

FIRST LADY HILLARY RODHAM CLINTON  
EDUCATION EVENT  
THE WHITE HOUSE  
JANUARY 21, 1999

GOOD MORNING, AND WELCOME TO THE WHITE HOUSE. IT'S A PLEASURE TO BE HERE WITH THE PRESIDENT AND SECRETARY RILEY, AND TO SEE SO MANY ELECTED OFFICIALS, TEACHERS, EDUCATION LEADERS, AND PUBLIC SCHOOL ADVOCATES WHO HAVE TAKEN THE TIME TO JOIN US TODAY. A SPECIAL WELCOME TO ARTHUR MOORE — A FORMER SOLDIER WHO IS NOW TEACHING IN AN INNER CITY SCHOOL IN BALTIMORE — AND WHO KNOWS FIRST HAND THE CHALLENGES -- AND THE REWARDS-- OF BEING A TEACHER TODAY.

WE'RE ALL HERE BECAUSE WE BELIEVE THAT EDUCATION IS THE KEY TO OUR CHILDREN'S FUTURE -- AND TO OUR ABILITY AS A NATION TO THRIVE IN THE 21<sup>ST</sup> CENTURY. WE'RE ALSO HERE BECAUSE WE KNOW THAT TO CREATE WORLD-CLASS SCHOOLS IN EVERY COMMUNITY -- WE NEED QUALIFIED TEACHERS IN EVERY CLASSROOM.

IN HIS STATE OF THE UNION ADDRESS JUST TWO DAYS AGO — THE PRESIDENT SPOKE PASSIONATELY ABOUT THE URGENT NEED TO RAISE EDUCATIONAL STANDARDS — NOT ONLY FOR OUR SCHOOLS — BUT FOR THOSE WHO TEACH IN THEM. AND TODAY, I WANT TO TAKE A MOMENT TO UNDERSCORE HOW CRITICAL HIS PROPOSALS ARE TO OUR CHILDREN -- AND TO ALL OF US.

WHEN MY MY HUSBAND FIRST ASKED ME TO CHAIR THE EDUCATION STANDARDS COMMITTEE IN ARKANSAS BACK IN 1983 — I TRAVELED TO SCHOOLS IN EVERY CORNER OF THE STATE, TALKING TO PARENTS, TEACHERS, ADMINISTRATORS, AND BUSINESS LEADERS ABOUT HOW TO IMPROVE THE EDUCATION OF OUR YOUNG PEOPLE. AND IN THE PAST SIX YEARS, I HAVE VISITED SCHOOLS ACROSS THE COUNTRY -- IN WEALTHY AND DISTRESSED NEIGHBORHOODS — IN RURAL AREAS AND INNER CITIES. AND I HAVE LEARNED ONE ENDURING LESSON. THE MOST ESSENTIAL INGREDIENT IN THE EDUCATIONAL SUCCESS OF A CHILD IS A GOOD TEACHER. THEY CAN MAKE THE DIFFERENCE BETWEEN A STUDENT WORKING AT MCDONALDS -- OR GOING TO COLLEGE. A LIFE OF ACHIEVEMENT, OR A LIFE OF DASHED DREAMS. THEY ARE WORTH THEIR WEIGHT IN GOLD. *And today -- we need more of them.*

WE'VE ALL KNOWN TEACHERS WHO HAVE BELIEVED IN US — AND PUSHED US FARTHER THAN WE THOUGHT WE COULD GO. I REMEMBER WHEN I WAS IN ELEMENTARY SCHOOL, AND SPUTNIK WENT UP. THE ENTIRE NATION MOBILIZED AROUND HOW WE WOULD TEACH MATH AND SCIENCE MORE EFFECTIVELY. AND I REMEMBER VERY CLEARLY MY TEACHERS SAYING TO ME: YOU SHOULD LEARN THIS — BECAUSE YOUR PRESIDENT SAYS IT'S IMPORTANT.

NOBODY IN WASHINGTON TOLD MRS. METZGER, OR MRS. KING HOW THEY WERE SUPPOSED TO TEACH ME. BUT SOMEHOW — THEY MADE MATH AND SCIENCE EXCITING. AND I LEARNED MORE ABOUT THOSE SUBJECTS THAN I EVER THOUGHT POSSIBLE. THAT WAS AN EXPERIENCE EVERY CHILD *in America* DESERVES — REGARDLESS OF NEIGHBORHOOD -- OR FAMILY INCOME.

WE KNOW THAT OUR TEACHERS ARE AS HARD WORKING AND DEDICATED AND COMMITTED AS TEACHERS ANYWHERE IN THE WORLD. YET IN TOO MANY SCHOOLS TODAY, THEY SIMPLY DON'T HAVE THE ACADEMIC BACKGROUND OR TRAINING TO TEACH OUR CHILDREN EFFECTIVELY. AND TOO OFTEN, EFFORTS TO PROVIDE THAT TRAINING OR PROFESSIONAL DEVELOPMENT ARE NOT VIEWED AS CRITICAL TO IMPROVING STUDENT ACHIEVEMENT. AND AS A RESULT, GRADES, HOPES, AND EXPECTATIONS BEGIN TO FALL.

STUDIES CONFIRM WHAT EVERY PARENT INSTINCTIVELY KNOWS: THAT QUALIFIED, EFFECTIVE TEACHERS PRODUCE STUDENTS WHO EXCEL -- AND WHO WANT TO LEARN. WE KNOW THAT GOOD TEACHERS IMPROVE THE ACADEMIC PERFORMANCE OF OUR CHILDREN — IN INNER CITIES SCHOOLS AND IN THE SUBURBS. AND GOOD TEACHERS HAVE A LASTING EFFECT ON A CHILD'S LOVE OF LEARNING -- AND SENSE OF SELF WORTH.

WE EXPECT -- AND DEMAND -- THAT PROFESSIONALS IN ALMOST EVERY FIELD OF ENDEAVOR HAVE ONGOING PROFESSIONAL DEVELOPMENT. IT'S TIME WE MAKE THE EFFORT — AND TOOK THE STEPS — TO ENSURE THAT TRAINING AND SUPPORT IS AN INTEGRAL PART OF THE MOST IMPORTANT PROFESSION IN OUR LAND — THE JOB OF TEACHING. IF WE WANT OUR CHILDREN TO REACH THEIR FULLEST POTENTIAL -- WE MUST DO MORE TO SUPPORT OUR TEACHERS, SO THEY CAN REACH THEIRS.

THAT IS WHY IMPROVING TEACHER QUALITY *and it's really the pool of* IS SUCH AN INTEGRAL PART *qualified* OF THE PRESIDENT'S EDUCATION AGENDA. WE MUST GIVE TEACHERS THE *teachers.* SUPPORT THEY NEED TO CARRY OUT THIS MOST IMPORTANT OF ALL *And we* RESPONSIBILITIES -- THE EDUCATION OF OUR CHILDREN. *must* THROUGH EFFORTS *encourage* LIKE RECRUITING NEW TEACHERS FOR POOR NEIGHBORHOODS, LOWERING *those* CLASS SIZE, AND HELPING TEACHERS TO MEET HIGH STANDARDS, *with* THE *specific* PRESIDENT'S PLAN IS MOVING US FORWARD. AND HE NEEDS OUR SUPPORT. *the*

IT IS MY PLEASURE NOW TO INTRODUCE TO YOU A MAN WHO IS COMMITTED TO THE PRINCIPLE THAT EVERY CHILD CAN LEARN -- AND WHO HAS DEVOTED HIS ENTIRE LIFE TO THAT MISSION -- SECRETARY OF EDUCATION RICHARD RILEY.

*the*  
*profession -*  
*soft and*  
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*profession?*

THE WHITE HOUSE  
WASHINGTON

## OFFICE OF THE FIRST LADY

TO Christy Macy  
FROM Nelra  
FAX # 410-664-4869 1406  
PHONE # \_\_\_\_\_  
# OF PAGES (including cover) \_\_\_\_\_

## COMMENTS

I highlighted/underlined  
parts that I thought  
were especially helpful.  
I definitely think there's  
good material here for you.  
~~if you're interested~~  
you don't need to cite  
specifics, but the  
overall point is  
there

James, there

that  
kids  
w/ good  
teachers,

even in  
low-income

schools, will do well.

## Thinking K-16

# GOOD TEACHING MATTERS ... A LOT

by Kati Haycock  
Director, The Education Trust

Parents have always known that it matters a lot which teachers their children get. That is why those with the time and skills to do so work very hard to assure that, by hook or by crook, their children are assigned to the best teachers. (That is also at least part of the reason why the children of less skilled parents are often left with the worst teachers, but more on that later.)

Professional educators typically reject these notions. When parents ask for their children to be assigned to a particular teacher, or to be moved out of the classroom of another, most principals counsel them not to worry. "Your child will learn what he or she needs to from any of our teachers."

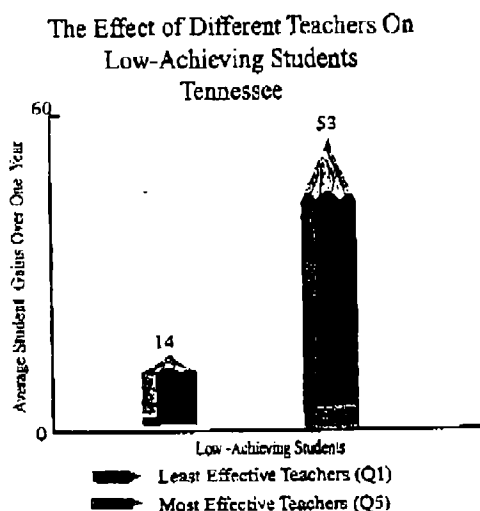
Recent research from Tennessee, Texas, Massachusetts and Alabama proves that parents have been right all along. They may not always know which teachers really are the best, but they are absolutely right in believing that their children will learn a lot from some teachers and only a little from others—even though the two teachers may be in adjacent classrooms. "The difference between a good and a bad teacher can be a full level of achievement in a single school year," says Eric Hanushek, the University of Rochester economist notorious for macroanalyses suggesting that virtually nothing seems to make a difference.<sup>1</sup>

## TEACHER EFFECTS: TENNESSEE

Tennessee is one of the few states with data systems that make it possible to tie teachers to achievement in their classrooms. Moreover, the state's value-added approach for assessing student achievement allows observers to look at the gains students make during a particular school year.

William L. Sanders, director of the Value-Added Research and Assessment Center at the University of Tennessee, Knoxville, has studied these data extensively. By grouping teachers into quintiles based on their effectiveness in producing student learning gains, his work allows us to examine the impact of teacher effectiveness on the learning of different types of students, from low- to high-achievers.

The chart adjacent shows the effect teachers from different quintile levels have on low-achieving



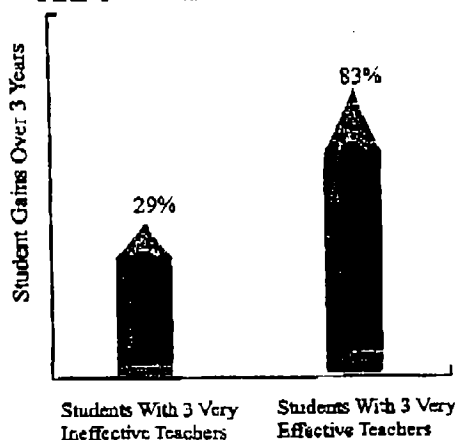
Sanders, William L. and Rivers, Joan C. "Cumulative And Residual Effects of Teachers on Future Student Academic Achievement," 1994, Table 1, p. 9.

students. On average, the least effective teachers (Q1) produce gains of about 14 percentile points during the school year. By contrast, the most effective teachers (Q5) posted gains among low-achieving students that averaged 53 percentile points.

The Tennessee data show dramatic differences for middle- and high-achieving groups of students, too.

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Cumulative Effects of Teacher Sequence on Fifth Grade Math Scores: Tennessee



Sanders, William L. and Rivers, Joan C., "Cumulative And Residual Effects of Teachers on Future Student Academic Achievement," 1996, Figure 1, p.12

For example, high-achieving students gain an average of only 2 points under the direction of Q1 (least effective) teachers but an average of 25 points under the guidance of Q5 (most effective) teachers. Middle achievers gain a mere 10 points with Q1 teachers but in the mid-30s with Q5 teachers.

There is also considerable evidence that, at least in Tennessee, the effects of teachers are long-lived, whether they advance student achievement or squash it. Indeed, even two years after the fact, the performance of fifth-grade students is still affected by the quality of their third-grade teacher. The chart above shows the examples of different patterns of teacher effectiveness for one metropolitan system.

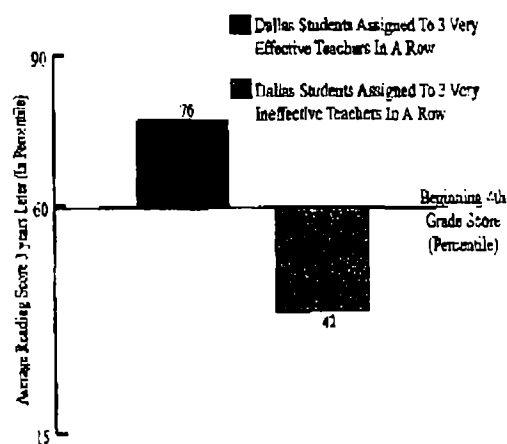
As Sanders points out, students whose initial achievement levels are comparable have "vastly different academic outcomes as a result of the sequence of teachers to which they are assigned."<sup>2</sup> Differences of this magnitude—50 percentile points—are stunning. As all of us know only too well, they can represent the difference between a "remedial" label and placement in the "accelerated" or even "gifted" track. And the difference between entry into a selective college and a lifetime at McDonald's.

## TEACHER EFFECTS: DALLAS

A variety of recent studies in Texas show similar differences in achievement between students taught by teachers of differing quality. Borrowing from some of Sanders's techniques, researchers in the Dallas Independent School District recently completed their first-ever study of teacher effects on the ability of students to perform on assessments. In sharing their findings, Robert Mendro, the district's executive director of institutional research, said, "what surprised us the most was the size of the effect."<sup>3</sup>

For example, the average reading scores of a group of Dallas fourth graders who were assigned to three highly effective teachers in a row rose from the 59th percentile in fourth grade to the 76th percentile by the conclusion of sixth grade. A fairly similar (but slightly higher achieving) group of students was assigned three consecutive ineffective teachers and fell from the 60th percentile in fourth grade to the 42nd percentile by the end of sixth grade. A gap of this magnitude—more than 35 percentile points—for students who started off roughly the same is hugely significant.

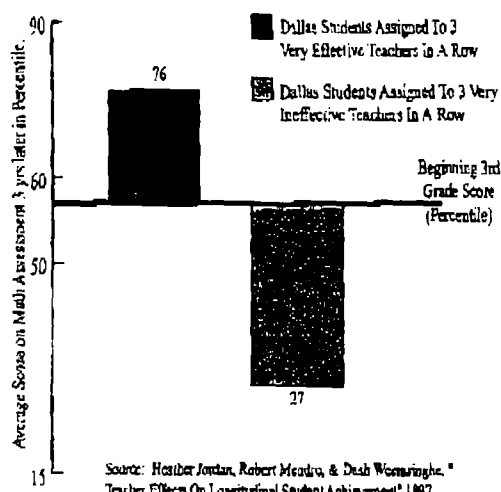
Effects On Students' Reading Scores In Dallas (Grades 4-6)



Source: Heather Jordan, Robert Mendro, & David Womastighe, "Teacher Effects On Longitudinal Student Achievement" 1997.

## Thinking K-16

Effects On Students' Math Scores In Dallas (Grades 3-5)



The impact of teacher effectiveness is also clear in mathematics. For example, a group of beginning third-graders in Dallas who averaged around the 55th percentile in mathematics scored around the 76th percentile at the end of fifth grade after being assigned to three highly effective teachers in a row. By contrast, a slightly higher achieving group of third graders—averaging around the 57th percentile—were consecutively taught by three of the least effective teachers. By the conclusion of fifth grade, the second group's percentile ranking had fallen to 27th. This time the youngsters, who had scored nearly the same as beginning third-graders, were separated by a full 50 percentile points just three years later.

### TEACHER EFFECTS: BOSTON

The Boston Public Schools are taking a serious look at factors that influence student learning, including the effectiveness of their teachers. A recently released study by Bain and Company conducted on behalf of the district shows the correlation between high school teachers and their students' academic growth in math and reading. The authors examined classrooms of BPS tenth-graders whose average scores were approximate-

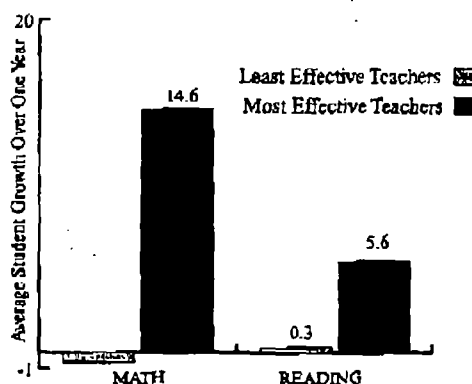
ly the same and charted their progress over the year by teacher. The differences were dramatic. In reading, they found that although the gains of students with the top third teachers were slightly below the national median for growth (5.6 on average compared to 8.0), the students with teachers from the bottom third showed virtually no growth (0.3). The math results were even more striking. The top third teachers produced gains on average that exceeded the national median (14.6 to 11.0 nationally), whereas the bottom third again showed virtually no growth (-0.6).

Altogether, this means that one-third of BPS teachers are producing six times the learning seen in the bottom third. As one frustrated headmaster put it, "About one-third of my teachers should not be teaching."

### WHAT MAKES FOR TEACHER EFFECTIVENESS?

None of these studies has yet advanced to the obvious next step: identifying the qualities that make for an effective teacher. But other researchers have used Texas's extensive database on both teachers and students to examine the impact of specific teacher characteristics on student achievement. Together with work from Alabama and North Carolina, this research helps us to get underneath the matter of teacher effectiveness.

Boston Students With Effective Teachers Showed Greater Gains



Source: Boston Public Schools, "High School Restructuring," March 9, 1998.

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## 1. Strong Verbal and Math Skills

The first thing that is clear when you look across the various studies is the critical importance of strong verbal and math skills. Harvard's Ronald F. Ferguson, for example, has looked closely at the relationship between student achievement and teacher performance

on a basic literacy examination (the Texas Examination of Current Administrators and Teachers, which was administered to all teachers and administrators in Texas in 1986). Ferguson found a significant positive relationship between teacher test scores on TECAT and student scores on the Iowa Test of Basic Skills (ITBS), with higher scoring teachers more likely to produce significant gains in student achievement than their lower scoring counterparts. Indeed, a change of one standard deviation in a district's teacher scores produced a corresponding

change of .17 standard deviation in student scores, when other differences were controlled.<sup>4</sup>

Ferguson got similar results in an analysis of the impact of teacher and classroom qualities on student achievement scores in Alabama. As in the Texas studies, he found a strong positive relationship between teacher test scores (in this case, ACT scores) and student achievement results.<sup>5</sup>

## 2. Deep Content Knowledge

There is also considerable research showing how important teachers' content knowledge is to their effectiveness with students, especially at the middle and senior high school levels. The data are especially clear in mathematics and science where teachers with majors in the fields they teach routinely get higher student performance than teachers who did not. Goldhaber and Brewer examined this relationship using data from the National Educational Longitudinal Study of 1988 (NELS), an ongoing survey of individuals who were in eighth grade in 1988. Goldhaber and Brewer found a significant positive relationship

between teachers' degrees and students' achievement in technical subjects. They concluded that "In mathematics and science, it is the teacher subject-specific knowledge that is the important factor in determining tenth-grade achievement."<sup>6</sup>

The data are less clear in English and social studies; in these subjects students taught by majors don't show consistently better scores than students taught by teachers who majored in something else. However, other evidence suggests that content is no less important in these two disciplines. For example, a recent study in Hawaii asked social studies teachers to rate their own level of understanding about various historical periods and teaching methods, then compared teacher expertise to student achievement. Not surprisingly, there was an almost perfect match: students performed best in the domains where teachers indicated the most expertise.<sup>7</sup>

## 3. Teaching Skill?

All of this seems to beg the question: what about teaching knowledge and skills? Is content knowledge really sufficient for effective teaching? Clearly not. One only has to spend a few semesters in higher education to see that the deep content knowledge inherent in the Ph.D. doesn't necessarily lead to effective teaching.

That said, the large-scale studies we have reviewed are not particularly helpful in identifying ways to quantify teaching expertise. Neither education courses completed, advanced education degrees, scores on professional knowledge sections of licensure exams nor, interestingly, years of experience seem to have a clear relationship to student achievement. Perhaps the work going on at the National Board for Professional Teaching Standards or Lee Shulman's work on "pedagogical content knowledge" at the Carnegie Foundation for the Advancement of Teaching will advance our understanding of—and options for developing and measuring—teaching knowledge and skill.

In the meantime, we suggest that educational leaders not get sidetracked: there is more than sufficient evidence about the importance of deep content knowledge and strong verbal skills to serve as a foundation for immediate action. At the very least, we know

Students' test scores don't mean the difference between a remedial class and the gifted track—or between entry-level and selective college and lifetime at McDonald's.

Why it's so important to teach in field

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enough to call the question with faculty in the arts and sciences, who, after all, are responsible for developing both content knowledge and verbal skills among intending teachers. It is also enough to justify a second look at hiring and assignment criteria. If good teachers matter, we need to be sure that we are getting the best we can.

### INEQUITIES IN DISTRIBUTION

Our emerging understanding of the critical importance of good teachers has especially profound implications for poor and minority youngsters. For no matter how quality is defined, these youngsters come up on the short end. While the teaching force in

high-poverty and high-minority communities certainly includes some of the most dedicated and talented teachers in the country, the truth is that these teachers are vastly outnumbered by under- and, indeed, unqualified colleagues.

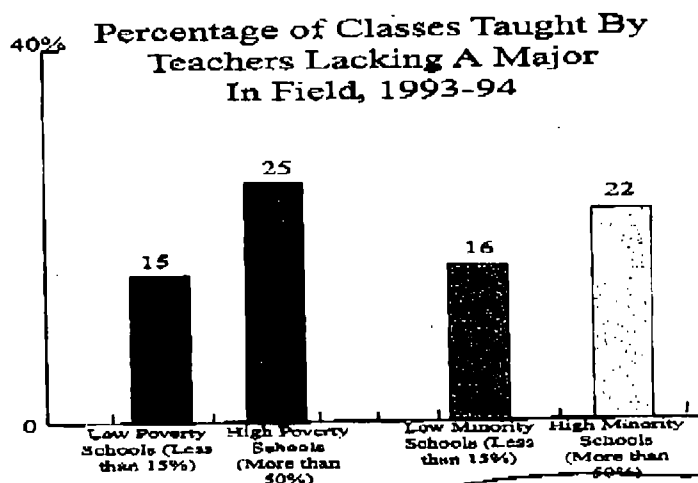
These patterns are clear in national data tabulations on out-of-field teaching specially prepared for the Education Trust earlier this year by Richard Ingersoll, a professor at the University of Georgia. As is evident in the table above (as well as in the state tabulations on pp. 8-9) minority and poor youngsters—the very youngsters who are most dependent on their teachers for content knowledge—are systematically taught by teachers with the least content knowledge.

Similar inequities show up at all grade levels in the state-level studies described above, and many more. For example, in Tennessee, black students are almost twice as likely to be taught by ineffective "Q1" teach-

ers as are white children, and are considerably less likely to be taught by the most effective teachers.

The patterns look quite similar in Texas, where, according to researchers John Kain and Craig Singleton, African American and Latino children are far more likely to be taught by teachers who scored poorly on the TECAT examination. Indeed, as the percentage of non-white children in the school increases,

the average teacher score declines.<sup>8</sup> Finding the same patterns in his analysis, Ferguson wrote that "[i]n Texas, and certainly in other places too, attracting and retaining talented people with strong skills to teach in the districts where black students are heavily represented is part of the unfinished business of equalizing educational opportunity."<sup>9</sup>



Source: Richard Ingersoll, University of Georgia, Unpublished, 1998.

### RACE MORE THAN CLASS?

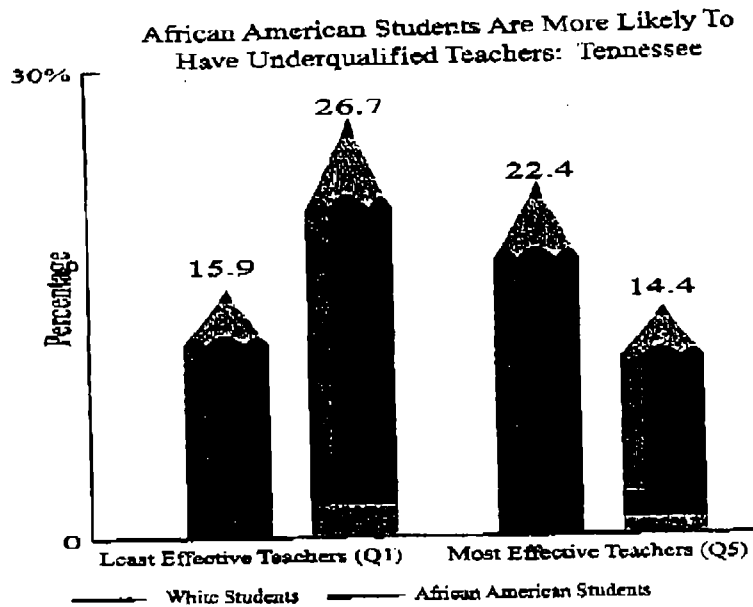
Contrary to the assumptions that many people may make, inequities in the distribution of teacher expertise are not driven wholly by finances. If they were, we would expect that poor minority children would have teachers of about the same quality as poor white children. But such is not always the case.

In their analysis of Texas data, Kain and Singleton found disturbing differences. Poor white children, it turns out, appear to have a higher likelihood of having well qualified teachers than poor black children.<sup>10</sup>

Similar patterns are evident in teacher quality data from other states. In the chart on pages 8 and 9, for example, it is clear that students who attend predominantly minority secondary schools in Virginia are more likely to be taught by underqualified teachers than stu-

continued page 10

continued from page 7



dents who attend high-poverty secondary schools. The same is true in Pennsylvania and Oklahoma: students in high-minority secondary schools are more likely to be taught by teachers without a college major in the subject they are teaching.

The problems in central cities are particularly acute, according to a 1995 report from the National Governors Association. "Emergency hiring, assignment of teachers outside their fields of preparation, and high turnover in underfunded schools conspire to produce a situation in which many poor and minority students are taught throughout their entire school careers by a steady stream of the least qualified and experienced teachers."<sup>11</sup>

#### A MORE EQUITABLE DISTRIBUTION OF TEACHER EXPERTISE

What would happen if minority and poor children had teachers of the same quality as other children? A large part of the gap would simply disappear. The estimates vary somewhat depending upon the statistical model used, but in no case is the effect minor.

- Ferguson's modeling for several metropolitan Alabama districts suggests that an increase of 1 standard deviation in the test scores of teachers who teach black children would produce a decline of about two-thirds in the black/white test score gap in that state.<sup>12</sup>
- Strauss's study of student achievement in North Carolina suggested that a 1% relative increase in teacher scores on the NTE would bring about a 5% relative decline in the percentage of students who fall standardized competency exams.<sup>13</sup>

In other words, much of what we have blamed on chil-

dren and their families for decades is actually the result of things we have done to them. As a nation, we have deprived our neediest students of the very ingredient most important to learning: a highly qualified teacher.

In his analyses of the Texas data base, Ferguson found a small number of school districts that are exceptions to the general pattern (see below chart). A look at how their youngsters benefit from a steady diet of higher performing teachers gives us a glimpse of how the national data for poor and minority students *could* look...if we had the will.

#### ASSURING QUALIFIED TEACHERS FOR ALL OF OUR CHILDREN

These findings have profound implications for states and communities that are striving to get vastly larger numbers of their students to high standards of achievement. If education leaders want to accomplish this goal in the near term, they are far more likely to do so if they focus, first and foremost, on quality—quality in

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teacher preparation, recruitment, hiring, assignment, and ongoing professional development.

This goes doubly for schools and communities with concentrations of poor and minority children. Rather than continuing to accept the crumbs, these schools and communities must insist on the very best teachers for their children. After all, poor and minority children depend on their teachers like no others. In the hands of our best teachers, the effects of poverty and institutional racism melt away, allowing these students to soar to the same heights as young Americans from more advantaged homes. But if they remain in the hands of underqualified teachers, poor and minority students will continue to fulfill society's limited expectations of them.

What, then, are the elements of a strategy to assure highly qualified teachers for all young Americans?

We don't yet have all the answers. But we know enough to start the conversations. Here are the more powerful ideas we have gleaned from our work with leading states and cities:

### 1. Standards for entry into the profession.

A number of states are raising the standards for entry into the profession.

Virginia, for example, has raised both course requirements in the arts and sciences and cut scores on the Praxis examinations for aspiring teachers.

Massachusetts has devised new and much more rigorous examinations, especially in the content areas.

While these attempts are commendable, it is also important to make sure that the measures for teacher content knowledge are solid and aligned with K-12 standards.

Preliminary information suggests that existing examinations may be too low: an analysis of a widely used test for prospective high school physics teachers, for example, featured content that one reviewer described as "appropriate for a rigorous ninth-grade physical science course." If this is correct, these tests are wholly insufficient either to assure adequate content knowledge of individual teachers or to use for accountability purposes with arts and sciences departments.

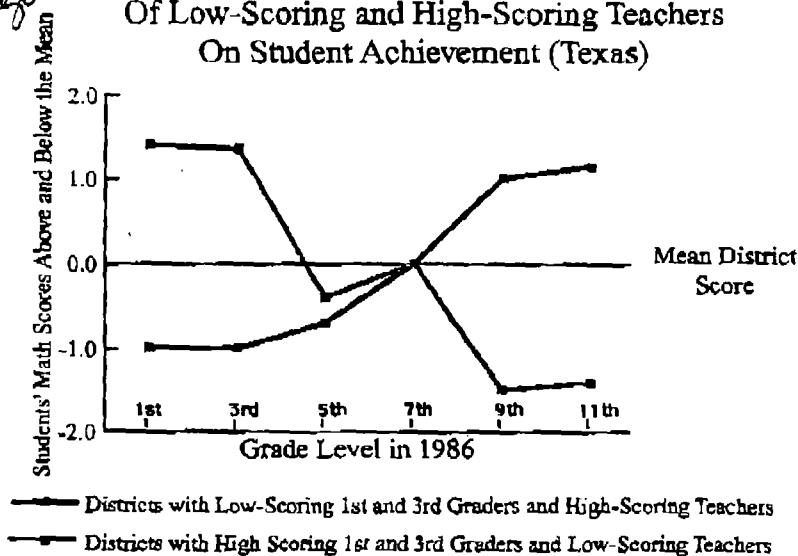
Any discussion about raising entry standards for teachers should include an examination of how well the standards align with the K-12 content candidates will have to teach, and the assessments used to find out if candidates can teach this content.

### 2. Accountability measures for colleges and universities that prepare teachers.

In Texas, for example, colleges that have pass rates below 70% (soon to be 75%) on the state's teacher licensure exam will lose the right to prepare teachers. To be sure that its intentions are understood, the legislature spells out precisely what it means: 70% of the

*Part of  
Praxis  
agenda*

Long-Range Effects  
Of Low-Scoring and High-Scoring Teachers  
On Student Achievement (Texas)



Source: Ronald F. Ferguson, "Evidence That Schools Can Narrow the Black-White Test Score Gap," 1997.

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white graduates, 70% of the Latino graduates, 70% of the black graduates and so on. Not a single group can be left behind. Moreover, if aspiring math teachers,

for example, cannot pass the exam, then the math department loses the franchise. Other states are heading in this direction, as well. Universities, together with their nearby school districts, could take the lead from such state-level actions: decide on what intending teachers need to know in their subjects and hold academic departments accountable for getting them there before they graduate.

### 3. Professional development for existing teachers.

Teacher effectiveness is not forever fixed. Through careful development, teachers can build their effectiveness over time. In Community School District #2 in New York City, Superintendent Tony Alvarado has invested generously in the professional development of his principals and teachers. Focusing initially on reading, and then moving to mathematics, Alvarado made sure his teachers, in particular, got lots of on-site coaching from experts. As a result, student achievement has climbed steadily over the past 10 years. University of Michigan researcher David Cohen's recent study of professional development in California also shows its impact on student achievement when professional development focuses on new curricula and the content that undergirds it.<sup>14</sup> Similar results are evident in broad achievement gains in the three El Paso school districts, where more than 50 full-time teacher-coaches provide in-school assistance to teachers as they strive to improve student achievement.

These successful strategies differ in important ways from many professional development programs and initiatives. Far from the three-hour workshop about isolated topics, these strategies are ongoing, on-site and focused on the content that students should learn.

4. Assurance that poor and minority children have teachers that are at least as qualified as the ones that teach other students.

Actually, if we had our druthers, we would push for a policy requiring that, for the next two decades or so, these students should systematically be assigned our best teachers. Achieving either goal, though, would require careful attention to:

- Just who we are preparing to teach—where they come from and where they want to teach, in particular;
- Interdistrict differences in salaries for beginning and mid-career teachers;
- The practice of concentrating beginning teachers in school buildings with concentrations of poor children;
- District policies—often gained through collective bargaining—that reward senior teachers with the “right” to transfer to “easier” schools;
- Practices within schools, where teachers fight over who has to teach whom, with the senior, better educated teachers often winding up with the most advanced children; and
- The absence of clear incentives and prevalence of disincentives for teachers to work with poor and minority children.

These practices have been around for so long that they seem beyond change. But some school districts are beginning to make headway on rooting out these inequities. In San Antonio, for example, new policies on teacher assignment have begun to balance the distribution of teachers within the district. In other districts, special targeting of more highly compensated “mentor” positions is beginning to even out teacher expertise. Energetic principals can also reverse the normal pattern. For example, in the Los Angeles unified School District, where uncertified and out-of-field teachers are the norm, Principal Lupe Simpson of the all-minority Nimitz Middle School has a mathematics department full of fully certified, mathematics majors. How? By working her contacts with local universities.

Part of Pres  
announcement  
scholarships

Education leaders who  
close the achievement  
gap, they must focus  
first and foremost  
on developing qualified  
teachers.

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### 5. "Parent Right to Know" policies.

Parents deserve to know when their children are being taught science by history majors or history by physical education grads. To be sure, this knowledge has been available to some, mostly affluent parents through their community grapevines. But nowhere has there been a systematic way of letting all parents know that their child's teacher has enough background in the subject to teach it so their students will understand it. When parents know where the needs are greatest, they can become partners in local efforts to secure an adequate number of well-qualified teachers for all their students.

### 6. Recruitment and rewards to attract the best into teaching.

We worry that, instead of seeking out the very best, too many teacher preparation programs simply make do with what walks in the door. That's not good, because SAT and other data suggest that the high school seniors who aspire to become teachers are among the least able of all prospective college students. It's also not good for communities with concentrations of minority and poor students because few of those who aspire to become teachers either grew up in or want to teach in such communities.

Many leaders in teacher preparation programs say that they're doing the best they can—that low salaries and lower prestige make it impossible to attract able candidates, especially minorities, to the teaching profession and higher standards will make it worse. We remain unconvinced. If these claims are correct, then why does Teach for America, which has far higher standards than most education schools, routinely attract far more qualified graduates than it can place? And why, among Teach for America's way-above-average corps members, are there more than twice as many minorities as there are in education schools?<sup>15</sup> The same would appear to be true for alternate certification programs that cater to young or mid-career professionals from other fields: no lack of smart or minority applicants.

These experiences and others tell us that we can produce the highly qualified teachers that we need by combining:

- High entry standards;
- Rich incentives like generous scholarships and loan forgiveness for highly able professionals who want to teach in high-poverty schools;
- Accountability systems that reward departments and campuses for the numbers of their top students that enter teaching; and
- Non-traditional, yet still rigorous, routes into the profession.

These are just some of the pieces of a solution to the vexing problem of assuring that we have teachers to match our goals. Solving this problem requires concerted action from policymakers, leaders in both K-12 and higher education, teacher unions, and parents. No single party can win the battle alone. All must be involved and at the table if we are to craft sound policies that will succeed.

But we must also understand that we cannot wait until every piece of this puzzle is in hand. Our inability to answer every question about teacher effectiveness right now shouldn't make us reluctant to use the devices we do have to begin to lure the best in, screen others out, and intensively develop the rest. And it certainly shouldn't deter us from doing what it takes to assure that poor and minority youngsters get at least their fair share of effective, well-prepared teachers.

*We cannot wait until every piece of this puzzle is in hand. We must use the devices we have to lure the best teachers in, screen others out, and develop the rest.*

will receive this year, we have finally opened the doors of college to all Americans. (Applause.)

With our support, nearly every state has set higher academic standards for public schools, and a voluntary national test is being developed to measure the progress of our students. With over \$1 billion in discounts available this year, we are well on our way to our goal of connecting every classroom and library to the Internet.

Last fall, you passed our proposal to start hiring 100,000 new teachers to reduce class size in the early grades. Now I ask you to finish the job. (Applause.)

You know, our children are doing better. SAT scores are up; math scores have risen in nearly all grades. But there's a problem. While our 4th graders outperform their peers in other countries in math and science, our 8th graders are around average, and our 12th graders rank near the bottom. We must do better. Now, each year the national government invests more than \$15 billion in our public schools. I believe we must change the way we invest that money, to support what works and to stop supporting what does not work. (Applause.)

First, later this year, I will send to Congress a plan that, for the first time, holds states and school districts accountable for progress and rewards them for results. My Education Accountability Act will require every school district receiving federal help to take the following five steps.

First, all schools must end social promotion. (Applause.) No child should graduate from high school with a diploma he or she can't read. We do our children no favors when we allow them to pass from grade to grade without mastering the material.

But we can't just hold students back because the system fails them. So my balanced budget triples the funding for summer school and after-school programs, to keep a million children learning. (Applause.)

Now, if you doubt this will work, just look at Chicago, which ended social promotion and made summer school mandatory for those who don't master the basics. Math and reading scores are up three years running -- with some of the biggest gains in some of the poorest neighborhoods. It will work, and we should do it. (Applause.)

Second, all states and school districts must turn around their worst-performing schools -- or shut them down. (Applause.) That's the policy established in North Carolina by Governor Jim Hunt. North Carolina made the biggest gains in test scores in the nation last year. Our budget includes \$200 million to help states turn around their own failing schools.

Third, all states and school districts must be held

*Accountability*

40-664-1406

To: Christy  
From: BeeraNote: please feel  
free to edit  
as you deem  
appropriate -  
your language  
may be  
much  
better.  
-u

4th paragraph and on:

When my husband asked me to chair the education standards committee in Arkansas back in 1983, I traveled to school after school in every corner of the state and talked to parents, teachers, school administrators and business leaders about how we could improve the quality of education for our children. And in the past six years, I have visited countless schools -- in the wealthiest communities and in the most distressed neighborhoods -- in rural areas and inner cities. Through all this, I have learned one enduring lesson: The most essential ingredient to the educational success of a child is a good teacher. Good teachers make the difference between a life of achievement -- and one of dashed dreams. Good teachers are worth their weight in gold.

In many ways, we all know this ourselves because we all have our own stories of teachers who have gotten involved in our lives and inspired us to reach farther than we believed we could go. Who nudged, pushed and prodded us. Who worked with us to overcome a math problem we couldn't quite solve or who pushed us to read for the first time (or some such story). These are the teachers that made the difference for us, and that make the difference for so many.

(Need transition?)

Studies confirm what we know instinctively: that qualified, effective teachers produce higher achieving students. We know that good teachers improve the academic performance of our children -- in the inner city as well as the suburbs. And good teachers have a lasting effect on a child's performance. Effective teachers can make the difference between entry into a selective college and a low-wage job (can you say this better, please).

Simply put, if we want a world class educational system, we must have world class teachers. Yet too many of the people who teach our children aren't certified to teach, and too many teachers lack adequate preparation for the subjects they do teach.

That is why improving teacher quality is such an integral part of the President's education agenda. We must give teachers the support they need to handle this most important of all responsibilities -- the education of our children. Through efforts to recruit new teachers for high poverty areas, lower class size, provide help to teachers to meet high standards, the President's plan will move us forward (or some such line).

We expect and demand...

JAN-20-99 11:22 PM

~~I have met teachers in my~~  
 We all know teachers there  
 teachers - they are of for most  
 of us, a teacher has believed in  
 FIRST LADY HILLARY RODHAM CLINTON  
 EDUCATION EVENT  
 THE WHITE HOUSE  
 JANUARY 21, 1999

us, would to improve  
 our skills, encourage us,  
 pushed us further  
 than we thought we  
 could go.

GOOD MORNING, AND WELCOME TO THE WHITE HOUSE. IT'S A PLEASURE  
 TO BE HERE WITH THE PRESIDENT AND SECRETARY RILEY, AND TO SEE SO  
 MANY ELECTED OFFICIALS, TEACHERS, EDUCATION LEADERS, AND PUBLIC  
 SCHOOL ADVOCATES WHO HAVE TAKEN THE TIME TO JOIN US TODAY. A  
 SPECIAL WELCOME TO ARTHUR MOORE — A FORMER SOLDIER WHO IS NOW  
 TEACHING IN AN INNER CITY SCHOOL IN BALTIMORE — WHO KNOWS FIRST  
 HAND THE CHALLENGES TEACHERS FACE — BUT ALSO THE REWARDS OF  
 SEEING A STUDENT THRIVE.

SEE MOVE  
 FORWARD

WE'RE ALL HERE BECAUSE WE BELIEVE THAT EDUCATION IS THE KEY TO  
 OUR CHILDREN'S FUTURE -- AND TO OUR ABILITY AS A NATION TO THRIVE IN  
 THE 21<sup>ST</sup> CENTURY. WE'RE ALSO HERE BECAUSE WE KNOW THAT TO CREATE  
 THE BEST POSSIBLE SCHOOLS FOR OUR CHILDREN -- WE NEED A QUALIFIED  
 TEACHER IN EVERY CLASSROOM, IN EVERY COMMUNITY.

IN HIS STATE OF THE UNION ADDRESS ~~THIS WEEK~~ <sup>JUST 2 DAYS AGO</sup> — THE PRESIDENT  
 SPOKE PASSIONATELY ABOUT THE URGENT NEED TO RAISE EDUCATIONAL  
 STANDARDS — NOT ONLY FOR OUR SCHOOLS — BUT FOR THOSE WHO TEACH  
 IN THEM. AND TODAY, I WANT TO TAKE A MOMENT TO UNDERSCORE HOW  
 CRITICAL HIS PROPOSALS ARE TO OUR CHILDREN -- AND TO ALL OF US.

~~EVER SINCE~~ <sup>WHEN</sup> MY HUSBAND ASKED ME TO CHAIR THE EDUCATION  
 STANDARDS COMMITTEE IN ARKANSAS BACK IN 1983 — I HAVE FOLLOWED  
 STUDENT PERFORMANCE -- AND LOOKED AT WHAT MAKES SOME SUCCEED --  
 AND OTHERS FALL BEHIND. IN MY TRAVELS <sup>AND in the past 6 years,</sup> AROUND THE COUNTRY OVER THE  
 PAST SIX YEARS, I HAVE VISITED COUNTLESS SCHOOLS -- IN THE WEALTHIEST  
 COMMUNITIES AND IN THE MOST DISTRESSED NEIGHBORHOODS — IN RURAL  
 AREAS AND INNER CITIES -- AND I HAVE LEARNED ONE ENDURING LESSON: <sup>the way to</sup>  
 GOOD TEACHERS ARE WORTH THEIR WEIGHT IN GOLD. THEY ~~ARE~~ MAKE THE  
 DIFFERENCE BETWEEN A LIFE OF ACHIEVEMENT -- AND ONE OF DASHED  
 DREAMS. <sup>children's</sup> THE OTHER LESSON I LEARNED: <sup>educational</sup> THERE ARE NEVER ENOUGH OF THEM. <sup>success is</sup>  
<sup>known all this</sup> <sup>good teachers</sup>

WE KNOW THAT OUR TEACHERS ARE AS HARD WORKING AND DEDICATED  
 AND COMMITTED AS TEACHERS ANYWHERE IN THE WORLD. AND YET TOO  
 OFTEN, THEY ARE LEFT OUT OF THE EQUATION WHEN IT COMES TO DISCUSSING  
 EDUCATION REFORM. AND TOO OFTEN, THE TOOLS FOR ADVANCING TEACHER  
 PROFESSIONAL DEVELOPMENT ARE SEEN AS MARGINAL, AND NOT PART OF  
 WHAT IT TAKES TO CREATE WORLD-CLASS SCHOOLS.

improve now to  
 of education the quality  
 children receive.

I ~~must~~ <sup>travelling</sup> to school after  
 school in every corner of  
 the country, talking to  
 parents, teachers,  
 school administrators  
 and business  
 leaders

JAN-20-99 11:22 PM

YET THE EVIDENCE SHOWS THE OPPOSITE. STUDIES SHOW WHAT EVERY PARENT INSTINCTIVELY KNOWS: THAT QUALIFIED, EFFECTIVE TEACHERS PRODUCE HIGHER ACHIEVING STUDENTS. IN ONE RECENT STUDY IN TEXAS — STUDENTS WORKING WITH THREE HIGHLY EFFECTIVE TEACHERS IN A ROW ROSE FROM 59<sup>TH</sup> PERCENTILE IN FOURTH GRADE TO THE 76<sup>TH</sup> PERCENTILE IN SIXTH GRADE. THOSE WORKING WITH THREE INEFFECTIVE TEACHERS SAW THEIR SCORES DROP DRAMATICALLY. ANOTHER STUDY — IN BOSTON — SHOWS THE DIRECT CONNECTION BETWEEN HIGH SCHOOL TEACHERS AND THEIR STUDENTS' ACADEMIC GROWTH IN MATH AND READING. AND NOT SURPRISINGLY, MUCH OF WHAT MAKES A TEACHER EFFECTIVE OR INEFFECTIVE IS THEIR KNOWLEDGE OF THE SUBJECT THEY ARE TEACHING.

WE EXPECT -- AND DEMAND -- THAT PROFESSIONALS IN ALMOST EVERY FIELD OF ENDEAVOR HAVE ONGOING PROFESSIONAL DEVELOPMENT. IT'S TIME WE MAKE THE EFFORT — AND TAKE THE STEPS — TO ENSURE THAT TEACHING IS AN INTEGRAL PART OF THE MOST IMPORTANT PROFESSION IN OUR LAND — THE JOB OF TEACHING. IF WE WANT OUR CHILDREN TO REACH THEIR FULLEST POTENTIAL -- WE MUST DO MORE TO SUPPORT OUR TEACHERS, SO THEY CAN REACH THEIRS. That is why I'm so proud of the Pres' efforts to provide training to teachers & give incentives to

THAT'S WHY THE PROPOSALS THAT THE PRESIDENT LAYED OUT IN HIS STATE OF THE UNION ADDRESS — INCLUDING THE RECRUITMENT OF NEW TEACHERS FOR HIGH POVERTY SCHOOLS — AND MORE RESOURCES TO ENSURE HIGHER STANDARDS IN THE TEACHING PROFESSION — ARE SO CRITICAL.

IT IS MY PLEASURE TO INTRODUCE TO YOU A MAN WHO IS COMMITTED TO .... SECRETARY OF EDUCATION RICHARD RILEY.

According to the National

Academy

Simply put, if we want a world class educational system, we must have world class teachers. That is why it is so ~~crucial~~ helping ~~create~~ <sup>improve</sup> teacher quality is such an imp. part of the Pres.'s agenda.

recruit more highly qualified teachers.

Yet to have every year teach approx. 50,000 kids means they don't have time to certify.

And many teachers also teach in areas that lack for adequate prep.

My point is that we know that good teachers can improve the academic performance of all children in the inner-city as well as the suburbs. And good teachers can make a strong difference in their students' lives.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 7, 1997

REMARKS BY MRS. CLINTON  
AT THE EDUCATION AWARDS CEREMONY

The State Department  
Washington, D.C.

MRS. CLINTON: Thank you. Thank you, Terry, and thank all of you from the Department of Education who are here for your hard work and vision, not only in this area, but in so many of the others on which we have made progress in the last four years. I want to thank the sponsors of these awards. Terry's already mentioned Nortel and Glaxo-Wellcome and Keenan and the regional education laboratories. This is one of the most important statements that we could make about how we will achieve the high educational goals that the President outlined in his call for action last evening.

I had the opportunity as all, I hope, of you did as well to listen to that speech -- (laughter) -- and to hear the emphasis that the President placed on education as a national security issue, as one that we should turn our attention to with the same commitment and nonpartisan zeal that we in the last 50 years gave to our foreign policy in our efforts to win the Cold War. (Applause.)

There are some who still will question why is the President of the United States, on the eve of a new century, spending about half of his State of the Union talking about education. To those who might ask that question, I would reply, as the President did last evening, that it is through education and a national commitment to education that we have the best opportunity to lift up all of our people to be in a position to take advantage of the opportunities that will be available to them in the future.

You saw last evening that there were two students and a teacher who had participated in a rather remarkable consortium in the area north of Chicago to put together best practices so that 20 school districts could pool that information and they could prepare their students to compete in the Third International Math and Science Study Test. For a number of years, starting back in 1983 when my husband asked me to chair the education standards committee in Arkansas, I have followed with great interest the international measurements that have been utilized to determine where our students stacked up against their peers around the world.

Now, I know, and those of you who are educators know that our kids are as bright as and hard-working as children anywhere in the world. It is not a question of who our kids are. We also know that our teachers are as dedicated and hard-working and committed as teachers anywhere in the world. And yet, somehow, when we were being measured on international tests, our students were not scoring as high as I think they could. And yet, it became clear as we look at programs like the one that the President highlighted last night from the Chicago suburbs that with the proper focus and teacher training and understanding of what the standards are, our children can be competitive with anyone. And, in fact, those youngsters who took those tests, as the President said were first in the world in science and second only, I believe, to Singapore in mathematics.

So we know that, properly organized with the right tools at hand, our children can be competitive and be prepared for whatever the 21st century has to offer.

Now, in order to improve student achievement, we have to have good teachers and good teaching. And yet, too often teachers are left out of the equation when it comes to discussing reform, and as Terry said, too often the tools for advancing teacher professional development are considered extraneous or marginal, that they are not part of what it takes to create world-class schools. And, yet, every one of us in this room who are here to celebrate these awards knows how important it is to provide for the kind of continuing development that is provided in other professions.

We expect other professionals to have ongoing professional development. They are tested periodically in order to advance in their profession. They are required to attend certain kinds of programs. They may be evaluated on a regular basis. And now, all of us who care about education and particularly educators know that that is exactly the model that we need to follow here in our country when it comes to preparing and maintaining the best teachers in the world.

That is why the President's budget, which will be released tomorrow, invests in teacher training. It provides funding so that 100,000 teachers nationwide can seek national certification as master teachers and contains a 25 percent increase in the amount of funding devoted to Goals 2000. It's also why he has called on the National Commission on Teaching and America's Future for a new effort to help communities and states promote excellence and accountability in teaching.

We need to value our teachers more, we need to help them set and meet higher standards not only for their students but for themselves. Today, in Georgia, along with Secretary Riley, the President will be releasing this call to action for American education in the 21st century, which takes the 10 points that he spoke about last evening and expands on them in some detail, giving examples about what works and also providing more information about what he is going to be requesting in the budget.

I am so pleased that the successes that are being highlighted here will be spread throughout the country so that other districts will learn from what you have already achieved. One of our challenges in education, whether it comes to standards or professional development, is to take what works in one district and translate it and transplant it into another, to learn from one another, to offer technical assistance so that we can see how, with some modification, perhaps, what worked in one of the award winners here can work in its neighbors.

I know we're going to have the presentation of the awards in a minute, but I would like to just call out the names and have everyone associated with these various districts just raise your hands so that I can have an idea of who is here and congratulate you a little bit ahead of time.

From the Samuel Mason School in Roxbury, Massachusetts, who is here? Good. (Applause.) From the San Francisco Unified School District, who is here for that? Good. (Applause.) From the Wilton School District in Connecticut, who came? (Applause.) From the Woodrow Wilson Elementary School in Manhattan, Kansas. (Applause.) And from the Lawrence Public Schools in Kansas. (Applause.)

I know that you will be awarded a cash prize, funded by the private interests that are the sponsors here, to be able to support professional development activities and to help share the strategies and lessons that you have learned. And I would only ask one thing from those of you who are winners and all of you who have supported this process. We have to do a better job getting the word out. When Terry referred to the "sit and get" strategy of professional development, unfortunately she was describing what is still too often the norm in many districts and schools around our country.

But if we have enough people, like those of you gathered here, to spread the word about professional development and to demonstrate how it works, I believe we can see a grass-roots movement around the country, embracing professional development and using best practices.

I hope that these awards, which will be annually awarded, will send a very strong signal to educators and to those who we hope to enlist in becoming educators, that the role teachers play in our children's lives is second only to parents, and it is the most important job anyone can do for pay. To go into a school and to work with young people, and particularly since we know so many of our children face challenges that were not part of our growing up, to be there, to know how to handle the intellectual and emotional and social needs that our children present to us is the most difficult, but certainly based on my friends and my own observation, one of the most rewarding ways anyone can contribute to society.

And I hope, also, that we will put to rest the idea that the work of teaching belongs to any one group or any one level of government, or any one sector of our society. The President was right in calling for a national effort. You are demonstrating that that national effort must be implemented on the local level, but that we need to support one another in meeting the challenges our children face.

I have said before that I remember clearly many, many years ago when I was in elementary school and Sputnik went up, that the entire nation became mobilized around how we would teach math and science more effectively to people like me in the fifth or sixth grade. And I can remember clearly my teachers saying to me, you should learn this, because your President needs you to learn this. (Laughter.) Well, that was a little daunting when you're 10 or 11, but I took it seriously. And I felt as though, and my classmates did and my teachers did, that we were engaged in a great national effort.

Now, nobody from Washington told Miss Metzger or Mrs. Krause or Mrs. King how they were supposed to teach me. But the fact that they had the big stick of the President that they could use to intimidate us into learning all of this stuff that we didn't understand really worked. I would make the same argument today. It is a little more difficult, perhaps, for some to see that in the absence of an obvious challenge, like the Soviet Union and international communism, that we should have the same emphasis on our national need to inspire better teaching and better learning.

But I think we are at just the same moment of challenge as we were those many years ago, because we know that it may not be with weapons that we will be facing across an ocean that will endanger our security, but it will be with competitiveness and perhaps across a negotiating table, or in front of a computer, that we will determine not only our own individual futures, but the future of our country. And in order to be prepared, we must have the best teachers we possibly can have. We must have students who understand what it means to go into this new global economy, and we must have parents and citizens and political leaders who support all of you in the work that you do.

So, congratulations and thank you for this commitment. (Applause.)

END

responsible for the quality of their teachers. The great majority of our teachers do a fine job. But in too many schools, teachers don't have college majors -- or even minors -- in the subjects they teach. New teachers should be required to pass performance exams, and all teachers should know the subjects they're teaching. (Applause.) This year's balanced budget contains resources to help them reach higher standards.

And to attract talented young teachers to the toughest assignments, I ~~recommend a sixfold increase~~ in our program for college scholarships for students who commit to teach in the inner cities and isolated rural areas and Indian communities. Let us bring excellence in every part of America. (Applause.)

Fourth, we must empower parents, with more information and more choices. In too many communities, it's easier to get information on the quality of the local restaurants than on the quality of the local schools. Every school district should issue report cards on every school. And parents should be given more choices in selecting their public schools. (Applause.)

When I became President, there was just one independent public charter school in all America. With our support, on a bipartisan basis, today there are 1,100. My budget assures that early in the next century, there will be 3,000. (Applause.)

Fifth, to assure that our classrooms are truly places of learning, ~~and to respond to what teachers have been asking us to do for years~~, we should say that all states and school districts must both adopt and implement sensible discipline policies. (Applause.)

Now, let's do one more thing for our children. Today, too many of our schools are so old they're falling apart, or so over-crowded students are learning in trailers. Last fall, Congress missed the opportunity to change that. This year, with 53 million children in our schools, Congress must not miss that opportunity again. I ask you to help our communities build or modernize 5,000 schools. (Applause.)

If we do these things -- end social promotion; turn around failing schools; build modern ones; support qualified teachers; promote innovation, competition and discipline -- then we will begin to meet our generation's historic responsibility to create 21st century schools. (Applause.)

Now, we also have to do more to support the millions of parents who give their all every day at home and at work. The most basic tool of all is a decent income. So let's raise the minimum wage by a dollar an hour over the next two years. (Applause.) And let's make sure that women and men get equal pay for equal work by strengthening enforcement of equal pay laws. (Applause.)

That was encouraging, you know. (Laughter.) There was more balance on the seats. I like that. Let's give them a hand.



That's great. (Applause.)

Working parents also need quality child care. (Applause.) So, again this year, I ask Congress to support our plan for tax credits and subsidies for working families, for improved safety and quality, for expanded after-school programs. And our plan also includes a new tax credit for stay-at-home parents, too. They need support, as well. (Applause.)

Parents should never have to worry about choosing between their children and their work. Now, the Family and Medical Leave Act -- the very first bill I signed into law -- has now, since 1993, helped millions and millions of Americans to care for a newborn baby or an ailing relative without risking their jobs. I think it's time, with all the evidence that it has been so little burdensome to employers, to extend Family Leave to 10 million more Americans working for smaller companies. And I hope you will support it. (Applause.)

Finally on the matter of work, parents should never have to face discrimination in the workplace. So I want to ask Congress to prohibit companies from refusing to hire or promote workers simply because they have children. That is not right. (Applause.)

America's families deserve the world's best medical care. Thanks to bipartisan federal support for medical research, we are now on the verge of new treatments to prevent or delay diseases from Parkinson's to Alzheimer's, to arthritis to cancer. But as we continue our advances in medical science, we can't let our medical system lag behind. Managed care has literally transformed medicine in America -- driving down costs, but threatening to drive down quality as well.

I think we ought to say to every American: You should have the right to know all your medical options -- not just the cheapest. If you need a specialist, you should have the right to see one. You have a right to the nearest emergency care if you're in an accident. These are things that we ought to say. And I think we ought to say, you should have a right to keep your doctor during a period of treatment, whether it's a pregnancy or a chemotherapy treatment, or anything else. I believe this.

Now, I've ordered these rights to be extended to the 85 million Americans served by Medicare, Medicaid, and other federal health programs. But only Congress can pass a patients' bill of rights for all Americans. (Applause.) Now, last year, Congress missed that opportunity and we must not miss that opportunity again. For the sake of our families, I ask us to join together across party lines and pass a strong, enforceable patients' bill of rights. (Applause.)

As more of our medical records are stored electronically, the threats to all our privacy increase. Because Congress has given me the authority to act if it does not do so by

August, one way or another, we can all say to the American people, we will protect the privacy of medical records and we will do it this year. (Applause.)

Now, two years ago, the Congress extended health coverage to up to five million children. Now, we should go beyond that. We should make it easier for small businesses to offer health insurance. We should give people between the ages of 55 and 65 who lose their health insurance the chance to buy into Medicare. And we should continue to ensure access to family planning.

No one should have to choose between keeping health care and taking a job. And, therefore, I especially ask you tonight to join hands to pass the landmark bipartisan legislation -- proposed by Senators Kennedy and Jeffords, Roth and Moynihan -- to allow people with disabilities to keep their health insurance when they go to work. (Applause.)

We need to enable our public hospitals, our community, our university health centers to provide basic, affordable care for all the millions of working families who don't have any insurance. They do a lot of that today, but much more can be done. And my balanced budget makes a good down payment toward that goal. I hope you will think about them and support that provision.

Let me say we must step up our efforts to treat and prevent mental illness. No American should ever be afraid -- ever -- to address this disease. This year, we will host a White House Conference on Mental Health. With sensitivity, commitment and passion, Tipper Gore is leading our efforts here, and I'd like to thank her for what she's done. Thank you. Thank you. (Applause.)

As everyone knows, our children are targets of a massive media campaign to hook them on cigarettes. Now, I ask this Congress to resist the tobacco lobby, to reaffirm the FDA's authority to protect our children from tobacco, and to hold tobacco companies accountable while protecting tobacco farmers.

Smoking has cost taxpayers hundreds of billions of dollars under Medicare and other programs. You know, the states have been right about this -- taxpayers shouldn't pay for the cost of lung cancer, emphysema and other smoking-related illnesses -- the tobacco companies should. So tonight I announce that the Justice Department is preparing a litigation plan to take the tobacco companies to court -- and with the funds we recover, to strengthen Medicare. (Applause.)

Now, if we act in these areas -- minimum wage, family leave, child care, health care, the safety of our children -- then we will begin to meet our generation's historic responsibility to strengthen our families for the 21st century.

Today, America is the most dynamic, competitive, job-creating economy in history. But we can do even better -- in building a 21st century economy that embraces all Americans.

Today's income gap is largely a skills gap. Last year, the Congress passed a law enabling workers to get a skills grant to choose the training they need. And I applaud all of you here who were part of that. This year, I recommend a five-year commitment in the new system so that we can provide, over the next five years, appropriate training opportunities for all Americans who lose their jobs, and expand rapid response teams to help all towns which have been really hurt when businesses close. I hope you will support this. (Applause.)

Also, I ask your support for a dramatic increase in federal support for adult literacy, to mount a national campaign aimed at helping the millions and millions of working people who still read at less than a 5th grade level. We need to do this. (Applause.)

Here's some good news: In the past six years, we have cut the welfare rolls nearly in half. (Applause.) Two years ago, from this podium, I asked five companies to lead a national effort to hire people off welfare. Tonight, our Welfare to Work Partnership includes 10,000 companies who have hired hundreds of thousands of people. And our balanced budget will help another 200,000 people move to the dignity and pride of work. I hope you will support it. (Applause.)

We must do more to bring the spark of private enterprise to every corner of America -- to build a bridge from Wall Street to Appalachia to the Mississippi Delta, to our Native American communities -- with more support for community development banks, for empowerment zones, for 100,000 more vouchers for affordable housing. And I ask Congress to support our bold new plan to help businesses raise up to \$15 billion in private sector capital to bring jobs and opportunities to our inner cities and rural areas -- with tax credits, loan guarantees, including the new American Private Investment Company, modeled on the Overseas Private Investment Company. (Applause.)

For years and years and years, we've had this OPIC, this Overseas Private Investment Corporation, because we knew we had untapped markets overseas. But our greatest untapped markets are not overseas -- they are right here at home. And we should go after them. (Applause.)

We must work hard to help bring prosperity back to the family farm. (Applause.) As this Congress knows very well, dropping prices and the loss of foreign markets have devastated too many family farms. Last year, the Congress provided substantial assistance to help stave off a disaster in American agriculture. And I am ready to work with lawmakers of both parties to create a farm safety net that will include crop insurance reform and farm income assistance. I ask you to join with me and do this. This should not be a political issue. Everyone knows what an economic problem is going on out there in rural America today, and we need an appropriate

means to address it. (Applause.)

We must strengthen our lead in technology. It was government investment that led to the creation of the Internet. I propose a 28-percent increase in long-term computing research.

We also must be ready for the 21st century from its very first moment, by solving the so-called Y2K computer problem. (Applause.)

We had one member of Congress stand up and applaud. (Laughter.) And we may have about that ratio out there applauding at home, in front of their television sets. But remember, this is a big, big problem. And we've been working hard on it. Already, we've made sure that the Social Security checks will come on time. (Applause.) But I want all the folks at home listening to this to know that we need every state and local government, every business, large and small, to work with us to make sure that this Y2K computer bug will be remembered as the last headache of the 20th century, not the first crisis of the 21st. (Applause.)

For our own prosperity, we must support economic growth abroad. You know, until recently, a third of our economic growth came from exports. But over the past year and a half, financial turmoil overseas has put that growth at risk. Today, much of the world is in recession, with Asia hit especially hard. This is the most serious financial crisis in half a century. To meet it, the United States and other nations have reduced interest rates and strengthened the International Monetary Fund. And while the turmoil is not over, we have worked very hard with other nations to contain it.

At the same time, we have to continue to work on the long-term project, building a global financial system for the 21st century that promotes prosperity and tames the cycle of boom and bust that has engulfed so much of Asia. This June I will meet with other world leaders to advance this historic purpose. And I ask all of you to support our endeavors.

I also ask you to support creating a freer and fairer trading system for 21st century America. (Applause.)

I'd like to say something really serious to everyone in this chamber in both parties. I think trade has divided us, and divided Americans outside this chamber, for too long. Somehow we have to find a common ground on which business and workers and environmentalists and farmers and government can stand together. I believe these are the things we ought to all agree on. So let me try.

First, we ought to tear down barriers, open markets, and expand trade. But at the same time, we must ensure that ordinary citizens in all countries actually benefit from trade -- (applause) -- a trade that promotes the dignity of work, and the rights of

workers, and protects the environment. We must insist that international trade organizations be more open to public scrutiny, instead of mysterious, secret things subject to wild criticism.

When you come right down to it, now that the world economy is becoming more and more integrated, we have to do in the world what we spent the better part of this century doing here at home. We have got to put a human face on the global economy. (Applause.)

We must enforce our trade laws when imports unlawfully flood our nation. (Applause.) I have already informed the government of Japan that if that nation's sudden surge of steel imports into our country is not reversed, America will respond. (Applause.)

We must help all manufacturers hit hard by the present crisis with loan guarantees and other incentives to increase American exports by nearly \$2 billion. I'd like to believe we can achieve a new consensus on trade, based on these principles. And I ask the Congress again to join me in this common approach and to give the President the trade authority long used -- and now overdue and necessary -- to advance our prosperity in the 21st century. (Applause.)

Tonight, I issue a call to the nations of the world to join the United States in a new round of global trade negotiations to expand exports of services, manufacturers and farm products. Tonight I say we will work with the International Labor Organization on a new initiative to raise labor standards around the world. And this year, we will lead the international community to conclude a treaty to ban abusive child labor everywhere in the world. (Applause.)

If we do these things -- invest in our people, our communities, our technology, and lead in the global economy -- then we will begin to meet our historic responsibility to build a 21st century prosperity for America.

You know, no nation in history has had the opportunity and the responsibility we now have to shape a world that is more peaceful, more secure, more free. All Americans can be proud that our leadership helped to bring peace in Northern Ireland. All Americans can be proud that our leadership has put Bosnia on the path to peace. And with our NATO allies, we are pressing the Serbian government to stop its brutal repression in Kosovo -- (applause) -- to bring those responsible to justice, and to give the people of Kosovo the self-government they deserve.

All Americans can be proud that our leadership renewed hope for lasting peace in the Middle East. Some of you were with me last December as we watched the Palestinian National Council completely renounce its call for the destruction of Israel. Now I

ask Congress to provide resources so that all parties can implement the Wye Agreement -- to protect Israel's security, to stimulate the Palestinian economy, to support our friends in Jordan. We must not, we dare not, let them down. I hope you will help. (Applause.)

As we work for peace, we must also meet threats to our nation's security -- including increased dangers from outlaw nations and terrorism. We will defend our security wherever we are threatened, as we did this summer when we struck at Osama bin Laden's network of terror. The bombing of our embassies in Kenya and Tanzania reminds us again of the risks faced every day by those who represent America to the world. So let's give them the support they need, the safest possible workplaces, and the resources they must have so America can continue to lead. (Applause.)

We must work to keep terrorists from disrupting computer networks. We must work to prepare local communities for biological and chemical emergencies, to support research into vaccines and treatments.

We must increase our efforts to restrain the spread of nuclear weapons and missiles, from Korea to India and Pakistan. We must expand our work with Russia, Ukraine, and the other former Soviet nations to safeguard nuclear materials and technology so they never fall into the wrong hands. Our balanced budget will increase funding for these critical efforts by almost two-thirds over the next five years.

With Russia, we must continue to reduce our nuclear arsenals. The START II treaty and the framework we have already agreed to for START III could cut them by 80 percent from their Cold War height.

It's been two years since I signed the Comprehensive Test Ban Treaty. If we don't do the right thing, other nations won't either. I ask the Senate to take this vital step: Approve the treaty now, to make it harder for other nations to develop nuclear arms, and to make sure we can end nuclear testing forever. (Applause.)

For nearly a decade, Iraq has defied its obligations to destroy its weapons of terror and the missiles to deliver them. America will continue to contain Saddam -- and we will work for the day when Iraq has a government worthy of its people. (Applause.)

Now, last month, in our action over Iraq, our troops were superb. Their mission was so flawlessly executed that we risk taking for granted the bravery and the skill it required. Captain Jeff Taliaferro, a 10-year veteran of the Air Force, flew a B-1B bomber over Iraq as we attacked Saddam's war machine. He's here with us tonight. I'd like to ask you to honor him and all the 33,000 men

and women of Operation Desert Fox.

Captain Taliaferro. (Applause.)

It is time to reverse the decline in defense spending that began in 1985. (Applause.) Since April, together we have added nearly \$6 billion to maintain our military readiness. My balanced budget calls for a sustained increase over the next six years for readiness, for modernization, and for pay and benefits for our troops and their families. (Applause.)

We are the heirs of a legacy of bravery represented in every community in America by millions of our veterans. America's defenders today still stand ready at a moment's notice to go where comforts are few and dangers are many, to do what needs to be done as no one else can. They always come through for America. We must come through for them. (Applause.)

The new century demands new partnerships for peace and security. The United Nations plays a crucial role, with allies sharing burdens America might otherwise bear alone. America needs a strong and effective U.N. I want to work with this new Congress to pay our dues and our debts. (Applause.)

We must continue to support security and stability in Europe and Asia -- expanding NATO and defining its new missions; maintaining our alliance with Japan, with Korea, without our other Asian allies; and engaging China.

In China, last year, I said to the leaders and the people what I'd like to say again tonight: Stability can no longer be bought at the expense of liberty. (Applause.) But I'd also like to say again to the American people: It's important not to isolate China. The more we bring China into the world, the more the world will bring change and freedom to China. (Applause.)

Last spring, with some of you, I traveled to Africa, where I saw democracy and reform rising, but still held back by violence and disease. We must fortify African democracy and peace by launching Radio Democracy for Africa, supporting the transition to democracy now beginning to take place in Nigeria, and passing the African Trade and Development Act. (Applause.)

We must continue to deepen our ties to the Americas and the Caribbean; our common work to educate children, fight drugs, strengthen democracy and increase trade. In this hemisphere, every government but one is freely chosen by its people. We are determined that Cuba, too, will know the blessings of liberty. (Applause.)

The American people have opened their hearts and their arms to our Central American and Caribbean neighbors who have been so devastated by the recent hurricanes. Working with Congress, I am committed to help them rebuild. When the First Lady and Tipper Gore visited the region, they saw thousands of our troops and thousands of

American volunteers. In the Dominican Republic, Hillary helped to rededicate a hospital that had been rebuilt by Dominicans and Americans, working side-by-side. With her was someone else who has been very important to the relief efforts.

You know, sports records are made and, sooner or later, they're broken. But making other people's lives better, and showing our children the true meaning of brotherhood -- that lasts forever. So, for far more than baseball, Sammy Sosa, you're a hero in two countries tonight. Thank you. (Applause.)

So I say to all of you, if we do these things -- if we pursue peace, fight terrorism, increase our strength, renew our alliances -- we will begin to meet our generation's historic responsibility to build a stronger 21st century America in a freer, more peaceful world.

As the world has changed, so have our own communities. We must make them safer, more livable and more united. This year, we will reach our goal of 100,000 community police officers -- ahead of schedule and under budget. (Applause.) The Brady Bill has stopped a quarter million felons, fugitives and stalkers from buying handguns. And, now, the murder rate is the lowest in 30 years and the crime rate has dropped for six straight years. (Applause.)

Tonight, I propose a 21st century crime bill to deploy the latest technologies and tactics to make our communities even safer. Our balanced budget will help put up to 50,000 more police on the street, in the areas hardest hit by crime -- and then to equip them with new tools, from crime-mapping computers to digital mug shots.

We must break the deadly cycle of drugs and crime. Our budget expands support for drug testing and treatment, saying to prisoners: If you stay on drugs, you have to stay behind bars. And to those on parole: If you want to keep your freedom, you must stay free of drugs. (Applause.)

I ask Congress to restore the five-day waiting period for buying a handgun -- (applause) -- and extend the Brady Bill to prevent juveniles who commit violent crimes from buying a gun. (Applause.)

We must do more to keep our schools the safest places in our communities. Last year, every American was horrified and heartbroken by the tragic killings in Jonesboro, Paducah, Pearl, Edinboro, Springfield. We were deeply moved by the courageous parents now working to keep guns out of the hands of children and to make other efforts so that other parents don't have to live through their loss.

After she lost her daughter, Suzann Wilson of Jonesboro, Arkansas, came here to the White House with a powerful plea. She said, "Please, please, for the sake of your children, lock up your gun. Don't let what happened in Jonesboro happen in your town."

It's a message she is passionately advocating every day.

Suzann is here with us tonight, with the First Lady. I'd like to thank her for her courage and her commitment. Thank you. (Applause.)

In memory of all the children who lost their lives to school violence, I ask you to strengthen the Safe and Drug-Free School Act, to pass legislation to require child trigger locks, to do everything possible to keep our children safe. (Applause.)

A century ago, President Theodore Roosevelt defined our "great, central task" as "leaving this land even a better land for our descendants than it is for us." Today, we're restoring the Florida Everglades, saving Yellowstone, preserving the red rock canyons of Utah, protecting California's redwoods and our precious coasts. But our most fateful new challenge is the threat of global warming. 1998 was the warmest year ever recorded. Last year's heat waves, floods and storms are but a hint of what future generations may endure if we do not act now.

Tonight I propose a new clean air fund to help communities reduce greenhouse and other pollution, and tax incentives and investments to spur clean energy technology. And I want to work with members of Congress in both parties to reward companies that take early, voluntary action to reduce greenhouse gases. (Applause.)

All our communities face a preservation challenge, as they grow and green space shrinks. Seven thousand acres of farmland and open space are lost every day. In response, I propose two major initiatives: First, a \$1-billion Livability Agenda to help communities save open space, ease traffic congestion, and grow in ways that enhance every citizen's quality of life. (Applause.) And second, a \$1-billion Lands Legacy Initiative to preserve places of natural beauty all across America -- from the most remote wilderness to the nearest city park. (Applause.)

These are truly landmark initiatives, which could not have been developed without the visionary leadership of the Vice President, and I want to thank him very much for his commitment here. (Applause.)

Now, to get the most out of your community, you have to give something back. That's why we created AmeriCorps -- our national service program that gives today's generation a chance to serve their communities and earn money for college.

So far, in just four years, 100,000 young Americans have built low-income homes with Habitat for Humanity, helped to tutor children with churches, worked with FEMA to ease the burden of natural disasters, and performed countless other acts of service that have made America better. I ask Congress to give more young Americans the chance to follow their lead and serve America in AmeriCorps. (Applause.)

Now, we must work to renew our national community as well for the 21st century. Last year the House passed the bipartisan campaign finance reform legislation sponsored by Representatives Shays and Meehan and Senators McCain and Feingold. But a partisan minority in the Senate blocked reform. So I'd like to say to the House: Pass it again, quickly. (Applause.) And I'd like to say to the Senate: I hope you will say yes to a stronger American democracy in the year 2000. (Applause.)

Since 1997, our Initiative on Race has sought to bridge the divides between and among our people. In its report last fall, the Initiative's Advisory Board found that Americans really do want to bring our people together across racial lines.

We know it's been a long journey. For some, it goes back to before the beginning of our Republic; for others, back since the Civil War; for others, throughout the 20th century. But for most of us alive today, in a very real sense, this journey began 43 years ago, when a woman named Rosa Parks sat down on a bus in Alabama, and wouldn't get up. She's sitting down with the First Lady tonight, and she may get up or not, as she chooses. We thank her. (Applause.) Thank you, Rosa. (Applause.)

We know that our continuing racial problems are aggravated, as the Presidential Initiative said, by opportunity gaps. The initiative I've outlined tonight will help to close them. But we know that the discrimination gap has not been fully closed either. Discrimination or violence because of race or religion, ancestry or gender, disability or sexual orientation, is wrong, and it ought to be illegal. Therefore, I ask Congress to make the Employment Non-Discrimination Act and the Hate Crimes Prevention Act the law of the land. (Applause.)

Now, since every person in America counts, every American ought to be counted. We need a census that uses modern scientific methods to do that. (Applause.)

Our new immigrants must be part of our One America. After all, they're revitalizing our cities, they're energizing our culture, they're building up our economy. We have a responsibility to make them welcome here; and they have a responsibility to enter the mainstream of American life. That means learning English and learning about our democratic system of government. There are now long waiting lines of immigrants that are trying to do just that. Therefore, our budget significantly expands our efforts to help them meet their responsibility. I hope you will support it. (Applause.)

Whether our ancestors came here on the Mayflower, on slave ships, whether they came to Ellis Island or LAX in Los Angeles, whether they came yesterday or walked this land a thousand years ago -- our great challenge for the 21st century is to find a way to be One America. We can meet all the other challenges if we can go forward as One America.

You know, barely more than 300 days from now, we will

cross that bridge into the new millennium. This is a moment, as the First Lady has said, "to honor the past and imagine the future."

I'd like to take just a minute to honor her. For leading our Millennium Project, for all she's done for our children, for all she has done in her historic role to serve our nation and our best ideals at home and abroad, I honor her. (Applause.)

Last year, I called on Congress and every citizen to mark the millennium by saving America's treasures. Hillary has traveled all across the country to inspire recognition and support for saving places like Thomas Edison's Invention Factory or Harriet Tubman's home. Now we have to preserve our treasures in every community. And tonight, before I close, I want to invite every town, every city, every community to become nationally recognized "millennium community," by launching projects that save our history, promote our arts and humanities, prepare our children for the 21st century.

Already, the response has been remarkable. And I want to say a special word of thanks to our private sector partners and to members in Congress of both parties for their support. Just one example: Because of you, the Star-Spangled Banner will be preserved for the ages. In ways large and small, as we look to the millennium we are keeping alive what George Washington called "the sacred fire of liberty."

Six years ago, I came to office in a time of doubt for America, with our economy troubled, our deficit high, our people divided. Some even wondered whether our best days were behind us. But across this country, in a thousand neighborhoods, I have seen -- even amidst the pain and uncertainty of recession -- the real heart and character of America. I knew then that we Americans could renew this country.

Tonight, as I deliver the last State of the Union address of the 20th century, no one anywhere in the world can doubt the enduring resolve and boundless capacity of the American people to work toward that "more perfect union" of our founders' dream.

We're now at the end of a century when generation after generation of Americans answered the call to greatness, overcoming Depression, lifting up the dispossessed, bringing down barriers to racial prejudice, building the largest middle class in history, winning two world wars and the "long twilight struggle" of the Cold War. We must all be profoundly grateful for the magnificent achievement of our forbearers in this century.

Yet, perhaps, in the daily press of events, in the clash of controversy, we don't see our own time for what it truly is -- a new dawn for America.

A hundred years from tonight, another American President will stand in this place and report on the State of the

Union. He -- or she -- (applause) -- he or she will look back on a 21st century shaped in so many ways by the decisions we make here and now. So let it be said of us then that we were thinking not only of our time, but of their time; that we reached as high as our ideals; that we put aside our divisions and found a new hour of healing and hopefulness; that we joined together to serve and strengthen the land we love.

My fellow Americans, this is our moment. Let us lift our eyes as one nation, and from the mountaintop of this American Century, look ahead to the next one -- asking God's blessing on our endeavors and on our beloved country.

Thank you and good evening.

END

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THE WHITE HOUSE

Office of the Press Secretary

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For Immediate Release

January 19, 1999

PRESIDENT WILLIAM JEFFERSON CLINTON  
STATE OF THE UNION ADDRESS

United States Capitol  
Washington, D.C.

9:10 P.M. EST

THE PRESIDENT: Mr. Speaker, Mr. Vice President, members of Congress, honored guests, my fellow Americans: Tonight, I have the honor of reporting to you on the State of the Union.

Let me begin by saluting the new Speaker of the House, and thanking him, especially tonight, for extending an invitation to two special guests sitting in the gallery with Mrs. Hastert: Lyn Gibson and Wei Ling Chestnut are the widows of the two brave Capitol Hill police officers who gave their lives to defend freedom's house. (Applause.)

Mr. Speaker, at your swearing-in, you asked us all to work together in a spirit of civility and bipartisanship. Mr. Speaker, let's do exactly that. (Applause.)

Tonight, I stand before you to report that America has created the longest peacetime economic expansion in our history -- (applause) -- with nearly 18 million new jobs, wages rising at more than twice the rate of inflation, the highest home ownership in

history, the smallest welfare rolls in 30 years, and the lowest peacetime unemployment since 1957. (Applause.)

For the first time in three decades, the budget is balanced. (Applause.) From a deficit of \$290 billion in 1992, we had a surplus of \$70 billion last year. And now we are on course for budget surpluses for the next 25 years. (Applause.)

Thanks to the pioneering leadership of all of you, we have the lowest violent crime rate in a quarter century and the cleanest environment in a quarter century. America is a strong force for peace from Northern Ireland to Bosnia to the Middle East.

Thanks to the leadership of Vice President Gore, we have a government for the Information Age. Once again, a government that is a progressive instrument of the common good, rooted in our oldest values of opportunity, responsibility and community; devoted to fiscal responsibility; determined to give our people the tools they need to make the most of their own lives in the 21st century -- a 21st century government for 21st century America.

My fellow Americans, I stand before you tonight to report that the state of our union is strong. (Applause.)

America is working again. The promise of our future is limitless. But we cannot realize that promise if we allow the hum of our prosperity to lull us into complacency. How we fare as a nation far into the 21st century depends upon what we do as a nation today.

So with our budget surplus growing, our economy expanding, our confidence rising, now is the moment for this generation to meet our historic responsibility to the 21st century.

Our fiscal discipline gives us an unsurpassed opportunity to address a remarkable new challenge -- the aging of America. With the number of elderly Americans set to double by 2030, the baby boom will become a senior boom. So first, and above all, we must save Social Security for the 21st century. (Applause.)

Early in this century, being old meant being poor. When President Roosevelt created Social Security, thousands wrote to thank him for eliminating what one woman called the "stark terror of penniless, helpless old age." Even today, without Social Security, half our nation's elderly would be forced into poverty.

Today, Social Security is strong. But by 2013, payroll taxes will no longer be sufficient to cover monthly payments. By 2032, the trust fund will be exhausted and Social Security will be unable to pay the full benefits older Americans have been promised.

The best way to keep Social Security a rock-solid guarantee is not to make drastic cuts in benefits, not to raise payroll tax rates, not to drain resources from Social Security in the name of saving it. Instead, I propose that we make an historic decision to invest the surplus to save Social Security. (Applause.)

Specifically, I propose that we commit 60 percent of the budget surplus for the next 15 years to Social Security, investing a small portion in the private sector, just as any private or state government pension would do. This will earn a higher return and keep Social Security sound for 55 years.

But we must aim higher. We should put Social Security on a sound footing for the next 75 years. We should reduce poverty among elderly women, who are nearly twice as likely to be poor as our other seniors. (Applause.) And we should eliminate the limits on what seniors on Social Security can earn. (Applause.)

Now, these changes will require difficult but fully achievable choices over and above the dedication of the surplus. They must be made on a bipartisan basis. They should be made this year. So let me say to you tonight, I reach out my hand to all of you in both Houses, in both parties, and ask that we join together in saying to the American people: We will save Social Security now. (Applause.)

Now, last year we wisely reserved all of the surplus until we knew what it would take to save Social Security. Again, I say, we shouldn't spend any of it -- not any of it -- until after Social Security is truly saved. First things first. (Applause.)

Second, once we have saved Social Security, we must fulfill our obligation to save and improve Medicare. Already, we have extended the life of the Medicare trust fund by 10 years -- but we should extend it for at least another decade. Tonight, I propose that we use one out of every \$6 in the surplus for the next 15 years to guarantee the soundness of Medicare until the year 2020. (Applause.)

But, again, we should aim higher. We must be willing to work in a bipartisan way and look at new ideas, including the upcoming report of the bipartisan Medicare Commission. If we

work together, we can secure Medicare for the next two decades and cover the greatest growing need of seniors -- affordable prescription drugs. (Applause.)

Third, we must help all Americans, from their first day on the job -- to save, to invest, to create wealth. From its

beginning, Americans have supplemented Social Security with private pensions and savings. Yet, today, millions of people retire with little to live on other than Social Security. Americans living longer than ever simply must save more than ever.

Therefore, in addition to saving Social Security and Medicare, I propose a new pension initiative for retirement security in the 21st century. I propose that we use a little over 11 percent of the surplus to establish universal savings accounts -- USA accounts -- to give all Americans the means to save. With these new accounts Americans can invest as they choose and receive funds to match a portion of their savings, with extra help for those least able to save. USA accounts will help all Americans to share in our nation's wealth and to enjoy a more secure retirement. I ask you to support them. (Applause.)

Fourth, we must invest in long-term care. (Applause.) I propose a tax credit of \$1,000 for the aged, ailing or disabled, and the families who care for them. Long-term care will become a bigger and bigger challenge with the aging of America, and we must do more to help our families deal with it. (Applause.)

I was born in 1946, the first year of the baby boom. I can tell you that one of the greatest concerns of our generation is our absolute determination not to let our growing old place an intolerable burden on our children and their ability to raise our grandchildren. Our economic success and our fiscal discipline now give us an opportunity to lift that burden from their shoulders, and we should take it. (Applause.)

Saving Social Security, Medicare, creating USA accounts -- this is the right way to use the surplus. If we do so -- if we do so -- we will still have resources to meet critical needs in education and defense. And I want to point out that this proposal is fiscally sound. Listen to this: If we set aside 60 percent of the surplus for Social Security and 16 percent for Medicare, over the next 15 years, that saving will achieve the lowest level of publicly-held debt since right before World War I, in 1917. (Applause.)

So with these four measures -- saving Social Security, strengthening Medicare, establishing the USA accounts, supporting long-term care -- we can begin to meet our generation's historic responsibility to establish true security for 21st century seniors.

Now, there are more children from more diverse backgrounds in our public schools than at any time in our history. Their education must provide the knowledge and nurture the creativity that will allow our entire nation to thrive in the new economy.

Today we can say something we couldn't say six years ago: With tax credits and more affordable student loans, with more work-study grants and more Pell grants, with education IRAs and the new HOPE Scholarship tax cut that more than five million Americans

*Education*

## **PRESIDENT CLINTON AND VICE PRESIDENT GORE UNVEIL INITIATIVES TO HELP PROVIDE A QUALIFIED TEACHER IN EVERY CLASSROOM**

January 21, 1999

In his State of the Union Address, President Clinton called on states and school districts to ensure that new teachers meet state certification requirements, pass performance exams, and have a major or minor in the subject they teach. Today, President Clinton and Vice President Gore will announce today several initiatives to help schools meet these objectives and to attract talented, well prepared teachers into our classrooms. These initiatives include: (1) a \$200 million increase in funding for President Clinton's Class Size Reduction initiative; (2) a nearly \$30 million increase in funding for the "recruiting teachers to underserved areas" initiative included in the Higher Education Act last year to recruit, train, and place 7,000 outstanding new teachers in high-poverty public schools through scholarships and other support in exchange for a teaching commitment; (3) an \$18 million initiative to extend and expand the Troops-to-Teachers program to train and place more than 3,000 retired military personnel as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools; and (4) a new \$10 million initiative to recruit and train 1,000 native American teachers who commit to teach in schools with high concentrations of Native American students.

The President was joined by Secretary Riley at the White House, while Vice President Gore toured a school in Orlando, Florida.

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

President Clinton will ask for \$1.4 billion, in his FY 2000 budget, a \$200 million increase over FY 1999 funding, for this initiative to hire 100,000 well-prepared teachers and reduce class size in grades 1-3 to a national average of 18. This increase will enable local schools to recruit, hire and train an additional 8,000 teachers, while continuing to pay for the 30,000 teachers hired with FY 1999 funds. In order to ensure that this initiative supports high-quality teaching, school districts may also spend up to 15% of these funds for teacher training and other related activities. Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline, and help students to learn more and get a stronger foundation in the basic skills. The studies also show that minority and disadvantaged studies show the greatest achievement gains as a result of reduces class size in the early grades.

**Recruiting Outstanding New Teachers for High-Poverty Schools.** Poor and minority students often have the least access to well-prepared teachers -- for example, students in schools with the highest minority enrollments have less than 50 percent chance of having a math or science teacher with a license and degree in

the field. To address this challenge, the president will propose \$35 million to recruit, train, and place 7,000 outstanding new teachers in high-poverty public schools through scholarships and other support in exchange for commitments to teach. This would expand a \$7.5 million "Recruiting Teachers to Underserved Areas" initiative proposed by President Clinton and enacted by Congress last year as part of the reauthorization of the Higher Education Act. Grants will go to partnerships among local school districts, colleges or universities, and others to recruit and provide scholarships to high-ability prospective teachers, who must agree to teach in high poverty communities.

**Preserving and Expanding the Troops to Teachers program.** The successful Troops to Teachers program, which has helped 3,000 retiring military personnel become teachers in public schools since 1994, is scheduled to expire later this year. Studies show that teachers from this program are more likely than other new teachers to be male and minority, and are more likely to teach in schools with disadvantaged students. To preserve and build on this effort, President Clinton proposed \$18 million to provide scholarships and other support to help more than 3,000 retiring military personnel and other mid-career professionals from all fields get trained and become teachers in new public schools. The initiative would target these efforts to recruit and train new teachers for high-need subject areas like math, science, foreign languages, or special education and for high-poverty schools. The Education Department will administer this expanded program, while the Defense Department will continue to support efforts providing information and counseling to help separating and retiring military personnel learn about teaching opportunities. The initiative will also create a national job bank to help link those interested in teaching with school districts hiring teachers across the nation.

**Training and Recruiting New Native American Teachers.** Only two-thirds of Native American students successfully complete high school -- far fewer than other groups of students. To address this challenge, the President is proposing \$10 million to support the training and recruitment of 1000 new teachers for American Indian and Alaska Native students over five years by assisting with their expenses while attending school and supporting local partnerships among educational institutions, including partnerships with tribal colleges, to create teacher training programs in Native American communities. These new teachers will then teach in areas with high concentrations of American Indian and Alaska Native students.

Now, there are more children from more diverse backgrounds in our public schools than at any time in our history. Their education must provide the knowledge and nurture the creativity that will allow our entire nation to thrive in the new economy.

Today we can say something we couldn't say six years ago: With tax credits and more affordable student loans, with more work-study grants and more Pell grants, with education IRAs and the new HOPE Scholarship tax cut that more than five million Americans will receive this year, we have finally opened the doors of college to all Americans. (Applause.)

With our support, nearly every state has set higher academic standards for public schools, and a voluntary national test is being developed to measure the progress of our students. With over \$1 billion in discounts available this year, we are well on our way to our goal of connecting every classroom and library to the Internet.

Last fall, you passed our proposal to start hiring 100,000 new teachers to reduce class size in the early grades. Now I ask you to finish the job. (Applause.)

You know, our children are doing better. SAT scores are up; math scores have risen in nearly all grades. But there's a problem. While our 4th graders outperform their peers in other countries in math and science, our 8th graders are around average, and our 12th graders rank near the bottom. We must do better. Now, each year the national government invests more than \$15 billion in our public schools. I believe we must change the way we invest that money, to support what works and to stop supporting what does not work. (Applause.)

First, later this year, I will send to Congress a plan that, for the first time, holds states and school districts accountable for progress and rewards them for results. My Education Accountability Act will require every school district receiving federal help to take the following five steps.

First, all schools must end social promotion. (Applause.) No child should graduate from high school with a diploma he or she can't read. We do our children no favors when we allow them to pass from grade to grade without mastering the material.

But we can't just hold students back because the system fails them. So my balanced budget triples the funding for summer school and after-school programs, to keep a million children learning. (Applause.)

Now, if you doubt this will work, just look at Chicago, which ended social promotion and made summer school mandatory for those who don't master the basics. Math and reading scores are up three years running -- with some of the biggest gains in some of the poorest neighborhoods. It will work, and we should do it.

(Applause.)

Second, all states and school districts must turn around their worst-performing schools -- or shut them down. (Applause.) That's the policy established in North Carolina by Governor Jim Hunt. North Carolina made the biggest gains in test scores in the nation last year. Our budget includes \$200 million to help states turn around their own failing schools.

Third, all states and school districts must be held responsible for the quality of their teachers. The great majority of our teachers do a fine job. But in too many schools, teachers don't have college majors -- or even minors -- in the subjects they teach. New teachers should be required to pass performance exams, and all teachers should know the subjects they're teaching. (Applause.) This year's balanced budget contains resources to help them reach higher standards.

And to attract talented young teachers to the toughest assignments, I recommend a sixfold increase in our program for college scholarships for students who commit to teach in the inner cities and isolated rural areas and Indian communities. Let us bring excellence in every part of America. (Applause.)

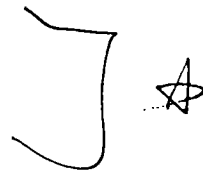
Fourth, we must empower parents, with more information and more choices. In too many communities, it's easier to get information on the quality of the local restaurants than on the quality of the local schools. Every school district should issue report cards on every school. And parents should be given more choices in selecting their public schools. (Applause.)

When I became President, there was just one independent public charter school in all America. With our support, on a bipartisan basis, today there are 1,100. My budget assures that early in the next century, there will be 3,000. (Applause.)

Fifth, to assure that our classrooms are truly places of learning, and to respond to what teachers have been asking us to do for years, we should say that all states and school districts must both adopt and implement sensible discipline policies. (Applause.)

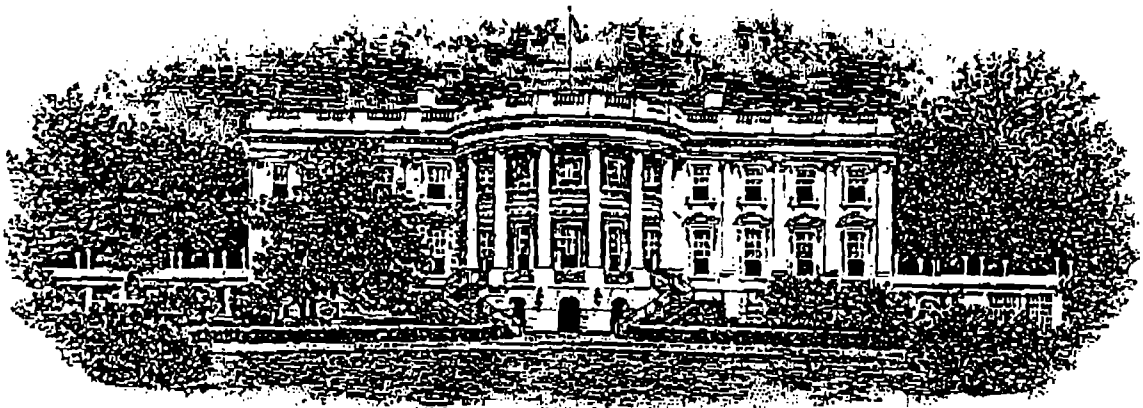
Now, let's do one more thing for our children. Today, too many of our schools are so old they're falling apart, or so over-crowded students are learning in trailers. Last fall, Congress missed the opportunity to change that. This year, with 53 million children in our schools, Congress must not miss that opportunity again. I ask you to help our communities build or modernize 5,000 schools. (Applause.)

If we do these things -- end social promotion; turn around failing schools; build modern ones; support qualified teachers; promote innovation, competition and discipline -- then we will begin to meet our generation's historic responsibility to create 21st century schools. (Applause.)



# The White House

## DOMESTIC POLICY COUNCIL



### FAX COVER SHEET

To: Christy Hacy

Phone: \_\_\_\_\_ Fax No: 410-664-1406

6-6275

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From: Hein

Phone: \_\_\_\_\_

Comments: This is testimony she gave on Teacher <sup>testimony</sup> +  
professional development, which is related, but not exactly part of  
the Pres' agenda. However, I do think it should give you  
a flavor of her ~~so~~ long history of ~~that~~ involvement in  
teacher quality.

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

Hillary Rodham Clinton  
Education Standards Committee, Arkansas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Comments:**

### **Eid points**

- It is considered the most blessed month: a month of fasting, of patience, charity perseverance.
- It has been called the month of the Qur'an, the month of Mercy, the month of Forgiveness, the month of prayer, the month of solidarity, the month of all blessings.
- It is the ninth month of the lunar calendar.
- You are made aware of the importance of community. Throughout the year, we have our own private and personal struggles: issues at work, health problems, school is difficult. But during Ramadan, Muslims around the world share one common struggle and that is restraint.
- You restrain yourselves from normal everyday activity like eating and drinking. You are encouraged to pray and reflect on the blessings that God has given you.
- The lesson Ramadan teaches is a universal language: pray, give charity, be kind to your family and neighbors, don't speak ill of others or cause harm to others. Fasting itself is common to many religions.
- The first words that the Angel Gabriel said to Muhammad was: "Read." Education is so integral to your belief system. More and more Americans are learning about Islam. It is important to educate others about the religion and
- You can be Muslim and American at the same time.
- Fasting is a form a worship.
- From Turkey to Bosnia to Uzbekistan to Gaza to Pakistan to Africa, I have met Muslim families and have learnt about their lives, their struggles and their accomplishments. I have been enriched by their stories of their culture and tradition and have marveled at how different and diverse Muslims around the world are and yet how many similarities there are. I've met Muslim women and families in many Muslim countries and have talked to them about their lives: their concern for their children's futures, their own and their families health and education.
- Recently, in Gaza, I visited a woman's empowerment center where Palestinian women were training ....(will transcribe tape)

### **Verses from the Qur'an**

"Our Lord! Impose not on us that which we have not the strength to bear, grant us forgiveness and have mercy on us. You are our Protector." (Surah 2, verse 286)

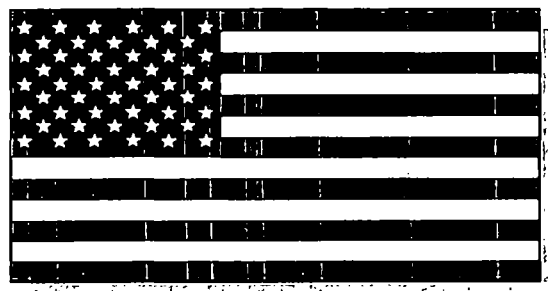
"Ramadan is the month in which the Quran was sent down as a guide to mankind and a clear guidance and judgement so that mankind will distinguish between right and wrong." (Surah 2, verse 183)

### **Hadith (Sayings of Prophet Muhammad)**

- Abu Saeed Khudri (companion of Muhammad) narrates that Muhammad said: "The doors of the Heavens are opened up on the first night of Ramadan. Not a single Door (among the Doors of Heaven) is then closed until the last night of Ramadan."
- Abu Ummah (one of the Prophet's companions) said: "I came to the Prophet (Muhammad) and said, 'Tell me of an action by which I may enter Paradise'. He said: 'Take to Fasting, there is nothing like it.'"
- "Fasting is a shield with which a servant protects himself from the Fire."
- "He who believes in God and the Day of Judgement should honor his guest; he who believes in God and the Day of Judgement should not annoy his neighbors; and he who believes in God and the Day of Judgement should say what is good or keep silent. (Bukhari, Muslim).
- "Eat together and not separately, for the blessings is associated with the company." (Ibn Majah).
- "Those who are nearest to God are they who are first to give a salutation." (Ahmad, Tirmidhi, Abu Dawud).
- "By Him in Whose hand my soul is, a man does not believe till he likes for his brother what he likes for himself." (Bukhari, Muslim).
- "Those who are merciful have mercy shown them by the Compassionate One, if you show mercy to those who are in the earth, God Who is in heaven will show mercy to you." (Abu Dawud, Tirmidhi).



**Background on President Clinton's  
Agenda for the Nation  
State of the Union Address  
January 19, 1999**



***Background on President Clinton's Agenda for the Nation***  
***State of the Union Address***  
***January 19, 1999***

**21st Century Schools**

- Accountability for Results
- Accountability for Results: End Social Promotion
- Accountability for Results: Turn Around Low Performing Schools
- Accountability for Results: Put Qualified Teachers in the Classroom
- Accountability for Results: Issue School Report Cards
- Accountability for Results: Adopt Discipline Policies
- A National Effort to Reduce Class Size in the Early Grades
- Modern School Buildings to Improve Student Learning
- Recruiting Outstanding New Teachers for Our Nation's Public Schools

**21st Century Support for American Families**

**Labor**

- Minimum Wage Increase
- Ensuring Equal Pay

**Child Care**

- Expanding the Child Care Block Grant
- Expanding After-School Opportunities
- Giving Greater Tax Relief for Child Care to Three Million Working Families
- Providing Tax Relief to Parents Who Stay at Home
- FMLA Expansion
- Prohibiting Discrimination Against Parents

**Health Care**

- Addressing Growing Long-Term Care Needs
- The Potential of New Biomedical Research
- Protecting Patients through a Strong, Enforceable Patients Bill of Rights
- Protecting Privacy of Medical Records
- Encouraging Small Businesses to Purchase Health Insurance
- Providing New Options for Americans Ages 55 to 65 to Obtain Health Insurance
- Improving Economic Opportunities for Americans With Disabilities
- Improving Health Care Access for Uninsured Workers
- Providing Critical Mental Health Prevention and Treatment Services
- Protecting Our Children From Tobacco
- Largest Increase in Family Planning Grants in 15 Years

**21st Century Economy**

- Re-employment Initiative
- Helping Adults Who Lack Basic Skills
- Welfare Rolls Decline as More Recipients go to Work
- Additional Welfare-to-Work Assistance
- New Markets Investments Initiative
- Empowerment Zones
- Community Development Financial Institutions Fund (CDFI)
- Crop Insurance Program
- Information Technology Research
- Y2K
- Financial Architecture
- A Firm Commitment to Free and Fair Trade

- Traditional Trade Negotiating Authority
- Caribbean Basin Trade Enhancement
- African Growth and Opportunity Act
- New WTO Round of Global Trade Negotiations
- International Labor Rights
- Child Labor
- U. S. Manufacturing Exports

**A Strong America in a New World**

- Bringing Hope to Northern Ireland
- Securing Peace in the Balkans
- Promoting Peace in the Middle East
- Defending Against New Threats to America's Security
- Cooperative Threat Reduction Initiative
- Containing and Opposing Saddam Hussein
- Comprehensive Test Ban Treaty
- Strengthening America's Military
- Strengthening Alliances and Promoting Freedom
- Payment of United Nations Arrears
- Hurricane Mitch Response
- U.S. - Africa Partnership for Economic Growth and Opportunity

**21st Century Communities**

**Crime/Drugs**

- 21st Century Policing Initiative
- Zero Tolerance Drug Supervision
- Making the Brady Waiting Period Permanent
- Preventing Violent Juveniles from Buying Guns
- Child Safety Locks for Handguns
- Helping Make All Schools Safe, Disciplined, and Drug-Free

**Environment**

- Climate Change
- Livability Agenda: Easing Traffic Congestion and Community Planning and Collaboration
- Livability Agenda: Better America Bonds
- Lands Legacy Initiative
- Clean Air Partnership Fund

**Service**

- AmeriCorps

**Political and Government Reform**

- Enact Bipartisan Campaign Finance Reform
- Reinventing Government

**One America**

- English Literacy/Civics Initiative
- Civil Rights Enforcement
- The Employment Non-Discrimination Act ("ENDA")
- The Hate Crimes Prevention Act

**Peroration: the Millennium**

- Millennium Communities Program
- Save America's Treasures Program

## **21ST CENTURY SCHOOLS**

### **Accountability for Results**

In his State of the Union Address, President Clinton will announce a package of accountability measures designed to hold students, teachers, and schools to high standards, and to ensure that school districts and states provide students with a high quality education. These proposals will help to lift student achievement in every public school and close the achievement gap by giving special attention to disadvantaged students in low-performing schools.

The President's plan marks a sea change in national education policy -- for the first time holding states and school districts accountable for progress and rewarding them for results. While insisting that states and local governments retain primary responsibility for education, President Clinton will call on Congress to make sure federal dollars support what works and not what doesn't. His proposal emphasizes reforms that a growing number of states, cities, and schools across the nation are implementing and that are producing clear results.

Specifically, the President will announce that he will send Congress legislation to reauthorize the Elementary and Secondary Education Act (ESEA) to ensure that schools end social promotion; teachers are qualified to teach the subjects they are assigned; states turn around their lowest-performing schools; parents get annual report cards on school performance; and schools institute effective discipline policies.

### **Accountability for Results: End Social Promotion**

The President's ESEA proposal will require states and school districts to end social promotion -- the practice of promoting students from grade to grade regardless of whether they have mastered the appropriate material and are academically prepared to do the work at the next level. Students who are promoted without regard to their achievement fall even further behind their classmates, and are more likely to lack basic skills upon graduating from high school.

To ensure that this requirement helps more students succeed, rather than simply increasing the number held back, states and school districts would have to show how they will help students meet promotion standards on time by (1) strengthening learning opportunities in the classroom with clear standards, small classes with well-prepared teachers, high quality professional development, and use of proven instructional practices; (2) identifying students who need help at the earliest possible moment; (3) providing extended learning time, including after-school and summer school for students who need extra help; and (4) developing an effective remedial plan, with intensive intervention, for students who still do not meet the standards, so they can get back on track in their schooling.

In 1996 President Clinton challenged every state and school district to adopt policies to end social promotion and require students to pass high school graduation exams. Twenty six states now have high school exit exams, and last year four states adopted policies to stop promoting unprepared students from grade to grade. A growing number of urban school districts, including Boston, Philadelphia, New York City, and Washington D.C. are adopting similar policies. In Chicago, which three years ago ended the practice of social promotion in a way that gives students who need it substantial extended learning time, citywide math and reading scores have gone up every year, with the largest gains among the most disadvantaged students. President Clinton's FY 2000 budget proposes to triple federal funding for after-school and summer school programs (from \$200 million to \$600 million) to help schools ending social promotion give students the extra help they need to succeed.

### **Accountability for Results: Turn Around Low Performing Schools**

The President's ESEA proposal will require states to identify the schools with the lowest achievement levels and least improvement and take corrective action to turn them around. These corrective actions, based on a careful assessment of each school's needs, would include steps such as intensive teacher training, support to improve school discipline, and the implementation of proven approaches to school reform. If these actions do not result in improved student achievement within two years, the proposal would require states to take additional corrective actions, such as permitting students to attend other public schools; reconstituting the school, by fairly evaluating the staff and making staff changes as appropriate; or closing the school and reopening it as a charter school or with an entirely new staff. Nineteen states currently take similar actions to help improve low-performing schools, and experience demonstrates that when these interventions are carefully implemented and accompanied by the resources to support change, schools improve and student achievement increases. The President's FY 2000 budget contains \$200 million to help states begin taking these steps immediately.

### **Accountability for Results: Put Qualified Teachers in the Classroom**

According to the National Commission on Teaching and America's Future, one of the most important factors in improving student achievement is the knowledge and skills teachers bring to the classroom. Yet every year, approximately 50,000 individuals teach on "emergency"-certificates, which means they do not meet the standards the state has set for certification. In addition, numerous teachers teach subjects for which they lack adequate preparation, with fully one quarter of secondary school teachers lacking even a minor in their main teaching field. Students in schools with the highest concentrations of poverty -- those who often need the most help from the best teachers -- are most likely to be in classrooms with teachers who are not fully qualified: for example, in schools with the highest minority enrollment, students have a less than 50 percent chance of having a math or science teacher with a license and degree in the field.

The President's ESEA proposal will require states to adopt performance examinations for all new teachers, requiring them to demonstrate both subject-matter knowledge and teaching expertise. The proposal also will require states and school districts to phase out, over five years, the use of teachers with emergency certificates and the practice of assigning teachers to subjects for which they lack adequate preparation. To support these new teacher quality standards, the proposal will provide resources to help states strengthen teacher certification standards, test new teachers, provide training to current teachers, and give incentives to recruit more highly qualified teachers.

### **Accountability for Results: Issue School Report Cards**

The President's ESEA proposal will require states to distribute to all parents annual report cards for each school and school district, as well as the state as a whole. The report cards will include information on student achievement, teacher professional qualifications, class size, school safety, and other factors that will help parents to judge the performance of the schools. Where appropriate, the report cards also will show the academic achievement of ethnic and racial subgroups, to ensure accountability for helping all students achieve. Thirty-six states currently publish or require local school districts to publish school report cards, and five additional states will begin the practice in the next two years. A recent report by Public Agenda, however, shows that only 31 percent of parents had seen these report cards. The President's ESEA proposal will help ensure that all parents in all states have access to the information they need to evaluate the quality of their schools and identify the areas in which improvement is needed.

### **Accountability for Results: Adopt Discipline Policies**

Schools must be a place of learning. President Clinton already has challenged states, communities, and schools to take a number of steps to restore order and safety, such as adopting school uniforms, enforcing truancy laws,

and imposing curfews. But in some schools, the breakdown of classroom discipline remains one of the biggest obstacles to learning and one of the greatest concerns for teachers, students, and parents alike. The President's proposal will require states and school districts to adopt discipline policies to make sure students have the chance to learn and teachers have the chance to teach.

#### **A National Effort to Reduce Class Size in the Early Grades**

In his 1998 State of the Union address, President Clinton proposed to help local school schools hire 100,000 well-prepared teachers in order to reduce class size in grades 1-3 to a national average of 18, and make sure that every child gets a solid foundation in the basics. Studies show that smaller classes help teachers provide more personal attention to students and spend less time on discipline; this helps students to learn more and get a stronger foundation in the basic skills. In these studies, minority and disadvantaged students showed the largest achievement gains. Last year, Congress provided a down payment on the President's seven year, \$12.4 billion proposal by appropriating \$1.2 billion to help local communities hire about 30,000 teachers. Now Congress must finish the job by providing the next installment of funds for local schools to continue progress toward hiring 100,000 new teachers over seven years.

#### **Modern School Buildings to Improve Student Learning**

For students to learn, schools must be well-equipped and be able to accommodate smaller class sizes. In 1998, the American Society of Civil Engineers said that school buildings represent the nation's most pressing infrastructure need. To address this critical need, President Clinton is proposing federal tax credits as incentives to help states and school districts to build and renovate public schools. Half of the bond authority will be allocated to the 100 school districts with the largest number of low-income children, and the other half will be allocated to the states.

#### **Recruiting Outstanding New Teachers for Our Nation's Public Schools**

With more than 2 million teachers to be hired in the next ten years to accommodate record student enrollments and an aging teaching force, the nation must not only recruit an adequate *number* of teachers, but ensure a *quality* teaching force through effective teacher recruitment and preparation. The President's budget will contain a series of new initiatives and funding increases to help recruit well prepared individuals to teach where they are needed the most, in high poverty urban and rural communities. In particular, the President's FY 2000 budget will increase funding for his teacher recruitment effort enacted in last year's Higher Education Act — to \$35 million from \$7.5 million — to recruit 7,000 outstanding new teachers into high need public schools by giving them scholarships in exchange for a commitment to teach. The President will announce other initiatives to improve teacher quality at an event later in the week.

## **21ST CENTURY SUPPORT FOR AMERICAN FAMILIES**

### **LABOR**

#### **Minimum Wage Increase**

The President called on Congress to pass an increase in the minimum wage. Despite the strongest economy in a generation, there are still millions of workers trying to raise a family and struggling to make ends meet. The President believes that parents who work hard and play by the rules should not have to raise their children in poverty. That is why, in 1993, he expanded the Earned Income Tax Credit (EITC) and, in 1996, fought for and won a minimum wage increase. The President's proposal would increase the minimum wage from \$5.15 to \$6.15 over two years -- through a 50-cent increase on September 1, 1999 and a 50-cent increase on September 1, 2000 -- helping to restore the real value of the minimum wage to what it was when President Reagan took office in 1981. This increase will help ensure that -- as costs continue to increase -- parents who work hard and play by the rules can bring up their children out of poverty. For someone who works full-time, this minimum wage increase will mean an additional \$2,000 per year. According to data from the Bureau of Labor Statistics, about 12 million hourly paid workers would benefit directly from this pay raise.

#### **Ensuring Equal Pay**

According to the Department of Labor, the average woman who works full-time earns just 74 cents for each dollar that an average man earns. For women of color, the gap is even wider. This gap is, in part, attributable to differing levels of experience, education, and skill. However, even after accounting for these factors, a significant pay gap still remains between men and women in similar jobs. Recognizing this wage disparity, the President is proposing a \$14 million equal pay initiative for the Equal Employment Opportunity Commission (EEOC) and the Department of Labor. Additional details of this initiative will be announced at a later date. The President also will continue to support the Paycheck Fairness Act, which improves the enforcement of wage discrimination laws and provides for research, education, training of EEOC staff, and outreach on this important subject.

### **CHILD CARE**

#### **Expanding the Child Care Block Grant**

The President is proposing to expand the Child Care and Development Block Grant to help working families struggling to meet the costs of child care. The President's proposal will: (1) increase funding for child care subsidies by \$7.5 billion over five years, enabling the program to serve an additional 1.15 million children by FY 2004; (2) provide \$3 billion over five years to promote early learning; and (3) provide \$173 million to improve child care quality. Additional funds for subsidies are necessary because millions of families who are eligible for assistance with their child care costs currently do not receive any help: in FY 1997, states provided child care assistance to only 1.25 million of the 10 million low-income children eligible. Additional funding to improve early learning through challenge grants to communities for children ages zero to five responds to research showing that children's experiences in the earliest years are critical to their development and ability to reach school ready to learn. Finally, increased investment in improving child care is needed to support quality enhancement efforts such as performing inspections of child care facilities, providing resource and referral services for parents, assisting providers with training and scholarships, and creating networks for family day care providers.

**Expanding After-School Opportunities**

The President is committed to triple funding for the 21st Century Learning Center Program, which supports the creation and expansion of after-school and summer school programs throughout the country. Experts agree that school-age children who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. The program increases the supply of after-school care in a cost-effective manner, primarily by funding programs that use public school facilities and existing resources. In awarding these new funds, the Education Department will give priority to school districts that are ending social promotion by requiring that students meet academic standards in order to move to the next grade. The President's budget will include \$600 million in FY 2000 to help roughly 1.1 million children each year participate in after-school and summer school programs.

**Giving Greater Tax Relief for Child Care to Three Million Working Families**

The Child and Dependent Care Tax Credit provides tax relief to taxpayers who pay for the care of a child under 13 or a disabled dependent or spouse in order to work. The credit is equal to a percentage of the taxpayer's employment-related expenditures for child or dependent care, with the amount of the credit depending on the taxpayer's income. The President's proposal increases the credit for families earning under \$60,000, providing an additional average tax cut of \$354 for these families and eliminating income tax liability for almost all families with incomes below 200% of poverty (\$35,000 for a family of four) that claim the maximum allowable child care expenses. The President's budget will include \$5 billion over five years to expand the Child and Dependent Care Tax Credit for nearly three million working families paying for child care. The President's plan also includes a new tax credit to businesses that provide child care services for their employees.

**Providing Tax Relief to Parents Who Stay at Home**

The President believes that we should support parents in whatever choice they make for the care of their children. He therefore is proposing to enable parents who stay at home with children under one year old to take advantage of the Child and Dependent Care Tax Credit by claiming assumed child care expenses of \$500. The President's budget proposal will provide an average tax credit of \$178, at a cost of \$1.3 billion over five years, which will benefit 1.7 million families.

**FMLA Expansion**

The President is proposing again to extend the benefits of the Family and Medical Leave Act (FMLA) -- the first piece of legislation that the President signed into law -- to ten million more American workers. Today, workers are eligible for up to 12 weeks of FMLA-protected leave to care for a newborn or adopted child, to attend to their own serious health needs, or to care for a seriously ill parent, child or spouse -- if they work at a business with 50 or more employees. By covering workers in businesses with 25 or more workers, 10 million more American workers will be covered by the FMLA. The President is also calling for expanding the law to allow FMLA-eligible workers to take up to 24 hours of additional leave each year to meet specified family obligations. Leave could be taken to: (1) participate in school activities, such as parent-teacher conferences; (2) accompany one's child to routine dental or medical appointments; and (3) accompany an elderly relative to routine medical appointments or other professional services.

**Prohibiting Discrimination Against Parents**

The President proposed new federal legislation to protect parents from discrimination in the workplace. Building on laws in Alaska, Michigan, New Jersey and other states, this legislation would protect workers from unfair assumptions about their commitment to their job that can affect hiring, advancement, and other employment decisions. This law would not prohibit employers from making hiring and promotion decisions on the basis of

job performance, but would ensure that workers are not unfairly discriminated against simply because they are parents.

## **HEALTH CARE**

### **Addressing Growing Long-Term Care Needs**

Over five million Americans, most of whom are elderly, have significant limitations due to illness or disability and thus require long-term care. The aging of Americans will only increase the need for quality long-term care options: by 2030, the number of elderly Americans will have doubled, so that one in five Americans will be elderly. President Clinton has proposed an historic new \$6.2 billion initiative to support elderly and disabled Americans with long-term care needs and the millions of family members who care for them. This initiative includes over five years a \$5.5 billion investment in a \$1,000 tax credit to compensate for the cost of long-term care services; a new \$625 million National Family Caregiver Program; a \$10 million national campaign for FY 2000 to educate Medicare beneficiaries about long-term care options; and \$15 million to allow the Federal government to offer long-term care insurance to its employees at group rates.

### **The Potential of New Biomedical Research**

Advances in biomedical research have captured the imagination of all Americans, with scientists now poised to make advances that could revolutionize the way we treat diseases. The President's new \$320 million investment in NIH will allow us to make progress in preventing the complications of diabetes, combating diseases associated with aging, like Alzheimers and Parkinson's, and developing vaccines for tuberculosis, malaria, and AIDS.

### **Protecting Patients through a Strong, Enforceable Patients Bill of Rights**

Once again, the President is calling on Congress to pass a strong federally enforceable patients' bill of rights. This Health Care Bill of Rights should contain a range of protections, including guaranteed access to needed specialists, access to emergency room services when and where the need arises, access to a meaningful independent and external appeals process for consumers to resolve differences with their health plans, and the right to be compensated when a health plan's decision causes a patient to be harmed or die. The President is already doing everything he can to implement these protections, by extending them to the 85 million Americans covered by Federal health plans.

### **Protecting Privacy of Medical Records**

The President is challenging the Congress to pass strong bipartisan legislation to protect the privacy of medical records. The President also pledged that if Congress does not pass this legislation this summer, he will take action to implement protections for electronic medical records under the authority given to him by the Health Insurance Portability and Accountability Act of 1996.

### **Encouraging Small Businesses to Purchase Health Insurance**

Many small businesses cannot offer health insurance because of their higher administrative costs and premiums relative to large businesses. As a result, workers in small firms are less likely to have access to affordable, job-based health insurance. Nearly half of uninsured workers are in firms with fewer than 25 employees (relative to 30 percent of all workers). The President is proposing a new \$44 million initiative to encourage small businesses to offer health insurance to their workers by developing and/or joining coalitions for purchasing health insurance. This three-part initiative would provide a tax credit to small businesses that decide to offer coverage by joining coalitions; encourage private foundations to support coalitions by allowing their contributions towards these organizations to be tax exempt; and offering technical assistance to new small business coalitions.

### **Providing New Options for Americans Ages 55 to 65 to Obtain Health Insurance**

Americans ages 55 to 65 are one of the fastest growing groups of uninsured Americans. They are also extremely difficult to insure: they have less access to and a greater risk of losing employer-based health insurance; and they are twice as likely to have health problems as the population generally. The President's \$1.4 billion proposal gives this vulnerable population three new ways to gain access to health insurance by: (1) allowing Americans ages 62 to 65 to buy into Medicare, through a mechanism that preserves the Medicare trust fund; (2) assisting vulnerable displaced workers 55 and over by offering those who have involuntarily lost their jobs and health care coverage a similar Medicare buy-in option; and (3) giving Americans 55 and over who have lost their retiree benefits access to their former employers' health insurance.

### **Improving Economic Opportunities for Americans With Disabilities**

Since President Clinton and Vice President Gore took office, the American economy has added 17.7 million new jobs. However, the unemployment rate among working-age adults with disabilities is still nearly 75 percent. People with disabilities can bring tremendous energy and talent to the American workforce, yet institutional barriers often limit their ability to work. The President's budget proposes a historic new \$2 billion initiative that removes significant barriers to work for people with disabilities. It includes the Work Incentives Improvement Act, which invests \$1.2 billion in providing options for workers with disabilities to buy into Medicaid and Medicare; a new \$700 million investment in a \$1,000 tax credit for workers with disabilities; and more than double the government's current investment, an increase of \$35 million, in assistive technologies that make it possible for individuals with disabilities to work.

### **Improving Health Care Access for Uninsured Workers**

This new initiative invests \$1 billion over 5 years in local communities to integrate providers that traditionally provide services to the uninsured, such as public hospitals and clinics, into networks that provide a comprehensive range of services to uninsured people. Providers will receive funds to develop the financial, information, and telecommunication systems necessary to monitor and manage patient needs, as well as funds to expand the range of services they deliver.

### **Providing Critical Mental Health Prevention and Treatment Services**

Approximately 44 million adults and 14 million children suffer from a mental disorder each year. The Clinton/Gore Administration's new FY 2000 budget includes a \$70 million increase -- the largest ever -- in the mental health block grant. This 24 percent increase, totaling \$358 million, will enable states to enhance and expand their efforts to assist people with mental illnesses, by targeting particularly-hard-to-reach adults and children with severe mental illnesses, improving school violence abatement programs, helping states provide new effective medications for people with mental illnesses, and providing services to older Americans who are reluctant to reach mental health services in traditional mental health settings. This spring, the Administration will also hold the first ever White House Conference on Mental Health.

### **Protecting Our Children From Tobacco**

Every day, 3000 children become regular smokers and 1000 have their lives shortened because of it. Almost 90 percent of adult smokers began smoking by age 18 and today 4.5 million children -- 37 percent of all high school students -- smoke cigarettes. The state tobacco settlement is an important step in the right direction, but the President believes additional measures must be taken to reduce youth smoking and hold the tobacco industry accountable: 1) raise the price of cigarettes, so fewer young people start to smoke; 2) reaffirm the Food and Drug Administration's full authority to keep cigarettes out of the hands of children; 3) fund critical public health efforts to prevent youth smoking and hold the tobacco industry accountable for reducing youth smoking; and 4) protect farmers and farming communities. The President's budget will use all the funds resulting from this plan to help

reimburse the federal government for its annual tobacco-related health costs.

**Largest Increase in Family Planning Grants in 15 Years**

The President's FY 2000 budget proposal will call for a substantial increase in Title X Family Planning grants, which helps provide women with vital services, including contraception, pregnancy testing, STD screening and treatment. Further details of this increase will be announced later this week.

## **21ST CENTURY ECONOMY**

### **Re-employment Initiative**

In 1995, President Clinton proposed a G.I. Bill for America's Workers to reform our employment and training system for the 21st-century economy by empowering individuals, streamlining services, enhancing accountability, and increasing flexibility. For over three years, President Clinton repeatedly pressed Congress to pass job-training reform based on his original proposal. Last year, the Congress finally passed and the President signed comprehensive job training reform. This year, the President proposes a long-term commitment to ensuring that Americans who are displaced from their jobs can get the training and re-employment services they want and need to get new jobs.

### **Helping Adults Who Lack Basic Skills**

President Clinton will soon announce a major effort to help the more than 44 million adults who perform at the lowest level of literacy to obtain the skills they need to succeed in today's economy and to help immigrants more fully integrate into our civic and social life. This effort includes the 10% tax credit for employers who provide workplace education programs for their employees and a new award to recognize "High Skills" communities for their outstanding achievement in promoting adult education as announced by the Vice President on January 12. Later this month, the President will announce the other parts of this initiative.

### **Welfare Rolls Decline as More Recipients go to Work**

The President announced that welfare is at its lowest level in 30 years and the welfare rolls have fallen by nearly half since he took office. The percent of welfare recipients working has tripled since 1992, and all states met the first work overall participation rates required under the welfare reform law. Two years ago the President challenged the business community to create jobs so that people can move from welfare to work. Today, 10,000 companies of all sizes, industries, and from all regions have joined the Welfare to Work Partnership and are successfully hiring and retaining hundreds of thousands of welfare recipients.

### **Additional Welfare-to-Work Assistance**

The President announced that he will propose \$1 billion for his Welfare-to-Work program to ensure that those remaining on the welfare rolls who face the greatest challenges can succeed in the workforce and to increase the employment of fathers of children on welfare so they can better support their children. This funding will help 200,000 people move from welfare to work and will help increase child support collections, which have gone up 80 percent since 1992. The President will announce further details of this proposal next week.

### **New Markets Investments Initiative**

One of the great still unmet challenges for the start of the 21st century is building economically vibrant communities in those places that our prosperity has not yet reached -- inner cities and distressed rural areas. These new markets here at home have great potential. We must build a bridge between Wall Street and our great untapped markets. The President's new markets initiative will spur \$15 billion in new capital investment in businesses in these underserved areas through a package of tax credits and guarantees.

Specifically:

- ***New Markets Tax Credit:*** A billion dollars of tax credits over five years worth up to 25% of the amount of equity invested in a variety of vehicles for providing equity and credit to businesses in underserved areas.

- ***America's Private Investment Companies (APICs):*** Modeled after the Overseas Private Investment Corporation's (OPIC) successful investment fund program, this program would create, each year, five new private investment partnerships of up to \$300 million. For each new APIC, HUD and the SBA would provide up to \$200 million in loan guarantees to match \$100 million in private investment, creating a fund of \$300 million for investment in mid-sized firms expanding or relocating into underserved areas.
- ***New Market Venture Capital Firms (NMVCs):*** SBA will match equity investment and technical assistance funds to finance 10-20 new investment partnerships selected to provide both patient growth capital and expert guidance to entrepreneurs who need both in order to transform their small businesses and great ideas into thriving companies.
- ***SBICs targeted to new markets:*** Over 40 years, the SBIC program has helped more than 85,000 small companies grow, some from start-ups to household names like AOL; but the program has not done enough to help spur growth in underserved areas. SBA will provide more flexibility and new financing terms, along with aggressive outreach, to promote investment in low- and moderate-income areas by SBICs.
- ***New Market Lending Companies (NMLCs):*** SBA will approve approximately 10 new non-bank lenders who have a strategy to target their lending to underserved areas.
- ***Other:*** Other elements include seed money to expand BusinessLINC partnerships to encourage large businesses to work with small businesses in new markets and reforms to the Specialized Small Business Investment Company (SSBIC) tax credit to make it easier to use.

#### **Empowerment Zones**

Last week, Vice President Gore named 20 economically distressed communities as new Empowerment Zones (EZs). Tonight, the President is reaffirming his Administration's commitment to securing full funding of flexible grant funding for the new EZs. If Congress approves full funding for the EZs, federal investment is expected to help create and retain about 90,000 jobs and stimulate \$20.3 billion in private and public investment in the next 10 years.

#### **Community Development Financial Institutions Fund (CDFI)**

In 1994, the President proposed and Congress established the CDFI Fund. This Fund further expands the availability of credit, investment capital, financial services, and other development services in distressed communities. The President is proposing to expand funding for the CDFI program to \$125 million -- a \$30 million increase from FY 1999.

#### **Crop Insurance Program**

In the midst of the strongest economy we have enjoyed in decades, many farmers are suffering and others are at risk through no fault of their own. Natural disasters, coupled with declining demand abroad (exports have accounted for roughly a third of our farm products) brought historic losses last year. The President fought for and got an additional \$6 billion in emergency aid for farmers in 1998. But this is not an unexpected or one-time-only problem. When the President signed the 1996 Freedom to Farm Act, he called for additional work to be done to create an adequate safety net for farmers. In his State of the Union, he pledged to work with Members of both parties to achieve the needed reforms --both in the crop insurance program and in farm income assistance --this year.

### **Information Technology Research**

President Clinton and Vice President Gore will propose at least \$366 million, an increase of approximately 30 percent, for the government's investment in information technology research. The Vice President will announce the specifics of this initiative later this week.

### **Y2K**

The year 2000 problem results from a computer programming practice that for over 30 years designated a year by its last two digits, such as "99" for "1999." When the program has to deal with the year 2000, or "00," malfunctions may occur in software applications or operating processes because the program stops, reads the year as "1900," or otherwise produces erroneous information. The President and Vice President have been leading the attack on this problem by establishing a goal for all Federal programs to be year 2000 compliant by March 31, 1999 and by establishing the President's Council on Year 2000 Conversion. The December quarterly report from the Office of Management and Budget indicated that 61% of the Federal Government's mission critical systems, such as those for issuing Social Security checks, were already year 2000 compliant and 90% of the work to repair such systems had been completed with testing of the fixes underway. The Council's mandate is to coordinate the work of Federal agencies as they correct their own systems and to reach out to governments at all levels as well as internationally and to the private sector to help facilitate their efforts to meet the challenge of crossing into the next century without noticeable difficulty.

### **Financial Architecture**

As the world's strongest economy and largest exporter, we have a major interest in addressing the global financial crisis and in designing a global financial architecture for the 21st century. Starting last year, the President laid out a strategy working with key emerging and industrial economies to address the current crisis and restore recovery, by providing the IMF expanded resources and new tools, strengthening social safety nets to protect the most vulnerable, developing systemic approaches to rebuilding financial and banking sectors, and establishing "precautionary" means for assisting countries with strong policies ward off contagion. Longer term, we must prevent the disruptive cycle of boom and bust by increasing openness and accountability, strengthening national financial systems and international surveillance, providing more orderly mechanisms for crisis response, and ensuring the participation of the private sector in crisis prevention and mitigation. This work will culminate in the meeting of G-7 leaders in Cologne Germany in June.

### **A Firm Commitment to Free and Fair Trade**

The global financial crisis has touched the lives of many Americans. The surge in low-priced steel imports into the United States has adversely impacted our steel companies, workers and communities. This Administration is taking forceful steps to vigorously enforce our trade laws, to engage major exporting and importing nations to trade fairly and to bear their fair share of the import burden, to help crisis-stricken countries achieve recovery, and to provide American steel communities, workers and companies with the resources they need to adjust to the forces of globalization. Japan accounts for almost half of the surge in steel imports into the United States, and has increased exports of hot rolled sheet steel by 400 percent from 1997 to 1998. We have informed Japan it must trade fairly, and we expect its exports to fall to appropriate pre-crisis levels. We are prepared to take appropriate WTO-consistent actions under our trade laws to ensure that happens including, if necessary, self-initiated actions under section 201 and our anti-dumping laws. The President has made clear that open, rules-based trade is essential for both global economic recovery and continued U.S. prosperity.

### **Traditional Trade Negotiating Authority**

The President called for a new consensus granting him "fast track" trade authority to expand America's opportunities in the global economy while ensuring that expanded trade benefits all citizens, promoting

prosperity, respecting worker rights, and protecting the environment. With a global round of trade negotiations just around the corner and with the global financial crisis threatening America's hard won economic gains, it is more important than ever to give the President traditional trade authority to break down trade barriers that put American products made by American workers at a disadvantage. This authority has been given to every president since 1974 in order to pursue America's national interest in the global economy. Without trade authority, America's role as the largest exporter in the world could be put in jeopardy and America's ability to continue creating higher-paying jobs for more Americans could be undermined.

#### **Caribbean Basin Trade Enhancement**

The President will work with Congress toward swift passage of legislation expanding Caribbean Basin Initiative (CBI) trade ties with Caribbean and Central American countries. This trade legislation will create opportunities for American companies and workers even as it provides enhanced market access and economic stimulus for countries devastated by Hurricane Mitch. The Administration is strongly committed to the negotiations to conclude the Free Trade Area of the Americas by 2005, and expects to achieve commercially-meaningful outcomes by the end of the year, which will expand U.S. export opportunities in Latin America.

#### **African Growth and Opportunity Act**

In the State of the Union, President Clinton called upon Congress to pass the African Growth and Opportunity Act, an important and groundbreaking piece of legislation which recognizes African countries' efforts to institute sound economic policies and reform. The philosophy of this bill is simple: America stands ready to help those African countries that undertake difficult reforms to build a better future. Effective aid, combined with strong reforms and increased trade and investment, will help bring Africa into the global economy and create new markets for U.S. exports. American businesses, farmers, and workers all stand to benefit from expanding our trade with the largest underdeveloped market in the world.

#### **New WTO Round of Global Trade Negotiations**

The President is calling for the launch of an ambitious new WTO Round when world trade ministers meet in the United States this November to shape the world trading system in the 21st century. The President is calling for a new type of Round for the new century, which could yield concrete early results in key areas, ensure that labor and environmental standards are fully protected so that trade opening does not lead to a race to the bottom and result in a more open and accountable WTO system. The United States must play a leadership role: as the world's largest exporter, we have the most at stake. A successful accelerated Round of negotiations will create important new opportunities for America's world class farmers and ranchers, manufacturers, and service providers to increase sales in foreign markets. We will see new opportunities to sell our goods and services (such as express delivery, environmental and energy services, electronic commerce and professional services) where the preponderance of global trade is not subject to WTO rules, and further removal of tariffs because many of our trading partners in Asia, Latin America, and elsewhere retain far higher tariff rates than the United States. We will also seek to further open government procurement practices, ensure fair global competition, and protect intellectual property rights (IPR) in areas where the United States leads the world (software, film/video, music, pharmaceuticals). The U.S. Trade Representative will chair the 1999 meeting of WTO trade ministers in the United States.

#### **International Labor Rights**

The global economy holds the promise of a higher standard of living for more people in more countries, but we must ensure that spirited competition among nations never becomes a race to the bottom on labor standards. President Clinton's FY 2000 budget will provide \$40 million for the first time ever to help developing countries implement core labor standards and build social safety net programs such as unemployment insurance and

pensions. Specifically, the United States will provide: \$25 million to establish a new multilateral program at the International Labor Organization (ILO) to provide technical assistance to core labor standards efforts; \$9.5 million to the Department of Labor to help our trading partners strengthen their implementation mechanisms; and \$5 million to the Department of State to encourage cooperative efforts to eliminate international sweatshops.

### **Child Labor**

Last year the President fought for and obtained a ten-fold increase in the U.S. contribution to the International Program for the Elimination of Child Labor -- a \$30 million contribution making the U.S. the world's leader in the fight to reduce the most intolerable forms of child labor. This year, we will insist on maintaining that level of IPEC funding while adding a new \$10 million program -- "School Works" -- through U.S. AID to improve access to education to make it easier to get kids out of hazardous workplaces. In addition, the proposal calls for additional agents for the U.S. Customs Service to enforce the ban on the importation of goods made with forced or indentured child labor (almost doubling the enforcement budget from \$3 million to \$5 billion) and an increase of \$4 million (above last year's \$3 million) for domestic enforcement of labor laws in industries vulnerable to child labor -- garment and "salad bowl" farms.

### **U. S. Manufacturing Exports**

Manufacturing exports have been a key engine of America's sustained economic expansion. However, the global financial crisis has put that progress at risk. To help American manufacturers safeguard their hard-won gains in foreign markets and expand into new growth areas, the Administration is launching a \$108 million initiative to spur nearly \$2 billion in additional U.S. exports, which will sustain or create 16,000 high-wage American manufacturing jobs. First, the initiative boosts funding for the Export-Import Bank by 10 percent (\$81 million) to keep U.S. products -- from aircraft parts to capital equipment to environmental technology -- flowing to emerging markets where commercial banks have withdrawn. Second, the Trade Development Agency will receive an additional \$4 million for feasibility studies to enable U.S. companies to participate in major export-generating infrastructure projects overseas. Third, the initiative provides \$14 million for the Department of Commerce's International Trade Administration (ITA) to increase resources for export advocacy and service delivery to small manufacturers. Finally, the initiative provides \$9 million for ITA and Commerce's National Institute of Standards and Technology to help developing countries establish a legal and regulatory infrastructure to make it easier for U.S. firms to export.

## **A STRONG AMERICA IN A NEW WORLD**

### **Bringing Hope to Northern Ireland**

President Clinton's intensive diplomatic efforts helped achieve the landmark Good Friday Accord last spring, bringing new governing structures and a new era of cooperation to Northern Ireland. By an overwhelming margin, the people of Northern Ireland and Ireland have chosen a peaceful future after a generation of bloodshed. President Clinton reaffirmed his support for full implementation of the agreement, so Northern Ireland can pursue a prosperous, democratic course, free of violence and terror. The U.S. will also continue to support the International Fund for Ireland, which promotes reconciliation through economic regeneration projects targeting disadvantaged Irish border counties and Northern Ireland.

### **Securing Peace in the Balkans**

The U.S. continues to help its European allies in consolidating the peace in Bosnia and Herzegovina. Through 1999, our priorities will be to accelerate Bosnia's transition to a market economy, increase the momentum on refugee returns, improve the rule of law, reinforce central institutions and press ahead with media and education reform. The NATO-led Stabilization Force, which continues to play a vital role in implementing Dayton, will continue to draw down. This will allow a further reduction in the U.S. troop contribution, which is already one-third the size of the U.S. contribution to the previous Implementation Force. The U.S. is also leading efforts to end the repression and a peaceful solution to the Kosovo crisis.

### **Promoting Peace in the Middle East**

President Clinton believes that the best long-term strategy for Israeli security includes a secure peace with the Palestinians, recognition of their legitimate rights, and a comprehensive, secure peace in the Middle East. The President's efforts at Wye River helped put the peace process back on track after eighteen months of stalemate. At a time when the U.S. is calling on Israel and the Palestinians to meet the commitments they undertook at Wye, the U.S. must meet its responsibilities. The President's supplemental request would bolster Israel's security, strengthen the Palestinian economy and lend a hand to a trusted friend of peace, Jordan.

### **Defending Against New Threats to America's Security**

In an era of rapid technological change, Americans are faced with new challenges to our national security from biological and chemical attacks, and attacks on our computer networks. President Clinton has taken the lead in addressing these threats by developing new strategies to combat terrorism, prepare for weapons of mass destruction attacks, and protect our critical infrastructure. To prepare for the threat of biological and chemical weapons, President Clinton has called for an increase in funding for vaccine research and public health surveillance in his FY 2000 budget. He has also established a National Domestic Preparedness Office, which will provide a integrated federal program to train and equip those who would first respond to a biological or chemical weapons attacks, and develop emergency plans for 120 metropolitan areas nationwide. To protect our computer networks from cyber terrorism, he has called for an initiative to train and hire information technology experts to safeguard government computer networks, and an initiative to integrate systems designed to monitor computer intrusion. The President has also launched new public-private information sharing centers to foster better preparation for cyberattacks and a computer security initiative aimed at safeguarding networks from covert installation of destructive computer code.

### **Cooperative Threat Reduction Initiative**

President Clinton announced an enhanced effort to work with Russia and other former Soviet countries to reduce the risk that materials, technologies, and expertise for weapons of mass destruction and ballistic missiles will fall into the hands of rogue nations or terrorists -- and to help former Soviet countries implement existing arms

control agreements. The President's five year budget plan calls for a 70% expansion of threat reduction programs. Our initiative emphasizes engaging weapons scientists and institutes in civilian research, promoting nuclear security by dismantling and destroying warheads and dangerous materials, tightening export controls, and accelerating Russian efforts to withdraw troops stationed outside Russia. None of these funds will be available to entities that engage in dangerous missile or nuclear assistance to Iran. The Administration will continue to help Russia to develop an effective export control system that keeps dangerous technologies away from Iran and others. And we will continue to apply penalties against Russian entities that violate international nonproliferation standards.

We will also continue our efforts to restrain North Korea's nuclear and missile programs, halt a nuclear and missile race between India and Pakistan, and press China to play a more constructive role in efforts to contain the spread of mass destruction weapons and missiles. And we will move forward with international negotiations on the President's proposal to strengthen our ability to determine whether nations are complying with the Biological Weapons Convention.

### **Containing and Opposing Saddam Hussein**

President Clinton stressed that we will continue to contain Iraq as long as it poses a threat to its neighbors and continues to conceal its weapons of mass destruction programs. Saddam Hussein's actions demonstrate that he does not intend to comply with UN security council resolutions, even in the face of international pressure. We therefore are pursuing a two-track policy: advancing initiatives aimed at increasing availability of food and medicine for the Iraqi people while actively supporting efforts by Iraqi opposition groups to replace Saddam's regime.

### **Comprehensive Test Ban Treaty**

The President's call for the Senate to act without delay to give its advice and consent to ratification of the Comprehensive Test Ban Treaty (CTBT) will help prevent a new arms race and make it more difficult for non-nuclear states to develop these devices of destruction. The CTBT will allow America to maintain a safe and reliable nuclear deterrent while constraining the proliferation of nuclear material and technology to rogue states' weapons programs. CTBT will improve America's ability to detect and deter nuclear explosive testing. CTBT's global network of sensors will strengthen America's ability to monitor nuclear explosive testing across the globe, as well as deter any nation from believing it can conduct a nuclear explosive test undetected by the international community. If the United States fails to ratify before September, we will undercut our own efforts to strengthen the global nonproliferation regime and curb further nuclear arms development, particularly in South Asia.

### **Strengthening America's Military**

President Clinton proposed a six-year, sustained increase in defense spending to ensure that America's armed forces are fully prepared to meet the challenges of the next century and remain the world's best-trained, best-equipped fighting force – reversing a trend begun a decade ago. The President's budget for next year will provide \$12 billion more than we had planned last year for FY 2000 to meet readiness and modernization needs. These funds will strengthen recruitment and retention programs; enhance training, unit operations and flight hour programs, and provide additional spare parts. Funds will also be devoted to modernizing weapons programs, by replacing aging equipment with more technologically advanced systems, taking advantage of cutting edge computer technology, and developing defense systems against both theater and strategic ballistic missiles. Finally, the President's defense spending proposal will improve pay and benefits for America's men and women in uniform, ensuring that they enjoy the quality of life they deserve.

**Strengthening Alliances and Promoting Freedom**

Promoting freedom by strengthening our alliances and building partnerships in Europe, Asia, and Latin America is central to President Clinton's foreign policy agenda. President Clinton will convene a NATO Summit in Washington this April to commemorate its first fifty years and to chart a course for the next century. Unprecedented in size and scope, this golden anniversary summit marks a milestone in President Clinton's efforts to strengthen the alliance and build a more integrated, democratic and peaceful Europe. It will reaffirm NATO's commitment to building its relationships with Russia and Ukraine and to the continuing evolution of the Partnership for Peace as a pillar of transatlantic security. Forty-four leaders from both sides of the Atlantic will come to Washington to welcome its newest members -- Poland, Hungary, and the Czech Republic -- and to forge a new consensus about the need for joint action to face new challenges to our shared security, including regional conflicts and the growing threat posed by the proliferation of weapons of mass destruction. NATO will also develop a new Strategic Concept, the blueprint guiding the Alliance's defense planning and policies, and take steps towards ensuring that NATO's door remains open to prospective new members.

**Payment of United Nations Arrears**

President Clinton highlighted the need for congressional action to meet U.S. financial obligations to the United Nations. From critical peacekeeping operations to life sustaining relief and development efforts in Africa, the Middle East, Europe, and around the globe, the United Nations is an essential institution for the promotion of U.S. objectives across a broad spectrum of issues. Our interests abroad -- from maintaining political stability, to averting human rights and humanitarian catastrophe, to promoting international standards in areas such as aviation safety -- demand that we meet our international obligations and increase our leverage in international organizations.

**Hurricane Mitch Response**

President Clinton reaffirmed our commitment to assist in the reconstruction of those Central American countries devastated by Hurricane Mitch. Over the past three months, more than 5,000 of our armed forces have provided critical relief and rehabilitation assistance to the people of Honduras, Nicaragua, Guatemala and El Salvador. This has included the initial response -- in which U.S. troops rescued many hundreds of Central Americans and delivered food, medical equipment and other essential supplies -- as well as more recent reconstruction efforts that have included bridge building and road repair. In addition, the U.S. Agency for International Development and the U.S. Department of Agriculture have provided food, medical aid, reconstruction material and other support. The U.S. contribution to the relief effort has totaled \$300 million thus far, and President Clinton intends to increase substantially our aid to longer term reconstruction in the weeks and months to come.

**U.S. - Africa Partnership for Economic Growth and Opportunity**

The United States has important and growing strategic interests in Africa. Africa supplies over 13% of our oil imports and represents the largest untapped market in the world. Unfortunately, conflict still undermines Africa's vast potential and our own strategic interests. That is why we aim to build a stable and prosperous Africa -- a strong partner for security and peace, and an ally against drug trafficking, international crime, terrorism, the spread of disease and environmental degradation. President Clinton's historic trip to the continent last year highlighted the new opportunities for partnership between our nation and the nations of Africa.

## **21ST CENTURY COMMUNITIES**

### **CRIME/DRUGS**

#### **21st Century Policing Initiative**

In order to keep crime coming down to record low levels and the number of officers walking the beat at an all-time high, the President is committing nearly \$1.3 billion for a new 21st Century Policing Initiative. The new 21st Century Policing Initiative builds on the President's successful COPS program by: (1) helping communities to hire and redeploy between 30,000 and 50,000 more law enforcement officers over five years, with an effort to target new police officers to crime "hot spots" and to help retain those officers recently hired; (2) giving law enforcement access to the latest crime-fighting technologies, such as improved police communications, crime mapping software, laptop computers, and crime lab improvements; and (3) making an unprecedented commitment to engage entire communities in the hard work of preventing and fighting crime -- by funding new community-based prosecutors, and partnerships with probation and parole officers, school officials, and faith-based organizations.

#### **Zero Tolerance Drug Supervision**

Numerous studies confirm that the vast majority of prisoners report drug use and that many prisoners commit their crimes to buy drugs or while high. To help break this iron link between crime and drugs, the President will propose \$215 million for Zero Tolerance Drug Supervision that works to keep offenders drug- and crime-free. This initiative will provide new funds to help states and localities implement tough new systems to drug test, treat, and punish prisoners, parolees, and probationers. In addition, this initiative provides increased funds for innovative drug courts throughout the country and intensive drug treatment for state prisoners with the most serious drug problems.

#### **Making the Brady Waiting Period Permanent**

The Brady Law, which requires background checks of all prospective firearms purchasers, has stopped well over a quarter of a million illegal handgun sales since its enactment in 1993 -- proving itself to be one of the most effective law enforcement tools ever. But the Brady Law's "cooling off" or waiting period recently expired, and handguns can now be purchased on the spot in some states. To make sure that local law enforcement officers have enough time to conduct the best background check possible, the President will call for a new national waiting period of up to five days before the purchase of a handgun.

#### **Preventing Violent Juveniles from Buying Guns**

Violent juveniles should be treated as adults for their adult crimes, and stopped from getting weapons to hurt again. The President will propose legislation to ban violent juveniles from buying guns for life. The President's proposal would extend the Brady Law to violent juveniles, closing the loophole under current law which permits youths convicted in juvenile court for certain violent and drug offenses to buy handguns on their 21st birthday.

#### **Child Safety Locks for Handguns**

Child safety locking devices can reduce the unauthorized use of handguns, by a child at play or a teen looking to commit a crime. And many youths have to look no further than their own home to get access to a gun: a third of all privately-owned handguns are left both loaded and unlocked. To address this problem, the President's proposal would require federally-licensed firearms dealers to sell a child safety lock with every handgun -- to help prevent youths from hurting themselves or each other.

### **Helping Make All Schools Safe, Disciplined, and Drug-Free**

President Clinton is proposing a significant overhaul of the nearly \$600 million Safe and Drug-Free Schools and Communities Program to provide more effective prevention programs for the reduction of drugs and violence in schools, more accountability for results, and better targeting to those schools that need the most assistance.. Under the President's proposal, schools would be required to adopt rigorous, comprehensive school safety plans that include: tough, but fair, discipline policies; safe passage to and from schools; effective drug and violence policies and programs; annual school safety and drug use report cards; links to after school programs; efforts to involve parents; and crisis management plans.

## **ENVIRONMENT**

### **Climate Change**

On the heels of the announcement that 1998 surpassed 1997 as the warmest year on record, the President's FY 2000 budget will propose a package of investments and tax cuts to help address global climate change. It includes start-up funding for a new Clean Air Partnership Fund (discussed below) and tax incentives to promote the purchase of energy-efficient cars, homes, and appliances, spurring the swift movement of innovative technologies into the market. Proposed increases in Federal spending would help foster a new generation of clean, energy-efficient technologies and renewable energy, as well as support research to identify and quantify carbon sinks in forests and farmlands. This package complements the other elements of the Administration's climate change plan, which include working cooperatively with industry sectors on initiatives to cut greenhouse gas emissions, strengthening efforts to incorporate energy efficiency goals into Federal procurement and energy use, working with Congress to reward companies taking early, voluntary action to reduce their emissions, and restructuring the electricity industry. In addition, the Administration will continue its vigorous diplomatic efforts to fill in key details of the Kyoto Protocol in areas such as international emissions trading, as well as to encourage the meaningful participation of developing countries in efforts to address global warming.

### **Livability Agenda: Easing Traffic Congestion and Community Planning and Collaboration**

To help communities across America grow in ways that ensure a high quality of life and strong, sustainable economic growth, President Clinton and Vice President Gore are proposing a comprehensive Livability Agenda providing new tools and resources for state and local governments. The initiative includes: a record \$6.1 billion for public transit, plus \$2.4 billion for other innovative programs to promote improved transportation planning and ease traffic congestion so commuters can spend less time in traffic and more with their families; \$50 million in matching grants to help neighboring communities develop collaborative "smart growth" strategies; and \$10 million to encourage citizen participation in the design of schools as centers of their communities, provide communities with new information tools so they can grow according to their values, and improve public safety by sharing crime data among communities. By delivering tools and resources to the local level, where issues of growth are most appropriately addressed, this initiative helps empower citizens to build more "livable communities" for the 21st century.

### **Livability Agenda: Better America Bonds**

To help communities reconnect with their land and water, preserve green space for future generations, and provide attractive settings for economic development, the Administration is proposing a new financing tool generating \$9.5 billion in bond authority for investments by state, local and tribal governments. The President's budget will propose tax credits totaling almost \$700 million over five years -- to support Better America Bonds, which can be used to preserve green space, create or restore urban parks, protect water quality, and clean up brownfields

(abandoned industrial sites). The program will be coordinated through an interagency process.

### **Lands Legacy Initiative**

To meet the conservation challenges of a new century, President Clinton and Vice President Gore are proposing a \$1 billion Lands Legacy Initiative -- the largest one-year investment ever proposed for the protection of America's land resources. This FY 2000 budget proposal -- a 125 percent increase over FY 1999 -- expands federal efforts to save America's natural treasures, and provides significant new resources to states and communities to protect local green spaces. To sustain these efforts in the new century, the President commits to work with Congress to create a permanent funding stream beginning in FY 2001. In addition, the President calls on Congress to extend permanent wilderness protection to more than 5 million acres within 17 national parks and monuments. This landmark initiative charts a new conservation vision for the 21st century, preserving irreplaceable pieces of our natural legacy within easy reach of every citizen.

### **Clean Air Partnership Fund**

To help protect public health and ease the threat of global warming, President Clinton is proposing \$200 million in FY 2000 funding for a new Clean Air Partnership Fund supporting state, local and private efforts that achieve early reductions in both greenhouse gas emissions and ground-level air pollutants. The Fund, to be included in the President's FY 2000 budget proposal, will direct new resources to state and local governments to provide financing for public and private sector projects that accelerate pollution reductions. This new financing will support demonstration projects that go beyond legal requirements and enable communities to achieve clean air goals sooner. Targeting the financing to projects that reduce both carbon emissions and health-threatening pollutants -- such as smog, soot or air toxics -- will stimulate integrated, cost-effective pollution control strategies. In addition, the Fund will spur technological innovation, encourage public-private partnerships, and leverage substantial non-federal investment in improved air quality. The Fund will be administered by the Environmental Protection Agency under existing authority.

## **SERVICE**

### **AmeriCorps**

President Clinton called on Congress to increase support for AmeriCorps. When he came into office, the President outlined a vision for a national service program which would allow young people to serve our nation while earning funds for college. Since 1994, more than 100,000 Americans have served their country and community through AmeriCorps. Serving in more than 4,000 communities, AmeriCorps members have taught, tutored or mentored more than 2.6 million children, operated after-school programs for more than 500,000 at-risk youth, recruited or organized more than 1.7 million volunteers, and operated more than 40,000 neighborhood safety patrols. In the FY 2000 budget, the President is proposing a \$133 million dollar increase over FY 1999 for the Corporation for National Service in order to expand AmeriCorps and support other national service programs.

## **POLITICAL AND GOVERNMENT REFORM**

### **Enact Bipartisan Campaign Finance Reform**

The President remains committed to the enactment of bipartisan campaign finance reform. Tonight he is challenging the Congress to pass bipartisan reform early this year. Acceptable campaign finance reform legislation must meet five criteria: 1) it must be bipartisan; 2) it must be comprehensive; 3) it must reduce the

amount of money that is raised and spent on federal elections; 4) it must help level the playing field between challengers and incumbents; and 5) it cannot favor one party over the other.

### **Reinventing Government**

We have already cut the size of the Federal civilian work force by more than 333,000 people, creating the smallest work force in 35 years and, as a share of total civilian employment, the smallest since 1933. But can be done. As part of its reinvention effort to create a government that works better and costs less, the administration will propose legislation creating new buyout authorities for agencies to reduce the further the size of government. To improve customer satisfaction, the 32 agencies that serve over 90% of the government's customers will participate in a government-wide customer satisfaction survey that will compare the quality of their services to the private sector's. To produce better results for children, the federal government will enter into ten partnerships with state and local governments that will increase their flexibility in using federal program dollars using key indicators that reliably chart measurable improvements in the lives of children. Finally, to assist Federal agencies to provide better customer service and ensure that taxpayer dollars are spent to produce results, President Clinton is proposing significant civil service improvement initiatives. these improvements, which will result in the most dramatic change in the Federal workplace in 20 years, will increase the link between pay and good performance, and provide agencies with flexibilities to hire, reward, and retain the high-quality, diverse workforce they need to meet their mission and respond to increasing customer and workplace demands.

## **ONE AMERICA**

### **English Literacy/Civics Initiative**

President Clinton is proposing an initiative to help states and communities provide expanded access to high-quality English-language instruction, linked to practical instruction in civics and life skills including how to navigate the workplace and public education system. This initiative is designed both to help meet the extraordinary demand for English and civics instruction in immigrant communities and to demonstrate our shared commitment to fully integrating new Americans into our social and civic life. The initiative is part of a broader effort to reduce adult literacy. Further details of this initiative will be provided at a later date.

### **Civil Rights Enforcement**

The Clinton Administration's Fiscal Year 2000 budget contains \$663 million for civil rights enforcement agencies and offices -- an increase of \$84 million, or 15 percent, over last year's funding. This budget maintains the President's commitment to ensure equal opportunity for all Americans: that no one should be denied such essentials as a job, a home, or a chance at an education because of the color of their skin, a disability, their gender, or their religion. Highlights of the President's package include: (1) a \$13 million increase for the Civil Rights Division at the Department of Justice -- the largest increase in nine years -- to permit the Division to expand investigations and prosecutions of criminal civil rights cases (including hate crimes), fair housing and lending cases, and violations of the Americans with Disabilities Act; (2) a \$14 million Equal Pay Initiative at the EEOC and the Department of Labor; (3) a \$33 million overall increase for the EEOC -- from \$279 to \$312 million; (4) an \$11 million overall increase for the Office of Federal Contract Compliance (OFCCP) at the Department of Labor to expand the compliance assistance strategy to encourage Federal contractor compliance through increased outreach, education, and technical assistance; (5) a \$7 million overall increase from last year -- from \$40 million to \$47 million -- for HUD's efforts to reduce housing discrimination, including funding for the second year of a three-year audit-based enforcement initiative; and (6) \$5 million to the Department of Justice for the creation of a Civil Rights Enforcement Partnership that will provide competitive grants to help build the capacity of States

to address specific enforcement issues within their jurisdictions by hiring additional staff.

#### **The Employment Non-Discrimination Act ("ENDA")**

This bill would outlaw discrimination in hiring, firing, and promotions based on sexual orientation. It is designed to protect the rights of all Americans to participate in the job market without fear of unfair discrimination. The Act provides an exemption for small businesses, the Armed Forces, and religious organizations, including schools and other educational institutions that are substantially controlled or supported by religious organizations. The bill specifically prohibits preferential treatment on the basis of sexual orientation, including quotas. President Clinton and Vice President Gore are the first President and Vice President ever to back civil rights legislation for gays and lesbians. President Clinton originally announced his support for the legislation in October 1995.

#### **The Hate Crimes Prevention Act**

This measure expands the principal federal hate crimes statute. The current statute prohibits any use of force that is based on a person's race, color, religion, or national origin and that is intended to interfere with certain specified federally protected activities. The Hate Crimes Prevention Act would strengthen and expand the ability of the Justice Department to prosecute hate crimes by removing needless jurisdictional requirements for existing crimes. Further, it would give Federal prosecutors the power to prosecute hate crimes committed because of the victim's sexual orientation, gender or disability. President Clinton originally announced his support for the bill on November 10, 1997 at the first-ever White House Conference on Hate Crimes.

## **PERORATION: THE MILLENNIUM**

### **Millennium Communities Program**

The President invites community leaders and all Americans to be part of our national Millennium program, using the millennium as an opportunity to engage in meaningful activities that mark this milestone in human history. Millennium Communities is a new program of the White House Millennium Council in partnership with major intergovernmental associations which represent local elected officials and Native-American leaders. The special designation of "Millennium Community" will be awarded to those communities which propose plans to carry out the national theme, "Honor the Past -- Imagine the Future." Elected officials will submit plans that preserve their history and prepare citizens for the 21st century, and their respective associations will recommend the official designation. Millennium Communities will receive the use of the national millennium logo and motto, register their projects on a new web site and be honored in other ways.

### **Save America's Treasures Program**

Save America's Treasures is a national millennium program, designed as a public-private partnership, to preserve our deteriorating historic sites, art, artifacts, documents and monuments, so that they may inform future generations of the American story. President Clinton requested, and Congress appropriated \$30 million to Save America's Treasures in FY99. The private sector partner, the National Trust for Historic Preservation, created the Millennium Committee to Save America's Treasures, with Hillary Rodham Clinton as the Honorary Chair. That group has sparked attention and raised contributions which already surpass the federal commitment. Mrs. Clinton has visited over twenty historic sites and collections since last July, bringing recognition and support to the places and objects that embody our heritage and culture. Some of the preservation projects underway are the conservation of the Star-Spangled Banner at the Smithsonian Institution, the re-encasement of the Declaration of Independence and the Constitution at the National Archives, and the new exhibition space at the Thomas Edison National Historic Site. The Administration's forthcoming budget will propose additional funding for Save America's Treasures.