

PRESIDENT CLINTON AND VICE PRESIDENT GORE: A BUDGET THAT INVESTS IN BETTER SCHOOLS, QUALITY HEALTH CARE AND CHILD CARE, AND OTHER NATIONAL PRIORITIES

October 27, 2000

Today, the President will announce that he has reached agreement with Congress on key priorities in the appropriations bill for the Departments of Health and Human Services, Labor, and Education. The agreement is a victory for students, and includes the President's plans to modernize school facilities, reduce class sizes, increase teacher quality, expand after-school programs, and hold schools accountable for results

HIGHLIGHTS OF TODAY'S BUDGET BILL

- ✓ **Emergency School Modernization and Repairs.** The new \$1.3 billion school construction initiative is based on the President's plan.
- ✓ **Class-Size Reduction.** The third year of funding for this initiative will help hire 49,000 teachers.
- ✓ **The Largest Pell Grant Ever.** The Pell grant scholarship for needy college students is increased to \$3,800, the largest ever and 65 percent larger than the grant in 1993.
- ✓ **After-School.** Funding for extended learning is more than doubled to \$1 billion.
- ✓ **Accountability for Failing Schools.** The President's \$250 million plan will strengthen education in failing schools.
- ✓ **Teacher Quality.** The budget includes \$585 million for Eisenhower teacher quality, below the President's \$1 billion request but
- ✓ **Head Start and Child Care.** The President fought for a \$1 billion increase in Head Start and an \$817 million increase for the Child Care Development Block Grant to help low-income families work.
- ✓ **Closing the Digital Divide.** The budget invests in community technology centers, teacher training, and technology literacy.

INVEST IN EDUCATION.

- ✓ **BUILDING AND MODERNIZING SCHOOLS.** An estimated 3.5 million students attend schools that need extensive repair or replacement. Because all students deserve a safe, healthy, and modern place to learn, the final budget includes \$1.3 billion for Urgent Repairs. The final budget includes a \$1.3 billion initiative for emergency school renovation, based on the proposal in President Clinton's budget. The Republican budget did not provide dedicated funding for school renovation. The initiative will help schools make much-needed repairs, such as roofs, heating and cooling systems, and electrical wiring, and includes \$50 million for public schools with high concentrations of Native American students. However, the Administration is still working toward \$25 billion of School Modernization Bonds to build and modernize 6,000 schools nationwide, which Congress has not yet funded despite broad bipartisan support.
- ✓ **REDUCING CLASS SIZES.** The final budget provides the President's request for \$1.75 billion—a \$450 million increase—to reduce class size in the early grades to 18 or below with well-qualified teachers. These resources will increase the total number of quality teachers hired under this initiative to [xx49,000?], keeping us on the path to our goal of hiring 100,000 high-quality teachers across the country by 2005.
- ✓ **TRIPLING THE NUMBER OF CHILDREN IN AFTER-SCHOOL.** The final budget provides \$1 billion for 21st Century Community Learning Centers, a \$547 million increase. This initiative will provide more high-quality extended learning opportunities for [2.5 million] children, tripling the number of children

served by federally supported after-school programs and offering a safe place for more than a quarter of America's "latch-key" children to learn in the after-school hours.

- ✓ **STRENGTHENING ACCOUNTABILITY TO FIX FAILING SCHOOLS.** The budget provides [**\$250 million**—a [**\$116 million??**] increase—to accelerate efforts by states and school districts to improve accountability and turn around failing schools. These resources will help states and districts invest in proven reforms, such as research-based curricula, professional development and smaller classes, to fix failing schools.
- ✓ **STRENGTHENING TEACHER QUALITY.** The budget provides \$650 million—an increase of \$277—to enhance teacher quality and make progress towards ensuring a qualified teacher in every classroom. **[[The agreement includes: \$690 million for Eisenhower Professional Development Grants to promote professional development along with school and classroom-based improvements linked to state standards and assessments; \$48 million to help states align teaching with their accountability systems under Title I; \$30 million to help recruit talented mid-career professionals and college graduates into teaching while retaining more good teachers with mentoring and other supports; and \$15 million to train early childhood educators and caregivers in advancing children's language and literacy skills to help prevent later difficulties in learning and reading.]]**
- ✓ **EXPANDING COLLEGE OPPORTUNITY.** More and higher quality education is more important to economic opportunity than ever before. The final budget includes the President's request for a \$1 billion boost in investments to make college more affordable for economically disadvantaged students.
 - **Early Intervention through GEAR UP.** The final budget provides \$325 million for GEAR UP, supporting state projects and partnerships of colleges, high-poverty schools, and community organizations, to help XX students aspire to and prepare for college starting in the 7th grade. House Republicans proposed to freeze the President's GEAR UP college preparation initiative for low-income students at \$200 million, a level that would have forced existing GEAR UP programs to scrap plans to help 250,000 new disadvantaged 6th and 7th graders.
 - **The Largest Maximum Pell Grant Award Ever.** Pell scholarships for needy students are the foundation of student aid. The final budget provides \$9 billion for Pell Grants, increasing the maximum Pell Grant award from \$3,300 last year to \$3,800. The maximum award has increased by 65 percent since President Clinton and Vice President Gore took office in 1993, when it was \$2,300. Under this Administration, for the first time ever, our investment in the Pell program has increased for six consecutive years. The final budget also includes the President's requested \$60 million increase for Supplemental Educational Opportunity Grants, the largest increase in a decade.
 - **TRIO and Key Elements of College Completion Challenge Grants.** This year, President Clinton's budget included the largest one-year ever requested by any President. The final budget funds TRIO at **\$760 million—a \$115 million** increase, the largest ever—to help motivate and prepare XXX low-income and first-generation-college students to go to and stay in college. In addition, the budget includes the key elements of the President's College Completion Challenge Grants proposal to provide additional scholarships, support services, and summer programs to help more at-risk youth succeed in college.
 - **Support for One Million Students to Work Their Way through College.** The final budget includes the President's request for \$1 billion for Federal Work-Study to maintain his commitment to allowing one million students the opportunity to earn money for college through part-time work.
- ✓ **STRENGTHENING THE HISPANIC EDUCATION ACTION PLAN.** \$XXX increase to programs that help Hispanic students succeed, including **\$416 million** increase for Title I Grants to Local Educational Agencies, **\$XX** million for Bilingual Education programs, \$180 million for Bilingual Education Instructional Services, **\$760 million** for the TRIO programs and **\$XXX** for GEAR UP, **\$XX million** for the

Title I Migrant State Grants program, and \$30 million for the High School Equivalency Program and College Assistance Migrant Program.

- ✓ **CREATING SMALLER, SAFER AND MORE SUCCESSFUL HIGH SCHOOLS.** This initiative helps create smaller and more supportive learning environments in approximately 700 of the nation's largest high schools through innovations like schools-within-schools or career academies that allow teachers to spend more quality instructional time with students.
- ✓ **EXPANDING PUBLIC SCHOOL CHOICE WITH MORE SUPPORT FOR CHARTER SCHOOLS.** This *\$45 million* increase will support the start up of 1,700 new or redesigned schools that offer enhanced public school choice and have the flexibility to offer innovative educational programs in exchange for greater accountability for student achievement. One of the biggest stumbling blocks facing charter schools is the lack of appropriate facilities, and the budget builds on the Clinton-Gore legacy of support for charters and public school choice by creating a demonstration program that will allow nonprofit organizations to leverage federal funds to help charter schools secure better facilities.
- ✓ **PROMOTING SAFER SCHOOLS AND HEALTHIER STUDENTS.** The budget provides a \$XX increase for Safe Schools/Healthy Students, to \$XX million. The President launched this initiative in 1999 to provide students, schools and communities the benefit of enhanced comprehensive educational, mental health, social service, and law enforcement services. Last year, \$147 million was provided to 77 local education authorities that established formal partnerships with local mental health and law enforcement agencies.
- ✓ **CREATING ECONOMIC OPPORTUNITIES THROUGH JOB TRAINING.** The final budget expands successful training programs and implements new ones focused on providing needed training for young people, displaced workers and individuals with disabilities.
 - **Youth Opportunity Grants and Youth Training Activities Grants.** Youth Opportunity Grants are an initiative to provide comprehensive employment and training assistance to all out-of-school young people in high poverty areas. The final budget provides *\$300 million*, enough to serve an XXX youth in high poverty areas. In addition, the final budget provides a *\$174 million* increase (to *\$1.175 billion*) to the Youth Activities Formula Grants, enough to provide job training and summer job opportunities to nearly XXX disadvantaged young people.
 - **Job Corps.** Job Corps is the nation's largest and most comprehensive residential education and job training program targeted at impoverished young people. The final budget increases Job Corps funding by *\$41 million to \$1.4 billion, helping XX youth.*
 - **Universal Reemployment Initiative.** This initiative includes the Dislocated Worker program and new Reemployment Services grants. The Dislocated Worker Training program provides training and support services to help permanently dislocated workers return to productive, unsubsidized employment. The final budget includes *\$50 million* for Reemployment grants that provides services to Unemployment Insurance (UI) claimants to help them get jobs faster and save on UI benefits.
 - **Promoting Responsible Reintegration for Young Offenders.** The budget provides [*\$75 million*] for a new initiative in the Department of Labor to help young offenders under the age of 35 successfully reintegrate into the mainstream economy. Competitive grants will be made to partnerships between the criminal justice system and local workforce investment systems. Partnerships will coordinate with reentry partnerships and reentry courts funded through the Department of Justice and substance abuse and mental health funding from the Department of Health and Human Services.

STRENGTHENING HEALTH CARE. The President won a *\$3.9 billion* investment in health programs, *16 percent* above last year's level, to strengthen the public health infrastructure, provide critical prevention and

treatment services to individuals with mental illness, and advance biomedical research with a historic investment of \$20.5 billion.

- ✓ **CREATING THE FAMILY CAREGIVERS PROGRAM.** The budget invests *\$125 million* in the Older Americans Act for quality respite care and other essential services for family caregivers. This program is a critical piece of the President's historic long-term care initiative.
- ✓ **PROMOTING COMMUNITY-BASED CARE FOR AMERICANS WITH DISABILITIES.** The budget invests \$X million to help states develop comprehensive plans to care for persons with disabilities in the most appropriate setting. These funds would be used to: conduct intensive outreach efforts to educate people with disabilities about the home and community based options currently available to them; streamline application and eligibility processes for home- and community-based care services; and modify state policy that results in the unnecessary institutionalization of people with disabilities.
- ✓ **FULLY FUNDING THE RICKY RAY HEMOPHILIA RELIEF TRUST FUND.** The budget funds balance of \$750 million authorized for the Ricky Ray Hemophilia Relief Trust Fund, which provides one-time payments of \$100,000 to hemophiliacs who were infected with HIV by blood solids during the 1980s.
- ✓ **INCREASING ACCESS TO HEALTH CARE FOR THE UNINSURED.** The budget invests \$140 million to develop integrated systems of care for the uninsured through coordination, increase the number of services delivered and establishing accountability in the system to assure adequate patient care.
- ✓ **MAKING OUR FOOD SAFER.** The President won his entire request of \$422 million for food safety, a \$68 million increase over last year. These resources will support enhanced and expanded food safety inspections, outbreak responses, and research, risk assessment and education activities. It will also fund bioscience research and risk assessment modeling and data collection to include the pre-harvest phase for foods and begin implementation of the Egg Safety Action Plan adopted by the President's Council on Food Safety.
- ✓ **SUPPORTING GRADUATE MEDICAL EDUCATION AT CHILDREN'S HOSPITALS.** The final budget funds the President's request of \$125 million to reimburse freestanding children's hospitals that train and education physicians to care for children.
- ✓ **CARING FOR THE NATION'S ELDERLY.** The budget includes a *\$18 million* increase for the new Nursing Home Initiative for more rigorous inspections of nursing facilities and improved federal oversight and enforcement of nursing home quality.
- ✓ **IMPROVING STATES' CAPACITY TO DELIVER HEALTH CARE SERVICES TO THE MENTALLY ILL.** The budget provides an additional \$64 million above the FY 2000 funding level for the Mental Health Block Grant, an 18 percent increase over FY 2000.
- ✓ **PREPARING FOR AND PREVENTING BIOTERRORIST ATTACKS.** The budget fully funds President Clinton's request and provides \$301 million to stockpile vaccines, antibiotics, and other medical supplies to deploy in the event of a chemical or biological terrorist attack.
- ✓ **REDUCING RACIAL DISPARITIES IN HEALTH STATUS.** The budget provides an additional \$10 million, a 33 percent increase over the FY 2000 funding level, for health research and prevention activities to better understand and address health disparities among minority populations.
- ✓ **EXPANDING AIDS PREVENTION, CARE, AND RESEARCH.** Building on the historic reauthorization of the Ryan White CARE Act, the President and Congress continue their strong partnership

to address the AIDS epidemic with substantial increases in funding. The budget includes a \$95 million increase in funding for domestic HIV prevention activities; an increase of \$200 million for the Ryan White CARE Act, which helps provide primary care and support for those living with HIV/AIDS; and an estimated ***\$XX million*** in additional funds for AIDS-related research at the NIH. Congress and the President also worked together to add \$100 million in funding to the Minority AIDS Initiative, which utilizes existing programs to reach African-Americans, Latinos, and other racial and ethnic minorities that are disproportionately impacted by HIV/AIDS. CDC received an additional \$18 million to fight AIDS internationally.

- ✓ **PREVENTING CHILDHOOD DISEASES.** The budget provides \$103 million, a 20 percent increase over last year, to increase childhood immunization rates and eradicate polio worldwide.
- ✓ **CONTROLLING THE SPREAD OF INFECTIOUS DISEASE.** The budget provides \$236 million to the Center for Disease Control, a 33 percent increase, for infectious disease programs and disease surveillance systems.
- ✓ **EXPANDING FAMILY PLANNING AT HOME.** The President won \$274 million in FY 2001 for family planning, a \$35 million increase. This initiative will allow family planning clinics to provide reproductive health services and clinical care to over 5 million underserved Americans, including testing and treatment for sexually-transmitted diseases, cancer screenings, and HIV prevention and counseling. Title X Family Planning funding helps prevent over one million unintended pregnancies per year through comprehensive reproductive health services, including programs to discourage adolescent sexual activity and contraceptive counseling.
- ✓ **INCREASING FUNDING TO EXPLORE THE ENVIRONMENTAL CAUSES OF DISEASE.** The budget provides ***\$XX million***, a ***XX percent*** increase, to assist communities investigating unusual incidence of cancer or other diseases; identify regions of the country in which individuals are at increased risk of dangerous exposure to toxic substances; and ensure rapid evaluation of the impact of public health emergencies.
- ✓ **PROVIDING QUALITY HEALTH CARE TO NATIVE AMERICANS.** The budget provides \$2.6 billion, a 9 percent increase, for high-quality health care services on American Indian and Alaska Native reservations.
- ✓ **EXPANDING SUBSTANCE ABUSE PREVENTION AND TREATMENT.** The budget continues the Administration's commitment to expanding substance abuse prevention and treatment with a [***\$239 million***] increase in funding to \$2.2 billion, a 37 percent increase since 1993. This includes an additional [***\$102 million***] for Targeted Capacity Expansion grants to help communities address gaps in substance abuse services for emerging areas of need. Combined with an additional [***\$135 million***] for the Substance Abuse Block Grant, the budget will provide treatment for another [000 - TBD] individuals.

EXPANDING CHILD CARE. The number of children with parents who work outside of the home is higher than ever before. During the Clinton-Gore Administration, funding for child care has more than doubled, but many eligible children still do not receive assistance. The Clinton-Gore Administration proposed, fought for, and won a comprehensive child care initiative to address the struggles our nation's working parents face in finding child care they can afford, trust and rely on.

- ✓ **PROVIDING MORE CHILDREN ACCESS TO HEAD START THAN EVER BEFORE.** President Clinton won \$6.3 billion in funding for Head Start—a \$1 billion increase over last year and the largest funding request ever proposed or received for the program. It will provide access to Head Start and Early Head Start for approximately 950,000 children in 2001, and is a large step toward the goal of serving one

million children in 2002. Head Start prepares low-income children for a lifetime of learning and development by providing early, continuous and comprehensive child development and family support services.

- ✓ **HELPING MORE LOW-INCOME FAMILIES AFFORD CHILD CARE.** The President fought for an \$817 million increase for the Child Care Development Block Grant, to \$2 billion. This increase will enable the program to provide child care subsidies for nearly 150,000 more children in 2001. These new resources, combined with the child care funds provided in welfare reform, will serve over 2.2 million children in 2001, an increase of nearly 1 million since 1997. The Child Care Development Block Grant is the primary federal effort to help low-income families pay for child care, helping low-income parents to work.
- ✓ **PROMOTING EARLY LEARNING BY IMPROVING THE QUALITY OF CHILD CARE. (This piece is the most up in the air right now.)** At the beginning of this year, President Clinton called on Congress to include an Early Learning Fund in the budget to help improve child care quality and early childhood education for children under five years old. The final budget included the Stevens-Kennedy Early Learning Opportunities Act and provided (\$XX) to allow states to help communities foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to: help child care providers get training or certification; teach parents and caregivers how to facilitate development of cognitive skills and language comprehension; increase access to existing child care programs by expanding the days or times that children are served; enhance childhood literacy; improve quality of existing early learning programs through recruitment, retention and professional development incentives; and increase early learning opportunities for children with special needs.
- ✓ **WORKING TO MAKE PARENTAL LEAVE MORE AFFORDABLE. (This piece is also very up in the air.)** The final budget includes (\$10 million) for states and other entities to explore how to make parental and family leave more available and affordable for those who need it. A 1996 study by the Commission on Family and Medical Leave found that the most significant reason why parents did not take advantage of unpaid leave after the birth or adoption of a child was the expected loss of income. In addition, this funding will support a strong program of research and analysis of the implementation and use of the Family and Medical Leave Act.

CLOSING THE DIGITAL DIVIDE. Access to computers and the Internet and the ability to use this technology effectively are becoming increasingly important for full participation in America's economic, social and political life. To give people skills to use technology and to promote technology that will help empower under-served communities, the bill:

- ✓ **Establishing Community Technology Centers.** The President won \$80 million to create up to Community Technology Centers in low-income urban and rural communities, up from \$10 million two years ago and \$32.5 million last year. This initiative will help close the "digital divide" by providing computers and Information Age tools to children and adults who can not afford them at home.
- ✓ **Preparing Tomorrow's Teachers to Use Technology.** The final budget includes \$125 million (**CHECK**) to train new teachers to use technology effectively in the classroom, up from \$75 million last year. Under the leadership of President Clinton and Vice President Gore, the United States has made enormous progress in connecting schools to the Internet and increasing the number of modern computers in the classroom. However, access to computers and the Internet will not help students achieve high academic standards unless teachers are as comfortable with a computer as they are with a chalkboard.
- ✓ **Creating Digital Opportunity for Americans with Disabilities.** The budget provides \$x million for R&D and support for loan programs to make information and communications technologies more accessible for people with disabilities, and to make assistive technologies more affordable.

- ✓ **Giving All of our Children Access to Educational Technology.** The budget provides a total of \$XX million for educational technology, including \$450 million for the Technology Literacy Challenge Fund. Under Clinton-Gore, spending on educational technology is up from \$23 million in FY93, an increase of over XX%. These programs help local communities meet the “four pillars” of the President's Educational Technology Initiative: Internet access, modem computers, educational content, and teacher training.

OTHER PRIORITIES. The bill would also:

- ✓ **Expanding Basic Education in Developing Countries.** President Clinton won a \$30 million increase (*CHECK*) to strengthen educational systems in areas of developing countries, especially where abusive child labor is prevalent. Better access to basic education can be a catalyst for poverty reduction, maternal and infant health, the prevention and treatment of HIV-AIDS and other infectious diseases, and the elimination of abusive child labor.
- ✓ **Promoting Community Service.** The final budget includes more than *\$XX million* for national and community service, in combination with earlier funding passed on the VA-HUD appropriations bill. It will allow AmeriCorps to surpass 250,000 members who have served their communities since 1994, helping to close the digital divide, improve education, build public housing, and meet critical social and environmental needs. It will also allow hundreds more National Civilian Community Corps members to continue to provide desperately needed help for communities faced with ravaging fires or devastating floods. The bill includes \$7.5 million for America's Promise—the community service initiative led by General Colin Powell that stemmed from the Presidents' Summit for America's Future—to ensure that children grow into healthy, strong, and productive adults.

THE CLINTON-GORE ADMINISTRATION: MAKING COLLEGE MORE AFFORDABLE AND ACCESSIBLE FOR AMERICA'S FAMILIES

August 10, 2000

Today, President Clinton will announce new steps to make college more affordable for students and parents, and to allow graduates to choose rewarding careers. First, he will announce two new steps by the U.S. Department of Education to lower interest rates on direct student loans for students who meet their responsibilities by repaying their loans on time. These changes will save students and parents \$600 million, and save federal taxpayers \$5 million, over the next five years. Second, he will announce that the Clinton-Gore Administration is proposing a new rule to ease college debt for teachers in lower-income communities. Finally, he will call on Congress to enact his proposals to strengthen education and make college more affordable, including the College Opportunity Tax Cut, which will especially help middle-class families.

PRESIDENT CLINTON WILL ANNOUNCE TWO STEPS TO LOWER INTEREST RATES ON DIRECT STUDENT LOANS. New incentives will reward students who repay their loans on time. Together with other interest rate and fee reductions since the start of the Clinton-Gore Administration, these incentives will save students as much as \$1,300 on \$10,000 in loans.

- **NEW INTEREST REBATE.** First, students and parents borrowing direct student loans will receive an immediate interest rebate equal to 1.5 percent of the loan. Over 1.7 million students a year will receive the rebate when they borrow, beginning this academic year (2000-01). Students and parents must make their first 12 payments on time to keep this benefit. The average undergraduate could save \$150 on \$10,000 in loans. Over a standard ten-year loan, this rebate amounts to an interest rate reduction of 0.24 percentage points per year.
- **NEW REFINANCING OPPORTUNITY.** Second, students who consolidate their loans with the Direct Student Loan program will receive a new interest rate that is 0.8 percentage points lower than what they currently pay, saving a student with \$10,000 in loans over \$500. Over 400,000 students are expected to take advantage of this opportunity. This lower rate will apply to loans consolidated during fiscal year 2001 (October 1, 2000 through September 30, 2001). Students may consolidate a single loan or multiple loans. As with the interest rebate, students must make their first 12 payments on time to keep this benefit.

These new repayment incentives will:

- **Encourage On-Time Loan Payments.** These repayment incentives are designed to encourage students to meet their responsibilities during their first year of repayment. Data show that the first year is critical to a lifetime of good habits: students who make their first 12 payments are only one-fourth as likely to default. At the urging of Rep. Clay and Sen. Harkin, Congress authorized the Direct Student Loan program to offer repayment incentives in 1998.
- **Save Students Hundreds Of Dollars.** By making the first 12 payments on time, the average undergraduate borrower could receive a \$150 interest rebate on new loans and save \$500 through lower interest on a consolidation loan. The average graduate borrower has \$25,000 in loans and could save \$375 and \$1,250, respectively.
- **Save Taxpayers Money.** The initiative is expected to save the U.S. government \$5 million over five years because: 1) more students will repay their loans on time, and; 2) more students will choose to convert their guaranteed loans into direct loans, eliminating federal subsidies for lenders. A similar lower interest rate on consolidation loans in 1998 saved the government over \$200 million, even while it saved 340,000 students over \$30 million. (Guaranteed student loans are made by private lenders in return for federal subsidies and guarantees against default; direct loans are made by the U.S. Department of Education.)

THE PRESIDENT ALSO WILL PROPOSE A STEP TO EASE COLLEGE DEBT FOR TEACHERS IN HIGH-NEED COMMUNITIES. Today, the U.S. Department of Education will propose a new rule providing loan forgiveness for teachers in lower-income areas that have trouble retaining teachers. The new rule — which implements a provision of the Higher Education Amendments of 1998 — would forgive up to \$5,000 in loans after five consecutive years of teaching in needy schools, at least one of which must have been 1998-99 or later. Through 2003, over 25,000 teachers will receive \$122 million in loan forgiveness. Teachers must not have had either: 1) outstanding student loans on October 1, 1998, or 2) outstanding loans when they obtained new loans after October 1, 1998. This policy will help today's students afford college, become teachers in needy areas, and stay for at least five years. The final rule is expected to take effect on July 1, 2001.

- Over the next decade, U.S. schools must hire 2 million teachers to accommodate increasing enrollments and the retirement of many veteran teachers. (U.S. Department of Education, *Prospectus: The Educational Excellence for All Children Act*, 1999)
- More than one-fifth of all new teachers leave the profession within their first three years. (Ibid.)

EIGHT YEARS OF STUDENT LOAN REFORM. Today's announcement builds on eight years of effort to reform the student loan program and create more opportunities for college. The Clinton-Gore record includes:

- **MORE AFFORDABLE LOANS.** In its first budget in 1993, the Clinton-Gore Administration reduced student loan fees from a maximum of 8 percent to 4 percent. Student loan interest rates were reduced in 1993 and again in 1998. Last year, the Administration reduced direct loan fees to 3 percent and today's announcement adds an interest rebate equal to 1.5 percent. In addition, the Direct Loan program offers discounts for students who consolidate before entering repayment and who repay electronically. Many guaranteed lenders also offer student discounts. All told, students today can save up to \$1,300 in interest and fees over the life of \$10,000 in loans, compared to the cost of that loan in 1992.
- **THE DIRECT STUDENT LOAN REVOLUTION.** The Direct Student Loan program has helped more than 5 million students pay for college since it was founded in 1994. It gives students and schools an alternative to traditional guaranteed student loans, injecting healthy competition into the marketplace.
 - **Direct student loans help students quickly, simply, and cheaply.** The program applies free-market principles raising capital efficiently through U.S. bond sales and making loans through competitively awarded, performance-based contracts with private firms. It has saved taxpayers over \$4 billion by eliminating costly bank subsidies.
 - **Over 1,200 schools have chosen to join Direct Lending.** It makes about one-third of federal student loans.
 - **A sliding scale allows graduates to adjust their monthly repayments depending on their income,** so they undertake public service careers without fear of being unable to repay their loans.
- **DOUBLING STUDENT AID.** Students will receive nearly \$60 billion in federal grants, loans, and tax credits this year, up from \$25 billion in 1993. The new Hope Scholarship tax credit provides up to \$1,500 in tax relief for the first two years of college and the Lifetime Learning credit provides up to \$1,000 for juniors and seniors, graduate students, and adults seeking job training. Together, they will save 10 million American families \$7.3 billion this year. Over 3.8 million needy students receive a Pell Grant scholarship of up to \$3,300, a \$1,000 larger maximum grant than in 1993. To help disadvantaged youth prepare for and succeed in college, the Clinton-Gore Administration expanded our investment in TRIO programs by two-thirds and created the new GEAR UP initiative.
- **HALF AS MANY DEFAULTS.** Seven years ago, more than 22 percent of borrowers defaulted within two years of entering repayment; that rate has fallen for seven straight years and is now a record-low 8.8 percent. At the same time, collections on defaulted loans have tripled from \$1 billion to \$3 billion under this Administration.

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES. In February, the Clinton-Gore Administration sent Congress a balanced and responsible budget that made investments in key education initiatives to expand college opportunity, raise standards, and invest in what works. However, the Republican budget:

- Excludes the \$36 billion College Opportunity Tax Cut to make college more affordable and accessible. The College Opportunity Tax Cut would allow families to deduct up to \$10,000 in tuition from their taxable income, saving them up to \$2,800, when it is fully phased-in in 2003.
- Denies 600,000 disadvantaged students mentoring, academic support, and preparation for college through GEAR UP.
- Ignores the President's plan to improve teacher quality through \$1 billion for standards-based professional development, teacher recruitment, teacher peer review programs, teacher quality awards, and professional development for early childhood educators. Research shows that teacher quality is a key indicator of student performance.
- Fails to strengthen accountability and turn around failing schools, reduce class size, build and modernize 6,000 schools and make emergency repairs to another 25,000, provide after-school learning opportunities to over 1 million children, and help bridge the digital divide.

Meanwhile, the tax cuts passed by the Congress this year would drain more than \$900 billion of the surplus. Together with the substantial tax cuts supported by the Congressional Majority, this would return America to deficits and leave no money for key priorities. At the same time, the Congressional budget would cut domestic priorities \$28 billion below the President's level, an average cut of 9 percent.

PRESIDENT CLINTON: MAKES BIPARTISAN OFFER ON TAX CUTS FOR MIDDLE-CLASS AMERICANS AND URGES CONGRESS TO PASS A BUDGET THAT INVESTS IN EDUCATION AND COMPLETE AMERICA'S OTHER PRIORITIES

October 25, 2000

Today, in an effort to find bipartisan common ground on tax cuts for middle-class families, President Clinton will make an offer to Speaker Hastert and Majority Leader Lott outlining a consensus package of tax relief legislation that could pass this year. He will also call on Congress to finish its job by ~~addressing~~ ^{completing} America's priorities. Nearly a month after the end of the fiscal year, Congress still hasn't ~~finished~~ ^{completed} a budget. The fourth deadline extension expires at midnight tonight, and Congress will need at least one more. Today, President Clinton will reiterate that he will grant additional extensions one day at a time to ensure that Congress stays in town and completes its business. Before adjourning, Congress should pass tax cuts for middle-class families, health care coverage for more working families, a ~~fiscally responsible budget that pays down the debt and~~ ^{like what?} invests in key priorities like education, and ~~legislation to address America's other key priorities.~~

PRESIDENT CLINTON: MAKING AN OFFER TO WORK TOWARD COMMON GROUND ON TAX CUTS FOR MIDDLE-CLASS FAMILIES. To create bipartisan consensus, the President made a good-faith offer today on tax cut legislation for working families. While the consensus tax relief proposal doesn't contain everything that the Administration, congressional Democrats, or congressional Republicans would prefer, President Clinton emphasizes that both sides must give a little to put progress over partisanship and accomplish bipartisan tax relief this year. Specifically, the President's offer includes:

- **Raising the minimum wage and providing targeted tax relief for small businesses.** Raising the minimum wage by \$1 over two years would help more than 10 million workers make ends meet and give full-time workers an annual raise of about \$2,000 a year. The President's proposal also includes the core elements of Speaker Hastert's small business tax cuts, which would cost \$30 billion over 10 years.
- **Expanding economic opportunity with New Markets/Community Renewal tax incentives.** The bipartisan agreement reached by President Clinton and Speaker Hastert in May includes the New Markets Tax Credit to spur \$15 billion in private investment in our nation's inner cities and isolated rural areas and the Renewal Communities plan to create tax incentives to invest in 40 economically distressed areas.
- **Modernizing America's schools.** By creating \$25 billion in tax credit bonds for school construction, the bipartisan Johnson-Rangel legislation would help build and modernize 6,000 schools. → ^{not children}
- **Encouraging the development of vaccines.** The \$1 billion tax credit for sales of vaccines for malaria, tuberculosis, and HIV/AIDS would accelerate their development and production.
- **Reforming pension rules.** The President offered to accept the pension legislation passed by the House and Senate, provided that it includes certain modifications to protect workers and provides incentives for middle-income Americans save for retirement.
- **Replacing the Foreign Sales Corporation regime.** The proposal—needed to bring U.S. taxation of export income into compliance with international trade rules—has already passed both the House and Senate with broad bipartisan support.
- **Enacting the bipartisan FamilyCare proposal,** which builds on the successful Children's Health Insurance Program to provide affordable insurance to over 4 million parents. ^{additionally} ~~Second,~~ although the President believes that a tax deduction for private health care insurance would be inefficient, inequitable, and could lead private employers to drop health coverage, in the spirit of bipartisanship he would accept a modified plan based on tax credits, not deductions, to provide equal benefits to families in lower tax brackets.
- **Creating a \$3,000 tax credit for long-term care.** The credit would provide immediate help to Americans struggling with long-term care needs and the families who care for them. Finally, he offered to support the Republican proposal to expand the tax deduction for the purchase of private long-term care insurance, provided there are appropriate consumer protections.

CALLING ON CONGRESS TO FINISH THE BUDGET NOW AND INVEST IN EDUCATION. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. Nearly one month past the end of the fiscal year, Congress still has not completed a budget. The Republican budget proposal:

- **Fails to create new school modernization bonds.** The Republican plan would not dedicate funds to helping communities build and modernize up to 6,000 schools, while the President's budget would support \$25 billion in bonds for that effort.
- **Fails to guarantee funding for urgent school repairs.** President Clinton's plan includes \$1.3 billion to help school districts repair roofs, heating and cooling systems, and electrical wiring. The Republican plan would not dedicate funds to these purposes, and could deny much-needed renovations up to 5,000 schools.
- **Fails to expand after-school opportunities.** The Republican plan is \$400 million less than the President's budget and denies funding for more than 3,000 centers that would provide after-school and summer programs to more than one million children.
- **Fails to secure funding for class-size reduction.** The Republican plan fails to dedicate \$1.75 billion to help school districts hire 20,000 new teachers and support the 29,000 teachers already hired under the Class-Size Reduction initiative, potentially denying smaller classes to 2.9 million children.
- **Fails to provide sufficient resources to improve teacher quality.** The Republican plan, which provides \$527 million less than the President's teacher quality proposal, fails to fully support teacher professional development, recruitment, and rewards, and does not help ensure a qualified teacher in every classroom.
- **Fails to help turn around failing schools.** The Republican plan denies funding for the Accountability Fund—\$250 million below the President's budget—denying resources to states and school districts to turn around low-performing schools and hold them accountable for results.

FOCUSING ON AMERICA'S PRIORITIES. President Clinton will call on Congress to do their job by addressing America's priorities before returning to their districts to campaign for re-election. Specifically, Congress should:

- **Provide an affordable prescription drug benefit option for all Medicare beneficiaries.** Three out of five Medicare beneficiaries have inadequate prescription drug coverage or none at all. In the context of broader reform that ensures that Medicare revenues are only used for Medicare, the President has proposed a voluntary, affordable, Medicare prescription drug benefit for all beneficiaries.
- **Enact a meaningful Patient's Bill of Rights.** The majority of the U.S. Senate supports a strong, enforceable Patients' Bill of Rights, similar to the bipartisan Norwood-Dingell plan. However, the Republican leadership continues to support an alternative that leaves over 135 million people without protections and doesn't assure that plans are held accountable when they make decisions that harm patients.
- **Pass hate crimes legislation.** The Senate has already passed legislation that will punish hate crimes based on a victim's sexual orientation, gender, or disability—areas not covered by current law. The President will urge the House to act expeditiously to pass this critical proposal.
- **Ensure equal pay for women.** The President's \$27 million Equal Pay Initiative will help the EEOC and Labor Department fight wage discrimination. The President will also urge Congress to pass the "The Paycheck Fairness Act," introduced by Senator Tom Daschle and Congresswoman Rosa DeLauro, to strengthen laws prohibiting wage discrimination.
- **Insist on fairness for immigrants.** The President will reiterate his commitment to ensuring fairness for immigrants who have been in this country for years, working hard and paying taxes, by enacting the Latino and Immigrant Fairness Act (LIFA) this year.

October 30, 2000

Warm greetings to everyone gathered in South Padre Island, Texas, for the 2000 training conference of the Region VI Head Start Association. I am delighted to ~~join you in~~ America is celebrating the 35th anniversary of Head Start.

It has been my great privilege and joy to serve the American people for the past eight years. When Vice President Gore and I took office in 1993, we committed ourselves to putting in place an agenda to get America back on its economic feet while investing in America's priorities like education, and restoring the values of opportunity, responsibility, and community that made this country great.

I am particularly proud of the work we have done to strengthen and ~~improve~~ expand Head Start. We also created Early Head Start to provide comprehensive services to children aged three and under and to pregnant women.—During our time in office, Head Start has become America's premier early childhood development program, ~~helping ensuring that~~ low-income children start school ready to learn. We have increased funding for Head Start by 90 percent since 1993 and expanded the number of children enrolled in the program by nearly 250,000. My budget proposal this year includes a record \$1 billion increase in Head Start funding, which would allow us to serve 950,000 children and stay on target to meet our goal of serving at least a million children by 2002. ~~We also created Early Head Start to provide comprehensive services to children aged three and under and to pregnant women.~~

I know that our efforts would not have been successful without the hard work and commitment of people like you, who are on the front lines in this vital endeavor every day. I commend you for your leadership and unwavering dedication to our children -- you are helping to create a brighter future for us all.

Hillary joins me in extending best wishes for a productive conference and continued success in the years to come.

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**REPUBLICAN LEADERS BLOCK BIPARTISAN ACTION
ON AMERICA'S PRIORITIES**
October 31, 2000

Republican leaders have blocked action on the following bipartisan ~~issues~~ agreements:

- **~~RECORD INCREASE IN THE EDUCATION BUDGET, INVEST MORE AND DEMAND MORE IN AMERICA'S PUBLIC SCHOOLS~~**-. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education priorities and strengthens accountability for results, ~~such as education~~. However, Republican leaders have stood in the way of ~~moving forward~~ progress for America's students.
 - **~~A Record \$7.56 Billion Increase for Education~~**. Before Republican leaders abandoned the agreement, the Clinton-Gore Administration had reached consensus with Republican members of the appropriations and education committees on a landmark education budget. The agreement provided a 176 percent increase in federal education spending, including the first-ever national emergency school repair initiative, smaller classes with ~~better~~ qualified teachers, stronger accountability for fixing failing schools, doubled a \$1.65 billion increase in support for special education, after-school funding to serve 2.5 million children, ~~tougher accountability for failing schools~~, and a \$500 increase in Pell grants scholarships for low-income students, bringing the maximum grant to \$3,800 a year.
 - **~~School Construction~~**. President Clinton has ~~endorsed~~ urged Congress to pass the Nancy Johnson-Charles Rangel school modernization bond legislation that has 231 sponsors, a bipartisan majority of the House of Representatives. ~~On March 30, 2000, House leaders have consistently postponed consideration of the Education Savings and School Excellence Act (H.R. 7), preventing~~ a vote on Representatives Johnson and Rangel's motion to recommit the bill to committee effort to add school modernization bonds to the Education Savings and School Excellence Act (H.R. 7).

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October 31, 2000

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- **RECORD INCREASE IN THE EDUCATION BUDGET.** In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key priorities, such as education. However, Republican leaders have stood in the way of moving forward for America's students.
 - **A Record \$7.6 Billion Increase for Education.** Before Republican leaders abandoned the agreement, the Clinton-Gore Administration had reached consensus with Republican members of the appropriations and education committees on a landmark education budget. The agreement provided a 16 percent increase in federal education spending, including the first-ever emergency school repair initiative, smaller classes with better teachers, doubled after-school funding, tougher accountability for failing schools, and a \$500 increase in Pell grant scholarships for low-income students.
 - **School Construction.** President Clinton has endorsed the Nancy Johnson-Charles Rangel school modernization bond legislation that has 231 sponsors, a bipartisan majority of the House of Representatives. On March 30, 2000, House leaders postponed consideration of the Education Savings and School Excellence Act (H.R. 7), preventing a vote on Representatives Johnson and Rangel's motion to recommit the bill to committee to add school modernization bonds.
- **RAISE THE MINIMUM WAGE.** In his 1998 State of the Union Address, the President called for raising the minimum wage by \$1 over two years, which would help more than 10 million workers make ends meet. At time when we are experiencing the longest economic expansion in history, the proposed \$1 increase would return the real value of the minimum wage to the level it was in 1982.
- **PROVIDE AN AFFORDABLE PRESCRIPTION DRUG BENEFIT OPTION FOR ALL MEDICARE BENEFICIARIES.** Three out of five Medicare beneficiaries have inadequate or no prescription drug coverage. In the context of broader reform that ensures that Medicare revenues are only used for Medicare, the President has proposed a voluntary, affordable, Medicare prescription drug benefit for all beneficiaries. Senator Bob Graham has proposed a similar approach. Nonetheless, Republican leadership has frustrated bipartisan efforts to address this issue.
- **ENACT A MEANINGFUL PATIENT'S BILL OF RIGHTS.** A bipartisan majority in both houses of Congress supports a strong, enforceable Patients' Bill of Rights, similar to the bipartisan Norwood-Dingell plan that passed the House overwhelmingly over a year ago. However, the Senate Republican leadership continues to support an alternative that leaves over 135 million people without protections and doesn't assure that plans are held accountable when they make decisions that harm patients.
- **PASS HATE CRIMES LEGISLATION.** The President will urge Congress to send him meaningful legislation to allow the federal prosecution of hate crimes based on gender, disability, or sexual orientation.
- **ENACT COMPREHENSIVE CAMPAIGN FINANCE REFORM.** This year, the Congress failed once again to adopt real, meaningful reform of our campaign finance system. Although the House passed a bipartisan reform plan, a minority of the Senate blocked further action and left unchecked the influence of moneyed special interests.

**PRESIDENT CLINTON CALLS ON CONGRESS TO GET THE JOB DONE:
PASS A BUDGET THAT MAKES CRITICAL INVESTMENTS
FOR OUR NATION'S FUTURE
October 21, 2000**

Today, in his weekly radio address, President Clinton will call on Congress to complete its work and send him a fiscally responsible budget that pays down the debt while investing in America's key priorities – especially the education of our children. The President signed the fourth stop gap yesterday, three weeks into the new fiscal year and after Congress failed to meet another budget deadline. The President will challenge the Republican leadership to come back next week and produce a responsible budget that invests in key education initiatives, such as helping communities build new schools and repair old ones; improving after-school opportunities; reducing class size; strengthening accountability and turning around failing schools; and putting a qualified teacher in every classroom. He will also call on the Republican leadership to finish its work for the American people on other priorities, including passing tax cuts targeted toward working families, an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, a minimum wage increase, hate crimes legislation, equal pay for women, and fairness for immigrants. If Congress fails to complete its work by next Wednesday – the day the current stop-gap funding measure expires – the President has stated that he will grant additional extensions one day at a time to ensure that Congress stays in town and completes its business for the American people.

MAKING CRITICAL INVESTMENTS IN EDUCATION. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. Three weeks into the fiscal year, the President has signed four continuing resolutions to extend the time Congress needs to complete the budget. In particular, Congress is still not committed to completing its work on education, and is now neglecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget fails to:

- **Guarantee funding for urgent school repairs.** President Clinton's plan includes \$1.3 billion to help school districts repair roofs, heating and cooling systems, and electrical wiring. The Republican plan would not dedicate funds to these purposes, and could deny much-needed renovations up to 5,000 schools.
- **Fund new School Modernization Bonds.** The Republican plan would not dedicate funds to helping communities build and modernize up to 6,000 schools, while the President's budget would support \$25 billion in bonds for that effort.
- **Improve After-School Opportunities.** The Republican plan is \$400 million less than the President's budget and denies funding for more than 3,000 centers that would provide after-school and summer programs to more than one million children.
- **Secure funding for class-size reduction.** The Republican plan fails to dedicate \$1.75 billion to help school districts hire 20,000 new teachers and support the 29,000 teachers already hired under the Class Size Reduction initiative, potentially denying smaller classes to 2.9 million children.
- **Provide sufficient resources to improve teacher quality.** The Republican plan, which provides \$527 million less than the President's teacher quality proposal, fails to fully support teacher professional development, recruitment, and rewards, and does not help ensure a qualified teacher in every classroom.

- **Help turn around failing schools.** The Republican plan denies funding for the Accountability Fund – \$250 million below the President’s budget – denying resources to states and school districts to turn around low-performing schools and hold them accountable for results.

CALLING ON CONGRESS TO FOCUS ON AMERICA’S PRIORITIES. The Republican leadership has proposed a budget that threatens our nation’s well-being by failing to pass **targeted tax cuts** for working families, an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients’ Bill of Rights, hate crimes legislation, equal pay for women, and fairness to immigrants. Congress also has made virtually no progress toward passing a minimum wage increase, despite a commitment from Speaker Hastert to do so. President Clinton will call on Congress to do their job by securing investments in America’s priorities before returning to their districts to campaign for re-election.

Final 10/20/00 5:30pm
Heather Hurlburt

**PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON BUDGET PRIORITIES
LOWELL, MA
October 20, 2000**

Good morning. By any standards, this fall is something special. Today, New York hosts the first game of the first subway series since 1956. We're about to hold the first Presidential election of the 21st century. And this school year features the biggest class of students in our nation's history.

Fall is also budget season in Washington – time for Congress to put everything else aside, step up to the plate, and complete its work on behalf of our students and all Americans. Instead, we're three weeks into the new fiscal year and still running the government on a week-by-week basis. And we're still fighting to get a budget that reflects the priorities of the American people. Today I want to talk about what is at stake, starting with education -- because in the last days of this Congress, our first priority should be the future of our children.

Al Gore and I came to Washington almost eight years ago with a strategy of fiscal discipline, targeted tax cuts, and investment in our people. Our determination to live within our means has brought our country out of an age of deficits into an era of surpluses. And our investment in education – demanding more from our schools, but putting more resources into them – has paid off. The dropout rate is down, and test scores and graduation rates are up. The percentage of kids going on to college is at an all-time high, thanks to the largest expansion of college opportunity since the GI Bill.

This past February, we submitted a balanced budget that would sustain America's prosperity by maintaining our fiscal discipline and investing in our future. My budget strengthens Social Security and Medicare, keeps us on track to pay down the debt by 2012, and invests in education, technology, the environment, and health care.

Unfortunately, while we've been working to save money for our nation's future, the majority in Congress has been focusing on ways to spend it – loading up spending bills with record amounts of pork barrel spending. Again this week, I'm asking Congress to bring its priorities back in line with the nation's. And there's no better place to start than education.

We can't lift our children up in schools that are simply falling down. Congress should approve my plan to help communities build new schools and repair old ones. Every day they fail to act is another day too many children attend class in drafty trailers, crowded classrooms and crumbling buildings. There's a bipartisan majority ready to pass to tax credits for school construction – it's time for the Republican leadership to schedule a vote and let that happen.

We made a bipartisan commitment to hire 100,000 new teachers to reduce class sizes in the early grades, and proposed an initiative to improve teacher quality. Now Congress should

follow through. I proposed doubling our funding for after-school programs. We know that communities that have after-school programs have higher test scores, lower juvenile crime rates and fewer drug problems. Now Congress should act to offer those programs to another 1.6 million children. And we're still waiting for Congress to show that it supports holding our schools accountable, by providing resources to turn around or shut down failing schools and open them under new management.

Congress also needs to finish the work of the American people – by passing a real patients' bill of rights, strong hate crimes legislation, and a raise in the minimum wage. Congress should act to ensure equal treatment for immigrants, and equal pay for women. And Congress should pass the right kind of tax cuts for middle-class Americans – targeted tax cuts that preserve our fiscal discipline; that help Americans save retirement and meet the costs of long-term care; and that support investment in our inner cities, rural communities and other places that prosperity has not yet reached.

These priorities deserve attention now, not later. If I were a member of Congress, I wouldn't want to go home and ask people to send me back to Washington so I could finish last year's work next year.

Yesterday I signed a fourth continuing resolution – to keep our government open until next Wednesday. And I told the Republican leadership that if they fail to meet yet another deadline, we're going to have to take the continuing resolutions one day at a time until we get the job done. So I urge them to come back next week and finish work on the budget, so the benefits can start flowing to the students and families who need them most.

Thanks for listening.

Draft 10/20/00 11:30am
Heather Hurlburt

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON BUDGET PRIORITIES
LOWELL, MA
October 20, 2000

Good morning. Cool nights, bright leaves and football games are sure signs that fall is here – and America's biggest class of students ever is back in school. That ought to mean that our nation has a new budget – and new investment in our children's education. Instead, we're three weeks into the new fiscal year and still running the government on a week-by-week basis. And we're still fighting to get a budget that reflects the priorities of the American people. Today I want to talk about what is at stake, starting with education -- because in the last days of this Congress, our children's future ought to be our first priority.

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We did our part to keep America on track to sustain our prosperity and invest in our future by submitting a balanced budget back in February of this year. My budget strengthens Social Security and Medicare, keeps us on track to pay down the debt by 2012, and invests in education, technology, the environment, and health care. *...responsible*

Unfortunately, while we've been working to ^{invest} put money into our nation's future, the majority in Congress has been focusing on ways to spend it – loading up spending bills with record amounts of political pork at a rate that will consume the entire surplus. ^{by 2000} Again this week, I'm asking Congress to bring its priorities back in line with the nation's. And there's no better place to start than education.

10 We can't lift our children up in schools that are simply falling down. Congress should approve my plan to help communities build new schools and repair old ones. Every day they stall is another day our children are forced to go to school in trailers, crowded classrooms and crumbling buildings. There's a bipartisan majority ready to pass ~~to~~ tax credits for school construction – it's time for the Republican leadership to schedule a vote and let that happen. -

We made a ^{big commitment} commitment to hire 100,000 new teachers to reduce class sizes in the early grades. Now Congress should follow through. I proposed doubling our funding for after-school programs. We know that communities that have after-school programs have higher test scores and lower juvenile crime rates. Now Congress should act to offer those programs to another 1.6

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We did our part to keep America on track to sustain our prosperity and invest in our future by submitting a balanced budget back in February of this year. My budget strengthens Social Security and Medicare, keeps us on track to pay down the debt by 2012, and invests in education, technology, the environment, and health care.

Unfortunately, while we've been working to put money into our nation's future, the majority in Congress has been focusing on ways to spend it – loading up spending bills with record amounts of political pork at a rate that will consume the entire surplus. Again this week, I'm asking Congress to bring its priorities back in line with the nation's. And there's no better place to start than education.

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*And to provide resources to help ensure a
qualified teacher in every classroom.*

CALLING ON CONGRESS TO FOCUS ON AMERICA'S PRIORITIES. While the President's budget puts money into our nation's future, the Republican plan focuses on ways to spend it. The Republican leadership has proposed a budget that threatens our nation's well-being by failing to pass targeted tax cuts for working families, an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, hate crimes legislation, equal pay legislation, and a reform of our immigration laws. Congress also has made virtually no progress toward passing a minimum wage increase, despite a commitment from Speaker Hastert to do so. President Clinton will call on Congress to finish this year's work this year and secure investments in America's priorities before returning to their districts to campaign for re-election.

**PRESIDENT CLINTON CALLS ON CONGRESS TO GET THE JOB DONE:
PASS A BUDGET THAT MAKES CRITICAL INVESTMENTS
FOR OUR NATION'S FUTURE**

October 21, 2000

Today, in his weekly radio address, President Clinton will call on Congress to complete its work and send him a fiscally responsible budget that pays down the debt while investing in America's key priorities – especially the education of our children. The President will challenge the Republican leadership to produce a responsible budget that offers tax cuts targeted toward working families – such as ^{his} our school construction initiative to help communities modernize crumbling schools – and invests in key education initiatives, such as expanding after-school programs; reducing class size, strengthening accountability for fixing failing schools; and helping put a qualified teacher in every classroom. The President also will call on the Republican leadership to act on other critical priorities before adjourning for the year – including an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, a minimum wage increase, hate crimes legislation, equal pay for women, and a proposal to increase fairness in immigration laws.

MAKING CRITICAL INVESTMENTS IN EDUCATION. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. Three weeks into the fiscal year, the President has signed three continuing resolutions and Congress has yet to complete and send to the President 8 of 13 spending bills. In particular, Congress still has not completed an education budget, and is now neglecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget fails to:

- **Guarantee funding for urgent school repairs.** President Clinton's plan would help school districts repair roofs, heating and cooling systems, and electrical wiring. The Republican plan cuts funding by \$1.3 billion below the President's plan, and could deny much-needed renovations to up to 5,000 schools.
- **Fund new School Modernization Bonds.** The Republican plan would prevent the modernization and construction of 6,000 schools, while the President's budget would support \$25 billion in bonds.
- **Adequately expand after-school programs.** The President's budget would provide 3,100 more safe extended learning environments in 900 more communities than the Republican plan, which denies access to such centers to 1.6 million children.
- **Secure funding for class-size reduction.** The Republican plan falls \$1.75 billion short to ensure that school districts can hire 20,000 new teachers and support the 29,000 teachers already hired under the Class Size Reduction initiative, potentially denying smaller classes to 2.9 million children.
- **Provide resources to improve teacher quality.** The Republican plan, which provides \$527 million less than the President's proposal, fails to fully support teacher professional development, recruitment, and rewards, and does not help ensure a qualified teacher in every classroom.
- **Help turn around failing schools.** The Republican plan denies funding for the Accountability Fund – \$250 million below the President's budget – which in turn denies resources to states and school districts to turn around low-performing schools and hold them accountable for results.

million children. And we're still waiting for Congress to show that it supports holding our schools accountable, by providing resources to turn around or shut down failing schools and open them under new management.

Congress has more to do to match its priorities to those of the American people – by passing a real patients' bill of rights, strong hate crimes legislation, equal pay for women and a raise in the minimum wage. And Congress should pass the right kind of tax cuts for middle-class Americans – targeted tax cuts that preserve our fiscal discipline; that help meet the needs of older Americans, by providing tax cuts for retirement savings accounts, and to help meet the costs of long-term care; and that support investment in our inner cities, rural communities and other places that prosperity has not yet reached.

Now, although we're three weeks into the new fiscal year, Congress has sent me fewer than half of the spending bills we need to keep the government going. If I were running for office, I wouldn't want to go home and ask people to send me back to Washington so I could finish last year's work next year.

Today I signed a fourth continuing resolution – to keep our government open until next Wednesday. And I told the Republican leadership that America's business is too important to drag out any longer. If Congress fails to meet yet another deadline, we're going to have to go day by day until we get the job done. Let's come back next week, focus on America's priorities and finish work on the budget, so the benefits can start flowing to the folks who earn them every day – America's families.

Thanks for listening.

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Al Gore and I came to Washington almost eight years ago with a strategy of fiscal discipline, targeted tax cuts, and investment in our people. Our determination to live within our means has brought our country out of an age of deficits into an era of surpluses. And our investment in education – demanding more from our schools, but putting more resources into them – has paid off. The dropout rate is down, and test scores and graduation rates are up. The percentage of kids going on to college is at an all-time high. More kids are taking advanced placement courses, to prepare for college – especially Hispanic and African-American kids. And the scores on those tests are rising as well.

We did our part to keep America on track to sustain our prosperity and invest in our future by submitting a balanced budget back in February of this year. My budget strengthens Social Security and Medicare, keeps us on track to pay down the debt by 2012, and invests in education, technology, the environment, and health care.

Unfortunately, while we've been working to put money into our nation's future, the majority in Congress has been focusing on ways to spend it – loading up spending bills with record amounts of political pork at a rate that will consume the entire surplus. Again this week, I'm asking Congress to bring its priorities back in line with the nation's. And there's no better place to start than education.

We can't lift our children up in schools that are simply falling down. Congress should approve my plan to help communities build new schools and repair old ones. There's a bipartisan majority ready to pass to tax credits for school construction – it's time for the Republican leadership to schedule a vote and let that happen. ~~No student should have~~

Today the average school is 40 years old

We made a commitment to hire 100,000 new teachers to reduce class sizes in the early grades. Now Congress should follow through. I proposed doubling our funding for after-school programs. We know that communities that have after-school programs have higher test scores and lower juvenile crime rates. Now Congress should act to offer those programs to another 1.6 million children. And we're still waiting for Congress to show that it supports holding our

schools accountable, by providing resources to turn around or shut down failing schools and open them under new management.

Congress has more to do to match its priorities to those of the American people – by passing a real patients’ bill of rights, strong hate crimes legislation, equal pay for women and a raise in the minimum wage. And Congress should pass the right kind of tax cuts for middle-class Americans – targeted tax cuts that preserve our fiscal discipline; that help meet the needs of older Americans, by providing tax cuts for retirement savings accounts, and to help meet the costs of long-term care; and that support investment in our inner cities, rural communities and other places that prosperity has not yet reached.

Now, although we’re three weeks into the new fiscal year, Congress has sent me fewer than half of the spending bills we need to keep the government going. If I were running for office, I wouldn’t want to go home and ask people to send me back to Washington so I could finish last year’s work next year.

Today I signed a fourth continuing resolution – to keep our government open until next Wednesday. And I told the Republican leadership that America’s business is too important to drag out any longer. If Congress fails to meet yet another deadline, we’re going to have to go day by day until we get the job done. Let’s come back next week, focus on America’s priorities and finish work on the budget, so the benefits can start flowing to the folks who earn them every day – America’s families.

Thanks for listening.

**PRESIDENT CLINTON'S RADIO ADDRESS TO THE NATION:
MODERNIZING AMERICA'S SCHOOLS
SEPTEMBER 30, 2000**

Today, in his weekly radio address, President Clinton will announce a new U.S. Department of Education analysis of the pressing need to modernize schools in every state. He will call on Congress to pass his school modernization plan, which includes \$25 billion in School Modernization Bonds and a \$1.3 billion initiative for urgent school renovation. He will also call on Congress to invest in the nation's education priorities, including smaller class sizes, more after-school learning opportunities, accountability for fixing failing schools, and ensuring a qualified teacher in every classroom.

PRESIDENT CLINTON WILL RELEASE A STATE-BY-STATE SNAPSHOT OF THE CONDITION OF SCHOOL FACILITIES. The new U.S. Department of Education paper describes the condition of school facilities in every state, from Alabama (where 84 percent of schools need repairs) to Wyoming (where 82 percent need repairs). The paper provides the first state-by-state snapshot of school facility conditions, state school construction programs, and how School Modernization Bonds would help. In every state and the District of Columbia, at least 60 percent of schools need repairs. Not only do crumbling schools have a negative effect on student learning, but they can pose serious dangers to students' health and safety. For example, 87 percent of Dade County, Florida, schools fail fire safety code requirements due to electrical problems, missing or defective smoke and heat alarms, and nonfunctional fire extinguishers.

THE CLINTON-GORE PLAN TO MODERNIZE AMERICA'S SCHOOLS. All students deserve a safe, healthy, and modern place to learn. President Clinton will urge the congressional leadership to quit stalling and pass school construction legislation this year. Specifically, to help communities meet this national priority, he has proposed:

- **\$25 BILLION IN SCHOOL MODERNIZATION BONDS.** President Clinton has proposed \$25 billion in school construction bonds that would be interest-free for school districts. The bonds would help build and modernize 6,000 schools nationwide. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. Bond owners would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 229 sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **\$1.3 BILLION FOR URGENT REPAIRS.** President Clinton has also proposed a \$1.3 billion initiative to make \$6.7 billion in grants and interest-free loans for emergency repairs at 5,000 schools. Over five years, the initiative would help 25,000 schools repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts. Within this \$1.3 billion, the initiative would allocate \$50 million for public schools with high concentrations of Native American students. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation in Congress.
- **NATIVE AMERICAN SCHOOLS.** President Clinton requested \$300 million for the replacement and renovation of Bureau of Indian Affairs (BIA)-funded schools, of which up to \$30 million may be used to ensure principal repayment on School Modernization Bonds. These schools have an \$800 million backlog in health, safety, and other critical needs. He also proposed to allocate \$400 million of the \$25 billion in School Modernization bonds for these schools over two years. The Administration supports passage of legislation to make the bonding proposal a reality for Indian

communities.

THE URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$127 billion is needed to bring America's schools into good overall condition, according to U.S. Department of Education. An estimated 3.5 million students attend schools that need extensive repair or replacement. (*Condition of America's Public School Facilities: 1999, 2000*)
- Our schools need over \$300 billion including the costs of meeting rising enrollments and installing a modern technology infrastructure as well as repairs, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?, 2000*)
- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- School conditions matter: A growing body of research links student achievement and behavior to the physical building conditions and overcrowding. Good facilities are an important precondition for student learning, provided that other necessary conditions are also present.

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES. In February, the Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives such as continuing our commitment to hire 100,000 quality teachers to reduce class sizes, ensuring a qualified teacher in every classroom, increasing accountability by turning around failing schools, expanding after-school opportunities, and preparing 1.3 million at-risk children for college through GEAR UP. As of today, the last of the fiscal year, the Republican Congress has completed only two of 13 spending bills and is now rejecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. Today, the President will renew his call on Congress to fully enact his education budget proposals by investing more in our schools and demanding more from them to ensure our children receive the high-quality education they deserve.

PRESIDENT CLINTON RELEASES REPORT ON BENEFITS OF CLASS SIZE REDUCTION, URGES CONGRESS TO FUND THIS IMPORTANT INITIATIVE

October 31, 1999

President Clinton today will release a new report by the Council of the Great City Schools on the benefits of smaller classes for students in America's urban schools. The report demonstrates that the President's class size reduction initiative is helping schools across the nation improve student learning by enabling them to hire additional highly qualified teachers in the early grades, where students learn to read and master the basics. Urban districts report that the President's initiative is flexible enough to allow them to meet their unique needs but focused enough to ensure smaller classes in the early grades. Unfortunately, Republicans in Congress are now trying to renege on the bipartisan commitment made last year to fund this important initiative. President Clinton today will call on Congress to heed the voices of those at the community level who want to hire more high-quality teachers and give children smaller, more personal classes.

RAISING STUDENT ACHIEVEMENT BY REDUCING CLASS SIZES IN THE EARLY GRADES. Last year, Congress made a down payment of \$1.2 billion toward the President's goal of hiring 100,000 new teachers to bring class sizes in the early grades to a national average of 18. The first teachers hired with that down payment began teaching in classrooms nationwide this fall. Today, the President will call on Congress to keep its commitment and finish the job. Unfortunately, Republicans have passed an appropriations bill that eliminates the class size initiative and fails to guarantee that a single cent will be used to hire a single teacher to reduce the size of a single class. Research has shown that class size reduction in the early grades is one of the most direct and effective ways to boost children's academic achievement and build a solid foundation for further learning.

EDUCATION LEADERS EMPHASIZE THE IMPORTANCE OF THE PRESIDENT'S PLAN. In the report to be released today, the Council of the Great City Schools finds that there is strong demand for the dedicated resources provided by the President's class size reduction initiative -- and that these resources are making a tangible difference. The Council is an organization of the nation's largest urban public school systems, working to improve K-12 education in the inner city, and governed by superintendents and education board members from 58 cities across the country. The President has worked closely with this group and many others at the local level to fight irresponsible cuts in key investments for our children's future. Among the findings of the Council's report:

- Teachers hired under the class size reduction program are working in areas of highest need, including literacy, mathematics, bilingual and special education.
- Teacher quality is being enhanced through this program. Over 22,000 urban teachers are receiving high-quality training, and urban schools have been able to provide new and current teachers with critical training on instructional practices and technology.
- In just the first year of the President's class size initiative, 3,558 teachers have been hired in 40 of the nation's largest urban school districts to reduce class sizes in the early grades.

REPUBLICAN EDUCATION BILL IGNORES THE VOICES OF TEACHERS AND COMMUNITIES. Making targeted investments in class size reduction is a common-sense strategy that teachers and school leaders across the country support. And yet, as the President will point out today, Republicans in Congress are undermining such investments by breaking their pledge to dedicate funds for smaller classes and by shortchanging other key programs. The Republican education spending bill:

- Abandons the bipartisan commitment to fund the President's class size reduction initiative, and provides no guarantee that the teachers hired for this year can continue teaching. It also provides no funding for the 8,000 additional teachers the President's plan would support this year.
- Fails to hold schools accountable for results by providing no funds to turn around failing schools;
- Underfunds after-school and summer programs, denying as many as 800,000 students access to a safe place to learn during after-school hours when most juvenile crime and drug and alcohol abuse occur;
- Shortchanges teacher quality and recruitment programs, and eliminates the successful Troops to Teachers program that enables retired military personnel to teach in high-need areas;
- Underinvests in educational technology and the GEAR-UP program, denying more than 130,000 disadvantaged young



THE SECRETARY OF EDUCATION
WASHINGTON, D.C. 20202

FAX TRANSMITTAL

TO Kendra Brooks

PHONE _____

FAX _____

FROM Ben Tucker

PHONE _____

FAX 401-2098

PAGE(S) TO FOLLOW 1

DATE _____

MESSAGE: Sec. Riley's speech tomorrow.

Subject to change

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

**National Board for Professional Teaching Standards
Orlando, Florida
Saturday, October 21, 2000**

**Thank you, [teacher to be determined], and thank you, Betty
[Castor], for your remarks.**

**Betty, I was very impressed with the study you released on
Wednesday. It demonstrates the great impact that Board-
certified teachers have on better teaching and better learning. We
always knew that National Board certification was a good idea.
Now we have a strong research base to prove it, and that's great
news.**

**I am delighted to be here today with so many of America's
greatest teachers. When we are children, we dream of changing
the world, but few of us ever get the chance to do it. But a great
teacher can change the world every day. And that is what all of
you do without fanfare and often against the odds. It is an honor
to be with you.**

This gathering reminds me of one of my favorite stories about education. A few years ago, a young man named Nathan graduated from a small high school in Alaska. It was so small, in fact, that he was the only one in the graduating class. When Nathan was asked how that felt, he replied, "Being the only graduate is okay, but it does make it hard to get a date for the prom."

The reason I remember that story *today* is because I can recall a time when the number of National Board-certified teachers also was very small. As a matter of fact, when I became Secretary of Education in 1993, there were no Board-certified teachers at all. Now look at all of you. We have hundreds here today, nearly 5,000 across the nation, and many thousands more soon will be joining your ranks. I hope Nathan has as many dates as we have Board-certified teachers today.

When the idea for national board certification was first raised back in the 1980s, a meeting was called in San Diego to discuss it. Each state was invited to send representatives to the meeting, and I sent a team from South Carolina to check out the "wild new idea."

Some of the folks who attended that meeting probably expected to have some interesting discussions, see the world-famous San Diego zoo, fly home, and forget all about it. That's how a lot of those meetings go.

But this one was different. This one had a powerful idea. And even though you did not have much support in the early going, the idea kept gaining strength because teachers like you were willing to take on a very tough challenge and blaze a new trail. I know it wasn't easy to become Board certified, but most good things don't come easily in this life. You are the pioneers of a movement that is catching fire, and you have helped put the focus of American education right where it belongs -- on quality teaching.

Your hard work has won the support of leaders like my friend, Governor Jim Hunt of North Carolina, and my boss, President Bill Clinton. The President helped establish the National Board through his work on the National Governors Association while he was Governor of Arkansas. And in his 1997 State of the Union Address, the President set a goal of having at least one National Board-certified teacher in every school in the country.

Because the President believes so strongly in your work, he has fought to put funding for the National Board in the federal budget. This year, we are asking Congress for \$18.5 million for development of standards and assessments in 30 specialty areas and for teacher subsidies that will help meet our goal of 105,000 Board-certified teachers by the year 2006.

Let me talk for a few moments about this issue of funding. You know, a lot of people talk a good game when it comes to quality teaching, but they're reluctant to put their money where their mouth is. We've had good support from Republicans and Democrats on the state level for the National Board. But on the federal level, getting funding from the current majority in Congress has been like pulling teeth. So I hope Congress will agree to the President's request and do it soon so we can avoid the trip to the dentist.

The President also has asked Congress for full funding of his other education initiatives. Education is a local function and a state responsibility, but I want to mention just a few of the President's initiatives because I think it's important for you be aware of how the federal government can contribute to your work.

We want Congress to continue funding our plan to hire 100,000 well-prepared teachers in order to reduce class size to 18 students or less in the early grades and to make sure that every child can read well and independently by the third grade.

We've asked for \$1 billion to support teacher recruitment and professional development to meet the growing shortage of quality teachers, especially in underserved inner-city and rural schools.

We want to expand federal support for after-school programs to serve an additional 2 million children so that more kids can get the extra help they need.

We want to expand the GEAR UP program to help put 250,000 disadvantaged middle school children on the road to college.

We have proposed an innovative financing plan to help communities build, repair, or modernize 6,000 schools to meet the challenges of overcrowded classrooms and crumbling schoolhouses. Antique furniture is good, and so are antique cars, but antique schools won't get us very far in the 21st century.

We have asked Congress to help fund efforts to create smaller high school environments that are safer and more conducive to learning.

And we have offered the first federal initiative to prepare more principals to meet the growing shortage of good school leaders.

These are just some of the proposals that we have made to Congress. So far, the current majority there has responded with a budget that either completely ignores or drastically cuts these critically important initiatives. But the President, Vice President, and I will continue to fight for them for two reasons.

First, we believe that investing in education is the most important investment our nation can make in this Information Age. And second, we believe that cutting education now might derail the progress that we have made.

A recent in-depth study of Americans' view of public education — a study done by the respected Kettering Foundation — found that there is an overwhelming commitment to the idea of public education. People want serious improvements and they want more connectedness to public schools. But they *don't* want us to give up on the ideal of public education.

That is why I am so opposed to vouchers. Vouchers are divisive and vouchers drain needed resources from public education.

Another new report -- this one by Carl Fiske and Helen Ladd and highlighted in the Los Angeles Times earlier this week -- also confirmed our worst fears. A voucher experiment in New Zealand found that "for parents of many disadvantaged students, the right to choose turned out to be a hollow promise."

Vouchers are a mistake for America. Let's make *every school* a quality school and *every teacher* a quality teacher. And I can tell you that we have made some real progress.

I want to take a few moments to talk about this, and I'll tell you why. We have some "professional critics" of education in our country who seem to enjoy trashing our schools. Some of them haven't been inside a school in 20 years, but that doesn't stop them. They insist that American education hasn't improved at all. My friends, these folks need to open their eyes and see the improvement that has been made in recent years. For their benefit, I want to set the record straight. So here goes.

Today, challenging standards are at work in classrooms in 49 states. In 1993, only 14 states had challenging standards in their classrooms.

In 1993, only 14 percent of our schools and 3 percent of our classrooms were connected to the Internet. Today, 95 percent of our schools and 65 percent of our classrooms are connected.

In 1993, there was only one charter school in all of America. Today, there are 1,700.

Eight years ago, only 39 percent of all high school graduates had taken four years of English and three years each of math, science, and social studies. Today, 55 percent of all high school graduates take that challenging core curriculum. That's still not enough by a long shot, but we're moving in the right direction.

Since 1993, the number of students taking advanced placement tests has increased by two-thirds. The number of Hispanic students taking AP tests has climbed by 300 percent, and the number of African-American students taking the tests has soared by 500 percent. This also is not enough, but we're moving in the right direction.

Since 1994, reading scores have been on the rise. Math scores are up as well, and SAT math scores are at a 30-year high.

We have seen a renaissance in higher education as well. More Americans are going to college today than ever before. In 1999, we had the highest percentage ever of citizens with a bachelor's degree or more, as well as the highest percentage of students receiving at least some postsecondary education.

I would say that's a real record of progress. And a great deal of the credit for that progress goes to you, America's teachers.

But I don't have to tell you that we still must do better. That's why today I challenge each of you to become leaders for change. As National Board-certified teachers, you have tremendous prestige. Use it to fight for school improvement in your communities, your states, and on the national level.

Make your voices heard in the halls of government and through the media. Get parents more involved. Your credibility on issues can help policymakers and communities make the right choices. I know how policymakers think. I'm one myself. Many of them

will say, "I will listen to that teacher. After all, who knows better than someone who's Board certified?"

Specifically, I ask you to use your power and influence to fight for the recommendations of the Glenn Commission report on math and science teaching.

For my part, I will continue to use my voice to attract more good people into teaching by tackling the issue of teacher pay once and for all. I believe we need to offer teachers 11-month contracts and pay them more accordingly. We can't get good education on the old agrarian 9-month schedule anymore ... we can't get good teachers on the cheap anymore ... and the sooner we realize that, the better.

Let me end now on a personal note. In just a few months, someone else will have the honor of being the U. S. Secretary of Education. When I look back on these years, I will cherish the time that I spent with America's teachers. I especially will remember the wonderful response that I get from teachers when I use my favorite quote about teaching. It comes from the work of an old friend of mine from South Carolina, the writer Pat Conroy. This quote is from his novel, "Prince of Tides."

In this passage, the character Tom, a teacher, is asked why he chose to "sell himself short," when he was so talented and could have done anything with his life. Tom replies, "There's no word in the language that I revere more than 'teacher.' None. My heart sings when a kid refers to me as his teacher, and it always has. I've honored myself and the entire family of man by becoming a teacher."

All of you have honored yourselves, your profession and your nation by becoming National Board-certified teachers. As you may know, children number 20 percent of our population; but children are 100 percent of our future. Because of all of you, our country's future is in good hands.

Thank you all very much.

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Draft 10/23/00 4:30 p.m.
John Pollack

**PRESIDENT WILLIAM JEFFERSON CLINTON
STATEMENT ON
SURPLUS FIGURES AND SCHOOL CONSTRUCTION
THE WHITE HOUSE
October 24, 2000**

Good morning, and thank you Glenda Parsons. Secretary Summers and Secretary Riley; Leaders Daschle and Gephardt; members of Congress; leaders of the Rebuilding America's Schools coalition; members of the Building and Construction Trades of the AFL-CIO; and our special guests today from Brent elementary school, welcome.

The little red schoolhouse behind me is a symbol of our common commitment to giving all of America's children the safest and best schools in the world. Unfortunately, you will also see that it is unfinished – a symbol of the unfinished work still before Congress. Nearly eight weeks into the new school year, with a record enrollment of 53 million students in America's classrooms, we're still waiting for progress on Capitol Hill. *congress to act?*

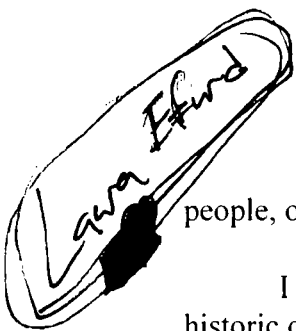
Week after week now, I've been signing continuing resolutions to give Congress more time to work out the budget. But the time for tardy slips is over. It's time for the Republican leadership to put progress before partisanship, and finally address the needs of America's schools and families.

There has never been a better time than to do this. For nearly eight years now, we have been working together to turn our country around. Together, we've made the tough choices, imposed fiscal discipline, and invested in the American people. We created 22 million new jobs, driving unemployment down to a 30-year low. Personal income is rising across the board. Crime has fallen eight years running. Home ownership is at a record high. More Americans than ever before are going on to college, and we've replaced record deficits with record surpluses.

In fact today, I'm proud to announce new surplus figures. According to the Treasury Department, this year's surplus is \$XXX billion, the largest in American history. This is a true surplus – one that excludes revenue for Social Security and Medicare. The 2000 surplus also marks the third annual surplus in a row – the first time our nation has achieved that benchmark since 1949, when President Truman was in the White House.

It's important to remember that, when Vice President Gore and I took office in 1993, America was confronting a national debt that had quadrupled in the previous 12 years. The deficit that year was over \$290 billion, and economists predicted it would grow to a whopping \$455 billion this year alone. Working together, America proved them wrong.

As I've said, this remarkable economic renaissance did not just happen by chance; it was a choice. Now America faces another choice. Do we continue pay off the debt and invest in our



people, or do we squander it on a massive tax cut we can't afford?

I believe the answer is clear. We need to keep paying off the national debt and seize this historic opportunity to make a major, vital investment in our children's education.

All across America today, students and teachers are hard at work, tackling the lessons of a new school year with renewed energy and confidence. And with good reason. Reading and math scores are all up. Hispanic and African American students are taking Advanced Placement exams in record numbers. More girls are studying science than ever before. And our nation's SAT math scores are the highest they've been since 1969, when Neil Armstrong landed on the moon.

But we still have more to do – especially when it comes to rebuilding and modernizing our nation's schools. This is a big challenge. The average public school in America was built 42 years ago, and decades of use have taken their toll. Leaking roofs, broken boilers, crowded trailers, classrooms without computers – it's hard to lift up our children in schools that are falling down. We need to invest in a better tomorrow, and that starts by rebuilding our public schools today.

I have told the Congress to ~~send me~~ a strong education bill that does the following: First, we ought to provide \$1.3 billion to fix up to 5,000 schools in desperate need of repair.

Second, I urge Congress to guarantee up to \$25 billion in school modernization bonds, because local schools and taxpayers shouldn't have to shoulder this burden alone.

Third, Congress should follow through on my proposal to fund 3,000 after-school and summer programs that help boost test scores, keep kids out of trouble, and engage them in their communities.

Fourth, I urge Congress to provide local districts with \$1.75 billion to hire 20,000 new, qualified teachers to reduce class size in grades 1-3. We know kids learn better in smaller classes, so let's move ahead with that.

Finally, Congress ought to support my initiatives to improve teacher training, increase accountability and turn around failing schools. Just as we expect our children to turn in their assignments on time, we should expect Congress to finish its work on time.

There's no more time for delay. Today, as we complete construction of this symbolic schoolhouse, I challenge Congress to complete its work on a budget -- one that honors our commitment to education and America's future.

Memorandum to Bruce Reed and Barbara Chow on Proposed Presidential address on the Progress of Standards-based Reform Movement and the Legacy of Goals 2000

From: David Lussier
Bethany Little
Caroline Chang
Kendra Brooks

Date: October 23, 2000

Background:

In 1989, the nation's governors and business leaders were invited by President Bush to attend a national summit on education in Charlottesville, Virginia. Those attending, including Governor Clinton, called for improving academic achievement for students and establishing specific goals that would define what each student should know and be able to do by the time he or she graduates from high school. These goals became the basis for the National Goals outlined in Goals 2000: The Educate America Act, which was signed into law in 1994:

- **School Readiness.** All children in America will start school ready to learn.
- **School Completion.** The high school graduation rate will increase to at least 90 percent.
- **Student Achievement and Citizenship.** All students in the United States will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
- **Teacher Education and Professional Development.** The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- **Mathematics and Science.** United States will be first in the world in mathematics and science achievement.
- **Adult Literacy and Lifelong Learning.** Every adult American will be literate and will possess the knowledge and skills to compete in a global economy and exercise the rights and responsibilities of citizenship.
- **Safe, Disciplined and Alcohol-and Drug-Free Schools.** Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- **Parental Participation.** Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of all children.

Since the passage of Goals 2000 and the reauthorization of the Elementary and Secondary Education Act, the Federal government has helped states develop challenging content and performance standards aligned with assessments to measure student progress, as well as

accountability systems to ensure results. Today, virtually all states have developed content standards, and the Federal Department of Education is currently working to ensure that state assessments include all students and are valid, reliable, and aligned to state standards.

Proposal: *Front End*

At the end of President Clinton's eight year tenure in which Federal leadership and investment have led to proven results in schools across the nation, a major address by the President could highlight the progress we have made since Charlottesville and provide him with an opportunity to challenge the nation to continue its commitment to standards-based reform and greater accountability. The timing of this address is significant because the postscript to Goals 2000 has yet to be written. Additionally, many states are in the process of evaluating their initial efforts to implement standards-based reform and making important decisions about the road ahead. A major policy address on education at this point could serve as a powerful catalyst in these state conversations, underscore this administration's efforts in the last eight years, and chart a course for the future. The following is a list of items that the President may want to focus on in his remarks:

- **Staying the course on accountability:** While work needs to be done to ensure that assessment tools are appropriate and fair, we shouldn't abandon testing because it provides valuable data on progress and allows us to hold all school accountable for student learning.
- **Test scores tied to targeted investments:** Assessment results should be used to direct funds to specific initiatives such as reduced class sizes, better professional development, and the necessary resources for effective classroom instruction.
- **Move to year-round schooling:** The U.S. should move towards a 220 day school year over the next decade to be on par with other educationally successful countries.
- **Lengthening the school day:** While many schools have already done this through after-school programs, the President could call for an outright lengthening of the day to support working families and provide children with more learning opportunities, particularly through school-to-work and other experiential learning models.
- **Universal preschool and early childhood support:** This message would underscore the President's belief that all children begin school ready to learn.
- **School Choice:** The President could call for increased investments in public school options such as charter schools so that all parents would have the ability to choose the best public school for their children.
- **School Construction:** We need to provide all children with quality facilities in which to learn. Through a combination of tax credits and direct funding, we can continue to ensure that no students attend a school that is crumbling around them.

- **Finance Equity:** While the vision for how schools can be improved is often clear, many schools are unable to implement needed reforms because they lack the funding to do so. The President could call for a national dialogue on closing the finance equity gap that exists between property rich and property poor communities.

What?
What do we gain? *Beginning*

- The President can address those elements of Goals 2000 by focusing on what we have achieved and what we have left to do.
 - Building off of Rep. Gephardt's recent education policy address on behalf of the Democratic Party, the President can help the Democrats claim ownership of a comprehensive education plan for the future.
 - A major address would help solidify this administration's record of accomplishment during the past eight years.
 - The President's vision of necessary next steps will help set the agenda for the next administration to follow.
-

URGING CONGRESS TO SUPPORT AMERICA'S EDUCATION PRIORITIES, INCLUDING SCHOOL MODERNIZATION, AFTER-SCHOOL PROGRAMS, CLASS SIZE REDUCTION, TEACHER QUALITY AND ACCOUNTABILITY FOR FIXING FAILING SCHOOLS

October 17, 2000

Today, the White House will call on Congress to pass a budget that invests in key education initiatives and point to additional evidence of the importance of after-school programs. In a speech at the National Press Club, White House Chief of Staff John Podesta will release a new Department of Education report on federal support for after-school and summer-school programs, which examines how the 21st Century Community Learning Centers grants are enabling communities to create high-quality extended learning opportunities that improve academic achievement while keeping kids safe. He will urge Congress to fund America's education priorities and heed the mounting evidence that the Clinton-Gore Administration's strategy of investing more in our schools and demanding more from them is making a positive difference for our children. To date, Congress has not produced a budget that: offers tax cuts and a school renovation initiative to help communities modernize crumbling schools; adequately funds after-school programs; reduces class sizes in the early grades; strengthens accountability for fixing failing schools; and helps put a qualified teacher in every classroom.

PROVIDING SUPERVISION AND ACADEMIC ENRICHMENT FOR "LATCH-KEY" KIDS. Under the leadership of President Clinton and Vice President Gore, federal funding for the 21st Century Community Learning Centers has increased from a \$1 million demonstration program in 1997 to a \$453 million initiative in 2000, with 3,600 schools currently providing extended learning opportunities for 650,000 students. However, the demand for high quality after-school and summer opportunities continues to outpace available resources, and last year only one in seven 21st Century Community Learning Center applications could be funded. Today, the White House will reiterate President Clinton's request for \$1 billion in FY 2001 to more than triple the number of students benefiting from these programs, helping to provide after-school opportunities for more than one quarter of the nation's 8 million "latch-key" kids. The report released today outlines the progress being made in over 900 communities across the nation in providing safe and nurturing alternatives for children in the afternoon hours when they are most likely to commit or be the victims of crime. In addition to providing a safe haven for "latch-key" kids, the 21st Century Community Learning Centers provide students with access to homework centers, tutors, cultural and recreational activities – enabling students to boost their academic achievement and social skills. The findings highlighted by the Department's report include:

- Virtually all 21st Century Community Learning Centers provide reading support, and more than 90 percent provide math support.
- After-school programs are helping to boost student achievement across the country. In rural McCormick, South Carolina, 120 students would have been held back a grade if not for their after school program, and almost three-quarters of students in a Brooklyn, New York program improved their grades in one or more subjects by five points on a one-hundred point scale.
- The peak hours for juvenile crime and victimization are between 2 p.m. and 8 p.m. Since the implementation of their after-school program, the Highland Park, Michigan community reports a 40 percent drop in juvenile crime in the neighborhood surrounding their 21st Century Community Learning Center.
- Students who spend between one and four hours per week in extracurricular activities are half as likely to use drugs and one-third less likely to become teen parents. The Salem-Keizer district in Oregon has seen a substantial drop in alcohol and drug use since they received a 21st Century Community Learning Center grant, and a Plainview, Arkansas community has seen the number of teen pregnancies drop from six in one year to zero since the 21st Century Community Learning Center established an abstinence program two years ago.
- Some 90 percent of grantees partner with community-based organizations, thus raising community involvement in public schools.
- Two-thirds of grantees operate substantial summer school programs in addition to their school-year program.
- Fifty-five percent of 21st Century Community Learning Centers serve rural communities, and 45 percent serve inner-city communities.

- Over 80 percent of voters agree that access to after school programs for all children is important, yet nearly two-thirds of voters report that it is difficult to find such programs in their communities.

REPUBLICAN EDUCATION BUDGET IGNORES AMERICA'S PRIORITIES. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. However, Congress still has not completed an education budget, and is now neglecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget provides:

- **\$0 guaranteed for urgent school repairs, \$1.3 billion below the President's budget.** President Clinton's plan would help school districts repair roofs, heating and cooling systems, and electrical wiring. The Republican plan could deny much-needed renovations to up to 5,000 schools;
- **\$0 in new School Modernization Bonds, while the President's budget would support \$25 billion in bonds.** The Republican plan would prevent the modernization and construction of 6,000 schools;
- **\$600 million for after-school programs, \$400 million below the President's budget.** The Republican plan would deny safe extended learning environments to 1.6 million children by supporting 3,100 fewer centers in 900 fewer communities than the President's budget would;
- **\$0 guaranteed for class-size reduction, \$1.75 billion below the President's budget.** The Republican plan fails to ensure that school districts can hire 20,000 new teachers and support the 29,000 teachers already hired under the Class Size Reduction initiative, potentially denying smaller classes to 2.9 million children;
- **\$473 million for the President's plan to improve teacher quality, \$527 million below the President's budget.** The Republican plan would fail to fully fund support for teacher professional development, recruitment, and rewards, and would not help ensure a qualified teacher in every classroom;
- **\$0 for the Accountability Fund, \$250 million below the President's budget.** The Republican plan would deny resources to states and school districts turn around low-performing schools;
- **\$200 million for GEAR UP, a freeze at this year's level and \$125 million below the President's budget.** The Republican plan would not only stop the Department from establishing 147 new GEAR UP programs next year, but would also require existing programs to scrap plans to help 250,000 more 6th- and 7th-graders next year.

**THE CLINTON-GORE ADMINISTRATION:
URGING CONGRESS TO SUPPORT AMERICA'S EDUCATION PRIORITIES**

October 17, 2000

"Quote to follow"

John Podesta
October 17, 2000

Today, in a speech at the National Press Club, White House Chief of Staff John Podesta released a new Department of Education report on federal support for after-school and summer-school programs. The report shows how 21st Century Community Learning Centers are enabling communities to provide opportunities for improving academic achievement while keeping kids safe. Mr. Podesta also urged Congress to pass a budget that invests in America's education priorities. To date, Congress has failed to produce a budget that offers tax cuts and a school renovation initiative to help modernize crumbling schools; adequately funds after-school programs; reduces class sizes in the early grades; strengthens accountability for failing schools; and helps put a qualified teacher in every classroom.

Stressing the Importance of After-School Programs. Under the leadership of President Clinton and Vice President Gore, 21st Century Community Learning Centers have grown from a \$1 million demonstration program in 1997 to a \$453 million initiative in 2000. Currently, 3,600 schools in over 900 communities across the country are providing extended learning opportunities and a safe, nurturing environment to 650,000 students during afternoon hours, when young people are most likely to commit or be the victims of crime. In addition to providing a safe haven for "latch-key" kids, Community Learning Centers offer students access to homework centers, tutors, and cultural and recreational activities. Findings of today's report include:

- Virtually all Community Learning Centers provide reading support, and over 90% offer math support;
- After-school programs are helping to boost student achievement across the country;
- The peak hours for juvenile crime and victimization are between 2 p.m. and 8 p.m.;
- Students who spend 1-4 hours per week in extracurricular activities are half as likely to use drugs and one-third less likely to become teen parents;
- Some 90% of grantees partner with community-based organizations, thus raising community involvement in public schools;
- Over 80% of voters agree that access to after-school programs for all children is important, yet nearly two-thirds of voters report that it is difficult to find such programs in their communities.

Republican Education Budget Ignores America's Priorities. The demand for high-quality after-school opportunities continues to exceed available resources, and last year only 1 in 7 Community Learning Center applications could be funded. President Clinton has requested \$1 billion in FY 2001 to more than triple the number of students benefiting from these programs, helping to provide after-school opportunities for more than one quarter of the nation's 8 million "latch-key" kids. However, Congress still has not completed an education budget, neglecting America's priorities while loading spending bills with election-year earmarked projects for special interests. The Republican budget:

- Provides no guaranteed funding for urgent school repairs;
- Denies safe extended-learning environments to 1.6 million children by supporting 3,100 fewer centers in 900 fewer communities than the President's budget would;
- Provides no guaranteed funds for class-size reduction;
- Fails to fully fund support for teacher professional development, recruitment, and rewards, and would not help ensure a qualified teacher in every classroom;
- Provides no money for the Accountability Fund, which helps states and school districts turn around low-performing schools;
- Freezes GEAR UP at this year's level.

PRESIDENT CLINTON CALLS ON CONGRESS TO ACT ON AMERICA'S EDUCATION PRIORITIES

October 19, 2000

Today, President Clinton will join Senator Daschle, Congressman Gephardt and the Democratic Caucus to call on Congress to complete its work and send him a fiscally responsible budget that pays down the debt while investing in America's key priorities -- especially the education of our children. Before leaving town, Congress must produce a responsible budget that offers tax cuts and a school renovation initiative to help communities modernize crumbling schools; adequately funds after-school programs; reduces class sizes in the early grades; strengthens accountability for fixing failing schools; and helps put a qualified teacher in every classroom. The President will also call on the Republican Leadership to act on other important priorities before adjourning for the year -- including an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, a minimum wage increase and hate crimes legislation.

REPUBLICAN BUDGET IGNORES AMERICA'S EDUCATION PRIORITIES. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. Three weeks into the fiscal year, the President has signed three continuing resolutions and Congress has yet to complete and send to the President 8 of 13 spending bills. In particular, Congress still has not completed an education budget, and is now neglecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget provides:

- **No guaranteed funding for urgent school repairs, \$1.3 billion below the President's budget.** President Clinton's plan would help school districts repair roofs, heating and cooling systems, and electrical wiring. The Republican plan could deny much-needed renovations to up to 5,000 schools;
- **\$0 in new School Modernization Bonds, while the President's budget would support \$25 billion in bonds.** The Republican plan would prevent the modernization and construction of 6,000 schools;
- **\$600 million for after-school programs, \$400 million below the President's budget.** The Republican plan would deny safe extended learning environments to 1.6 million children by supporting 3,100 fewer centers in 900 fewer communities than the President's budget would;
- **No guaranteed funding for class-size reduction, \$1.75 billion below the President's budget.** The Republican plan fails to ensure that school districts can hire 20,000 new teachers and support the 29,000 teachers already hired under the Class Size Reduction initiative, potentially denying smaller classes to 2.9 million children;
- **\$473 million for the President's plan to improve teacher quality, \$527 million below the President's budget.** The Republican plan would fail to fully fund support for teacher professional development, recruitment, and rewards, and would not help ensure a qualified teacher in every classroom;
- **\$0 for the Accountability Fund, \$250 million below the President's budget.** The Republican plan would deny resources to states and school districts to turn around low-performing schools and hold them accountable for results.

CONGRESS SHOULD COMPLETE WORK ON AMERICA'S PRIORITIES. Republican Congressional leaders have also failed to pass an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, common sense gun safety legislation, hate crimes legislation, or reform of our immigration law. Congress also has made virtually no progress toward passing a minimum wage increase, despite a commitment from Speaker Hastert to do so. President Clinton will call on Congress to complete work on major priorities before adjourning to return to their districts to campaign for re-election, including:

- **Increase the Minimum Wage.** At a time when we are experiencing the longest economic expansion in history, the proposed \$1 increase before Congress would merely return the real value of the minimum wage to the level it was in 1982. This small raise would help more than 10 million workers, including millions of women and hard-pressed families make ends meet. Full time workers would receive an annual raise of about \$2,000 a year – enough to pay for nearly 7 months of groceries or 5 months of rent.
- **Provide an Affordable, Accessible Prescription Drug Benefit Option For All Medicare Beneficiaries.** Three out of five Medicare beneficiaries have inadequate prescription drug coverage or none at all. In the context of broader reform which ensures that Medicare revenues are only used for Medicare, the President has proposed a voluntary, affordable Medicare prescription drug benefit for all beneficiaries. Beginning in 2002, it would provide prescription drug coverage that would have a zero deductible and cover half of all prescription drug costs up to \$5,000 when fully phased in. It would limit all out-of-pocket medication costs to \$4,000. This optional benefit would also provide negotiated discounts that would guarantee that Medicare beneficiaries no longer pay the highest prices in the marketplace. And, it would explicitly pay for the cost of prescription drugs in managed care plans beginning next year to ensure that they continue to offer this important benefit.
- **Enact A Meaningful Patients' Bill Of Rights.** The majority of the United States Senate supports passing a strong, enforceable Patients' Bill of Rights, similar to the bipartisan Norwood-Dingell Patients' Bill of Rights. Unfortunately, the Republican leadership continues to support an approach that leaves over 135 million people without protections and does not assure that plans are held accountable when they make decisions that harm patients. The Norwood-Dingell legislation, endorsed by over 200 health care providers and consumer advocacy groups, is the only bipartisan proposal currently being considered that protects state-based accountability provisions already available under current law and includes: protections for all Americans in all health plans; protections for patients accessing emergency room care from financial sanctions; guarantees that assure access to necessary and accessible health care specialists; and meaningful enforcement mechanisms that ensure recourse for patients who have been harmed as a result of a health plan's actions.
- **Approve Common-Sense Gun Safety Legislation.** Sensible gun safety legislation has languished in Congress for over a year. Meanwhile, an estimated 30,000 Americans have lost their lives to gun violence. The Senate passed common-sense gun safety measures in May 1999, with Vice President Gore casting the tie-breaking vote to close the gun show loophole. Since then, Republican leaders have delayed and bottled up this legislation at the behest of the gun lobby, despite the fact that 10 children are killed by gunfire every day. The Republican Leadership should put the safety of America's children first by passing a bill that closes the gun show loophole, requires child safety locks to be sold with handguns, bans the importation of large capacity ammunition clips and prevents violent juvenile offenders from buying guns as adults.
- **Pass Legislation to Prevent Hate Crimes.** Congress should send the President meaningful hate crimes legislation to sign into law immediately. This legislation would enhance the Federal government's ability to prosecute violent crimes motivated by race, color, religion, or national origin and would authorize Federal prosecution of crimes motivated by sexual orientation, gender, or disability. There have been strong bipartisan votes in both the House and Senate on hate crimes. In June, the Senate voted 57-42 in favor of adding hate crimes legislation to the Defense Department authorization bill. In September, the House voted 232-192 to retain hate crimes as part of that bill. With these strong bi-partisan votes there is no justification for failing pass hate crimes legislation this year.
- **Reforming Immigration Law.** People who have been living in the United States for many years and have developed strong ties to their communities deserve the opportunity to normalize their immigration status, and families should be allowed to stay together while an adjustment of status application is pending. Congress should address these injustices in the immigration system by updating the registry date, amending the Nicaraguan Adjustment and Central American Relief Act (NACARA) to ensure fairness for Central Americans, Haitians and Liberians, and reinstating Sec. 245(i). The President will insist that Congress enact these common-sense measures, supported by both business and fundamental fairness, this year.

**PRESIDENT WILLIAM J. CLINTON
VIDEOTAPED REMARKS FOR COURT TV
October 17, 2000**

1. What was your experience with bullying and name calling when you were in middle school? What can parents, students, and teachers really do about it?

[This question allows the President to personalize the discussion.]

Like most young people, when I was growing up, I was mocked and bullied for what I wore to school ... for joining a particular organization, or for befriending what others saw as the 'wrong' group of people. But let me tell you: there's something I realize now that I didn't back then: the kids that bullied me – ~~they weren't so tough themselves. And~~ they had no right to interfere with my schooling, or pass judgement on my friends, family, or the groups I joined. The activities I participated in as a student, and the friends I made, have helped me get where I am today.

If there's anything I learned from that experience, it's that all of us – parents, teachers and students alike – must take bullying seriously. ~~It interferes with a child's education and development, and often instills a sense of fear and insecurity in its victims. And the~~ Chances are that if you are being bullied, others in your school are also being bullied, too. No one should have to put up with it. But, if you are, tell someone who might be able to help you, like your parents, a teacher or even a counselor. Our Department of Education ~~Education of Department~~ has a lot of info available for your teachers and counselors, to help them ~~prevent bullying before it escalates into violence~~ stop bullies, and keep you, and other students in your school, safe.

~~Only when everyone works together, can we put bullies where they belong – in the principal's office.~~

2. When I was in elementary school, all the teachers knew me and I had lots of people I could talk to. But my middle school is so big; none of the teachers seem to know me. Who can I talk to if I have a problem? *[This question allows the President to address school and classroom size, the importance of 'connectiveness' to school safety and to talk about the various resources in schools that kids may rely on.]*

I know from own childhood, that school can be an overwhelming and often intimidating place. You sometimes feel like you're just another face in the crowd. That's no surprise today, when there's now more students in America's schools than any other time in history. But, if you think about it, there's so many ways to make school a more intimate experience. I encourage all of you to take the time to speak with and get to know your teachers; ask them questions, and, when you build up the nerve, participate in class discussions. Believe me, it's worth it – I still ~~to~~

talk to some of my teachers when I really need advice. Outside the classroom, you might want to get involved in extracurricular activities, like the school newspaper, the basketball team, or even the band. I know that's where I enjoyed some of my most memorable experiences.

Just remember, though it may not seem like it now, your school years will be some of your best years. Take advantage of them, get involved, and when you need to, reach out to friends, family, and teachers for support. No matter what the size, your school is a wonderful community that will keep giving to you for years to come. [Do we want the President to make a reference to reducing class size?]

3. **We always hear about school violence on the news, and even though my middle school has put in metal detectors, my friends and I still worry about our safety. Are our schools as unsafe as the media makes them seem?**

First and foremost, I want to reiterate that our schools are safe – and getting safer every day. But as you and I know, one incident of school violence is still one too many. That's why it's so important that you talk to your parents and teachers if you're troubled by a friend's behavior, or if you're upset yourself. Our Administration has put more teachers in your classrooms and more counselors in your schools. We've set up conflict resolution programs to help students resolve conflict peacefully, with words and not with weapons. We've also helped to hire and train school resource officers to work in schools to prevent crime and keep our classrooms safe. ~~Our administration has also worked to keep violence out of the classroom, with a zero tolerance policy for guns and drugs ... new community police officers in our schools ... more funds for after-school programs, and more support for counselors, mentoring, and conflict resolution programs.~~ It is critical to me, and to the nation, that ~~our young people~~ you feel safe – and are safe – at school. We'll keep working toward that goal.

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PRESIDENT CLINTON URGES CONGRESS TO SUPPORT AMERICA'S EDUCATION PRIORITIES, INCLUDING SCHOOL MODERNIZATION, AFTER SCHOOL PROGRAMS, CLASS SIZE REDUCTION, TEACHER QUALITY AND ACCOUNTABILITY FOR FIXING FAILING SCHOOLS

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PROVIDING SUPERVISION AND ACADEMIC ENRICHMENT FOR "LATCH-KEY" KIDS. Under the leadership of President Clinton and Vice President Gore, federal funding for the 21st Century Community Learning Centers has increased from a \$1 million demonstration program in 1997 to \$453 million in 2000, with 3,600 schools currently providing extended learning opportunities for 650,000 students. However, the demand for high quality after school and summer opportunities continues to outpace available resources, and last year, only one in seven 21st Century Community Learning Center applications could be funded. Today President Clinton will repeat his request for \$1 billion in FY 2001 to more than triple the number of students benefiting from these programs. This investment would help provide after school programs for more than one quarter of the nation's 8 million "latch-key" kids. The report released today outlines the progress being made in over 900 communities across the nation in providing safe and nurturing alternatives for children in the afternoon hours when they are most likely to commit or be the victims of crime. In addition to providing a safe haven for "latch-key" kids, the 21st Century Community Learning Centers provide students with access to homework centers, tutors, cultural and recreational activities – enabling students to boost their academic achievement and social skills. Among the findings highlighted by the Department's report:

- After school programs are helping to boost student achievement across the country. In rural McCormick, South Carolina, 120 students would have been held back a grade if not for their after school program, and almost three-quarters of students in a Brooklyn, New York program increased their grades in one or more subjects by five points on a one-hundred point scale.
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- Fifty-five percent of 21st Century Community Learning Centers serve rural communities, and 45 percent serve inner-city communities.
- Over 80 percent of voters agree that access to after school programs for all children is important, yet nearly two-thirds of voters report that it is difficult to find such programs in their communities.

REPUBLICAN EDUCATION BILL IGNORES THE VOICES OF TEACHERS AND COMMUNITIES. In February, President Clinton and Vice President Gore sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. However, Congress still has not completed an education budget, and is now neglecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget provides:

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Draft 10/15/00 10:45pm
Josh Gottheimer/ Paul Glastris

**CHIEF OF STAFF JOHN PODESTA
REMARKS ON BUDGET AND EDUCATION
NATIONAL PRESS CLUB
WASHINGTON, DC
October 17, 2000**

Good morning. [As you know, these have been a difficult few weeks for America and for the cause of peace. Last night, the President returned from Egypt, where he was working to help stop the violence and restore calm and safety in the Middle East. Just last week, an apparent terrorist attack on the USS Cole claimed the lives of brave American sailors. This tragic loss reminds us that, even when America is not at war, our men and women in uniform risk their lives in the cause of peace. Tomorrow, the President will attend a memorial service in Norfolk, VA, where he will join all Americans in paying respect to the fallen soldiers and their families.]

I've come here today to talk about where we are and where we need to go in these final days of negotiating the fiscal 2001 budget. This is an historically important budget. It is happening in a new era of budget surpluses, in the hot-house environment of an election year, and it is being fought over the issues that will affect America for years to come -- from bringing prosperity to every corner of our nation to meeting the challenges of the Aging of America. At the end of this budget process, if the President has anything to say about it -- and he will -- we will have a budget that's fiscally responsible, reflects the values of the American people, and invests in the future, especially in the education of our children.

Now, I know much has been made in the press about how Congress this year and in recent years has not been getting its work done. And we in the White House try to help you do that. But believe it or not, I actually want to start off with some hopeful news.

In the last few weeks, we have started to make some real progress for the American people. It's been a long time coming, and it's been in the face of the special interests -- but it's progress nonetheless.

In the last [12] days, Congress passed -- and the President signed -- an historic Interior Appropriations bill that for the first time sets up a dedicated and protected fund to buy and protect precious land -- from neighborhood parks to pristine wilderness.

We also negotiated a Transportation Bill, that among other things, lowers the acceptable blood alcohol level for drivers to .08 percent -- a change that will save hundreds of lives every year.

We've come together on a VA-HUD bill that makes a number of important investments in America's future. First, it funds the President's Enterprise Communities and Empowerment Zones initiative, to help bring new investment to our most hard-pressed communities. And it includes funding for 79,000 new housing vouchers for low-income families -- nearly 20,000

more than last year. Second, it increases funding for the cutting-edge research being conducted at the National Science Foundation, for the space explorations of NASA, and for technologies to increase fuel efficiency to help reduce our dependence on oil. Lastly, the bill makes critical investments in protecting our environment.

And in July, we passed a Defense Appropriations bill to keep our military strong and prepared to defend America's interests around the world.

All this shows that we can make progress, even in an election year. That's the good news. The bad news is that we haven't made anywhere near enough progress, and time is running out. We are already more than two weeks passed the end of the fiscal year, and Congress has yet to complete and send to the President eight out of thirteen spending bills. Because of that, the President has had to sign three continuing resolution in order to keep the government open for business. And signs are that Congress will ask him for another one at the end of the week.

How did this fiscal fiasco happen? I think the explanation is obvious. The GOP Congress and President Clinton have a basic disagreement about the fundamentals of an effective government. The Republicans would rather not draw attention to this disagreement – because their position is at odds with an overwhelming majority of the American people. So instead, time and again, they defer, dodge and delay. The majority party simply cannot commit themselves to President Clinton's strategy of fiscal discipline that has brought our country from an age of deficits to an era of surpluses. The budget that President Clinton sent Congress back in February remained true to that strategy. It was a balanced budget that would strengthen Social Security and Medicare, put America on-track to pay down the debt by 2012, while at the same time making key investments in education, technology, the environment, and health care, including adding to Medicare a voluntary and affordable prescription drug benefit.

The Republican majority took a very different path. They spent most of last year concentrating on a big, bloated tax cut plan that President Clinton rightly vetoed. They spent most of this year attempting to put this humpty dumpty tax scheme back together again, piece by piece. The result: wasted time, wasted effort, and wasted opportunity. It was simply impossible for them to pass a realistic and responsible budget in a timely manner -- something they knew was in their self-interest, and had been promising to do.

Back in [July], House Speaker Dennis Hastert vowed to start passing appropriations bills by April. It never happened. Congressman Tom Delay said Congress would finish the bills before the start of the Republican Convention. The Convention came and went and 11 of 13 spending bills hadn't even been voted on. Majority Leader Dick Armey said the plan was to adjourn by October 1st. Another broken promise. The fact that they've blown one deadline after another hasn't stopped them from taking one [five-day] weekend after another. Maybe there's a good excuse for all this -- maybe the entire leadership misprogrammed their Palm Pilots and they all think it's still August. If there's a credibility gap in American politics today, the epicenter is located at the foot of Capitol Hill.

But I think it goes back to their lack of commitment to fiscal discipline. We see that every day as their spending bills are loaded up with record amounts of pork – so much so that you'd

think that Jimmy Dean was the majority leader. Now of course every year there's a certain amount of unnecessary spending. We all know that. But this Republican Congress is breaking new records. Don't take my word for it, listen to Republican Senator John McCain. He says the pork barrel spending this year is "the worst ever ... a free for all." And listen to Republican Senator Phil Gramm, who says of this pork barrel spending "people have gone crazy -- if anyone had any doubt about what would happen to the surplus, they now have proof." Keep in mind: these are Republican Senators talking about their own Republican-led Congress.

Every dollar of unnecessary pork spending is another dollar not going to our most pressing priorities -- and our number one priority for keeping our economy strong: paying down the debt. As you've heard the President say many times, paying down the debt will keep interest rates down, investment up, and the economy growing. But it only works if you keep at it over the long term, and the Republicans can't seem to think that way.

Consider their so-called "90-10" plan in which they say they're putting away 90 cents of debt reduction for every ten cents of spending. They won't tell you that the President's budget puts away 95 cents for every dollar of debt reduction. But the real catch is this: the Republican plan only commits to one year of debt reduction, so that next year they can try to pass a \$2 trillion tax cut. That's like signing a mortgage agreement, but stipulating that you can only commit to making payments for one year. No lender would agree to those terms -- and the American people shouldn't either. You'd never own your house that way, and we'll never get out of debt that way. In contrast, the President makes debt reduction a habit, not a gimmick. His budget puts us on a path to paying down the debt entirely by 2012.

Every homeowner knows, to build a house you need a strong foundation. And that's what Congress needs to do in this budget -- build a strong foundation for America's future. They need to pass a criminal justice budget that gives us safer streets and stronger communities, that puts 50,000 more community police on the streets and cracks down on dangerous gun criminals. They need to pass the President's New Markets Initiative, to give businesses the same incentives to invest in our new markets at home that we give them to invest in poor countries overseas. They need to pass a budget that enforces civil rights, and ensures stronger efforts for equal pay for women, insists on fairness for immigrants, and closes the digital divide. They need to pass a budget that funds our diplomatic efforts abroad, and helps secure our embassies against terrorist attacks, so that America can continue to lead the world in the 21st Century.

Most importantly, we need to invest in our number one priority -- the education of our children. And we must ensure that that our dollars are used to produce real results -- so that our children can learn in classes that are smaller and in schools that are modern, not crumbling to the group.

The average American school building is now more than 40 years old. At least 60 percent of the schools in every state are in need of repair. And studies have shown that overcrowded and antiquated classrooms get in the way of learning. If we expect students to lift themselves up, we shouldn't put them in schools that are falling down.

The President has called for tax credits to help communities build or modernize 6,000 schools, and grants and loans for emergency repairs in 5,000 schools a year for five years. We have a bipartisan majority in the House of Representatives ready right now to pass school construction tax credits. Unfortunately, the Republican leadership continues to stand in the way and refuses to bring it to a vote.

The leadership is also dragging its heels on increasing our investment in afterschool programs. Study after study shows that afterschool programs increase student learning and keep children safe and off the street during the late afternoon hours when many parents are at work and juvenile crime soars. Today, I am pleased to announce a new Education Department study confirming the positive impact of national investments in afterschool. Highland Park, Michigan, for instance, has seen a 40 percent drop in juvenile crime in the neighborhood surrounding its locally-run, federally-supported afterschool program. Students in a similar program in Brooklyn, New York saw their grades rise in one or more subjects by five points on a hundred-point scale.

The evidence is overwhelming: investments in afterschool makes sense. Yet the majority party's education budget denies afterschool to over 1.6 million children who would get it under the President's balanced budget proposal. It also shortchanges efforts to improve teacher quality. And their budget also fails to ensure progress towards hiring 100,000 quality teachers to reduce class sizes in the early grades. You may remember that a lot of Republicans running for reelection in 1998 actually aired television ads bragging about how they supported hiring 100,000 teachers. Where are they now?

And, most amazing of all to me, the majority's budget invests nothing to help states turn around failing schools or shut them down and reopen them under new management. How many times have we heard Republicans say they want to make our schools more accountable? Well, here they finally have a chance to put their money where their rhetoric is. And they won't do it.

The President, however, will insist upon it. Not because of politics. Not out of pique. But because he believes in it, and because he believes it's right for the country. This should come as no surprise to the Republican leadership. You can look it up in this year's budget ... in last year's State of the Union Message ... in every successful strategy of the last eight years. This is no time to turn back.

We all know that at the end of this process we're going to have a budget. After all, it's in the Constitution. [*hold up Constitution*]. But there are legal obligations and moral ones. There are things you must do, and things you ought to do. Unfortunately, Congress will not do all it ought to do. Congress must pass a budget, but it ought to pass hate crimes legislation. It ought to raise the minimum wage. It ought to pass a strong, enforceable Patients Bill of Rights and an affordable, voluntary prescription drug benefit. Yes, it's late in the game. But in the post-season, plenty of games are won in the bottom of the ninth. We can achieve a big victory for the American people if we put our partisan differences aside, let the bipartisan majority of Congress work its will, and put the future of America's families first.

Thank you.



Caroline S. Chang

10/16/2000 09:25:44 AM



Record Type: Record

To: David F. Lussier/OPD/EOP@EOP

CC:

Subject: DRAFT--Podesta Press Club Remarks.Comments pls to Gottheimer x62554.

----- Forwarded by Caroline S. Chang/OPD/EOP on 10/16/2000 09:25 AM -----



Gottheim@aol.com

10/15/2000 12:48:13 PM

Record Type: Record

To: See the distribution list at the bottom of this message

CC:

Subject: DRAFT--Podesta Press Club Remarks.Comments pls to Gottheimer x62554.

Draft 10/15/00 12:30pm
Josh Gottheimer/ Paul Glastris

CHIEF OF STAFF JOHN PODESTA
REMARKS ON BUDGET AND EDUCATION
NATIONAL PRESS CLUB
WASHINGTON, DC
October 17, 2000

Good morning. [As you know, these have been a difficult few weeks for America and for the cause of peace. Last night, the President returned from Egypt, where he was working to help stop the violence and restore calm and safety in the Middle East. Just last week, an apparent terrorist attack on the USS Cole claimed the lives of brave American sailors. This tragic loss reminds us that, even when America is not at war, our men and women in uniform risk their lives in the cause of peace. Tomorrow, the President will attend a memorial service in Norfolk, VA, where he will join all Americans in paying respect to the fallen soldiers and their families.]

I've come here today to talk about where we are and where we need to go in these final days of negotiating the fiscal 2001 budget. This is an historically important budget. It is happening in a new era of budget surpluses, in the hot-house environment of an election year, and it is being fought over the

issues that will affect America for years to come -- from bringing prosperity to every corner of our nation to meeting the challenges of the Aging of America. At the end of this budget process, if the President has anything to say about it -- and he will -- we will have a budget That's fiscally responsible, reflects the values of the American people, and invests in the future, especially in the education of our children.

Now, I know you in the press prefer to write stories about all the work that Congress isn't getting done. And we in the White House try to help you do that. But believe it or not, I actually want to start off with some good news.

In the last few weeks, the White House and Congress have started to make real progress for the American people.

In the last [TK] days, Congress passed -- and the President signed -- an historic Interior Appropriations bill that for the first time sets up a dedicated and protected fund to buy and protect precious land -- from neighborhood parks to pristine wilderness.

We also negotiated a transportation bill, that among other things, lowers the acceptable blood alcohol level for drivers to .08 percent -- a change that will save hundreds of lives every year.

We've come together on VA-HUD, a bill that makes a number of important investments in America's future. First, it funds vital parts of the President's New Markets Initiative, including Empowerment Zones, to help bring new investment to our most hard-pressed communities. Second, it increases funding for the cutting-edge research being conducted at the National Science Foundation, for the space explorations of NASA, and for technologies to increase fuel efficiency to help reduce our dependence on oil. Lastly, the bill makes critical investments in protecting our environment.

All this shows that we can make progress, even in an election year. That's the good news. The bad news is that we haven't made anywhere near enough progress, and time is running out.

We are already more than two weeks passed the end of the fiscal year, and Congress has yet to complete and send to the President eight out of thirteen spending bills. Because of that, the President has had to sign three continuing resolution in order to keep the government open for business. And signs are that Congress will ask him for another one at the end of the week.

How did this fiscal fiasco happen? I think the explanation is very obvious. From the very beginning, the majority party failed to commit themselves to the strategy of fiscal discipline that has brought our country from an age of deficits to an era of surpluses. Now, the budget the President sent Congress back in February did keep to that strategy. It was a balanced budget that would strengthen Social Security and Medicare, put America on-track

to pay down the debt by 2012, while at the same time making key investments in education, technology, the environment, and health care, including adding to Medicare a voluntary and affordable prescription drug benefit.

The Republican majority took a very different path. They committed themselves to a big, bloated tax cut plan, that made it impossible for them to pass a responsible budget in a timely manner. Something they knew was in their self-interest, and had been promising to do.

Back in [TK], House Speaker Dennis Hastert vowed to start passing appropriations bills by April. It never happened. Congressman Tom Delay said Congress would finish the bills before the start of the Republican Convention. The Convention came and went and 12 of 13 spending bills hadn't even been brought to the floor. Majority Leader Dick Armey said the plan was to adjourn by October 1st. Another broken promise. The fact that they've blown one deadline after another hasn't stopped them from taking one five-day weekend after another. Maybe there's a good excuse for all this -- maybe the entire leadership misprogrammed their Palm Pilots and they all think it's still August.

But I think it goes back to their lack of commitment to fiscal discipline. We see that every day as their spending bills are loaded up with record amounts of pork -- enough to keep Jimmy Dean in the sausage business for years to come. Now of course every year there's a certain amount of unnecessary spending. We all know that. But this Republican Congress is breaking new records. Don't take my word for it, listen to Republican Senator John McCain. He says the pork-barrel spending this year is "the worst ever??? a free for all." And listen to Republican Senator Phil Gramm, who says of this pork-barrel spending "people have gone crazy ??? if anyone had any doubt about what would happen to the surplus, they now have proof." Keep in mind: these are Republican Senators talking about their own Republican-led Congress.

Every dollar of unnecessary pork spending is another dollar not going to our most pressing priorities -- and our number one priority for keeping our economy strong: paying down the debt. As you've heard the President say many times, paying down the debt will keep interest rates down, investment up, and the economy growing. But it only works if you keep at it over the long term, and the Republicans can't seem to think that way. Consider their so-called "90-10" plan in which they say they're putting away 90 cents of debt reduction for every ten cents of spending. They won't tell you that the President's budget puts away 95 cents for every dollar of debt reduction. But the real catch is this: the Republican plan only commits to one year of debt reduction, so that next year they can try to pass a \$2 trillion tax cut. That's like promising to make your mortgage payments, but only for a year. You'll never own the house that way. The President's budget puts us on a path to paying down the debt entirely by 2012.

Every homeowner knows, to build a house you need a strong foundation. And That's what Congress needs to do in this budget -- build a strong foundation for America's future. They need to pass a criminal justice budget that gives us safer streets and stronger communities, that puts 50,000 more community police on the streets and cracks down on dangerous gun criminals. They need to pass a budget that enforces civil rights, and ensures stronger efforts for equal pay for women, insists on fairness for immigrants, and closes the digital divide. We need to pass a budget that invests in securing our embassies against terrorist attacks, so that America can continue to lead the world in the 21st Century.

Most importantly, we need to invest in our number one priority -- the education of our children. The average American school building is now more than 40 years old. At least 60 percent of the schools in every state are in need of repair. And studies have shown that overcrowded and antiquated classrooms get in the way of learning. If we expect students to lift themselves up, we shouldn't put them in schools that are falling down.

The President has called for tax credits to help communities build or modernize 6,000 schools, and grants and loans for emergency repairs in 5,000 schools a year for five years. We have a bipartisan majority in the House of Representatives ready right now to pass school construction tax credits. Unfortunately, the Republican leadership continues to stand in the way and refuses to bring it to a vote.

The leadership is also dragging its heels on increasing our investment in after school programs. [Study after study shows that afterschool programs increase student learning and keep children safe and off the street during the late afternoon hours when many parents are at work and juvenile crime soars. Today, I am pleased to announce a new Education Department study confirming the positive impact of national investments in afterschool. Highland Park, Michigan, for instance, has seen a 40 percent drop in juvenile crime in the neighborhood surrounding its locally-run, federally-supported afterschool program. Students in a similar program in Brooklyn, New York saw their grades rise in one or more subjects by five points on a hundred-point scale.

The evidence is overwhelming: investments in afterschool makes sense. Yet the majority party's education budget denies afterschool to over 1.6 million children who would get it under the President's balanced budget proposal. It also shortchanges efforts to improve teacher quality. And their budget also fails to ensure progress towards hiring 100,000 quality teachers to reduce class sizes in the early grades. You may remember that a lot of Republicans running for reelection in 1998 aired television ads bragging about how they supported hiring 100,000 teachers. There's another broken promise.]

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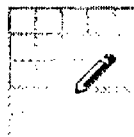
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And, most amazing of all to me, the majority's budget invests nothing to help states turn around failing schools or shut them down and reopen them under new management. How many times have we heard Republicans say they want to make our schools more accountable? Well, here they finally have a chance to put

their money where their rhetoric is. And they won't do it.

We all know that at the end of this process we're going to have a budget. After all, it's in the Constitution. [hold up Constitution]. But there are legal obligations and moral ones. There are things you must do, and things you ought to do. Congress must pass a budget, but it ought to pass hate crimes legislation. It ought to raise the minimum wage. It ought to pass a strong, enforceable Patients Bill of Rights. Yes, it's late in the game. But plenty of games are won in the bottom of the ninth. We can achieve a big victory for the American people if we put our partisan differences aside, and put the future of America's families first. Thank you.

Message Sent To: _____

 Paul D. Glastris
10/13/2000 03:40:17 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: draft of tomorrow's CR/Education statement

Draft 10/12/00 3:35 pm

Paul Glastris

**PRESIDENT WILLIAM J. CLINTON
STATEMENT ON EDUCATION AND
SIGNING THE CONTINUING RESOLUTION
THE WHITE HOUSE
WASHINGTON, DC
October 15, 2000**

Two weeks ago, the fiscal 2000 budget year ended. Since then, I have had to sign two short-term continuing resolutions to keep the government open. Yet Congress has yet to send me tk of 13 spending bills. Last night, I signed one more continuing resolution. It ought to be the last, and it will certainly be the last I sign at this length. Congress needs to finish its work and send me a budget. It should be a budget that is fiscally responsible, that reflects the values of the American people, and that invests in the future, especially in the education of our children.

I sent such a budget to Congress in February. Among other things, my budget calls for tax credits to help communities build or modernize 6,000 schools, and grants and loans for emergency repairs in nearly 5,000 schools a year for five years. The need is undeniable. The average American school building is now more than 40 years old. At least 60 percent of the schools in every state are in need of repair. And some schools actually pose health risks to students. I received a letter yesterday from some of the nation's top health organizations, including the American Lung Association and the National Association of school nurses. They point out that in many of our older school buildings, the air is polluted with mold, radon gas, and other substances harmful to our children's health.

These groups endorse my proposal to rebuild and repair our schools. A bipartisan majority in the House of Representatives is ready right now to pass school construction tax credits. Unfortunately, the Republican leadership continues to stand in the way and refuses to bring it to a vote.

The majority party's education budget also fails to make other vital investments in education. It denies afterschool to over 1.6 million children who would get it under my balanced budget proposal. It does not ensure the hiring of another 20,000 teachers to reduce class sizes. It

shortchanges efforts to improve teacher quality. And it invests nothing to help states turn around failing schools or shut them down and reopen them under new management.

The continuing resolution I signed last night gives Congress seven more days to act. That is enough time to pass a responsible budget that modernizes our schools, strengthens accountability, lowers class sizes, expands afterschool and college opportunities for young people, and ensures a qualified teacher in every classroom. It should also be a budget that puts more police on the street, that enforces civil rights, ensures equal pay, expands health care, and creates opportunities for all Americans to share in our strong economy through our New Markets Initiative.

At this time of unprecedented prosperity, there is no reason we can't put partisanship aside and make the investments we know will move our nation forward, especially in the education of our children. By building stronger schools, we'll build a stronger America in the future.

Message Sent To: _____

**THE CLINTON-GORE ADMINISTRATION:
CALLING ON CONGRESS TO ACT NOW ON AMERICA'S EDUCATION PRIORITIES**

October 5, 2000

"Quote to follow."

President Bill Clinton
October 5, 2000

Today, at the White House, President Clinton met with Congressional Democrats to discuss the progress of the budget negotiations on America's education priorities. The President highlighted a new class-size report showing that effective use of federal class size reduction funds to hire highly qualified teachers in early grades improves student achievement in urban areas. The President urged Congress to make critical education investments to help modernize crumbling schools, hire 100,000 high-quality teachers to lower class sizes, increase after-school opportunities, and expand college opportunity for all Americans. He also called on Congress to demand more from our schools by helping turn around failing schools and by enacting his \$1 billion Teacher Quality proposal to improve teacher recruitment and development and increase the number of certified teachers in America's classrooms.

RAISING STUDENT ACHIEVEMENT BY REDUCING CLASS SIZE. Last year, Congress made a down-payment of \$1.3 billion toward President Clinton's goal of hiring 100,000 new teachers to bring class size down to a national average of 18 in the early grades. This initiative is helping 1.7 million children benefit from smaller, more personalized classes. The report by the Council of Great City Schools highlighted today confirms that the Administration's investments to reduce class size are making a difference. This report shows that:

- 32 of our nation's largest urban school districts received almost \$243 million in federal class size funds for the current school year;
- More than three-fourths of this funding was devoted to hiring 4,069 new teachers in grades 1-3, with the remainder used to improve teacher recruitment and professional development;
- Reducing class sizes from 24 to 18 can improve student NAEP scores in urban areas by more than 5 points.

INVESTING IN AMERICA'S PRIORITIES IS WORKING. Under this Administration, the federal investment in education and training programs has more than doubled, and student achievement is improving. For example:

- Since 1992, reading and math scores on the National Assessment of Educational Progress have increased for 4th, 8th, and 12th graders, including students in the highest poverty schools;
- The achievement gap between low-income and minority students and their peers is on the decline;
- Math SAT scores are at a 30-year high. The average SAT math score has gone from 501 in 1992 to 514 in 2000, and the average verbal score has gone from 500 to 505;
- More students are taking a rigorous high school curriculum and pursuing a higher education than a decade ago.

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES. The President reiterated the urgent need for the Republican Leadership to act immediately to pass a budget that meets the education needs of our students. The Republican leadership has proposed an education budget that shortchanges America's students by failing to provide adequate funds to ensure that states and local communities have the resources they need to provide our students with the high-quality education they deserve. Republicans in Congress still have not sent the President an education budget, and today the President again called on the Republican Leadership to send him an education budget that invests more and demands more from our schools.

PRESIDENT CLINTON CALLS ON CONGRESS TO ACT ON AMERICA'S EDUCATION PRIORITIES AND RELEASES NEW CLASS SIZE REDUCTION REPORT

October 5, 2000

Today President Clinton will meet with Congressional Democrats to discuss the progress of the budget negotiations on America's education priorities, and release a new class-size report by the Council of Great City Schools. The report demonstrates that the effective use of federal class size reduction funds to hire highly qualified teachers in the early grades helps improve student achievement in urban areas, and highlights the urgent need for Congress to ensure our children receive the first-class education they deserve. President Clinton will urge Congress to make critical education investments to help communities modernize crumbling schools, hire 100,000 high-quality teachers to lower class sizes, increase after-school opportunities, and expand college opportunity for all Americans. He will also call on Congress to demand more from our schools by helping districts turn around failing schools and enact his \$1 billion Teacher Quality proposal to improve teacher recruitment, professional development, and increase the number of certified teachers in America's classrooms.

RAISING STUDENT ACHIEVEMENT BY REDUCING CLASS SIZES. Last year, Congress made a down payment of \$1.3 billion toward President Clinton's goal of hiring 100,000 new teachers to bring class size down to a national average of 18 in the early grades. Overall, the federal initiative is helping 1.7 million young children benefit from smaller, more personalized classes. The report by the Council of Great City Schools provides further proof that the Clinton-Gore Administration's investments to reduce class sizes are making a difference. This report shows that 32 of our nation's largest urban school districts received almost \$213 million in federal class size funds for the 2000-2001 school year, and approximately 3,354 new first, second, and third-grade teachers were hired to teach in these schools. More than three-quarters of this funding was devoted to hiring new teachers in grades one, two, and three, with the remainder used to improve teacher recruitment and professional development. Through an analysis of the National Assessment of Educational Progress (NAEP), the report also notes that reducing class sizes from 24 to 18 can improve student NAEP scores in urban areas by more than 5 points.

INVESTING IN AMERICA'S PRIORITIES AND DEMANDING RESULTS IS WORKING. Indicators show that the Clinton-Gore plan to invest in proven education strategies and insist on accountability for results is helping more students reach high standards. Under this Administration, the federal investment in education and training programs has more than doubled and student achievement is improving. For example:

- Since 1992, reading and math scores on the National Assessment of Educational Progress (NAEP) have increased for fourth, eighth, and twelfth graders, including students in the highest poverty schools.
- The achievement gap between low-income and minority students and their peers is on the decline.
- Math SAT scores are at a thirty-year high. The average SAT math score has gone from 501 in 1992 to 514 in 2000, and the average verbal score has gone from 500 to 505.
- More students are taking a rigorous high school curriculum and pursuing a higher education than a decade ago.

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES. The President will reiterate the urgent need for the Republican Leadership to act immediately to pass a budget that meets the education needs of our students. The Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget in February that makes investments in key education initiatives, including: continuing our commitment to hire 100,000 quality teachers to reduce class sizes, repairing our crumbling schools, increasing the number of certified teachers in America's classrooms, strengthening accountability for turning around failing schools, expanding after-school opportunities, and preparing 1.3 million at-risk children for college through GEAR UP. The Republican leadership has proposed an education budget that shortchanges America's students by failing to provide adequate funds to ensure that states and local communities have the resources they need to provide our students with the high quality education they deserve. Republicans in Congress still have not sent the President an education budget, and today the President will again call on the Republican Leadership to send him an education budget that invests more in and demands more from our schools.

BRIEFING OF DEMOCRATIC CONGRESSIONAL LEADERSHIP

- 1. Mike Casserly, the Executive Director of the Council of the Great City Schools, is presenting the President with a report on how 30 of his member school districts – large urban districts throughout the country – are taking advantage of the funds provided by the Class Size Reduction program in the 2000 – 2001 school year; the school year that began last month.**
- 2. This is an annual update of a similar report he prepared last year at this time. And the report shows some good news, and important news. Among other findings, it shows:**
 - The Class Size Reduction Program is producing results.** A number of school districts, including Philadelphia PA, Ft. Worth Texas, and New York City, have conducted evaluations that show that this program, after just one year, is already improving student achievement and is also receiving strong teacher support.
 - Philadelphia found that prior to implementation of the class size reduction initiative 27.5% of first graders were ready to move on to second grade material. After the first year of its initiative, 47.7% of the first graders in smaller classes were ready to move on to second grade material.**
 - The Class Size Reduction Program helps communities have good teachers, not just more teachers.**
 - These urban school districts are spending about 15% of the funds for professional development, to help make sure that all of the teachers in the early grades have the knowledge and skills they need to teach young children effectively.
 - School Districts are taking advantage of the flexibility built into the program to use funds – about 4% -- to help them recruit qualified teachers, through the use of advertising, recruitment trips, and hiring bonuses.
 - The Class Size Reduction Program is rapidly becoming an essential ingredient in the efforts of urban schools to boost student achievement.**
 - School districts like Denver are using their funds to hire mentor teachers who teach small classes for part of the time and train and coach other teachers in the use of proven instructional practices.
 - Fort Worth placed 60 teachers in low performing schools, cut class size to 11, and focused on helping the lowest performing students learn to read. And students in these classes posted significantly larger gains in reading than did students in the larger classes.
- 3. The report also shows that most districts were not able to make additional, significant reduction in class size in the second year of the program, because we were only able to get a funding increase from \$1.2 billion to \$1.3 billion. That is why it is so important that this time, we get the \$1.75 billion the President has requested for this program – so we can build on these impressive gains, and do even better next year.**

Draft 10/04/00 5:00pm
Heather Hurlburt

**PRESIDENT WILLIAM J. CLINTON
EDUCATION REMARKS
THE WHITE HOUSE
WASHINGTON, DC
October 4, 2000**

Good morning. I asked a group of Congressional Democrats, all leaders on education issues, to come here today and hold a strategy session on how to move forward with our agenda for improving America's schools. I want to thank them all for coming – and thank Secretary Riley for joining us.

We are all here because we believe that education is Congress's most important assignment right now. But, with time in this legislative session running out fast, the majority will be hard-pressed to earn a passing grade.

For more than seven years, we've worked to invest more in our schools and demand more from them: by hiring teachers, shrinking class size, promoting high standards, boosting Head Start, after-school and summer school, and hooking up 95 percent of schools to the Internet.

We have made real progress. In 1993, only about 14 states had real standards and a core curriculum. Today, 49 states do. Math and reading scores are rising across America – with some of the greatest gains in some of the most disadvantaged schools. The number of students taking advanced placement courses has risen by two-thirds in eight years. And college entrance exam scores are rising, ~~even~~ as more students from disadvantaged backgrounds take the test.

But nobody believes that we've finished the job of renewing American education. The students who went back to school this fall are the biggest, most diverse group in our nation's history. They will graduate into a competitive, high-tech economy where a good job will require a good education. We owe it to them to invest in their future – and to invest in what works. And make no mistake, we know what works. Let me give you just one example.

We've been working for years to cut class sizes – because study after study, from Tennessee to Wisconsin to California, has shown that smaller classes and more teacher attention boost test scores and learning ~~even~~ especially among the most disadvantaged students. Two years ago, we launched a class size reduction initiative, to help put more teachers in the classroom and better train those already there. With a minimum of bureaucracy and red tape, it has allowed school districts across the country to hire 29XX,000 teachers.

~~{~~Today,~~24~~ the Council of the Great City Schools issued its second annual report on our class size initiative, and confirmed that it is working. Last year alone, the report says, federal funds provided training for more than 25,000 teachers and increased pay for thousands more. They allowed Philadelphia to cut the teacher-student ratio in kindergarten and first grade down to

15-to-1. San Francisco used federal funds to get eighth-grade math and language arts classes down to a 20-to-1 ratio from a high of 33-to-1. And just as the rigorous academic studies told us they would, schools across the country report that test scores are up in smaller classes. Student confidence and teacher morale are up. And disciplinary problems are down.

Michael Casserly, who runs the Council of the Great City Schools, is with us today. I thank him for his commitment to America's schools. The urban success stories he documents sound a lot like the turned-around schools I've visited, from small-town Kentucky to inner-city New York. What I've seen is an education revival, not an education recession.

In short, cutting class size and investing in teacher quality produces positive, lasting results, and Congress should be beefing up those investments, not neglecting them.

When we began the class size initiative, many Republicans in Congress supported it. They went home and bragged about it. But this year, they've abandoned it. The budget they've proposed does nothing to meet our goal of hiring 100,000 new teachers to cut class size in the early grades. And that's not all. Their budget fails to guarantee investment in building or modernizing classrooms, although our school construction deficit has at least reached \$1270 billion. It shortchanges funding for after-school programs and would not fund my \$1 billion teacher quality proposal, to help put a ^{certified} qualified teacher in every classroom. It underfunds our GEAR-UP program to help disadvantaged kids prepare for college. It walks away from our pledge to identify failing schools and help turn them around – or shut them down or bring them under new management. And it fails to give middle-class families a \$10,000 tax deduction for college.

There is no excuse for this. We have plenty of evidence that, if you invest more in the schools and demand more from them, you can turn schools around, change young people's lives for the better, and improve the economic prospects of our entire nation.

We will hear in a moment from Senator Murray and Congressman TBD about some of the specific ways Congress can make a difference right now by investing in teachers and schools across our nation. [Earlier today, I called Speaker Hastert and offered again to work together to make some progress.] But I want to be clear – everyone here today is committed to staying at the table until we have an education budget that meets the needs of 21st-century schools. We're going to keep fighting to strengthen accountability; to hire 100,000 new teachers for smaller classes; to help communities build or modernize schools; to expand after-school programs and college opportunities; and to put a certified qualified teacher in every single classroom in America.

This is worth fighting for. Thanks to people like Michael Casserly and the Council of the Great City Schools, we know our initiatives are working. And we owe it to our kids – and to ourselves – to make sure kids in every classroom across the nation get the chance to excel in school, and to succeed in life.

Thank you.

Final 9/29/00 4:00 pm
Sam Afridi

PRESIDENT WILLIAM J. CLINTON

RADIO ADDRESS ON SCHOOL CONSTRUCTION

September 30, 2000

Good morning. This has been a good week for America. As our athletes continue to pile up medals in Sydney, our economy continues to break records at home. This week, we learned household income reached an all-time high, poverty hit a 20-year low, and the budget surplus is the largest on record.

Today, I want to talk with you about making the most of this moment by putting education first and building better schools for our children.

This fall, America's schools opened their doors to the largest number of students in our history. We're working hard to give them the best.

We're turning our schools around—with higher standards, stronger accountability and more investment. Reading, math and SAT scores are up. We've boosted after-school and summer school programs. With the Vice President's e-rate program, we've helped connect 95% of our schools to the Internet. And we have stayed focused on hiring 100,000 high quality teachers to reduce class size in the early grades.

But students can't lift themselves up in schools that are falling down. Across our nation, students are struggling to learn in schools that are crowded or

crumbling. I visited a school in Florida where classes were held in not 1 or 2, but 12 trailers.

I visited a school in Queens where there were 400 more students than the school was built for. I visited a school in a Virginia town where the electrical service in some classrooms is so poor that if you plug a new computer into the wall, the circuit breaker cuts off.

This is an American challenge. The average school building is more than 40 years old—and the estimated price-tag to bring our schools into good condition stands at \$127 billion.

Today, I am releasing a new Department of

Education analysis that highlights the nationwide need to build new schools and modernize existing ones. The study provides a state-by-state report card that shows that at least 60 percent of the schools in every state are in need of repair.

Many states and local communities are working to fix their schools, but too many school districts do not have the tax base to handle this burden alone.

That is why I've proposed a school construction tax credit to help communities build or modernize 6,000 schools. I have also proposed to provide grants and loans for emergency repairs in nearly 5,000 schools that desperately need them.

The good news is that we have a bipartisan majority in the House of Representatives ready to pass school construction relief right now. But the Republican leadership continues to stand in the way and refuses to bring it to a vote.

Every day they stall is another day our children are forced to go to school in trailers, crowded classrooms and crumbling buildings. Congress must act now.

In a larger sense, this is about our priorities and values. The schools I attended as a child were fairly old, but they were well-maintained. They sent every student a clear message: You are important to us. We take your

education seriously. That was how my parent's generation kept faith with us, and that's how we must keep faith with our children.

But the clock is ticking. At midnight tonight, the fiscal year runs out.

Congress still hasn't sent me a budget for education and other pressing priorities. Yet they have found the time to load up spending bills with millions in special interest projects. In fact, not long ago, Senator McCain said pork-barrel spending has "lurched completely out of control." Well, it's time to turn off the special interest spigots and deliver for our children's future.

That's why I have instructed my budget team to seek final negotiations on an education budget that stays true to our values. We're not going to leave the table until we invest in modernizing our schools and continue our effort to hire 100,000 quality teachers for smaller classes.

We're going to keep fighting to strengthen accountability to turn around failing schools, expand after-school programs and college opportunities for young people, and ensure a qualified teacher in every classroom.

Our kids deserve 21st century schools. In this time of prosperity, we have a responsibility to make sure they get

nothing less. And by building stronger schools, we can help build the future of our dreams for all our children.

Thanks for listening.

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Best Practice- Elizabeth learning Center

Elizabeth Learning Center is a K-12 school with almost 3,000 students who attend school on three “tracks”. This allows the school and teachers to offer a lower class size average while educating more kids by using a rotating calendar that uses the facility year round. The Elizabeth Learning Center started their new approach in July of 1993 by incorporating the practice of using the community to teach. The vision of the Learning Center is to make ESL computer technology available to student and parents alike and create an entire Learning Community. Elizabeth Learning Center strengthens the community by providing access to ESL adult education programs, Head Start Home Bases and child care to make their learning experience as rewarding as possible. In the school itself, much of the curriculum is organized around central themes and across subject areas. The curriculum focuses on personally meaningful issues so that learning is relevant to students. Teachers are encouraged to use the community as a learning laboratory in which students may apply their knowledge and skills to projects. The Elizabeth learning Centers goal is for every student to acquire fluency and comprehension in reading at or above his or her grade level, form quality communication skills, and an understanding of fundamental mathematics, science, literature, history, social studies, the arts, health and their applications in life. Elizabeth Learning Center feels this will give students the ability to effectively process and evaluate information while finding creative and workable solutions to problems. They feel that through this form of teaching they can foster a feeling of responsibility, confidence, integrity, curiosity and a desire for pursuit of lifelong learning.

Since 1992, reading and math scores on the National Assessment of Educational Progress (NAEP) have increased for fourth, eighth, and twelfth graders, including those students in the highest poverty schools;

The achievement gap between low-income and minority students and their peers has decreased; More students are taking a rigorous high school curriculum and enrolling in higher education; and

Nearly all of the nation's highest poverty schools receive Title I funds compared to fewer than 80 percent before 1992.

Democratic Leaders Join The President In Calling On Congress To Pass His Education Agenda. Parents and teachers have long known that smaller classes have higher achievement levels, fewer discipline problems, and more personal attachment to their teachers and classmates. The President will repeat his demand that the Republican-led Congress take immediate action to pass a budget that meets the needs of America's students. Prior to releasing today's class-size report, the President met with Democratic leaders from Congress and Secretary of Education Richard Riley to discuss the progress of his education proposals which have been held up by the Republican leadership in Congress. The President expressed his frustration that Congress refuses to act-despite overwhelming public support his proposals that support better learning opportunities for all children.

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES.

The Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget in February that makes investments in key education initiatives such as continuing our commitment to hire 100,000 quality teachers to reduce class sizes, ensuring a qualified teacher in every classroom, increasing accountability by turning around failing schools, expanding after-school opportunities, and preparing 1.3 million at-risk children for college through GEAR UP. The fiscal year ended last week, and even though the continuing resolution that extends federal funding comes to an end tomorrow, the Republican Congress has still completed only two of 13 spending bills and is now rejecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. Today, the President will renew his call on Congress to fully enact his education budget proposals by investing more in our schools and demanding more from them to ensure our children receive the high-quality education they deserve.

**PRESIDENT CLINTON RELEASES CLASS SIZE REDUCTION REPORT,
AND CALLS ON CONGRESS TO ACT ON AMERICA'S EDUCATION PRIORITIES**

OCTOBER 5, 2000

Today President Clinton will meet with Congressional Democrats to discuss the progress of America's education priorities in the budget negotiations and release a new class-size report by the Council of Great City Schools. The report, on the effective use of federal class size reduction funds to help students in urban areas by hiring additional, highly qualified teachers in the early grades, highlights the urgent need for Congressional action on the budget. President Clinton will urge Congress to invest more in our schools to help communities modernize crumbling schools, hire 100,000 high-quality teachers to lower class sizes, increase after-school opportunities, and expand college opportunity for young people. He will also call on Congress to demand more from our schools by helping districts turn around failing schools and use his \$1 billion Teacher Quality proposal to increase the number of certified teachers in America's classrooms.

Raising Student Achievement by Reducing Class Sizes. Last year, Congress made a down payment of \$1.3 billion toward President Clinton's goal of hiring 100,000 new teachers to bring class size down to a national average of 18 in the early grades. Overall, the federal initiative is helping 1.7 million young children benefit from smaller, more personalized classes. The report by the Council of Great City Schools provides further documentation of the impact reduced class sizes are having in xx of the nation's largest urban school districts. Among the findings of today's report:

- An analysis of the National Assessment of Educational Progress (NAEP) shows that reducing class sizes from 25 or more to 18 can improve NAEP scores in urban areas by as much as 11 points.
- The 25 major city school systems in this study received approximately \$161.3 million in federal class size funds for the 2000-2001 school year.
- Approximately 2,737 new first, second, and third-grade teachers were hired in these city schools.
- Approximately 85.9% of funding to these schools was used to hire new teachers in grades one, two, and three.
- Approximately 10.7% of these funds was used for professional development while 3.5% was used for recruiting expenses

Investing in America's Priorities and Demanding Results is Working for America's Students. Indicators show that the Clinton-Gore plan to invest in proven education strategies and insist on accountability for results is . The report released by the President today confirms what research tells us – money matters if it invested in the right things. More importantly, the report underscores the payoffs from the Clinton-Gore commitment to investing more in our schools, while also demanding more from them. President Clinton and Vice President Gore will continue to fight for more than just higher funding levels, they will also insist that money be spent on America's priorities, like smaller classes, high quality teachers, more after school programs and modern school buildings. The report shows that: Math SAT scores are at a thirty-year high. The average SAT math score has gone from 501 in 1992 to 514 in 2000, and the average verbal score has gone from 500 to 505;

Today President Clinton will meet with Congressional Democrats to discuss the progress of America's education priorities in the budget negotiations and release a new report by the Council of Great City Schools. The report, which outlines the effective use of federal class size reduction funds to improve student learning in urban areas by hiring additional, highly qualified teachers in the early grades, highlights the urgent need for Congressional action on the budget. President Clinton will urge Congress to invest more in our schools to help communities modernize crumbling schools, hire 100,000 high-quality teachers to lower class sizes, increase after-school opportunities, and expand college opportunity for young people. He will also call on Congress to demand more from our schools by helping districts turn around failing schools and Teacher accountability – we must phase out use of unqualified teachers, use \$1 billion Teacher Quality proposal to take the first step in reducing

**President Clinton Releases Class Size Reduction Report,
And Calls On Congress To Break Their Stalemate And Fund His Education Agenda**

October 5, 2000

Reducing class size is one of the most important investments we can make in our children's future. Recent research confirms what parents have always known-children learn better in small classes with good teachers, and kids who start out in smaller classes do better right through their high school graduation.

-President Bill Clinton

*Further
force*

President Clinton today will release a report by the Council of Great City Schools on the benefits of smaller class sizes in America's urban schools. This report illustrates the ways in which the President's class size reduction initiative is helping schools throughout the country improve student learning by enabling them to hire additional, highly qualified teachers in the early grades, where students learn to read and master basic skills. Prior to releasing the report, the President met with Democratic Congressional leaders to discuss the progress of his education proposals in the budget negotiations. He repeated his request for the Republican led Congress to support his plans to hire 100,000 high quality teachers, lower class sizes, modernize crumbling schools, expand after-school programs, provide accountability and resources to turn around failing schools, and expand college opportunity for young people.

1

Raising Student Achievement by Reducing Class Sizes In The Early Grades. Parents and teachers have long known that smaller classes have higher achievement levels, fewer discipline problems, and more personal attachment to their teachers and classmates. Last year, Congress made a down payment of \$1.3 billion toward the President Clinton's goal of hiring 100,000 new teachers to bring class size down to a national average of 18 in the early grades. The report by the Council of Great City Schools provides further documentation of the impact reduced class sizes are having in 25 of the nation's largest urban school districts. An analysis of the National Assessment of Educational Progress (NAEP) shows that reducing class sizes to 18 can improve NAEP scores in urban areas by as much as 11 points. Overall, 1.7 million young children enjoyed the benefits of learning in smaller, more personalized classrooms. Among the other findings of today's report:

- The 25 major city school systems in this study received approximately \$161.3 million in federal class size funds for the 2000-2001 school year.
- Approximately 2,737 new first, second, and third-grade teachers were hired in these city schools.
- Approximately 85.9% of funding to these schools was used to hire new teachers in grades one, two, and three.
- Approximately 10.7% of these funds was used for professional development while 3.5% was used for recruiting expenses

2nd

Democratic Leaders Join The President In Calling On Congress To Pass His Education Agenda. Prior to releasing today's class-size report, the President met with Democratic leaders from Congress and Secretary of Education Richard Riley to discuss the progress of his education proposals which have been held up by the Republican leadership in Congress. The President expressed his frustration that Congress refuses to act-despite overwhelming public support his proposals that support better learning opportunities for all children. He also took exception with the recent charge that America is in an education recession. Pointing to higher test scores for all students, greater means of accountability for all schools, and unprecedented access for all students to higher education, President Clinton said the nation is experiencing an education revival, rather than a recession.

*3rd
calling
(Congress)*

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES. The Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget in February that makes investments in key education initiatives such as continuing our commitment to hire 100,000 quality teachers to reduce class sizes, ensuring a qualified teacher in every classroom, increasing accountability by turning around failing schools, expanding after-school opportunities, and preparing 1.3 million at-risk children for college through GEAR UP. The fiscal year ended last week, and even though the continuing resolution that extends federal funding comes to an end tomorrow, the Republican Congress has still completed only two of 13 spending bills and is now rejecting

America's priorities and loading spending bills with election-year, earmarked projects for special interests. Today, the President will renew his call on Congress to fully enact his education budget proposals by investing more in our schools and demanding more from them to ensure our children receive the high-quality education they deserve.

PRESIDENT CLINTON VISITS KENTUCKY TURNAROUND SCHOOL AND TOUTS ACCOUNTABILITY AGENDA TO IMPROVE SCHOOLS

May 3, 2000

Today, in Owensboro, Kentucky, President Clinton will highlight the Clinton-Gore agenda of investing more in our schools and demanding more from them. The President will visit Audubon Elementary School in the award-winning Daviess County School District, a school with two-thirds of its students in poverty that ranks 18th in the state in student achievement. The President will note that poverty is not destiny and that an agenda of high standards, real accountability, and proven investments is what is working to raise student achievement and turn around failing schools across the country. In the speech to Kentucky educators and policymakers, the President will announce that he is signing an executive order directing Secretary of Education Richard Riley to take whatever steps necessary to better assist states and localities in turning around failing schools, including redirecting federal resources and submitting an annual accountability report identifying failing schools in the states those strategies which are working to fix them. The President will also call upon Congress to pass a budget that includes his Educational Accountability Fund, which requires states to help turn around failing schools or shut them down. This afternoon, the President will travel to Central High School in Davensport, Iowa to reaffirm his commitment to assist states and localities build and modernize schools. Tomorrow he will visit the City Academy Charter School in St. Paul, Minnesota and Eastgate Elementary in Columbus, Ohio to highlight the success of charter schools and the importance of strengthening teacher quality to improve public education.

PRESIDENT LAUDS KENTUCKY'S ACCOUNTABILITY AGENDA AND REFORM

RESULTS. Speaking in the year of the tenth anniversary of Kentucky's landmark education reform legislation, the President will praise the state for its leadership in standards-based reform agenda of accountability that is working to raise student achievement and improve schools. Kentucky has successfully intervened to improve many of its low-performing schools, including providing critical resources to schools to offer extended learning, train teachers, expand technology and focus on literacy. As an example, after having been identified as performing below expectations on state assessments, Audubon Elementary now ranks 18th in student performance among elementary schools in the state. Since 1994, with fully two-thirds of its students in poverty, Audubon has seen the percentage of students scoring at a level of "proficient" and "distinguished" on state assessments increase from 12% to 88% in writing (second in the state); 5% to 70% percent in reading; and 0% to 64% in science. Across Kentucky, some of the highest performing schools are formerly low-performing and high poverty schools.

PRESIDENT SIGNS EXECUTIVE ORDER ON TURNING AROUND FAILING SCHOOLS.

The President will announce that he is signing an executive order on low-performing schools that for the first time directs the Department of Education to identify failing schools in states across the country and to assist states to take action to fix them. The executive order directs Secretary of Education Richard Riley to take whatever steps necessary to assist states and districts in turning around low-performing schools, including redirecting research, grant programs and technical assistance to turn around low-performing schools, and to submit an education accountability report that identifies the trend in low-performing schools in states, the resources they are receiving and what strategies are most effective in turning them around.

INVESTING MORE AND DEMANDING MORE TO TURN AROUND FAILING SCHOOLS.

Since taking office, President Clinton and Vice President Gore have made standards and accountability, as well as investment in proven strategies, the centerpieces of their education reform agenda. Last year,

the Administration proposed and Congress enacted an Education Accountability Fund, which provides funds to districts to turn around failing schools and allows parents to send children to higher-performing public schools. Today, the President will note that investment without accountability is a waste of money and accountability without investment is a waste of effort and he will call on Congress to reauthorize the Elementary and Secondary Education Act (ESEA) consistent with his principles of high standards, real accountability, and investing in what works. Specifically, he will call on Congress to send him a bill that includes his Education Accountability Act, which requires states to turn around failing schools or shut them down, and invests in proven strategies such as reducing class size, strengthening teacher quality, and expanding after school and summer school.

PRESIDENT CLINTON CHALLENGES CONGRESS TO ACT ON AMERICA'S PRIORITIES

September 5, 2000

President Clinton, joined by Democratic Leaders Daschle and Gephardt and members of the House and Senate Democratic caucuses, today will call on the Congressional majority to end the legislative logjam. This week, Congress will try to override President Clinton's veto of the Republican's estate tax -- a proposal that would give tax cuts averaging \$7 million each to the 3,000 wealthiest families -- while President Clinton's bipartisan call to help more than 10 million hard pressed workers by raising the minimum wage remains gridlocked. President Clinton will also urge Congress to take steps that will maintain America's prosperity and pay down the debt by passing a fiscally responsible budget that includes targeted tax cuts for retirement savings, college opportunity and long term care, as well as make investments in improving education and fighting crime. In addition, the President will urge Congress to complete work on important bipartisan priorities such as passing a meaningful Patient's Bill of Rights and providing a Medicare prescription drug benefit.

PRESIDENT CLINTON WILL CALL ON CONGRESS TO MAINTAIN AND EXPAND

ECONOMIC PROSPERITY: President Clinton's economic strategy of maintaining fiscal discipline, making investments in the American people and opening foreign markets has created the conditions for the longest economic expansion in history and put us on track to pay off the national debt by 2012. Before the 106th Congress adjourns it should take actions that will expand and maintain our prosperity for future generations:

- **Increase the minimum wage:** At a time when we are experiencing the longest economic expansion in history, the proposed \$1 increase before Congress would merely return the real value of the minimum wage to the level it was in 1982. This small raise would help more than 10 million workers, including millions of women and hard-pressed families make ends meet. Full time workers would receive an annual raise of about \$2,000 a year -- enough to pay for nearly 7 months of groceries or 5 months of rent.
- **Provide targeted tax cuts:** President Clinton's package of responsible, targeted tax cuts provides more tax relief for middle class families at less than half the cost of Republican plans. And it allows America to maintain our fiscal discipline, invest in key priorities, strengthen the solvency of Social Security and Medicare, and pay off the debt by 2012. President Clinton's package not only provides estate tax relief for small businesses and farmers and marriage penalty relief for couples, but it also rewards retirement savings, expands college opportunity, and helps families with the rising costs of long term care and child care.
- **Maintain fiscal discipline:** The Clinton-Gore administration turned \$290 billion deficits into the largest surpluses in our history and has put us on track to pay off the entire national debt by at least 2012. Fiscal discipline has produced lower interest rates and encouraged productivity and investment. Republican tax cuts passed this year, combined with those they have proposed for next year, would abandon fiscal discipline, squander the entire projected surplus, make it impossible to invest in priorities like improving education or adding a Medicare prescription drug benefit and leave America permanently in debt.

PRESIDENT CLINTON WILL ALSO CALL ON CONGRESS TO COMPLETE WORK ON AMERICA'S KEY PRIORITIES:

- **Provide an Affordable, Accessible Prescription Drug Benefit Option For All Medicare Beneficiaries:** Medicare beneficiaries face prescription drug costs that are increasing at double the

rate of inflation, and a growing number of seniors are finding themselves with inadequate prescription drug coverage or none at all. The President has proposed a voluntary, affordable Medicare prescription drug benefit for all beneficiaries. Beginning in 2002, it would provide prescription drug coverage that would have a zero deductible and cover half of all prescription drug costs up to \$5,000 when fully phased in. An increase will also limit all out-of-pocket medication costs to \$4,000. This optional benefit would also provide negotiated discounts that would ensure that Medicare beneficiaries no longer pay the highest prices in the marketplace.

- **Enact A Meaningful Patient's Bill Of Rights:** The Senate is only one vote away from passing a strong, enforceable, Patients' Bill of Rights, similar to the bipartisan Norwood-Dingell Patients' Bill of Rights. This legislation, endorsed by over 200 health care provider and consumer advocacy groups, is the only bipartisan proposal currently being considered that protects state-based accountability provisions already available under current law and includes: protections for all Americans in all health plans; protections for patients accessing emergency room care from financial sanctions; guarantees that assure access to necessary and accessible health care specialists; and meaningful enforcement mechanisms that ensure recourse for patients who have been harmed as a result of a health plan's actions.
- **Pass A Fiscally Responsible Budget That Invests In Education, School Modernization & Key Priorities:** The President proposed a balanced and fiscally responsible budget that extends the solvency of Social Security and Medicare and makes investments in key priorities for the American people. The President's budget includes important investments in education – including modernizing 6,000 schools and repairing 25,000 more, meeting our commitment to hire 100,000 quality teachers to reduce class size, identifying and turning around failing schools, increasing after school opportunities, improving teacher quality, mentoring at-risk youth to increase college success, and increasing accountability. To pay for fiscally irresponsible tax cuts, Congressional Republicans have cut key priorities resulting in fewer quality teachers for schools, fewer law enforcement officers and prosecutors to fight crime, reduced environmental protection, and less funding for National Science Foundation research. This fall, President Clinton will insist that Congress produce a responsible budget that honors our values and invests in the American people.
- **Approve Common Sense Gun Safety Legislation:** Sensible gun safety legislation has languished in Congress for over a year, while an estimated 30,000 Americans have lost their lives to gun violence. In May 1999 the Senate passed common sense gun safety measures, with Vice President Gore casting the tie-breaking vote. Since then, Republican Congressional leaders have delayed and bottled up this legislation at the behest of the gun lobby. The President will call on Republican Leadership to put the public safety interests of America's families first and pass a bill that closes the gun show loophole, requires child safety locks to be sold with handguns, bans the importation of large capacity ammunition clips and prevents violent juvenile offenders from buying guns as adults.
- **Pass Legislation to Prevent Hate Crimes:** The President today will also make the case for expanded federal hate crimes legislation. In particular, he will urge Congress to pass the bipartisan hate crimes legislation pending in Congress this year. The Senate has already passed this legislation, and the President will urge the House to act expeditiously to pass this critical legislation. This legislation would punish hate crimes based on a victim's sexual orientation, gender, or disability. Current federal law does not cover such cases. In addition, this legislation also recognizes that state and local law enforcement still have primary responsibility for investigating and prosecuting hate crimes.

PRESIDENT CLINTON:
HIGHLIGHTING THE RESULTS OF INVESTING IN AMERICA'S EDUCATION PRIORITIES
September 12, 2000

"We've worked very hard for seven and a half years now, for higher standards, more accountability, reforms that work, and greater investment. The results are coming in, and it's clear that this strategy is working..."

President Bill Clinton
September 12, 2000

Today, at the White House, President Clinton released a report highlighting the progress America's students are making. The report underscores the results of the Clinton-Gore Administration's commitment to investing more in our schools while demanding more from them. The President also announced the award of \$46 million in new GEAR UP grants to help disadvantaged students prepare for college, released a letter from 104 college presidents calling for full funding for GEAR UP, and called on Congress to continue to make critical investments in education, including smaller classes, modern school buildings, high-quality teachers, more after-school programs, and accountability for results.

Then and Now: Investment and Progress. When President Clinton and Vice President Gore took office in 1992, they began a strategy of improving education through high standards, accountability, and investing in what works. Since then, the Administration has doubled the federal investment in education and training while maintaining a balanced budget and paying down the debt. The report released today shows that:

- Math SAT scores are at a 30-year high. The average SAT math score has gone from 501 in 1992 to 514 in 2000, and the average verbal score has gone from 500 to 505;
- Since 1992, reading and math scores on the National Assessment of Educational Progress have increased for 4th, 8th, and 12th graders, including those students in high-poverty areas;
- The achievement gap between low-income and minority students and their peers has decreased;
- More students are taking a rigorous high school curriculum and enrolling in higher education; and
- Nearly all of the nation's highest poverty schools receive Title I funds, compared to fewer than 80% before 1992.

Awarding \$46 Million in New GEAR UP Grants. With President Clinton's leadership, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) was proposed and enacted in 1998 with broad bipartisan support. Today, the President released 80 new GEAR UP grants totaling \$46 million. Combined with existing funding, these grants will promote college opportunities for more than 700,000 at-risk children this year. GEAR UP supports partnerships of schools, colleges and universities, and community organizations to strengthen academics and tutoring, mentor students, share college information, and provide college scholarships. It also funds state efforts to promote college awareness and provide scholarships for needy students.

Calling for Full Funding of Important College Programs. For the second year in a row, interest in GEAR UP far exceeded available funding, limiting the Department of Education to fund only one application in four. President Clinton has requested \$325 million for GEAR UP in FY 2001 to help meet the obvious need, but Congress plans to freeze it at \$200 million, denying aid for up to 600,000 students. Today, the President released a letter from 104 college and university presidents endorsing his request for \$325 million in funding for GEAR UP, as well as for other important college programs including the TRIO programs for disadvantaged students.

Calling on Congress to Invest in America's Education Priorities. In February, the Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives, such as modernizing 6,000 schools and repairing 25,000 more, meeting our commitment to hire 100,000 quality teachers to reduce class sizes, improving teacher quality, increasing accountability by turning around failing schools, and expanding after-school opportunities. Today, the President renewed his call on Congress to fully enact his education budget proposals by investing in what works for our schools and demanding more from

them, to ensure our children receive the high-quality education they deserve.

"Plan Colombia," to bolster democracy and combat drug trafficking in Colombia, for military operations in Kosovo, and for LIHEAP heating and cooling assistance.

July 13: Opening Trade with Vietnam

The United States and Vietnam reached final agreement on the Bilateral Trade Agreement, fulfilling the President's goal of negotiating a comprehensive trade agreement with Vietnam that would advance reform by leading to significantly more open markets and to Vietnam's firmer integration into the global economic community.

July 26: Highest Homeownership Rate Ever Recorded

The homeownership rate reached 67.2 percent in the second quarter of 2000 -- the highest ever recorded. Minority homeownership rates were also the highest ever recorded. There are almost 9 million more homeowners than in 1993.

July 31: Largest One-Year Debt Pay Down in American History

The Treasury Department announced that the United States will pay off \$221 billion of debt in 2000 -- the largest one-year debt pay down in American history. This will be the third consecutive year of debt reduction, bringing the three-year total to \$360 billion. Public debt is on track to be \$2.4 trillion lower in 2000 than was projected in 1993.

August 8: Teen Births Down to the Lowest Rate on Record

The Centers for Disease Control and Prevention announced that the teen birth rate has fallen eight years in a row, dropping 20 percent from 1991 to 1999 to the lowest rate in the 60 years data on teen births have been recorded. The teen pregnancy rate is also at the lowest rate on record.

August 22: Moving People from Welfare to Work

HHS Secretary Donna Shalala announced that the percentage of adults still on welfare who were working reached 33 percent in 1999, compared to just 7 percent in 1992 -- nearly a fivefold increase. Since January 1993, the number of people on welfare has fallen by more than half, from 14.1 million to 6.3 million.

September 7: The National Debt Clock is Retired

On September 7, the National Debt Clock in New York's Times Square was officially retired. Because of the hard work of the American people and the fiscal discipline that the President and Vice President have worked hard to maintain, we are on our way to eliminating America's publicly-held debt for the first time since 1835.

Final 9/29/00 4:00 pm
Sam Afridi

PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON SCHOOL CONSTRUCTION

September 30, 2000

Good morning. This has been a good week for America. As our athletes continue to pile up medals in Sydney, our economy continues to break records at home. This week, we learned household income reached an all-time high, poverty hit a 20-year low, and the budget surplus is the largest on record. Today, I want to talk with you about making the most of this moment by putting education first and building better schools for our children.

This fall, America's schools opened their doors to the largest number of students in our history. We're working hard to give them the best.

We're turning our schools around—with higher standards, stronger accountability and more investment. Reading, math and SAT scores are up. We've boosted after-school and summer school programs. With the Vice President's e-rate program, we've helped connect 95% of our schools to the Internet. And we have stayed focused on hiring 100,000 high quality teachers to reduce class size in the early grades.

But students can't lift themselves up in schools that are falling down. Across our nation, students are struggling to learn in schools that are crowded or crumbling. I visited a school in Florida where classes were held in not 1 or 2, but 12 trailers.

I visited a school in Queens where there were 400 more students than the school was built for. I visited a school in a Virginia town where the electrical service in some classrooms is so poor that if you plug a new computer into the wall, the circuit breaker cuts off. This is an American challenge. The average school building is more than 40 years old—and the estimated price-tag to bring our schools into good condition stands at \$127 billion.

Today, I am releasing a new Department of Education analysis that highlights the nationwide need to build new schools and modernize existing ones. The study provides a state-by-state report card that shows that at least 60 percent of the schools in every state are in need of repair.

Many states and local communities are working to fix their schools, but too many school districts do not have the tax base to handle this burden alone.

That is why I've proposed a school construction tax credit to help communities build or modernize 6,000 schools. I have also proposed to provide grants and loans for emergency repairs in nearly 5,000 schools that desperately need them.

The good news is that we have a bipartisan majority in the House of Representatives ready to pass school construction relief right now. But the Republican leadership continues to stand in the way and refuses to bring it to a vote.

Every day they stall is another day our children are forced to go to school in trailers, crowded classrooms and crumbling buildings. Congress must act now.

In a larger sense, this is about our priorities and values. The schools I attended as a child were fairly old, but they were well-maintained. They sent every student a clear message: You are important to us. We take your education seriously. That was how my parent's generation kept faith with us, and that's how we must keep faith with our children.

But the clock is ticking. At midnight tonight, the fiscal year runs out.

Congress still hasn't sent me a budget for education and other pressing priorities. Yet they have found the time to load up spending bills with millions in special interest projects. In fact, not long ago, Senator McCain said pork-barrel spending has "lurched completely out of control." Well, it's time to turn off the special interest spigots and deliver for our children's future.

That's why I have instructed my budget team to seek final negotiations on an education budget that stays true to our values. We're not going to leave the table until we invest in modernizing our schools and continue our effort to hire 100,000 quality teachers for smaller classes.

We're going to keep fighting to strengthen accountability to turn around failing schools, expand after-school programs and college opportunities for young people, and ensure a qualified teacher in every classroom.

Our kids deserve 21st century schools. In this time of prosperity, we have a responsibility to make sure they get nothing less. And by building stronger schools, we can help build the future of our dreams for all our children.

Thanks for listening.

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**PRESIDENT CLINTON'S RADIO ADDRESS TO THE NATION:
MODERNIZING AMERICA'S SCHOOLS
SEPTEMBER 30, 2000**

Today, in his weekly radio address, President Clinton will announce a new U.S. Department of Education analysis of the pressing need to modernize schools in every state. He will call on Congress to pass his school modernization plan, which includes \$25 billion in School Modernization Bonds and a \$1.3 billion initiative for urgent school renovation. He will also call on Congress to invest in the nation's education priorities, including smaller class sizes, more after-school learning opportunities, accountability for fixing failing schools, and ensuring a qualified teacher in every classroom.

PRESIDENT CLINTON WILL RELEASE A STATE-BY-STATE SNAPSHOT OF THE CONDITION OF SCHOOL FACILITIES. The new U.S. Department of Education paper describes the condition of school facilities in every state, from Alabama (where 84 percent of schools need repairs) to Wyoming (where 82 percent need repairs). The paper provides the first state-by-state snapshot of school facility conditions, state school construction programs, and how School Modernization Bonds would help. In every state and the District of Columbia, at least 60 percent of schools need repairs. Not only do crumbling schools have a negative effect on student learning, but they can pose serious dangers to students' health and safety. For example, 87 percent of Dade County, Florida, schools fail fire safety code requirements due to electrical problems, missing or defective smoke and heat alarms, and nonfunctional fire extinguishers.

THE CLINTON-GORE PLAN TO MODERNIZE AMERICA'S SCHOOLS. All students deserve a safe, healthy, and modern place to learn. President Clinton will urge the congressional leadership to quit stalling and pass school construction legislation this year. Specifically, to help communities meet this national priority, he has proposed:

- **\$25 BILLION IN SCHOOL MODERNIZATION BONDS.** President Clinton has proposed \$25 billion in school construction bonds that would be interest-free for school districts. The bonds would help build and modernize 6,000 schools nationwide. Districts could use these 15-year bonds to modernize existing schools as well as build new ones. Bond owners would receive federal tax credits rather than interest payments from school districts, allowing districts to borrow interest-free for school construction. A similar mechanism has been used successfully for Qualified Zone Academy Bonds (QZABs). In the U.S. House of Representatives, Reps. Charles Rangel and Nancy Johnson introduced bipartisan legislation based on the President's proposal with 229 sponsors. In the Senate, Sen. Charles Robb introduced a similar bill.
- **\$1.3 BILLION FOR URGENT REPAIRS.** President Clinton has also proposed a \$1.3 billion initiative to make \$6.7 billion in grants and interest-free loans for emergency repairs at 5,000 schools. Over five years, the initiative would help 25,000 schools repair roofs, heating and cooling systems, and electrical wiring. The assistance would be targeted to high-need districts. Within this \$1.3 billion, the initiative would allocate \$50 million for public schools with high concentrations of Native American students. Sen. Harkin and Rep. Clay have introduced urgent school repair legislation in Congress.
- **NATIVE AMERICAN SCHOOLS.** President Clinton requested \$300 million for the replacement and renovation of Bureau of Indian Affairs (BIA)-funded schools, of which up to \$30 million may be used to ensure principal repayment on School Modernization Bonds. These schools have an \$800 million backlog in health, safety, and other critical needs. He also proposed to allocate \$400 million of the \$25 billion in School Modernization bonds for these schools over two years. The Administration supports passage of legislation to make the bonding proposal a reality for Indian communities.

THE URGENT NATIONAL NEED FOR SCHOOL CONSTRUCTION. Communities across the country are struggling to address urgent safety and facility needs, rising student enrollments, and smaller class sizes.

- An estimated \$127 billion is needed to bring America's schools into good overall condition, according to U.S. Department of Education. An estimated 3.5 million students attend schools that need extensive repair or replacement. (*Condition of America's Public School Facilities: 1999, 2000*)
- Our schools need over \$300 billion including the costs of meeting rising enrollments and installing a modern technology infrastructure as well as repairs, according to the National Education Association. (*Modernizing Our Schools: What Will It Cost?*, 2000)
- The average public school was built 42 years ago. About one-third of public schools were built before 1970 and haven't been renovated since at least 1980. (National Center for Education Statistics, *Condition of Education 2000*, p. 63).
- School conditions matter: A growing body of research links student achievement and behavior to the physical building conditions and overcrowding. Good facilities are an important precondition for student learning, provided that other necessary conditions are also present.

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES. In February, the Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives such as continuing our commitment to hire 100,000 quality teachers to reduce class sizes, ensuring a qualified teacher in every classroom, increasing accountability by turning around failing schools, expanding after-school opportunities, and preparing 1.3 million at-risk children for college through GEAR UP. As of today, the last of the fiscal year, the Republican Congress has completed only two of 13 spending bills and is now rejecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. Today, the President will renew his call on Congress to fully enact his education budget proposals by investing more in our schools and demanding more from them to ensure our children receive the high-quality education they deserve.



James R. Kvaal
09/29/2000 01:13:20 PM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP
cc:
Subject: Re: draft press paper for default rate announcement

FYI, i will defer to you guys on how to describe teacher quality funding

----- Forwarded by James R. Kvaal/OPD/EOP on 09/29/2000 01:13 PM -----

Lorenzo Rasetti

09/29/2000 01:09:31 PM

Record Type: Record

To: James R. Kvaal/OPD/EOP@EOP
cc: Kathryn B. Stack/OMB/EOP@EOP
Subject: Re: draft press paper for default rate announcement

Attached is a redline version -- also, see note from Brian about teacher quality

let me know if you have any questions



10-2 student loan event REV

----- Forwarded by Lorenzo Rasetti/OMB/EOP on 09/29/2000 12:47 PM -----



Brian R. Matteson
09/29/2000 12:42:55 PM

Record Type: Record

To: Lorenzo Rasetti/OMB/EOP@EOP
cc:
Subject: Re: draft press paper for default rate announcement 

Lorenzo,

THE CLINTON-GORE ADMINISTRATION: CUTTING STUDENT LOAN DEFAULTS AND OPENING THE DOORS OF COLLEGE FOR ALL AMERICANS

August 10, 2000

Today, President Clinton will announce that the national student loan default rate is 6.9 percent—the lowest rate ever and one-third the 22.4 percent rate when he took office. Student loan reforms since the start of this Administration have saved students more than \$9 billion and taxpayers \$18 billion. President Clinton will call on Congress to increase ~~expand~~ access to college by enacting his proposals to create the College Opportunity Tax Cut and to expand the GEAR UP program for at-risk youth. Finally, he will insist on the rest of his education priorities to improve our schools and prepare more children for college: modernized schools, smaller class sizes, better prepared teachers, after-school learning opportunities, and accountability for results.

THE LOWEST STUDENT LOAN DEFAULT RATE EVER. President Clinton inherited the highest student loan cohort default rate ever, 22.4 percent. Under this Administration the rate has declined for eight straight years to 8.8 percent last year and 6.9 percent this year. Even as the cohort default rate decreased, collections on defaulted loans have tripled under this Administration, from \$1 billion to \$3 billion.

- The default rate includes the nearly 7,000 schools in the direct and guaranteed student loan programs. For the third year in a row, the default rates have declined for every time type of institution: public and private, both four-year and two-year institutions, and for-profit schools with programs of all durations.
- The decreases in student loan defaults over the past eight years are due to the strong economy; more scholarship aid and tax credits for college; more affordable student loans and flexible repayment plans; the U.S. Department of Education, lenders, and schools' efforts to better educate borrowers about loan repayment responsibilities; and the removal of unscrupulous schools from the program. However, about one-half of this year's 2 percentage-point decrease is due to implementation of a 1998 law that changed the definition of a default from 180 days without a payment to 270 days without a payment.
- The student loan cohort default rate is the percent of borrowers who default within their first two years of repayment. Today's rate is among borrowers who began repaying their loans during fiscal year 1998.

EIGHT YEARS OF STUDENT LOAN REFORM. Today's announcement builds on eight years of effort to reform the student loan program and create more opportunities for college. Students have saved \$9 billion: \$5 billion through lower interest rates and \$4 billion through lower fees. Taxpayers have saved \$18 billion: \$7 billion by preventing defaults, \$7 billion by better collecting on loans that do default, and \$4 billion by making loans through the cheaper Direct Student Loan program. The Clinton-Gore record includes:

- **MORE AFFORDABLE LOANS.** In its first budget in 1993, the Clinton-Gore Administration reduced student loan fees from a maximum of 8 percent to 4 percent. Student loan interest rates were reduced in 1993 and again in 1998. The Direct Student Loan program charges a 3 percent ~~fees~~ and offers an interest rebate equal to 1.5 percent of the loan principal. Many guaranteed lenders also offer student discounts. All told, students today can save up to \$1,300 in interest and fees over the life of a \$10,000 ~~in~~ loans, compared to the cost of that loan in 1992.
- **THE DIRECT STUDENT LOAN REVOLUTION.** The Direct Student Loan program has helped more than 5 million students pay for college since it was founded in 1994. It gives students and schools an alternative to traditional guaranteed student loans, injecting healthy competition into the marketplace.
 - **Direct student loans help students quickly, simply, and cheaply.** The program applies free-market principles by raising capital efficiently through U.S. bond sales and making loans through competitively awarded, performance-based contracts with private firms. It has saved taxpayers over \$4 billion by eliminating complex and costly bank subsidies to banks and state guaranty agencies.
 - **Over 1,200 schools have chosen to join Direct Lending.** It makes about one-third of new federal student loans.

- **Flexible repayment options, including the Income Contingent Repayment plan, ~~A sliding scale allows graduates-borrowers to adjust their monthly repayments depending on their income,~~** so they can undertake public service careers without fear of being unable to repay their loans.
- **DOUBLING STUDENT AID.** Students will receive nearly \$60 billion in federal grants, loans, and tax credits this year, up from \$25 billion in 1993. The new Hope Scholarship tax credit provides up to \$1,500 in tax relief for the first two years of college and the Lifetime Learning credit provides up to \$1,000 for juniors and seniors, graduate students, and adults seeking job training. Together, they will save 10 million American families \$7.3 billion this year. Over 3.8 million needy students receive a Pell Grant scholarship of up to \$3,300, a \$1,000 larger maximum grant than in 1993. To help disadvantaged youth prepare for and succeed in college, the Clinton-Gore ~~Administration expanded our investment in TRIO programs by two-thirds and~~ created the new GEAR UP initiative ~~while the -Federal investment in TRIO programs increased by two-thirds.~~ **[Edited because Congress increases TRIO more than President's requests.]**

CALLING ON CONGRESS TO INVEST IN AMERICA'S EDUCATION PRIORITIES. In February, the Clinton-Gore Administration sent Congress a balanced and fiscally responsible budget that makes investments in key education initiatives. As of today, the Republican Congress has completed only two of 13 spending bills and is now rejecting America's priorities and loading spending bills with election-year, earmarked projects for special interests. The Republican budget provides:

- **\$0 dedicated to urgent school repairs, \$1.3 billion below the President's budget.** The Republican plan could deny much-needed renovations to up to 5,000 schools;
- **\$0 in new School Modernization Bonds, while the President's budget would pay for \$25 billion in bonds.** The Republican plan would prevent the modernization and construction of 6,000 schools;
- **\$0 dedicated to class-size reduction, \$1.75 billion below the President's budget.** The Republican plan fails to ensure that school districts hire 20,000 teachers and can support the 29,000 teachers already hired under the Class-Size Reduction initiative, potentially denying smaller classes to 2.9 million children;
- **\$600 million for after-school programs, \$400 million below the President's budget.** The Republican plan would deny safe extended learning environments to 1.6 million children by supporting 3,100 fewer centers in 900 fewer communities than the President's budget would;
- **\$0 for the President's plan to improve teacher quality, \$1 billion below the President's budget.** The Republican plan would ~~????block????~~ support for teacher professional development, recruiting and rewarding teachers, and high-quality student assessments, slowing efforts to help all students reach high academic standards; **SEE EMAIL**
- **\$0 for accountability, \$250 million below the President's budget.** The Republican plan would deny resources to states and school districts to turn around low-performing schools;
- **\$0 for the College Opportunity Tax Cut, \$36 billion over ten years below the President's budget.** The College Opportunity Tax Cut would make college more affordable by allowing families to claim either a tax deduction or 28-percent tax credit on up to \$10,000 in tuition, saving each family up to \$2,800 (when fully phased in). The tax cut could be claimed on tuition for college, graduate school, or job-related training; and
- **\$200 million for GEAR UP, a freeze at this year's level and \$125 million below the President's budget.** The Republican plan would not only stop 147 new GEAR UP programs before they start, but would also require existing programs to scrap plans to help 250,000 new 6th- and 7th-graders next year.

Today, the President again is urging Congress to fully enact his education budget proposals by investing more in our schools, demanding more from them, and making other vital investments to ensure our children receive the high-quality education they deserve.



Paul D. Glastris
09/29/2000 06:49:19 PM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP

cc:

Subject: latest

Draft 9/29/00 6:40 pm

Paul Glastris

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON STUDENT LOANS
PRESIDENTIAL HALL
THE WHITE HOUSE
WASHINGTON, DC
October 2, 2000**

Acknowledgments: Sec. Riley;

Seven and a half years ago, Al Gore and I came into office with a new set of ideas rooted in an old set of American values: opportunity for all, responsibility from all, in a community of all Americans. One of the places where we first put these ideas into action was in our effort to transform the college financial aid system.

In 1993, the system was facing two great challenges. First, the default rate on college loans had reached crisis levels. Nearly one out of four students was failing, for a variety of reasons, to pay back his or her loan.

Second, because of changes in the economy, the economic benefits of college were rapidly rising, and so getting more of our young people into college by making college more affordable was a vital national necessity. We needed, in other words, to provide more opportunity for young people to go to college, while demanding more responsibility for paying back college loans.

I believed we could meet these twin challenges. And I knew from personal experience what it means to be given a chance to afford a higher education. I was able to go to college and law school only because of scholarships, loans and lots of jobs. Without them, I wouldn't be standing here today.

Since 1993, we've more than doubled our investment in student aid. We've increased Pell Grants, expanded work-study slots, and created AmeriCorps, which has now given more

than 150,000 young people the chance to earn money for college while they serve in communities all across America in remarkable ways. We've created education IRAs, Lifelong Learning tax credits, and the \$1,500 HOPE Scholarship tax credit, which more than 5 million families have now taken advantage of. We've made it easier and cheaper for students to get loans and to pay them back as a percentage of their future income. And we started the direct student loan program, which, by fostering competition, has already saved students over \$9 billion in loan repayment costs.

Taken together, these actions amount to the largest increase in college access and college opportunity since the passage of the G.I. Bill right after World War II. We can now say to every student in America, regardless of your family's income, the money is there. You can go to college.

Students are getting the message. Two-thirds of our high school graduates are going on to college, up a tenth in ten years.

While expanding opportunity for college, we've also increased responsibility for paying back college loans, in several ways. First, we identified over 800 schools with consistently high default rates that were obviously not serving their students—and eliminated those schools from the program. Second, we offered more flexible repayment schedules. Students no longer have to default on their loans simply because they are going through a period of their lives when they don't have all the resources they need to make full loan payments. Third, we slashed the cost of the loans themselves, so it's more affordable to pay them back. A typical \$10,000 student loan today costs \$1300 less in fees and interest costs than it did eight years ago. Fourth, students are borrowing less than they otherwise would have because of increased Pell grants, tax credits and other aid. Finally, a strong economy, with more jobs and higher incomes, has made it easier for students to pay their loans back.

Thanks to all these factors, I'm happy to report today that we've now cut the student loan default rate by two-thirds. It was 22.4 percent when I took office. It is 6.9 percent today. That's the lowest default rate in the history of the student loan program, and we've achieved it while tripling the number of loans given out every year. By cutting defaults, increasing collections, and making the system more competitive, we have saved taxpayers over \$17 billion since 1993.

The credit for these results belongs to many people—at the Department of Education, in Congress, in college and university financial aid departments, and especially to America's college students and their families. We've shown that when we work together to expand opportunity, and demand responsibility, the everybody wins.

We have applied that lesson in all our efforts on behalf of education. For over seven years now we've invested more in our schools—more teachers, smaller classes, more Head Start and after school and hooking up 90 percent of schools to the Internet. But we've also demanded more from our schools—higher standards, more accountability, and more responsibility for turning around failing schools.

We are seeing results. Math and reading scores are rising across America, with some of the greatest gains in some of our most disadvantaged schools. The number of students taking advanced placement courses has risen by two-thirds in eight years. Scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test. Some say we're in an education recession. The facts show we're in an education revival—and we can keep the progress going if we continue to invest more and demand more.

Unfortunately, the majority party in Congress is pushing an education budget that would do neither. It repeals the bipartisan commitment we made last year to reduce class sizes by hiring 100,000 new highly-trained teachers. It fails to invest in building or modernizing a single school or classroom. It shortchanges investment in afterschool programs, in improving teacher quality, and in our efforts to turn around failing schools or shut them down and reopen them under new management. It under-funds our GEAR-UP program to get disadvantaged students ~~to get them~~ focused on and prepared for college. And it fails to give hard-pressed middle class families ^{the} a \$10,000 tax deduction for college tuition they desperately need.

I think it is a mistake not to make these investments. We've shown that by investing more and demanding more, we can turn our schools around, improve student achievement, and get more of our young people the college education they need to succeed in the 21st Century.

Thank you.

Technically, the current conference bill contains \$435 million in Teacher Quality State Grants and \$38 million in National Activities. The \$435 million funds the existing State Grants structure and not the President's proposed program so the claim of \$0 for the POTUS teacher quality program is not exactly a lie.

Secondly, the \$38 million for National programs funds existing programs. One of these programs, Eisenhower Math & Science Centers is fully funded at \$15 million, the same as our request. The other \$23 million are for Eisenhower Professional Development Activities, \$2 million below our request for a **slightly** different program in our reauthorization proposal. In fact, we list on our 1-pagers that the conference bill funds \$38 million of the President's \$310 million request.

They probably know all of this already but consider it sufficiently fungible so they can use a "Congress provides \$0" bullet. Still, it apparently is our job to bring these things to their attention.

Thanks,
Brian

To: Bethany Little, Associate Director, Domestic Policy Council,
The White House
CC: Scoot MacPherson, Fred Cambria (Court TV)
Diana Phillips (U.S. Department of Education)
From: Kathy Kinsner, "Safe Passage: Voices from the Middle School" Producer
(Court TV)
Date: September 1, 2000
Re: Presidential Videotaping Request

Thanks so much for your efforts to get President Clinton involved in our "Safe Passage: Voices from the Middle School" television program. Briefly, the highlights are as follows:

- Hosts Al Roker and Catherine Crier preside as 25 middle-school students share their insights and personal experiences re: school safety – name-calling, bullying, peer pressure, violence. Live from the Atlantic Video studios in Washington, DC, October 17, 2000.
- National leaders in the areas of education and juvenile justice provide feedback on what adults can do to help young adolescents (ages 10-14) make a safe transition from childhood to adulthood.
- This dialogue is continued through a resource guide for parents and caregivers as well as an on-line poll where adults can compare their knowledge of teen behavior with reality.

Here's what we'd like:

Pre-taped Presidential response to middle-school students' concerns

Style: As casual as you can make it. It would be wonderful if President Clinton could sit in an armchair (rather than at his desk with the presidential seal behind him). Better still if his sleeves are rolled up and your cameraperson can vary the shot, etc. We'd like the President to give conversational, anecdotal responses as a concerned adult who connects with kids. (In last year's program, the President talked about his own middle-school years and we felt this was a very effective way to address this age group.) The President will also highlight the importance of this issue to adults. Brief answers will fit well with the tone and pacing of the rest of the show.

Questions:

1. How did you deal with bullying and name-calling when you were in middle school?
2. Who helped you figure out how to resolve conflict when you were growing up?

3. How are conflict resolution skills used in the everyday business of government? In solving disputes between nations?
4. What can adults do to help young people find alternatives to violence?
5. What's at stake if we do not address the issue of violence at the middle-school level?

Again, thanks so much for your efforts on behalf of this project. We look forward to working with you.

The Clinton-Gore Administration

2000: A Year of Progress

In November 1999, President Clinton won a budget victory for the American people, maintaining fiscal discipline while delivering important investments in areas such as health, education, the environment, and crime fighting. The President's commitment to the American people has continued throughout 2000, as the President has worked to move forward with fiscal discipline, responsible tax cuts, and public investments that fuel our prosperity, such as an affordable prescription drug benefit for all Medicare beneficiaries, a meaningful Patients' Bill of Rights, and expanded health care coverage for low-income families.

January 1: Successfully Avoided the "Y2K Bug"

After intense preparation for possible fallout from the "Y2K Bug," America saw in the new century with no Y2K related computer problems.

January 11: Created Three New National Monuments

President Clinton signed proclamations creating three new national monuments -- the Grand Canyon-Parashant National Monument and the Agua Fria National Monument in Arizona, and the California Coastal National Monument. The President also signed a proclamation expanding Pinnacles National Monument in California.

January 27: State of the Union Address

President Clinton delivered the 2000 State of the Union address, proposing an agenda of targeted middle class tax cuts; the largest gun enforcement initiative in history; the largest Head Start expansion in history; nearly \$1 billion in increases to Pell Grants, SEOG, Work Study, and other programs; a plan to strengthen and modernize Medicare; a New Markets Initiative to spur investment in distressed areas; provisions to strengthen the farm safety net; and a Lands Legacy to protect America's land, coastal and wildlife resources.

January 27: Child Support Enforcement Breaks New Records

HHS Secretary Donna Shalala announced that the federal and state child support enforcement program broke new records in nationwide collections in fiscal year 1999, reaching \$15.5 billion, nearly doubling the amount collected in 1992.

February 4: America Entered the Longest Economic Expansion in History

In February 2000, America entered the 107th consecutive month of economic expansion -- the longest expansion in U.S. history.

February 4: Cracking Down on Illegal Gun Trafficking

The President announced new enforcement actions the ATF will take to prevent guns from entering into the illegal firearms market. The ATF will target enforcement and inspection resources on gun dealers who have high numbers of crime gun traces, whose guns quickly turn up in crimes after sale, and who have a poor record of cooperation with law enforcement.

February 8: Banned Genetic Discrimination in the Federal Workforce

President Clinton signed an Executive Order prohibiting federal departments and agencies from

using genetic information in any hiring or promotion action. This historic action will ensure that critical health information from genetic tests is not used against federal employees.

March 2: Helping Developing Countries Obtain Affordable Medication

In his 2000 State of the Union address, the President challenged the private sector to help develop and deliver vaccines for developing countries. In March, industry responded to the President's call as CEOs of the four largest vaccines manufacturers announced that they will donate millions of doses of state-of-the-art vaccines -- worth more than \$150 million -- to those in the developing world and make a renewed commitment to step up research and development on vaccines for HIV/AIDS and malaria.

March 17: Historic Gun Safety Agreement with Smith and Wesson

President Clinton announced an agreement with gun manufacturer Smith and Wesson to build on the gun safety efforts of the Clinton-Gore Administration. The agreement is an unprecedented partnership between the government and the gun industry to bring about meaningful reforms in the way the industry does business -- a landmark agreement that will keep guns out of the wrong hands and result in safer guns.

March 30: Extending the Life of the Medicare Trust Fund

When President Clinton and Vice President Gore took office, Medicare was expected to run out of money in 1999. On March 30, the Medicare Trustees announced that the life of the Trust Fund has been extended until 2025. Medicare is now in the soundest shape it has been since 1975.

April 4: Bridging the Digital Divide

President Clinton issued a National Call to Action to eliminate the digital divide and bring digital opportunity to youth, families and communities. The President challenged corporations and non-profit organizations to take concrete steps to connect every classroom and provide every student with access to computers, and to increase access to technology for all Americans, working toward a long-term goal of making home access to the Internet universal. Over 400 companies and non-profit organizations have already agreed to sign this Call to Action.

April 5: Lowest Unemployment in 30 Years

The unemployment rate fell from 7.5 percent in 1992 to 3.9 percent in April 2000, the lowest unemployment rate in 30 years. The unemployment rate for African Americans and Hispanics is the lowest on record, while the unemployment rate for women is the lowest in more than 40 years.

April 5: Advancing Airline Safety with Aviation Reform

President Clinton signed the Wendell H. Ford Aviation and Reform Act for the 21st Century, which contained many new provisions to advance airline safety, including the Aircraft Safety Act of 1999, which had been proposed by the Clinton-Gore Administration. The bill also included advances for air travelers with disabilities, as well as changes to increase airline competition, both of which had been proposed by the Administration.

April 7: Eliminated the Retirement Earnings Test

President Clinton signed the Senior Citizen's Freedom to Work Act, which eliminated the retirement earnings test for people above the normal retirement age, allowing them to keep their full Social Security benefits regardless of their earnings level.

April 15: Preserving Ancient Sequoias

President Clinton signed a proclamation creating the Giant Sequoia National Monument. This 328,000-acre monument will ensure lasting protection for 34 groves of ancient sequoias, the largest trees on Earth.

April 17: Digital Divide New Markets Trip

President Clinton visited Palo Alto, California and Shiprock, New Mexico -- as well as Whiteville, North Carolina on April 26 -- as a part of his third New Markets Trip, which highlighted the importance of closing the digital divide and bringing the benefits of technology to underserved communities.

April 22: Reducing Toxins at Federal Facilities

On Earth Day, Vice President Gore announced an Executive Order which sets concrete goals for federal facilities on reductions in toxic chemical releases, the use of toxic chemicals, hazardous substances, and other pollutants. This Order is a part of a series of "Greening the Government" initiatives which have required government agencies to operate cleaner while spending less.

May 3: Turning Around Failing Schools

The President signed an Executive Order directing the Department of Education to compile and publish key data on low-performing schools across the country and help states fix those schools.

May 7: Crime Falls for Eight Years in a Row

The Federal Bureau of Investigation announced that according to preliminary data, serious crime continued to fall in 1999, marking the eighth consecutive annual decrease nationwide. The data collected by the FBI's Uniform Crime Reporting (UCR) Program show a 7-percent decline in reported serious crime from the 1998 totals. Since 1993, America has experienced the longest continuous drop in crime on record and the overall crime rate is the lowest in 25 years.

May 18: Expanding Trade with Africa and the Caribbean Basin

President Clinton signed the Trade and Development Act of 2000, which expands two-way trade and create incentives for the countries of sub-Saharan Africa and the Caribbean Basin to continue reforming their economies and participate more fully in the benefits of the global economy.

May 26: Protecting Our Oceans and Coasts

President Clinton announced new protections for America's beaches, coasts, and ocean resources. The President directed the Commerce and Interior departments to develop a plan to permanently protect Hawaii's rich coral reefs; issued an Executive Order directing agencies to establish a network of ocean conservation areas; and directed the Environmental Protection Agency to take new steps to limit pollution of beaches, oceans and coasts.

June 4: More Than Half a Million Felons, Fugitives and Domestic Abusers Denied Guns

The Bureau of Justice Statistics released a report showing that the Brady Law has helped to prevent a total of more than 536,000 felons, fugitives, domestic abusers, and other prohibited purchasers from buying guns since taking effect in 1994.

June 7: Increasing the Participation of Seniors in Clinical Trials

President Clinton signed an executive memorandum directing Medicare to begin covering all the routine medical costs of participation in a clinical trial, removing a major barrier to seniors' participation in these trials.

June 9: Created Four New National Monuments

President Clinton signed proclamations creating four new national monuments: Canyons of the Ancients National Monument in southwest Colorado, the Cascade-Siskiyou National Monument in southern Oregon, the Hanford Reach National Monument in south central Washington, and the Ironwood Forest National Monument in southern Arizona.

June 10: Expanding Family Leave

The President announced an initiative to help Americans meet their responsibilities to their jobs and their families. The new rule will enable states to make parental leave more affordable by giving states the option of using their unemployment compensation programs to offer paid leave to support parents taking family leave following the birth or adoption of a child.

June 30: Enacted the Electronic Signatures Act

President Clinton signed the Electronic Signatures in Global and National Commerce Act, which removed impediments to electronic commerce while providing protection for consumers.

July 1: Closed the Section 527 Campaign Finance Loophole

President Clinton signed the first new restriction on political money in 20 years, closing the loophole that allowed tax-exempt "Section 527" groups to use undisclosed donors to pay for political advertising campaigns

July 7: Created More Than 22 Million New Jobs

As of July 7, the American economy has added 22.1 million new jobs since January 1993. That's the most jobs ever created under a single Administration – and more new jobs than Presidents Reagan and Bush created during their three terms. 92 percent of the total new jobs (excluding temporary Census workers) were created in the private sector – the highest percentage since Harry S. Truman was President and presiding over the post-World War II demobilization.

July 7: Protecting Abraham Lincoln's Summer Home

President Clinton designated Anderson Cottage, which served as Abraham Lincoln's summer home while he was president, a national monument.

July 10: Easing the Effects of Rising Heating Oil Prices and Heating Oil Shortages

President Clinton directed the Secretary of Energy to establish a reserve of 2 million barrels of home heating oil in the Northeast. In response to a sharp rise in the cost of heating oil last winter, the President released a total of \$295 million of Low Income Home Energy Assistance Program emergency funds to help low-income families pay their heating bills. President Clinton has also encouraged states to adjust their eligibility standards so that more families can benefit, and he has recorded a public service announcement to make sure that families know that help is available.

July 13: Combating Drug Trafficking in Colombia

President Clinton signed the FY 2000 Supplemental Appropriations bill, which included funding for

Education

"When I became President in 1992, the education debate in Washington, I felt, was fairly stale and predictable, and unfortunately, divided into what I thought were partisan camps with false choices. On the one side were those, most of them in my party, who believed that money could solve all the problems in our schools, and who feared that setting high standards and holding schools and teachers and students accountable to them would only hold back poor children, especially poor minority children. On the other side, there were those, mostly in the other party, who fundamentally did not think the public schools were fixable, and therefore, didn't want to spend much money trying. Also they felt education was a state responsibility, and therefore, should not have a comprehensive national response. Some of them, you'll remember, even tried to get rid of the Department of Education.

Vice President Gore and I believed both those positions were wrong. There was plenty of evidence, even then, that high levels of learning were possible in even the most difficult social and economic circumstances. The challenge was to make the school transformation going on in some schools available and active and real in all schools. And we sought to do it by investing more in our schools and demanding more from our schools."

President William J. Clinton
Remarks to the Education Writers Association
April 14, 2000

ADDRESSING THE EDUCATION WRITERS Association towards the end of his tenure in office, President Clinton offered a valedictory of sorts on his education record. After a lengthy discourse on his proudest achievements, a record more impressive than any since Lyndon Johnson left office in 1969, President Clinton noted that the "fundamental lesson of the last seven years" is quite simple: "education investment without accountability can be a real waste of money. But accountability without investment can be a real waste of effort. Neither will work without the other. If we want our students to learn more, we should do both."¹ This formula, investment plus accountability, defines the New Covenant approach to education and had been tested in Arkansas

¹ Remarks to the Education Writers Association, Atlanta, April 14th, 1999.

under Clinton's watch.² But it was an experiment without precedent on the national scene. If any issue had fallen prey to stale partisanship in the 1980s, it was education. Throughout that decade, Republicans chipped away at the entire structure of federal education programs in the name of local control and accountability; at points they went so far as to advocate abolishing the U.S. Department of Education. Finding themselves increasingly on the defensive, Democrats in turn clung to the programs, most of which had grown from their efforts in the Great Society, and advocated spending increases even in those areas where the federal government had demonstrably failed to help America's schools. Accountability seemed something of a bogey-man to the Democrats, mere smoke and mirrors to obscure the larger Republican effort to abandon social policy in its entirety. Their efforts to shield recipients of federal education funds from accountability measures were nothing short of heroic. The wisdom of Clinton's investment-accountability approach was that it took the best ideas from both sides of the political aisle without succumbing to the pitfalls that accompanied each. As the foundation of a federal education policy, moreover, this formula yielded impressive results: investment in education has nearly doubled since 1993 with more of that money reaching the neediest students than ever before; average performance in reading and mathematics has improved steadily according to all national benchmarks, with the greatest improvements coming in poor urban and rural districts; nearly every school in the nation has been connected to the Internet, a gain of nearly 70% since 1994; and greater numbers of high school graduates are attending college than at any other time in our history, most with financial help from the federal government.³ This winning formula, investment and accountability, has guided President Clinton's efforts in each of his major priorities in education. Among his major achievements, the effort to carve out a larger space for federal leadership in education must rank near the top. A survey of the

² David Osborne, *Laboratories of Democracy*.

³ "The Clinton-Gore Domestic Record: What a Difference Seven Years Makes," DPC internal document, August 11, 2000.

priorities and policies that evolved from this agenda reveals just how productive the Clinton approach has been.

Increasing the Federal Investment in America's Schools

Prior to 1965, when Congress enacted the Elementary and Secondary Education Act (ESEA), America's schools operated with little federal involvement. Funding for schools came exclusively from states and localities, usually apportioned according to property taxes, and agencies in the districts themselves determined all aspects of education policy. In a process that began during the Johnson administration, however, Washington developed a progressively louder voice on education, both by increasing the funds it administers to schools and by assuming a larger role in policymaking. This process reached unprecedented heights in the 1990s when policy initiatives that originated in the Clinton White House generated changes throughout American education. The increase in federal funding for schools, especially urban ones, that accompanied these policy initiatives marks President Clinton as among the most successful education Presidents. As he first promised to do in the 1992 campaign, President Clinton raised the amount federal money spent on education to historic highs, and took great care to ensure that such investment yielded its intended results.

Total education spending, as laid out in the federal budget, offers one means for measuring President Clinton's dedication to the issue. In 1992, Washington allocated \$14.2 billion to elementary, secondary, and vocational education programs as well as an additional \$12.1 billion to higher education.⁴ This investment was by no means small, and in fact represented a substantial increase over the spending levels that prevailed during the Reagan years. Over the course of President Clinton's tenure in office, however, the amount of federal money devoted to education

Will we update with FY 2001 number?

grew by unprecedented increments: \$6.6 billion added to the budget for elementary, secondary, and vocational education; \$4.9 billion for higher education; and a nearly \$30 billion increase in funding for student aid.⁵ Not only has no previous administration devoted so much federal money to education, none accomplished so much in the context of hostile Congressional appropriators But *very strong wording* the aggregate spending levels tell only part of the story. The increases President Clinton advocated were specifically targeted to the nation's poorer districts, where students suffered most from the legacy of local control over education. His efforts to reform Title I funding and expand early childhood education offer two instructive examples.

Research has shown that cognitive development in a child's early life has a profound effect on later academic success.⁶ It was with this in mind that President Johnson created the Head Start program in 1965 to increase school readiness among children of low-income families. From its beginnings, Head Start has grown into a comprehensive child development program that offers quality pre-school education, health care, and nutrition to its participants. Throughout his tenure as Governor of Arkansas, Clinton was a vigorous advocate of the program, defending it against threats to its very survival in the 1980s. As President, however, he presided over a vast expansion of the scope and nature of Head Start: funding for the program increased by 90% between 1993 and 1999 and in fiscal year 2000 it reached 880,000 children.⁷ Furthermore, in 1994 the administration implemented a new component to the program, Early Head Start, which extended eligibility to include children under the age of three and provided pre-natal care for low-income mothers. Though only a pilot program under his administration, Early Head Start illustrated President Clinton's dedication to expanding the array of federal services available to low-income mothers and

⁴ Budget of the United States Government Fiscal Year 2000, Historical Tables, p. 81.

⁵ Ibid., p. 82

⁶ Steven Barnett, "Long-Term Effects of Early Childhood Programs on Cognitive and School Outcomes," Future of Children, Winter 1995.

⁷ White House Office of the Press Secretary, "President Clinton and Vice-President Gore: Expanding Educational Opportunity for All Americans," July, 2000.

children. In that same spirit, the administration wrote the Reading Excellence Act of 1998, which when passed by the Congress devoted significant federal resources to ensuring that all American children learn to read by the age of three.⁸ *end of 3rd grade*

To ensure that all federal money reaches the students for whom it was intended, moreover, President Clinton presided over changes in the formula by which Title I funds are distributed to schools. The largest federal aid component of the ESEA, Title I functions to equalize school finance by supplementing the budgets of schools in poor urban and rural areas where a low tax base prevails. Over the course of the 1970s and 1980s, however, revisions to the formula that is used to appropriate the funds began to spread its benefits more widely, often to schools in wealthy suburbs at the expense of poor districts. Indeed, by 1992, only 79% of high-poverty urban and rural schools remained eligible for Title I funds because of the changes. A centerpiece of Clinton's education policy, however, was his restoration of the original promise of Title I by driving its investment down to the poorest districts only. His efforts in this area yielded great success: in 2000, after the revision to the funding formula took full effect, 96% of high-poverty schools received Title I aid.⁹

Early childhood education and Title I reform represent only part of President Clinton's investment in America's schools. For the first time in history, at his urging, the federal government began to fund after-school and summer school programs. Americans in the 1990s found more and more of their time consumed by work, as was often the case for both parents in working families, child care in the afternoons and summers became an increasingly urgent need. To satisfy this need, and to offer American children the same expanded opportunities for academic enrichment that have become the norm in other countries, the Clinton Administration began a \$1 million pilot program in 1997 to support quality after-school and summer school programs across the nation. Of special

⁸ U.S. Dept of Ed, "Challenging the Status Quo...p. 5

interest to the administration, were the high-poverty, low-performing schools whose students would benefit most from the extended learning time and it was these schools that received the majority of the new funds. The program has met with approval both from Congress and from the public it serves. Between its creation in 1997 and the end of Clinton's second term it was been expanded into the more comprehensive 21st Century Community Learning Centers program which in 2000 commanded a budget of \$453 million and served 850,000 schoolchildren.

Modernizing American schools involved not only programmatic changes, but physical ones as well. School construction, after enjoying a boom earlier in the century, had slowed to a virtual halt in the 1990s. As a result, many classrooms, especially in urban areas, were not only unable to accommodate a growing student population, they were literally crumbling. To address this impending crisis in the educational infrastructure, President Clinton in 1996 proposed tax credits to help localities underwrite the cost of school construction. The Republican Congress, with its generally hostile stance towards federal – and especially executive – interference in school finance, declined to enact this proposal in that year, and in four subsequent years as well. But Clinton's continued advocacy of this cause brought attention to the problems of aging schools, and thereby enlisted support from parents across America, support that registered in Washington even if it did not immediately produce results. More successful, and perhaps equally important, were President Clinton's efforts to equip all schools to take advantage of information technology. In 1996, as part of that year's Telecommunications Act, he created the E-Rate program which requires corporations to provide information technology to schools and libraries at a reduced rate. Through this program, the percentage of schools connected to the internet rose from 35% in 1994 to 95% in 1999. An

strong words

⁹ Brief on Educational Progress, DPC internal document, September, 2000

estimated 30 million children gained access to the internet in their schools during the Clinton Administration.¹⁰

Building Standards, Enforcing Accountability, and Demanding Equity

If there truly was a “Clinton Revolution” in education policy, and the evidence overwhelmingly supports the conclusion that there was, it occurred in the area of standards, accountability, and equity. The local nature of American public education had for centuries made it all but impossible to coordinate curriculum, teaching methods, and student performance across district and state borders. As a result, a system evolved in which vast inconsistency of quality was the norm. By the 1990s, the broad authority local governments traditionally enjoyed over education policy and the discrepancies in funding between rich and poor districts, conspired to assure that students in suburbs graduated from schools that were among the best in the world at the same time that schools in urban and rural areas tended to offer an education that is of a starkly poorer quality. The standards and accountability movement, which sought to overcome these discrepancies, grew at least in part from a desire to ensure that all Americans graduate from school with a high-quality education regardless of where they were born or how rich their parents may have been. Before Bill Clinton, the standards movement had gained traction in education circles, but remained largely absent from political discourse. Especially among Democrats, the standards argument was something of a third rail that politicians refused to touch for fear it would destroy them. On the one hand, teachers unions, among the most powerful interests within their party, fiercely resisted curriculum standards in order to preserve autonomy for their members. Conservatives, on the other hand, saw standards as “big government” meddling in a local affair, and preferred instead to reform education by applying severe accountability measures to schools as they currently operated while

¹⁰ National Center for Education Stats, Stats in Brief 2000-086, February, 2000

leaving it up to the districts themselves to set curriculum. Democrats, of course, saw such accountability measures as mere cant from a party seeking to abandon poor children. Central to the philosophy that guided Clinton's education policy, however, was the recognition that rather than a departure from the ideals of the Democratic Party, standards were in fact a restoration of them. And rather than a conservative foil, accountability measures could be a useful tool for ensuring equality of results. Only by standardizing the skills and content taught in American schools and then holding schools accountable for the results they achieved, he argued, could a truly universal system of education be realized.

All of the education bills President Clinton submitted to the Congress included provisions to raise standards and ensure accountability. In particular, the legislation that reauthorized the ESEA in 1994 and again in 1999 embedded standards and accountability into the process by which schools receive money from the federal government. Guided by the "Goals 2000 Act," the 1994 reauthorization linked eligibility for Title I funding to the development of curriculum standards. Under the new law, only states that implemented standards for all schools within its jurisdiction continued to qualify for the program. In effect, Washington made standards part of the bargain to which states agreed when accepting federal money. Over the course of the next five years, forty-eight states worked independently, though under the guidance of the Department of Education, to design and implement a standard curriculum for all their students and by 2001, every state is expected to have adopted such standards. Though skeptics were numerous, President Clinton pushed this legislative package through Congress by revisiting themes of the New Covenant: in exchange for agreeing to be held to these new standards, states would receive more money than they had ever before through Title I, money that could be used for professional development, curriculum design, textbook purchases as they phased in the new standards. Increased investment accompanies increased accountability in Goals 2000: a bargain very typical of the Clinton approach. The 1999

*of ESEA
on Title I?*

reauthorization, called the Educational Excellence for All Children Act, extended the reach of this bargain. Whereas Goals 2000 put academic standards in place, the 1999 ^{unclar} bill increased accountability by mandating that states receiving Title I would be held accountable for student performance on tests aligned to the standards that they had developed since 1994. In other words, by accepting federal money, states would now agree to meet certain minimum performance standards for all its students. Failure to do so would result in financial penalties. Combined, these revisions to the ESEA reconfigured the relationship between Washington and the states since the Great Society: whereas equality of input had been the goal of federal funding to schools, equality of output became its purpose as well under Clinton's leadership.

To ensure a uniform measurement for student performance, President Clinton proposed an ambitious system of national testing in his 1997 State of the Union Address. Voluntary national tests in fourth-grade reading and eighth-grade mathematics, he argued, would "show us who needs help, what changes in teaching to make, and which schools we need to improve."¹¹ In his vision, the tests would be written to reflect a national consensus, as determined by the states themselves, of what students should know at each of these critical stages in their education. Like the National Assessment of Educational Progress, these tests would be aligned to curriculum standards in the states, but would allow for national – and international – comparisons of student performance. Accurate measurement of this sort is a necessary prerequisite for any system of accountability, and President Clinton pushed national testing on these grounds. Congress put forth initial resistance to the idea, and blocked action on legislative efforts backed by the administration. But the President's persistence ultimately paid off in the budget process, in which Congress authorized funds for the National Assessment Governing Board to begin developing the tests.¹²

Y but it hasn't gone anywhere!

¹¹ 1997 SOTU

¹² Labor-HHS-Education Approps Bill, FY 1998 (PL-105-78)

Education analysts point out, however, that strong accountability measures will never be met by all schools and that a contingency plan must be in place for “low-performing schools” that fall consistently below performance expectations. To address the problems of low-performing schools, and thereby to ensure educational equity, was thus a corollary of President Clinton’s larger project. Near the end of the second term, he issued an Executive Order directing the Secretary of Education, with state and local education agencies, to devise intervention strategies to turn around low performing schools.¹³ The strategies he supported in that document include reconstituting failing schools under district or state supervision, as well as forming partnerships between schools and the private sector to improve performance whereby universities, foundations, and non-profit advocacy groups sponsored reform efforts at a low-performing school. In his budget for fiscal year 2000, President Clinton included a \$134 million Accountability Fund to assist states and districts in eliminating this “achievement gap” between their best and worst schools. President Clinton’s budget proposals for fiscal year 2001, moreover, expanded that amount to \$250 million. And because low-performing schools are populated disproportionately by African-American and Hispanic-American children, President Clinton developed policies to address their needs specifically. He fortified the budgets of mentoring programs, like America Reads, that place college students in urban schools as tutors. And he put forth a 1994 executive order on Hispanic Education, the Hispanic Education Action Plan, in 1999 that devoted \$436 million to programs designed to improve the performance of Hispanic children.¹⁴ Combined, these efforts provide an arsenal of tools through which federal, state, and local governments cooperated to ensure high academic standards and educational equity, an unprecedented priority for an American president.

¹³ EO 13153, 5/3/00

¹⁴ Executive Order 12900, Educational Excellence for Hispanic Americans, February 22, 1994.

Fostering Innovation and Encouraging Choice

When President Clinton assumed office, only one state – Minnesota – had a charter-school law on its books. And even there, only one such school existed in 1993. Charter schools were first proposed forth in a 1990 paper from the Progressive Policy Institute as publicly-funded schools that would operate outside the direct supervision of the districts within which they operated.¹⁵ The founders of such schools enter into an agreement with their local districts whereby the district releases control over hiring, curriculum, and daily operations within the school and the school, in turn, agrees to meet certain performance criteria or risk being closed. It is essentially public school management by contract: while districts retain ultimate financial control over charter schools, the administration within each school manages its own affairs and agrees to produce mutually-determined results. Most often, the criterion on which charter schools are judged is the academic performance of its students, although how that performance is measured varies. In some cases, though, different goals are sought: a specific curricular theme, like journalism or African history, or a specific skill, like writing, defines the school's objective. The idea at once circumvented the bureaucracy that had grown up around public education and carved out a space for entrepreneurship in managing schools. A radical idea, charter schools met with unmitigated hostility from traditionalists. When the first such school opened in St. Paul, Minnesota, Politicians either paid little attention to what seemed like an isolated, if interesting, experiment or decried it as a dangerous to schoolchildren.

Through his connection to the Progressive Policy Institute, however, Gov. Clinton had been exposed to the idea earlier than most. In it, he recognized an answer to a need that American parents had long voiced for more options to be made available to them in choosing how to educate

¹⁵ Ted Kolderie, "Beyond Choice to New Public Schools: Withdrawing the Exclusive Franchise in Public Education," Policy Report, Progressive Policy Institute, Nov. 1, 1990.

their children. This desire for educational choice had historically been answered by private schools for those with the resources to place their children in them. In Clinton's estimation, however, charter schools offered a means to extend such choice to those for whom private schools had always been out of the question. Moreover, by offering them more options, charter schools might prevent parents inclined to pull their children out of the public system from doing so. But innovation and choice were not all charter schools had to offer. By their very nature, they increased accountability in education. Given these realities, Governor Clinton was naturally drawn to charter schools, and made their proliferation a centerpiece of his education agenda as President.

In the four months that followed his first inauguration, President Clinton advocated charter schools in at least fifty public statements. Though many powerful interests both in the states and in Washington continued to oppose charter schools, Clinton's ardent support and relentless lobbying in their favor created the environment that would lead to federal legislation to enable their construction. Such a law came in 1994 as part of the Goals 2000 package. Among its provisions was the Federal Public Charter School Program through which states can apply for nearly \$400 million in seed money to organize charter schools. All states that had enacted the appropriate legislation within their boundaries, a small number in 1994 that grew exponentially by 1999, were eligible to apply for the funds. This program was something of a pet project for President Clinton, and some education analysts predicted its quick demise. Instead, it was an idea that proved to have significant appeal: in 1998, Congress passed the Charter Schools Expansion Act to bolster the original grant program within the Goals 2000 package; by May 2000, 1,700 charter schools were operating and an estimated 250,000 children attended them. At least 70% of these schools had a waiting list of parents seeking to enroll their children. It was an innovation whose benefits all *Reality?* Americans shared: students in suburban areas as well cities attended charter schools, and a 17% of

them served a higher percentage of students of color than schools in their surrounding districts.¹⁶

And in perhaps the surest testament to the success of Clinton's efforts in this area, the presidential candidates representing both major parties in the 2000 election supported expansion of the charter schools as a means of increasing innovation, flexibility, and accountability in America's education.

The same logic that guided his support for charter schools motivated President Clinton to further reform the relationship between Washington and the states: the Education Flexibility Partnership Act of 1999.¹⁷ Through it, states that have developed and implemented standards for student performance may apply for waivers to release them from the regulations the Department of Education normally sets for how federal money may be spent. In other words, states agreed to be held accountable for meeting mutually-determined performance criteria in all schools in exchange for flexibility in how they met these goals. Essentially, the law was a charter-school arrangement write large. Whereas charter schools agreed to accountability in exchange for operational independence from the district, the Education Flexibility Partnership released states from the control of Washington in exchange performance-based accountability. "Ed-Flex," as the program came to be known, charted a course that is typical of the Clinton approach: the bureaucracy through which government normally operated was superseded by a covenantal style of management. Like the charter school initiative, Ed-Flex caught on: by 2000, eighteen states had filed waiver applications in accordance with its requirements.

Expanding Access to Higher Education

Like the Presidents he so admired, Theodore Roosevelt and Woodrow Wilson, Bill Clinton governed at a time of vast change in the American economy. As Roosevelt and Wilson presided

¹⁶ U.S. Dept. of Ed, "Challenging the Status Quo: The Education Record, 1993-2000," p. 19

¹⁷ H.R.800, 106th Congress, Public Law: 106-25; enacted 4/29/1999.

over the seismic, and often difficult, transition from an agricultural to an industrial economy, President Clinton's tenure coincided with a similar transition, this time to an information economy. And central to his mission, as to that of his predecessors, was equipping Americans to make that transition as smoothly and profitably as possible. In an information economy, the skills needed for success are educational in nature. While a few years of school and a strong back had propelled many Americans into the middle class throughout the postwar period, the final quarter of the century saw the availability of industrial jobs wither. And even as the 1990s brought record-low levels of unemployment, only the highly-technical new jobs that were created paid well. It was with these realities in mind that President Clinton enacted all his reforms in America's schools, but none so directly as his effort to expand college opportunity for all Americans. As became increasingly clear over the course of his administration, a quality college education was a minimum requirement for success in the new economy and President Clinton saw expanding college opportunity as among the most promising initiatives to provide economic stimulus to a country in transition.

Through two programs alone, the HOPE Scholarships and the Lifetime Learning Tax Credits, President Clinton provided tuition assistance to over ten million Americans in 1999 alone.¹⁸ The HOPE Scholarships provided a tax credit of up to \$1500 for tuition and fees in each of the first two years of college, an amount that in 1999 dollars underwrote the cost of most community colleges. Lifetime Learning Tax Credits in turn provided tax relief on 20% of the first \$5,000 of tuition and fees for each year beyond the first two; after 2003, moreover, the credit will expand to cover \$10,000 of tuition and fees. Combined, these two programs helped to relieve what had become a heavy burden on working families and made it possible for most Americans to afford some postsecondary education. Other forms of financial aid also received a boost during the

¹⁸ WH, Press Secretary, Progress By the Numbers...

Clinton years. President Clinton authorized budget increases in the federal Pell Grant and Work Study programs, and introduced lower interest rates and more flexible repayment arrangements on federal student loans. In addition, the Americorps program provided opportunities for 150,000 Americans to earn money for college by devoting two years to community service. When added together, these programs doubled the federal investment in higher education to \$60 billion annually, the largest increase since President Franklin Roosevelt created the G.I. Bill. In 1944.¹⁹

It was not enough, though, to expand the numbers of people attending college. Equally important to President Clinton was making sure that those who entered college were prepared to do so. Many students, especially those on the wrong side of the achievement gap, graduated from high school without adequate preparation for college, a problem that was particularly acute in urban areas. Part of the Clinton agenda for higher education were the college preparatory programs he supported: GEAR-UP and TRIO. A mentoring program that funds partnerships between states, school districts, and universities, GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) provided intensive tutoring and enrichment opportunities to students at high-poverty middle schools. By identifying students at such an early age, and following them through their college years, GEAR-UP offered an innovative approach to college preparation. And by focusing on poor urban and rural schools, the program targeted the population that has historically had historically suffered most from the high cost and high demands of college. TRIO, a program first developed in 1964 to provide outreach to disadvantaged students, mostly of color, comprised a package of programs to begin preparing students for college careers long before they graduate high school. At President Clinton's urging, the TRIO budget received an increase of over \$80 million in fiscal year 2001. Together, TRIO and GEAR-UP helped prepare an estimated 1.6 million children for college in 2000 only. It was an investment that paid off as the percentage of

¹⁹ Ibid

high school students attending college upon graduation attendance rose to 67% in 1998, a historic high. Perhaps more importantly, the percentage of African-American high-school graduates entering college in 1998 was 59%, up from 42% when President Clinton first took office.

Putting a Qualified Teacher in Every Classroom and Reducing Class Size

For two days in January, 2000 leaders in elementary, secondary, and higher education from across the country convened in Washington for the first National Conference on Teacher Quality. The conference, designed to continue work that had begun at a November, 1999 Education Summit, capped off a multi-year effort by President Clinton to stimulate national discussion on teacher training, professional development, and academic performance. Research has shown that teacher quality affects student performance more profoundly than any other variable in the school setting.²⁰ Location of birth, race, relative wealth or poverty, and occupation of parents all pale in comparison to teacher quality in predicting a student's academic success. For that reason, President Clinton made it a central effort of his administration to rethink the ways American teachers were recruited, trained, and supported. Coming just before an expected bulge in the numbers of school-age children, that by one estimate would require 2.2 million new teachers before 2010, the National Conference was a forum in which leaders from the public and private sectors forged partnerships to address the increasingly urgent need for qualified teachers.²¹

Historically, at least since the early twentieth century, training teachers had been the exclusive province of the nation's education schools, most of whom operated at a significant distance from the realities of elementary and secondary education. More often than not, the

²⁰ William Sanders, "Teachers, Teachers, Teachers," Blueprint: Ideas for a New Century No. 4: Fall 1999.

²¹ National Center for Education Statistics, "Predicting the Need for Newly Hired Teachers in the United States to 2008-2009," 1999.

coursework required at these schools was heavily weighted in favor of pedagogical theory, at the expense of specific academic content. As a result, many entered the profession with only a cursory knowledge of the subject they would be teaching, an arrangement that fostered only superficial treatment of academic content in their classes. Certification procedures only encouraged this pattern and made efforts to improve teacher quality more difficult. As was the case with so many aspects of education, certifying teachers was a responsibility that fell to the states, and the criteria they used to grant teaching licenses, as well as the academic content they expected their teachers to know, varied widely. While most states had stringent rules governing who could teach within their borders, it was all but impossible to align teacher training to the wide array of certification requirements and academic expectations that prevailed in the states. To encourage greater communication and cooperation among the parties involved in recruiting, preparing, and licensing teachers, therefore, was the purpose of the National Conference on Teacher Quality and a major priority within President Clinton's larger education agenda.²²

The 1999 Education Summit and the National Conference of 2000 were but two of President Clinton's efforts to strengthen teacher quality. In 1998 and 1999, the administration expanded funding for the Eisenhower Professional Development State Grants and created two programs to help states ensure that the new teachers could meet high academic standards: the Teacher Quality Enhancement Grant Program and the Preparing Tomorrow's Teachers to Use Technology Program. Through both programs, states hired and trained 20,000 new teachers in 1999 alone.²³ The Teaching to High Standards initiative that President Clinton unveiled in his 2001 budget was even more ambitious: its \$1 billion investment rewarded states competitively for efforts to streamline teacher training, increased salaries for their teachers, and create incentives for teachers to work in their lowest-performing schools. The Administration also supported the National Board for Professional

²² U.S. Dept. of Ed, "Challenging the Status Quo" p. 16.

Teaching Standards, a voluntary certification program that identified highly accomplished teachers and, in thirty-one states, supplemented the salaries of its members. Between its creation in 1995 and the end of President Clinton's second term, the program grew from 282 certified teachers to 4,799 and received 10,000 new applicants in 2000.²⁴ *update this number*

No matter how qualified or well-trained a teacher may be, large class size is an obstacle to effective teaching practices; most researchers agree that classes with fewer than eighteen students are more effective than those with larger numbers.²⁵ With this reality in mind, President Clinton introduced his \$1.2 billion Class Size Reduction Initiative in 1998. The program sought to hire 100,000 new teachers over the course of seven years and to reduce the average class size in elementary schools to eighteen. In its first year of existence, 23,000 schools in all fifty states hired one or more new teachers through the program and allowed 90,000 veterans to teach smaller classes as a result.²⁶ As was the case with so many of President Clinton's education initiatives, the Class Size Reduction program targeted the nation's poorest schools which, by their nature, stood to benefit most from larger faculties and more manageable classes. Congress and the states reacted positively to the program: in each of the two years following its inception, Congress increased the program's budget and twenty states matched the federal money with their own funds to further strengthen class size reduction efforts.²⁷

Encouraging a Safe and Disciplined Environment in All Schools

Meaningful investment, strict accountability, and well-trained teachers are necessary conditions for a system of public education to be effective. But even these produce results only

²³ Ibid.

²⁴ Ibid., p. 18

²⁵ U.S. Dept. of Ed, "The Class-Size Reduction Initiative, A First-Year Report," September, 2000

²⁶ Ibid., p.2

²⁷ Ibid., p.8

when a school offers a safe, orderly, and disciplined learning environment to its students. In hopes of guaranteeing such an environment in all American schools, President Clinton sought to reduce violence and drug use in schools and to empower teachers to be effective disciplinarians.

Beginning in 1993 with the landmark Safe and Drug Free Schools Act, he invested over \$3 billion towards his goal of eliminating violence and drugs from schools by 2000. Through that Act, a full 97% of school districts received funding to implement violence and drug prevention programs.²⁸

Building on the success of this early effort, the Administration passed the Gun Free Schools Act of 1994 which allowed schools to implement a zero tolerance expulsion policy for students caught bringing a gun to school; in its first year alone, 9,000 students were expelled under its provisions.²⁹

In his second term, moreover, President Clinton created the Safe Schools / Healthy Schools Initiative which encouraged communities to develop comprehensive educational, mental health, and law enforcement programs for troubled youth. The independent National Campaign Against Youth Violence, moreover, gathered in 1998 under Presidential auspices as a partnership between the federal government and the private sector to develop strategies to address this problem. Although all these efforts were not sufficient to prevent a spate of tragic school shootings in the 1990s, they did help to bring about the first steady decline in rates of school violence in decades: between 1992 and 1997, crimes in school declined by 33%.³⁰

A clear testament to his credentials as a “different kind of Democrat” was President Clinton’s leadership on the issue of school discipline. Whereas Republicans expressed concern about discipline in schools but saw it ultimately as a local concern, and Democrats kept noticeably silent on the issue, Clinton used his office to address the issue. In that spirit, he began advocating school uniform policies early in his first term. A means both of reducing violence between students

²⁸ US Dept. of Ed, Challenging the Status Quo, p. 29

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³⁰ US Dept of ED, Challenging the Status Quo, p. 29

and, in his own words, teaching “young people to judge themselves and others based on what's inside them, not what's outside them,” President Clinton saw great value in school uniforms.³¹ It was a position without a clear constituency but dear to President Clinton. And through a tireless effort to use his public voice as a force for reform – he mentioned school uniforms in forty-six public addresses in 1996 alone – he managed to drum up significant support. A 1996 memorandum he wrote directed the Secretary of Education to create and distribute a manual on school uniform policies to local education agencies; within the next year, an estimated 25% of public schools had adopted school uniforms or dress codes.³² In similar fashion, towards the end of his tenure, President Clinton gave very public support to character education programs and adolescent curfew policies, and in his last year in office issued a memorandum on religious guidelines for charter schools. Each of these issues required spending political capital in sensitive areas. President Clinton’s willingness to do so illustrated his devotion to true reform in American education.

Conclusions and Appraisals

Any President that engages education as a major priority faces a difficult challenge. The decentralized nature of the American school system, the obstacles to sweeping reform inherent in federalism, and the traditional reticence of Washington on this issue conspire to create profound barriers to executive leadership in education. President Clinton labored admirably as a voice for school reform and achieved no small measure of success. In policy terms, that success is evident: broad investments in dozens of new programs and bold reform in the relationship between Washington and the schools characterize his education legacy. The path to reform was not always a straight one, as Clinton learned through his efforts to encourage voluntary national testing, school

³¹ Public Papers of President William J. Clinton, “Remarks Prior to a Roundtable Discussion on School Uniforms in Long Beach, California February 24, 1996.”

³² Memo to the Sec. Of Ed...; 25% figure comes from the US Dept of Ed, Educational Resources Information Center.

uniforms, and adolescent curfews. Yet even in these areas where legislation did not evolve, the Clinton years demonstrate rather clearly that the rhetorical tools available to a President can be effective independent of the more formal methods of executive policymaking. Indeed, it might be argued that in education as in so many areas of domestic policy, the real lesson of the Clinton years is that steadfast public advocacy serves a Presidential agenda as effectively as legislation and executive orders. With six of his eight years coinciding with a notably partisan and hostile Congress, President Clinton was pushed to explore other avenues for executive action. These came in a variety of forms: through the budget process, and especially the appropriations phase, in which the administration embedded its goals and effectively forced them on Congress; through the sponsorship of Presidential summits, conferences, task forces, and panels in which public-private partnerships were formed to operate outside the legislative framework; and through countless public appearances in which President Clinton articulated policies without hope of passing through Congress yet with significant appeal to the American public. Through “rearguard” maneuvers like these, President Clinton left office having forced action – either legislative or public – on a remarkably high number of his education priorities. That he was able to do so stands as a testament to his political skill and to his dedication.