal in a ceremony in the White House's East Room attended by first lady **Hillary Rodham Clinton** and Vice President Al Gore. It is among several policy initiatives that Clinton will offer in his State of the Union address Jan. 19.

**Hillary Clinton** said the initiative will make "the difference between lives of accomplishment and lives of hopelessness and failure. . . . We know too well the consequences of those unsupervised hours, and parents do have need to worry."

Clinton said the budget he will send to Congress next month will call for tripling the amount spent on the 21st Century Learning Center Program, which provides public schools with money for educational and recreational programs in the afternoon hours when school is out but most working parents are still on the job. That program, currently funded at \$200 million, serves 190,000 children at 800 schools in 46 states and the District of Columbia.

"On any given day when school lets out, tens of millions of working parents look nervously at the clock, hoping and praying their children will be OK," Clinton said. "With quality **after school (programs)**, . . . students learn their lessons in the schoolhouse, not on the street."

Clinton said 1 million schoolchildren would benefit from the proposed expansion. He estimated that as many as 15 million children are "idle in front of a television or out on the streets" between 2 p.m. and 8 p.m., when studies have shown that half of violent juvenile crimes occur.

**GRAPHIC:** President **Clinton and Hillary Rodham Clinton** on Thursday announced an initiative designed to help children in the hours between school and the time their parents get home from work.

**LOAD-DATE:** January 8, 1999



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January 8, 1999

**LENGTH:** 798 words

**HEADLINE:** THE WHITE HOUSE

President Clinton and Vice President Gore - Increasing the quality of learning

**BODY:**

Expanding **After School Programs** and Ending Social Promotion

The East Room, The White House

Today, President Clinton will be joined by First Lady **Hillary Rodham Clinton** and Vice President Gore as he announces his FY 2000 budget proposal 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. The President will also announce that in awarding these funds, the Education Department will give priority to school districts that are ending social promotion by requiring that students meet academic standards in order to move to the next grade.

Tripling Funding for a Program that Works. President Clinton's 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 the President's budget victory last year, in which he obtained an increase in 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. The President's proposal would help roughly 1.1 million children each year participate in these programs.

Giving Priority to School Districts that End Social Promotion. Under the President's 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. The President's 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 to determine whether a student has met the standards; (3) strengthen learning opportunities in the classroom through 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. The President's proposal would 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 meet 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 at much greater risk of being the victims 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.

**LANGUAGE:** English

**LOAD-DATE:** February 8, 1999

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January 7, 1999, Thursday HOME FINAL EDITION

**SECTION:** NEWS; Pg. 3A

**LENGTH:** 445 words

**HEADLINE:** Clinton wants to triple after-school funds;  
Children's care programs would get \$ 600 million

**SOURCE:** Washington Bureau of The Dallas Morning News

**BYLINE:** Susan Feeney

**DATELINE:** WASHINGTON

**BODY:**

WASHINGTON - President Clinton on Thursday is expected to propose tripling federal money for after-school child-care programs, a White House official said.

The president is set to ask Congress for \$ 600 million in the fiscal 2000 budget for public school programs that keep children occupied until their parents arrive home from work.

About 380,000 children now participate in **after-school programs** that receive U.S. Department of Education grants. But at least 5 million - and possibly as many as 15 million - children go home to unsupervised households, said Bruce Reed, Mr. Clinton's domestic policy adviser.

About 1.1 million additional children would be served under the president's plan, Mr. Reed said.

Mary Taylor, **after-school program** manager for Dallas public schools, said the city did not receive federal money last year. "We do plan to apply again," she said.

All 153 Dallas elementary schools have **after-school programs** and 25 middle schools are setting up sessions, she said.

"It's an ever-growing need," Ms. Taylor added.

Mr. Clinton told a White House gathering Nov. 12 that he and first lady **Hillary Rodham Clinton** "are, I think it's fair to say, virtually obsessed with the idea of expanding **after-school programs** and affordable child care."

After-school grants were part of the sweeping \$ 21.7 billion child-care plan Mr. Clinton announced one year ago.

The president's call for broad tax credits and new subsidies for child care stalled in the Republican-controlled Congress in a year dominated by the Monica Lewinsky scandal. Lawmakers did approve \$ 200 million for **after-school programs**. Of the \$ 100 million awarded so far, \$ 6 million has gone to Texas.

In fiscal 1998, the federal government spent \$ 40 million on the program, up from \$ 1 million the year before.

At the November event, attended by Republican and Democratic lawmakers, Mr. Clinton said



after-school sessions brought "opportunity and peace of mind" to parents while bolstering responsibility and academic achievement among students.

Recent studies show children are most at risk for involvement in crime, illegal drugs and alcohol in the hours immediately after the dismissal bell rings.

The president, for the first time, wants to give priority to schools trying to abolish social promotion, Mr. Reed said. That's the practice of passing students who are not proficient to the next grade.

The announcement will be made at an afternoon East Room event, at which Mr. Clinton will be joined by Chicago school officials. That city's program serves 112,000 schoolchildren, who play sports and receive instruction in computers, math and science.

**LANGUAGE:** ENGLISH

**LOAD-DATE:** January 8, 1999

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**Search: General News;after school programs and hillary w/2 clinton**

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January 07, 1999, Thursday, Final Edition

**SECTION:** A SECTION; Pg. A23; THE FEDERAL PAGE

**LENGTH:** 648 words

**HEADLINE:** Clinton Will Seek More Funds for After-School Instruction

**BYLINE:** John F. Harris, Washington Post Staff Writer

**BODY:**

President Clinton today will propose a marriage between two education ideas that he has promoted often in the past -- more federal money for **after-school programs** and an end to "social promotion" of students who are faltering academically.

Clinton plans to announce in an East Room ceremony with Vice President Gore and first lady **Hillary Rodham Clinton** that his proposed 2000 budget includes a large boost -- from \$ 200 million to \$ 600 million -- on spending for the 21st Century Learning Program, which gives local schools aid to fund after-school and summer programs. Clinton also will propose that schools with policies in place to discourage unwarranted promotion of pupils will receive priority in competing for the Education Department grants.

Clinton has for several years touted the efforts of some school districts, most prominently the Chicago public schools, to end the practice of sending students to the next highest grade even though they have not mastered the academic requirements of their current grade. At the same time, he has said **after-school programs** should be dramatically expanded, citing statistics that show youth crime is highest in the late afternoon hours after classes are over but before working parents are home. But so far he has not been able to back up his hope for more programs with much in the way of public funds. Before last year's budget agreement, the 21st Century program was funded at \$ 40 million annually. The program, begun in 1997, was sponsored by a Republican, Sen. James M. Jeffords of Vermont.

White House domestic policy adviser Bruce Reed said tying the planned new funds to a tougher stand on social promotions was a logical merger of two related ideas. "We want communities to end social promotion the right way, which means making sure the kids . . . who need extra help get more attention, including after-school instruction and summer school if necessary," he said.

According to White House figures, the 21st Century program now directs funds to about 800 schools in 46 states and the District of Columbia, with about 190,000 children participating in tutoring or recreational activities held at public school facilities after regular classes. The new money would expand the number of children to as many as 1.1 million children, the White House said.

Following their practice in other previews of Clinton's proposed budget, White House officials yesterday did not detail how Clinton would offset his planned spending hikes. Budget rules demand all new spending to be paid for, and Clinton has pledged that the surplus is off-limits until he and Congress agree on a long-term overhaul of Social Security.

House Ways and Means Chairman Bill Archer (R-Tex.) warned Clinton in a letter yesterday not to succumb to the temptation of raising taxes under the guise of closing loopholes. "Over the last two years, your budget[s] contained dozens of tax hikes," Archer wrote. "Your budget last year contained forty-three tax increases that raised \$ 38.9 billion. A mere \$ 2.0 billion were loophole closures. The



remainder were old-fashioned tax hikes."

Also yesterday, Clinton announced that the projected budget surplus for this year is more than \$ 76 billion. An Office of Management and Budget analysis last year had forecast a \$ 54.2 billion surplus for fiscal 1999.

Clinton used the occasion to reiterate the save-the-surplus message he promoted often last year as a way of blunting GOP calls for an across-the-board tax cut. "We can say the era of big deficits is over," he said, adding: "Like any family with long-term financial needs and a little more earnings than we expected, we can't go out and spend the surplus today. We have to plan for the future. Before we consider any new spending or tax cuts, first we must set this surplus aside until we save Social Security for the 21st century."

**LANGUAGE:** ENGLISH

**LOAD-DATE:** January 07, 1999

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**Search:** General News;after school programs and hillary w/2 clinton

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SCHOOL PROGRAMS**

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January 14, 1999, THURSDAY, Late Sports Final Edition

**SECTION:** NWS; Pg. 7

**LENGTH:** 385 words

**HEADLINE:** First lady hangs tough during visit to Chicago

**SOURCE:** JIM FROST

**BYLINE:** BY SCOTT FORNEK AND ADRIENNE DRELL

**BODY:**

First lady **Hillary** Rodham **Clinton** came to Chicago on Wednesday to help raise awareness about epilepsy, push for federal funds for **after-school** programs, mingle with grammar school students and pay tribute to Michael Jordan.

The busy day came on the eve of her husband's impeachment trial.

"You know something?" she said. "It's hard to walk away, but it's the right thing to do."

Clinton was not talking about the events in Washington. She was talking to third-graders about how to resolve conflicts peacefully. Her advice came during a visit to an **after-school** program at Haines Elementary School in the Armour Square neighborhood.

But the first lady did walk away from reporters' questions about the perjury and obstruction of justice charges her husband faces.

"I am delighted to be here with all of you to discuss this very important disease," Clinton told participants in a round-table discussion on epilepsy at Rush-Presbyterian-St. Luke's Medical Center, moments after a reporter shouted a question about the impeachment.

She did weigh in on Jordan, calling it "a sad day for Bulls fans."

Later, in a speech at Haines, Clinton called for an additional \$ 400 million for **after-school** programs. She said the money would help other cities mimic Chicago's Lighthouse program, which provides a mix of study help, recreational activities and warm meals to 175,000 students.

But the impeachment hung like a cloud over her visit.

A group of eighth-graders Clinton visited at Haines had plenty to say to reporters before the first lady entered the room.

"I don't think he should have been impeached, because it's his business what he does behind closed doors," said Arkesha Green, 14, who lives in Chatham.

Arkesha said she admires how the first lady is handling the situation, although she would do it differently. "It would have been a divorce -- quick, fast and hard," she said.

Late Wednesday, Clinton spoke at a benefit at the Drake Hotel that raised more than \$ 300,000 for Citizens United for Research in Epilepsy.



Referring to Jordan's retirement, she said, "Nobody in this room will ever play professional basketball, but there are champions among us -- children who suffer but do the best they can every day, and family members who watch their champion children struggling."

**GRAPHIC:** Hillary Rodham Clinton chats with students at Haines Elementary. She visited here on the eve of her husband's impeachment trial.

**LANGUAGE:** English

**LOAD-DATE:** January 14, 1999

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**Search:** General News;after school and hillary w/2 clinton

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*Example:* House of Representatives

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January 14, 1999 Thursday, LAKE SPORTS FINAL EDITION

**SECTION:** METRO LAKE; Pg. 8; ZONE: L

**LENGTH:** 372 words

**HEADLINE:** VISITING FIRST LADY TARGETS EPILEPSY, **AFTER-SCHOOL** CARE

**BYLINE:** By Diane Struzzi, Tribune Staff Writer.

**BODY:**

First Lady **Hillary** Rodham **Clinton** came to Chicago on Wednesday to boost funding for epilepsy research and to unveil the president's proposal to triple next year's federal budget for **after-school** programs.

She praised Mayor Richard Daley for his commitment to the city's schools and even indulged in the topic of the day--Michael Jordan's retirement--calling it "the most important event" happening in the country Wednesday.

But one topic was off-limits: her husband's pending impeachment trial before the Senate. As she entered the first of her public events, a roundtable discussion on epilepsy, she ignored a reporter's question on how she felt on the eve of that occasion. Without skipping a beat, Mrs. Clinton eased into her chair, a broad smile on her face.

"I'm delighted to be with all of you," she said, facing the group gathered at Rush-Presbyterian-St. Luke's to discuss epilepsy and stereotypes surrounding the disease. "I think this (is an) opportunity to bring to the public attention the issues that surround epilepsy, which too long in my opinion have been either ignored, or overlooked, or run away from."

She listened to the firsthand stories of epileptics who had lost jobs, friends and health insurance and whose symptoms often were mistaken for drunkenness.

Mrs. Clinton also was on hand to dedicate a six-room monitoring unit at the hospital's epilepsy center. Afterward, she announced a series of initiatives that include a meeting next year to gather 150 experts on the disease.

Afterward, she attended a gathering at Haines School in Chinatown, where she lauded the city's **after-school** Lighthouse program, which provides tutoring and recreation classes for children. She called it a model for the nation and announced President Clinton's proposal to increase funding for **after-school** programs to \$600 million.

The first lady also appeared at a Wednesday night fundraiser at the Drake Hotel that was expected to garner more than \$300,000 for epilepsy research, according to Susan Axelrod, founder of Citizens United for Research in Epilepsy, which sponsored the benefit. CURE is a Chicago-based group of parents of epileptic children who seek an increase in research and a cure for the disease.

**GRAPHIC:** PHOTOS 3PHOTO: **Hillary** Rodham **Clinton** enjoys a "flower dance" presented by students in the Lighthouse program at Haines Elementary School. Tribune photo by Jose M. Osorio.; PHOTOS: Suzanna So, 9, a 3rd grader at Haines, shows the first lady a project created during participation in the Lighthouse program, which provides tutoring and recreation classes. Tribune photos by Jose M. Osorio. (North Sports Final edition, Metro Chicago section, Page 3.)



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**JANUARY 20, 1999:  
Qualified Teachers in  
EVERY CLASSROOM EVENT**

Divider Title: \_\_\_\_\_

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# THE WHITE HOUSE

WASHINGTON

January 20, 1999

## QUALIFIED TEACHERS IN EVERY CLASSROOM EVENT

**DATE:** January 21, 1999  
**LOCATION:** Old Executive Office Building  
Room 450  
**BRIEFING TIME:** 11:15am - 11:40am  
**EVENT TIME:** 11:45am - 12:35pm  
**FROM:** Bruce Reed

### I. PURPOSE:

To amplify the education themes in your State of the Union Address, you will announce several initiatives to attract talented, well prepared teachers into our classrooms. These initiatives include: (1) a second installment on your class size reduction initiative, which will increase funding by \$200 million and enable local schools to hire an additional 8,000 teachers; (2) \$35 million in funding -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty public schools; (3) an \$18 million initiative to extend the Troops-to-Teachers program to train and place more than 3,000 retired military personnel as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools; and (4) a new \$10 million initiative to begin recruiting and training 1,000 Native American teachers who commit to teach in schools with high concentrations of Native American students.

### II. BACKGROUND:

#### **Hiring 100,000 well-prepared teachers to reduce class size in the early grades.**

You will ask for \$1.4 billion in your FY 2000 budget, a \$200 million increase over FY 1999 funding, for your initiative to hire 100,000 teachers to reduce class size in grades 1-3 to a national average of 18. This increase will enable local schools to recruit, hire, and train an additional 8,000 teachers, while continuing to pay for the 30,000 teachers hired with FY 1999 funds. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15 percent of these funds for teacher training and other related activities. Studies show that smaller classes enable teachers to give personal attention to students, which leads to their getting a stronger foundation in the basic skills. The studies also show that minority and disadvantaged students show the greatest achievement gains as a result of reducing class size in the early grades.



**Recruiting Outstanding New Teachers for High-Poverty Schools.** Poor and minority students often have the least access to well-prepared teachers: for example, students in schools with the highest minority enrollments have less than 50 percent chance of having a math or science teacher with a license and degree in the field. To address this challenge, you will propose \$35 million -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty public schools. You first proposed these scholarships last year, and they were enacted by Congress as part of the reauthorization of the Higher Education Act.

**Preserving and Expanding the Troops to Teachers program.** The successful Troops to Teachers program, which has helped 3,000 retiring military personnel become teachers in public schools since 1994, is scheduled to expire later this year. To preserve and build on this successful program, you will propose \$18 million to provide scholarships and other support for training and placing in public schools more than 3,000 retiring military personnel and other mid-career professionals. The initiative would focus on recruiting and training new teachers for high-poverty schools and for high-need subject areas like math, science, foreign languages, or special education. The Education Department.

The Troops to Teachers program enjoys bipartisan support in Congress. Several members of Congress, including Senators Robb, McCain, and Lieberman, are working to develop legislation to preserve and expand the Troops to Teachers program. While we are proposing funding under existing Education Department authority to ensure this program can be expanded even if legislation is not enacted this year, we will work with these offices to design our proposal and their legislation in the coming weeks.

**Training and Recruiting New Native American Teachers.** Only two-thirds of Native American students successfully complete high school -- far fewer than other students. To address this challenge, you are proposing \$10 million to begin training and recruiting of 1000 new teachers for areas with high concentrations of American Indian and Alaska Native students.

### III. PARTICIPANTS:

#### Briefing

Secretary Richard Riley  
Bruce Reed  
Doug Sosnik  
Joe Lockhart  
Michael Cohen  
Broderick Johnson

#### Event Participants

The First Lady  
Secretary Richard Riley



Arthur Moore, Retired Army Staff Sergeant and Teacher, Harlem Park Community School, Baltimore, MD

Members of Congress in Audience

Sen. Byron Dorgan (D-ND)

Sen. Daniel Inouye (D-HI)

Rep. Elijah Cummings (D-MD) \*\*represents Arthur Moore

Rep. Rush Holt (D-NJ)

Rep. Dale Kildee (D-MI)

Rep. Patsy Mink (D-HI)

Rep. Tim Roemer (D-IN)

Rep. Loretta Sanchez (D-CA)

Rep. Debbie Stabenow (D-MI)

**IV. PRESS PLAN:**

Open Press.

**V. SEQUENCE OF EVENTS:**

- YOU will be announced onto the stage in OEOB Room 450 accompanied by all stage participants.
- The First Lady will make welcoming remarks and introduce Secretary Riley.
- Secretary Riley will make brief remarks and introduce Arthur Moore.
- Arthur Moore, Teacher, will make brief remarks and introduce YOU.
- YOU will make remarks, work a ropeline, and depart.

**VI. REMARKS:**

Remarks Provided by Speechwriting.



TEACHER EDUCATION: OF THE PEOPLE,  
BY THE PEOPLE, AND FOR THE PEOPLE

Hillary Rodham Clinton  
Education Standards Committee, Arkansas

Teacher education, both preparatory and during service, will continue to be affected by the education renewal movement that is sweeping the country. That movement, largely inspired by forces outside the existing public education system, demands more public participation in and accountability from our public schools. Community involvement in the public schools is a welcome change from the decreasing public support for education that we have seen in recent years and should be applauded by teachers, administrators, and university professors. And, although much of the reform thus far has focused on raising standards for curricular offerings and student achievement as a first step toward reversing lowered expectations about student capacity for learning, the winds of reform are also upsetting the status quo in teacher education.

In Arkansas, we have worked to (1) require greater accountability from all elements within the public education system, (2) focus more attention and targeted assistance on each individual student, and (3) increase the rigor of the courses required and the performance expected of our students. In addition, a committee appointed by Governor Clinton, which will be making its report within the next two months, is addressing changes needed in teacher education, certification, and evaluation. Its chairman, Ann Henry, was present at this conference and served remarkably well in the difficult undertaking of presiding over the diverse interests and points of view represented on the committee addressing those subjects.

We recognize in Arkansas that the effectiveness of the reforms passed by our legislature and adopted by our state board of education will be determined largely by the teachers and administrators already in our schools. One of the keys to insuring that the reforms are implemented is a good inservice education program tied both to the goals of the education system and to the needs of educators.



There are, in my opinion, six basic policy assumptions about the kind of inservice education program we need in public education. First, the content of teacher education, either before or during service, cannot and should not be solely determined by educators. Second, inservice education programs must be related to furthering a state's, school district's, and individual school's educational goals. Third, inservice education programs should address both the needs expressed by educators for further education in particular areas and the deficiencies in functioning revealed by needs assessments participated in by teachers, administrators, outside evaluators, patrons, and, when appropriate, students. Fourth, assessment and evaluation are critical components in any inservice education program. Fifth, the state should require each district to have ongoing inservice programs and should provide financial support to assist districts in designing, conducting, and evaluating them. And sixth, statewide programs for career ladders, master teachers, or merit pay should be tied to functioning and effective inservice programs. I want to discuss these policy assumptions and my reasons for each.

The first assumption concerns the role of persons other than educators in the design and conduct of inservice education programs. I believe strongly in the widest possible support for and participation in the public education system. That belief is founded on my understanding of the dependence of a democratic form of government (especially in a pluralistic society) on its public schools and my common-sense political experience that the surest way to ensure broad community support for a policy is to work toward broad-based community involvement. For example, when we began our effort in Arkansas to reach a consensus on quality education standards, we worked very hard and spent an enormous amount of time to involve as many people as possible. We held a public hearing in every one of the 75 counties, invited representatives of education organizations and experts to our meetings, and used the media extensively to create a two-way channel of communication about education issues. People came forward with all sorts of ideas, some meritorious, others not, but all expressing real concerns. When we sifted through the recommendations to arrive at our own conclusions, we had the benefit of many ideas and the confidence that our views did not arise in a vacuum.

The model is not so different for involving noneducators with inservice education. The new Arkansas Education Standards for Accrediting Public Schools require each district and school to set educational goals and adopt strategies for achieving those goals, using processes that require public involvement. One of



the strategies for achieving goals should be a program of continuing inservice education, and another strategy should be evaluation of the effectiveness of inservice education. The public should be involved through committees in formulating both the program and the evaluation measures.

The public should also be involved in ongoing efforts to assess the needs of local school districts. I reject the view held by some within our schools that persons on the outside neither know nor care about the problems faced every day in the classroom. In fact, I believe that often an outside perspective can be useful in identifying needs which may not even be perceived by teachers and administrators.

Once needs are identified, noneducators may also be very useful in conducting programs that address those needs. There are, for example, communications experts who could assist educators in improving their abilities to communicate effectively. Private businesses use such assistance all the time in their continuing education--why not schools? Social workers and child psychologists could provide valuable information about children's problems and development. Management and motivation seminars used by businesses could also assist administrators in learning more effective means of management and personnel motivation than are usually practiced within our schools. These are just three ways that noneducators could assist in the design and delivery of inservice education to educators. A policy that assumes the legitimacy of such involvement and requires educators to seek outside assistance would result in more effective and better supported inservice programs.

The second policy assumption, that inservice education programs should further state, school district, and individual school educational goals, may seem obvious and not worth mentioning. However, I have often observed that programs labeled "inservice education" do little to address district or school problems or to further their educational objectives. A well-designed inservice education program should be part of a strategy adopted to meet particular educational goals. Although the goals of school districts and of individual schools within a district may differ depending upon the instructional leadership available, the student population, and other characteristics, it is essential that inservice education be tied to meeting each one's goals, whatever they might be.

For example, a state might adopt a goal that all its students will meet certain levels of achievement on standardized tests by a specified date. If that is the goal, then inservice education ought to address the various ways educators



can assist students to improve their performance toward meeting that goal. A school district with a high population of disadvantaged students might have a goal of enabling a certain percentage of all its students to read at their grade level. Certainly, that district's inservice education program should focus on training teachers to help slower students improve their reading and on assisting administrators in providing instructional leadership that will support teachers in their efforts. A school with an affluent population might have a goal of providing a more challenging curriculum for its students, and its inservice education program would focus on curriculum innovation. In other words, inservice education must be married to educational goals or it risks being irrelevant both to the individual educator and to the setting in which it occurs.

Third, I assume that inservice education programs should address both the needs that educators themselves express and their needs as perceived by others. The question about who should define needs is a variation of the old "chicken and egg" problem. We often do not know what we do not know, and so have difficulty articulating what our needs might be. I am confident that educators understand many of their needs and can design programs that address those needs, but I also believe that certain deficiencies or problems within a district may not be well perceived by educators themselves and may best be articulated by persons other than teachers. For example, teachers may well perceive that they need training in techniques of classroom management or discipline, but they may not perceive that enhanced collegiality within the teaching corps and improved lines of communication between teachers and administrators would assist them in enforcing school discipline policies. Teachers may also recognize that they need alternative methods of reading instruction but may not perceive that more effective communication between school personnel and parents would resolve some of the problems associated with poor reading achievement. An inservice education program that provides a comprehensive approach to school needs must be designed with the input of both those who will participate in the program and those who will benefit from it.

My fourth policy assumption concerns the critical importance of assessment and evaluation in all aspects of public education, including inservice education programs. Assessment and evaluation measures are necessary in designing a continuing education program. An assessment and evaluation process must have the confidence of those who support the public education system. Arkansas was the first state to require that administrators and teachers be tested on their basic



skills as a means for determining who needs assistance to remedy deficiencies in those skills. We consider the test to be part of an ongoing process for assessing our educators' needs and for designing inservice programs to address them. Under the law, all teachers and administrators will be tested in the spring of 1985, except for those who have obtained certification in the last four years by having successfully passed the National Teachers Examination.

The Arkansas test is being developed by a committee of teachers and administrators in cooperation with a nationally recognized testing and research firm. Teachers or administrators who do not pass the basic skills test in the spring of 1985 will have two years to upgrade their skills. They must pass the test by June 1, 1987, the date on which the new Arkansas Education Standards for Accrediting Public Schools will come into effect. Teachers who do not pass the basic skills test by this date will not be certified to teach in the Arkansas public schools. In addition to the basic skills test, the state is requiring educators either to pass a test in their principal subject area of certification or to return to an institution of higher education to take additional course credits and complete them successfully.

Why did we adopt the test? The need for assessment of basic teaching skills became apparent through public involvement in our process to reach consensus about what Arkansas needed to improve education. Therefore, the Arkansas governor and legislature decided to establish state assessment of basic skills and to set a benchmark for measuring them. The reasons for requiring the test were political and substantive.

Politically, the public is justified in requiring more accountability in return for greater investment in education, and that accountability requires assessment and evaluation which the public can understand. The people, through their legislators, voted to raise the sales tax for the first time in 26 years and to devote every penny of that raise to education. Seventy percent of the money appropriated for public schools is to be spent on increasing inadequate teacher salaries. In return for their investment, the taxpayers demanded assurances that teacher competency will be improved. The test offers part of that assurance, and will increase public support for teachers.

Substantively, the state cannot require inservice education programs in each district unless it has a statewide needs assessment of teachers' basic skills. Without such a benchmark, the state cannot design or fund a program furthering its goal of improving educational performance. If our educators have deficiencies in



basic skills, as the public widely believes, that problem must be addressed before other needs can be met; if the public's belief is not well founded, it has to be refuted so that the state can move on to address other pressing problems.

The test will not determine who is a good teacher but will identify those who need improved basic skills in order to function more effectively in the classroom. University and college as well as inservice programs are now helping to prepare educators for the test and will provide remedial assistance to any who fail. The state is currently considering other assessment and evaluation processes that will be used after the test to help educators improve communications, discipline, management, and substantive skills.

The fifth policy assumption is that the state should require continuing inservice education. The Arkansas Education Standards for Accrediting Public Schools contain the following standard on staff development and inservice training:

1. Each school district shall develop and implement a plan for professional staff development and inservice training based on local educational needs and state educational goals. The plan shall be subject to review by the state department of education. The plan shall provide education and training for school board members, school and district administrators, teachers and support staff on a continuing and regular basis throughout the school year. Teachers shall be involved in the development of the plan for their own inservice education. All programs for staff development and inservice training shall be evaluated by the participants in each program.
2. Each school district shall have flexibility in establishing plans for staff development and inservice training, provided the plans meet standards for inservice education as developed by the state department of education.

The Arkansas Education Standards Committee and the State Board of Education believe that staff development for teachers and other school personnel is essential in developing effective schools. Teachers need continuing access to new techniques and knowledge in order to do a better job in the classroom. Administrators should continue to improve their skills in management and information sharing. As instructional leaders, they must also understand the functions and content of instruction. Both teachers and administrators should know how to involve parents and the community to maintain their support for public schools. School board members should be required to take inservice training in developing policy. Support staff and other school personnel must also have



in-service education programs appropriate to their responsibilities. Each local school district is responsible under the Arkansas standards to provide appropriate ongoing education. The state does not mandate the program or subject area because in-service education should be tailored to district or school needs and goals.

I strongly support state leadership in in-service education, but I do not believe the federal government should establish in-service policies. In certain programs traditionally supported by federal funds, such as Chapter One funding for disadvantaged students, in-service training in the goals and objectives of the program may well be part of the federal government's requirements for granting funds. But otherwise, I think the state should set the ground rules for in-service education and the local district should be responsible for designing and implementing appropriate programs.

The sixth policy assumption concerns the relationship between in-service education programs and proposals for career ladders, master teachers, or merit pay for teachers. I do not believe we can have effective career ladders or fair and acceptable criteria for designating master teachers and allocating merit pay without in-service education that meets the requirements for these programs and satisfies the expectations of evaluators and peers. It is also essential that persons responsible for implementing such programs be required to obtain the necessary in-service education enabling them to evaluate their programs.

If these policy assumptions govern the design and implementation of in-service education, I am confident that both educators and the public will be pleased to make the investment of time and money necessary to do a first-rate job of educating students.



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United Press International

January 21, 1999, Thursday, BC cycle

**SECTION:** Washington News**LENGTH:** 391 words**HEADLINE:** UPI Focus: Clinton highlights education requests**DATELINE:** WASHINGTON, Jan. 21**BODY:**

President Clinton saluted a former Army sergeant-turned-public-**teacher** in an effort to win support for his fiscal 2000 budget recommendations for education. Clinton is urging Congress to pass a \$1.4 billion second installment in his seven-year plan to get 100,000 more trained public **teachers** to reduce class sizes in grades 1-3. The president also said he would be including several other initiatives in his budget due Feb. 1, including \$18 million for the "Troops to **Teachers**" program to train military retirees for public school teaching positions, particularly in poorer districts. To showcase the effort, Clinton was introduced by retired Army Sgt. Arthur Moore, who after 20 years in the military is teaching at an inner city public school in Baltimore. "Experience has shown that people like Mr. Moore make great **teachers** and great role models," the president said. "These 25 million veterans...are an incredible pool of potential **teacher** talent." At the heart of his education effort in the coming fiscal year, Clinton said he would soon be introducing an Education Accountability Act that would make schools districts more accountable for the \$15 billion they receive from the federal government. The effort would make **teachers** pass performance exams, put an end social promotion, turn around the worst-performing schools or close them, enforce strict discipline codes, and give parents report cards on their children's schools. Clinton said a quarter of all secondary school **teachers** do not have college training in the subjects they are teaching. "It is not the students who are failing, it is the system that is failing the students," he said. "And we need to respond accordingly." Besides reviving his request last year for funding to build or modernize 5,000 public schools, he said he also would propose \$35 million, up from \$7.5 million this year, to provide scholarships to 7, 000 top students who agree to teach in high-poverty public schools, and \$10 million to recruit and train 1,000 native American **teachers**. With first lady **Hillary** Rodham **Clinton**, Clinton outlined the requests on the same day his lawyers presented closing arguments before the Senate in his impeachment trial. ---

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**LANGUAGE:** ENGLISH**LOAD-DATE:** January 22, 1999

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**FOCUS<sup>TM</sup>****Search: General News;teachers and hillary w/2 clinton**

To narrow this search, please enter a word or phrase:

  
*Example: House of Representatives*



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**1/21/99 Education Event  
White House**

Divider Title: \_\_\_\_\_

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SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, JANUARY 21, 1999

FINAL

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WASHINGTON, DC

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RAMADAN EVENT

LEAD ADVANCE: HUMA ABEDIN  
202/456-2587 PHONE

SCHEDULER: EVAN RYAN  
202/456-6751 PHONE  
202/456-5340 FAX  
202/483-0383 HOME  
WHCA PAGER #4223

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PREV RON The White House

11:40 am PROCEED to 450 OEOb (Presidential Hall)

11:45 am- EDUCATION EVENT  
12:35 pm Room 450 OEOb - Presidential Hall  
OPEN PRESS

FORMAT:

-Off-stage announcement of the President and the First Lady, accompanied by Secretary Richard Riley and Arthur Moore.

-The First Lady makes remarks and introduces Secretary Richard Riley.

-Secretary Richard Riley makes remarks and introduces Arthur Moore, teacher, Harlem Park Elementary School, Baltimore, Maryland.

-Arthur Moore makes brief remarks and introduces the President.

-The President makes remarks.

-The President and the First Lady depart.

PARTICIPANTS: 130 guests expected.

CONTACT: Bruce Reed 202/456-6515



# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                          | DATE       | RESTRICTION |
|--------------------------|--------------------------------------------------------|------------|-------------|
| 002. schedule            | Schedule for Hillary Rodham Clinton (partial) (1 page) | 01/21/1999 | b(6)        |

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer  
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### FOLDER TITLE:

Education #7 [binder] [2]

2013-0534-S  
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### 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.

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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]



SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, JANUARY 21, 1999

PAGE 2

1:30 pm- MEETING WITH WOMEN'S GROUPS ON SOCIAL SECURITY  
2:30 pm Map Room  
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 23 guests expected (see briefing  
book)

CONTACT: Nicole Rabner 202/456-7263

2:30 pm- PRIVATE MEETING  
3:30 pm Residence  
CLOSED PRESS/WH PHOTO

PARTICIPANTS:  
The First Lady

(b)(6)

[002]

CONTACT: (b)(6)

3:30 pm- TAPING FOR HBO DOCUMENTARY: "DARE TO COMPETE - THE  
3:45 pm STRUGGLE OF WOMEN IN SPORTS"  
Library  
HBO CREW/WH PHOTO

CONTACT: Marsha Berry 202/456-2960

3:50 pm- TAPING OF VIDEOS  
4:10 pm Room 459 OEOB  
CLOSED PRESS/WH PHOTO

TAPING:

- ESPN Tribute to Billie Jean King
- The Children's Hearing Institute
- 20th Anniversary of the Hispanic American  
Construction Industry Association
- Survivors of the Shoah Visual History Foundation
- Japanese-American National Museum

CONTACT: Brenda Anders 202/456-5654



SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, JANUARY 21, 1999

PAGE 3

4:15 pm- PHOTOS  
4:20 pm Room 450-Hold OEOB  
CLOSED PRESS/WH PHOTO

**PARTICIPANTS:**

Omar Farooq, senior, Woodson High School  
Sharifa Alkhateeb, Vice President of the North  
American Council for Muslim Women and President  
of the Muslim Education Council  
Professor Sayyid Hussein Nasr, George Washington  
University Professor of Islam and Philosophy

**CONTACT:** Maureen Shea 202/456-2930

4:25 pm- EID AL-FITR EVENT  
4:55 pm Room 450 OEOB  
OPEN PRESS

**FORMAT:**

- The First Lady and stage participants proceed on to stage.
- The First Lady makes welcoming remarks and introduces Omar Farooq, senior, Woodson High School.
- Omar Farooq makes brief remarks and introduces Sharifa Alkhateeb, Vice President of the North American Council for Muslim Women and President of the Muslim Education Council.
- Sharifa Alkhateeb makes brief remarks and introduces Professor Sayyid Hussein Nasr, George Washington University Professor of Islam and Philosophy.
- Professor Sayyid Hussein Nasr makes brief remarks.
- The First Lady makes closing remarks.
- The First Lady departs.



SCHEDULE FOR HILLARY RODHAM CLINTON  
THURSDAY, JANUARY 21, 1999

PARTICIPANTS: 130 guests expected.

PAGE 4

CONTACT: Maureen Shea 202/456-2930

RON The White House

\*\*\*\*\*HAPPY BIRTHDAY TO MOLLY BUFORD!!!!\*\*\*\*\*

WEATHER FORECAST FOR WASHINGTON, DC: Mostly cloudy with patchy fog and isolated rain showers by late evening. Winds south to southeast at 8 to 12 knots. Low 40F. High 56F.



## Education Event

**Remarks by First Lady Hillary Rodham Clinton  
The White House  
January 21, 1999**

Good morning, and welcome to the White House. It is a great pleasure for the President and I to have you here this morning for this important subject and these announcements, and to be joined by Secretary Riley, and also to have so many members of Congress with us. I want to mention the members who are here and say that our two senators, Senator Kennedy and Senator Inouye, will have to excuse themselves shortly, but I am very pleased that they both could be here. They've been long-time supporters and advocates for quality education.

We're also pleased that we could have joining with us from the House of Representatives, Representatives Cummings, Edwards, Holt, Kilde, Mink, Sanchez, and Stepanow. And I am very grateful that they could be here.

I also know, packing this room, literally making it standing room only, there are many other elected officials, teachers, education leaders, and public school advocates who have taken the time to be here. I want to give a special word of welcome to Arthur Moore, who you will hear from in a few minutes. A former soldier who is now teaching in an inner-city school in Baltimore, he knows firsthand the challenges and rewards of being a teacher today.

We're all here because, as the President so clearly stated in the State of the Union, we know that education is not only the key to our children's futures, but the key that will unlock the future of our nation in the 21st century. We know that to create world-class schools in every community, we need qualified teachers in every classroom.

In the State of the Union address, the President spoke about the urgent need to raise educational standards, not only for our schools, but for those who teach in them. And I think all of us are here because we want to underscore how critical his proposals are to our children—and therefore to our future.

I can remember back, it seems now many, many years ago, but about 16 years ago, when my husband first asked me to chair the Education Standards Committee in Arkansas back in 1983. I traveled to schools in every corner of that state, talking to parents, teachers, administrators, business leaders, and concerned citizens about what we needed to do to try to improve educational opportunities.

And in the past years, since being here in the White House, I have visited schools across our country, in both wealthy and distressed neighborhoods, in rural areas and inner cities. And I have learned, as I think none of us needs to keep learning, but we always see it in very bold relief when we're in schools, and that is that the most essential ingredient in any school are the teachers.

Quality teachers make the difference between a child achieving his or her dream score or reaching a dead end. And when we talk about teachers, we know from our own lives those teachers who inspired us, pushed us farther than we thought we could go, and certainly asked everyone in the community to join with them in being partners in educating children. Now nobody, I think, can negate the importance of teachers, but too often in the last several years we haven't shown the respect and accorded the honor to our teachers that they deserve. And one of the reasons why we are gathered today is that we want to acknowledge



and recognize that our teachers here in our country are dedicated and hard-working and committed.

Yet in too many schools, they don't have the academic background or training that should prepare them for the subjects they teach or the classrooms of children they face every day. They are not given the help they need and the training and professional development that will not only help them be the best teachers they can be, but will improve student achievement and increase expectations and outcomes.

Studies confirm what every parent instinctively knows and what all of us, I think, would agree—that qualified, effective teachers produce students who excel and want to learn, and who have a lasting impact on individual students, on schools, and even on whole communities. Now in every other field of professional endeavor, we do require proper training to do the job that we expect that professional to do. And certainly when it comes to teaching, one of the most important of all professions, we have to do more to support teachers. That's why improving teacher quality—and expanding the pool of qualified teachers—is such an integral part of the President's education agenda.

And we also have to do something else, and that is to encourage those who are not teaching now but who have the gifts and the motivation to do so, like Mr. Moore, to enter the teaching profession. Through efforts like recruiting outstanding new teachers for poor neighborhoods in rural areas, lowering class size, and helping our teachers meet high standards, the President's plan is moving our schools—and our nation—forward.

Now he is joined in that great effort by someone with whom he and I have worked for many years, who has been passionately devoted to education, children, and teachers, and has put into action the principles that we believe and have evidence to prove will demonstrate that improving the quality of the teachers will enable all of us to enjoy better educational outcomes.

It is now my great honor and my personal pleasure to introduce the Secretary of Education, Richard Riley.



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## Education Event

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The White House  
January 21, 1999**

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We're all here because, as the President so clearly stated in the State of the Union, we know that education is not only the key to our children's futures, but the key that will unlock the future of our nation in the 21st century. We know that to create world-class schools in every community, we need qualified teachers in every classroom.

In the State of the Union address, the President spoke about the urgent need to raise educational standards, not only for our schools, but for those who teach in them. And I think all of us are here because we want to underscore how critical his proposals are to our children—and therefore to our future.

I can remember back, it seems now many, many years ago, but about 16 years ago, when my husband first asked me to chair the Education Standards Committee in Arkansas back in 1983. I traveled to schools in every corner of that state, talking to parents, teachers, administrators, business leaders, and concerned citizens about what we needed to do to try to improve educational opportunities.

And in the past years, since being here in the White House, I have visited schools across our country, in both wealthy and distressed neighborhoods, in rural areas and inner cities. And I have learned, as I think none of us needs to keep learning, but we always see it in very bold relief when we're in schools, and that is that the most essential ingredient in any school are the teachers.

Quality teachers make the difference between a child achieving his or her dream score or reaching a dead end. And when we talk about teachers, we know from our own lives those teachers who inspired us, pushed us farther than we thought we could go, and certainly asked everyone in the community to join with them in being partners in educating children. Now nobody, I think, can negate the importance of teachers, but too often in the last several years we haven't shown the respect and accorded the honor to our teachers that they deserve. And one of the reasons why we are gathered today is that we want to acknowledge



and recognize that our teachers here in our country are dedicated and hard-working and committed.

Yet in too many schools, they don't have the academic background or training that should prepare them for the subjects they teach or the classrooms of children they face every day. They are not given the help they need and the training and professional development that will not only help them be the best teachers they can be, but will improve student achievement and increase expectations and outcomes.

Studies confirm what every parent instinctively knows and what all of us, I think, would agree—that qualified, effective teachers produce students who excel and want to learn, and who have a lasting impact on individual students, on schools, and even on whole communities. Now in every other field of professional endeavor, we do require proper training to do the job that we expect that professional to do. And certainly when it comes to teaching, one of the most important of all professions, we have to do more to support teachers. That's why improving teacher quality—and expanding the pool of qualified teachers—is such an integral part of the President's education agenda.

And we also have to do something else, and that is to encourage those who are not teaching now but who have the gifts and the motivation to do so, like Mr. Moore, to enter the teaching profession. Through efforts like recruiting outstanding new teachers for poor neighborhoods in rural areas, lowering class size, and helping our teachers meet high standards, the President's plan is moving our schools—and our nation—forward.

Now he is joined in that great effort by someone with whom he and I have worked for many years, who has been passionately devoted to education, children, and teachers, and has put into action the principles that we believe and have evidence to prove will demonstrate that improving the quality of the teachers will enable all of us to enjoy better educational outcomes.

It is now my great honor and my personal pleasure to introduce the Secretary of Education, Richard Riley.



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**2/2/99: FAMILIES AGENDA  
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b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]  
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SCHEDULE FOR HILLARY RODHAM CLINTON  
TUESDAY, FEBRUARY 2, 1999

FINAL

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WASHINGTON, D.C./ NEW YORK, NEW YORK/ WASHINGTON, D.C.

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TRAVELING PARTY: WHITNEY WILLIAMS

MARSHA BERRY  
KELLY CRAIGHEAD  
SHARON FARMER  
NICOLE RABNER  
CINDY WRIGHT

(b)(7)e

[003]

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WENDY ARENDS  
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PREV RON

The White House

11:30am

ISSUES MEETING  
Residence  
CLOSED PRESS/NO WH PHOTO

PARTICIPANTS:  
The First Lady  
Marsha Berry  
Patti Solis Doyle  
Nicole Rabner  
Shirley Sagawa  
Neera Tanden  
Melanne Verveer



**SCHEDULE FOR HILLARY RODHAM CLINTON**

**TUESDAY, FEBRUARY 2, 1999**

**PAGE 2**

2:05pm            **DEPART** South Portico  
                  **VIA** Motorcade  
                  **EN ROUTE** Andrews Air Force Base  
                  [Drive time: 20 minutes]

2:25pm            **ARRIVE** Andrews Air Force Base

2:35pm            **WHEELS UP** Andrews Air Force Base  
                  **EN ROUTE** La Guardia International Airport  
                  [Flight time: 45 minutes]

3:20pm            **WHEELS DOWN** La Guardia International Airport  
                  FBO: Marine Air Guard Terminal  
                  Hold: VIP Terminal  
                  Phone: 718/533-3928  
                  **CLOSED PRESS/CLOSED PUBLIC**

3:30pm            **DEPART** La Guardia International Airport  
                  **VIA** Motorcade  
                  **EN ROUTE** Bedford YMCA  
                  [Drive time: 30 minutes]

4:00pm            **ARRIVE** Bedford YMCA  
                  139 Monroe  
                  Brooklyn, New York

**GREETERS:**  
                  Representative Edolphus Towns  
                  Paula Gavin, President, YMCA  
                  Kevin Jeffrey, Executive Director, Bedford YMCA  
                  TBD, President, YMCA Board of Directors

4:05pm-           **MEET AND GREET**  
4:20pm            Lobby Area  
                  Bedford YMCA  
                  **CLOSED PRESS/WH PHOTO**

**PARTICIPANTS:** Please consult briefing book for  
                  participants.



SCHEDULE FOR HILLARY RODHAM CLINTON  
TUESDAY, FEBRUARY 2, 1999  
PAGE 3

4:25pm-  
5:25pm

**FAMILIES AGENDA ROUNDTABLE**

Gymnasium  
Bedford YMCA  
HRC Hold: Yellow Room  
Phone: 718/789-1497 (Main Office)  
Fax: 718/638-1636 (Main Office)  
Staff Hold: Yellow Room  
**OPEN PRESS/WH PHOTO**

**FORMAT:**

- The First Lady, accompanied by Representative Edolphus Towns, Ellen Galinski, President, Families and Work Institute, Kevin Jeffrey, Executive Director, Bedford YMCA, and additional roundtable participants, proceeds to her seat at the table.
- Kevin Jeffrey makes welcoming remarks and introduces Representative Towns.
- Representative Towns makes introductory remarks and introduces the First Lady.
- The First Lady makes remarks.
- Ellen Galinski introduces the roundtable participants and opens up the discussion.
- Ellen Galinski concludes the discussion.
- The First Lady has the option to make closing remarks.
- Upon conclusion, the First Lady has the option to work a ropeline.
- The First Lady departs.



TUESDAY, FEBRUARY 2, 1999

PAGE 4

**PARTICIPANTS:**

The First Lady  
Representative Edolphus Towns  
Ellen Galinski, President, Families and  
Work Institute  
Kevin Jeffrey, Executive Director, Bedford YMCA  
Eileen Quinones, Roundtable participant  
Angelina Charriez, Roundtable participant  
Debbie O'Connor, Roundtable participant  
Ameenah Reed, Roundtable participant  
Roundtable participant TBD  
150-200 guests

5:30pm **DEPART** Bedford YMCA  
**VIA** Motorcade  
**EN ROUTE** Waldorf Astoria Hotel  
[Drive time: 30 minutes]

6:00pm **ARRIVE** Waldorf Astoria Hotel

6:05pm-  
7:20pm **DOWN TIME**  
Waldorf Astoria Hotel  
HRC Hold: Presidential Suite, 35-A  
Phone: 212/355-3000  
Fax: 212/872-7272

7:25pm **DEPART** Waldorf Astoria Hotel  
**VIA** Motorcade  
**EN ROUTE** Le Cirque Restaurant  
[Drive time: 10 minutes]

7:35pm **ARRIVE** Le Cirque Restaurant

**Note: The President arrives at 7:30pm.**

**GREETERS:**

Governor Roy Romer  
Steven Grossman, Chairman, Democratic National  
Committee  
Joe Andrew, Chairman nominee  
Beth Dozoretz, Finance Chair, Democratic National  
Committee  
Alan Patricof, Event Chair  
Sirio Maccioni, Owner, Le Cirque Restaurant  
Egi Maccioni, son  
Mairo Maccioni, son

**SCHEDULE FOR HILLARY RODHAM CLINTON**  
**TUESDAY, FEBRUARY 2, 1999**

PAGE 5

Marco Maccioni, son  
Mario Maccioni, son  
Lauren Maccioni, wife  
Olivia Maccioni, daughter  
Benito Sevarin, General Manager, Le Cirque  
Restaurant

7:35pm-  
8:10pm

**MIX AND MINGLE [w/POTUS]**  
Red Room  
Le Cirque Restaurant  
**CLOSED PRESS/DNC PHOTO**

**PARTICIPANTS:** 125 guests

8:20pm-  
9:10pm

**DNC DINNER [w/POTUS]**  
L'Orangerie  
Le Cirque Restaurant  
Attire: Business  
**POOL PRESS (REMARKS ONLY) /DNC PHOTO**

**FORMAT:**

- The President and the First Lady proceed to separate head tables.
- Dinner is served.
- Steven Grossman, Chairman, Democratic National Committee, makes brief remarks and introduces the First Lady.
- The First Lady makes brief remarks and introduces the President.
- The President makes remarks.
- The President and the First Lady depart.

**PARTICIPANTS:** 125 guests

9:20pm

**DEPART** Le Cirque Restaurant [w/POTUS]  
**VIA** Motorcade  
**EN ROUTE** Wall Street Landing Zone  
[Drive time: 20 minutes]

9:40pm

**ARRIVE** Wall Street Landing Zone

**SCHEDULE FOR HILLARY RODHAM CLINTON**  
**TUESDAY, FEBRUARY 2, 1999**



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9:50pm DEPART Wall Street Landing Zone [w/POTUS]  
VIA Marine One  
EN ROUTE John F. Kennedy International Airport  
[Flight time: 15 minutes]

10:05pm ARRIVE John F. Kennedy International Airport

10:20pm WHEELS UP John F. Kennedy International Airport  
[w/POTUS]  
EN ROUTE Andrews Air Force Base  
[Flight time: 1 hour]

11:20pm WHEELS DOWN Andrews Air Force Base

11:35pm DEPART Andrews Air Force Base [w/POTUS]  
VIA Marine One  
EN ROUTE South Portico  
[Flight time: 10 minutes]

11:45pm ARRIVE South Portico

RON The White House

February 1, 1999

## FAMILIES AGENDA ROUNDTABLE BROOKLYN

DATE: Tuesday, February 2  
TIME: 4:00 pm - 5:10 pm  
LOCATION: Bedford-Stuyvesant YMCA  
Brooklyn, New York  
FROM: Brenda Costello and  
Natasha McMahan

### I. PURPOSE

To take part in a discussion with working parents and to highlight President Clinton's Families Agenda, unveiled today as part of his FY2000 budget proposal.

### II. BACKGROUND

#### Overview

On Tuesday afternoon you will take part in a discussion with working parents and listen to their concerns about balancing responsibilities at home and work. This is an opportunity to address how the Families Agenda of the President's FY2000 budget will help families struggling to meet their responsibilities to their jobs and to their families, through its crucial investments to strengthen child care, increase before- and after-school opportunities, address growing long-term care needs, and expand access to family and medical leave. There will be an audience of approximately 150 people, mainly working parents. You will also be joined by Congressman Edolphus Towns (D-NY/10th).

#### The YMCA of Greater New York

The YMCA of Greater New York is a community service organization which promotes positive values through programs that build spirit, mind and body, welcoming all people with a focus on youth. The YMCA of Greater New York was founded in 1852 in New York City. It is one of the two oldest YMCAs in the United States, and its 3,281 staff members and 3,645 volunteers serve 121,000 youth and 227,000 adults, while its nine residences comprise 2,200 rooms. The New York City YMCA is the largest of 2,001 YMCAs in the United States and of 130 countries worldwide.

The YMCA of Greater New York has 19 branches and nearly 200 sites, and it is one the city's major child care providers. In addition to the more well-known fitness and recreation aspects, the YMCA programs include the *Virtual Y*, an after-school program focused on literacy in 100 public elementary schools, which you saw firsthand one year ago at a Harlem Elementary School; child care; day camps; sleep-away camps; sports leagues; top fitness centers; teen centers; leaders clubs; youth skills certification; environmental



education; self-esteem, and more. Camping services includes three YMCA camps on 1,000 acres in upstate New York and the Mary French Rockefeller Environmental Education Center, which opened in 1997. The Harlem YMCA now hosts a popular "Book Marks" series featuring prominent African American authors.

As you may recall, you visited a *Virtual Y* at P.S. 154 in Harlem in January, 1998. The *Virtual Y* program was designed and launched in 10 pilot school sites by the YMCA of Greater New York in 1997. In the 1997-1998 school year, the *Virtual Y* program opened 100 schools serving 7,000 children all 32 school districts. Eventually, the *Virtual Y* will be housed in 200 schools and will reach more than 10,000 of New York City's 2nd, 3rd, and 4th graders—at least 50 children per site. The *Virtual Y* is a nationally recognized partnership between New York City Board of Education and the United Way of New York City, and is funded by leading corporations, foundations and individual donors. Children participate in the program free of charge.

#### The Bedford Stuyvesant YMCA

The Bedford Stuyvesant YMCA faces enormous challenges. The community is plagued by urban problems on a far larger scale than those faced by New York City as a whole. The level of poverty is staggering, with nearly 44% of families receiving some form of public assistance. Other negative socio-economic indicators include a high rate of teen pregnancy, a high school drop-out rate, high levels of violence and family instability, and more recently, youth gang activity in Bedford-Stuyvesant and increased. Situated in the northwest section of the Brooklyn Bedford Stuyvesant Community, the Bedford Stuyvesant YMCA opened in 1906 and primarily serves the African American and Hispanic communities.

Bedford Stuyvesant YMCA has been renovating its facilities and has continued to build programs to help more young people succeed. In 1998, highlights of the Bedford Stuyvesant YMCA's efforts included renovating and opening its pool, its fourth floor gymnasium, and its new fully-equipped fitness facility. In addition to fitness and recreational facilities, the Branch provides adult employment training in commercial cooking, secretarial skills, air conditioning and refrigeration repair.

Bedford Stuyvesant YMCA hopes to serve as a nexus for other service providers in the community, helping to extend the scope and effectiveness of other agencies. To that end, the Bedford Stuyvesant YMCA has launched an aggressive ten-year strategic plan aimed toward providing expanded programs for children and youths as well as increasing adult membership.

#### After-School Program

The Bedford Stuyvesant YMCA also conducts a YMCA-based after-school program at its Youth Activity Center. The after-school program serves up to 50 young people and employs a similar whole language learning approach. The staff ratio in the after-school



program is 1 to 10. Children in both programs receive a nourishing meal, assistance with reading, writing and math, recreation and socialization skills training for 15 hours per week. Several grants have allowed the YMCA to open satellite after-school programs in Public Schools 56 and 305. Future plans include a more expansive educational program featuring a library, with computers and Internet accessibility.

In addition to after-school programs, the Bedford Stuyvesant YMCA offers teen programs such as teen nights for basketball, swimming, and games; tournaments; youth and government where the youth study the legislative process; college information and financial aid services; youth skills certification to provide teens the basic skills to seek employment, and more. There are even special programs devoted to girls/women only-- *Operation Smart*, with a focus on math and science; *Strong Women United*, with a focus on strengthening the bonds between women and girls, and *Girls-Only Leagues*, with a focus on the physical development of young women.

#### Child Care Advocacy Day in New York

Tuesday is Child Care Advocacy Day in New York, and a coalition of child care organizations are holding a rally in Albany to protest Governor Pataki's budget on child care. Principally, the rally will protest the budget's effective elimination of the State's Universal Pre-K in favor of an Education Improvement Block Grant to the counties with no targeted funding for Pre-K education. Also, the rally will urge greater investment in child care subsidies; although Governor Pataki's budget does increase investment in subsidies through a \$120 million transfer from the TANF welfare fund and a \$200 million child care reserve fund for counties, it will not enable the program to serve all children who meet federal eligibility requirements (85 percent of state median income). See attached *Child Care, Inc.* press release.

#### Format

Tuesday will open with a brief meet and greet. Following the meet and greet, there will be opening remarks and then you will engage in a panel discussion with working parents.

### III. PARTICIPANTS

#### Meet and Greet

- The First Lady
- Congressman Edolphus Towns, D-NY/10th
- Kevin Jeffrey, Executive Director, Bedford Stuyvesant YMCA
- Meredith Wagner, Vice President of Lifetime Television
- Local Elected Officials (see attached list)
- 4 Roundtable Discussion Participants (see bios attached)



Discussion

- The First Lady
- Kevin Jeffrey, Executive Director, Bedford Stuyvesant YMCA
- Congressman Edolphus Towns, D-NY/10th
- Ellen Galinsky, President, Families and Work Institute
- 4 Roundtable Discussion Participants (see bios attached)

**IV. SEQUENCE OF EVENTS**

- See final schedule

**V. PRESS**

Open press.

**.VI. REMARKS**

Provided by Laura Schiller.



The following local elected officials will attend the Families Agenda Roundtable:

Deputy Borough President Janette Gadson

Council Member Mary Pinkett

Council Member Annette Robinson

Council Member Martin Malave-Dilan

Council Member Una Clarke

Council Member Tracy Boyland

Council Member Herbert Berman

Council Member Howard Lasher

Council Member Priscilla Wooten



**Kevin Jeffrey, Executive Director, Bedford-Stuyvesant YMCA,** accepted his current position to serve the community of Brooklyn, where he was born. He attended Syracuse University and then joined New York City's Department of Parks and Recreation. During his tenure in the Department, he supervised the Mounted Rangers Unit, served as the Executive Director of the Parks Enforcement Patrol, then was appointed the Chief of Operations of Brooklyn's Prospect Park and Brooklyn Chief of Recreational Programs. After leaving the Department of Parks, Mr. Jeffrey served as Deputy Commissioner of Recreation, Programs and Services with the State Office of Parks Recreation and Historic Preservation and was later appointed as Regional Director of State Parks holdings in New York City.





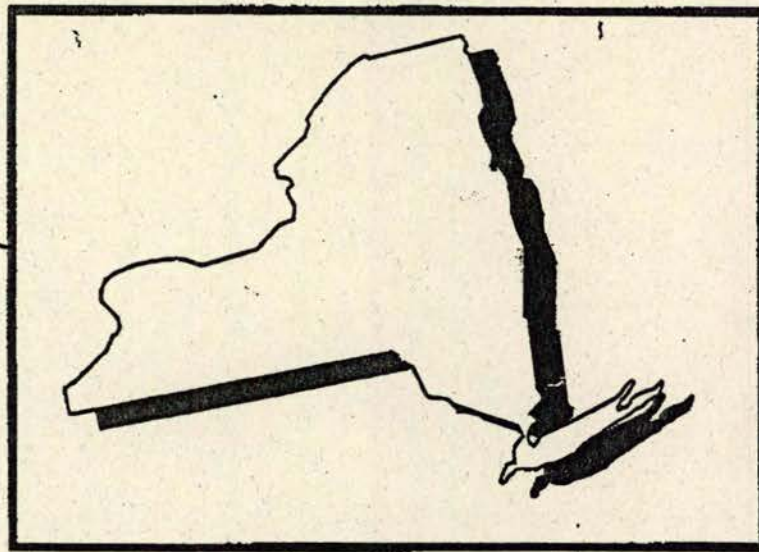
**FIRST LADY HILLARY RODHAM CLINTON ADVANCES  
PRESIDENT CLINTON'S FAMILIES AGENDA:  
HELPING PARENTS MEET THEIR RESPONSIBILITIES AT HOME AND AT WORK**

February 2, 1999

Today, First Lady Hillary Rodham Clinton travels to Brooklyn, New York, to take part in a roundtable discussion with working parents and listen to their concerns about balancing responsibilities at home and at work. Yesterday, the President unveiled a balanced budget that puts families first -- through a package of initiatives that will help parents struggling to meet their responsibilities to their jobs and, even more important, to their families. This Families Agenda includes important new investments to strengthen child care, increase before- and after-school opportunities, address growing long-term care needs, and expand access to family and medical leave. The President's proposals will help families by:

- ✓ **Improving Access to Affordable, Quality Child Care.** The President has proposed to significantly enhance assistance to low- and middle-income parents paying for child care. Today, working families are saddled with high child care costs, yet only 1.25 million of the 10 million low-income children eligible receive child care subsidies. The President's budget invests \$7.5 billion over five years to serve an additional 1.15 million children with child care subsidies. The President has also proposed greater tax relief through the Child and Dependent Care Tax Credit, providing an additional average tax cut of \$354 for qualifying families earning under \$60,000. This proposal would eliminate income tax liability for nearly all families of four with incomes below \$35,000 and high child care costs. Finally, the President's budget steps up investment in improving child care quality and ensuring that all children arrive to school ready to learn.
- ✓ **Increasing After-School Opportunities.** 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. Yet, at least 5 million children -- and as many as 15 million -- are left alone at home each week. The President is committed to tripling funding for the 21st Century Community Learning Center Program, which supports the creation and expansion of after-school and summer school enrichment programs throughout the country. His historic budget increase -- from \$200 million to \$600 million for fiscal year 2000 -- would enable the program to serve over one million more school-aged children.
- ✓ **Addressing Growing Long-Term Care Needs.** The President Clinton has proposed an historic new initiative to support elderly and disabled Americans with long-term care needs and the millions of families caring for them. Today, millions of Americans voluntarily provide unpaid, informal long-term care to disabled family members and friends. Nearly 40 percent of all informal caregiving to aging Americans is provided by their children. The aging of Americans will only increase the need for quality long-term care options -- by 2030, the number of elderly Americans will have doubled, so that one in five Americans will be elderly. To address this growing need for support, the President's budget invests \$6.2 billion over five years, including \$5.5 billion to provide a \$1,000 tax credit to compensate for the cost of long-term care services, and \$625 million to provide respite, home care services, and information and referral assistance to the roughly 250,000 families caring for elderly relatives who are chronically ill or disabled.
- ✓ **Expanding Access to Family and Medical Leave.** This week marks the six year anniversary of the signing of the Family and Medical Leave Act (FMLA) -- the first piece of legislation that the President signed into law. Millions of American workers have since benefited -- taking up to 12 weeks of job-protected leave care for a newborn or adopted child, to attend to their own serious health needs, or care for a seriously ill parent, child or spouse. Today, Americans are covered by the law if they work in a company with 50 or more workers. The President is proposing to extend the benefits of FMLA to ten million more Americans by covering workers in companies with 25 or more employees. The President is also proposing to expand the law to allow FMLA-eligible workers take up to 24 hours of additional leave each year to meet specified family obligations, including routine doctors appointments and parent-teacher conferences.





**NEW YORK:**  
*Child Care Challenges*

Gina Adams and Karen Schulman

**Children's Defense Fund**

**May 1998**



## Overview

This document is one in a 50-state series examining the range of child care challenges facing families in each state. As shown in these state reports, families in *every state* are struggling to find quality child care they can afford—yet face serious problems because costs are too high, they cannot find the quality they are looking for, or the demands of their work schedules limit their choices. There is no state in the country that has successfully addressed the full range of problems facing families who need child care.

The problems described in this series highlight the need for a significant new commitment to child care. Increased state and federal investments, and greater involvement from other sectors, are essential to make improvements possible. We cannot continue to jeopardize the success of working families and their children. Because of the urgency of these problems, the Children's Defense Fund and thousands of national, state, and local organizations and individuals are working together to improve the quality and affordability of child care and after-school activities for America's children and families. To learn more about these efforts, call (202) 662-3671 or visit CDF's website at [www.childrensdefense.org](http://www.childrensdefense.org).

While this series focuses on the child care problems facing families across the country, there are positive steps that states and communities are taking to address these issues. Many of these initiatives are described in other CDF child care publications, such as *State Developments in Child Care and Early Education: 1997*. Yet despite these efforts, very serious challenges remain in every state, and much more must be done to help parents get the quality, affordable care they need to support their families.

## Acknowledgments

We are grateful to the many individuals and organizations who helped on this project. They include the National Association of Child Care Resource and Referral Agencies (NACCRRA), who worked with us to survey selected state CCR&R agencies for information on child care costs, as well as on other issues. Our thanks go to key NACCRRA members and staff—including Diane Adams, Fran Kipnis, Kirsta Millar, Yasmina Vinci, Bobbie Weber, and Gail Wilson—as well as the many state and local child care resource and referral agency staff who took the time to answer the survey and verify the information. We are also grateful to state child care advocates across the country who helped to document the child care needs in their communities and provided input on drafts.

Other individuals and organizations provided invaluable assistance. These include Marcie Whitebook and Marci Andrews of the Center for the Child Care Workforce; Andrea Camp and staff of the Lifetime Television's child care initiative "Caring for Kids: Our Lifetime Commitment"; and Beth Miller, Linda Sisson, and Barbara Taylor representing the school-age child care community.

Many CDF staff members and interns helped us with this project as well. They include Neelum Arya, Helen Blank, Anourack Chinyavong, Danjelle Contreras, Diane Minor, Nicole Oxendine Poersch, Elizabeth Reynolds, Daniel Stein, and Kanya Williams. We would like to extend our particular appreciation to Jody Wright, whose work was essential to this project.

Finally, we also would like to thank the Annie E. Casey Foundation, the Ford Foundation, the A.L. Mailman Foundation, and the Prudential Foundation, who provided support for this effort.

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# NEW YORK: CHILD CARE CHALLENGES

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## **I) CHILD CARE ABC'S: The need for child care and early education has become a fact of life for many New York parents.**

- Every day, about 960,900 children younger than six are in child care in New York if national patterns hold true. This is three out of five young children—and half of all children younger than three—who spend some or all of their day being cared for by someone other than their parents.<sup>1</sup> Children enter care as early as six weeks of age and may be in care for 40 hours a week until they reach school age.
- Most mothers in New York work to help support their families. An estimated 53 percent of New York mothers with children younger than six, and 72 percent of women with children between the ages of six and 17, are in the labor force.<sup>2</sup>
- For many mothers in New York and across the country, work is not optional. Nationally, the majority (55 percent) of working women provide half or more of their household income,<sup>3</sup> about half of America's families with young children earn less than \$35,000 per year,<sup>4</sup> and one out of three children of working mothers are poor even though their mothers work or *would be poor if their mothers did not work.*<sup>5</sup>

## **II) CHILD CARE COSTS: Quality child care is unaffordable for many working families in New York.**

### **Child care is costly for many families in New York.**

- Child care often costs more than a college education at a public university. For example, the average annual cost of public college tuition in New York in 1997 was \$3,797<sup>6</sup>—about two-thirds the average cost of care for a four-year-old in a center.
- Many families in New York earn too little to be able to afford the quality child care their children need. Families in New York with both parents working full-time at the federal minimum wage earn only \$21,400 per year. There are about 1,529,000 children younger than 13 who live in low-income families (with incomes below 200 percent of poverty, or about \$27,000 for a family of three).<sup>7</sup>
- In New York, child care for one four-year-old in a child care center cost an average of \$5,612 in 1995, with fees as high as \$8,580. Child care is costly for families whether they live in urban or rural areas. For example, the average annual cost of care for a four-year-old in a center in Albany County was \$6,708, and the average cost in Binghamton/Broome County was \$5,148.<sup>8</sup> These expenses are for only one child—families with more than one child in care spend significantly more.



| Annual Cost of Child Care in New York <sup>9</sup> |           |         |               |      |                              |      |
|----------------------------------------------------|-----------|---------|---------------|------|------------------------------|------|
| Child Care Centers (1995)                          |           |         |               |      |                              |      |
| Age of child                                       | Statewide |         | Albany County |      | Binghamton/<br>Broome County |      |
|                                                    | Average   | High    | Average       | High | Average                      | High |
| 12 months                                          | \$6,346   | \$9,360 | \$7,956       | n.a. | \$5,616                      | n.a. |
| 4 years                                            | \$5,612   | \$8,580 | \$6,708       | n.a. | \$5,148                      | n.a. |
| 8 years <sup>10</sup>                              | \$3,378   | \$5,103 | \$4,660       | n.a. | n.a.                         | n.a. |
| Family Child Care Homes (1995)                     |           |         |               |      |                              |      |
| Age of child                                       | Statewide |         | Albany County |      | Binghamton/<br>Broome County |      |
|                                                    | Average   | High    | Average       | High | Average                      | High |
| 12 months                                          | \$5,020   | \$7,800 | \$5,980       | n.a. | \$4,680                      | n.a. |
| 4 years                                            | \$4,718   | \$7,280 | \$5,200       | n.a. | \$4,420                      | n.a. |
| 8 years                                            | \$3,378   | \$5,103 | \$3,450       | n.a. | \$3,127                      | n.a. |

- To buy child care for an infant and a four-year-old in a child care center at the average price in New York, a two-parent family with both parents working full-time at the minimum wage (\$21,400 a year before taxes) would have to spend 56 percent of their income for child care.

**Many low-income working families in New York are unable to get the child care assistance they need to work and help their children thrive.**

- New York allows only low-income working families earning less than \$26,964 (for a family of three) to be eligible for any child care help, although federal law allows the state to serve families with incomes up to \$36,179. New York's income cutoff is lower than that in a number of other states, including Pennsylvania.<sup>11</sup>
- Although New York's cutoff is not at the level allowed under federal law, the state does not have enough funds to serve all eligible families who apply for child care help and must place many of these families on waiting lists.<sup>12</sup> In New York City alone, there are about 28,000 low-income families waiting to receive subsidized child care, one-third of whom are welfare recipients.<sup>13</sup> Research has shown that parents waiting for child care assistance are likely to face serious financial difficulties, have difficulty staying employed, go on welfare, and/or to have serious concerns about their children's care because they cannot afford good quality child care.<sup>14</sup>
- New York's waiting lists for child care assistance may underestimate the number of eligible families who need help paying for care and are not receiving it. The state reports that there are some eligible families who do not apply for assistance because they do not even know it is available. If these additional families were to apply for help, the state is not confident that it could serve them, according to a recent survey.<sup>15</sup>
- New York does not invest enough to help families pay for the good care that children need. The state spent only 90 cents out of every \$100 in state tax revenues on child care and early education in 1994. Despite the critical importance of brain development in the first three years of life, New York spent 16 times as much in state funds on higher education than on child care and early education.<sup>16</sup>



**Parents need child care so they can work**

*A mother in Ferndale tells what child care assistance means to her family: "Without child care I would have to depend on welfare to provide for my family. My children have been at Twin Bridge day care for almost six years. I'm very thankful for day care. It's hard enough being a single parent but without day care it would be impossible."*<sup>17</sup>

**In the coming years, New York will face even greater challenges trying to provide child care assistance to all families who need it as welfare work requirements rise.**

- Welfare reform efforts will significantly expand the need for child care for very young children (younger than age three). Under the new welfare rules, the parents of as many as 135,000 infants and toddlers in New York will no longer be exempt from the work requirements and will be subject to sanctions if they fail to find work. Even factoring in recent welfare caseload reductions, it was estimated that for families moving from welfare to work, the number of additional infants and toddlers needing child care would rise from more than 27,000 more infants and toddlers in FY 1997 (when work participation rates were 19.5 percent) to 67,500 more needing care by year 2002 (when participation rates will reach 50 percent). These figures are conservative estimates based on minimal participation rates—they do not reflect the goal of moving *all* recipients to work, which would mean providing care for significantly higher numbers of children.<sup>18</sup>
- In New York City alone, welfare reform could nearly double the demand for child care services, according to the Office of the State Deputy Comptroller. While an additional 61,000 children may need care by the end of FY 1999 (assuming the state enforces the two-year work requirement and the City does not displace the working poor who are currently receiving subsidized child care), the City has provided funding for only an additional 27,500 children by FY 2001. Estimates are that an additional \$135 to \$225 million will be needed (beginning in FY 2000) to serve the remaining 33,500 children.<sup>19</sup>



**The inadequate supply of child care for low-income families in New York City seriously undercuts the success of welfare reform and jeopardizes children's safety...**

*A shortage of child care in New York City means that families trying to comply with welfare reform work requirements face a series of terrible dilemmas, as reported by the New York Times in April 1998.<sup>20</sup>*

**The city faces an acute shortage of child care for low-income families...**

- \* *Estimates are that while almost 48,000 children of welfare mothers currently need child care in New York City, there is only room for about 19,000 of them in licensed child care.*
- \* *The shortage is particularly severe in areas where there are many families trying to move off welfare. The New York Human Services Administration estimates that more than two-thirds of the children needing child care in the Morrisania section of the Bronx (67 percent) and in the Brownsville section of Brooklyn (71 percent) lack child care options.*

**As a result, mothers on welfare are unable to participate in welfare to work activities...**

- \* *The city has excused nearly 3,000 mothers from having to work because they are unable to find child care. However, these mothers are still subject to time limits for welfare, which means that they are losing valuable time needed to build their work skills and work experience.*

**...caseworkers are illegally threatening to reduce the welfare checks of women who are unable to find care...**

- \* *Although it is against the law, caseworkers are threatening to reduce welfare benefits—a survey of 73 mothers on welfare by the Public Advocate found that 46 (almost two-thirds) had been told they were in jeopardy of losing their benefits. Many other mothers report similar experiences, and the New York Times reporter witnessed a caseworker telling a mother she would face sanctions if she could not find care.*
- \* *While the New York City Office of Employment Services (OES) requires caseworkers to offer each parent two child care opportunities (one of which has to be registered), a recent report by the Public Advocate found that OES does not give parents sufficient information to make informed decisions and instead steers parents into unregulated, unmonitored and decidedly less expensive informal care.<sup>21</sup>*

**...and low-income mothers are facing the unacceptable choice of either using unsafe child care, or losing their basic financial support.**

- \* *When her caseworker threatened to reduce her benefits, Wendy Virgos had to leave her 17-month-old daughter with a woman who kept her strapped in a dirty stroller all day to "protect" her from the older children.*
- \* *Digna Jimenez begged her caseworker to help her find child care because the only babysitter she knew had slapped her child. When the caseworker refused her plea, Digna was left without child care and lost \$50 out of her \$260 in cash benefits.*
- \* *Gloria Santiago's cash benefits were reduced because she refused to accept a slot in a program that would have required her three-year-old son to ride on the bus 45 minutes each way. "It's hard on me," she said, "but he is my only baby boy."*



Other evidence demonstrates problems with the quality of child care in New York.

- Many parents want their children to get the high quality care provided by nationally accredited child care programs—yet such programs are scarce in New York. In 1997, only about 248 of New York's 3,426 licensed child care centers (or 7 percent) were accredited.<sup>34</sup> Only 83 of the 17,715 state's licensed family and group child care homes had accreditation.<sup>35</sup>

**IV) CHILD CARE AVAILABILITY:** Families across New York face difficulties finding quality, affordable care. The lack of such care is even greater for some groups of families, including families with school-age children and families with children younger than three.

The scarcity of good after-school options leaves many New York school-age children home alone and at risk of harm.

- Many New York families with school-age children are low-income and have difficulty affording child care. For example, the Census Bureau estimates that 780,756 school-age children (ages five to 17) in New York live in families with incomes below the poverty line (\$13,300 for a family of three in 1997).<sup>36</sup>

*"My concern, now that I'm working, is how to pay for summer child care since I will not have enough money for food."*  
*A single mother of two school-age children,  
from Suffolk County, New York.<sup>37</sup>*

- New York children are among the nearly five million children nationwide who are home alone after school each week,<sup>38</sup> during the afternoon hours when juvenile crime peaks.<sup>39</sup> However, studies show that children who are left unsupervised after school are at greater risk of problem behaviors such as smoking and substance abuse<sup>40</sup> and that constructive activities can keep children out of trouble.
- Good after-school options in schools, churches, and community organizations can help children and teens do well in school and stay out of trouble, but they are inadequate in many communities. In New York, only one in four public schools (3,904 or 23 percent) offered extended-day programs in 1993-1994. Nationwide, this problem is even more serious in low-income neighborhoods.<sup>41</sup>
- In many areas of New York, there are few options for school-age children, either in the public schools or in other locations. In 20 of state's 62 counties, there are three or fewer registered school-age programs and in four rural counties (Allegany, Hamilton, Washington, and Yates) there are no registered programs for school-age children at all.<sup>42</sup>

Our youngest children are particularly vulnerable to poor care, yet quality affordable care for children younger than three is scarce in New York.

- Many of our youngest and most vulnerable children are in child care—nationwide, almost half of all babies younger than 12 months are regularly spending their day being cared for by



someone other than their parents.<sup>43</sup> This means as many as 115,100 babies in New York are in child care if national patterns hold true.<sup>44</sup>

- Both common sense and research tell us that children's brains are growing most quickly during their first three years of life, and that their experiences during these critical early years lay the foundation for the rest of their lives. The quality of the care New York's young children receive affects the way they think, learn, and behave.
- Far too many of our youngest children are not getting the quality care they need. Although a close nurturing relationship with an attentive caregiver is critical to helping babies grow, in 1997 New York was one of only 13 states that met recommended levels for the number of babies and toddlers a single caregiver was allowed to care for.<sup>45</sup>
- Care for infants is more costly than for older children—which makes it even more difficult for families in New York to be able to afford the quality care their children need to thrive. Child care for a 12-month-old in a child care center in New York in 1995 averaged \$6,346, but could cost as much as \$9,360.<sup>46</sup>



# CHILD CARE FACTS AT A GLANCE

## Children and Families in New York

|                                                   |           |
|---------------------------------------------------|-----------|
| Number of children younger than one <sup>47</sup> | 255,704   |
| Number of children younger than six <sup>48</sup> | 1,601,561 |
| Number of children ages six to 17 <sup>49</sup>   | 2,938,973 |

If national trends hold true, estimated number of:

|                                                                                |         |
|--------------------------------------------------------------------------------|---------|
| children under one cared for by someone other than their parents <sup>50</sup> | 115,100 |
| children under six cared for by someone other than their parents <sup>51</sup> | 960,900 |

|                                                                                     |     |
|-------------------------------------------------------------------------------------|-----|
| Percentage of mothers with children under six in the labor force <sup>52</sup>      | 53% |
| Percentage of mothers with children ages six to 17 in the labor force <sup>53</sup> | 72% |

## Child Care Not Affordable for Many Families in New York

|                                                                                                    |           |
|----------------------------------------------------------------------------------------------------|-----------|
| Number of children younger than 13 living in low-income families (< 200% of poverty) <sup>54</sup> | 1,529,040 |
| Earnings of two-parent families with both parents working full-time at minimum wage                | \$21,400  |
| Average cost of tuition at a public university in New York <sup>55</sup>                           | \$3,797   |

| Annual Child Care Costs in New York <sup>56</sup> |           |         |               |      |                          |      |
|---------------------------------------------------|-----------|---------|---------------|------|--------------------------|------|
| Child Care Centers (1995)                         |           |         |               |      |                          |      |
| Age of Child                                      | Statewide |         | Albany County |      | Binghamton/Broome County |      |
|                                                   | Average   | High    | Average       | High | Average                  | High |
| 12 months                                         | \$6,346   | \$9,360 | \$7,956       | n.a. | \$5,616                  | n.a. |
| 4 years                                           | \$5,612   | \$8,580 | \$6,708       | n.a. | \$5,148                  | n.a. |
| 8 years <sup>57</sup>                             | \$3,378   | \$5,103 | \$4,660       | n.a. | n.a.                     | n.a. |
| Family Child Care Homes (1995)                    |           |         |               |      |                          |      |
| Age of Child                                      | Statewide |         | Albany County |      | Binghamton/Broome County |      |
|                                                   | Average   | High    | Average       | High | Average                  | High |
| 12 months                                         | \$5,020   | \$7,800 | \$5,980       | n.a. | \$4,680                  | n.a. |
| 4 years                                           | \$4,718   | \$7,280 | \$5,200       | n.a. | \$4,420                  | n.a. |
| 8 years                                           | \$3,378   | \$5,103 | \$3,450       | n.a. | \$3,127                  | n.a. |

## Many Children in New York Do Not Get the Quality Child Care They Need

|                                                                                                                |          |
|----------------------------------------------------------------------------------------------------------------|----------|
| Does New York require any training for teachers in child care centers prior to serving children? <sup>58</sup> | No       |
| Does New York require any training for family child care providers prior to serving children? <sup>59</sup>    | No       |
| Average salary for a child care worker in New York in 1996 <sup>60</sup>                                       | \$14,400 |
| Percentage of child care centers in New York that were accredited as of 1997 <sup>61</sup>                     | 7%       |

| Number of Children of Different Ages Allowed per Caregiver in Child Care Centers in 1997 in New York <sup>62</sup> |                                          |                                 |                                                |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------|------------------------------------------------|
| Age of Child                                                                                                       | Number of Children Allowed per Caregiver | Recommended Level <sup>63</sup> | Does State Requirement Meet Recommended Level? |
| 9 months                                                                                                           | 4                                        | 3-4                             | Yes                                            |
| 18 months                                                                                                          | 5                                        | 3-5                             | Yes                                            |
| 27 months                                                                                                          | 5                                        | 4-6                             | Yes                                            |
| 3 years                                                                                                            | 7                                        | 7-10                            | Yes                                            |
| 4 years                                                                                                            | 8                                        | 8-10                            | Yes                                            |



### **Other Child Care Indicators in New York**

|                                                                                     |        |
|-------------------------------------------------------------------------------------|--------|
| Number of licensed child care centers in 1997 <sup>64</sup>                         | 3,426  |
| Number of licensed group child care homes in 1997 <sup>65</sup>                     | 2,537  |
| Number of registered family child care homes in 1997 <sup>66</sup>                  | 15,178 |
| Number of registered school-age care programs in 1997 <sup>67</sup>                 | 1,590  |
| Percentage of public schools offering extended-day programs 1993-1994 <sup>68</sup> | 23%    |



# CCI FAX NEWS

Child Care, Inc. 275 Seventh Ave NY, NY 10001 Tel. 212-929-7604 Fax. 212-929-5785 E-mail: CCINYC@AOL.COM

January 29, 1999

## GOVERNOR PATAKI'S EXECUTIVE BUDGET: CONTRADICTION INITIATIVES FOR YOUNG CHILDREN CHILD CARE EXPANDED – UNIVERSAL PROGRAM ENDED

Governor Pataki released his Executive Budget for Fiscal Year 1999-2000 on Wednesday, January 27<sup>th</sup>. The governor revealed his child care initiative which included increased funding for child care. However, while the governor has taken a good first step in the right direction with additional funding for child care he has simultaneously eliminated the Universal PreK program. The governor has block granted all of the LADDER initiatives (one of which is Universal PreK) and has created a new Education Improvement Block Grant. Both proposals are outlined below. *The next 30 days are a critical time to contact the Governor and urge him to restore the Universal Pre-K program with full funding.*

### GOVERNOR'S CHILD CARE PROPOSAL:

#### Child Care Development Block (CCBG):

**\$120 Million**

A new transfer of \$120 million from the State's welfare (TANF) surplus will be added to the current Child Care Block Grant for market rate adjustments and child care subsidies. This would help serve an additional 13,000 children state wide.

#### A Child Care Reserve Fund:

**\$200 Million**

An additional \$200 million of the TANF surplus will be put in a reserve fund for a three year period (1999-2002). Counties would receive a supplemental allocation to their block grant. Counties could draw down from the reserve fund after spending down their allocation, including the new share from the \$120 million.

#### Quality Set-a-Side:

**\$45 Million**

*(with some flexibility)*

The quality set-a-side portion of the CCBG remains at \$45 million with some flexibility to support needed program and professional development costs. A portion of the reserve is available for additional quality set-a-side spending, equal to \$25 million of the \$200 million.

### THE CHILD CARE that WORKS CALLS FOR:

- A six year commitment to serve 42,000 additional children in Year 1 by making subsidized child care available to families earning up to 85% of state median income.
- Investments in professional development, salaries, college student child care and CCR&R s.
- Investments in facilities expansion.

### GOVERNOR'S UNIVERSAL PRE-K PROPOSAL:

#### Educational Improvement Block Grant:

All LADDER grant initiatives funded in 1998 are eliminated including Universal PreK. Funding for the Early Grades Class Size Reduction to be implemented in the 1999-2000 school year is not included in the proposed budget. The proposal creates an Educational Improvement Block Grant from which counties can use to fund these programs.

This proposal dismantles the Universal Pre-K program. Without the specific legislative language and structure the program will not have a statewide framework for a committed systemic approach for an early learning program for four year olds.

The Universal PreK program should be restored as a separate clearly defined initiative.

### CALL THE GOVERNOR !!!

Tel: 518-474-8390

Email: gov.pataki@chamber.state.ny.us

**MESSAGE:** Restore designated funding for Universal PreK at a sufficient level to support a minimum of \$2,700 per child for 40,000 children.

**FEBRUARY 2<sup>ND</sup> IS CHILD CARE ADVOCACY DAY**  
IF YOU CAN'T MAKE IT TO ALBANY  
GET YOUR MESSAGE TO THE GOVERNOR  
VIA, LETTER, PHONE, OR FAX

NYS Assembly: 518-455-4100: NYS Senate: 518-455-2800

The proposal was released by the Child Care that Works Campaign on December 8, 1998.

For more information regarding the proposal, and this year's funding requests, contact: New York State Child Care Coordinating Council, Phone: (518) 463-8663, Fax: (518) 427-6603.



# Withdrawal/Redaction Marker

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### 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]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



FIRST LADY HILLARY RODHAM CLINTON  
TALKING POINTS FOR FAMILIES AGENDA ROUND TABLE  
BROOKLYN, NEW YORK  
FEBRUARY 2, 1999

12pt



- [Acknowledgments] We are also fortunate to be joined today by parents from this community -- and all over New York. When it comes to meeting our obligations at home and work, there are no better experts than the working parents in this room who struggle to strike that balance every single day. And I want to thank all of you for telling your stories -- including those of you who took the time to e-mail them to Lifetime Television's Child Care Campaign.
- It is especially appropriate that we have this conversation at the Bedford-Stuyvesant YMCA. What you have shown is that an entire community can come together to strengthen families and ensure no child falls through the cracks. I want to congratulate you on focusing this YMCA program on young people -- so they have safe places to go; parents and other caring adults to help guide them and love them; and meaningful activities that give them something to say "yes" to -- from sports to the Virtual Y after-school program (which I also had the privilege of visiting last year in Harlem).
- As you may know, yesterday the President presented an historic balanced budget that answers the fundamental questions about what families -- and our entire nation -- will need to succeed in the next century. It preserves the lifelines of Medicare and Social Security. It invests in our children's education and the research that will help discover the cures to our greatest killers. And it puts forth a bold families agenda to help Americans balance their obligations to the jobs they need and the children and parents they love.
- Clearly today, more mothers are working. More children are in child care. More Americans are getting older. And that the pressures facing parents have changed dramatically. A recent study by the Family and Work Institute confirms what all of us intuitively know. It shows that, from 1977 to 1997, parents working more than 20 hours a week report much higher levels of conflict between their work and family life.
- Over the last six years, at events like this one, my husband and I have heard from countless working parents who are finding themselves in the sandwich generation -- struggling to get quality, affordable care for their children and parents. So, I am very pleased that President's budget includes four important proposals to help working parents -- and our nation -- meet these challenges:

**1. His budget significantly increases our investment in child care.** A Brooklyn woman recently wrote to Lifetime Television: "It is difficult enough to raise healthy and happy children in today's society without having to worry about whether they are receiving affordable and quality day care." We know finding safe, affordable, and enriching child care is one of the greatest concerns working parents face. We know how important those early years are in helping a child learn and grow for a lifetime. And we know that millions of families who are eligible for child care assistance can't get it, often because states have more applicants than they can serve.

**The President's budget will help low-income parents pay for child care for 1.15 million more children. It will provide an average tax cut of about \$350 for low and middle income families. And it will improve quality so that children come to school ready to learn.**



2. **The President's budget makes an unprecedented commitment to after-school care.** At 3:00 today, parents in this city and across America were engaged in a ritual many of you are all too familiar with: They started looking up at the clock, worrying about whether their school-aged children are safe and out of trouble. It's easy to understand why. The 5 to 15 million latch-key kids in America are more likely to use alcohol, drugs, and tobacco; commit crimes; receive poor grades; and drop out of school than those involved in constructive activities.

**Last year, the President fought hard -- and won -- a significant expansion of after-school programs. And, in his budget, he has made a commitment to triple that investment -- so that one million more children will have safe places to learn and play and grow after school and during the summer.**

3. **The President's budget includes an historic initiative to support Americans with long-term care needs -- and the millions of people who are voluntarily and informally helping them.** Almost 40 percent of the informal care aging Americans receive is provided by their children. Most are women. And more and more of them are also trying to find the time and money to care for their own children. The aging of America will only increase the need for quality long term care.

**The President has called for a new \$1,000 tax credit to help pay for a wide range of formal and informal care. And he has asked for \$625 million to provide more respite, home care services, and information to the 250,000 families caring for elderly relatives who are sick or disabled.**

4. **The President's budget expands access to Family and Medical Leave.** This week marks the 6th anniversary of the Family and Medical Leave Act, the first piece of legislation the President signed into law. Since then, millions of Americans have been able to take up to 12 weeks of leave to care for a newborn or adopted child, to help a seriously ill parent, child, or spouse, or to attend to their own serious health problems. And they've been able to do this without worrying if it'll cost them their jobs.

**Now the President is proposing to extend the promises of the Family and Medical Leave Act to 10 million more Americans who work in smaller companies.**

- What you have shown in this community is that it takes all of us -- teachers, coaches, religious leaders, businesses, government officials, and others -- to help parents succeed at work and in the toughest, most important job any of us will ever have: raising healthy children. But we also know that only parents can find the right balance between work and family. Because the right balance is the one that works for their family.
- So, what I hope we can do today is to hear directly from parents about the challenges they face in meeting their obligations at home and work. And I can't think of a better person to kick-off this discussion than Ellen Galinsky, the President of the Family and Work Institute. She has done so much to help us understand these challenges -- and find innovative ways to meet them. Ellen...