

5/7/94

UFT 5/7

PHOTOCOPY
PRESERVATION

TO: Liz Bowyer

FR: Mike Cohen

RE: Goals 2000 and urban school districts

Attached are two documents which may be of general help--a general overview of Goals 2000, and a brief paper that focuses on the Administration's education efforts that address children in poverty and urban areas. I added this because Goals 2000 itself does not have an especially strong, uniquely urban focus.

Goals 2000 will be helpful to urban school districts by:

- o **Raising expectations and setting challenging academic standards for all students.** Disadvantaged children in urban areas suffer from low expectations and a watered down curriculum. Goals 2000 will lead to the same high expectations for these students as are being set for other, more advantaged students. We believe all students can learn to high levels.
- o **Building a strong case for significant education reform in urban areas, emphasizing improved curriculum, strengthened professional development, more parental involvement, greater flexibility for teachers in schools and less rigid bureaucracy.** These are the kinds of reforms that Goals 2000 promotes; they are the ones that organizations like UFT have supported, and they can make a difference.
- o **Helping states and local school systems take the steps necessary to provide all students a fair opportunity to learn.** Students can learn to higher academic standards with outdated textbooks, no lab equipment or computers, and teachers who don't have access to ongoing professional development opportunities. Goals 2000 requires that states and local school districts address these issues--while providing them with a lot of flexibility for how to address them.
- o **Providing flexibility for professional staff in individual schools.** For the first time, the Secretary of Education has the authority to waive federal rules and regulations if they get in the way of local district or individual school's education reform plans, if the school will instead be accountable for results. This will be especially important in large, bureaucratic systems such as NYC, because the state and the school district will also be required to provide greater flexibility.
- o **Providing funds to local school districts and individual schools.** By the second year of this program, states need to give 90% of the funds they receive to local school districts,

with a priority on districts serving disadvantaged students. In addition, the federal government is setting aside a small portion of funds for school reform, available to large urban districts directly, bypassing the state government entirely. So there should be money available to support reform in New York City--and most of the money has to be provided to individual schools, not the central bureaucracy.

- o Goals 2000 also includes the Safe Schools Act, authorizing funds for communities with serious school violence problems, so they can develop their own approaches to addressing the problem.
- o Goals 2000 also provides a framework for other federal education programs, such as Chapter 1. This is where the larger amounts of resources are found. Chapter 1 will be aimed at the same high academic standards for all students, will provide additional funds for professional development, and more flexibility at the school level.

Liz, please also note that the UFT/NYC Board of Education Peer Intervention program, which works to strengthen the skills of the least competent teachers--or counsel them out of the profession, has just been selected as one of 25 finalists (out of 1267 applications) in the Kennedy School/Ford Foundation Innovation in State and Local Government program. This is a major honor for a program sponsored by the UFT.

GOALS 2000: EDUCATE AMERICA ACT
SUPPORTING SYSTEMIC EDUCATION REFORM NATIONWIDE
April 7, 1994

OVERVIEW

- o Goals 2000 provides resources to states and communities to develop and implement comprehensive education reforms aimed at helping all students reach challenging academic and occupational skill standards.

LEGISLATIVE UPDATE

- o On March 23, the House of Representatives approved the final Goals 2000 bill with a bipartisan vote of 306-121. On March 26, the Senate approved Goals 2000 with a 63-22 vote.
- o The President signed the bill into law March 31, 1994.

TIMETABLE AND FUNDING

- o Congress has appropriated \$105 million for Goals 2000 for fiscal year 1994. First-year funds will be available to the states on July 1, 1994. The President has asked for \$700 million in his 1995 budget proposal to be administered by the Department of Education and \$12 million for the Department of Labor to support the National Skill Standards Board.
- o For first-year funding, state educational agencies (SEAs) will be asked to submit an application that will describe the process by which the state will develop a school improvement plan and how the SEA will use the funds received, including how the SEA will make subgrants to local educational agencies (LEAs) and awards for education preservice programs and professional development.
- o In year one, SEAs will use at least 60 percent of the allotted funds to award subgrants to LEAs for the development or implementation of local improvement plans, and to make awards for education preservice programs and professional development activities.
- o In succeeding years, at least 90 percent of each state's funds are to be used to make subgrants for the implementation of the state and local improvement plans and to support educator preservice and professional development.
- o In year one, LEAs will use at least 75 percent of the funds they receive to support individual school improvement initiatives. After year one, LEAs will pass through at least 85 percent of the funds to schools.

COMPONENTS OF THE "GOALS 2000: EDUCATE AMERICA ACT"

National Education Goals

- o Codifies in law the original six National Education Goals -- concerning school readiness, school completion, student academic achievement, leadership in math and science, adult literacy, and safe and drug-free schools -- and adds two new goals encouraging parental participation and professional development of teachers.

National Education Reform Leadership, Standards, and Assessments

- o Establishes in law the National Education Goals Panel which will: build public support for the goals; report on the nation's progress toward meeting the goals; and review the voluntarily-submitted national content, student performance, and opportunity-to-learn standards, and the criteria for certification of these standards developed by the National Education Standards and Improvement Council (NESIC).
- o Creates NESIC to examine and certify voluntary national and state content, student performance, and opportunity-to-learn standards, and assessment systems submitted by states and content groups on a voluntary basis.
- o Authorizes grants to support the development of voluntary model opportunity-to-learn standards as well as assessment systems aligned to state content standards.

State and Local Education Systemic Improvement

Title III is a state grant program to support, accelerate, and sustain state and local improvement efforts aimed at helping all students reach challenging academic standards.

State Planning Panel

- o The Governor and the Chief State School Officer will each appoint half the members of a broad-based panel comprised of the chair of the state board of education and the chair of the appropriate authorizing committees of the state legislature, teachers, principals, administrators, parents, representatives of business, labor, and higher education, and members of the public.
- o States that already have a broad-based panel in place that has made substantial progress in developing a plan may request that the Secretary of Education recognize the existing panel.

Comprehensive Improvement Plan

- o The State Planning Panel is responsible for developing a comprehensive reform plan.
- o States with reform plans already in place that meet the Act's requirements will not have to develop new plans for Goals 2000. The Secretary may approve plans, or portions of plans, already adopted by the state.
- o In order to receive Goals 2000 funds after the first year, a state has to have an approved plan or have made substantial progress in developing it.
- o A peer review process will be used to review the state plans and offer guidance to the State Planning Panel. The Department of Education also will offer other technical assistance and support.

In general, the plans are to address:

- o Strategies for the development or adoption of content standards, student performance standards, student assessments, and plans for teacher training.
- o Strategies for providing all students an opportunity to learn at higher academic levels.
- o Strategies for improved management and governance, and for promoting accountability for results, flexibility, site-based management, and other principles of high-performance management.
- o Strategies to involve parents and the community in helping all students meet the challenging state standards and for promoting grass roots, bottom-up involvement in reform.
- o Strategies for ensuring that all local educational agencies and schools in the state are involved in developing and implementing needed improvements.
- o Strategies for assisting local educational agencies and schools to meet the needs of school-aged students who have dropped out of school.

Funds also will be available to states to support the development of a state technology plan, which will be coordinated with the overall reform plan. This plan is to describe how states will use technology to support systemic reform and the achievement of high standards.

Local Planning Process

- o LEAs may use Goals 2000 funds to develop or implement a local improvement plan. As is true for the state, LEAs will be asked to develop broad consensus regarding the improvement plan.
- o LEAs will encourage and assist schools in developing and implementing reforms that best meet their particular needs. The local plan would include strategies for ensuring that all students meet the academic standards developed by the states.

National Skill Standards Board

- o This title creates a National Skill Standards Board to serve as a catalyst in stimulating the development and adoption of a voluntary national system of occupational skill standards and certification that will serve as a cornerstone of the national strategy to enhance workforce skills. The Board will be responsible for identifying broad clusters of major occupations in the U.S. and facilitating the establishment of voluntary partnerships to develop skill standards for each cluster. The Board will endorse those skill standards submitted by the partnerships that meet certain statutorily prescribed criteria.

WAIVERS

- o State educational agencies (SEAs) may apply to the Secretary of Education for waivers of certain programmatic requirements of Department of Education programs that impede the implementation of the state or local implementation plans. SEAs may also submit waiver requests on behalf of LEAs and schools.
- o The Secretary may select up to six states for participation in an education flexibility demonstration program, which allows the Secretary to delegate his waiver authority to SEAs.
- o The Act specifies certain statutory and regulatory programmatic requirements that may not be waived, including civil rights laws.

THE RELATIONSHIP OF GOALS 2000 TO OTHER FEDERAL EDUCATION PROGRAMS

- o State participation in all aspects of Goals 2000 is voluntary, and is not a precondition for participation in other Federal programs.

- o Goals 2000 is the first step toward making the Federal government a supportive partner in state and local systemic reforms aimed at helping all children reach higher standards.
- o Other new and existing education and training programs will fit within the Goals 2000 framework of challenging academic and occupational standards, systemic reform, and flexibility at the state and local levels. The aim is to promote greater coherence among Federal programs and between Federal programs and state and local education reforms.
- o For example, the pending School-to-Work Opportunities Act will support state and local efforts to build a school-to-work transition system that will help youth acquire the knowledge, skills, abilities, and labor-market information they need to make a smooth transition from school to career-oriented work and to further education and training. Students in these programs will be expected to meet the same academic standards states establish under Goals 2000 and will earn portable, industry-recognized skill certificates that are benchmarked to high-quality standards such as the skill standards that will be established under Goals 2000.
- o Similarly, the Administration's proposed reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) allows states that have developed standards and assessments under Goals 2000 to use them for the ESEA, thereby providing a single set of standards and assessments for states to use for their reform needs and to meet Federal requirements.
- o In the future, the Administration's proposals for the reauthorization of education programs also will fit within the same framework of challenging standards and comprehensive reform.

revised 4/7/94

innovations

IN STATE AND LOCAL GOVERNMENT

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April 29, 1994

Ms. Clare Cohen
Coordinator
Peer Intervention Program
New York City Board of Education
260 Park Ave. S., 6th Fl.
New York, NY 10010

Re: Peer Intervention Program
Application # 858

Dear Ms. Cohen:

I am extremely pleased to inform you that your program is a finalist in the Innovations in State and Local Government Awards Program.

Your program is one of twenty-five finalists selected from a pool of seventy-four semifinalists and 1267 initial applicants. The Innovations National Advisory Committee (see letterhead) will select ten 1994 Innovations Award winners from among the finalist programs in July. The Committee's final selection decisions will be based on your applications, on reports prepared by Innovations site evaluators, and on presentations by finalist program representatives.

You will be contacted very soon by an Innovations site visitor who has been hired by the Innovations Program to evaluate your program. You and the site visitor will select dates in May for the one-to two-day site visit. The site visitor will tell you what he or she hopes to accomplish during the visit. Site visit activities will involve interviews with program staff, clients and others, opportunities to observe program operations, and access to program documents and records. In order to facilitate this visit, we ask that you or your designee coordinate all activities and details of the evaluator's visit, and we encourage you to be fully responsive to the evaluator's informational needs. The Innovations Program reimburses site evaluators directly for all travel and other costs.

The Innovations Program will invite two representatives from each finalist program to attend a seminar on July 14 and to make a brief presentation before

An awards program
of the Ford Foundation
and Harvard University

the Innovations National Advisory Committee on July 15 at the Kennedy School of Government at Harvard University. We will send you additional information about these presentations in mid-May. Travel and accommodations for the two finalist program representatives will be paid for by the Innovations Program.

The ten award winners selected by the National Advisory Committee will receive one-time grants of approximately \$100,000 each to further the work of the award-winning programs and to encourage their replication by other states and communities. The other fifteen finalists will be eligible to receive one-time grants of \$20,000 each to help strengthen and advance the goals and objectives of their innovations. The process for determining the appropriate use of grant funds is entirely separate from the process for the selection of award recipients. While the Innovations National Advisory Committee selects the award winners, Ford Foundation staff members work directly with the ten award recipients and fifteen finalists to develop appropriate projects for funding.

The announcement of the 1994 Innovations Awards finalist programs is on hold until mid-July. As in the earlier semifinalist selection round, announcements to national, regional and local press and media will be coordinated by our public relations firm. You will receive a draft press release from M. Booth & Associates in mid-June along with additional information to assist you in your public relations efforts. If you have questions regarding press relations in the meantime, please feel free to contact Alex Paidas or Jane Cabot of M. Booth & Associates, our public relations firm, at 212-481-7000.

If you have any questions on matters other than public relations, please do not hesitate to contact me directly at 617-495-0557.

Congratulations once again, and our very best wishes for your continued success.

Sincerely,



Meryl Libbey

Persistent Poverty and Educational Policy

In 1991, nearly 25 percent of children younger than six were living in poverty.

- In our largest cities, the proportions were much higher--46 percent in Detroit and New Orleans, 43 percent in Cleveland, 38 percent in Milwaukee, 35 percent in Memphis. (Children's Defense Fund, 1992, *The State of America's Children 1992*)

In 1990, of the 1.7 million families started with the birth of a new baby, 45 percent started out at a disadvantage for one or more of the following reasons: The mother had not finished high school when she had her first baby, the mother and father of the baby were not married at the time of the child's birth, or the mother was a teenager when her first baby was born.

- Twenty-four percent of these new families had at least two disadvantages, and 11 percent all three. These were families started by an unmarried teen mother who had not finished high school.
- More than one out of every six new families formed in 1990 in the District of Columbia had all three strikes against them. (The Annie E. Casey Foundation, 1993, *Kids Count Data Book*)

Family characteristics and learning. Experiences in the home and community strongly influence opportunities to learn. By age 18, children will have spent more than 90 percent of their time outside school.

- Of the 60 to 70 waking hours per week students spend outside school, high-achievers spend about 25 hours a week (or more) engaged in literacy-stimulating behaviors. Typically, low-achievers spend only about 12 hours a week in home and community settings cultivating their reading, math, and social literacy skills. The experiences that high-achievers get outside school equal more than two additional years of schooling.
- Moreover, research suggests that children in inner-city neighborhoods are less likely than other children to have options for out-of-school activities that can extend classroom learning.

School poverty and learning opportunities. Most schools, particularly elementary schools, draw their students from surrounding neighborhoods. Because neighborhoods are often homogeneous, schools also tend to reflect the socioeconomic character of the neighborhoods they serve. Thus low-income students are likely to attend schools with other low-income students. High-poverty schools (those with at least 75 percent of students eligible for federally subsidized lunch) contain about 8 percent of all students but 25 percent of all poor students.

- Students in high-poverty schools are less likely than their counterparts in low-poverty schools to have teachers who look forward to each working day (62 percent compared with 85 percent), believe that their school administration is supportive and encouraging

(59 percent compared with 71 percent), or see their colleagues as continually learning and seeking new ideas (58 percent compared with 78 percent).

- Students in high-poverty schools are more likely than their counterparts in low-poverty schools to have teachers whose absenteeism is reportedly a problem (35 percent compared with 9 percent) or whose performance is rated low by the principal (42 percent compared with 24 percent).
- In reading and language arts, students in high-poverty schools are exposed to instruction that relies more heavily on textbooks (81 percent compared with 54 percent) and basal readers (71 to 53 percent) and less on literature and trade books (42 percent to 64 percent).

Violence and learning. Students cannot learn and teachers cannot teach if students are disruptive or are threatened with violence.

- In 1991, middle- and high-school students in household with an income below \$15,000 a year were almost twice as likely to attend a school that had gangs than were students in families with annual incomes over \$50,000 (about 20 percent and 11 percent respectively). Students in central cities were most likely to report gangs at their schools.
- Students with family incomes under \$15,000 were twice as likely to report avoiding places at school out of fear (about 8 percent) than students with family incomes over \$50,000 (4 percent).
- Students in central cities were more likely to report fearing an attack going to and from school (19 percent) than students in the suburbs (12 percent). (U.S. Department of Justice, 1992, *School Crime*)

School poverty and achievement. As American children move from first to second grade, and onward, the academic gap between privileged and disadvantaged children grows wider.

- Although the differences between high-poverty and low-poverty schools are not always large, teachers report that first graders in high-poverty schools come to school disadvantaged by greater health, emotional, and education problems. More than one-fifth of the first-graders in high-poverty schools are perceived by their teachers as having general health problems, almost twice the percentage in low-poverty schools.
- First graders in high-poverty schools start school at a disadvantage, scoring 27 and 32 percentile points lower in reading and math, respectively, than their peers in low-poverty schools. High-poverty schools appear unable to close the initial gap, which increases by grade 4 and again by grade 8.
- By grade 4, about 23 percent of all students in high-poverty schools have been held back one or more times, compared with only 7 percent of students in low-poverty schools.

- This inequality in educational achievement is directly related to the low standards set in our poorest schools in the U.S. Recent data shows that an "A" student in a high-poverty school would be about a "C" student in a low-poverty school when measured against standardized test scores.

Educational disparities for adults mirror those for children.

- Some 90 million adults--close to half of the adult population--is estimated to lack higher-level reading and problem-solving skills. And adults in the lowest literacy level are ten times more likely to be in poverty than those in the highest level.
- Recent estimates of expected cumulative lifetime earnings show that men who complete high school but get no postsecondary education can expect to earn only two-thirds as much as their college-graduate counterparts over a lifetime. (1987-91 Current Population Survey data)

Policy implications

Education remains the surest path to out of poverty. However, the education achievement level needed to become economically secure is rising. Creating a new generation of workers with high levels of academic and occupational skills requires a fundamental reform of the U.S. education system. President Clinton's response to this challenge is underway with respect to both K-12 education and postsecondary education. At the K-12 level, the legislation proposed by the Clinton Administration provides the template to improve academic and school-to-work education. This improvement will take many years and require additional resources. The Administration has taken a first step in improving postsecondary education and lifelong learning through reform of the student loan program. Like the comprehensive K-12 framework, the postsecondary initiatives are now developing a blueprint for connecting education and work.

K-12 Education. The Administration's strategy to reform our nation's K-12 schools provides a coherent plan to integrate \$10 billion of federal education program funds focused on school reform. This school reform strategy consists of three key legislative initiatives:

- The *Goals 2000: Educate America Act* challenges every state to develop academic and skills standards consistent with national standards. This legislation will encourage states and local communities to revamp their entire education systems, particularly through reforms of curricula and staff, to enable students to meet high academic standards and to move toward an outcome accountability system. Moreover, it establishes a national system of occupational skill standards benchmarked to world class levels.

Goals 2000 provides the template for two other pieces of education reform legislation: *Improving America's Schools Act of 1993* and the *School-to-Work Opportunities Act of 1993*.

- The *Improving American Schools Act of 1993*, which reauthorizes the federal government's programs in elementary and secondary education, reinforces *Goals 2000* by increasing access to quality education. It targets federal investments in education toward

disadvantaged children and youth--encouraging the adoption of school-wide approaches in high-poverty schools--to ensure that they have the opportunities to meet high academic standards. The legislation creates a new program of professional development to provide instruction staff the training needed to teach to challenging standards. The legislation creates a new program to combine comprehensive drug and violence prevention strategies to make schools and neighborhoods safe and drug-free. The two new programs address two ingredients most often recognized by the public as necessary for improving the overall school system: well-trained teachers and safe and drug-free schools.

- The *School-to-Work Opportunities Act of 1993* promotes the creation of comprehensive systems in every state and local community to provide a smooth, but challenging, transition from school to career opportunities for youth not going on to four-year postsecondary institutions. The School-to-Work legislation combines academic and occupations skills, work experience, and a challenging curriculum articulating high school and two years of college. A student who completes a school-to-work program would receive both a high school diploma and a skills certificate benchmarked to challenging academic and skills standards that will be recognized nationwide. This legislation will provide youth with the skills needed by the next generation of America's workers to successfully compete with other nations.

Putting this template in place will require time and resources. Most of the nation's three million teachers will need training to effectively teach to new challenging standards. Additional resources will be needed to ensure that all kids have the opportunity to learn, especially the disadvantaged groups to whom the federal government has a major responsibility. We will also need to align future legislation (i.e. the Individuals with Disabilities Act and the Perkins Vocational Technical Education Act) to ensure that other federal programs support these key reform efforts.

Postsecondary Education and Beyond. Restructuring postsecondary education and lifelong learning will build on the K-12 legislative theme of excellence and access. The Administration's initial piece of legislation reforming administration of student loans is a beginning in expanding access to quality postsecondary education and training.

- The *Student Loan Reform Act of 1993* is a critical first step in eliminating financial barriers to postsecondary education. This act simplifies the student aid system for students and institutions through elimination of administrative complexities associated with lender and guaranty agencies. The new system will save approximately \$4.3 billion in federal outlays through fiscal year 1998 and \$2 billion each year thereafter. Part of the savings will be passed along to borrowers and the remainder will go to the federal treasury. The Act will also offer multiple repayment schedules that will allow borrowers to reduce their monthly repayment burden, including an income contingent repayment plan.

A more comprehensive set of reforms in postsecondary education and training needs to be considered to support lifelong learning. Future postsecondary initiatives now being developed include:

- *Guaranteeing a package of predictable student financial aid* available through a combination of grants and loans to student of all ages. The purpose of this initiative is to let families and students know early on that there will be a specified substantial amount of federal resources available for postsecondary education and training. This package will also be available to nontraditional students who have already entered the workforce or who are unemployed as well and traditional students who enter college immediately following high school graduation.
- *Improving the quality of postsecondary training.* These institutions are critical to welfare reform, worker retraining, and adult immigrants. The quality of the programs is uneven and, as a consequence, a large percentage who enter do not complete their course of study. This initiative will develop ways of assessing and improving postsecondary training programs.
- *Coordinating funding mechanisms and opportunities for postsecondary training.* The purpose of this initiative is to provide an integrated postsecondary training system including programs such as adult basic education and training for dislocated workers. This initiative would include developing parallel funding mechanisms and building stronger connections between educational institutions and employers.

→ 4507
→ Mags Sunday night
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To 212

Date 8-23 Time 0393

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5/4/94

**UFT SPRING CONFERENCE LUNCHEON
SATURDAY, MAY 7, 1994
NEW YORK HILTON**

AGENDA

1 PM	Luncheon Begins Sandy Feldman introduces Dais, speaks
1:20-2:00	Lunch is served
2:00-2:30	Keynote Address by Jonathan Kozol
2:30-2:40	Presentation to High School student Chuenec Sampson
	[Note: at this time Hillary Clinton will be connected to hear the presentation]
2:40	Presentation of Dewey Award by Feldman to Hillary Clinton
	[Note: at this time, Hillary Clinton will appear on the screen]
	Hillary Clinton speaks



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FAX COVER SHEET

DATE: 5-4-94TO: Liz Boyer

COMPANY: _____

FAX NUMBER: _____

FROM: Gigi Georges

AMERICAN FEDERATION OF TEACHERS
COPE DEPARTMENT

FAX # 202/393-6375

NUMBER OF PAGES TO FAX INCLUDING THE COVER PAGE 5

COMMENTS: Briefing/background for May 7 UFT luncheon.
Please call if you have more questions

PLEASE CALL 202/879-4436 IF YOU HAVE ANY PROBLEMS WITH THIS FAX.

Memorandum

DATE: May 4, 1994
FROM: Gigi Georges
RE: UFT Spring Luncheon, New York City

I. DESCRIPTION OF EVENT:

The First Lady is scheduled to speak via interactive satellite at the United Federation of Teachers' annual Spring Education Conference Luncheon. At the luncheon, Sandra Feldman, president of the UFT, will present the First Lady with the John Dewey Award for Excellence in Education, the UFT's highest honor. Approximately 2500-3000 UFT members are scheduled to attend this luncheon, including teachers from throughout the city who are the union's primary activists and supporters. These teachers represent all levels of public school educators -- from kindergarten through high school.

The award presentation and the First Lady's speech are the final items on the luncheon program. Prior to this, the program will include a keynote speech by Jonathan Kozel and the presentation of a special award of \$500 to a high school student for her efforts in trying to heal racial tensions (please see section III for background on student presentation)

In addition to the UFT membership, attending the luncheon will be New York City Schools Chancellor Raymond Cortines and a number of political leaders at the Congressional (House), and State and City legislative level. The Chairwoman of the Event is UFT Treasurer, Harriet Merchant.

An outline of the luncheon agenda is attached.

II. BACKGROUND ON THE DEWEY AWARD:

The UFT's John Dewey award was established to recognize outstanding work and excellence in the field of education and services to children. Over the thirty year history of the UFT's Spring Conference, recipients of the John Dewey Award have included Marion Wright Edelman, Eleanor Roosevelt, Thurgood Marshall, Martin Luther King, Adlai Stevenson, Bayard Rustin, Mario Cuomo, Hubert Humphrey, Daniel Patrick Moynihan, Jacob Javitz, Lane Kirkland, and Edward Kennedy.

III. SUGGESTED CONTENT FOR REMARKS:

We recommend that the First Lady make three points in her remarks:

1. Offer regrets/apologies for not being able to attend the luncheon.
2. The First Lady will be hooked in to hear the luncheon program at 2:30 PM so that she can hear the special presentation to high school student Chuenee (pronounced Sha-NAY) Sampson of a \$500 savings bond. (Note: the First Lady will not appear on the screen, however, until she is introduced by Sandy Feldman, at approximately 2:40 PM.) Given that Chuenee was extremely excited about the prospect of meeting the First Lady, we recommend that Mrs. Clinton acknowledge Chuenee and extend an invitation to her or suggest that they have the opportunity to meet in the future.

The background on Chuennee is as follows:

Seventeen-year old Chuennee Sampson is an African American woman (a native of Guyana), who is currently a senior at Clara Barton High School in Crown Heights, Brooklyn. In the wake of the Crown Heights riots of August, 1991, Chuennee created a program called SAVE (Students Against Violence Everywhere), to sponsor and coordinate workshops for students. In Chuennee's own words, these workshops "teach that there's a richness in diversity, that conflicts can be resolved without violence". Since its inception in 1991, SAVE has been expanded to 19 Brooklyn high schools.

Equally as important in this story is Gary Smith, who personally donated the funds for this award, selected Chuennee as the award winner, and will make the presentation. Gary is a New York City school teacher who was injured in a violent attack in a schoolyard while trying to protect his students (he lost an eye as a result of the attack). Today, Gary works for the UFT's nationally known victim support program, where he helps other teachers who have been victims of assault.

Mrs. Clinton should recognize Gary's work as well.

3. Finally, we recommend that the First Lady address the issue of health care as the next frontier for children -- especially urban children.

It might be helpful for the First Lady to have a New York City anecdote. The following story illustrates the problems the City's public schoolchildren face and one step that has made a difference for one group of children.

Several years ago, one of the first school based health clinics in New York City was opened in a public high school. When it first opened, the clinic was intended to serve the children as a part-time, supplementary resource. Almost immediately, it became clear that 90 percent of the children had never had a check up -- had never even been to see a doctor before. In response, the clinic was turned into a primary facility, and is now staffed full time to meet the tremendous needs of these children.

IV. BACKGROUND ON THE UFT

(please see attached fact sheet)

FACTS ABOUT THE

UNITED FEDERATION OF TEACHERS

What is the United Federation of Teachers?

With its more than 120,000 members, the UFT is the largest union local in the United States. The union is the sole bargaining agent for most of the educators who work in the New York City schools. It represents more than 74,000 teachers, 25,000 retired members and 16,000 paraprofessional school aides, along with school secretaries, attendance teachers, guidance counselors, social workers, adult education teachers and others who staff the almost one million-student school system.

What are the main goals of the union?

As is the case with any trade union, a major priority of the UFT is to negotiate a fair salary and improved working conditions for its members. But the UFT also considers itself the most influential lobby for children in New York City. The union believes that the interests of schoolchildren and their teachers are inseparable, that it is impossible to work for one without working for the other.

How is the UFT structured?

The eleven officers, elected for two-year terms, are the president, six vice presidents elected at large, including one each from special education, academic high, vocational high, junior high/intermediate, and elementary schools; secretary and assistant secretary, and treasurer and assistant treasurer. There are representatives for each borough, community school district and high school district. Each school has a chapter leader elected by the members of that school. There are "functional chapters" to represent nonteacher members, each with an elected chapter leader.

The UFT has three governing bodies: the approximately 2,000-member Delegate Assembly is the union's legislature. The 89-member Executive Board sets policy on finance and other issues. And the Administrative Committee, composed of the eleven officers and several other members, oversees day-to-day operations.

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AMERICAN
FEDERATION OF
TEACHERS

333 NEW JERSEY AVENUE NW
WASHINGTON, DC 20001
(202) 879-4400

ALBERT SHANKER
PRESIDENT

EDWARD J. MCELROY
SECRETARY-TREASURER

COPE DEPARTMENT

FAX COVER SHEET

DATE:

5-4-94

TO:

Evelyn Lieberman

COMPANY:

FAX NUMBER:

FROM:

Gigi Georges

AMERICAN FEDERATION OF TEACHERS
COPE DEPARTMENT

FAX # 202/393-6375

NUMBER OF PAGES TO FAX INCLUDING THE COVER PAGE

5

COMMENTS:

Briefing/background for May 7 VFT
luncheon (per your conversation with -
RACHELLE HOROWITZ)

PLEASE CALL 202/879-4436 IF YOU HAVE ANY PROBLEMS WITH THIS FAX.

Memorandum

DATE: May 4, 1994
FROM: Gigi Georges
RE: UFT Spring Luncheon, New York City

I. DESCRIPTION OF EVENT:

The First Lady is scheduled to speak via interactive satellite at the United Federation of Teachers' annual Spring Education Conference Luncheon. At the luncheon, Sandra Feldman, president of the UFT, will present the First Lady with the John Dewey Award for Excellence in Education, the UFT's highest honor. Approximately 2500-3000 UFT members are scheduled to attend this luncheon, including teachers from throughout the city who are the union's primary activists and supporters. These teachers represent all levels of public school educators -- from kindergarten through high school.

The award presentation and the First Lady's speech are the final items on the luncheon program. Prior to this, the program will include a keynote speech by Jonathan Kozol and the presentation of a special award of \$500 to a high school student for her efforts in trying to heal racial tensions (please see section III for background on student presentation).

In addition to the UFT membership, attending the luncheon will be New York City Schools Chancellor Raymond Cortines and a number of political leaders at the Congressional (House), and State and City legislative level. The Chairwoman of the Event is UFT Treasurer, Harriet Merchant.

An outline of the luncheon agenda is attached.

II. BACKGROUND ON THE DEWEY AWARD:

The UFT's John Dewey award was established to recognize outstanding work and excellence in the field of education and services to children. Over the thirty year history of the UFT's Spring Conference, recipients of the John Dewey Award have included Marion Wright Edelman, Eleanor Roosevelt, Thurgood Marshall, Martin Luther King, Adlai Stevenson, Bayard Rustin, Mario Cuomo, Hubert Humpfrey, Daniel Patrick Moynihan, Jacob Javitz, Lane Kirkland, and Edward Kennedy.

III. SUGGESTED CONTENT FOR REMARKS:

We recommend that the First Lady make three points in her remarks:

1. Offer regrets/apologies for not being able to attend the luncheon.
2. The First Lady will be hooked in to hear the luncheon program at 2:30 PM so that she can hear the special presentation to high school student Chuenee (pronounced Sha-NAY) Simpson of a \$500 savings bond. (Note: the First Lady will not appear on the screen, however, until she is introduced by Sandy Feldman, at approximately 2:40 PM.) Given that Chuenee was extremely excited about the prospect of meeting the First Lady, we recommend that Mrs. Clinton acknowledge Chuenee and extend an invitation to her or suggest that they have the opportunity to meet in the future.

The background on Chuennee is as follows:

Seventeen-year old Chuennee Sampson is an African American woman (a native of Guyana), who is currently a senior at Clara Barton High School in Crown Heights, Brooklyn. In the wake of the Crown Heights riots of August, 1991, Chuennee created a program called SAVE (Students Against Violence Everywhere), to sponsor and coordinate workshops for students. In Chuennee's own words, these workshops "teach that there's a richness in diversity, that conflicts can be resolved without violence". Since its inception in 1991, SAVE has been expanded to 19 Brooklyn high schools.

Equally as important in this story is Gary Smith, who personally donated the funds for this award, selected Chuennee as the award winner, and will make the presentation. Gary is a New York City school teacher who was injured in a violent attack in a schoolyard while trying to protect his students (he lost an eye as a result of the attack). Today, Gary works for the UFT's nationally known victim support program, where he helps other teachers who have been victims of assault.

Mrs. Clinton should recognize Gary's work as well.

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Several years ago, one of the first school based health clinics in New York City was opened in a public high school. When it first opened, the clinic was intended to serve the children as a part-time, supplementary resource. Almost immediately, it became clear that 90 percent of the children had never had a check up -- had never even been to see a doctor before. In response, the clinic was turned into a primary facility, and is now staffed full time to meet the tremendous needs of these children.

IV. BACKGROUND ON THE UFT

(please see attached fact sheet)

5/4/94

**UFT SPRING CONFERENCE LUNCHEON
SATURDAY, MAY 7, 1994
NEW YORK HILTON**

AGENDA

1 PM	Luncheon Begins Sandy Feldman introduces Dais, speaks
1:20-2:00	Lunch is served
2:00-2:30	Keynote Address by Jonathan Kuzol
2:30-2:40	Presentation to High School student Chuenec Sampson [Note: at this time Hillary Clinton will be connected to hear the presentation]
2:40	Presentation of Dewey Award by Feldman to Hillary Clinton [Note: at this time, Hillary Clinton will appear on the screen] Hillary Clinton speaks

FACTS ABOUT THE

UNITED FEDERATION
OF TEACHERS**What is the United Federation of Teachers?**

With its more than 120,000 members, the UFT is the largest union local in the United States. The union is the sole bargaining agent for most of the educators who work in the New York City schools. It represents more than 74,000 teachers, 25,000 retired members and 16,000 paraprofessional school aides, along with school secretaries, attendance teachers, guidance counselors, social workers, adult education teachers and others who staff the almost one million-student school system.

What are the main goals of the union?

As is the case with any trade union, a major priority of the UFT is to negotiate a fair salary and improved working conditions for its members. But the UFT also considers itself the most influential lobby for children in New York City. The union believes that the interests of schoolchildren and their teachers are inseparable, that it is impossible to work for one without working for the other.

How is the UFT structured?

The eleven officers, elected for two-year terms, are the president; six vice presidents elected at large, including one each from special education, academic high, vocational high, junior high/intermediate, and elementary schools; secretary and assistant secretary, and treasurer and assistant treasurer. There are representatives for each borough, community school district and high school district. Each school has a chapter leader elected by the members of that school. There are "functional chapters" to represent nonteacher members, each with an elected chapter leader.

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LOCAL 10

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ALBERT SHANKER
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COPE DEPARTMENT

FAX COVER SHEET

DATE:

5-4-94

TO:

JULIE HOPPER

COMPANY:

SCHEDULING

FAX NUMBER:

FROM:

Pige Georges

AMERICAN FEDERATION OF TEACHERS
COPE DEPARTMENT

FAX # 202/393-6375

NUMBER OF PAGES TO FAX INCLUDING THE COVER PAGE

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COMMENTS:

Background for May 7th UFT luncheon.

PLEASE CALL 202/879-4436 IF YOU HAVE ANY PROBLEMS WITH THIS FAX.

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5/4/94

**UFT SPRING CONFERENCE LUNCHEON
SATURDAY, MAY 7, 1994
NEW YORK HILTON**

AGENDA

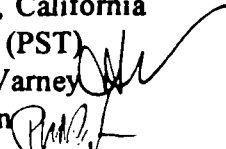
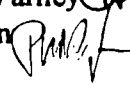
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THE WHITE HOUSE

WASHINGTON

March 30, 1994

SIGNING OF THE GOALS 2000 EDUCATION LEGISLATION

DATE: March 31, 1994
LOCATION: Zamorano Fine Arts Academy Elementary School
San Diego, California
TIME: 10:00 AM (PST)
From: Christine Varney 
Phil Caplan 

I. PURPOSE

To sign the "Goals 2000: Educate America Act" into law. The bill must be signed before April 1 or the \$105 million FY 94 appropriation for implementing the goals will be shifted to the Pell Grant program.

II. BACKGROUND

Goals 2000: Educate America Act

Goals 2000 is designed to support state and local education reform efforts that are aimed at helping all students meet challenging academic standards. The bill accomplishes this goal in several ways. First, the bill provides funds for education reform to states that agree to raise academic standards for students. The funds will support state school and individual school efforts to develop comprehensive reform efforts; states and school districts will have considerable discretion in formulating their reform plans. Second, Goals 2000 establishes the mechanisms to develop national model academic and occupation skill standards that define what students should know and be able to accomplish in academic subject areas and in broad occupational areas. These model standards will serve as a voluntary benchmarks against which states and local communities can establish their own standards.

Goals 2000 establishes in law the six National Education Goals (plus two others) you led the fight to develop as chair of the National Governor's Association (NGA) Education Taskforce, and agreed to by President Bush and the NGA in 1990. The eight goals focus on: school readiness, drop-out rates, overall academic achievement, first in the world in math and science, adult literacy, safe and drug-free schools, parent participation and professional development for teachers.

10 10 10 10
10 10 10 10

Goals 2000 also establishes three national boards: the National Education Goals Panel (to monitor progress on the goals), the National Education Standards and Improvement Council (to establish the voluntary academic standards) and the National Skills Standards Board (to oversee the development of occupational skills standards). The bill reauthorizes the Office of Educational Research and Improvement, the Education Department's research arm. Goals 2000 also incorporates the Administration's Safe Schools Act, which provides for discretionary grants to school systems with the most serious crime, violence and discipline problems to support the development of comprehensive violence prevention strategies.

The Goals 2000 legislation was introduced in Congress just under a year ago on April 22, 1993. The House approved the bill in October 1993, and the Senate passed it in February 1994. The House-Senate conference reported the bill on March 17 and the House passed the final bill on March 23. After contentious debate in the Senate, a filibuster by Senator Jesse Helms over school prayer was defeated and the bill was finally approved on March 26. You must sign the bill before April 1 or the \$105 million FY 94 appropriation for implementing the goals will be shifted to the Pell Grant program.

Zamorano Fine Arts Academy

Zamorano is an award winning school. It is a magnet school and the curriculum is designed for students who have a strong interest in visual arts and want to further develop their knowledge and talents. All students receive training in the visual arts including painting, drawing, 3-D design, photography, textile design, architecture, graphic arts and television/video production.

The San Diego school district is on the cutting edge of education reform and Zamorano is one of the leading schools in the city. (Tom Payzant, Assistant Secretary for Elementary and Secondary Education, is the former superintendent of the San Diego schools.) Zamorano's curriculum includes goals to increase reading levels, raise achievement test scores for students who are below the 50th percentile, develop reading and writing standards and increase parent participation. The school staff has been given the flexibility to engage in site-based management and implement a program of comprehensive reform including attention to performance-based assessment, staff development, school safety and parent and community involvement. The school is in the second year of the Leadership and Development (LAD) Program that focuses on student assessment and accountability. Student attendance at the school is high and achievement ranks at or above national norms. Zamorano ranks in the top third of San Diego's 109 elementary schools.

Zamorano has a student population of 1,420 students and is located in the Paradise Hills area of San Diego. The ethnically diverse student body is 16.8% African American, 2.5% Asian, 38% Filipino, 13% Hispanic, 1.2% Pacific Islander and 27.3% White. Zamorano operates on a staggered year-round schedule with one-quarter of the students enrolled in four separate nine-month "school years."

III. PARTICIPANTS

Dr. Jeanne Steeg: Principal of Zamorano Fine Arts Academy. Dr. Steeg has worked in the San Diego school district since 1970. Born in Wisconsin, she has been a classroom teacher, a vice principal and principal of three other San Diego elementary schools. She has been principal at Zamorano since 1990. She is married with two children.

Mrs. Clinton

Secretary Riley

The audience will be made up of approximately 800 students from the school from grades K-6. Many of the students will be bringing their parents.

IV. PRESS PLAN

Open. (If it is raining and the event is held indoors in the cafeteria, the press will be pooled.)

V. SEQUENCE OF EVENTS

- * Dr. Jeanne Steeg will welcome you to the school and introduce Mrs. Clinton.
- * Mrs. Clinton will make brief remarks and introduce Secretary Riley.
- * Secretary Riley will make brief remarks and introduce you.
- * You will make remarks and sign the bill.
- * As you sign the bill, you will be joined by two local Members of Congress, Rep. Lynn Schenk and Rep. Bob Filner.
- * You will exit the stage, work the ropeline, and depart.

VI. REMARKS

To be provided by Bill Galston and Speechwriting.

January 11, 1994

SM

MEMORANDUM FOR PATTI SOLIS

From: Joan Baggett (Tara Burns)

Subject: Attached AFT Scheduling Requests

Attached for your consideration are two scheduling requests from the American Federation of Teachers that we view as high priority. I would greatly appreciate it if you could let me know what the decisions are on these requests before we notify AFT.

Fill
May

AFT Oct. supp → GOALS 2020

pass. in favor of high student-
teacher work

tend to rep urban-based schs
an or entire 11 learning packages
packin & in elem & sec, try to
be very urban
- hardest pressed school districts

Schedule Request

date: 1/11/94

 ACCEPT

 REGRET

 PENDING

TO: Patti Solis

FROM: Joan N. Baggett, Political Affairs

REQUEST: For the First Lady to appear at the annual political and legislative conference of the American Federation of Teachers.

PURPOSE: This year, the AFT's entire conference will center around POTUS's health care proposals. Thus, this would give the First Lady an ideal opportunity to speak on the plan.

BACKGROUND: The AFT is a major supporter, and this conference as well as the UFT luncheon are the only two events they will really push for us to accept this year.

DATE AND TIME: May 10-12, 1994
An appearance by the First Lady would be the highlight of the conference, and thus would arrange the program around her schedule. The plenary sessions are tentatively scheduled for 5/10 from 9:00 am - 12:30 pm or 3:30 pm to 5:00 pm, for 5/11 from 8:30 am - 9:30 am, and for 5/12 from 12:00 pm - 2:00 pm.

LOCATION: Hyatt Regency Hotel
Washington, DC

PARTICIPANTS: 300 AFT local presidents/political activists are expected to attend.

OUTLINE OF EVENTS: The First Lady would make remarks.

REMARKS REQUIRED: To be provided by speechwriters.

MEDIA COVERAGE: TBD.

RECOMMENDED BY: Joan N. Baggett

CONTACT: Joan N. Baggett

Schedule Requestdate: 1/11/94 ACCEPT REGRET PENDING

TO: Patti Solis

FROM: Joan N. Baggett, Political Affairs

REQUEST: For the First Lady to receive the United Federation of Teachers John Dewey Award at their annual luncheon.

PURPOSE: The United Federation of Teachers would like to recognize the First Lady's outstanding work in education and children services. This would also provide the First Lady with an opportunity to speak on health care or any topic of her choosing.

BACKGROUND: With 80,000 members, the United Federation of Teachers is the American Federation of Teachers' largest affiliate and was the first AFT local union to endorse President Clinton in the primaries. Previous recipients of the award have been Martin Luther King, Jr., Hubert Humphrey, Sen. Ted Kennedy and Marian Wright Edelman.

PREVIOUS PARTICIPATION: The UFT chose the First Lady to be the recipient of the John Dewey award last year, however she was unable to attend their annual luncheon at which the award is presented.

DATE AND TIME: Saturday, May 7, 1994
1:00 pm - 3:00 pm

LOCATION: New York Hilton Hotel

PARTICIPANTS: More than 3,000 teachers will attend.

OUTLINE OF EVENTS: The First Lady would accept the award and give remarks.

REMARKS REQUIRED: To be provided by speechwriters.

MEDIA COVERAGE: TBD.

RECOMMENDED BY: Joan N. Baggett

CONTACT: Joan N. Baggett

April 7, 1994

MEMORANDUM FOR PATTI SOLIS

From: Joan N. Baggett

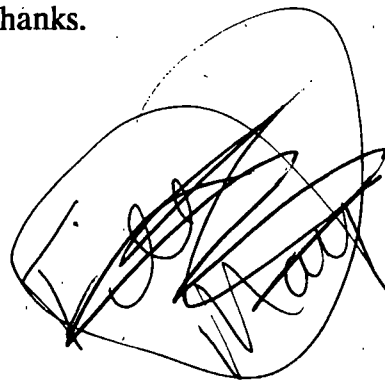
Subject: Proposed UFT Article

As we discussed, please find attached for the First Lady's review the proposed full page advertisement that the United Federation of Teachers would like to put in their newspaper. They will go to press **tomorrow** and thus would appreciate a speedy response.

The blank space on the ad is a slot for an official picture of the First Lady. The UFT would greatly appreciate if we could provide them with a head shot.

Please let me know if we can proceed with this ad. Thanks.

File
May 7

A large, circular, handwritten scribble or signature, possibly reading "Joan N. Baggett", is located in the lower right quadrant of the page.

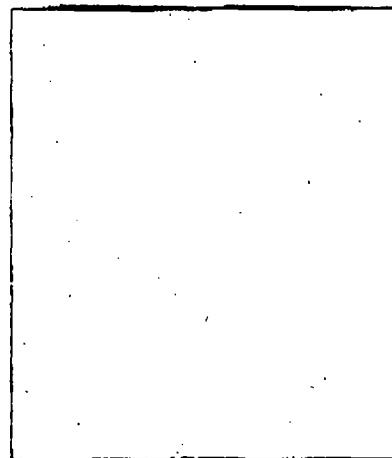
UFT SPRING EDUCATION CONFERENCE

ANNUAL EDUCATION CONFERENCE • SATURDAY, MAY 7 • NEW YORK HILTON • SIXTH AVE. AT 54 STREET, MANHATTAN

"Equity for City Kids"

*Hillary Rodham Clinton
will receive
the UFT's coveted
John Dewey Award
for excellence in education.*

- Children's advocate
- Longtime supporter of public education
- Champion of health security for all Americans



SCHEDULE

7:30-9 AM: Breakfast
9-10:30 AM: Operation Soap Box with
UFT President Sandra Feldman, Mayor Rudolph Giuliani
& Chancellor Ramon Cortines

10:45 AM-12:45 PM: Panel Sessions
1-3 PM: Luncheon: Keynote Jonathan Kozol
Hillary Clinton receives the Dewey Award

Exhibits will be on display in the Rhineland Gallery throughout the day.

NEW TEACHER CREDIT GIVEN FOR ATTENDANCE

PANELS

1 Breaking the Cycle of Poverty. Sylvia Ann Hewlett, author; Stephen A. Lerner, executive director of the Morland Commission; Gerald Morris, AFT.

2 Creating a Safe Environment. Gary Gouffredson, consultant; Will Roy, associate professor of education, University of Wisconsin; John Cole, AFT vice president; Ed Mink, UFT Director of School Safety.

3 New Pathways to Learning: Promising Practices in Middle, Secondary and School to Work Programs. Michelle Fine, professor of psychology, CUNY Graduate Center; Ed Mink, consultant; Paul Cole, AFT vice president.

4 Reaching Out to Families. Rox Brown, NYSUT Partners in Learning Program; Susan McAllister Swap, author; Ronald Taylor, professor of psychology at Temple University.

5 Toward a Quality System of Education for All Students. Mary Bacon, consultant; Marcia, president; Federation of Teachers and Myra Sadker, professors of education at American University.

6 Classrooms, Kids: Reflections on Punishments, Rewards and School Culture. Herb Albert and Alisa Kahn, authors and

1994 SPRING EDUCATION CONFERENCE

Enclose check payable to UFT Spring Education Conference in the amount of

\$ _____ for _____ tickets @ \$30 each.

MAIL TO: Diane Kogger, UFT, 260 Park Ave. South, New York, NY 10010

NAME: _____

HOME ADDRESS: _____

CITY: _____

SCHOOL: _____

I would like to sit with _____

WE WILL ATTEND THE FOLLOWING EVENTS: ☐ BREAKFAST ☐ OPERATION SOAPBOX

REGISTRATION: Indicate numbers in order of preference.
You may only, 10:45 a.m. to 12:45 p.m.

SPECIALTIES FOR NEW TEACHERS (Choose one only)

7A Thinking Math: Middle and Junior High School
Teachers Center staff.

7B Interdisciplinary Studies: Upper Elementary, Junior High and High Schools.
Andi Sticks, Creative Arts & Science Center.

7C Reading and Math Games that Teach: Early Childhood & Elementary School
Teachers and Parents. Peggy Kaye, author, Games for Learning.

This panel registration is for the following persons.

It is important that all names and addresses are entered. PLEASE PRINT

1. NAME _____ ADDRESS _____

2. NAME _____ ADDRESS _____

3. NAME _____ ADDRESS _____

Check place for additional names.

APRIL 18, 1994 /

Copyright 1994 Newsday, Inc.
Newsday

February 18, 1994, Friday, CITY EDITION

SECTION: NEWS; Pg. 30

LENGTH: 376 words

HEADLINE: Teacher Danger Up

BYLINE: By Liz Willen. STAFF WRITER

BODY:

Serious crimes against staff in New York City public schools rose by 30 percent last year - with particularly large increases in elementary and special-education schools.

Figures released by the United Federation of Teachers yesterday show there were 1,789 serious incidents of assault, robbery or sex offenses against members - who include teachers, guidance counselors, paraprofessionals and secretaries.

Overall, the number of other incidents, including petty theft and other lesser offenses, rose 9.6 percent from the 1991-92 school year to 4,518. Incidents in elementary schools rose 18 percent, and by nearly 40 percent in special-education schools, which include some emotionally disturbed students.

The increases came as enrollment rose more than at any time in the past 25 years, when assaults and other serious incidents in the schools were up 16 percent. The report was released in the midst of staffing and budget battles, a point the UFT was quick to make yesterday.

"Here we are facing imminent cuts and downsizing, just as the school system has experienced a big jump in population," said Edward Muir, director of school safety for the UFT.

Muir found some encouraging news in: Gun incidents were down to 90, from 123 the previous year. Muir credits an increase in the number of metal detectors to 41 more high schools. Also, there was a 7 percent decline in the number of serious incidents in middle schools, with a 1.9 percent decrease in high schools.

"While there has been improvement we are still in the realm of the totally unacceptable," the report says.

John Beckman, a spokesman for Schools Chancellor Ramon Cortines, said the chancellor is aware of the findings. "From day one he has been talking about the

need for more security and better school safety," he said.

Among other findings of the UFT report:

Staff injuries as a result of incidents rose 10 percent, with 1,992 members hurt.

A total of 162 schools were rated as unsafe (based on the number of incidents; five or more for elementary, 10 for middle or special-education and 20 for high schools) in 1992-93, compared with 142 the year before.

Overall, 16 percent of the schools were responsible for 60 percent of the incidents, the report says.

LANGUAGE: ENGLISH

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January 19, 1994, Wednesday, BC cycle

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HEADLINE: Teachers' union, fed up with filth, files suit

DATELINE: NEW YORK

BODY:

The United Federation of Teachers, armed with a laundry list of complaints about conditions in New York's public schools, filed a lawsuit in Manhattan Supreme Court Wednesday against the city and several of its agencies.

At a news conference in the union's Manhattan headquarters, UFT President Sandra Feldman said crumbling plaster, moldy classrooms, exposed wires, a thriving rodent population and a blanket of filth are the norm in the Big Apple's schools.

"If a private landlord kept his building in this condition, he's be called a slumlord," Feldman said. "Yet we allow our schools, where kids and adults spend most of their day, to remain in such awful shape."

The lawsuit charges the city, the Board of Education, the Department of Buildings and the Department of Labor with endangering the welfare of 120,000 workers and 1 million children.

Feldman said the agencies named in the suit should be investigating and correcting the problems. Last month the UFT and parents filed complaints with the Buildings Department about school conditions, she said.

The UFT wants the court to compel the city and the agencies to inspect and begin maintaining the dilapidated buildings immediately.

The Board of Education and the city's Corporation Counsel declined to comment.

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LENGTH: 500 words

HEADLINE: UFT Sends Out A Million Parent Pamphlets As Schools Gear Up For Mom And Dad

BODY:

UFT Sends Out A Million Parent Pamphlets As Schools Gear Up For Mom And Dad

The United Federation of Teachers (UFT) is sending out a million guidebooks to New York City public school parents this weeks, offering tips for a productive Open School Week visit.

At the same time UFT President Sandra Feldman is calling on employers throughout the city to make it convenient for workers to visit their children's schools by providing flexible working hours when needed.

The vast majority of New York's public schools – the elementary and middle schools which comprise about 820 of the city's 1,069 schools – will be opening their doors to parents and guardians during the week of November 15. This week, students in those schools will be receiving the booklets to take home.

"I can't think of anything as crucial to a student's success in school as a parent and teacher working together, and I think that's especially true in a year like this which got off to such a difficult start because of the asbestos crisis," noted Feldman, whose union represents some 90,000 teachers, paraprofessionals, guidance counselors and others who work directly with students.

"I urge parents or surrogate parents to visit the schools and meet with teachers, and I would hope employers throughout New York will make it as easy as possible for them to do so. Cooperation from employers will certainly pay off in the work force of tomorrow."

The 20-page UFT parent guidebook, printed in both English and Spanish, offers parents a multitude of suggestions on things to look for and questions to ask during a school visit. Some examples:

How much time should be spent on homework. How often do you assign

homework?

Will the (middle) school help my child choose a high school?

What is the absence policy in the school? The discipline policy?

What special programs are available if my child needs extra help?

How often are tests given? How is my son or daughter doing on the tests so far?

According to this year's Open School Week Schedule, elementary schools will be hosting parents on the afternoon of November 16th and the evening of November 17th, while middle schools (intermediate and junior highs) will open their doors on the afternoon of November 15th and the evening of November 18th. However, since schools sometimes veer from the official schedule according to individual needs, Feldman suggested that parents who haven't received notice call the school directly.

Parents and guardians of elementary and middle school youngsters who haven't received a UFT parent guidebook from their child by Friday, November 12th, can order one by phone directly from the UFT starting Saturday, November 13th. Call (212) 598-7790 and the UFT will rush one right out, said Feldman.

This year, the union has also prepared a Chinese translation, which parents can request.

The city's 150 high schools held their Open School Week last month. Visiting parents received their UFT booklets directly at the school.

ETHNIC-GROUP: African-American

LANGUAGE: English

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HEADLINE: Black teachers retaliate against United Federation of Teachers

BYLINE: Browne, Zambga

BODY:

Black teachers retaliate against United Federation of Teachers.

African-American public school teachers are waging a silent but effective war against their union, United Federation of Teachers, for not endorsing Mayor David N. Dinkins for election. The Amsterdam News has learned that the inaudible reaction is taking place, albeit slowly, where it counts most — in their dues check-off on their salary checks. By resigning membership in the union, the organization could lose about 10,000 members and perhaps double that amount in lost revenue. And there are other deductions.

The less than \$1 monthly deduction from their salaries designed for UFT's Committee on Political Education, the union's fund which they say pays for attorneys who negotiate their contracts with the city, is being rescinded by African-American teachers in scattershot fashion. A membership drive for COPE during the last school year resulted in few African-American teachers willing to lose "one more deduction to union causes," one teacher said.

"UFT may have negotiated salary increases, but in 1990 we had to agree to a "give back" which would defer the actual raise for this year," one teacher said. "This is not a raise if you analyze this year's contract agreement. It used to be that our raises were across the board without givebacks. I recall receiving a large check in 1990, I believe it was in October of that year. The next month our checks were, in some cases, even lower than before the give-back, as the additional money placed us in higher tax brackets and we lost money instead."

Another teacher said that the union met Oct. 13 at the High School of Fashion Industries and that some 2,000 delegates, union chapter chairmen and an elected alternate from each public school did not vote to endorse any of the candidates.

"With so few African-American and Latino union delegates, we are seldom taken very seriously," one retired teacher, who had been a chairman in a Bronx school, said

to this reporter. "We are usually outnumbered and just go along with the program. When serious questions are asked by a Black delegate, one which may refer to a possible injustice, it is usually glossed over by our elected leader."

While conducting this investigation over a few weeks, this reporter has found that African-American and Latino teachers are fearful of reprisals for speaking with the press.

Spokesmen from UFT, however, point to the union's endorsements of local candidates which start with borough presidents and end with City council races.

Tom Murphy, political action director, said in the union's newspaper, New York Teacher, that the union endorsed candidates for borough president, district attorney, and City Council because "these candidates are friends of education and they care about the future."

"Mayor Dinkins is a friend of education and he cares about the future of children," one teacher said. "Unfortunately, we believe that the union's non-mayoral endorsement is an underhanded endorsement for his opponents, either Giuliani or the Conservative Party candidate, George Marlin."

"An irate junior high school teacher said that "the union seems not to represent my interest, and I and many other African-American teachers are planning to keep our money instead of paying dues from our meager paychecks."

The Amsterdam News attempted to reach the union's office of African-American Committee members without any results. Instead, UFT spokesmen continue to echo Murphy's published statements.

ETHNIC-GROUP: African-American

LANGUAGE: English

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