

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	re: Schedule for Hillary Rodham Clinton [partial] (3 pages)	07/05/1999	b(7)(E), b(6)
002. list	re: NEA Arrival Guests [Personally Identifiable Information] [partial] (4 pages)	07/02/1999	b(6)
003. schedule	re: Schedule for Hillary Rodham Clinton [partial] (2 pages)	09/15/1999	b(6)
004. schedule	re: Schedule for Hillary Rodham Clinton [partial] (1 page)	09/25/1999	b(6)
005. schedule	re: Schedule for Hillary Rodham Clinton [partial] (1 page)	10/12/1999	b(6)

COLLECTION:

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

FOLDER TITLE:

Education #8 [Binder] [2]

2013-0534-S

rc1871

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

Clinton Presidential Records Digital Records Marker

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

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

7/5/99: THE NATIONAL EDUCATION ASSOCIATION

Divider Title: _____

Withdrawal/Redaction Marker

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SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, JULY 5, 1999

FINAL-REVISED#3

WASHINGTON, D.C./ORLANDO, FL

TRAVELING PARTY: THE FIRST LADY
WHITNEY WILLIAMS
MARSHA BERRY
KELLY CRAIGHEAD
WILLIAM VASTA

(b)(7)e

[001]

ORLANDO

LEAD ADVANCE: PAT HALLEY
SHERATON WORLD ROOM 134
407/352-1100 PHONE
407/352-3679 FAX

SITE ADVANCE: NICK COHEN ROOM 109

PRESS ADVANCE: KATHLEEN CONNERY ROOM 140

SCHEDULER: HUMA ABEDIN
202/456-2587 PHONE
202/456-6244 FAX
202/625-0097 HOME
WHCA PAGER #4403

PREV RON The White House

8:20am DEPART South Portico
VIA Motorcade
EN ROUTE Andrews Air Force Base
[Drive time: 30 minutes]

8:50am ARRIVE Andrews Air Force Base

9:00am WHEELS UP Andrews Air Force Base
EN ROUTE Orlando, Florida
[Flight time: 1 hour, 55 minutes]
[Meal: Breakfast]

10:55am WHEELS DOWN Orlando International Airport
Orlando, Florida
CLOSED PRESS

11:05am DEPART Orlando International Airport
VIA Motorcade
EN ROUTE Orange County Convention Center
9800 International Drive
Orlando, Florida
Main Number: 407/345-9800

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, JULY 5, 1999

PAGE 2

[Drive time: 25 minutes]

11:30am ARRIVE Orange County Convention Center

GREETERS:

Robert Chase, President, NEA
Mary Elizabeth Teasley, Director of
Government Relations, NEA

11:35am-
11:40am

PULL-ASIDE WITH ROBERT CHASE

President's Office
Hold: General Counsel's Office
Phone: 407/248-4621
Fax: 407/248-4429
Staff hold: Executive Director's Office
Phone: 407/248-4439
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

The First Lady
Robert Chase, President, NEA

11:40am-
11:45am

PULL-ASIDE WITH GREG NASH

Conference Room
CLOSED PRESS/ WH PHOTO

PARTICIPANTS:

The First Lady
Greg Nash, President, New York NEA Affiliate

11:45am-
12:05am

PHOTO-RECEIVING LINE

Board Steering Room
CLOSED PRESS/ WH PHOTO

FORMAT:

- The First Lady participates in a photo-receiving line with approximately 40 guests.

Note: See briefing book for complete list.

CONTACT: Mary Alice Heretick 407/248-5432

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, JULY 5, 1999

PAGE 3

12:05am- NEA FRIEND OF EDUCATION AWARD
12:35pm Hall D
OPEN PRESS/WH PHOTO

Format:

- Robert Chase proceeds to stage and introduces video presentation.
- As the video is being played, The First Lady proceeds to podium.
- Upon conclusion of the video, The First Lady makes remarks.
- Robert Chase presents The First Lady with the NEA Friend of Education award.
- Upon conclusion, The First Lady has the option to work a ropeline and depart.

PARTICIPANTS: 10,000 guests.

12:40pm **DEPART** Orange County Convention Center
VIA motorcade
EN ROUTE International Airport
[Drive time: 25 minutes]

1:05pm **ARRIVE** Orlando International Airport

1:15pm **WHEELS UP** Orlando, Florida
EN ROUTE Andrews Air Force Base
[Flight time: 1 hour, 50 minutes]
[Meal: Lunch]

3:05pm **ARRIVE** Andrews Air Force Base

3:15pm **DEPART** Andrews Air Force Base
EN ROUTE South Portico
[Drive time: 30 minutes]

3:45pm **ARRIVE** South Portico

3:45pm- **PRIVATE MEETING**
4:15pm Map Room
CLOSED PRESS/ WH PHOTO

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, JULY 5, 1999

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PARTICIPANTS:
The First Lady

(b)(6)

CONTACT: Patti Solis Doyle 202/456-5309

4:15pm-
5:00pm

PHONE CONVERSATION WITH
Residence
CLOSED PRESS/ NO WH PHOTO

(b)(6)

Note: The White House Operators will place the call.

5:00pm-
6:00pm

WEB SITE MEETING
West Wing Office
CLOSED PRESS/ NO WH PHOTO

PARTICIPANTS:
The First Lady

(b)(6)

CONTACT: Patti Solis Doyle: 202/456-5309

6:00pm-
9:00pm

Q&A SESSION
Map Room
CLOSED PRESS/ NO WH PHOTO

PARTICIPANTS:
The First Lady

(b)(6)

SCHEDULE FOR HILLARY RODHAM CLINTON
MONDAY, JULY 5, 1999

PAGE 5

(b)(6)

CONTACT: Patti Solis Doyle 202/456-5309

RON

The White House

The National Education Association's Friend of Education Award Presentation to the First Lady

**First Lady Hillary Rodham Clinton's Acceptance Remarks
Orlando, Florida
July 5, 1999**

Thank you. I am so pleased to be here with all of you. And I am extraordinarily honored to receive this very important and prestigious award from an organization that stands for the best in education, and therefore stands for the best in America. I am honored to be the 1999 Friend of Education, and I am honored to be with so many of you—thousands of you who prove every day that you are friends of education and friends of the children of America. And there isn't any better way to celebrate the 4th of July weekend than to be right here standing up for public education and America's children.

This, your 137th annual convention, chose as its theme, "Destination 2000: Quality Public Education for All." That is not only the goal of the NEA—that is and should be the goal for all Americans. I want to recognize your leadership that is helping to chart the way towards your goal, starting with your president. He has been an outspoken and passionate advocate for America's teachers, and a tireless crusader for the school reforms that we know are so vital if the goal of providing quality education for all is to be met. And so let me publicly thank Bob Chase for all he has done on behalf of education.

I also want to mention that at the Mental Health Conference last month, Bob came forward with a very innovative public/private partnership that combines the resources and expertise of the NEA with EchoStar Communications Corporation, the Dish Network, Future View, and the Learning First Alliance to provide 1,000 satellite TV dishes to schools and the education programming necessary to try to help our schools and our children be safer. That's the kind of groundbreaking work that we have come to expect from his leadership.

I also want to thank your vice president, Reg Weaver, and your secretary treasurer, Dennis Van Roekel. I want to thank Sheridan Pearce, and I want to thank all of you, starting with the Lamar County Education Association that nominated me for this award, and all of you who every day serve on the front lines, caring for our young people, giving them the skills and confidence they need to thrive in the 21st Century and to fulfill their God-given potential.

I know that in your ranks you include classroom teachers, college faculty, education support personnel, bus drivers, custodians, secretaries, counselors, building and grounds keepers, psychologists, and even students preparing to become teachers. All of you together hold the future of our children in your hands. And I am grateful for what you do every day.

I also want to thank you for the conference that you held during this convention that stressed the important and changing role of teachers in moving toward school improvement and came up with ideas for collaboration, risk taking, and personal responsibility. At every turn, you have been pushing the envelope of reform and looking for ways to make the ideas that sound good in speeches, or appear in papers, realities in classrooms across our nation.

So we may come here today from many different parts of America, but we understand fully that as we mark this very important Independence Weekend, our greatest task is to make sure that the American Dream stays alive and vibrant for every American. And those of us who understand what it will take in the 21st Century to make that dream live on, know we must do everything in our power to make a quality public education a reality for every single American today.

I want to thank you for your partnership for the last six-and-a-half years with the Administration. Through your hard work and the millions of people you represent, we can claim numerous victories. We have opened the doors to college wider than they have ever been before. Some of our most troubled

public schools at the beginning of this decade are now models of achievement and hope. Across the board, achievement scores are up for reading, math, and science. And the SAT scores are now at their highest level in two decades. And you, more than anyone, know that we cannot rest on the accomplishments that we have seen come to fruition because of the hard work of so many. We know that we cannot rest until we close the achievement gap between the well-off and the poor. We cannot rest when there are still too many schools failing our children and literally falling apart before our eyes. We cannot rest when too many teachers still do not have the support they need or the respect that they deserve.

So as you gather to set your priorities for this next year, I know that you are asking the toughest possible questions that need to be asked about how we chart our future for public education. How do we make sure that all students, all teachers, all schools meet the highest possible standards? How do we ensure that students receive educations that lift up their aspirations and ambitions? How do we support the changes, the reforms, and the new practices that many of you have pioneered?

I'd like to talk for just a few minutes about some of the ways that I think all of us who are Friends of Education should be working to fulfill the promise that you have established of providing that quality education. Let me start by saying that I know there are some who believe that vouchers are the way to improve our public schools; I believe they are dead wrong. There is simply no evidence that vouchers improve student achievement. Now we've been experimenting with vouchers in some jurisdictions, haven't we? And from those experiments—and some have gone on for a couple of years—we've found no evidence that any objective analysis could prove that these have made any difference in student achievement. But what they have done is to divert much-needed public funds for the few and have weakened the entire system.

Now since 1983, I have been a vigorous advocate of reforming and fixing schools that do not work. And I have taken positions on behalf of improved accountability and higher standards. And in those 16 years, I have seen that we do know how to turn around failing schools. What we have too often lacked is the staying power and the will to deliver on what we know would make a difference. But if we are to make that difference, then we have to make a solemn vow never to abandon our public schools or the children who attend them, but to instead redouble our efforts to pursue strategies that we know can make a difference. Because in every school district in America, you and I know, there are schools that are working against the most amazing odds. They are taking children who are poor and poorly prepared and are getting results.

We know a lot more today than we knew five or, certainly, 10 years ago about what we need to do to marshal the resources to make every school that successful. So let's build up our schools—not tear them down. And let's make sure that everyone has the same goal in mind—to make our public schools and our public school students the best in the entire world.

Now how do we do that? Well, first and foremost, we have to expect every single child to succeed and we have to hold every one of them to high academic standards. There should be no exceptions, no excuses, to our solemn commitment that every child can learn; every child deserves to be challenged, to have their imaginations sparked. And yet we know that that is not just the task in our schools; it has to start in our homes with parents and family members who value education. And we need a culture that cares more about what a child learns than what kind of sneakers he wears, and environments in which effort is rewarded and instant gratification is put in its proper place.

Now in order to achieve our hope that every child can learn, we have to be ready to provide the resources and the support to enable educators to help those students reach those high expectations. And there isn't a more important element than the quality of a child's teacher. As General John Stanford, the late superintendent of the Seattle system that so many of us admired—we will miss him for years to come—he used to say that, "The victory is in the classroom." And he understood, as a retired military leader, that that meant that the teachers in the classroom needed the power and authority to lead and the resources to be able to give their children what they know they needed.

I've been privileged in the last 16 years, first in Arkansas and then throughout the country, to meet with

and travel to countless schools and to visit with, by now, thousands of teachers. And I know that the vast majority of our teachers are dedicated and qualified professionals, but they are often not given the support they need. How many of you have ever had to reach into your own pocket to buy classroom supplies? So the second thing we've got to do is make sure the teachers have the resources they need.

We're facing a critical teacher shortage—we're going to have to recruit more teachers. But I agree with the NEA president that there's not only a teacher shortage, there's a respect shortage and a salary shortage as well. There is no way in today's complicated, information-overdrive world that we're going to get and keep those of you in the teaching profession to carry on the tradition of public education, unless you receive the salaries that your important work deserves. From my perspective, we have to look for ways of making sure the public understands that the task you are being asked to carry forward is the most important way we can keep faith with the next generation.

Now we're going to have to recruit more teachers. I agree with the President's proposal that we expand the already successful Troops to Teachers program. We should also provide loan forgiveness to new teachers committed to teaching in hard-to-serve areas. But we cannot lower the standards in this recruitment drive, and I am very much in agreement with the proposal that states be required to phase out emergency certification and improve state teacher certification systems. But then once we get the teachers that we so desperately need, we can't just open the door to the classroom, shut it and leave them there unprepared for the challenges they face with nowhere to turn for help.

Too often, you know so well, the least experienced teachers are assigned to the most difficult schools and the most difficult students. That's a disservice to young teachers and their students. And therefore it should be no surprise that one out of every three new teachers leaves the first year, and in some urban areas it's one out of every two. We're going to have to help our young—or maybe not so young but newly minted—teachers get their footing. To do that we've got to make sure that they teach in fields that they are prepared to teach in; that we not give, right off the bat, the toughest assignments to such young teachers; that we improve and extend teacher preparation programs and support mentoring, coaching, and peer assistance—things that NEA has pioneered. We also have to provide quality, ongoing professional development, not the one-day, one-shot workshops that are too often the case. I also think that teachers need the time to prepare their courses, consult with their peers about the strategies that work, and be recognized and rewarded for your knowledge and your skills.

Now, as part of the overall education proposals that the President and the Administration are promoting, we are including a proposal that states and school districts ensure that every child is taught by a fully qualified teacher and that the federal government would expand the kind of resources that could be available for high quality professional development opportunities, including—and I would have to be in this category as well—including more specialized training to use technology in the classrooms. There are so many of my friends who are teachers that are the first to admit, like so many of us who are parents, that we cannot keep up with the technology that our children are able to master. And so our teachers need more support and opportunities to do that.

We should also allow teachers to pursue advanced certification through the National Board of Professional Teaching Standards. I have worked with this issue for more than a decade, and I am very pleased that the Administration is providing for 100,000 more teachers over the next 10 years to become master teachers. It's an important step in ensuring we have the highest quality professionalism in the teaching profession that the public will recognize and reward.

Now we've been talking about teachers a lot in the national discussion, but we're also going to have to take a hard look at student responsibility as well. Because it is not just enough to try to move one part of the education equation, we have to look at all the component parts, and our students are going to have to be given a very strong message. It's the kind of message my father gave my brothers and me when we were growing up, and that was that school was our work. We were expected to do as well as we could. Yet somewhere we kind of got a mixed message from our culture about the importance of education, both generally and in certain of our ethnic and racial groups, and we need to start with a very clear and unambiguous message—that it is the job of children to learn. It is not only something that they should be doing for themselves, it is something they owe their families and their country. And if we send that

message, I think it will break through to families and it will break through to students. And one of the ways we're ending that is by calling for an end to social promotion.

Now I know that this is still controversial in some quarters. But I can only state that it is so unfair, and we really do cheat our children if we continue to promote them to the next grade if they don't have the necessary skills and knowledge to do the work required. But we also do them a terrible disservice if we do set that bar of achievement higher and then we don't provide the help and resources needed to enable them to catch up. You know, when I came in earlier, this year's National Teacher of the Year was addressing you, and I particularly like the words that Andrew Baumgartner has said about the joy he receives in teaching. He says it comes when "I look into the face of a young child and watch confusion turn to concentration, concentration to surprise, and finally surprise into the pride of accomplishment." Well, too often we stop at confusion, and we've got to do more to give every child the chance to reach the pride of accomplishment.

That means we need extended learning time. That means we need after-school and summer programs. That means we need smaller classroom sizes. I believe, and I can see that many of you do as well, that reducing class size is one of the most critical investments we can make, not only in our children's future, but in our teachers' ability to succeed. Too many teachers have to spend more time keeping order, dealing with personal problems, trying to understand what one child out of 30 or 35 needs, than maintaining high academic standards for the entire classroom. We also now have evidence. We have the evidence that backs up our anecdotal or our intuitive feeling. Studies like the recent Project Star in Tennessee confirm what parents and teachers have always known—that students do learn better in small class sizes with good teachers, particularly in the early grades. They are more likely to graduate from high school, more likely to excel academically and go on to college than their peers in overcrowded classrooms. And we have also learned from these studies that minority students, in particular, benefit from the greater personal attention they receive in smaller classes. So I'm very pleased that the Congress voted last year to reduce classroom sizes in the early grades and to begin to hire more teachers at the end of this session. And now there are those who are challenging the funding for the next installment to be sure that we get the teachers in the classroom. So we have to be vigilant and we have to make sure that the idea of 100,000 new teachers is actually translated into the funding necessary to bring that about.

Now some people have said to me, when I argue strongly for smaller class size, that they are well aware of classrooms here around the United States, and other countries, where very large class sizes don't make any difference. Well, that may be all well and true. But lots of us have firsthand experience that our children are coming to school with a lot more problems than they had a generation ago. We also know, as a friend of mine said, that with the advent of 24-hour information, particularly with the television and the Internet, it is harder to maintain a child's attention. One friend said that she stands in front of that classroom and she looks at these children, and she can just see this sort of mental remote control button being pushed as her students are looking for more entertaining channels than learning math or conjugating sentences. And so we have to do everything we can to get that personal attention that only an adult with a group of children can hold if the numbers are small enough.

We also have to do more about the sizes of some of our schools—they have gotten too big and there are too many children who feel anonymous from the start of the school year to the end of it. I was recently Principal for a Day at a school in Queens, New York. I was at a junior high school, and that school in Ozone Park was built for 1,500 students, and today houses over 2,000 students. And the day I visited they were putting in mobile classrooms so they could add 500 more by next September. Now these were youngsters of the junior high age—need I say any more? Not only that, they had 27 or 28 different languages, many were first generation immigrants, many came from struggling homes, many the children of single parents. These children I met were impressive and well spoken, but there was just such a crush of them that the teachers I spoke with about what it was like teaching there kept saying to me, "I wish I had more time with each of my students." So we need to do more to try bring down the size of our schools, especially in areas where there are a lot of other problems that have to be addressed. We need to do more with the schools within schools idea to see what potential they hold. And we have to provide more funds to modernize crumbling schools, and build more schools where schools are needed.

You know, this is a problem all across America—in cities, in suburbs, and rural communities. And surely in this time of unprecedented prosperity in America, we can build and modernize our schools for the next century. I'm as delighted as every American when the DOW climbs, first over 10,000 and then over 11,000. But we have too many schools that are not wired for computers; we have too many others where the plaster on the ceiling is falling on the heads of the children and teachers. Let's celebrate our prosperity by making a commitment that our schools will be worthy of the children they serve now and into the future.

And we'll need your help to make that happen. The President is going back to Congress for the third year in a row to push for school construction legislation, and I hope that we can persuade the Congress that this is an urgent priority.

And while we are creating safer conditions for learning, we also have to make sure that our schools are safe. I want to thank the NEA and many of you for the work you did in your schools and in your communities in the wake of the tragedy of Littleton. You know all too well that too many children bring guns to school, too many children believe that violence and aggression is the way to solve problems, and we're going to have to take every possible effort to make our schools safe. I know that you've really talked a lot about that in your conference, and I want to thank you for your partnership with the Administration, with private sector partners, and with others—because teachers and principals need help. Everyone who works in a school—from the custodians, or the counselors, or the teacher's aids—everyone needs help in knowing how to target those children who need extra help and make sure they get it; to diffuse difficult situations; to provide cooling off periods; and to remove from schools those students who are disruptive and are disrupting the learning of others.

Our schools need more help from our parents and our communities, and we also need more social workers and counselors who are trained to see the early warning signs in the schools. I would also like to see nation-wide hotlines where students, and even teachers, can make referrals, anonymously if necessary, to try to bring attention to those students who are on the brink of homicidal or suicidal activity. And then we have to do everything possible to keep guns out of the hands of children, and we need to stand firm on behalf of the sensible gun control legislation that passed the Senate and then was watered down in the House. It does not make sense for us at this point in our history to turn our backs on the reality that there are too many guns and too many children have access to those guns—and we have to act to prevent that.

And let me also pledge my support to you in continuing an effort that I have been involved in for many years to reach out to parents and other adults so that they understand the importance of the early years of development and how critical they are to successful learning later on. You know, a parent is a child's first teacher, and we have to do more to get that message out to every parent. It is incredibly important that every parent here—Secretary Riley has said on many occasions—that if family members would read to their children just 20 or 30 minutes a day, it would literally revolutionize American education. So let me ask you to join in that effort to convince everyone you can reach about the importance of reading. And let me also ask you to stand with me in pushing for universal access to quality, affordable preschool programs for every child. And that includes Head Start, home visitations, high quality child care, early Head Start—whatever it takes to enable working parents to know that their children are well-cared for and are being well-prepared for school.

I also hope that you will continue to stand behind the charter school/public school movement, because I believe that parents do deserve greater choice within the public school system to meet the unique needs of their children. I recently, a few years ago, gave a commencement at a school in Washington, D.C., that has very selective admissions criteria. And the students there know that when they go there they are going to have to take much harder classes, they are going to have to study Latin, and they really are going to have to apply themselves. And every year the school system and the application process had hundreds more students applying than they could possibly accommodate in that one school. And I said to the people in the school and in the school system, "Why don't you start another school like that?" Because clearly these students and their parents want to be held accountable for this higher curricular standard.

Well, slowly but surely, we're beginning to create schooling opportunities through the public school charter system that are providing those kinds of options for parents and students—raising academic standards, empowering educators. And I invite educators to be at the forefront of this. Because I know that the NEA has already helped to create a number of charter schools. And I'm very pleased that you have done this, because I think when we look back on the 1990s, we will see that the charter school movement led by experienced, committed, expert educators will be one of the ways we will have turned around the entire public school system.

I also want to commend you for your partnerships with businesses and other private sector employers, because I know how important their critical role is in supporting our public schools. The kind of support that businesses should give goes to the very heart of knowing that this is where their future workforce will come from, and this is where they have to be playing an important role. I also hope that we will continue to do all that we can to help families to balance their work and family/parenting responsibilities. We still have too many families that have to make the wrong choice between caring for their children and bringing in that income, they don't even get to come to the parent/teacher conferences. And then there becomes a kind of cycle of indifference that sets in; they can't participate, therefore they withdrawal, therefore they seem like they don't care. We need businesses to understand that they need to support parents in supporting their children's schools and teachers.

So there's a lot ahead of us that you'll be voting on and considering and talking about at this conference, and already have during the last several days. But I am very optimistic about the future of public education, because I think that word is finally beginning to spread—that we have the best schools, the smartest kids that you can find anywhere in the world. What we haven't done is to make sure that that is available to all of our children. That is your goal; that is your mission. And as we close this 4th of July weekend, there isn't any more important mission, in terms of its critical role in creating the America that will be here a hundred years from now.

Just imagine, a hundred years from now as we close the 21st Century, the NEA will be meeting somewhere, maybe in Cyberspace, and you'll be thinking both about the future challenges you face and you'll be looking back and thinking about what the past century looked like. I am very hopeful that not just at that very long date ahead of us, but in the years to come, the commitment to public education that marks the United States as unique will be reinvigorated, will be better supported, and will produce results for our children in every corner of our land. I will do all that I can, working with you to make that happen. And I will do all that I can, speaking on your behalf to the broader public, to make sure that everyone in America understands that we have a stake in the success of public education.

Some of you have been very interested in the work that the President has done and that I and others have tried to help him with, and the peace process in Northern Ireland. But I will never forget, on one of my trips to Belfast, meeting with a group of citizens and hearing about their difficulties, being told that it was the first time there had been any convening of people from both communities in a single room sitting down and talking about the issues that all of us worry about around our kitchen tables. It was important for the Catholic and Protestant women there to hear that each of them would often say a silent prayer when their husband or their son went off to work or out the door to play. It was important for each of them to see each other with human eyes unveiled by centuries of distrust. And one of the participants said, "But you know, Mrs. Clinton, our biggest obstacle is that our children have never gone to school together. They've always been separate systems. They've never learned to play together, to learn together, to work together, to build a better future together." And she went on to say, "You know, one of the great gifts that America has is that you've educated everybody together."

I believe that what she said should be heard by every American. Because sometimes our debates about reforming our schools and our public education system lose sight of that fundamental reality—that undergirding our democracy is public education—an idea that America has invested in and nurtured, and which does very well in most places for most children. One only has to look at how well the United States is positioned today. Our economy is booming, we are demonstrating to the world—from Belfast to Pristina, the Middle East to Africa—what it takes for a very diverse society to be successful. And, yes, we still have problems and we have flaws, but there is no place I'd rather be than right here

thanking you for what you've done to help make America as great as it is and will be.

Thank you all very much.

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The National Education Association's Friend of Education Award Presentation to the First Lady

**First Lady Hillary Rodham Clinton's Acceptance Remarks
Orlando, Florida
July 5, 1999**

Thank you. I am so pleased to be here with all of you. And I am extraordinarily honored to receive this very important and prestigious award from an organization that stands for the best in education, and therefore stands for the best in America. I am honored to be the 1999 Friend of Education, and I am honored to be with so many of you—thousands of you who prove every day that you are friends of education and friends of the children of America. And there isn't any better way to celebrate the 4th of July weekend than to be right here standing up for public education and America's children.

This, your 137th annual convention, chose as its theme, "Destination 2000: Quality Public Education for All." That is not only the goal of the NEA—that is and should be the goal for all Americans. I want to recognize your leadership that is helping to chart the way towards your goal, starting with your president. He has been an outspoken and passionate advocate for America's teachers, and a tireless crusader for the school reforms that we know are so vital if the goal of providing quality education for all is to be met. And so let me publicly thank Bob Chase for all he has done on behalf of education.

I also want to mention that at the Mental Health Conference last month, Bob came forward with a very innovative public/private partnership that combines the resources and expertise of the NEA with EchoStar Communications Corporation, the Dish Network, Future View, and the Learning First Alliance to provide 1,000 satellite TV dishes to schools and the education programming necessary to try to help our schools and our children be safer. That's the kind of groundbreaking work that we have come to expect from his leadership.

I also want to thank your vice president, Reg Weaver, and your secretary treasurer, Dennis Van Roekel. I want to thank Sheridan Pearce, and I want to thank all of you, starting with the Lamar County Education Association that nominated me for this award, and all of you who every day serve on the front lines, caring for our young people, giving them the skills and confidence they need to thrive in the 21st Century and to fulfill their God-given potential.

I know that in your ranks you include classroom teachers, college faculty, education support personnel, bus drivers, custodians, secretaries, counselors, building and grounds keepers, psychologists, and even students preparing to become teachers. All of you together hold the future of our children in your hands. And I am grateful for what you do every day.

I also want to thank you for the conference that you held during this convention that stressed the important and changing role of teachers in moving toward school improvement and came up with ideas for collaboration, risk taking, and personal responsibility. At every turn, you have been pushing the envelope of reform and looking for ways to make the ideas that sound good in speeches, or appear in papers, realities in classrooms across our nation.

So we may come here today from many different parts of America, but we understand fully that as we mark this very important Independence Weekend, our greatest task is to make sure that the American Dream stays alive and vibrant for every American. And those of us who understand what it will take in the 21st Century to make that dream live on, know we must do everything in our power to make a quality public education a reality for every single American today.

I want to thank you for your partnership for the last six-and-a-half years with the Administration. Through your hard work and the millions of people you represent, we can claim numerous victories. We have opened the doors to college wider than they have ever been before. Some of our most troubled

public schools at the beginning of this decade are now models of achievement and hope. Across the board, achievement scores are up for reading, math, and science. And the SAT scores are now at their highest level in two decades. And you, more than anyone, know that we cannot rest on the accomplishments that we have seen come to fruition because of the hard work of so many. We know that we cannot rest until we close the achievement gap between the well-off and the poor. We cannot rest when there are still too many schools failing our children and literally falling apart before our eyes. We cannot rest when too many teachers still do not have the support they need or the respect that they deserve.

So as you gather to set your priorities for this next year, I know that you are asking the toughest possible questions that need to be asked about how we chart our future for public education. How do we make sure that all students, all teachers, all schools meet the highest possible standards? How do we ensure that students receive educations that lift up their aspirations and ambitions? How do we support the changes, the reforms, and the new practices that many of you have pioneered?

I'd like to talk for just a few minutes about some of the ways that I think all of us who are Friends of Education should be working to fulfill the promise that you have established of providing that quality education. Let me start by saying that I know there are some who believe that vouchers are the way to improve our public schools; I believe they are dead wrong. There is simply no evidence that vouchers improve student achievement. Now we've been experimenting with vouchers in some jurisdictions, haven't we? And from those experiments—and some have gone on for a couple of years—we've found no evidence that any objective analysis could prove that these have made any difference in student achievement. But what they have done is to divert much-needed public funds for the few and have weakened the entire system.

Now since 1983, I have been a vigorous advocate of reforming and fixing schools that do not work. And I have taken positions on behalf of improved accountability and higher standards. And in those 16 years, I have seen that we do know how to turn around failing schools. What we have too often lacked is the staying power and the will to deliver on what we know would make a difference. But if we are to make that difference, then we have to make a solemn vow never to abandon our public schools or the children who attend them, but to instead redouble our efforts to pursue strategies that we know can make a difference. Because in every school district in America, you and I know, there are schools that are working against the most amazing odds. They are taking children who are poor and poorly prepared and are getting results.

We know a lot more today than we knew five or, certainly, 10 years ago about what we need to do to marshal the resources to make every school that successful. So let's build up our schools—not tear them down. And let's make sure that everyone has the same goal in mind—to make our public schools and our public school students the best in the entire world.

Now how do we do that? Well, first and foremost, we have to expect every single child to succeed and we have to hold every one of them to high academic standards. There should be no exceptions, no excuses, to our solemn commitment that every child can learn; every child deserves to be challenged, to have their imaginations sparked. And yet we know that that is not just the task in our schools; it has to start in our homes with parents and family members who value education. And we need a culture that cares more about what a child learns than what kind of sneakers he wears, and environments in which effort is rewarded and instant gratification is put in its proper place.

Now in order to achieve our hope that every child can learn, we have to be ready to provide the resources and the support to enable educators to help those students reach those high expectations. And there isn't a more important element than the quality of a child's teacher. As General John Stanford, the late superintendent of the Seattle system that so many of us admired—we will miss him for years to come—he used to say that, "The victory is in the classroom." And he understood, as a retired military leader, that that meant that the teachers in the classroom needed the power and authority to lead and the resources to be able to give their children what they know they needed.

I've been privileged in the last 16 years, first in Arkansas and then throughout the country, to meet with

and travel to countless schools and to visit with, by now, thousands of teachers. And I know that the vast majority of our teachers are dedicated and qualified professionals, but they are often not given the support they need. How many of you have ever had to reach into your own pocket to buy classroom supplies? So the second thing we've got to do is make sure the teachers have the resources they need.

We're facing a critical teacher shortage—we're going to have to recruit more teachers. But I agree with the NEA president that there's not only a teacher shortage, there's a respect shortage and a salary shortage as well. There is no way in today's complicated, information-overdrive world that we're going to get and keep those of you in the teaching profession to carry on the tradition of public education, unless you receive the salaries that your important work deserves. From my perspective, we have to look for ways of making sure the public understands that the task you are being asked to carry forward is the most important way we can keep faith with the next generation.

Now we're going to have to recruit more teachers. I agree with the President's proposal that we expand the already successful Troops to Teachers program. We should also provide loan forgiveness to new teachers committed to teaching in hard-to-serve areas. But we cannot lower the standards in this recruitment drive, and I am very much in agreement with the proposal that states be required to phase out emergency certification and improve state teacher certification systems. But then once we get the teachers that we so desperately need, we can't just open the door to the classroom, shut it and leave them there unprepared for the challenges they face with nowhere to turn for help.

Too often, you know so well, the least experienced teachers are assigned to the most difficult schools and the most difficult students. That's a disservice to young teachers and their students. And therefore it should be no surprise that one out of every three new teachers leaves the first year, and in some urban areas it's one out of every two. We're going to have to help our young—or maybe not so young but newly minted—teachers get their footing. To do that we've got to make sure that they teach in fields that they are prepared to teach in; that we not give, right off the bat, the toughest assignments to such young teachers; that we improve and extend teacher preparation programs and support mentoring, coaching, and peer assistance—things that NEA has pioneered. We also have to provide quality, ongoing professional development, not the one-day, one-shot workshops that are too often the case. I also think that teachers need the time to prepare their courses, consult with their peers about the strategies that work, and be recognized and rewarded for your knowledge and your skills.

Now, as part of the overall education proposals that the President and the Administration are promoting, we are including a proposal that states and school districts ensure that every child is taught by a fully qualified teacher and that the federal government would expand the kind of resources that could be available for high quality professional development opportunities, including—and I would have to be in this category as well—including more specialized training to use technology in the classrooms. There are so many of my friends who are teachers that are the first to admit, like so many of us who are parents, that we cannot keep up with the technology that our children are able to master. And so our teachers need more support and opportunities to do that.

We should also allow teachers to pursue advanced certification through the National Board of Professional Teaching Standards. I have worked with this issue for more than a decade, and I am very pleased that the Administration is providing for 100,000 more teachers over the next 10 years to become master teachers. It's an important step in ensuring we have the highest quality professionalism in the teaching profession that the public will recognize and reward.

Now we've been talking about teachers a lot in the national discussion, but we're also going to have to take a hard look at student responsibility as well. Because it is not just enough to try to move one part of the education equation, we have to look at all the component parts, and our students are going to have to be given a very strong message. It's the kind of message my father gave my brothers and me when we were growing up, and that was that school was our work. We were expected to do as well as we could. Yet somewhere we kind of got a mixed message from our culture about the importance of education, both generally and in certain of our ethnic and racial groups, and we need to start with a very clear and unambiguous message—that it is the job of children to learn. It is not only something that they should be doing for themselves, it is something they owe their families and their country. And if we send that

message, I think it will break through to families and it will break through to students. And one of the ways we're ending that is by calling for an end to social promotion.

Now I know that this is still controversial in some quarters. But I can only state that it is so unfair, and we really do cheat our children if we continue to promote them to the next grade if they don't have the necessary skills and knowledge to do the work required. But we also do them a terrible disservice if we do set that bar of achievement higher and then we don't provide the help and resources needed to enable them to catch up. You know, when I came in earlier, this year's National Teacher of the Year was addressing you, and I particularly like the words that Andrew Baumgartner has said about the joy he receives in teaching. He says it comes when "I look into the face of a young child and watch confusion turn to concentration, concentration to surprise, and finally surprise into the pride of accomplishment." Well, too often we stop at confusion, and we've got to do more to give every child the chance to reach the pride of accomplishment.

That means we need extended learning time. That means we need after-school and summer programs. That means we need smaller classroom sizes. I believe, and I can see that many of you do as well, that reducing class size is one of the most critical investments we can make, not only in our children's future, but in our teachers' ability to succeed. Too many teachers have to spend more time keeping order, dealing with personal problems, trying to understand what one child out of 30 or 35 needs, than maintaining high academic standards for the entire classroom. We also now have evidence. We have the evidence that backs up our anecdotal or our intuitive feeling. Studies like the recent Project Star in Tennessee confirm what parents and teachers have always known—that students do learn better in small class sizes with good teachers, particularly in the early grades. They are more likely to graduate from high school, more likely to excel academically and go on to college than their peers in overcrowded classrooms. And we have also learned from these studies that minority students, in particular, benefit from the greater personal attention they receive in smaller classes. So I'm very pleased that the Congress voted last year to reduce classroom sizes in the early grades and to begin to hire more teachers at the end of this session. And now there are those who are challenging the funding for the next installment to be sure that we get the teachers in the classroom. So we have to be vigilant and we have to make sure that the idea of 100,000 new teachers is actually translated into the funding necessary to bring that about.

Now some people have said to me, when I argue strongly for smaller class size, that they are well aware of classrooms here around the United States, and other countries, where very large class sizes don't make any difference. Well, that may be all well and true. But lots of us have firsthand experience that our children are coming to school with a lot more problems than they had a generation ago. We also know, as a friend of mine said, that with the advent of 24-hour information, particularly with the television and the Internet, it is harder to maintain a child's attention. One friend said that she stands in front of that classroom and she looks at these children, and she can just see this sort of mental remote control button being pushed as her students are looking for more entertaining channels than learning math or conjugating sentences. And so we have to do everything we can to get that personal attention that only an adult with a group of children can hold if the numbers are small enough.

We also have to do more about the sizes of some of our schools—they have gotten too big and there are too many children who feel anonymous from the start of the school year to the end of it. I was recently Principal for a Day at a school in Queens, New York. I was at a junior high school, and that school in Ozone Park was built for 1,500 students, and today houses over 2,000 students. And the day I visited they were putting in mobile classrooms so they could add 500 more by next September. Now these were youngsters of the junior high age—need I say any more? Not only that, they had 27 or 28 different languages, many were first generation immigrants, many came from struggling homes, many the children of single parents. These children I met were impressive and well spoken, but there was just such a crush of them that the teachers I spoke with about what it was like teaching there kept saying to me, "I wish I had more time with each of my students." So we need to do more to try bring down the size of our schools, especially in areas where there are a lot of other problems that have to be addressed. We need to do more with the schools within schools idea to see what potential they hold. And we have to provide more funds to modernize crumbling schools, and build more schools where schools are needed.

You know, this is a problem all across America—in cities, in suburbs, and rural communities. And surely in this time of unprecedented prosperity in America, we can build and modernize our schools for the next century. I'm as delighted as every American when the DOW climbs, first over 10,000 and then over 11,000. But we have too many schools that are not wired for computers; we have too many others where the plaster on the ceiling is falling on the heads of the children and teachers. Let's celebrate our prosperity by making a commitment that our schools will be worthy of the children they serve now and into the future.

And we'll need your help to make that happen. The President is going back to Congress for the third year in a row to push for school construction legislation, and I hope that we can persuade the Congress that this is an urgent priority.

And while we are creating safer conditions for learning, we also have to make sure that our schools are safe. I want to thank the NEA and many of you for the work you did in your schools and in your communities in the wake of the tragedy of Littleton. You know all too well that too many children bring guns to school, too many children believe that violence and aggression is the way to solve problems, and we're going to have to take every possible effort to make our schools safe. I know that you've really talked a lot about that in your conference, and I want to thank you for your partnership with the Administration, with private sector partners, and with others—because teachers and principals need help. Everyone who works in a school—from the custodians, or the counselors, or the teacher's aids—everyone needs help in knowing how to target those children who need extra help and make sure they get it; to diffuse difficult situations; to provide cooling off periods; and to remove from schools those students who are disruptive and are disrupting the learning of others.

Our schools need more help from our parents and our communities, and we also need more social workers and counselors who are trained to see the early warning signs in the schools. I would also like to see nation-wide hotlines where students, and even teachers, can make referrals, anonymously if necessary, to try to bring attention to those students who are on the brink of homicidal or suicidal activity. And then we have to do everything possible to keep guns out of the hands of children, and we need to stand firm on behalf of the sensible gun control legislation that passed the Senate and then was watered down in the House. It does not make sense for us at this point in our history to turn our backs on the reality that there are too many guns and too many children have access to those guns—and we have to act to prevent that.

And let me also pledge my support to you in continuing an effort that I have been involved in for many years to reach out to parents and other adults so that they understand the importance of the early years of development and how critical they are to successful learning later on. You know, a parent is a child's first teacher, and we have to do more to get that message out to every parent. It is incredibly important that every parent here—Secretary Riley has said on many occasions—that if family members would read to their children just 20 or 30 minutes a day, it would literally revolutionize American education. So let me ask you to join in that effort to convince everyone you can reach about the importance of reading. And let me also ask you to stand with me in pushing for universal access to quality, affordable preschool programs for every child. And that includes Head Start, home visitations, high quality child care, early Head Start—whatever it takes to enable working parents to know that their children are well-cared for and are being well-prepared for school.

I also hope that you will continue to stand behind the charter school/public school movement, because I believe that parents do deserve greater choice within the public school system to meet the unique needs of their children. I recently, a few years ago, gave a commencement at a school in Washington, D.C., that has very selective admissions criteria. And the students there know that when they go there they are going to have to take much harder classes, they are going to have to study Latin, and they really are going to have to apply themselves. And every year the school system and the application process had hundreds more students applying than they could possibly accommodate in that one school. And I said to the people in the school and in the school system, "Why don't you start another school like that?" Because clearly these students and their parents want to be held accountable for this higher curricular standard.

Well, slowly but surely, we're beginning to create schooling opportunities through the public school charter system that are providing those kinds of options for parents and students—raising academic standards, empowering educators. And I invite educators to be at the forefront of this. Because I know that the NEA has already helped to create a number of charter schools. And I'm very pleased that you have done this, because I think when we look back on the 1990s, we will see that the charter school movement led by experienced, committed, expert educators will be one of the ways we will have turned around the entire public school system.

I also want to commend you for your partnerships with businesses and other private sector employers, because I know how important their critical role is in supporting our public schools. The kind of support that businesses should give goes to the very heart of knowing that this is where their future workforce will come from, and this is where they have to be playing an important role. I also hope that we will continue to do all that we can to help families to balance their work and family/parenting responsibilities. We still have too many families that have to make the wrong choice between caring for their children and bringing in that income, they don't even get to come to the parent/teacher conferences. And then there becomes a kind of cycle of indifference that sets in; they can't participate, therefore they withdrawal, therefore they seem like they don't care. We need businesses to understand that they need to support parents in supporting their children's schools and teachers.

So there's a lot ahead of us that you'll be voting on and considering and talking about at this conference, and already have during the last several days. But I am very optimistic about the future of public education, because I think that word is finally beginning to spread—that we have the best schools, the smartest kids that you can find anywhere in the world. What we haven't done is to make sure that that is available to all of our children. That is your goal; that is your mission. And as we close this 4th of July weekend, there isn't any more important mission, in terms of its critical role in creating the America that will be here a hundred years from now.

Just imagine, a hundred years from now as we close the 21st Century, the NEA will be meeting somewhere, maybe in Cyberspace, and you'll be thinking both about the future challenges you face and you'll be looking back and thinking about what the past century looked like. I am very hopeful that not just at that very long date ahead of us, but in the years to come, the commitment to public education that marks the United States as unique will be reinvigorated, will be better supported, and will produce results for our children in every corner of our land. I will do all that I can, working with you to make that happen. And I will do all that I can, speaking on your behalf to the broader public, to make sure that everyone in America understands that we have a stake in the success of public education.

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I believe that what she said should be heard by every American. Because sometimes our debates about reforming our schools and our public education system lose sight of that fundamental reality—that undergirding our democracy is public education—an idea that America has invested in and nurtured, and which does very well in most places for most children. One only has to look at how well the United States is positioned today. Our economy is booming, we are demonstrating to the world—from Belfast to Pristina, the Middle East to Africa—what it takes for a very diverse society to be successful. And, yes, we still have problems and we have flaws, but there is no place I'd rather be than right here

thanking you for what you've done to help make America as great as it is and will be.

Thank you all very much.

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July 2, 1999

NATIONAL EDUCATION ASSOCIATION *FRIEND OF EDUCATION AWARD*

DATE: Monday, July 5
TIME: 11:30 a.m. - 1:15 p.m.
LOCATION: Orange County
Convention Center
Orlando, Florida
FROM: Brenda Costello

I. PURPOSE

To receive the National Education Association's *1999 Friend of Education Award* at the Association's annual Representative Assembly.

II. BACKGROUND

On Monday morning, you will be presented with the National Education Association's *1999 Friend of Education Award*. The presentation of this award occurs at the Association's 137th Representative Assembly, held this year in Orlando, Florida. The Representative Assembly is the NEA's highest decision-making body, with over 9,000 delegates, making it the world's largest democratic deliberative body. The audience will be comprised of these delegates as well as 2,000 guests.

The National Education Association's Friend of Education Award

As you know, the National Education Association (NEA) is the oldest and largest organization committed to advancing public education. Founded in 1857 in Philadelphia and headquartered in Washington, DC, the NEA currently has over 2.3 million members working at all levels of education and claims affiliates in every state and over 13,000 local communities. As you may recall, you and the President hosted a national conference on early childhood development and learning in April 1997.

The National Education Association's *Friend of Education Award* is the NEA's highest honor. It is awarded to an individual whose leadership, acts, and support have contributed to the improvement of American education at a national level. You were nominated for the *Friend of Education Award* by a member of the LaMae County, Alabama Education Association. You are the only First Lady ever to receive this award. The first recipient of this prestigious award was former President Lyndon B. Johnson in 1972. Other winners include Thurgood Marshall (1979), former President Jimmy Carter (1980), Georgia Governor Zell Miller (1998), and, as you know, President Clinton in 1996. Others will also be honored at this year's Regional Assembly, including NAACP President Kweisi Mfume and United Farm Workers Vice President Dolores Huerta for their leadership roles in

leadership and civil rights.

Recent NEA Issues

Several events dealing with issues in education are taking place in Orlando prior to your arrival at the Annual Meeting. In a day long conference held on June 30, the NEA are stressing the changing role of teachers in school improvement, while also emphasizing collaboration, risk-taking, and personal responsibility for quality education. This is a goal that the NEA hopes to achieve through more extensive teacher training. Also preceding the NEA Annual meeting, on June 28-29 one thousand teachers and education leaders are coming together for a NEA joint conference on the concerns of minorities and women in receiving equal education.

In addition, the NEA has taken action in response to the recent school violence in Littleton, Colorado. On June 7, Echostar, a direct broadcast satellite TV company based in Littleton, joined the NEA and Future View, a communications company, to provide an innovative, high-tech school safety program to public schools. As you may recall, this partnership was announced and endorsed by President Clinton.

In terms of the government's education budget, in early February NEA President Bob Chase expressed concern over a "modest" four percent increase for education in President Clinton's budget proposal (see attached press release). On July 4th, NEA honored NAACP President Kwesi Mfume and United Farm Workers (UFW), Vice President Dolores Huerta, along with ten other individuals and two organizations for their leadership roles in human and civil rights (see attached press release).

The Representative Assembly

The Representative Assembly spans for four days, in which delegates debate issues that impact American public education, as well as set Association policy and activities for the coming year. The Assembly is actually a segment of the NEA's Annual Meeting, which spans a six day period. The first two days of the Annual Meeting are devoted to delegate registration and planning for the Representative Assembly.

The delegates present are elected by NEA members to represent their concerns and participate in the Regional Assembly. They also vote by secret ballot on amendments to the NEA constitution and elect the NEA's executive officers, Executive Committee members, and members of the NEA Board of Directors.

The annual meeting is traditionally held over the July 4 holiday because it is convenient for most educators. The site of the event changes from year to year, and is determined by the NEA Board of Directors. Last year's meeting was held in New Orleans, and future meetings will take place in Chicago (2000), Los Angeles (2001), Dallas (2002), New Orleans (2003), and Washington, DC (2004).

Format

Upon your arrival, you will be greeted by NEA President Bob Chase and Mary Elizabeth Teasley, NEA Director of Government Relations. You will then proceed to a receiving line with members of the NEA Executive Board and friends of the NEA where photographs will be taken. The program will follow with an introduction by Bob Chase, a brief video, and a song about public service. You will have the opportunity to make remarks, and Bob Chase will then present you with the award.

III. PARTICIPANTS

- The First Lady
- Bob Chase, NEA President
- Mary Elizabeth Teasley, NEA Director of Government Relations
- 9,000 NEA delegates
- 2,000 guests

IV. SEQUENCE OF EVENTS

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V. PRESS

Open Press/WH Photo.

VI. REMARKS

To be provided by Christy Macy.

Withdrawal/Redaction Marker

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002. list	re: NEA Arrival Guests [Personally Identifiable Information] [partial] (4 pages)	07/02/1999	b(6)

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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]
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P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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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]

**HILLARY CLINTON ADDRESS
NEA ARRIVAL GUESTS
July 3, 1999**

NAME	ADDITIONAL SEATING	ADDRESS	SOCIAL SECURITY #	DOB	SEX/RACE
1. Bob Chase ¹ President, NEA		(b)(6)			Male/Caucasian
2. Reg Weaver ² Vice President, NEA					Male/Black
3. Dennis Van Roekel ² Secretary-Treasurer, NEA					Male/Caucasian
4. Eddie Davis ² Executive Committee, NEA					Male/Black
5. Lily Eskelsen ² Executive Committee, NEA					Female/Hispanic
6. Iona Holloway ² Executive Committee, NEA					Female/Black
7. Denise Rockwell ² Executive Committee, NEA					Female/Black
8. Dan Sakota ² Executive Committee, NEA					Male/Asian
9. Roger Sharp ² Executive Committee, NEA					Male/Caucasian
10. Don Cameron ² Executive Director, NEA					Male/Caucasian
11. Tony Rollins ² Asst. Exec. Director, NEA					Male/Caucasian
12. Evelyn Temple ² Asst. Exec. Director, NEA					Female/Black
13. Wayne Diviney ² Asst. Exec. Director, NEA					Male/Caucasian
14. Sheridan Pearce ² NEA Board of Directors					Male/Caucasian

[002]

SENT BY: XEROX-PEABODY

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15. Frances Stoenbergen ² NEA Board of Directors (Kentucky)		Female/Caucasian
16. Elaine Marks ² NEA Board of Directors (Retired)		Female/Caucasian
17. Relzie Payton ² NEA Board of Directors (At-Large)		Female/Black
18. Linda Garrett ² NEA Board of Directors (Alabama)		Female/Black
19. Bob Chanin ² General Counsel, NEA		Male/Caucasian
20. Linda Ponderer ² President, Arkansas Education Association		Female/Black
21. Cora McHenry ² Executive Director, Arkansas Education Association		Female/Black
22. Eleanor Coleman ² NEA Board of Directors (Arkansas)		Female/Black
23. Greg Nash ² President, NEA-New York		Male/Caucasian
24. Matthew Jacobs ² NEA Board of Directors (New York)		Male/Caucasian
25. Larry Ruth ² NEA Board of Directors (New York)		Male/Caucasian
26. Mary Elizabeth Teasley ² Director, Government Relations, NEA		Female/Caucasian
27. Jack Pacheco ¹ Political Advocacy Manager, NEA		Male/Caucasian
28. Carolyn Cruise ¹ Director, Governance and Policy, NEA		Female/Black
29. Richard Nunes ¹ Director, Conference and Facilities Management, NEA		Male/Hispanic
30. Peter Arum ¹ Director, Pacific Region		Male/Caucasian

(b)(6)

31. Mary Alice Horvick ¹ Political Liaison, NEA		Female/Caucasian
32. Dennis Friel ¹ Manager, Government Relations, NEA		Male/Caucasian
33. Maureen Dinnen ² President, Florida Teaching Profession		Female/Caucasian
34. John Ryer ² Executive Director, Florida Teaching Profession		Male/Caucasian
35. Congressman Jim Davis ¹		
36. Penny Kotterman ² President, Arizona Education Association		Female/Caucasian
37. John Wright ² Vice President, Arizona Education Association		Male/Caucasian
38. Sherry Cameron ²		Female/Caucasian
39. William Smolek ²		Male/Caucasian
40. Violet Smolek ²		Female/Caucasian
41. Ann Davis ¹ President-Elect, Illinois Education Association; Secretary-Treasurer, Illinois Education Association-NEA		Female/Black
42. Janet Haisman, Retired ¹		Female/
43. Reg Weaver Guest 1 ²	to be determined later tonight.	
44. Reg Weaver Guest 2 ²		
45. Heather Chase ²		Female/Caucasian
46. Jennifer Birlom ²		Female/Caucasian
47. Ian Birlom ¹		Male/Caucasian

(b)(6)

48. Wes Kilgore ²		(b)(6)	Male/Black
49. Sarah Borgman ¹			Female/Caucasian
50. Jeanne Baurasch Jessup ¹			Female/
51. Joe Dicio ¹ Photographer, NBA			Male/Caucasian
52. Mark Hontges ³ Photographer			Male/Caucasian
53. Richard Rosman ³ Video Technician			Male/Caucasian

- 1 - Backstage Only
2 - Backstage & Stage
3 - Stage Only

Robert F. Chase

President
National Education Association



Robert F. (Bob) Chase, a leading advocate for public education, was elected president of the National Education Association at NEA's 1996 Representative Assembly in Washington, D.C.

Since assuming his role as the head of the 2.3 million-member organization, Chase has focused his efforts on recreating the NEA as the champion of quality teaching and quality public schools in the United States. Chase describes these efforts as "a new unionism," in which the traditional industrial union roles between labor and management are broadened to include the pursuit of an aggressive agenda of excellence for the nation's school children.

A long-time Association leader, Chase served three terms as NEA vice-president from 1989 to 1996. He served on the nine-member NEA Executive Committee from 1985 to 1989, and represented Connecticut on the NEA Board of Directors from 1982 to 1985.

A middle school social studies teacher from Danbury, Connecticut since 1965, Chase began his Association activism as negotiations chair and became vice-president and then president of NEA-Danbury, his local affiliate in Connecticut. In 1979, Chase was elected to leadership of the Connecticut Education Association, serving as vice-president and later president. During his term as president, he directed the development of CEA's award-winning curriculum that exposed the resurgence of the Ku Klux Klan.

Chase serves on the executive board of the National Council for the Accreditation of Teacher Education (NCATE), the National Foundation for the Improvement of Education, and the National Board for Professional Teaching Standards. He has represented the NEA before the U.S. Congress, and with numerous groups, including the Educational Testing Service's Teacher Program Council, the United Nations, the Carnegie Foundation, and the Work in America Institute.

Chase's educational interests are global. He was a delegate to the 1988, 1990, 1993 and 1995 conventions of the World Confederation of Organizations of the Teaching Profession and Education International. In 1985, Chase led the NEA delegation that was arrested at an anti-apartheid demonstration at the South African embassy in Washington.

Chase also has devoted considerable attention to the needs of special education students. While on the NEA Executive Committee, he chaired the Special Committee on Organizational Streamlining and the Special Education Advisory Committee, which dealt with the issue of inclusion.

Soon after assuming his role as NEA president, Chase outlined his ideas for a "new unionism" in an address before the National Press Club in Washington, D.C. His remarks generated wide attention in both the local and national media throughout the country, and continue to make him much in demand as a speaker.

A bona fide newsmaker, Chase has appeared on numerous television and radio programs and conducted dozens of interviews with print reporters. He has appeared on CNN *Crossfire*, CNN *Inside Politics*, ABC's *Good Morning America*, NBC *Nightly News*, CNBC's *Equal Time*, and ABC's *Nightline*, among others. His bylined column examining key issues that have an impact on public education appears regularly in *The Washington Post* and *Education Week*.

Chase earned his B.A. from Providence College in Providence, Rhode Island, and his M.A. from Western Connecticut State College in Danbury, Connecticut. He has done graduate work at Fairfield University in Fairfield, Connecticut and at the University of Washington in Seattle. Chase is a veteran of the U.S. Army and served a tour of duty in the artillery division in Germany between 1968 and 1970. He has two grown daughters.

Mary Elizabeth Teasley

Biographical Sketch

Mary Elizabeth Teasley is the director of government relations for the 2.2 million member National Education Association (NEA), the nation's largest professional employee organization. A native of Missouri, Mary Elizabeth brings more than 20 years experience as a teacher and public education advocate to her post. As director, she leads the legislative and political action program of the Association and manages a professional staff of 50.

A product – and advocate – of public education, Mary Elizabeth graduated from the Arkansas public school system and earned her bachelor's and master's degree in education from the University of Arkansas, Fayetteville. She taught English in the Arkansas public schools at the secondary level for five years, from 1969 to 1974.

In 1974, Mary Elizabeth joined the staff of NEA's Florida affiliate, the Florida Teaching Profession-NEA (FTP-NEA), as a lobbyist and field organizer and in 1979, joined the National Education Association.

She was appointed as manager of NEA's government relations field program in 1983, a position which she held until March of 1995. As manager, Mary Elizabeth was directly responsible for coordinating NEA's political action and legislative activities with 25 NEA state affiliates and overseeing a staff of six. Under her leadership, NEA developed its Congressional Contact Team program, which brought the concerns of public education employees to the attention of legislators in Washington, D.C. Mary Elizabeth was also instrumental in expanding Association member participation in national political party conventions and in increasing the Association's involvement in school board and state legislative races.

In March 1995, Mary Elizabeth was named NEA's director of government relations, with lead responsibility for NEA's lobbying, political advocacy, issue analysis, and fundraising activities, as well as the NEA field program. Under her stewardship, the Association has launched an aggressive lobbying and media campaign aimed at combating proposed cuts to federal education and children's programs, and its political action committee, the NEA Fund for Children and Public Education, has raised record contributions to elect friends of education in each election cycle. She is a member of the Democratic Party's 2000 site Selection Committee.

5:00 p.m.	Board of Directors Meeting
ALL DAY	Campaigning
Representative Assembly (Business Meeting)	
Saturday, July 3	
7:00 a.m. - 9:00 a.m.	State Delegation Meetings
9:00 a.m. - 11:00 a.m.	Exhibits
9:00 a.m. - 5:00 p.m.	Non-Delegate Registration
9:00 a.m. - 5:00 p.m.	Resolutions Committee Meeting
9:30 a.m. - 11:00 a.m.	Special Interest Caucus Meetings
11:00 a.m. - 5:00 p.m.	Representative Assembly
8:00 p.m. - 12:00 a.m.	Friendship Night
ALL DAY	Campaigning
Sunday, July 4	
7:00 a.m. - 9:00 a.m.	State Delegation Meetings
8:30 a.m. - 12:00 p.m.	Voting for Officers
9:00 a.m. - 5:00 p.m.	Non-Delegate Registration
9:00 a.m. - 5:00 p.m.	Non-Profit Fundraising Activities
9:30 a.m. - 10:00 a.m.	Special Interest Caucus Meetings
10:00 a.m. - 5:00 p.m.	Representative Assembly
LUNCH BREAK	Special Interest Caucus Meetings
6:30 p.m. - 10:00 p.m.	Human and Civil Rights Awards Dinner
Monday - July 5	
7:00 a.m. - 9:00 a.m.	State Delegation Meetings
8:30 a.m. - 12:00 p.m.	Voting on Amendments and Runoff Elections (if necessary)

9:00 a.m. - 5:00 p.m.	Non-Delegate Registration
9:00 a.m. - 5:00 p.m.	Non-Profit Fundraising Activities
9:30 a.m. - 10:00 a.m.	Special Interest Caucus Meetings
10:00 a.m. - 6:00 p.m.	Representative Assembly
LUNCH BREAK	Special Interest Caucus Meetings
Tuesday - July 6	
7:00 a.m. - 9:00 a.m.	State Delegation Meetings
9:00 a.m. - 12:00 p.m.	Non-Delegate Registration
9:00 a.m. - 5:00 p.m.	Non-Profit Fundraising Activities
9:30 a.m. - 10:00 a.m.	Special Interest Caucus Meetings
10:00 a.m. - 6:00 p.m.	Representative Assembly
LUNCH BREAK	Special Interest Caucus Meetings



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NATIONAL EDUCATION ASSOCIATION

Communications

www.nea.org

For Immediate Release:
July 1, 1999

Contact:
Steve Wollmer or 407-248-5450
Kathleen Lyons
After July 6: 202-822-7200

NEA Honors Hillary Clinton with Friend of Education Award

"Her work, her voice, and her vision have inspired us all"

Orlando, FL – The National Education Association (NEA) will honor First Lady Hillary Rodham Clinton with the association's highest honor — the Friend of Education Award — at NEA's 137th Representative Assembly at approximately 12:00 noon on July 5. The annual award recognizes individuals whose leadership, acts, and support have raised the level of excellence in American education.

"Hillary Rodham Clinton has worked tirelessly on behalf of children and public education from the schoolhouse to the statehouse to the White House and around the globe. Her work, her voice, and her vision have inspired and enlightened us all about the important role we must play in raising children. She is truly a friend of education," said Chase, who will present the award to the First Lady before the more than 9,000 educators who are delegates to the July 3-6 meeting.

Chase will reflect on Mrs. Clinton's lifelong devotion to children. As First Lady, she has continued to be an outspoken champion of public schools, calling for "a public education system that works for every single child."

"Throughout her career she has spoken passionately about the need to reduce class size, repair school buildings and build new ones, ensure safer schools and set high standards," said Chase. "She has fought for expansion of after-school programs and pre-school programs so that children are both prepared and able to get the extra help they need.

"She spearheaded an ambitious effort to increase childhood immunizations, pushed for an expansion of children's health insurance coverage, and raised awareness about the impact of tobacco on children. Across the globe, Mrs. Clinton also serves as an ambassador for education and social justice, calling upon countries to teach their children well – and to afford girls the same academic opportunities as boys," Chase said.

-more-

NEA Honors Hillary Clinton With Friend of Education Award

2.

As First Lady of Arkansas, Mrs. Clinton founded the Arkansas Advocates for Children and Families. In 1996 as First Lady of the United States, she wrote the book *It Takes a Village* – a rallying cry on behalf of children. In 1997, the First Lady, along with the President, hosted an national conference on early childhood development and learning, where experts emphasized that the success children have in reaching their full potential is influenced by what they experience during their first years of life.

Mrs. Clinton was nominated for the Friend of Education Award by a member of the LaMar County, Ala. Education Association, and is the only First Lady ever to receive the award. Last year's winner was Georgia Gov. Zell Miller; previous winners include President Lyndon B. Johnson (NEA's first winner in 1972); U.S. Supreme Court Justice Thurgood Marshall (1979); the late Christa McAuliffe (1986); Rhode Island Sen. Claiborne Pell (1990); education writer Jonathan Kozol (1992); and President Bill Clinton (1996).

#

PRESS CREDENTIALS may be obtained by calling 407-248-5450

The National Education Association is the nation's largest professional employee organization, representing more than 2.4 million elementary and secondary teachers, higher education faculty, education support personnel, school administrators, retired educators, and students preparing to become teachers.



A button with a curved, home-like shape containing the text "HOME SEARCH FEEDBACK" in a bold, sans-serif font.

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FOR IMMEDIATE RELEASE

June 19, 1999

News Release

NEA Honors Mfume, Huerta, Other Leaders With Human and Civil Rights Awards July 4

Orlando, Fla. -- NAACP President Kweisi Mfume and United Farm Workers (UFW) Vice President Dolores Huerta, along with 10 other individuals and two organizations, will be honored here by the National Education Association (NEA) on July 4 for their leadership roles in human and civil rights.

NEA President Bob Chase will present the honors at the Association's annual Human and Civil Rights banquet at the Orlando Omni Rosen. Presented for more than 30 years, the awards recognize educators and others from a variety of backgrounds who have fought for human and civil rights.

Two thousand educators and invited guests will attend the event, which commemorates NEA's 1966 merger with the predominantly Black organization, the American Teachers Association.

The awards are named in tribute to human and civil rights pioneers. NEA will present Mfume, of Baltimore, Md., its Martin Luther King, Jr., Memorial Award for his efforts in advancing human rights nationally and internationally and for restoring to fiscal health the National Association for the Advancement of Colored People (NAACP), the nation's oldest and largest civil rights group.

Before assuming his leadership role at the NAACP, Mfume served in the U.S. Congress for 10 years, representing Maryland's 7th Congressional District. During his final two years in Congress, Mfume headed the Congressional Black Caucus, where he advocated for landmark civil rights and minority business legislation such as the Americans with Disabilities Act and the Equal Credit Opportunity Act.

Huerta, of Keene, Calif., will receive the César Chávez *Acción y Compromiso* Human and Civil Rights Award. During her 35-year labor career, she has led several national boycotts, directed political efforts, and crusaded against health hazards posed by pesticides. One of her many accomplishments with UFW was the passage of the Agricultural Labor Relations Act - the first law to recognize the collective bargaining rights of farmworkers in California.

Other recipients of NEA's 1999 Human and Civil Rights awards are:

Richard Knapp, Heidelberg, Germany, will receive the Applegate-Dorros Peace and International Understanding Award for his efforts to further understanding among students worldwide, encouraging them to work for world peace through the Model U.N. program.

David Buckel, New York City, will receive the Award for Creative Leadership in Human Rights for his work with the Lambda Legal Defense and Education Fund, fighting for the civil rights of gays and low-income disabled people.

Dr. Lois Tinson, Redwood City, Calif., will receive one of two H. Councill Trenholm Memorial Awards for her accomplishments as president of the California Teachers Association, including efforts to free the profession from inequities based on race or ethnicity, and for her community work.

The Women's Emergency Committee to Open Our Schools (WEC), Little Rock, Ark., will receive the second H. Councill Trenholm Award for the historic actions of its members in the 1950s and '60s to integrate schools in Little Rock.

Gary Soto, Berkeley, Calif., will receive the Author-Illustrator Human and Civil Rights Award for his books, videos and poetry on the lives of Mexican Americans. Soto's works draw inspiration from Latino workers in the fields, factories and barrios of the United States.

Gen. John Stanford, Seattle, Wash., will receive, posthumously, the Carter G. Woodson Memorial Award for his accomplishments as superintendent of Seattle public schools, helping establish a world-class, student-focused learning system for all students. General Stanford succumbed to cancer in late 1998, but he left behind a legacy of achievement, exemplified by the record of students in his district, whose reading scores improved every year of his three-year tenure.

Rosa Guerrero, El Paso, Texas, will receive the George I. Sánchez Memorial Award for her efforts to spread the message of accepting cultural diversity by raising scholarship funds for Hispanics, visiting schools and motivating students, and offering multicultural dance instruction at the

International Folklórico Dance Group.

Margo P. Thompson-Miyamoto, Pittsburg, Calif., will receive the Leo Reano Memorial Award for her actions promoting equal educational opportunity for American Indian/Alaska Native children, working with the National Indian Education Association and the National Congress of American Indians.

Alexander and Jane Nakatani, Honolulu, will receive the Ellison S. Onizuka Memorial Award for their efforts to teach tolerance and acceptance by sharing their experiences raising two homosexual sons and another boy who had difficulty adjusting to being a racial minority in the United States, as described in their book *Honor Thy Children*.

Jacqueline Eurn Hai Young, Kailua, Hawaii, will receive the Mary Hatwood Futrell Award for her accomplishments as director of Project Esteem (Eliminating Sex Typing in Educational and Employment Matters), bringing attention to women's issues such as crimes against women.

The Missouri NEA, Jefferson City, will receive the Rosena J. Willis Memorial Award for its efforts to advance civil and human rights and to encourage minority leadership and community support for public education by working with Partners in Collaboration, the Missouri Partnership for Outstanding Schools, and the Education Roundtable.

Maribel Pulido, Colton, Calif., a student at Colton High School, will receive the SuAnne Big Crow Memorial Award. Orphaned at age 15, she has continued to maintain a 3.5 grade point average and membership in the National Honors Society, while demonstrating her leadership by motivating the school's Hispanic and African-American students through such activities as working as a facilitator in Peer Assistance Unity programs.

The NEA is the nation's largest professional employee organization, representing more than 2.4 million teachers, educational support personnel, and higher education faculty. The awards banquet is a highlight of NEA's 137th annual meeting, taking place in Orlando July 1-6.

Annual Human and Civil Rights Awards - Award Designations

NEA's annual Human and Civil Rights Awards are named for the following pioneers and leaders in this nation's pursuit of equality.

Martin Luther King, Jr., Memorial Award: Martin Luther King, Jr. (1929-1968) is recognized as the nation's most effective and inspirational civil rights leader.



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NEA Communications 202 822-7200

FOR IMMEDIATE RELEASE

January 20, 1999

**NEA President Bob Chase applauds
President's focus On shared
responsibility for student
improvement**

WASHINGTON, D.C. -- We applaud the sensible, results-driven initiatives in this State of the Union address and its emphasis on shared responsibility for school improvement. For NEA and its members, learning and student achievement is the bottom line every day in America's classrooms.

President Clinton's call for greater accountability on the part of students, teachers, and public schools sends a clear message to parents and the public that we are serious about making all of our schools world-class. America's schools must deliver for *all* of America's children.

His emphasis on after-school programs and stronger student remediation to help put an end to social promotions is welcome news to NEA members.

This is an exciting time to enter the teaching profession, and we strongly support the president's proposal to put qualified teachers in every classroom. The quality of classroom teachers is the primary factor in determining student success. We need strict entry-level standards and mentoring for new teachers, and peer assistance and rigorous professional development for all teachers, to ensure parents and the public that America's teachers and administrators are current in their knowledge and competent in their skills. And in order to attract and retain talented teachers, we must be willing to compensate them commensurate with their skills and their training.

States and their public schools must be provided with the requisite resources to carry out these initiatives. Accordingly, we applaud President Clinton's proposal to forge a state/federal partnership to modernize America's schools. More than a third of our schools -- urban, suburban, and rural

alike -- are in desperate need of replacement or repair, and states and local districts are unable to shoulder the entire burden of addressing this national crisis.

We are pleased that the president is calling on Congress to continue to support his initiative to reduce class sizes. Research from several states clearly indicates that smaller class sizes in grades K-3 lead to lasting improvement in student performance. Parents and the public want and deserve smaller class sizes, and we hope President Clinton and Congress will provide sufficient funds to move us substantially closer to the goal of hiring 100,000 new teachers.

NEA members have been working with school boards, state legislators, and governors on all of these issues, and we look forward to working with the Administration and Congress to enact these reforms for America's schools.

###

The National Education Association is the nation's largest professional organization, representing more than 2.4 million elementary and secondary teachers, higher education faculty, education support personnel, school administrators, retired educators, and students preparing to become teachers. To fulfill the promise of a democratic society, the NEA promotes quality education and advances the profession of education.

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FOR IMMEDIATE RELEASE

February 2, 1999

NEA President Expresses Concern Over 'Modest' Increase For Education in President Clinton's Budget Proposal

National Education Association (NEA) President Bob Chase released the following statement today in response to President Clinton's proposed budget for FY2000:

"While we share in President Clinton's overall vision for public education, NEA and its members are concerned about what we see as only modest increases in education funding in his FY2000 budget.

"An overall increase of less than four percent just doesn't go far enough to respond to public demand and growing pressures on our public schools to improve. Thanks to a healthy surplus and a robust economy, we now have a unique opportunity to address the educational priorities that the American people have clearly articulated.

"We are encouraged with the President's proposals to invest in smaller class sizes, modern schools, after-school programs, Head Start, Title I, and magnet schools. NEA has always applauded President Clinton's consistently positive vision of strong public education for America, most recently in his State of the Union address. We genuinely appreciate the priority he places on programs that will make a difference for our students.

"At the same time, we believe Congress can and should amplify on the President's proposals, while also addressing programs that the administration has chosen to freeze, such as the Individuals with Disabilities Education Act and vocational education. Even though we are disappointed in several of the President's funding proposals, they certainly set the table for what should be a lively and productive debate over federal policy and funding for K-12 and higher education. "Three months ago, candidates across America were elected to Congress in large measure because they supported small class

sizes, modern schools, early childhood education, and expanding aid for college students.

"These are issues NEA strongly supports, and President Clinton's proposal puts them all up for debate. In each of the last three budget cycles, Congress has worked to provide even more funding than the president requested in his budget proposals, and we hope that trend continues for a fourth year.

"We look forward to working with the President and the 106th Congress to provide appropriate resources to increase student achievement and to provide quality teachers, small class sizes, and modern schools for all of our students. The American public wants these things, and America now has the wherewithal to provide them. There should be no higher priority than the education of our children."

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**Remarks
By
Bob Chase, NEA President
At
The White House Conference on
School Safety
Washington, D.C.
October 15, 1998**

Good afternoon.

As president of the National Education Association, I represent 2.4 million women and men who work in America's schools, caring for America's children. I'm a teacher myself. I've taught social studies to middle school students in Danbury, Connecticut for 30 years. And I'm also a father. For me, the issue of "school safety" cuts right to the heart of everything and everyone I care about.

Earlier this year, when I heard about 16-year-old Adilah Gaither, gunned down at the bus stop outside her school here in Washington, I thought, "That could have been one of my students -- or one of my daughters."

When I heard about Shannon Wright, the teacher killed shielding a student from a bullet in Jonesboro, Arkansas, I thought, "She could have been any one of our members." I got the same sickening feeling when I heard about Gregory Carter, who was wounded by gunfire at a high school in Richmond, Virginia this past spring. He was a social studies teacher -- just like me.

And yet, I need to remind people that schools today are still among the safest places in America. Children are far safer in school, in fact, than they are in their own homes. The Center on Juvenile and Criminal Justice reports that nearly 3,000 children die from gunfire outside school each year. That's about one child killed by a gun every three hours. In comparison, last year, 40 shooting deaths occurred on school grounds. Statistically speaking, schools today are no more dangerous than they were in 1989.

This is cold comfort, however, if you're a parent -- or anyone

who works in education. Even one shooting in a school is one too many. The very phrase "school violence" is an abomination. The phrase "school safety" should be redundant.

Yet it is important that we view the issue of "school safety" in the context of the greater world. Because the truth is, violence in America's schools is not endemic to schools themselves. The shootings -- and the discipline problems that teachers face each day -- are a spill-over from society at large. If we treat "school safety" as a problem unique to education, we won't be able to solve it. That being said, there are plenty of things that NEA members can do -- and are doing.

For example, smaller class sizes are crucial for safer schools. Just this past spring, our members in Utah successfully lobbied for smaller class sizes in middle schools, where students are particularly trouble-prone and in need of attention.

Well maintained school facilities are crucial for school safety. And so NEA has launched a "Modern Schools, Better Learning" campaign jointly with the AFT to improve school infrastructure across the country.

Teaching students conflict resolution is crucial for school safety. And so, our affiliate in Washington State has created a model "Safe Schools Project," which offers custom-made anti-violence workshops for students and schools across the state.

Classroom management skills are crucial for school safety. Our members in San Bernardino, California have launched, "I Can Do It!" -- a program to help new teachers manage their classrooms. Teachers are also trained in a technique called "Verbal Judo" -- a way of maintaining order in the schools through words, not force. Our San Bernardino members have also enlisted a vast network of community services to help schools save at-risk students --instead of punishing them.

Beyond such efforts, I believe some of the power to make schools safer lies within our classrooms themselves. As I said before, I am a teacher. I know the power of teaching. Discussing the book *To Kill A Mockingbird* can teach young people volumes about righteousness and morality. Mathematics can teach students about justice and equality in a creative way-- after all, what you do to one half of a fraction you must do to another. Math is nothing if not fair! And as a social studies teacher, I can tell you first-hand: to teach children about history is to teach them an ongoing lesson about the destructiveness of violence and hatred.

But one person at the chalkboard can only go so far. Ultimately, teaching children discipline and nonviolence requires more than a school. It takes the community. When NEA members were asked recently what would improve public education the most, the overwhelming majority said "increased parental and community involvement." As leaders,

I believe we must work to foster this involvement.

Partnerships must be forged among schools, law enforcement, town councils, mayors, businesses, houses of worship. Certainly, school employees, administrators and school boards need to collaborate. And we all need to work in tandem with parents -- and as parents.

You know, during World War Two, there was a little town in southeastern France. The day that the Third Reich invaded Paris, the minister of the town called the villagers together. He told them, "You must withstand the violence that will be brought to bear on you. Use the weapons of your spirit." Taking these words to heart, this town of 500 villagers quietly saved 500 Jews.

We owe it to the nation's children to use our own weapons of the spirit. All of us must work to withstand the violence that is being brought to bear on our society -- both within our schools and without. We must create a vast conspiracy of goodness -- for our children, for our system of education, and for our future.

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FOR IMMEDIATE RELEASE
January 28, 1998

Statement by NEA President Bob Chase in Response to the President's State of the Union Address



Educators and all Americans know that modern schools are basic to quality education. We know that for our children to succeed in the 21st century, they must be held to high academic standards, while learning in small classes with access to the most modern educational technology. President Clinton clearly agrees.

His proposal to help finance \$20 billion in public school modernization will help reduce class sizes, while giving students access to educational technology. Spacious, modern and well-equipped learning environments tell students they are valued and respected, and research tells us that student discipline improves in such settings. NEA has in fact proposed legislation that would go even farther, by providing \$30 billion in federal school modernization funding over 10 years. We look forward to helping the President and Congress craft the best legislation possible to help address a national problem that the General Accounting Office acknowledges will require more than \$200 billion to resolve.

The President's proposal to help lower class sizes in grades 1-3 to a national average of 18 by hiring 100,000 new teachers is terrific news. Parents want small class sizes, because they know their children will get more individualized attention. There is ample research to show that student achievement improves when class sizes are reduced. Teachers can better focus on the needs of each student and spend less time on disciplinary distractions that accompany larger classes.

And, by calling for high standards for new teachers -- including the requirement that all new teachers be either certified or on a professional track to certification -- the President assures parents that quality education begins with quality educators. NEA wholeheartedly agrees, because we understand the link between high standards for students and high standards for their teachers. That's why we'll continue our efforts to improve teacher quality through peer assistance, professional development, and improving evaluation procedures.

President Clinton's proposal to strengthen both urban and rural education through grants for Education Opportunity Zones recognizes the fact that economic opportunity and educational opportunity go hand in hand. Teachers look forward to using these grants to develop educational models that work in both settings, and to sharing them with colleagues across the nation.

NEA also applauds the President's proposal for enhanced public

school-based after-school programs, which will not only help thousands of young children improve in basic academic skills, but will also help alleviate disciplinary problems by giving "latchkey children" structured after-school activities.

Finally, we wholeheartedly support President Clinton's proposal for additional work-study programs for college students, who need all the help they can get to pay for the rising cost of a college education. And, by involving employers in the process, he is telling Americans that everyone has a role to play in preparing students for success in the 21st century.

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The NEA is the nation's largest professional employee organization, representing more than 2.3 million elementary and secondary teachers, college faculty, school administrators, educational support personnel, retired educators, and students preparing to become teachers.



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FOR IMMEDIATE RELEASE

April 25, 1997

Statement by Bob Chase, President of the National Education Association, on the President's Summit for America's Future

The National Education Association (NEA) applauds the Administration's effort to encourage effective citizen service as an integral part of the American way of life. We are pleased to be a partner in this new and important effort in which volunteers of all ages will be working toward a common goal--helping our children lead healthy, fulfilling and productive lives.

The NEA believes that learning through voluntary community service should begin early. It should be encouraged as an integral part of a student's education and elective credit could be given to any one who participates. We also believe school districts should work with community groups to provide students the opportunity to participate in such programs.

NEA also encourages its 2.3 million members to become involved in citizen-based community organizations, including volunteer activities. NEA members have a long tradition of commitment to such activities.

Most NEA members continue to exemplify a spirit of community service after they retire. In support of the Summit for America's Future, the Association is announcing a series of new initiatives to be implemented through our NEA-Retired Program over the next four years. These initiatives include:

- Recruiting 1,000 retired teachers as volunteers to help children improve their reading skills so they can read independently by the time they complete the third grade. Our goal is to reach 50,000 children.
- Involving over 100,000 young people in intergenerational and mentorship programs. Developing partnerships and collaborations between public schools and civic and philanthropic organizations as well as the business/corporate sector.
- The NEA will continue to support the President's initiative as we pursue our mutual goal of giving America's students a quality education that enables them to learn and thrive.



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Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley

New Challenges, A New Resolve: Moving American Education Into the 21st Century

**The Sixth Annual State of American Education Speech
Long Beach, California
February 16, 1999**

[[Updating Teacher Licensure and Compensation](#)]
[[Steps to Address Accountability and Teacher Quality](#)]
[[Webcast of the Secretary's speech](#)]

Thank you Javier. Chancellor Reed, President Maxson, Superintendent Eastin, Secretary Hart -- who is representing Governor Davis -- members of Congress, distinguished faculty, ladies and gentlemen -- and most of all -- the many, many future teachers in the audience. It is my great pleasure to come to Cal State-Long Beach to give my sixth annual report on the state of American Education.

Chancellor Reed has made teacher education his "top priority" and there is nothing in my opinion that is more important to the future of public education. So I welcome this opportunity to join the Cal State family and the many other university and education leaders from across this Golden State.

We are joined by thousands of other citizens at over 250 down link sites across the country from Atlanta, Georgia to Yakima, Washington and my two alma maters as well, Furman University and the University of South Carolina. This speech is also being simulcast on the Internet.

This is an exciting time for American education and a time of great change and that is why I have come to California. The people of this great state have once again made education their passion. You have set out to rebuild and reclaim the glory of your broad system of public education. I believe that you are up to the challenge. For it is clear to me that the people of California believe, as I do, that education is our future.

As we look to the future, let's remind ourselves first about the advance of American education in the 20th century. We've had our peaks and our valleys and let me tell you about a few of them.

I grew up in the South and I can tell you that nothing good came from the segregation of our nation's schools. I lived in the same town as Jesse Jackson -- Greenville, South Carolina. We both played football for different high schools that were only blocks apart. Yet segregation prevented our schools from ever playing against each other. That was wrong -- and it was just as wrong to deny millions of children with disabilities even a breath of an education.

Another valley in the past -- for decades, we accepted the premise that poor children went to poor schools because that was the way of the world. We were content to give these young children a watered-down curriculum. We were passive in the face of a great moral failing.

But we've had our victories too. We have given millions of Americans the education so long denied them: immigrants, minorities, the disabled and women too. We opened the doors to college wider and we now have a higher education system that is the envy of the world. That's the sum of our history and it is an enormous achievement.

A New "Realism mixed with Hope"

Now we look to the 21st century, a time of new challenges and a time for new resolve. Last month, I had the privilege to attend a millennium lecture at the White House that was given by the noted religious historian Martin Marty. I was most taken by Doctor Marty's assertion that we should look to the future with what the great theologian Reinhold Niebuhr called a "realism" that "is mixed with hope." This is an apt way to look at America's future which is inextricably tied to the future of American education.

So let me report to you today on the state of American education. Across America there is a new realism mixed with hope: a willingness to take an honest accounting of our situation; a clear understanding of the changes we are experiencing and the challenges ahead; and a new resolve to overcome these challenges to give all of our children real hope for the coming times -- to get serious about providing a quality education to every American.

Today, there are powerful dynamics reshaping American education. You can't get ready for the future if you don't see the future coming at you. So let me describe some of the dynamics that are transforming American education.

We have more young people in our nation's schools than ever before, all 53 million of them. I am here today to speak on behalf of this millennium generation, the largest in America's history. All you baby-boomers -- get ready to make room.

This "millennium" generation is entitled to its day in the sun. The 21st century will be very much their century and it will be an American Century if we educate them well. How we educate their minds and shape their values now will go a long way to defining the destiny of this nation for decades to come.

One in five of America's children now lives in poverty and the diversity of our school age population is rapidly changing. Our increasing diversity can be a great strength if we make change happen for everybody -- all races and all cultures.

By 2010, families with school age children will only account for a quarter of our entire population, the lowest level in U.S. history. America is aging and family structures are changing. This means that we will have to work much harder to help people see that education really is a community-wide partnership.

Here is another powerful dynamic. The knowledge gap is rapidly

increasing the earnings gap. College educated Americans now make 76% more than Americans who simply have a high school diploma. Getting some college experience really must become our new educational benchmark.

How we learn is changing and technology is very much at the heart of this transformation. I assure you, if our children make us look silly now when it comes to using the VCR, just consider what they are going to do with the Internet in the years to come.

All of these dynamics will define American education well into the next American century. They require us to be realistic -- yet hopeful -- and have the tenacity and resolve to meet these challenges together.

Where We Are Today in American Education

So where are we today in American education? Here is my candid accounting. New academic standards are being put in place in 48 states and two states have raised standards at the local level.

Our task now is to get those standards into the classroom. This will require an enormous effort to raise the quality of our nation's teaching force, and that is the main topic of my address to you.

We have powerful new brain research that challenges us to help parents in the earliest months when the minds of our children just seem to be sparking. Our early childhood efforts, however, are still very much a patchwork of programs defined by high turnover, little training and minimal compensation for the staff.

We have a new national focus on reading and we are hopeful that we have ended the reading wars. A landmark study by the National Academy of Science has laid out a balanced plan to improve reading. And, last week, we released new data that tells us that our nation's reading scores are up for the first time in all three grades levels -- 4th, 8th and 12th. That's progress. But 38% of our 4th graders are struggling to learn this very first basic.

Our achievement scores are up for math and science. New standards have helped. Yet, we have an increasing shortage of quality math and science teachers. And our nation's math and science curriculum does not come close to matching world standards in our middle and high schools.

We have a stubborn achievement gap between the well-off and the poor. This is a hard, cold reality; too many of our schools are failing some of our children and some of them shouldn't be called schools at all. We need to turn this around.

Yet, at the same time, ACT and SAT scores are now at their highest level in two decades. And 65% of all high school seniors are going straight on to college. That's good. Many of these same students, however, find themselves in remedial classes in their first year of college.

The American high school experience simply has to become more rigorous. Only 54% of our nation's high schools provide their students with the opportunity to take Advanced Placement courses. Why not 100%?

In my opinion, this nation is coming up very short in teaching our children foreign languages. I believe that every American child should be fluent in at least two languages. Surely we can give our children the added advantage of being better prepared for the global world of the 21st century.

Many of us are working hard to help elevate the teaching profession. But not enough is being done to prepare the next generation of America's principals. This is a looming problem. Even the best of teachers can be helped by a principal who is a strong leader.

Another fact of great concern: our nation's school buildings are over-crowded or simply wearing out. The American people know that and so do I. The President is going back to the Congress for the third year in a row to get you the help you need to modernize your schools. Congress needs to get it done.

Access to college is one of the great achievements of American education. Increases in Pell Grants and college work-study and the creation of the Hope and Lifetime Learning tax credits will give many more Americans the ability to get a higher education. We estimate that 5 million Americans will use the Hope tax credit for the first time this year when they fill out their income taxes.

But our system of higher education is not there yet when it comes to preparing the next generation of America's teachers. Our nation's colleges of education are still very much the forgotten stepchildren.

This brief, candid accounting suggests that we have made progress but that we still have our work cut out for us. This new realism, however, is a sharp and healthy break from the past. The new expectations we have set for ourselves represent a fundamental change in the direction of American education.

No child should be left behind. No child should be allowed to drift through school. No child should have an unqualified teacher. And no American should be denied the opportunity to go onto college because they can not afford it.

What we seek is a democracy of excellence for all of our young people as we move into the 21st century. The pace of change is too slow for me. I remain impatient. The changes we are making certainly have not touched the lives of enough of our students.

So we need a new resolve to meet the many challenges before us, and I ask all Americans to begin by putting aside the tired, politics of division. This last year of politics has exhausted America's patience, and now we need to move on to the big issues that really matter.

Let's put civility back into the process and recognize where the American people are coming from. They want practical solutions and concrete answers. They understand that education is everybody's business. When ideologues assert that the only way to improve public education is to destroy it, nothing is gained. Absolutely nothing.

I've talked to you about some of our history, the powerful dynamics we

face, and given you an accounting of where we are today. Let me suggest to you what we can do together with a new sense of hope and commitment: a "realism mixed with hope."

The Early Years of Childhood and the Basics of Education

Our hope for the future surely begins by keeping a strong focus on the early years of childhood and schooling where we have the most potential to make the greatest gains. This is why so much effort is now being made around early childhood initiatives, improving reading and reducing class size.

I've told you about the new brain research. It's a wonderful new window of opportunity to advance learning. When excited parents leave a hospital with a newborn baby, they need to know what practical steps they can take to spark their child's brain development.

To their credit, state leaders including Delaine Eastin are moving forward vigorously to create effective universal pre-k programs. There is still, however, much to be done. I urge local and state leaders to help give child care providers much more extended training when it comes to early language and reading development.

As I reported to you earlier, our nation's reading scores are finally moving up. This is good news. A great deal of effort has been made to get this nation focused in on making sure every child can read well by the end of the third grade. This has been a personal crusade for me. But we still have a very long way to go.

I believe, for example, that every elementary school should have the reading specialists they need to make a difference. Governor Gray Davis here in California is right on the money in putting reading at the head of his education agenda.

And I commend the Los Angeles Times for its special AReading by 9" initiative, which makes reading improvement both a school and a home activity. I challenge every media outlet to follow this good example because education really is "everybody's business." Let's keep America reading.

President Clinton and Vice President Gore are working hard to reduce class size, to help children with disabilities who have serious reading difficulties, and help the many adult immigrants who want to learn English. They are also working just as hard to expand after-school and summer programs.

But all of our public efforts pale beside the power of every parent to make a difference. If America's families will read, and keep on reading to their children -- at least 30 minutes a day -- they will literally revolutionize American education.

To do that, we have to help parents slow down their lives. In our haste to do all things all the time, we sometimes forget the most essential -- giving our children that deep, abiding sense of trust, guidance and security that tells them that they are truly loved, cared about and respected. I believe that with a passion.

As our children master the basics, we have to make sure that they go to schools that are safe and disciplined. Here in Long Beach, you have set a national example for school uniforms, but there is much more that needs to be done. Last year was a terrible time of random killings in our nation's schools. This school year has started somewhat more quietly. But we must always remain vigilant.

We have sent out 200,000 copies of our "Early Warning Guide" with its strong emphasis on prevention and it has been very well received. Now, we need to turn these good ideas into practice to reduce drugs and violence.

Increasing Accountability and Achievement

Giving our children hope for the future begins then with the early years of schooling and keeping them out of harm's way. Creating a democracy of excellence for the 21st century requires a new level of accountability so we can raise achievement for all of our young people.

The American people have made education a national priority. It is their agenda and it must be ours. It follows then that they are going to be a lot more attentive to the progress we are making. The attention may initially be uncomfortable, but we as education leaders should welcome it.

Now change can be unsettling. The unexpected rigor of new and demanding tests can be a shock, but the shock of initial failure is often the starting point for long-term success if people will only stay the course. Real improvement in education does not happen overnight.

It is sustained progress that brings about real success. States like North Carolina, Maryland, Texas, and Kentucky are already seeing test scores rise because of their commitment to high standards, vigorous assessments and increased accountability.

As I have said, the states are doing the very hard work of creating new standards of achievement. Goals 2000 funds have helped states with this effort and we have made progress. Now each state is challenged to move standards from the statehouse to the classroom and make them part of every teacher's daily lesson plan.

We have to give teachers and principals the resources they need and free up their creativity to achieve results and reach high standards. We must make sweeping efforts to make teaching a first-class profession. And, then, we must hold schools accountable for results.

This is why President Clinton will send to Congress a significant revision of the Elementary and Secondary Education Act. This revision is based on a comprehensive three-part strategy: 1) targeting increased investments to disadvantaged children, with particular attention to the early years of schooling; 2) improving teacher quality; and 3) promoting real accountability for results.

Ending the practice of social promotion is an important part of this strategy. In its most basic form, the President's call to end social promotion is a demand not to close our eyes when a child is desperately struggling. A policy of retention is not the answer either. Let's develop a policy of providing the necessary support to prepare our children to pass.

And if a school is failing its students, we ought to react like our house is on fire. The new realism that I've talked about requires a "no excuses" attitude, and a willingness to take action.

We know a good deal more now about how to turn-around low-performing schools: from giving teachers more time for training and collaboration; to redesigning the curriculum; to removing a principal who doesn't provide leadership; to issuing school report cards that measure real achievement over time; to enforcing effective discipline policies.

There are other ways that we can raise achievement as well. The American high school experience has to become much more credible. This is why I support challenging high school exit exams. Now, you just can't spring exit exams on young people who haven't been prepared for them. That's not fair. You need to give students and schools adequate preparation time. But setting the bar higher is the right way to go.

I want to strengthen our public schools, not weaken them. I say that because some hold the mistaken belief that the only way to improve public education is to take money out of public schools for private school vouchers. My friends, that is a mistake.

The truth of the matter is this -- the choice of academic subjects has much more to do with the prospects of a young person going on to college than whether or not that person goes to public, private or parochial school. I am a strong supporter of quality private and parochial education; they add important elements to American education. But vouchers will take public tax dollars out of public schools and make our nation's private and parochial schools less private and less parochial.

I encourage the many new efforts to expand public school choice. Charter schools that are publicly accountable, schools-within-schools, school-to-work opportunities, theme and option schools for science, technology, the arts, and many other areas of study are all new ways to give parents and students more choices. I can tell you that going to school in America can be exciting.

Now, we need to work harder to get the message out about getting ready for college much earlier. Here are some statistics that explain it all. Almost 100% of parents want their children to go to college. Yet 7 out of 10 parents say they don't have enough information about how to pay for college and how to prepare their children academically.

This is why I am pleased to announce that next fall, hundreds of college and university presidents will join me in what we are calling "national college week." We will go to schools all over America to get the word out that many more young people can go to college if they start planning earlier for it.

That's the strength of mentoring programs like the Berkeley Pledge at the University of California or Project GRAD in Houston, Texas. We have developed an exciting new program called GEAR-UP to build new links between our public schools and our great system of higher education. We are well past the time when our institutions of higher education can remain aloof from the task of helping to rebuild America's public education system.

The Long Beach Community Partnership is a wonderful example of all the parts of American education fitting together. I am so proud of Bob Maxson, Superintendent Carl Cohn, and Mayor Beverly O'Neill and others who have pulled together to form this exciting partnership. Seamless education really is the wave of the future.

Reinvigorating the Teaching Profession

Now, I want to talk to you about America's teachers -- America's future. All of the things that I have talked about so far -- from early childhood -- to improving reading -- to preparing young people for college -- will not happen unless we make teaching a first class profession.

General John Stanford, the late school superintendent of Seattle, who gave that city so much hope, had a wonderful motto that explains it all. "The victory," he said, "is in the classroom." America's teachers are some of the hardest working Americans I know.

I am so very proud of them. Yet all too often, we take their hard work for granted. We can't afford to do that anymore. We need to hire more than 2 million teachers in the next ten years to meet the demands of the baby-boom echo and the fact that close to a million veteran teachers are on the verge of retiring. This is an enormous transition.

These next few years are, in my opinion, critical for the future of American education. We must make some far-reaching decisions about how to elevate this profession. Here a story is in order. I have on my staff a former national teacher of the year.

Her name is Mary Beth Blegen, and she was chosen as the best teacher in America in 1996. After 30 years of teaching, Mary Beth made only \$36,000. Nevertheless, Mary Beth passed her love of teaching on to her daughter who also became a teacher. One year later, however, her daughter left the classroom and saw her salary more than doubled. This story is going to become much more common unless we act now.

We can no longer fiddle around the edges of how we recruit, prepare, retain and reward America's teachers. This is why I call on Governors and state legislatures to rise to the challenge and take a comprehensive look at the needs of this vital profession. We need a sea change in public thinking about the value of teaching.

I ask state leaders to recognize the full dimension of the problem. Too many potential teachers are turned away because of the cumbersome process that requires them to jump through hoops and lots of them. Too many veteran teachers tell me that the process of maintaining their license adds little value to their professional expertise. And too many of our best teachers are leaving the profession because of low pay, poor working conditions and weak school leadership.

As a result, a growing number of school districts are throwing a warm body into a classroom, closing the door, and hoping for the best. This is not the way to reach for high standards. And there are many schools, especially in our high poverty areas, that are now using teacher aides as full-time teachers; that's not fair to the students nor to the aides.

And then there is a unique American phenomena that really makes no sense -- the practice of assigning teachers to teach "out of field." Foreign education ministers who visit me are just stumped when I try to explain this practice. Their translators simply have no words to describe it.

We've got work to do. And we can begin by putting a sharp focus on the critical shortage of high quality math and science teachers. This is why I am pleased to announce that John Glenn will chair a National Commission on Mathematics and Science Teaching for the 21st Century. I talked to John yesterday, and I can tell you that he is excited about accepting his next mission for his country. Isn't he a great American!

Recruiting America's Future Teachers

To recruit teachers, we must first overcome this paradox: in every poll, Americans tell us that being a teacher is one of the most important and valued jobs in this land. So often, however, these same Americans discourage their children from entering the profession because of low salaries.

Low salaries are a very real problem. I ask public officials to recognize -- sooner rather than later -- that we aren't going to be able to get good teachers on the cheap any more. That's just going to be a fact of life in the 21st century.

And I ask parents to encourage the dreams of their children who want to become teachers. In my book, becoming a teacher is just about the most patriotic thing you can do as an American.

What else can we do? We can create rigorous alternative paths to give many more Americans the opportunity to become a teacher. The President's proposal to expand "Troops to Teachers" for retired military and other mid-career professionals will help to accomplish this goal.

We should also be building career ladders for those qualified teacher aides who are in our classrooms now who want to become teachers.

We can also do a much better job of matching future teachers to job opportunities. A young woman in Pennsylvania who wants to teach in Florida shouldn't have to spend an hour on the phone waiting for someone to talk to her. This is why my Department will set up a National Job Bank and Clearinghouse for Teacher Recruitment this year.

I have also asked the Entertainment Coalition for Education to use their creativity and imagination to help us launch a major public recruitment campaign for teachers across America. I believe they will be shooting their first ad during "Oscar" week.

Preparing Teachers for the Modern Classroom

To prepare the next generation of teachers, we must turn to the presidents of our great colleges and universities for new leadership. Our colleges of education can no longer be the sleepy backwaters that many of them have been. There must be greater collaboration from all parts of the university community, including the arts and sciences.

Bob Maxson, your very fine President here at Cal State-Long Beach, may have put it best when he said that it "takes a whole university to prepare a teacher." The Cal State system is setting a national standard for thinking ahead. I am particularly intrigued by the decision of Cal-State Long Beach to offer a "warranty" on every one of its graduates.

But there is still much more work to be done. This is why I am announcing today a National Conference on Teacher Quality for university presidents, teachers and other education leaders. This conference will seek to develop a road map for the future to help states and communities meet their need for well-qualified teachers.

Our colleges of education simply must be supported in reaching for a new level of rigor. I urge colleges of education to move swiftly to create many more clinical experiences for their students. Future teachers need to be learning how to teach alongside master teachers.

A new emphasis on preparing teachers by using a clinical model may also require universities to take a look at their own current incentive structure for promotion and pay. Can there be a better balance between research and the practice of teaching and service to educators in the K-12 system?

Retaining and Rewarding Teachers

State and local education leaders have a key role in elevating the teaching profession.

First, I call on states to end the practice of issuing emergency permits or licenses over the next five years. Now, some say that this can't be done given the overwhelming number of young people in our schools. They simply must have teachers, qualified or unqualified. But this view is based on making no changes in the current system. And that is what I am urging policymakers to do. Change the system!

We really do need to take a comprehensive look at established rules about the portability of pensions, credentials and years in service. The current maze of disconnected state laws has become a significant drawback to keeping good teachers in the profession in our increasingly mobile society.

The issue of how we test teachers must also be addressed.

The failure of so many prospective teachers to pass such a state test in Massachusetts has brought this issue to the forefront of public discussion. There are many questions. What do these tests really measure? How well do they predict teacher effectiveness? How does one state test compare to another? This is why I have asked the National Academy of Sciences to launch a benchmark national study of teacher testing.

I also encourage many more states to follow California's lead in creating a broad system of support for first time teachers. We give new teachers the toughest assignments and leave them to "sink or swim." Then we wonder why we lose more than 20% of them in their first 3 years and close to 50% in our urban areas. This brain drain has to stop.

As state and local leaders consider new strategies to improve teaching, I ask them to avoid the "either/or" mentality that is dominating the current debate on teaching. One side argues that the current licensure and compensation system keeps talented people out of the profession, does not ensure quality, and provides few incentives for teachers to improve their practice. Others contend that teachers need proper training and rigorous standards for entering the profession.

My friends, both sides are right. We need to lower our voices, get practical and think in a new way.

This is very much a state and local issue. But I have been thinking a lot about this matter. So let me try to start a national dialogue about this very important aspect of the teaching profession. I ask you to consider the following suggestion to start this conversation. There are three parts to this proposal:

First, a new teacher would be granted an initial license for up to 3 years after passing a written exam of content and teaching knowledge and an assessment of teaching performance. During this "trial period," schools would offer new teachers annual contracts and be able to 'counsel out' those individuals who really should not be in the profession.

Second, I suggest the creation of a professional license. The standards for this new license, developed at the state level, would be higher than those for an "initial" license, and would involve peer review by a panel of teachers and a supervisor.

Peer review is very important, but it must be done right. Veteran teachers will tell you that the people who are hardest on a teacher who doesn't cut it are fellow teachers. And that's what professionalism means. Teachers, themselves, must take an active role in improving their profession.

If a teacher has worked hard to earn a professional license, he or she deserves to be rewarded. Raising standards for teachers must be accompanied by raising salaries as well. It's a balanced equation.

The conditions for renewal of this professional license should be determined by each state. This suggests that teachers need to keep their knowledge and skills up-to-date. Here, it is so very important to recognize that professional development as we know it simply has to change. And those of us who are policy leaders must listen to what teachers are telling us.

Last month, we released a first time report on Teacher Quality and teachers are telling us in no uncertain terms that the current practice of "one shot workshops" really has to go. Teachers are asking us for more depth, more planning time, and greater opportunities to learn from each other. And they want help in addressing the realities of the modern classroom: student diversity, students with disabilities, technology and new high standards.

The third part of my proposal would be a voluntary advanced license such as the advanced certification that now exists through the National Board for Professional Teaching Standards. Some states are moving to support and compensate teachers who pass these rigorous standards. California is one of 13 "leading edge" states and I encourage every state to follow

this example.

All teachers should be encouraged to continue to learn and grow. That's why I ask districts to take a serious look at a new and developing concept called knowledge and skills-based pay.

This three-part model of an initial, a professional, and a voluntary, advanced license seeks to strengthen teaching by linking it more closely to high standards. I ask you to consider it and join me in a national conversation to make teaching the first class profession that it deserves to be. This is an example of realism mixed with hope.

The many future teachers who are here with us today are as vital to the strength of this nation as the patriotic men and women of our Armed Services. I want to thank every one of you for your dedication and commitment. And I thank every classroom teacher in America who is making a difference in a child's life. The most important thing we need to say to teachers is a "thank you for a job well done."

Sparking Creativity and Innovation

Now a few thoughts about the future. Let's stretch our minds and ask ourselves how we can make American education more engaging.

I believe the schools we design in the future should be built as centers of community. Americans of all ages are going to want to be learning all the time. The idea that a school building is open more than 12 to 14 hours a day is not as far fetched as it may seem -- and surely the power of technology is a starting point to make that happen.

I've spoken to you about the need for every young person in America to speak at least two languages. Doesn't that make so much sense in this new global world? Let's move beyond the American habit of stumbling along, phrase book in hand, when we visit a foreign country.

Last month, with the support of First Lady Hillary Rodham Clinton and with the help of NASA, the National Endowment of the Arts, the Jet Propulsion Lab at Cal Tech and the J. Paul Getty Trust, we launched the "Mars Millennium Project."

This project is a fusion of the arts, science and technology and it will ask thousands of young people to imagine and help us create the first American colony on Mars. We need to develop hundreds of projects like the "Mars Millennium Project" to make learning exciting and challenging.

We live in a world that is so much more visual and our young people see the world around them bursting with ideas. We need to foster their creativity and give them that sense of excitement that comes with a true search for knowledge. The arts are not a frill but an essential in this Information Age.

The imagination of our young people is so often captured by music, dance, the touch of a poet's words, the sweep of a painter's brush, or new images created on a computer. There is a fusion coming, for example, between the arts and the computer. We need to be ready for it.

We are, my friends, at the edge of a new time. The 21st century is just

hovering, like the sun coming up on a new day. It will be an Education Century, of that I am sure. If we give our young people -- America's "millennium generation" -- the education they deserve, just think of the opportunities. You have to be excited.

I am optimistic. With a realism that is mixed with hope, we can achieve the democracy of excellence we seek. Let us build those new connections that bind us together. And let us always remember that the "victory is the classroom" with America's teachers America's future.

Thank you.

~~###~~

[[Updating Teacher Licensure and Compensation](#)]
[[Steps to Address Accountability and Teacher Quality](#)]
[[Webcast of the Secretary's speech](#)]

[[Return to Speeches and Testimony page](#)]



Last Updated -- February 16, 1999, (pjk)



Riley Calls for Fundamental Changes to Improve American Education; Announces Steps to Address Accountability and Teacher Quality

[The Sixth Annual State of American Education Speech]
[Updating Teacher Licensure and Compensation]
[Webcast of the Secretary's speech]

In his sixth annual State of American Education Address today, U.S. Secretary of Education Richard W. Riley called on colleges, school districts and states to address teacher quality and make improvements in the recruitment, preparation and training of classroom teachers. Over the next ten years the nation will need to hire more than 2.2 million teachers, most new to the profession, and it is imperative that they be well trained for the challenges of the modern classroom. To help in this effort, Riley outlined a new approach for states to consider in reforming teacher licensure and compensation (attached) and announced that the U.S. Department of Education will take the following steps to address this issue:

National Job Bank and Clearinghouse for Teacher Recruitment

The United States lacks a coordinated infrastructure to help school districts find high-quality teachers and to help prospective teachers learn how to pursue teaching careers and inform them of job opportunities and certification requirements in various communities. The Department will help create a National Job Bank to provide teachers with information on teaching vacancies in states and school districts nationwide and link prospective employers to a pool of potential new hires. A clearinghouse will be established to provide teacher candidates with a searchable database on financial aid, teacher education programs, state certification requirements and local contacts. In addition, a help-line will offer potential teachers individual career counseling services to answer questions about education programs, certification requirements, alternative paths to teaching and related issues.

National Conference on Teacher Quality

The Department, working with the American Council on Education's Task Force on Teacher Education, will sponsor a National Conference on Teacher Quality in Washington, DC, bringing together college and university presidents, teachers and state education leaders to discuss ways that higher education institutions can use their resources to improve teacher education and help states and communities meet their demands for well-qualified classroom teachers. This conference will help inform the Task Force's efforts to develop a report later this year recommending steps to improve teacher preparation.

National Commission on Mathematics and Science Teaching for the 21st Century

The Clinton Administration will establish a commission, chaired by former Senator and Astronaut John Glenn, to focus attention on math and science teacher recruitment, preparation, retention and professional growth opportunities. The Commission will review the current state of

K-12 math and science education and recommend specific action steps to be taken at the federal, state and local level.

National Academy of Sciences Study

Currently 44 states administer some form of teacher tests that range from testing basic skills to assessing teacher performance. However, cut-off scores for passage or failure are often very low, and are not based on mastery of a body of knowledge and skills, but on candidates' performance in relation to other candidates. As state and national leaders explore better ways to evaluate new teachers, they need more information about the strengths and weaknesses of current tests. Therefore, the Department will support a study by the National Academy of Sciences that will analyze the current state of teacher testing, recommend ways to improve existing tests, and suggest viable alternatives.

In addition to these efforts, Riley called for stronger accountability measures, an end to social promotion, turning around failing schools, and phasing out emergency teacher certification. He urged Congress to enact President Clinton's education agenda and FY2000 budget proposal, which provide federal resources to help local communities address critical education needs including school construction, class size reduction, after-school programs and efforts to prepare students early to go to college. The President's initiatives that specifically address teacher quality include: 1) a second installment on class size reduction, which increases funding by \$200 million to \$1.4 billion and enables local schools to hire an additional 8000 teachers nationwide; 2) \$35 million in funding for scholarships to 7,000 outstanding students who commit to teach in high-poverty public schools; 3) \$18 million to extend the Troops to Teachers Program to train and place more than 3000 retired military personnel and other mid-career professionals as teachers in public schools; and 4) \$10 million to begin recruiting and training 1000 Native American teachers who commit to teach in schools with high concentrations on Native American students.

~~###~~

[[The Sixth Annual State of American Education Speech](#)]
[[Updating Teacher Licensure and Compensation](#)]
[[Webcast of the Secretary's speech](#)]



Last Updated -- February 16, 1999, (pjk)

19TH STORY of Level 1 printed in FULL format.

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June 07, 1999 9:10 Eastern Time

SECTION: NATIONAL AND STATE DESKS, EDUCATION REPORTER

LENGTH: 1039 words

HEADLINE: NEA, EchoStar and Future View Announce Safe School Partnership;
President Clinton Applauds High-Tech Alliance

CONTACT: Gabrielle Cassell Lange, 202-822-7296, or Kathleen Lyons, 202-822-7213
or 800-275-9469 (pager), both of the National Education Association; Marc
Lumpkin, 303-723-2020, or Judianne Atencio, 303-723-2010, both of EchoStar; or
David Hanrahan of Future View, 202-296-1700

DATELINE: WASHINGTON, June 7

BODY:

President Clinton will announce on June 7 an innovative public and private partnership between the National Education Association (NEA), EchoStar Communications Corporation's DISH Network, and Future View.

At a White House conference on mental health, the President is expected to announce the donation of 1,000 satellite television dishes and free air time to schools nationwide by EchoStar, as well as original educational programming on school safety designed by NEA and its partner, the Learning First Alliance. Future View, a communications company specializing in creating private networks, is donating its production facilities and staff for program development.

In response to the tragic shootings near Littleton, Colo., EchoStar, a direct broadcast satellite TV company, has joined with NEA and Future View to become partners in an innovative, high-tech school safety program. NEA and the Learning First Alliance will develop programming to be broadcast to 18-inch EchoStar satellite dishes.

"As a Littleton-based company, we realize the importance of instituting educational programs geared toward promoting safe schools," says Charlie Ergen, CEO and chairman of EchoStar. "EchoStar's donation of 1,000 satellite TV systems and air time makes it possible to beam educational programming about school safety directly to the doorsteps of schools across America to make our schools as safe as possible."

President Clinton is challenging other members of the business community and media outlets to donate resources so that every school district will be able to receive the benefit of the NEA and Learning First Alliance programming.

"It is time for every adult in America to start taking it personally that

U.S. Newswire, June 07, 1999

children are killing children," says Bob Chase, president of the 2.4 million-member NEA. "EchoStar

is taking it personally and taking personal responsibility to make a difference in children's lives. Thanks to this public-private partnership, we will be able to reach thousands of communities across America with effective techniques that schools and communities can employ."

The school safety programming will assist teachers, administrators, counselors, parents, and law enforcement officers in identifying early warning signs of potentially violent behavior in students. Video content will include organizing strategies for schools and communities to promote personal responsibility and safety among students, and ways to ensure a personal connection between each student and at least one responsible adult in the school community. The programming will include helping troubled students and setting up common sense school security measures.

"There is no other technology that can deliver a message with the urgency and immediacy of a direct broadcast satellite," says David Hanrahan, CEO of Future View. "This will be a dramatic network involving thousands of parents, teachers and students in a dialogue about one of America's most pressing issues."

"The partners of the Learning First Alliance are excited about working together to provide schools and communities with concrete, research-based strategies for making schools safe and supportive places of learning," says Brenda Welburn, executive director of the National Association of State Boards of Education and a leader of the Learning First Alliance work on this issue.

EchoStar, Future View, NEA and the Learning First Alliance will begin broadcasting the school safety programming in the fall of 1999 to 1,000 schools nationwide. Details regarding application procedures will be made available at the NEA Annual Meeting in Orlando, Fla., on July 2.

EchoStar will broadcast President Clinton's announcement about the EchoStar and NEA partnership live on the DISH Network to hundreds of schools and all of its customers on Monday, June 7, from noon to 5 p.m. EDT.

The National Education Association is the nation's largest professional employee organization, representing more than 2.4 million elementary and secondary teachers, higher education faculty, education support personnel, school administrators, retired educators, and students preparing to become teachers.

EchoStar is the nation's second largest direct broadcast satellite (DBS) company. EchoStar's DISH Network currently serves over 2.3 million customers. The DISH Network uses a state-of-the-art DBS system that provides over 300 channels of digital video and CD-quality audio programming. In addition, EchoStar Technologies Corp. designs, manufactures and distributes DBS set-top boxes, antennas and other digital equipment nationally and abroad. EchoStar's Satellite Services provide video, audio and data to business television and education customers.

Future View Inc. is a privately held, Washington-based company that develops

and operates private, direct broadcast networks for corporations and associations. Among the networks conceived and managed is HeadUps, a network for the national Head Start Association.

The Learning First Alliance is an unprecedented permanent collaboration of 12 leading education organizations, including the NEA, that have joined together to improve student learning. These organizations, which represent more than 10 million parents, teachers, school administrators and other educators, are working together toward long-term change of the education system based on shared values and solid research evidence. One of the Alliance's core goals is ensuring a positive and supportive place of learning for all students. Members of the Alliance include the American Association of Colleges for Teacher Education, American Association of School Administrators, American Federation of Teachers, Association for Supervision and Curriculum Development, Council of Chief State School Officers, Education Commission of the States, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Boards of Education, National Parent Teacher Association and the National School Boards Association.

LANGUAGE: ENGLISH

LOAD-DATE: June 7, 1999

Clinton Presidential Records Digital Records Marker

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

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

**9/15/99: HISPANIC
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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. schedule	re: Schedule for Hillary Rodham Clinton [partial] (2 pages)	09/15/1999	b(6)

COLLECTION:

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

FOLDER TITLE:

Education #8 [Binder] [2]

2013-0534-S

rc1871

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.

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- 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(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
WEDNESDAY, SEPTEMBER 15, 1999

FINAL

NEW YORK, WHITE PLAINS, NEW YORK/ WASHINGTON, DC

LEAD ADVANCE: JUSTIN KRONHOLM
917/532-5056 CELL PHONE
212/246-7912 HOME

PRESS ADVANCE: ALLISON CHADWICK
917/865-4736 CELL PHONE

SITE ADVANCE: BASIL SMIKLE
518/339-0552 CELL PHONE

SITE ADVANCE: KEVIN PARKER
518/339-0550 CELL PHONE

SITE ADVANCE: PETE SELFRIDGE
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202/365-7522 CELL PHONE
212/490-2938 HOME

WASHINGTON HILTON

LEAD ADVANCE: GRACE GARCIA
202/208-4693 PHONE
1-888-579-7888 PAGER

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

PREV RON

(b)(6)

003

**SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 15, 1999**

PAGE 2

9:05 am **DEPART** (b)(6)
EN ROUTE 260 Park Avenue South
[drive time: 20 minutes]

9:25 am **ARRIVE** 260 Park Avenue South

9:30 am- **MEET & GREET**
9:45 am **TBD**
United Federation of Teachers
260 Park Avenue South
New York, New York 10010
CLOSED PRESS

9:45 am- **PRESS CONFERENCE**
10:45 am United Federation of Teachers
260 Park Ave. South
New York, New York 10010
OPEN PRESS

FORMAT:

-HRC and speaking participants proceed into the room unannounced.

-Randi Weingarten, President of the United Federation of Teachers, introduces HRC.

-HRC makes brief remarks and introduces Mark Green.

-Mark Green, NYC Public Advocate, makes remarks.

-HRC introduces Alan Hevesi.

-Alan Hevesi, NYC Comptroller, makes remarks.

-HRC introduces Fernando Ferrer.

-Fernando Ferrer, Bronx Borough President, makes remarks.

-HRC introduces Peter Vallone.

-Peter Vallone, New York City Council Speaker, makes remarks.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 15, 1999

PAGE 3

-HRC opens floor to Q&A.

-Howard Wolfson calls the last question and HRC
departs.

10:50 am **DEPART** 260 Park Ave. South
 EN ROUTE Pace University Law School
 [drive time: 45 minutes]

11:35 am **ARRIVE** Pace University Law School

11:40 am- **PRIVATE MEETING**
12:40 pm E Building
 Pace University Law School
 White Plains, New York
 Hold: Room 104
 Phone: 914/422-4343
 Fax: 914/422-4437
 CLOSED PRESS

12:45 pm **DEPART** Pace University Law School
 EN ROUTE 148 Martine Avenue, White Plains
 [drive time: 5 minutes]

12:50 pm **ARRIVE** 148 Martine Avenue, White Plains

GREETER:
Jay Hashmall, Deputy County Executive

12:55 pm- **PRIVATE MEETING**
1:25 pm 9th Floor
 The Michaelian Office Building
 148 Martine Avenue
 White Plains, New York 10601
 CLOSED PRESS

1:30 pm **DEPART** 148 Martine Avenue, White Plains
 EN ROUTE Westchester County Airport
 [drive time: 5 minutes]

1:35 pm **ARRIVE** Westchester County Airport

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 15, 1999

PAGE 4

1:45 pm WHEELS UP Westchester County Airport
 EN ROUTE Andrews Air Force Base
 [flight time: 50 minutes]

2:35 pm WHEELS DOWN Andrews Air Force Base

2:45 pm DEPART Andrews Air Force Base
 EN ROUTE The White House
 [drive time: 20 minutes]

3:05 pm ARRIVE The White House

4:00 pm- PHOTO FOR W MAGAZINE
4:30 pm Sculpture Garden
 W MAGAZINE PHOTO/WH PHOTO

CONTACT: Marsha Berry 202/456-2960

4:30 pm- VIDEOS
5:00 pm Diplomatic Reception Room
 CLOSED PRESS/WH PHOTO

TAPING:

Jeff Apodaca Celebration of Life Foundation Gala
Ovation - An Evening to Honor Cliff Fannin Baker
Women in Housing and Finance 20th Anniversary
Gala

DC B.R.E.A.T.H.E.

Children's Hospital Foundation of Wisconsin
Celebration of Children

20th Anniversary Celebration of the Diane Rehm
Show Dinner

Mars Millennium Council Project

CONTACT: Brenda Anders 202/456-5654

5:00 pm- PRIVATE MEETING
6:00 pm Map Room
 CLOSED PRESS/WH PHOTO

6:25 pm DEPART South Portico
 EN ROUTE Washington Hilton
 [drive time: 5 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 15, 1999

PAGE 5

6:30 pm ARRIVE Washington Hilton

GREETERS: tbd

6:35 pm- PHOTO-RECEIVING LINE
7:05 pm Cabinet Room
Washington Hilton
Hold: Presidential Hold
Phone: tbd
Attire: Black tie
CLOSED PRESS

PARTICIPANTS: 50-60 guests

7:05 pm- HOLD
7:15 pm Presidential Hold

7:20 pm- CONGRESSIONAL HISPANIC CAUCUS INSTITUTE 22ND
8:20 pm ANNUAL GALA
International Ballroom
Washington Hilton
Hold: Presidential Hold
Phone: tbd
Attire: Black tie
OPEN PRESS

FORMAT:

-Giselle Fernandez, Mistress of Ceremonies, announces the First Lady, the Vice President, and the Chairwoman of the Congressional Hispanic Caucus Congresswoman Lucille Roybal-Allard, into the room.

-Congresswoman Lucille Roybal-Allard makes brief remarks and introduces the First Lady.

-The First Lady makes remarks and introduces the Vice President.

-The Vice President makes remarks.

-Upon conclusion of the the Vice President's remarks, the First Lady and the Vice President work a ropeline and depart.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 15, 1999

PAGE 6

8:25 pm DEPART Washington Hilton
 EN ROUTE The White House
 [drive time: 5 minute]

8:30 pm ARRIVE South Portico

WEATHER FORECAST FOR NEW YORK, NEW YORK: A light shower in the morning. High 77. Low 60.

WEATHER FORECAST FOR WASHINGTON, DC: A light shower in the morning. High 74. Low 59.

September 14, 1999

CONGRESSIONAL HISPANIC CAUCUS INSTITUTE 22ND
ANNUAL GALA

DATE: Wednesday, September 15
TIME: 6:35pm – 8:20pm
LOCATION: Washington Hilton
Washington, D.C.
FROM: Brenda Costello

I. PURPOSE

To deliver remarks at the Congressional Hispanic Caucus Institute's Annual Gala.

II. BACKGROUND

Congressional Hispanic Caucus Institute

Founded in 1976 by five Hispanic Congressmen [Herman Badillo (NY), Baltasar Corrada (PR), E. "Kika" de la Garza (TX), Henry B. Gonzalez (TX), and **Edward Roybal (CA)** (Rep. Roybal-Allard's father)], the Congressional Hispanic Caucus (CHC) was founded to monitor legislation and policy that affected Hispanics, and to strengthen the Federal commitment to Hispanic Citizens. By developing educational programs, they sought to increase the opportunities for Hispanics to participate and contribute to the American political system.

CHC members established a 501 ©(3) non-profit organization in 1978 to serve as an educational institute, and in 1981 created the Congressional Hispanic Caucus Institute to separate the legislative support organization from fundraising activities as mandated by new House rules. By 1985 the Board of Directors expanded to include influential Hispanic business persons and business leaders from across the country. Today, CHCI is devoted to developing educational programs and activities to increase the number of Hispanics in public service and educating the next generation young leaders. Their "Intern & Fellow Program" is

Congresswoman Roybal-Allard serves as Chair of both the Congressional Hispanic Caucus and the CHC Institute. She is the first Mexican -American woman elected to Congress, the first woman to chair the CHC and this year she became the first Latina to sit on the House Appropriations Committee.

CHCI 1999 Issues Conference

The 1999 Issues Conference will take place September 13 and 14, 1999 and will address the issues affecting Hispanic communities today. This year, a summit format was introduced to discuss some of the challenges facing our communities and propose potential solutions (see agenda attached). Keynote speakers include Dolores Huerta, UFW Co-founder and NBC Correspondent Geraldo Rivera.

Annual Gala

This year will mark the 22nd year of the CHCI Annual Gala, which began in 1976 as a small dinner and has since grown to be the crown jewel of Hispanic Heritage month. This year's Gala, Building Coalitions: A Kaleidoscope of Possibilities, is expected to gather 1,700 guests. As you know, vice President Gore will deliver the keynote address. (invitation attached)

Program

Following a brief Meet & Greet with approximately 70 CHI Board members and spouses, you will proceed to the Gala program already in progress. You will be introduced by Congresswoman Roybal-Allard, deliver your remarks, and introduce Vice President Gore. Following the Vice President's remarks you will both work a ropeline and depart.

III. PARTICIPANTS

- Vice President Gore
- The First Lady
- Rep. Lucille Roybal-Allard

IV. SEQUENCE OF EVENTS

- Giselle Fernandez, Mistress of Ceremonies, announces the First Lady, the Vice President, and the Chairwoman of the Congressional Hispanic Caucus Congresswoman Lucille Roybal-Allard, into the room.
- Congresswoman Lucille Roybal-Allard makes brief remarks and introduces the First Lady.
- The First Lady makes remarks and introduces the Vice President.
- The Vice President makes remarks.
- Upon conclusion of the the Vice President's remarks, the First Lady and the Vice President work a ropeline and depart.

V. PRESS

Open press.

VI. REMARKS

Provided by Laura Schiller.

*Congressional Hispanic
Caucus Institute's
22nd Annual Gala*

Building Coalitions: A Kaleidoscope of Possibilities

Wednesday, The Fifteenth day of September
Nineteen Hundred and Ninety-Nine
Washington Hilton Hotel
International Ballroom
1919 Connecticut Avenue, Northwest
Washington, District of Columbia

The 1999 Medallion of Excellence Honorees are
Honorable Robert Menendez, Leadership Award
and
Carlos Santana, Community Service Award

Entertainment Provided by
Tito Puente and his Orchestra

Reception, 6:00 p.m.

Dinner, 7:00 p.m.

Black Tie, Dancing after Dinner



[Return to Gala](#)
[Return to CHCI Home](#)

Congressional Hispanic Caucus Institute
Board of Directors
Photo Receiving Line

Board of Director	Affiliation	Spouse/Guest
Hon. Xavier Becerra	Member of Congress	Dr. Carolina Reyes
Mr. Rudy Beserra	Coca-Cola, Atlanta, GA	Ms. Lois Beserra
Mr. Alonzo Cantu	Cantu Construction McAllen, TX	Ms. Yolanda Cantu
Ms. Linda Chavez-Thompson	AFL-CIO	
Ms. Carmen Delgado-Votaw	Girl Scouts of America	Mr. Gregory Votaw
Ms. Rita De Martino	AT&T	Mr. William Guerrero
Mr. Edward T. Espinoza	ARVO Capital Research New York, NY	Ms. Eileen Mullin
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Mr. John Guerra	Southern California Gas Company	Ms. Gloria Guerra
Hon. Luis Gutierrez	Member of Congress	
Hon. Ruben Hinojosa	Member of Congress	Ms. Marty Hinojosa
Mr. David Lizarraga	TELACU, Los Angeles, CA	Ms. Priscilla Lizarraga
Mr. Ronnie Lopez	Phoenix International Consultants, Phoenix, AZ	Ms. Angie Lopez
Hon. Roberto Maldonado	Cook County Board of Commissioner, Chicago, IL	
Ms. Irma Maldonado	HMA Associates Washington DC	Mr. Daniel Maldonado
Mr. Julian Martinez	Counter Technology, Inc. Bethesda, MD	Ms. Bonnie Martinez
Hon. Matthew Martinez	Member of Congress	Ms. Maxine Grant
Hon. Robert Menendez	Member of Congress	
Mr. Carlos Orta	Ford Motor Company	Mr. Martin Zimmerman
Hon. Solomon Ortiz	Member of Congress	
Hon. Ed Pastor	Member of Congress	Mrs. Verma Pastor
Hon. Carlos Romero-Barcelo	Member of Congress	Mrs. Kate Romero-Donnelly
Hon. Lucille Roybal-Allard	Member of Congress CHCI Chair	Mr. Edward Allard
Hon. Loretta Sanchez	Member of Congress	Ms. Angelica Robles
Hon. Silvestre Reyes	Member of Congress	Ms. Carolina Reyes
Mr. Stephen Robles	Disneyland, Miami, FL	Ms. Diane Robles
Hon. Ciro Rodriguez	Member of Congress	
Hon. Jose Serrano	Member of Congress	Ms. Idalia Dominguez-Marty

Mr. Ruben Smith	Alvarado, Smith, Villa & Sanchez, Los Angeles, CA	
Hon. Robert Underwood	Member of Congress	Ms. Lorraine Underwood
Mr. Luis C. Valenzuela	Via Vista Corporation Los Angeles, CA	Mrs. Christine Valenzuela
Mr. Frank Vasquez	V & V Property Development Corp.	Ms. Jennifer Bogart
Mr. Francisco Velasquez	Aspin Health Systems, Inc.	
Mr. Michael Veve	Lasa, Monroig & Veve Washington DC	Mrs. Cary Veve
Mr. Peter Villegas	Washington Mutual	Mr. Benson Porter
Mr. Jose Villerreal	Akin, Gump, Strauss, Hauer & Feld, San Antonio, TX	Mr. Bill White
Mr. J. Cesar Viramontes	International Garment Processors, El Paso, TX	Ms. Ernestina Jones
Mr. Raul Yzaguirre	National Council of La Raza	Mr. Ramon Murguia


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PUBLICATIONS

CHCI EVENTS

RESOURCES

MEDIA ROOM

CHCI LEADERS



Congresswoman
 Lucille
 Roybal-Allard
 Chairwoman

Ingrid Duran
 Executive
 Director

About the CHCI Chairwoman

Lucille Roybal-Allard, the representative of California's 33rd Congressional District, is a political pioneer. In 1992, she became the first Mexican-American woman to be elected to Congress.



CHCI Chairwoman
 Lucille Roybal-Allard

This year, she became the first Latina in U.S. history to be appointed to the House Appropriations Committee, one of the most powerful and distinguished committees in Congress. On Appropriations, the Congresswoman serves on two influential subcommittees-- Subcommittee on Commerce, Justice, State and the Judiciary and the Subcommittee on Treasury, Postal Service, and General Government. As a member of these two subcommittees, Congresswoman Roybal-Allard oversees funding issues affecting small business development, international trade, the 2000 census, national security, labor relations, law enforcement, equal employment issues, INS restructuring, and many other issues that are critical to her district and the nation as a whole.

This year, she also became the first woman ever elected Chair of the Congressional Hispanic Caucus. As the head of the 19 member Congressional Hispanic Caucus, she intends to focus greater attention on education, economic development, the 2000 Census and access to health care.

The Congresswoman has developed a reputation as a skilled consensus builder. This reputation led to the Congresswoman's election as the Chair of the 29 member California Democratic Congressional Delegation in the 105th Congress. She became the first woman, the first Latina, and the first Member to assume the position through election, rather than seniority.

For the 106th Congress, her legislative priorities include improving school safety, modernizing and upgrading our public schools, increasing the minimum wage, addressing the high Hispanic drop-out rates, saving social security and stimulating economic growth for her hard-working, upwardly mobile, and largely Latino constituency.

The Congresswoman's personal and enduring commitment to the residents of the 33rd Congressional District is exemplified by the local and regional workshops and fairs she sponsors on health, crime prevention and safety, citizenship, first-time homebuying, and government services. To bring more federal resources to her district, she established the highly successful Grants Notification Program which offers potential applicants advance notification of upcoming federal grant opportunities, as

well as technical assistance to successfully apply for those grants. The program has brought millions of federal dollars to her district. Most recently, the Congresswoman initiated the Student Information Program (SIP) to provide students in the 33rd Congressional District with scholarship, financial aid, internship, and fellowship information.

Prior to her election to Congress, Roybal-Allard represented the 56th Assembly District in the California State Assembly for three terms. Born and raised in Boyle Heights, the Congresswoman is the eldest daughter of Lucille Beserra Roybal and retired Congressman Edward R. Roybal, who served as a Member of Congress for 30 years. The 1965 graduate of the California State University at Los Angeles is married to Edward T. Allard, III, and is the mother of two adult children, Lisa Marie and Ricardo Olivarez.

[Read a message from Chairwoman Lucille Roybal-Allard](#)

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Congresswoman
 Lucille
 Roybal-Allard
 Chairwoman

Ingrid Durán
 Executive
 Director

About the Executive Director



Executive Director
 Ingrid M. Durán

Ingrid M. Durán is the Executive Director of the Congressional Hispanic Caucus Institute (CHCI), a premier national non-profit and non-partisan organization whose mission is to develop the next generation of Latino leaders. It is the only organization whose Board of Directors includes; Hispanic Members of Congress, and Hispanic Leaders from the business community. CHCI's vision is to have an educated and civically active Latino community that participates at the local, state, and federal policy decision-making levels. CHCI seeks to accomplish its mission by offering educational and Latino youth leadership development programs, services, and activities that promote the growth of participants as effective professionals and strong leaders.

Prior to joining CHCI, Durán was the director of the Washington, D.C. office of the National Association of Latino Elected and Appointed Officials (NALEO). There she managed the daily operations of the office, monitored legislative activities of Congress, served as the organization's liaison to Members of Congress, and built a variety of coalitions. As spokeswoman for NALEO, Durán was a leader in the development of the Coalition for Hispanic Advancement (recently merged with the National Hispanic Leadership Agenda - NHLA), the largest "working" coalition composed of more than 30 national and regional Latino organizations.

Durán has a myriad of experiences from non-profit affiliation to work on Capitol Hill. In 1990, Durán worked for the Clerk of the U.S. House of Representatives in the Office of Systems Management. In 1993, she worked as a staff assistant for the House Banking Committee under the chairmanship of U.S. Rep. Henry B. Gonzalez (D-TX) and then moved to the position of legislative assistant for U.S. Rep. Gene Green (D-TX). Under Congressman Green's leadership, Durán worked on issues including immigration, banking, housing, civil rights, defense/intelligence, transportation, science, space, and technology. Always building coalitions and seeking changes, Durán worked on numerous community advocacy programs, such as coordinating National Citizenship Day, and conducting development activities for a National Mammography Day, both in Congressman Green's district.

Durán's international experience includes being stationed in Okinawa, Japan in 1987, and serving as a U.S. Speaker for the U.S. Information Agency in Caracas, Venezuela in 1996. Durán serves on the Board of Directors of the Millennium March on Washington and was appointed to the Advisory Committee on

Minority Veterans. Durán also is affiliated with numerous associations including; MANA a National Latina Organization, GANAS, Women in Military Service Memorial Organization, Congressional Hispanic Staff Association (past President), and the Congressional Marine Corps Association.

A native of Los Angeles, California, Durán served as a Corporal in the U.S. Marine Corps where she attended Communications School and was named Honor Graduate of her class. Durán has a Bachelor of Science degree in Management from Park College in Arlington, Virginia.

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► **CHCI EVENTS**
Annual Gala
Issues Conference

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Congresswoman
Lucille
Roybal-Allard
Chairwoman

Ingrid Duran
Executive
Director

CHCI 1999 Issues Conference *Building Coalitions: A Kaleidoscope of Possibilities*

Agenda/Schedule

Monday September 13, 1999

8:00 a.m. to 10:00 a.m. Summit Series Registration
8:00 a.m. to 9:00 a.m. Continental Breakfast
9:00 a.m. to 10:00 a.m. Plenary Summit Session
10:00 a.m. to 12:30 p.m. Concurrent Summit Sessions

Identification of crucial policy issues affecting the Hispanic Community.

12:30 p.m. to 2:00 p.m. Keynote Lunch
2:15 p.m. to 5:00 p.m. Concurrent Summit Sessions

Formulation of policy recommendations to be presented to the Members of the Congressional Hispanic Caucus.

5:00 p.m. to 7:00 p.m. Welcome Reception

Summit I – Telecommunications "Bringing the Benefits and Opportunities of Technology to the Latino Community"

Summit Chairman: Congressman Silvestre Reyes (D-TX)

- Support and Promote the E-Rate Benefits for Schools, Libraries and Rural Communities.
- Hispanic Representation in Telecommunications, Broadcasting and Media.
- Slamming, Unfair Trade Practices/Long Distance Rates.

Summit II - Social Security Reform "It's your Money, your Time and your Future"

Summit Chairman: Congressman Xavier Becerra (D-CA)

- Private Accounts
- Collective Investment
- Budget Surplus

Summit III - Census & Civil Rights "Being Counted, Securing a Stronger Voice"

Summit Chairman: Congressman Charles González (D-TX)

- Accurate 2000 Census
- Sampling

- Civil Rights Issues of 1999

Summit IV – Health "Health Disparities: What it Means for the Latino Community"

Summit Chairman: Congressman Ciro Rodríguez (D-TX)

- Diabetes
- Substance Abuse and Mental Health
- HIV/AIDS

Summit V - Education & Training "Access to Excellence in Education"

Summit Chairman: Congressman Rubén Hinojosa (D-TX)

- Reauthorization of the Elementary & Secondary Education Act (ESEA): Bilingual Education for Limited English Proficient students, migrant education, teacher quality and training, importance of parental involvement, and academic accountability for schools receiving Title I funds.
- The Hispanic Drop-Out Rate: Drop-out prevention and state responsibilities.
- The Hispanic Education Action Plan (HEAP): How do we ensure its long-term effectiveness and continue to secure increased appropriations for the eight education programs contained in this plan?

Summit VI - Arts & Entertainment "We're in the Audience, Why aren't we in the Show?"

Summit Chairman: Congressman Solomón P. Ortiz (D-TX)

- Inclusion of Latinos at all Levels of the U.S. Entertainment Industry — Where are the opportunities and how can we gain access to them?
- Who owns what we see on the screen? How that can change?
- How does Hollywood Work? The business of the business.

Summit VII – Immigration "Equal Fairness for Immigrants"

Summit Chairman: Congressman Luis Gutiérrez (D-IL)

- Relief for Central Americans-- Parity for Salvadorans, Guatemalans, and Hondurans.
- Naturalization Backlog-- Backlog Reduction and Increase of Naturalization Denial Rate.
- Adjustment of Status 245(i).

Summit VIII - International Relations "Thinking Globally, Embracing Globally"

Summit Chairman: Congressman Robert Menéndez (D-NJ)

- Diversifying the U.S. Foreign Service.

- Development Assistance for Latin America and the Caribbean.
- Hemispheric Trade Relations in the 21 st Century: Opportunities for the U.S. and the Region.

Summit IX - Business & Economic Development "Investing in our Future"

Summit Chairwoman: Congresswoman Nydia Velázquez (D-NY)

The New Markets Initiatives:

- Access to Capital—New Market Venture Capital (NMVC) Program
- Economic Development—America's Private Investment Company - APIC
- Financial Incentives—Tax Credit

Summit X – Energy "Energy Deregulation and the Impact on the Latino Community"

Summit Chairwoman: Congresswoman loretta sánchez (D-NY)

- Impact of Utility Deregulation on Consumers.
- Impact of Utility Deregulation on the Environment.
- California, Illinois, Texas, and New Jersey: What can we learn from their Legislative Response to Energy Deregulation?

Tuesday September 14, 1999

8:00 a.m. to 9:00 a.m. Continental Breakfast

9:00 a.m. to 1:00 p.m. Plenary Summit Session

Presentation of policy recommendations to the members of the Congressional Hispanic Caucus on behalf of the Latino community.

1:00 p.m. to 3:00 p.m. Keynote Lunch

-
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**Congressional Hispanic Caucus Institute's 22nd Annual Gala
Remarks by First Lady Hillary Rodham Clinton**

**Washington, D.C.
September 15, 1999**

Thank you so much. I am delighted to be here at this gala—the last gala of this century for this institute. And from what I can see and what I've heard, it is certainly a successful occasion. I want to thank all of you for supporting the important work of the Congressional Hispanic Caucus Institute. But I particularly want to thank your chair. Lucille has done a fabulous job in helping to bring attention to the issues that affect children, and youth, and women, and people throughout our country—and particularly in the Latino community. She is passionate about the work of the Institute and all that it does to open doors for all Americans.

But whenever she talks so eloquently, as we just heard her again this evening, she always leaves out one important point—that none of the work of any of you would have been possible without her extraordinary leadership. And I would like to applaud Lucille again for her work in the Caucus. (Applause.)

I am also delighted to be here with so many of you who lead the Congress to remind us of what is important—to keep our focus on the issues that will matter in the future. In addition, the community activists, the media leaders, the artists, the business owners, the policy makers, and citizens who are here this evening are shaping that future day by day.

We have come a very long way in the last several decades. I certainly remember very well how different conditions were in 1972, when as a young law student I went down to the Rio Grande Valley to register voters. And I went to the places that Alan and Paolo (ph.) and (inaudible), where there were so many who were living in such deprivation and disadvantage. Just a few weeks ago I went back to Texas, where I could see the progress, I could see the work that had been done to build strong businesses and strong families that would create a better future. And that is why I have seen in community after community, from New York to California, I have met Hispanic leaders and citizens who have been and now are obtaining what they have demanded—a seat at the table and opportunities to create their own destiny. You have, from this conference and the work of the Institute, brought attention to the work that still remains to be done.

We have a lot to be proud of as we meet here for the end of this century and millennium. We've made a lot of progress. And in a few minutes you will hear from someone who has, along with my husband, led the way for our nation into that century—when the Vice President comes to the rescue.

But as much progress as we have made, we know there is still work that must be done. I'm very proud that we have seen economic boom, and we have seen evidence of it in so many people who have been traditionally left out. But I am not satisfied, because we are still leaving too many men, women and children behind. I'm very pleased that we are seeing progress in education, but we still do not have a world-class education for every single boy and girl. (Applause.)

And I'm very proud that we have in our nation the finest health care in the world, but I am not proud that we leave too many Americans out because they cannot access or afford that health care. So what we need this evening is to ask ourselves what will we do to ensure that the voices of all Americans, particularly the Spanish-Americans, are heard? Because if those voices are heard, then progress will continue and we will move closer to a day when the quality healthcare that children receive no longer depends upon where their parents were born or how much money they have. We will move closer to a day when Spanish children can turn on the TV or go to a movie and see themselves included in the picture of America. (Applause.)

In a few short years, there will be 15 million Hispanic young people living in our country. These are not somebody else's children—these are our children. They are our children in every way one could

imagine, because what happens to them will directly impact on the quality of our life together. What will we do to ensure that they have the opportunities that they need, particularly educational opportunities?

For more than 30 years, my work on behalf of children has taken me into all kinds of neighborhoods and barrios, schools and community centers, where I have seen the heroic efforts that so many families and teachers and others are making on behalf of all of our children. But I know too well that we are not treating all of our children fairly. Too many are in overcrowded classrooms; they are not given the tools for education or access to the Internet that we take for granted for our children. They are not given the kinds of resources that every child should have.

At the recent convening that I held at the White House that was sponsored by the Caucus, we showcased some of the solutions that can make a difference in the lives of all of our children. I want to thank the Caucus for making that conference possible and for helping to create an agenda with the important issues that face us. And by recognizing successful programs from all over the country, that if we follow their lead, we know we can make a difference in the lives of our children. Every child deserves a world-class education. (Applause.)

When I go to schools, as I know many of you do, and I went to the first day of school recently in Queens, New York, and I looked into the eyes of those children, those beautiful children, so many of them coming from families where English is not their first language—they're intimidated and worried and nervous, but are filled with the brightness and energy and youth that only a child could have. And I often tell them when I meet with them that I want them to be able to move into the 21st century much better equipped than I am. And they can be because they will have at their disposal two languages. And I look at these young children and I tell them how proud I am of them because when they learn how to read and write and communicate in both English and Spanish, they will be a lot smarter than I am. (Applause.)

That is why we have to continue to press forward on the agenda that the President and the Congress share, to enable us to put more teachers into our classrooms, and to help build more classrooms and more schools, and to connect all of our schools to the Internet so that no child is left behind. (Applause)

It is why we must continue to work for preschool programs and after-school programs and summer school programs—so every child can absolutely learn to the fullest of his or her potential and so each child can be safe. And that is the point all of us must stress and work for—that the guns and violence that stalk too many of our children should be kept at bay by all of the adults joining hands and making it as difficult as possible for anyone to get hold of a gun. It should not be possible for anyone to bring a gun into our schools. (Applause.)

The Caucus' agenda is the agenda of the future for our children. And I think each of us should ask ourselves—as we look toward the end of this year and the end of the century and even the millennium, with all of our blessings in America, this time of extraordinary prosperity—"What is our obligation to our children?" How on earth will we face our children in 10 or 15 years if we do not do all we can now to equip them to make the most of their own lives? How would we ever explain that we squandered this rare opportunity to take care of our problems, like making sure Social Security and Medicare are well preserved and reformed and modernized; making sure we have the best education, schools and teachers? How will we explain that to them? Well, the Hispanic Caucus will not have to explain it, because they are on the right side of history, and on the right side of our children by knowing the investments we make today will pay off tenfold. (Applause.)

So let me just suggest that, as you finish this day up and as you come out of this conference which has addressed so many important issues, that you reach out to as many Americans as possible with your vision of the future, and you explain why this is not the time to pass an irresponsible tax plan and stick our children with the bills; this is not the time to give tax cuts that will undercut Head Start and Education and smaller classes and better schools. (Applause.)

They'd say that you, along with all the rest of us, let this epiphany come true. No matter where they

live, let them know they are valued and valuable. Lucille told you how I was very concerned when I read the latest statistics about the numbers of young Hispanic students who drop out of school. That is a ticket to a future that is less than it should be for the vast majority of those youngsters. It is a problem of national significance that can only be addressed in a partnership among families and educators, policymakers, members of Congress, and all of us who care about what kinds of options and possibilities those children will have.

What does it say about what is going on in Washington? It really is a question of values. What do we value as a nation? Who do we want to be? What are we willing to give and sacrifice for our children? Will we move forward together or will we splinter and divide and fall backwards?

Imagine that we are at the 50th anniversary gala of the Institute—many of us will be back in some way, whether it's physical or virtual. (Laughter.) Some of the young people who are here will be back as members of Congress and leaders of business and other endeavors of society. And we will have to be willing to be judged by those who will follow. I think that the values and priorities of the Caucus means they will be judged as having been brave enough to put themselves on the line and raise their voices to the kind of future we all have a stake in. But we cannot do that unless we take advantage of this unique moment in history, a moment in which we demand the most of ourselves for those families among us that have the least; that we make clear that Hispanic children are all of our children and part of our future; that we raise our voices individually and together to ensure that no child in America is ever left behind.

Because if we do that, then I won't be afraid to answer the questions the children follow when asked where they're from. I will be able to say that I and so many others did stand with them, and did all that we knew we could to put them first, and we worked as hard as we knew how not to let them down. And that will be because we elected leaders like all of you, and I hope like a president named Al Gore, who understands that we must work together and be willing to stand together and make it absolutely clear that our common humanity and our common citizenship as Americans demands that we put all of our children first.

Thank you all very much. (Applause.)

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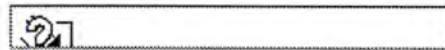
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Thank you all very much. (Applause.)



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July 6, 1999, Tuesday, Thursday, Final Edition

NAME: HILLARY RODHAM CLINTON

SECTION: A SECTION; Pg. A04

LENGTH: 216 words

HEADLINE: 'Friend of Education' Honored

DATELINE: ORLANDO, July 5

BODY:

Greeted with strains of "New York, New York," first lady **Hillary Rodham Clinton** accepted the National Education Association's top honor today at a meeting of the nation's largest teachers union.

It was the first time the 2.4 million-member union had given its **Friend of Education Award** to a president's wife, and Clinton used the opportunity to lay out her ideas on education.

That included a slap at school vouchers in Florida, where the nation's first statewide voucher plan was signed into law last month by Gov. Jeb Bush, younger brother of Republican presidential hopeful George W. Bush. She said that in districts where vouchers are already in place, such as Milwaukee and Cleveland, there has been no evidence that test scores are rising. "What they have done is divert badly needed public funds," she said.

Florida's voucher plan, opposed by the NEA, allows children from poorly performing schools to attend private schools at public expense.

Clinton adhered to the administration's broad primary and secondary education goals in her speech. She said educators should expect every child to succeed "and hold every one of them to high academic standards." She called for smaller schools and classrooms and increased spending on school construction and rehabilitation.

LANGUAGE: ENGLISH

LOAD-DATE: July 06, 1999

FOCUS™

Search: General News;friend of education award and hillary w/2 clinton

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

Example: House of Representatives

The Associated Press State & Local Wire

View Related Topics

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July 5, 1999, Monday, BC cycle

SECTION: State and Regional

LENGTH: 311 words

HEADLINE: First lady receives NEA's highest award

DATELINE: ORLANDO, Fla.

BODY:

The National Education Association presented its highest honor to **Hillary Rodham Clinton** Monday for her commitment to public education.

"Hillary is a unique woman and a national treasure," said NEA President Bob Chase. "She has spoken passionately about the need to reduce class sizes and other critical issues. She is among our staunchest allies and dearest friends."

Mrs. Clinton has also promoted childhood immunization and equal access to quality education for girls and students with special needs, Chase told 9,000 delegates at group's 137th Representative Assembly.

Mrs. Clinton said the NEA's dedication has been instrumental in increasing math and science scores around the country and she praised the group for being in the forefront of education reform.

She also challenged members to help make quality education available to all Americans.

"We cannot rest until we close the achievement gap between the poor and the well-off," she said.

Mrs. Clinton criticized school voucher programs that allow some students to use public funds to attend private or parochial schools.

"There are some who say that vouchers are the way to improve our local schools. I say they are dead wrong," she said.

Smaller class sizes, high standards, parental involvement and adequate resources are what's needed to improve education, Mrs. Clinton said.

"We know what improves schools. What we have too often lacked is the will and the staying power to make those changes work," she said. "Let's build up our schools and not tear them down, and let's make sure we all have the same goal - to make sure our public schools and our students become the best in the world."

The 2.4 million member NEA presents the **Friend of Education Award** each year to someone who contributes to educational excellence. This is the first time the award has gone to a first lady.

LANGUAGE: ENGLISH

LOAD-DATE: July 5, 1999

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**9/16/99: HISPANIC
CAUCUS DINNER**

Divider Title: _____

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The Washington Post

View Related Topics

September 16, 1999, Thursday, Final Edition

SECTION: A SECTION; Pg. A12

LENGTH: 1028 words

HEADLINE: Politicians Court Hispanic Vote; Census Data Show Latino Population Increased 35% in the '90s

BYLINE: Ceci Connolly, Washington Post Staff Writer

BODY:

The annual Congressional **Hispanic Caucus** dinner is a regular stop on the Washington dinner circuit. But it wasn't until this year that first lady **Hillary Rodham Clinton** decided to go.

Now that she's running for the Senate, Clinton took center stage at the Washington gala last night to woo 1,500 Latino activists. Vice President Gore, focusing on his campaign for president, shared the spotlight, and delivered a kiss on each cheek to the first lady.

Gore's leading Republican rival, Texas Gov. George W. Bush, spent last night celebrating Mexican independence from Spain at a traditional Dieciseis de Septiembre (16th of September) party in Detroit.

And over at the Republican National Committee, officials are finalizing plans to run the first-in-a-decade television ads targeting Latino voters.

As the 2000 campaign gets underway, politicians of every stripe--at every level--are rushing to win over the increasingly influential Hispanic vote.

"If a candidate wants to divide this nation instead of uniting us, if a candidate speaks the rhetoric of inclusion but pursues policies of exclusion, then that candidate is going to pay at the ballot box," Gore told the crowd at the Hispanic dinner. "You will make sure of that."

The reason for all the attention is simple math. New census data released yesterday show the Hispanic population increased by more than 35 percent in the 1990s. By the end of 2004, census counters project, Latinos will be the largest minority group in the nation.

More importantly to the politicians, Latinos vote, and with their numbers climbing and their willingness to cross party lines, Hispanics could tip the scales in critical races next year.

In the last presidential election, 18.5 million Hispanics voted, accounting for 5 percent of the total turnout, according to Hispanas Organized for Political Equality (HOPE), a nonpartisan organization formed to promote Hispanic participation in government. In national elections, their clout is magnified because it is concentrated in five electorally rich states: California, Texas, Florida, New York and Illinois.

"From New York to California, I have met Hispanic leaders and citizens who have been and now are attaining what they demanded--a seat at the table and an opportunity to chart their own destiny," said **Hillary Clinton**.

This week, kicking off Hispanic Heritage Month, several large Hispanic political organizations

convened in Washington to lobby leaders of both parties. On Tuesday, Gore collected the endorsements of 521 Hispanic state and local officials, as well as members of Congress. "Lo acepto"--I accept--a beaming Gore said at a boisterous rally. Today he plans to address the Hispanic Chamber of Commerce in San Diego.

"I tell my colleagues, 'If you're not opening your eyes to this demographic group you're going to fail miserably,'" said Rep. Henry Bonilla (R-Tex.), who is helping Bush pursue the Latino vote nationwide.

Bush, who recently gave a major education speech at a meeting of the California-based Latin Business Association, is scheduled next week to attend the Republican National Hispanic Association in Washington.

Republican Sen. John McCain, who has consistently drawn a solid bloc of Hispanic votes in his home state of Arizona, also has begun a series of breakfast meetings with Latino leaders around the country, said aides.

Compared to four years ago, when Latinos felt neglected if not outright offended by Republican Robert J. Dole and his support for a range of anti-immigrant initiatives, it appears Hispanics will be courted by the GOP in 2000, said Lisa Navarrete, spokeswoman for the National Council of La Raza, the nation's largest Latino advocacy organization.

"Almost regardless of who gets the nomination in either party, the Latino vote is being sought after quite aggressively," she said. "That's a dramatic difference from 1996."

Both Gore and the first lady attacked the proposed Republican tax cut plan, saying it would decimate educational and health care programs that especially benefit Latino children. Speaking in Spanish, Gore promised the president would veto the bill with the simple message: "My signature? Not today. Not tomorrow. Never."

But tensions remain. **Hillary Clinton** angered Puerto Rican leaders when she announced she opposed President Clinton's clemency offer to members of a violent independence movement known as FALN. Yesterday, she tried to bandage those wounds in an appearance with Bronx Borough President Fernando Ferrer.

"We have so many common goals," she said during an afternoon news conference in New York. "There will be disagreements. I think, though, they pale in comparison to what we can do on behalf of the people in this city . . . and I look forward to working with Freddy and everyone here."

California Assembly Speaker Antonio Villaraigosa said in an interview that **Hillary Clinton** "mishandled the response . . . it was a gaffe." But he said she could survive the contretemps.

Gore, when asked where he stood on the clemency offer, told reporters he was waiting for the "analysis." Later, in a less-than-glowing-endorsement, he said he would not "second guess" the president.

Bush too has disappointed some Hispanic activists with his refusal to attend several major conventions this summer. Hispanic Democrats also charge that Bush--and his Republican Party--have been hostile to the concerns of the working poor, many of them Hispanic.

At the Gore rally, California Lt. Gov. Cruz Bustamante, criticized Bush for his opposition to gun control, the high number of Hispanic children in Texas without health insurance and low graduation rates among Texas Latinos. Referring to a popular salsa song, he said: "If anybody thinks that George W. Bush is good for Latinos, they are living 'La Vida Loca' [The Crazy Life]."

Gore, who received a rousing welcome, bragged to the audience that his first grandchild was born on July 4. "My next one I hope will be born on Cinco de Mayo."

First lady **Hillary Rodham Clinton** holds camera at arm's length to get picture of her and admirer at

Congressional **Hispanic Caucus** dinner.

LANGUAGE: ENGLISH

LOAD-DATE: September 16, 1999

FOCUSTM

Search: General News;hispanic caucus and hillary w/2 clinton

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

Example: House of Representatives

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USA TODAY

September 16, 1999, Thursday, FINAL EDITION

SECTION: NEWS; Pg. 2A

LENGTH: 436 words

HEADLINE: Clemency issue shadows Clintons

BYLINE: Tom Squitieri and Kathy Kiely

DATELINE: WASHINGTON

BODY:

WASHINGTON -- **Hillary Rodham Clinton** made no mention of the granting of clemency to Puerto Rican separatists, during her speech to a Hispanic group here Wednesday night.

But the repercussions of President Clinton's decision to free 14 jailed Puerto Rican separatists continues to impact her possible campaign for Senate in New York.

In addition, a possible showdown looms over Congress' legal demands for information about the clemency offer to members of the FALN separatist movement.

And a new USA TODAY/CNN/Gallup Poll shows deep skepticism about the clemency among the public.

Hillary Clinton at first supported the clemency offer, but then opposed it, angering Puerto Rican politicians.

The Clintons' unusual public spat over the clemency offer caused considerable speculation about how the first lady would be received when she appeared at a Congressional **Hispanic Caucus** Institute dinner in Washington.

In an apparent attempt to ward off displays of disapproval, organizers introduced **Hillary Clinton** along with Rep. Lucille Roybal-Allard, D-Calif., the popular caucus chairwoman.

The reception was polite, but tepid compared to the enthusiastic welcome accorded Vice President Gore later.

"We are a courteous people," said Rep. Jose Serrano, D-N.Y., one of **Hillary Clinton's** most vocal critics.

The USA TODAY/CNN/Gallup Poll of 839 adults, taken Friday through Tuesday, shows that 61% of those questioned disagreed with President Clinton's decision to offer clemency to the Puerto Rican nationalists, while 19% agreed.

Asked why Clinton offered clemency, 60% said it was to win political support among Hispanics for **Hillary Clinton's** expected Senate bid. Just 25% said the president thought it was the right thing to do.

Four government officials, meanwhile, are considering whether to comply with subpoenas from the House Government Reform and Oversight Committee to appear and provide materials about the clemency decision.

Under subpoena: White House counsel Beth Nolan; Jon Jennings, acting assistant attorney general; Neil Gallagher, the FBI's assistant director for terrorism; and Michael Cooksey, an assistant director at the Bureau of Prisons.

The possibility that Clinton administration officials might not comply with subpoenas drew a warning Wednesday from Rep. Dan Burton, R-Ind.

"If the witnesses do not appear, I will schedule a contempt vote at the earliest possible date," Burton said.

On Wednesday, the Senate Judiciary Committee heard testimony from victims of FALN attacks and former FBI agents.

LANGUAGE: ENGLISH

LOAD-DATE: September 16, 1999

FOCUS™

Search: General News;hispanic caucus and hillary w/2 clinton

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Example: House of Representatives

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The New York Post

September 16, 1999, Thursday

SECTION: Sport+Late City Final; Pg. 014

LENGTH: 288 words

HEADLINE: -PUERTO RICANS APPLAUD HILLARY (SPORTS EXTRA)
-LATINO LEADERS APPLAUD HILLARY (LATE CITY FINAL)

BYLINE: Brian Blomquist Post Correspondent

BODY:

WASHINGTON - **Hillary** Rodham **Clinton's** flip-flop on the FALN clemency controversy didn't keep her from getting a rousing reception from an audience of Hispanic leaders last night.

But her biggest critic, Rep. Jose Serrano (D-Bronx), warned the first lady not to be deceived by the warm reception.

"We're very courteous people, and none of my constituents were here; they couldn't afford the ticket," Serrano said at the Congressional **Hispanic Caucus** dinner. "I got up and applauded her entrance. That doesn't relate to the fact that [her Senate] campaign made a very bad mistake in handling that situation," Serrano said. "The campaign has done nothing yet to rectify it."

Clinton - who first supported, then opposed, the clemency deal - did not mention the controversy in her speech to the group.

Earlier, prominent Senate Democrats bashed President Clinton's get-of-jail deal for members of the Puerto Rican terrorist group and urged him to cough up documents on its decision.

"Reaction against this clemency is deep, it is broad, it is bipartisan, it crosses all ideological divisions. It should not have happened," Sen. Robert Torricelli (D-N.J.), normally a partisan Clinton defender, said at a Senate Judiciary Committee hearing.

The Clinton administration, for the second day, refused to let Justice Department and FBI officials testify at the hearing.

Angry that the administration refused to send witnesses or documents, Senate Judiciary Chairman Orrin Hatch (R-Utah) said his committee would take the unusual step of sending subpoenas to the White House as soon as this morning.

"I'm just sick of it," Hatch said.

Feinstein and Sen. Charles Schumer (D-N.Y.) both plan to vote for subpoenas.

LANGUAGE: ENGLISH

LOAD-DATE: September 16, 1999

FOCUSTM

Search: General News;hispanic caucus and hillary w/2 clinton

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College**

Divider Title: _____

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Clinton Library

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004. schedule	re: Schedule for Hillary Rodham Clinton [partial] (1 page)	09/25/1999	b(6)

COLLECTION:

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

FOLDER TITLE:

Education #8 [Binder] [2]

2013-0534-S

rc1871

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
SATURDAY, SEPTEMBER 25, 1999

FINAL*

ALBANY, SCHENECTADY, TROY, SARATOGA SPRINGS, NY / WASHINGTON, DC

ALBANY LEAD

ADVANCE: EILEEN PARISE
OMNI HOTEL ROOM 1426
518/462-6611 PHONE
518/462-2901 FAX
518/339-0548 CELL PHONE

SITE ADVANCE: BETH COPE
518/421-4778 CELL PHONE

SITE ADVANCE: KEN MACKINTOSH
917/682-1211 CELL PHONE

PRESS ADVANCE: PAUL WEBSTER
518/461-4059 CELL PHONE
518/426-1443 HOME

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

PREV RON Omni Albany Hotel
Albany, New York

7:30 am CONFERENCE CALL
Call: 1-800-473-8494
[Confirmation number: 495-9005]

PARTICIPANTS:
HRC



[004]

CONTACT: Patti Solis Doyle

SCHEDULE FOR HILLARY RODHAM CLINTON
SATURDAY, SEPTEMBER 25, 1999

PAGE 2

8:00 am DEPART Omni Albany Hotel
 EN ROUTE Schenectady Museum
 [drive time: 30 minutes]

8:30 am ARRIVE Schenectady Museum

GREETERS:

Bart Rosetti, Museum Director
Chris Gardner, Democratic County Chair

8:35 am- PHOTO while viewing exhibit

8:40 am Schenectady Museum
 Nott Terrace Heights
 Schenectady, New York
 Hold: Museum Director's Office
 Phone: 518/382-7890
 Fax: 518/382-3893
 POOL PHOTO ONLY

PARTICIPANTS:

HRC
Bart Rosetti, Museum Director
Chris Gardner, Democratic County Chair

8:40 am- DROP-BY with Assemblyman McEney

8:45 am Exhibit Room A
 Schenectady Museum
 Nott Terrace Heights
 Schenectady, New York
 Hold: Museum Director's Office
 Phone: 518/382-7890
 Fax: 518/382-3893
 CLOSED PRESS

PARTICIPANTS:

HRC
Jack McEney, Assemblyman from Albany

SCHEDULE FOR HILLARY RODHAM CLINTON
SATURDAY, SEPTEMBER 25, 1999

PAGE 3

8:45 am-

PHOTO-RECEIVING LINE

9:15 am

Exhibit Room A
Schenectady Museum
Nott Terrace Heights
Schenectady, New York
Hold: Museum Director's Office
Phone: 518/382-7890
Fax: 518/382-3893
CLOSED PRESS

PARTICIPANTS: 50 guests

9:15 am-

SCHENECTADY COUNTY DEMOCRATIC BREAKFAST

9:45 am

Schenectady Museum
Nott Terrace Heights
Schenectady, New York
Hold: Museum Director's Office
Phone: 518/382-7890
Fax: 518/382-3893
OPEN PRESS

FORMAT:

-Christine Cioffi, County Legislator, makes welcoming remarks and introduces Paul Tonko.

-Paul Tonko makes brief remarks and introduces Gary McCarthy, councilman and the democratic candidate for mayor.

-Gary McCarthy makes brief remarks and introduces Congressman Michael McNulty.

-Congressman McNulty makes brief remarks and introduces HRC.

-Chris Gardner, County Chair, makes brief closing remarks.

-HRC works a ropeline and departs.

PARTICIPANTS: 400

SCHEDULE FOR HILLARY RODHAM CLINTON
SATURDAY, SEPTEMBER 25, 1999

PAGE 4

9:50 am-
10:35 am

BRIEFING

Schenectady Museum
Nott Terrace Heights
Schenectady, New York
Hold: Museum Director's Office
Phone: 518/382-7890
Fax: 518/382-3893
CLOSED PRESS

PARTICIPANTS:

HRC
Paul Tonko, Assemblyman

10:40 am

DEPART Schenectady Museum
EN ROUTE Washington Avenue, Albany
[New York State Capital Parade]
[drive time: 30 minutes]

11:10 am

ARRIVE Washington Avenue - Reviewing Stand

11:15 am-
11:30 am

NEW YORK STATE CAPITAL LABOR PARADE
Reviewing Stand
Washington Avenue
Albany, New York
OPEN PRESS

FORMAT:

-HRC is seated in the reviewing stand with State Democratic and Labor Leaders.

-After parade ends HRC proceeds to the Lake House with Labor Leaders.

PARTICIPANTS: approximately 30 guests in reviewing stand.

11:45 am-
12:20 pm

LABOR RALLY
Outside Lake House
OPEN PRESS

FORMAT:

-Bill Lambdin, emcee, makes welcoming remarks and introduces Bishop David Ball, Episcopal Bishop from the Diocese of Albany.

SCHEDULE FOR HILLARY RODHAM CLINTON
SATURDAY, SEPTEMBER 25, 1999

PAGE 5

- Bishop Ball makes brief remarks.
- Bill Lambdin introduces Mayor Jerry Jennings.
- Mayor Jerry Jennings makes remarks
- Bill Lambdin introduces Edward Fire.
- Edward Fire, National President of the International Amalgamated Steel Workers Union, makes remarks.
- Bill Lambdin introduces Joe Battaglino.
- Joe Battaglino, Chair, New York State Capital Labor Parade makes remarks and introduces HRC.
- HRC makes remarks.
- HRC proceeds into the Lake House and takes approximately 15 photos with labor leaders.

PARTICIPANTS: 2000 guests

12:25 am **DEPART** Parade
 EN ROUTE Troy
 [drive time: 15 minutes]

12:40 pm **ARRIVE** Manory's Diner

GREETERS:
Lou Marchese, Owner
Lou Marchese Jr.
Mayor Mark Pattison
Ron Canestrari, local assemblyman

12:45 pm- **LUNCH**
1:30 pm Manory's Diner
 99 Congress Street
 Troy, New York
 Phone: 518/272-2422
 POOL PRESS

PARTICIPANTS: 12 guests at HRC table
 40 guests in restaurant

SCHEDULE FOR HILLARY RODHAM CLINTON
SATURDAY, SEPTEMBER 25, 1999

PAGE 6

1:35 pm DEPART Manory's Diner
 EN ROUTE Skidmore College
 [drive time: 45 minutes]

2:20 pm ARRIVE Skidmore College

PROCEED to Hold

2:25 pm- MEET Studley Family
2:30 pm Backstage
 CLOSED PRESS

PARTICIPANTS:

Dr. Jamienne Studley, President of Skidmore
College, and family

2:30 pm- **INAUGURATION OF PRESIDENT OF SKIDMORE COLLEGE**
4:00 pm Field House
 Skidmore College
 815 North Broadway
 Saratoga Springs, New York
 Hold: Colten House
 518/580-5662
 518/580-5669
 OPEN PRESS

FORMAT:

-HRC proceeds in with the platform party to the
stage.

-Call to Celebration.

-National Anthem is performed by the Skidmore
College Chorus.

-David Porter, President Emeritus, delivers
Reflection.

-Phyllis Roth, Faculty Dean, delivers a greeting.

-James Dawson, Regent, delivers a greeting.

-Mayor Michael O'Connor delivers a greeting.

SCHEDULE FOR HILLARY RODHAM CLINTON
SATURDAY, SEPTEMBER 25, 1999

PAGE 7

-Sarah Strauss, President, Class of 2000,
delivers a greeting.

-Beverly Harrison Miller, President, Alumni
Association, delivers a greeting.

-Cathy Fisher, Food Services, delivers a
greeting.

-Victor Gonzalez, Higher Education Opportunity
Program delivers a greeting.

-Cynthia Carey-Grant, Women's Health Project
Manager, and friend of Dr. Studley's, delivers
a greeting.

-Carroll Stevens, Associate Dean, Yale Law
School, and friend of Dr. Studley's delivers a
greeting.

-Abbie Willard, Assistant Dean, Georgetown,
University Law School, delivers a greeting.

-Interlude performed by the Boys' Choir of Harlem
and Skidmore College Orchestra.

-Judith Shapiro, President, Barnard College,
delivers remarks.

-Judith Winston, General Counsel, U.S. Department
of Education delivers remarks.

-The Honorable Guido Calabresi, Judge, U.S. Court
of Appeals for the Second Circuit, delivers
remarks.

-HRC delivers remarks.

-Joan Layng Dayton performs the investiture of
the president.

-President Jamiene Studley delivers remarks in
response.

-Skidmore College Chorus performs.

SCHEDULE FOR HILLARY RODHAM CLINTON
SATURDAY, SEPTEMBER 25, 1999

PAGE 8

-HRC departs as recessional begins.

PARTICIPANTS: 2000 guests

4:05 pm	DEPART Skidmore College EN ROUTE Albany International Airport [drive time: 45 minutes]
4:50 pm	ARRIVE Albany International Airport
5:00 pm	WHEELS UP Albany International Airport EN ROUTE Andrews Air Force Base [flight time: 1 hour]
6:00 pm	WHEELS DOWN Andrews Air Force Base
6:10 pm	DEPART Andrews Air Force Base EN ROUTE The White House [drive time: 20 minutes]
6:30 pm	ARRIVE South Portico
RON	The White House

WEATHER FORECAST FOR THE ALBANY AREA: Partly sunny. High 68.
Low 44.

WEATHER FORECAST FOR WASHINGTON, DC: Sunny. High 80. Low 60.

September 24, 1999

SPEECH AT SKIDMORE COLLEGE'S INAUGURATION

Date: September 25, 1999
Time: 2:30pm to 4pm
Location: Skidmore College
Saratoga Springs, New York
From: Neera Tanden
Stephen Metcalf

I. PURPOSE

To deliver a speech which celebrates the inauguration of Jamienn S. Studley as Skidmore College's sixth President, and discusses educational issues of particular concern to New York State.

II. BACKGROUND

Overview

You will be joining with academic and civic leaders to deliver remarks celebrating the inauguration of Skidmore College's sixth President, Jamienn S. Studley.

Skidmore College

Skidmore College is an independent, coeducational liberal arts and sciences college, which enrolls 2,100 students from 41 states and 23 foreign countries. The college is known for its interdisciplinary curriculum, which combines a traditional liberal arts curriculum with opportunities for professional study in areas such as business, social work, and fine and performing arts. The student-faculty ratio is 11:1.

Lucy Skidmore Scribner founded Skidmore in 1903 as the "Young Women's Industrial Club of Saratoga", with the mission of providing both a theoretical and practical education for the women of Saratoga Springs. (In the early 1970's, Skidmore began admitting men. Men now comprise about 40 percent of the student body.) The University is well known for its boldness of innovation, from its "University without Walls" degree program in the 1970's, to its Liberal Studies program, initiated in 1992 as a way to extend its educational opportunities to adult and non-traditional learners. Its dynamic series of special programs, it has extended its educational mission to students of all ages. During the summer, Skidmore is home to the Boys Choir of Harlem, the Skidmore Jazz Institute, and the New York State Summer Writers Institute. Accelerated programs bring talented high school students from New York City to the campus for college-level courses during the summer session.

4,000 Skidmore alumni live in the area between Albany and Glens Falls, and many hold positions of leadership in government, education, business and communication,

demonstrating the long-term impact the college has had on its region. Skidmore is the 5th largest employer in Saratoga County, with 750 employees.

Last year, Skidmore completed its largest and most successful capital campaign in its history, raising \$86 million for its academic programs, scholarships and endowment, as well as finishing funds for the recently completed Tang Teaching Museum and Art Gallery, Saratoga's first art museum.

III. PARTICIPANTS

- David Porter, President Emeritus, Skidmore College
- Phyllis Roth, Dean of Faculty
- James Dawson, regent
- Michael O'Connor, Mayor, Saratoga Springs
- Sarah Strauss, President, Class of 2000
- Beverly Harrison Miller, President, Alumni Association
- Cathy Fisher, Food Services
- Victor Gonzalez, Higher Education Opportunity
- Cynthia Carey-Grant, Manage, Women's Health Project
- Carroll Stevens, Associate Dean, Yale Law School
- Abbie Willard, Associate Dean, Georgetown University Law School
- the Harlem Boys Choir
- Judith Shapiro, President, Barnard College
- Judith Winston, General Counsel, US Department of Education
- Guido Calabresi, Judge, US Court of Appeals for the Second Circuit
- Jammienne Studley
- Skidmore College Chorus

IV. SEQUENCE OF EVENTS

- You proceed in with the platform party, and proceed to the stage
- There is a Call to Celebration
- The National Anthem is performed by the Skidmore College Chorus
- David Porter, President Emeritus, Skidmore College, delivers a Reflection
- Phyllis Roth, Dean of Faculty, delivers a greeting
- James Dawson, Regent, delivers a greeting
- Michael O'Connor, Mayor, Saratoga Springs, delivers a greeting
- Sarah Strauss, President, Class of 2000, delivers a greeting
- Beverly Harrison Miller, President, Alumni Association, delivers a greeting
- Cathy Fisher, Food Services, delivers a greeting
- Victor Gonzalez, Higher Education Opportunity, delivers a greeting
- Cynthia Carey-Grant, Manage, Women's Health Project, delivers a greeting
- Carroll Stevens, Associate Dean, Yale Law School, delivers a greeting
- Abbie Willard, Associate Dean, Georgetown University Law School, delivers a greeting

- the Harlem Boys Choir performs an interlude
- Judith Shapiro, President, Barnard College, delivers remarks
- Judith Winston, General Counsel, US Department of Education, delivers remarks
- Guido Calabresi, Judge, US Court of Appeals for the Second Circuit, delivers remarks
- Joan Layn Dayton performs the investiture of the President
- President Jamienne Studley delivers remarks in response
- Skidmore College Chorus performs

V. PRESS PLAN

Open Press.

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10/12/99: Video – Improving America’s Schools Conference

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, OCTOBER 12, 1999

FINAL

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

1:30 pm- **TEA WITH QUEEN RANIA**
2:00 pm Yellow Oval Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

HRC
Melanne Verveer
NSC, tbd
Queen Rania
Jordanian, tbd

CONTACT: Christine Hathaway 202/647-4073

2:00 pm- **BRIEFING**
2:05 pm Map Room
CLOSED PRESS/NO WH PHOTO

2:05 pm- **MEET & GREET**
2:10 pm Diplomatic Reception Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS:

James Demetrion, Executive Director of the
Hirshhorn & Sculpture Garden
Roger Lehrman, Chairman of the Hirshhorn Museum &
Sculpture Garden
Mrs. Olga Hirshhorn
Senator William Frist - T
Senator Daniel Moynihan - T

2:10 pm- **HIRSHHORN RECEPTION**
2:30 pm Sculpture Garden
OPEN PRESS

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. schedule	re: Schedule for Hillary Rodham Clinton [partial] (1 page)	10/12/1999	b(6)

COLLECTION:

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

FOLDER TITLE:

Education #8 [Binder] [2]

2013-0534-S

rc1871

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, OCTOBER 12, 1999

PAGE 2

FORMAT:

-The First Lady makes remarks and introduces
James Demetrion, Hirshhorn Executive Director.

-James Demetrion makes remarks.

-The First Lady makes closing remarks and
departs.

PARTICIPANTS: 80-100 guests

2:30 pm-

CHRISTMAS MEETING

3:00 pm

Residence

CLOSED PRESS

CONTACT: Capricia Marshall 202/456-7136

3:00 pm-

GOING-AWAY PARTY for Christy Macy, Julie Mason,
and Noa Meyer

3:30 pm

Indian Treaty Room

CLOSED PRESS/WH PHOTO

3:30 pm-

VIDEOS

4:00 pm

Room 457

Old Executive Office Building

CLOSED PRESS/WH PHOTO

TAPING:

-Network Ireland

-Lesley College

-Women's Bar Association

-Department of Education

4:00 pm-

PRIVATE MEETING

5:00 pm

Map Room

CLOSED PRESS

PARTICIPANTS:

HRC

(b)(6)

(b)(6)

00053

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, OCTOBER 12, 1999

PAGE 3

7:00 pm- BRIEFING
7:05 pm Red Room
CLOSED PRESS

CONTACT: Ellen Lovell 202/456-2000

7:05 pm- MEET & GREET
7:20 pm Blue Room
CLOSED PRESS

PARTICIPANTS: 20 guests

7:30 pm- MILLENNIUM EVENING
9:30 pm East Room
Attire: Business
POOL PRESS/WH PHOTO

FORMAT:

-Millennium video tape introduction [POTUS and
FLOTUS watch tape in Blue Room].

-Ruffles and Flourishes.

-The President and the First Lady are announced
into the room accompnied by Vinton Cerf, Senior
Vice President, Internet Architecture &
Engineering, MCI WorldCom, and Dr. Eric Lander,
Professor of Biology at MIT & Director of the
Whitehead Institute/MIT Center for Genome
Research.

-The First Lady makes opening remarks from the
podium.

-Dr. Cerf presents his lecture from the podium.

-Dr. Landers presents his lecture from the
podium.

-The President makes remarks from the podium.

-Ellen Lovell begins open discussion with
audience and Internet.

SCHEDULE FOR HILLARY RODHAM CLINTON
TUESDAY, OCTOBER 12, 1999

PAGE 4

-The President wraps the discussion and invites guests to the State Dining Room for a reception.

-The President and the First Lady have the option to mix and mingle on the State Floor or to depart.

PARTICIPANTS: 170 guests

WEATHER FORECAST FOR WASHINGTON, DC: Sunny. High 68. Low 52.

**FIRST LADY HILLARY RODHAM CLINTON
VIDEOTAPED REMARKS FOR
THE DEPARTMENT OF EDUCATION
IMPROVING AMERICA'S SCHOOLS CONFERENCE**

Hello everyone. I am delighted to welcome you to this Improving America's Schools Conference. I want to commend you for what you do, every single day, to educate and motivate America's youth. The diligent and creative efforts you are making to improve teaching and learning are truly making a difference in our children's lives.

When parents, educators, teachers and principals come together as you have done here, you can truly be a force for positive change. At this conference you will have the opportunity to discuss what works and what does not work in education today. You will be able to explore new ideas that will make your professions more effective and America's schools more competitive. And I hope you will come away energized to set higher standards for all subjects and inspire students to meet those standards.

As we move into the 21st century, I know all of you will continue to be a dynamic force for change and progress inside and outside the classroom. I know that with the continuing support of the President, Vice President Gore and Secretary of Education Riley, you will ensure that America's young people receive the quality education they will need to thrive in the competitive world of tomorrow. And together we can give all young people the opportunity to develop their creativity, achieve their ambitions, and fulfill their dreams.

Thank you for all your hard work and have a wonderful conference.

October 12, 1999

VIDEOS

DATE:	October 12, 1999
TIME:	3:30 PM
LOCATION:	OEOB 459
FROM:	Eric Massey

I. PURPOSE

To record 4 videos

II. BACKGROUND

Girl Scouts National Convention

As honorary president you have been asked to record welcoming remarks to the Girl Scouts National Convention. The Convention will be held in Kansas City, MO on October 14, 1999. Your video will be played to an audience of 10,000 Girl Scout leaders.

Department of Education: Improving Americas Schools Conference

You have been asked by the Department of Education to record a video for a series of conferences that will bring together educators from around the country. The conferences are organized into workshops so that the educators can discuss and learn from each other how to improve our schools and do their jobs more effectively.

Your video will be played at two conferences, one in Salt Lake City, Utah on November 8 and one in Chicago on December 15th. You will be providing opening remarks to the conference attendees.

World Federalist Association: Tribute to Walter Cronkite

On October 18th, the World Federalists Organization will present Walter Cronkite with its Global Governance Award at a reception in the UN in New York. Because of your commitment to human rights, you have been asked to record a video congratulating Walter and thanking the WFA for their efforts to stop human rights abuses around the world. The WFA is an NGO committed to upholding the UN Declaration of Human Rights and spotlighting injustice.

Your video will be played right after Walter receives the award to an audience of 150.

Network Ireland Annual Meeting

As part of a follow up to Vital Voices Ireland you have been asked to address the Network Ireland annual conference. Network Ireland is a nationwide organization for professional women made up of business women, artist and other working women. Their goal is to address the issues facing working women in Ireland such as how to succeed as an entrepreneur, climb the corporate ladder or make the transition from home to work. Your video will help close the conference. It will be shown on October 16, 1999 in Waterford, Ireland to an audience of 300 people.

Clinton Presidential Records Digital Records Marker

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

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

**10/22/99 Capital Hill
Education Rally**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, OCTOBER 22, 1999
FINAL

WASHINGTON, D.C.

EDUCATION EVENT

LEAD ADVANCE: DOUGLAS SMITH
202/669-9336 CELL

MILLENNIUM BALL

LEAD ADVANCE: AL RUTHERFORD
202/463-0035 PHONE
WHCA PAGER #4556

SCHEDULER: WENDY ARENDS
202/456-7007 PHONE
202/456-5340 FAX
202/518-8209 HOME
WHCA PAGER #4781

PREV RON The White House

9:30am- DROP-BY WOMEN WAGING PEACE EVENT

9:40am Presidential Hall, OEOB

CLOSED PRESS/WH PHOTO

FORMAT:

-Swanee Hunt makes brief remarks and introduces HRC.

-HRC makes very brief, informal remarks.

-Upon conclusion, HRC departs.

PARTICIPANTS: 150 guests

9:40am PROCEED to Room 459

9:45am- VIDEOS

10:15am Room 459, OEOB

CLOSED PRESS/WH PHOTO

10:20am DEPART West Executive Drive
VIA Motorcade
EN ROUTE Senate Dirksen Building
[Drive time: 10 minutes]

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, OCTOBER 22, 1999
PAGE 2

LIMO: HRC

STAFF VAN: ABEDIN, O'LEARY, COHEN, RABNER, PHOTOGRAPHER

10:30am ARRIVE Senate Dirksen Building

GREETER:

Representative TBD, Sergeant At Arms Office

10:35am-

EDUCATION EVENT

11:30am

Room 192, Senate Dirksen Building

HRC Hold: Room 196

Phone: 202/224-6280

Fax: 202/426-6017

OPEN PRESS/WH PHOTO

FORMAT:

-Senator Daschle makes welcoming remarks and introduces Krystal Wells, Teacher.

-Krystal Wells makes remarks and introduces HRC.

-HRC makes remarks and introduces Senator Patty Murray.

-Senator Patty Murray makes remarks and introduces Senator Barbara Boxer.

-Senator Barbara Boxer makes remarks and introduces Senator Tom Harkin.

-Senator Harkin makes remarks and introduces Senator Edward Kennedy.

-Senator Kennedy makes concluding remarks.

-Upon conclusion, HRC departs.

PARTICIPANTS: no audience

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, OCTOBER 22, 1999
PAGE 3

11:35am DEPART Senate Dirksen Building
VIA Motorcade
EN ROUTE South Portico
[Drive time: 10 minutes]

11:45am ARRIVE South Portico

11:45am- DOWN TIME
12:35pm

12:35pm- BRIEFING [w/POTUS]
12:50pm Red Room
CLOSED PRESS/WH PHOTO

12:50pm- MEET AND GREET [w/POTUS]
1:00pm Blue Room
CLOSED PRESS/WH PHOTO

PARTICIPANTS: 5-10 people

1:00pm- WHITE HOUSE CONFERENCE ON PHILANTHROPY [w/POTUS]
4:00pm East Room
POOL PRESS/WH PHOTO

FORMAT:

-The President and HRC are announced to Honors into the East Room and proceed to the stage.

-HRC makes remarks and introduces the President.

-The President makes remarks and opens the discussion.

[2:55pm] -The President departs and HRC continues the discussion.

-HRC concludes the discussion and departs.

PARTICIPANTS: 240 guests

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, OCTOBER 22, 1999
PAGE 4

4:00pm- DOWN TIME
8:15pm

8:20pm DEPART South Portico
VIA Motorcade
EN ROUTE British Embassy
[Drive time: 10 minutes]

8:30pm ARRIVE British Embassy

GREETERS:
Sir Christopher Meyer
Lady Catherine Meyer

8:30pm- **MILLENNIUM BALL**
10:00pm Ballroom
British Embassy
HRC Hold: Library
Phone: 202/588-5062
Fax: 202/588-7894
Attire: Black Tie
POOL PRESS/WH PHOTO

FORMAT:

-HRC proceeds to her seat for dinner.

[9:30pm] -Upon conclusion of dinner, Sir Christopher Meyer makes welcoming remarks and introduces Chris Smith, Secretary of State for Culture, Media and Sports.

-Chris Smith makes remarks and introduces HRC.

-HRC makes remarks.

-Upon conclusion, HRC departs.

PARTICIPANTS: 110 guests

SCHEDULE FOR HILLARY RODHAM CLINTON
FRIDAY, OCTOBER 22, 1999
PAGE 5

10:05pm DEPART British Embassy
 VIA Motorcade
 EN ROUTE South Portico
 [Drive time: 10 minutes]

10:15pm ARRIVE South Portico

RON The White House

**FIRST LADY HILLARY RODHAM CLINTON
EDUCATION PRESS RALLY
OCTOBER 22, 1999**

Talking Points

- Thank you, Senator Daschle, for bringing us together to fight for the education budget our children deserve. And, thank you, Krystal, for telling us about the difference smaller class size has made for you and your students.
- In study after study, poll after poll, report after report, the American people have spoken with one voice: Education is their top priority. Parents, teachers and students have told us that they want safe and modern public schools, smaller classes, more after-school programs. They want to make sure that public schools that fall behind have the resources they need to catch up and meet world class standards.
- The President and this Administration listened carefully to all of these concerns. They presented Congress with an education budget that I believe honors the values and priorities of the American people. And yet, Congress has voted to undermine the values and reject the priorities of the very people they represent.

- Congress has denied thousands of children the chance to learn in smaller classes. Last fall, because of the hard work of the President and the Democrats in Congress, America was able to hire 30,000 more teachers to help bring class size down from an average of 23 to 18. Krystal has told you about her experience – that a teacher can better manage and offer more personal attention to students in a smaller class. That students learn more with fewer disruptions in class and more time with the teacher. I believe we must give more teachers like Krystal and more children the chance to teach and learn in smaller classes. But this year, Congress said no to hiring more teachers – and no to smaller class size.
- They have denied hundreds of thousands of children the chance to participate in safe and enriching programs after school. This year, 400,000 children were able to attend after-school activities supported by 21st Century Community Learning Centers grants. But twice as many more children have no safe place to go after school. I believe we need more after school programs to keep our children off the streets and out of trouble. The President's budget would have expanded support for after-school programs. But this year, Congress said No to these children, and No to after school.
- Congress has denied hundreds of struggling schools the resources they need to turn themselves around and provide our children the education they deserve. Today, just half of the schools that need help --- schools that are often responsible for preparing some of our most "at risk" children for the future -- actually get the extra help they need. And yet, the Congress has said NO to the President's request for an additional \$200 million to help our lowest performing schools. While they play politics, Congress is abandoning our schools. That's unacceptable.

- They are threatening to deny thousands of children the chance to learn in modern, state-of-the art schools. The General Accounting Office has estimated that our schools are in desperate need of more than \$112 billion in repairs and construction. But Congress has continued to ignore the President's proposal for new tax cuts to help states and districts raise money to build or modernize new schools. I call on Congress to stop delaying -- and pass a school construction measure.
- With thousands of children trying to learn in crowded classrooms and crumbling buildings, thousands more left to their own devices in the hours after school, we cannot afford to wait another day. We must work together, we must call upon Congress to honor education and cherish our children. Pass the education budget our children deserve.
- Let me now turn over the microphone to Senator Murray, who has been one of Congress' most passionate and committed advocates for reducing class size.

October 20, 1999

CAPITOL HILL EDUCATION RALLY

Date: Friday, October 22, 1999
Time: 10:30-11:15 a.m.
Location: Dirksen Senate Office Building, Rm. 192
From: Ann O'Leary

I. PURPOSE

To join Senators Daschle, Kennedy, Murray, and Harkin in an event highlighting the need to respond to the American people with an education budget that reflects their values and priorities. The event will focus on the need to continue the national effort to reduce class-sizes in the early grades to a national average of 18. The purpose is to call attention to the education priorities of the Administration and the Senate Democrats during the final negotiations over Labor-HHS-ED appropriations conference.

II. BACKGROUND

In the final round of the FY99 budget negotiations, the Administration was able to secure a down payment in the effort to hire 100,000 additional teachers in order to reduce class-sizes in the early grades. As a result, approximately 30,000 teachers have been hired with FY 99 federal class-size reduction program funds, providing smaller classes to an estimated 1.7 million children.

Congress, however, is on the verge of withdrawing support for this vital program. House and Senate Labor-HHS-ED appropriators have not kept their commitment to the Administration's class-size proposal. The House chose to provide zero funding for class-size reduction and, instead roll the class-size reduction funds with Goals 2000 and Title VI into the unauthorized Teacher Empowerment Act passed by the House over the summer with a veto threat from the President. The Senate appropriated \$1.2 million for class-size reduction (flat-funded at FY99 level and \$200 million below President's request), but appropriators have not agreed on authorizing language. The Senate is expected to allow the class-size funds to be used for a wide-range of activities on teacher quality and class-size reduction across the grades instead of dedicating the funds to reducing class-sizes in the early grades – where research demonstrates smaller classes have the most impact on improving student achievement.

Senator Murray sent a letter to the President on October 15, 1999, with signatures of 38 Senators expressing their deep concern that Class Size Reduction could not be sustained under the bill reported out by the Senate Appropriations Committee and that they would urge a veto unless there is dedicated funding for continuing the class-size reduction initiative (letter attached).

In addition, Congress has failed to honor the Administration's education budget request in a number of areas:

- The President requested an increase in 21st Century After-School funding from \$200 million to \$600 million due to a very high demand for quality after-school programs. Congress, however, has chosen to provide \$400 million in the draft conference report. Although, this funding level doubles the FY99 appropriation, it still does not meet the demand for after-school programming funds. Last year, the Department of Education would have needed \$900 million to fund all of the quality applications received.
- Congress has failed to honor the Administration's request for \$200 million to help turn around low-performing Title I schools as part of the Title I accountability plan. Currently, only half of Title I schools identified in need of assistance ever receive any additional resources, technical assistance, or professional development. Neither the House nor the Senate have included a set-aside for Title I accountability. Senators Bingaman, Kerry, and Reed offered an amendment to include the \$200 million for Title I accountability in the Labor-HHS-ED appropriations, but it was defeated 53-45.

Congress has also failed to pass a school construction and modernization measure. The General Accounting Office estimates that there is \$112 billion in unmet school construction needs. With the tax extender being considered, Congress still has the opportunity to act on school construction.

The event will be taking place at the same time that the President is speaking to teachers who are in Washington, D.C. as part of their final certification for the National Board for Professional Teaching Standards. The President will send a message that we need funding for both class-size reduction and teacher quality. He will applaud the teachers for their hard work in becoming board certified and ask Congress to do the hard work of passing a strong education budget.

III. PARTICIPANTS

Speaking Program

Senator Daschle

Krystal Wells, teacher from Indiana

The First Lady

Senator Murray

Senator Harkin

Senator Kennedy

Bio of Krystal Wells

Krystal Wells is a first year, first grade teacher at Morton Elementary School in Hammond, Indiana. The school district hired her last year through the Class Size Reduction Initiative. She currently teaches nine students at Morton Elementary, where she too attended as a child.

Wells is a fourth generation teacher and graduated Magna Cum Laude from Indiana State University in Terra Haute.

She is a member of the Hammond Teachers Union, an affiliate of the American Federation of Teachers.

Audience

The audience will include approximately ten teachers who are here for the annual AFT conference, representatives of education associations, and press.

IV. SEQUENCE OF EVENTS

- Senator Daschle will open by outlining the education budget battle and introduce the teacher (2 minutes)
- Krystal Wells, AFT teacher from Indiana, will relay positive experience with smaller classes and will introduce the First Lady (2 minutes)
- First Lady will outline the Administration's priorities in the education budget including class-size reduction, after-school, and Title I accountability. And, will send a message that school construction is still a top priority of the Administration (4 minutes)
- Senator Murray will talk about the importance of reducing class-sizes in the early grades and will introduce a teacher hired with class-size funds who could potentially lose her job if this budget were to pass (2 minutes)
- Senator Harkin will discuss the Administration's other education priorities, including school construction (2 minutes)
- Senator Kennedy will wrap-up by outlining the work ahead to get a good education budget (2 minutes)

V. PRESS PLAN

- Open press

VI. REMARKS

- Talking Points Attached

United States Senate

WASHINGTON, D.C. 20510

October 15, 1999

Dear Mr. President:

We are deeply concerned that the Labor/HHS/Education Appropriations bill reported by the Senate Appropriations Committee fails to provide the funding necessary to sustain and expand the Class Size Reduction program that was originally funded in last year's appropriations bill.

Research shows clearly that smaller classes with highly-qualified teachers in the early grades help increase student achievement in reading and math, reduce classroom disruptions and time spent on discipline, and help each child receive more personalized attention. In addition, research shows clearly that students who attend small classes in the early grades have better high school graduation rates, higher grade point averages, and are more inclined to pursue higher education.

By making funding available for an undefined teacher assistance program, and making that contingent upon subsequent authorizing legislation, the bill will effectively kill the vital class size reduction program. The Senate HELP Committee has not even begun work on an ESEA authorization bill. There is no guarantee that such a bill will be enacted in time for local school districts to make timely hiring decisions next year.

As a result of the bipartisan commitment to reduce class size last year, communities throughout America have already hired nearly 30,000 highly-qualified teachers for the current school year, providing smaller classes in the early grades to an estimated 1.7 million children. We should not be pulling the rug out from under these teachers and students by eliminating funding for this program. Instead, we should be expanding the benefits of smaller classes, led by highly-qualified teachers, to more students and schools by funding the program at \$1.4 billion, the level requested by your Administration.

If the final Labor-HHS-Education Appropriations bill does not include full funding for the Class Size Reduction program without requiring subsequent authorizing legislation as does the Committee-reported bill, we strongly urge you to veto it should it reach your desk. We would certainly vote to sustain your veto to ensure that the class size initiative--which has begun with the important task of enabling highly-qualified teachers to focus on young people in classes of manageable size--is not disrupted.

Sincerely,

Pat Murray

Ed Kennedy

Max Bauman

Joe Spindler

Simon Burke

Jeff Klein

Jack Reed

Sam O'Hara

Chris D.M.

Byron L. Torgo

Patrick Leahy

Al Murray

Tom Rhyelle

Robert L. McLaughlin

Jim Macchi

Ben
Harry Reid

Di. Johnson

J. L.

Frank R. Lautenberg

Hubert H.

Chuck Robb

Paul Sarbanes

Charles Schumer

H. F. King
E. R. Bough

Do not use
for 9 sides

Paul Webster
W. D. Tennill

John Bracey

Ken Weyden

John Elmer
J. J. Smith
A. Kern
J. C. K. Law
Carl Lemi