

In Outreach to Blacks, A GOP Credibility Gap

Bush's Inclusive Image Has Detractors

By TERRY M. NEAL
Washington Post Staff Writer

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If there was one prominent black Democrat in the country George W. Bush had a chance to entice to his side, it was the Rev. Floyd H. Flake, the enigmatic former congressman from Queens.

Flake had, after all, drawn the ire of his own party after launching a crusade for school vouchers and endorsing Republican New York Mayor Rudolph W. Giuliani, a greatly disliked figure among most blacks in the city. So when Flake wrapped his arm around Bush at an event in Manhattan last October and called the Texas governor "my homeboy," many political observers expected an endorsement to follow.

But then something strange happened: Flake said he never heard from Bush or his campaign again. Flake eventually endorsed Vice

President Gore, who along with President Clinton personally wooed him after Bush's visit. Today, Flake's supporters in New York accuse Bush of, essentially, using him as a political prop.

The Flake episode is a telling example of the difficulty Bush has had turning his rhetoric about bringing new faces into the party into a reality. Despite his relentless efforts to portray himself as a new kind of Republican, it has become increasingly clear—even to the Bush campaign—that overcoming decades of ill will between the GOP and black voters is going to be exceedingly difficult and take much longer than the time until the November election.

Adding to those difficulties is the perception of a number of African American activists that Bush's ef-

forts are superficial and designed less to appeal to blacks than to send a signal to middle-of-the-road white voters that he is not a scary right-winger.

"I think he's going to have to do more than he's doing," Flake said. "He's going to have to identify some leaders that he actually has some things in common with and have some real discussions with them."

Bush campaign officials acknowledge that the party lacks "credibility" among blacks and said that election-year rhetoric would not significantly alter that. "To change long-standing voting patterns, it often takes the actions of a new president rather than the promises of a new type of presidential candidate," one top Bush aide said.

Still, the campaign insists that George Bush is about more than symbolism or photo ops and that theirs is a serious effort to overcome African American disaffection with the Republican Party.

On April 5, a few dozen black Republican professionals and business leaders from around the country were summoned to Bush headquarters in Austin for a meeting with top campaign officials. The message was that Bush would not forsake the black vote. The meeting came on the heels of a bruising primary season in which Bush was criticized for speaking at South Carolina's Bob Jones University and for refusing to state his personal opinion about the Confederate battle flag.

The group discussed how to get the message—that Bush cared about black voters—out to the intended audience. Among the things, the group concluded that Bush needed to increase the number of black surrogates speaking on his behalf, those familiar with the meeting said.

Some of the fruits of that meeting were seen in Washington late last month when retired Gen. Colin L. Powell and Condoleezza Rice, a national security adviser to Bush's father, stood with Henry A. Kissinger and other GOP defense experts next to Bush during a news conference on defense issues. Afterward, Bush and the others left the room, handing the event over to Rice. Later in the week, Powell traveled to Austin, where he and Bush shared a stage and Powell spoke glowingly of the governor.

Both functions were designed not only to subtly showcase Bush's black support, but to send the message that he takes counsel from African Americans on a range of subjects and would include them in his administration much as Clinton has.

In another step, Bush campaign officials are working out the details for a fundraiser

that will highlight the support he has received from prominent black professionals around the country. Longtime Bush friend Alphonso Jackson, a utility company president from Dallas who is black, said the event will be integrated to send the signal that African Americans are a part of the campaign, not designated to some special "corner."

At that event, and at others leading up to the election, Jackson and others involved in the planning said black Bush supporters will vigorously account for his character and defend him against suggestions of insensitivity raised during the primaries. As he explained the strategy, Jackson launched into it, noting that the Confederate battle flag was placed over the South Carolina Statehouse in 1962 under a Democratic governor, Ernest F. Hollings, now a senator.

"If it was so offensive to Al Gore, how is it that he has had a long-lasting relationship with Fritz Hollings?" said Jackson, who says he raised \$80,000 for Bush, including \$65,000 from African Americans. "Why is it that every time [Hollings] has run, black people have supported him? How can we support Fritz Hollings, then criticize George W. Bush, who doesn't have a [Confederate] flag flying over the Capitol in Texas?"

Republicans are optimistic that Bush will be able to repeat some of the success he achieved in Texas in 1998, when he won more than a quarter of the black vote and at least 40 percent of the Hispanic vote. It would be seen as a stunning success—a potentially devastating one for Gore—for Bush to approach anything close to those numbers nationally.

"It'll be hard," Bush said during an interview a few months ago. "In the Hispanic community, I've got a very good chance of repeating my successes. I think in the African American community, it could be harder. . . . In national politics there's still this strong attachment [for blacks to the Democratic Party]. I haven't had a chance to prove my heart to people."

Bush's approach has been to try to demonstrate how conservative approaches to problems can lift all people, reflecting the common Republican criticism that Democrats ultimately promote divisiveness by peddling policies aimed narrowly at individual racial and ethnic groups. Bush has said he believes the GOP has failed by not explaining to minorities that the party represents their interests also.

"It's a campaign that's inclusive, but we're not trying to put people in a bunch of different boxes," said Bush's campaign chairman, Donald Evans, who with Jackson organized the Austin meeting. "That's not

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Shots Kill Woman, 76, On Daily Walk in SE

By ARTHUR SANTANA
Washington Post Staff Writer

Marquitta Miller. "How is that possible?"

The streets of Southeast Washington can be violent, but Grace Josephine Edwards still needed to take a walk each day. She'd had a stroke; she needed exercise. So, cane in hand, the 76-year-old grandmother of four took her constitutional only in the early morning, when the sun wasn't as hot and the streets seemed quieter and safer.

She would walk no more than a block, from her apartment on 10th Place SE down to Mississippi Avenue and then home. Too deeply rooted to move to a new home, she coped with the dangers rather than fleeing them.

Edwards was on her daily stroll yesterday, in the muggy stillness of 6:30 a.m., when shooting began all around her. Rival groups, police said. A bullet struck Edwards, who fell within sight of her home and died 45 minutes later at a hospital.

"It's just unbelievable, that this wonderful person could just be walking down the sidewalk so early in the morning, minding her own business, and get shot," said Edwards's granddaughter,

Even the neighborhood's police officers, who routinely confront violent episodes, were stunned by the loss of someone they had come to know through her daily walks. "They were devastated with her death," said Winston Robinson Jr., commander of the 7th District. "She should have been safe."

The cause of the shooting was not clear immediately, but police believe one group of gunmen was in a rental car and the other was on a sidewalk in the 3400 block of 10th Place SE, when gunfire erupted. Police found the abandoned, champagne-colored 2000 Dodge Intrepid about two blocks away and arrested a man a short time later, Robinson said.

Detectives were searching for as many as 10 other suspects, Robinson said. "We're actively pursuing a number of leads in this case," he said. "We're hopeful that we'll have this case wrapped up in the next 24 hours."

Edwards, a well-known matriarch of the neighborhood, was about 40 yards from the gunfire when she was struck in the back. Shots riddled several nearby buildings, including McGogney Elementary School.

"She walked early to stay out of the heat and to avoid all the people out there," Miller said. "She knew it was dangerous out there. Whenever family came over, she was afraid for their life. She was afraid to leave the apartment during the day."

One of Edwards's two daughters, Jacqueline Phifer, said that she tried to persuade her mother to leave the neighborhood, but that her mother refused. Inside her apartment, Edwards cooked and sewed, friends and family said. Occasionally, she would peek out the bedroom window to the south end of 10th Place, half fearing what violence the streets held and half yearning to get out and walk, they said.

"She was a very nice, loving person," Miller said. "She was kind to everyone. People in the neighborhood would call her Mom, and she considered them her sons and daughters."

Edwards, a native of South Carolina who moved to Washington in the early 1960s, helped care for the elderly when she was younger. She suffered her stroke two years ago and began her daily walks. Police said she often helped them by reporting what she saw or heard from the safe perch of her bedroom window overlooking the street. She would often call police when she saw something suspicious in the neighborhood, Lt. Martin Davis said.

Davis would not reveal how many shots were fired, but he said police collected numerous 9mm shell casings at the scene. Robert Lee Sanders, a former boyfriend who shared the first-floor apartment with Edwards and helped care for her, said he heard what sounded like five shots.

"I looked out the window," Sanders said, "and she was down on the ground."

It was unclear whether any of those involved in the shooting were shot, Davis said. None sought treatment at area hospitals.

The neighborhood is one of the most crime- and drug-ridden in the District, he said. Gang activity is prevalent, but it's unclear whether the shooting was gang-related, Davis said.

"We do get a lot of calls for gunfire, and it's a high drug-selling area," he said. "Most of the time the gunfire doesn't result in any injuries."

He added, "Some people that lived in the neighborhood for years—they're used to it [the violence]. It erupts, then quiets down, and then eventually erupts again."

A resident who asked not be identified said: "Every week, there's a shooting or a stabbing. People are always getting killed or hurt down here." She said the result is that residents have become apathetic about violent deaths, but at the same time are afraid to go outside.

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The Dream Academy Learning Center is the tutoring center for the 21st Century. The center is equipped with state-of-the-art computers, a sophisticated networking system, and super-fast connection to the Internet using a digital subscriber line (DSL). At the center, students, K-12 will have the opportunity to receive tutoring in the areas of Reading, Math, Science, History and Language Arts. Using an automated assessment, students will be given an individualized curriculum that focuses on their area of weakness in order to help students gain mastery and comprehension of the subject area.

What will my child learn while at the Center?

Each child will take an assessment on the computer. The assessment will show us where your child needs specific help and in what areas. We have an assessment that covers areas such as Reading, Math, Science, History and Language Arts. Currently, we only offer assessments for grades 3 – 6, however, by next year, we will offer assessment and instruction for grades K-12.

What other types of programs do you offer?

- ② *Scholarshop*TM – this program is designed to motivate and prepare young people to achieve their full potential as students and as productive members of society. This program helps middle school; junior high and senior high school students access information about college opportunities and seeks to increase the number of high school graduates and college-going rate of *Scholarshop*TM participants.
- ③ *Work Keys*TM – this computerized program has identified over 2,500 jobs in the United States and has designed a certified training course for students and adults to complete. Many companies accept this training as proof that an individual has the skills to perform the job. Work Keys offers a new approach to bridge the gap between levels of job skills needed in the workplace and the actual skill levels of employees.

- ④ *Mentoring* – an after school mentoring program will be available for participants of the Dream Academy Learning Center. Mentors will do activities with the children, help with homework, and help build self-confidence and motivation through positive interaction and skill building.

How can my child be involved?

If your child attends the Ferebee Hope Elementary School, your child has the opportunity to be involved in the Dream Academy Learning Center during the school day. For instruction during the school day, contact the elementary school to find out how your child can participate. For tutoring after school hours, please contact Wayne Harris, Center Director at (803) 563-2770, ext. 20.

Are there courses for adults?

We will offer computer classes for adults in the near future. Please check back with us during the summer to find out more about enrolling for a computer-training course or the Work Keys program. We want to provide relevant courses for the adults within the Far South East community and would very much appreciate your comments on what type of programming we should consider for adult training.

What are the hours?

Initially, the center will be open from 8:30 a.m. to 5:30 p.m., Monday through Friday. We will extend to evening hours when we offer adult computer and job skills training. The Ferebee Hope Elementary students will have classes Monday – Thursday between the hours of 10:30 a.m. and 3:15 p.m.

How much will it cost?

All of the courses and services offered through the Dream Academy Learning Center are free of charge.

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Public Papers of the Presidents

May 4, 2000

CITE: 36 Weekly Comp. Pres. Doc. 1000**LENGTH:** 7491 words**HEADLINE:** Remarks in a Roundtable Discussion on Reforming America's Schools in Columbus, Ohio**BODY:**

[Barbara Blake, principal, Eastgate Elementary School, welcomed participants and out-lined improvements in student performance at her school. She then introduced the President, noting that she had requested information on educational reform from him while he was Governor of Arkansas.]

The President. Thank you very much, Ms. Blake. I guess I should begin by saying I'm certainly glad I answered that letter -- *[laughter]* -- so many years ago. I want to thank you for welcoming me here. And thank you, Mayor Coleman, for your leadership and for welcoming me also. Thank you, Superintendent Rosa Smith; Representative Beatty; City Council President Habash; House Minority Leader Ford. I'd like to thank the leaders of the Columbus and Ohio Education Association, John Grossman and Gary Allen, who are here. And I'd like to thank all of our panelists who are here.

I have been on a tour these last 2 days to highlight the good things that are happening in education in America, to highlight the reforms that make these good things possible, and most important, to highlight the great challenge before the United States today to turn around all low performing schools and give all of our children a world-class education.

Yesterday morning I was in western Kentucky in the little town of Owensboro, which has had extraordinary success in turning around its lowest performing schools. In 1996, the State identified 175 of them. Just 2 years later, 159 -- over 90 percent -- had improved beyond the goals the State set for them. In the little school I visited, where two-thirds of the children were eligible for free and reduced lunches, in 4 years they had recorded the same sort of improvements that you mentioned here, on a trend line, which proves that income and station in life are not destiny, that all of our children can learn, that intelligence is equally distributed. And that means the grownups among us have a big responsibility to give every single one of these kids, like those beautiful, bright-eyed kids that I saw in this school -- and I just shook hands with every one of them -- have a chance to live up to their dreams.

Then after I left Kentucky yesterday, I went to Davenport, Iowa, and I visited a 93-year-old high school finally beginning to get the renovations it needs so that students have the learning environment they need. Some of those school rooms didn't even have electrical outlets in the wall. And believe it or not, it was even hotter in the gym there than it is here today. *[Laughter]* So I'm just as cool as a cucumber now.

This morning I was in the Nation's first charter school in St. Paul, Minnesota, which is providing an excellent education to students who were not succeeding in other public schools. That was the first

charter school in the country, established in 1992. They were basically schools within the public school system set up by teachers and parents and citizens with a specific, definite mission, and schools that can be shut down if they fail in that mission.

There was one in the whole country, that one I visited today, in '72. We've invested \$ 500 million since then, and there are now 1,700, providing excellence in education to special needs of the people and their communities. And while I was there, I actually had a WebSide Chat on the Internet with students all across America about the challenges in education. And in a matter of about 20 minutes, they sent me over 10,000 questions. [Laughter] So don't let anybody say the young people of America are not curious. They could ask faster than I could answer.

I really can think of no better place to wrap up my tour than here in Columbus, which has had a long history of educational intervention and innovation and excellence. In 1909, Columbus opened the Nation's very first junior high school. And now, again, you're on the cutting edge of reform and improvement.

I'm here today primarily not to talk but to listen to the panelists here about what you're doing right. But I want to say, for the benefit of the country and through the press who are here, that this community has implemented high academic standards and assessments to see if the students and the schools are meeting those standards. They've given students help to meet those standards, from **after-school** programs to smaller classes. Their strategy, which is our strategy in the Clinton-Gore administration, of investing more and demanding more, is working.

Now, you heard our principal talk about the advances. Just in the last 3 years, the test scores have skyrocketed, and the test scores themselves have gone up more than 200 percent. But I don't know if you listened to that -- the percentage of students doing an acceptable job -- listen to this -- in one year -- she talked about 2 year ago and last year, not this year -- in one year went up almost 500 percent in reading, over 300 percent in math, and 300 percent in science -- in one year. All children can learn.

I want to say a special word of appreciation to the teachers who I also met outside and to those of you who work to improve the quality of the teacher corps. Listen to this: More than a third of these teachers have a master's degree and over 10 years' experience teaching. I understand your peer assistance and review program is helping both new and veteran teachers to do better by learning from each other, something I very much believe in.

And this is very important: You have cut the attrition rate of first-year teachers by 40 percent. This is terrifically important because we have so many teachers who will be retiring in America in the next few years, and we have the largest number of students in our schools in history. So reducing the attrition rate is a big deal and something you should be very proud of.

While there is still more work to be done here and, indeed, in every school in the country, you have proved that with the right ideas and the right tools, you can do what needs to be done.

Since 1993, our administration has worked hard to make education our number one priority, not just in a speech but in reality. And I must say, I don't know that I have ever been more touched by anything I have ever seen in any school in my life as I was when I looked up -- hanging from the ceiling on the corridor when I came down here -- and you had put up a history of what our administration had done since January of '93 in education. I was completely blown away. I dare say that outside of Hillary, the Vice President, and Secretary Riley, you now know more about what we have done than anybody else in America. [Laughter]

But let me just briefly review a couple of the things that I think are important. When I came in office, we had a \$ 295 billion deficit. Interest rates were high. Unemployment was high. We had to get rid of the deficit. We had to keep doing things. We got rid of hundreds of programs. And as we turned a deficit into 3 years of surpluses, now this year we will have paid off \$ 355 billion of the national debt, well on our way to getting America out of debt entirely, for the first time since 1835. We have

doubled our investment in education and training. And I think that's very important.

But we also said to people that got Federal aid to education, "If you want this Federal aid, you have to have high standards for what your children should know." We've given the States the resources they need to help schools implement those standards. We've required States to identify their low performing schools and come up with strategies to turn them around.

We've helped to reduce class size in the early grades with our program, now in its third year, to provide 100,000 new, highly trained teachers in the first 3 grades. I'm happy to say that 55 of those teachers are now in Columbus, 2 here at Eastgate. And this community has taken the average class size in grades one through 3 from nearly 25 down to 15. That is, doubtless, one reason you're seeing these big improvements in students' performance, and again I applaud you for that.

When I became President, there was no Federal support for summer school programs. All these studies would show the kids that were having trouble learning forgot a lot of what they did learn over the summer. And then the teachers would have to spend 4, 6, sometimes as many as 8 weeks reviewing what was done the year before, before they could even start on what they were being held responsible to teach in the new year.

We went from a \$ 1 million program in 1997 to \$ 20 million in '98, to \$ 200 million in '99, to \$ 450 million this year. And my budget asks for a billion dollars. If the Congress will give it to me, we will be able to guarantee summer school opportunities to every student in every low performing school in the entire United States of America. It is terribly important that we pass this.

What you have done here -- I know that 30 fourth graders in this school participate in such programs. I said summer school; I meant **after-school**, although the funds can also be used for summer school. I just came from Minneapolis, where a third of all their students are now in summer school programs, in the entire school district. Why? Because they have so many people who are coming from other countries whose first language is not English. They would never even have a chance to not only master the language but learn what they need to learn if summer school weren't made available to them. So the **after-school** and the summer school programs are important.

We're trying to build or radically overhaul 6,000 schools and to modernize another 5,000 over the next 5 years -- 5,000 a year. We now -- when I became President, we had only 3 percent of our classrooms and 16 percent of our schools connected to the Internet. Today, we have nearly 75 percent of the classrooms and 95 percent of the schools with at least one Internet connection with the E-rate, which the Vice President pioneered, that gives a \$ 2 billion subsidy so that poorer schools and poorer communities can afford to have their schools log on to the Internet.

So we're working on it. I have sent Congress an education accountability act that basically seeks to ratify what you're doing. It says: Set high standards; enforce them. End the practice of social promotion, but don't punish the kids for the failures of the system. Give **after-school** programs; give summer school programs. The kids can learn. We see it here. Have a system that works. And I hope that this will pass this year.

And let me just make two final points. As your principal said, I've been working at this a long time. I've been in a lot of schools, and I never get tired of going into them. I've shaken hands with a lot of kids, and I'll never get tired of shaking hands with them. They make us all perpetually young.

But I can tell you this: There is a world of difference between what we know now and what we knew in 1979, when Secretary Riley and I started in education reform. And there is a world of difference between what we know now and what we knew in 1983, when the "Nation At Risk" report was issued and when Hillary and I passed our first sweeping reforms at home in Arkansas.

We know what works. You're seeing what works in this school. What does that mean? It means again that the adults among us no longer have an excuse not to give these opportunities to every child in America, because now we know what works.

The second thing I'd like to say is, with the strongest economy in our history, the great test the American people face this year in the elections -- and those of us who are elected officials -- and as citizens is, what is it that we mean to do with this prosperity? If we're not going to do this now, when in the wide world will we ever get around to doing it? We're in the best shape economically we've ever been in. We can afford to do it, no matter what anybody says. And I think we ought to get about the business of doing it.

So that's why I came here, why I wanted to hear from all of you. And what the purpose of this panel is, is to sort of fill in the blanks of my remarks here so that we will have a clear sense of how far you've come, how you did it, and what we need to do from here on out.

Thank you very much.

Now, I would like to begin by asking your superintendent to speak a little, maybe in a little greater detail than I did in my remarks or even than Principal Blake did in hers, and talk about how did you decide to do what you're doing and what exactly are you doing to turn around low-performing schools? That's the big issue in the whole country.

And let me just make one other comment. I've been in hundreds of schools in so many States. Nearly every problem you could ever dream of in American education has been solved by somebody somewhere. The real problem with American education is we never get our solutions to scale; that is, we don't take what we're doing really right for some people and keep on at it until it's being done for everybody, for all the kids.

And there seems to me to be a real systematic effort here. So that's what I would like for you to talk about, Dr. Smith, in whatever way you want.

[Rosa A. Smith, superintendent, Columbus Public Schools, described the district's strategy to improve its schools.]

The President. Yes, give her a hand. *[Applause]* That's great. Let me just emphasize one thing she said because, unless you've heard people say these things a lot, it would be easy to miss. She said that there were three clearly defined goals, and then the second point she made I think is very important. She said, "We are using a research-based approach." That means -- that's a nice way of saying what I said in more crude language, that you don't have to sort of fire a shotgun at this problem anymore. It's not like we don't know what works. There is lots and lots of research available today as a result of the serious efforts of the last 20 years.

And one of the reasons that we have not had the kind of systematic results that we're seeing here around the country is that people don't take the research and really act on it. And it's interesting, because there is hardly any other endeavor of your life that you would ignore that in. If you were starting a business and 15 people had succeeded doing a certain thing and 3 people had failed doing the reverse, you wouldn't say, "Well, I think I'll see if I can't make money doing what the three did. I think I can do it a little better."

So I think that Columbus deserves a lot of credit. I'd like to follow up by asking your principal, Barbara Blake -- you've been a principal for a good while. As you pointed out, you wrote me when I was Governor and asked me about some of the things we were doing. Why do you think what you're doing now is working so much better?

[Ms. Blake attributed the improvement to smaller class size and mentor support for teachers.]

The President. Just to give you some idea of what she said, I went through those numbers a minute ago, but I can't think of how you could possibly explain a 500-percent increase in the percentage of kids reading at the appropriate level in a year other than more individual attention by someone who is a good teacher and knows how to do it.

Only then can we help them turn around. And so today, I am pleased to announce that I am directing Secretary Riley to provide me with an annual failing schools report. This report will tell us, for the first time, how many of our nation's public schools are failing, in which states they are located, and what each state is doing to turn them around.

Second, even as we press Congress to strengthen our accountability laws, we must ensure that states fulfill their accountability obligations under existing law. Therefore, I am directing the Secretary to send teams to states to make sure that the states are meeting their responsibilities to turn around low-performing schools. These teams will work with states to apply successful reform strategies and identify federal resources, such as afterschool grants, which they can use to turn these schools around.

The actions I am taking today will help us to spread the lesson we have learned during the last seven years to every state and every school district in America: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

Ten years ago, when things looked pretty grim for our public schools, Al Shanker, the late, great head of the American Federation of Teachers, said something wise to his fellow teachers. He said that we have to be willing to tell the American people the bad news about our public schools, so that when the schools begin to turn around and we have good news to report, they'll believe us. Well, today, here in Kentucky, and across America, there is good news to report about our schools. I think the American people will not only believe us, but they'll want us to keep going forward with what works, until we reach what ought to be our ultimate goal: a world-class education for every child in America.

Thank You.

Draft 5/3/00 12:30 a.m.
Glastris

**PRESIDENT WILLIAM J. CLINTON
REMARKS ON CHARTER SCHOOLS
CITY ACADEMY
ST. PAUL, MINNESOTA
May 3, 2000**

Acknowledgments: Gov. Ventura; Rep. Bruce Vento; Minneapolis Mayor Sharon Sayles Belton; City Academy Principal Milo Cutter; State Sen. Ember Reichgott Junge (reich-got young) and former State Rep. Becky Kelso (original co-sponsors of charter legislation); Charter Friends National Network Director Jon Schroeder (drafted original federal charter law); Center for School Change Director Joe Nathan (leading charter advocate); Progressive Policy Institute President Will Marshall; City Academy graduate Tomas (Tom) Gonzalez

Listening to Milo Cutter recount the struggles she has faced to get this school off the ground and make it a success, it occurred to me that everybody in this audience who has worked in or run a charter school probably has similar stories to tell. I know I have a few stories myself, after 20 years of being involved in school reform. But all you have to do is hear a young person like Tom Gonzalez recount his story, to realize that the struggle has been worth it.

One of America's greatest storytellers likes to say that in his mythic Minnesota town, Lake Wobegone, all the children are above average. Well, having just seen the latest rise in test results for Minnesota school children, I'd say your whole state is heading that way. The schools here in St. Paul are especially impressive. Under superintendent Pat Harvey, you've put in place virtually all of the accountability measures I'd like to see in all of our nation's schools--from ending social promotion to providing afterschool to embracing public school choice.

I've come here today, as part of my school reform tour, to talk about how charter schools can help fulfill what I believe must be one of the great national missions of the 21st Century: to turn around our worst-performing schools, so that all of our children receive the education they need to make the most of their lives.

The time is right to take on this challenge. We are at a moment of unparalleled prosperity and national self-confidence. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to their success in life. And after 20 years of intense experimentation with school reform--on the local, state, and national level--we now have overwhelming evidence about what works to turn around low-performing schools. Setting high standards. Demanding accountability, including more choice and competition in public schools. And providing the extra help for children to meet those high standards. In short, investing more in our schools, and demanding more of our schools.

In nearby Rockford, Minnesota, for instance, there is the Skills for Tomorrow school, sponsored jointly by the Teamsters Union and the Business Alliance. Union and corporate leaders not only helped develop the school, but provide students with internships and take part in judging whether students have met their academic graduation requirements—the better to ensure that they have the skills they need to succeed.

I hope the guidelines I am calling for today will encourage more faith-based and business groups to get involved.

The actions I am taking today are guided by the fundamental lesson we have learned during the last seven years: in education, investment without accountability is a waste of money; accountability without investment is a waste of effort. Neither will work without the other. If we want our students to learn more, we need both.

Ten years ago, when things looked pretty grim for our public schools, Al Shanker, the late, great head of the American Federation of Teachers, said something wise to his fellow teachers. He said that we have to be willing to tell the American people the bad news about our public schools, so that when the schools begin to turn around and we have good news to report, they'll believe us. Well, today, here in St. Paul, and across America, there is good news to report about our schools. I think the American people will not only believe us, but they'll want us to keep going forward with what works, until we reach what ought to be our ultimate goal: a world-class education for every child in America.

Thank you.



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Public Papers of the Presidents

Public Papers of the Presidents

April 17, 2000

CITE: 36 Weekly Comp. Pres. Doc. 862**LENGTH:** 2494 words**HEADLINE:** Remarks to the People of the Navajo Nation in Shiprock, New Mexico**BODY:**

Let me say *ya' at' eeh* -- [applause] -- William Jefferson Clinton *yinishye* -- [applause] -- Irish *nishle*. I am profoundly honored to be here within the four sacred mountains, especially on Navajo Nation Sovereignty Day. I want to thank young Myra Jodie. Didn't she do a wonderful job up here? [Applause]

Thank you, President Kelsey Begaye, for your strong leadership. Thank you, Congressman Tom Udall; the vice president, Taylor McKenzie; Chief Justice Robert Yazzie; Speaker Edward Begay; members of the Navajo Tribal Council; Shiprock Council Mayor William Lee. And we have with us today the president of the National Congress of American Indians, Sue Masten; thank you for being here.

To all the honored Governors of pueblos and tribal leaders. And I thank the people who have come with me today: the Secretary of Housing and Urban Development, Andrew Cuomo; the Interior Deputy Secretary, David Hayes; the Assistant Secretary of Agriculture, Carl Whillock; and the person most responsible for working with you, Assistant Secretary of the Interior Kevin Gover. I thank him for all he has done. Federal Communications Commission Chairman Bill Kennard and Commissioner Gloria Tristani.

And I'd like to thank the people from the White House who are here, especially Gene Sperling, who put together this digital divide tour, and Lynn Cutler, who is my liaison to Indian country all over the United States. I thank them.

I want to thank four Members of Congress who made a long trip here today to express support for our goal: Senator Robert Bennett, who came from Utah; Representative Bill Jefferson, who came from New Orleans, Louisiana; Silvestre Reyes from El Paso, Texas; and Stephanie Tubbs Jones, who came from Cleveland, Ohio.

I want to thank my friend of more than 20 years now, your former Governor, Bruce King, and his wife, Alice, thank them for being here. Thank you. I want to thank the renowned basketball star Rebecca Lobo, who came with me today. And I thank Reverend Jesse Jackson for coming. I thank all the high-tech leaders who are here.

And there was one young man who meant to come with me today, who could not come, a man I admire very much, not only for his success, but for the way he has handled adversity, Notah Begay. And I think we ought to give him a big hand. [Applause]

I also want to recognize two young women who are here, because they were in the First Lady's gallery at my State of the Union Address, members of the Navajo Nation and former volunteers for AmeriCorps, Christina and Justina Jones. Thank you for being here. I am very proud of them and all the other young Dine people who have served not only the Navajo Nation but our Nation as a whole as AmeriCorps volunteers.

Let me also express my deep gratitude to the Navajo Code Talkers who provided our -- [applause]. Thank you, gentlemen. And I want to thank Senator Jeff Bingaman for working to ensure that you receive the national honors you so richly deserve.

All Americans should know of the exploits of the young Navajo men, some as young as 15, who enlisted in the Marine Corps in World War II, helped to develop an ingenious code based on your language, and became the communications link to and from the frontlines of the Allies in the Pacific war. One of our most enduring images of freedom is that of the marines hoisting the American flag over Iwo Jima. Well, there are many American military commanders from that conflict who will tell you that the United States might never have taken Iwo Jima or won countless other battles in the Pacific if it weren't for the bravery, the sacrifice, and the unbreakability of the code of the Navajo Code Talkers.

It is fitting that we begin this day by recalling their achievements. After all, there are few people in America who better embody the power of communication. In fact, if you think about it, the system the Code Talkers used has real similarities to the beginning of the worldwide network we call the Internet. Both systems were developed for sending information quickly, securely, and reliably during times of war. Both had the power to change the course of history. But there is a cruel irony here.

For more than 50 years after the Code Talkers were able to communicate with one another, over great distances in the Pacific, it is still hard to communicate between many parts of the Navajo Nation itself. In much of America, it takes just a modest amount of money and time to get someone on the Internet. But here, an astonishing 37 percent of the households are without electricity, about 70 percent without phone service, more than half without work.

I am here because I believe the new technologies like the Internet and wireless communications can have an enormous, positive impact in the Navajo Nation. They can help you to leap-frog over some of the biggest hurdles to develop your economic and human potential. They can make great distances virtually disappear. They can be a vehicle for job growth, for education, for health care, for employment opportunities. They can be the greatest equalizers our society has ever known.

I know the Navajo Nation has already begun to see this potential, as President Begaye said. Here in Shiprock, the closest public library is more than 30 miles away. Yet, thanks to your new PowerUP partnership, children and parents now are able to browse some of the great libraries of the world simply by going to the Boys and Girls Club.

On the western side of the Navajo Nation, rural health clinics are now linked through computers to the finest medical specialists at the University of Arizona. Your new Navajo Able initiative, funded in part by the Department of Education, is providing technologies to help children with disabilities write and communicate on computers. At Dine College, even rural campuses have state-of-the-art computer labs, where students soon will conduct real-time teleconferences with professors all around the globe. But this is just the beginning.

Almost 30 years ago, when I was a young man, still a student with no money and no prospect reasonably of becoming President, for sure -- [laughter] -- I first drove across New Mexico. I fell in love with the land and the people. I had my first opportunity to buy for my mother and the girlfriend who became my wife some beautiful Navajo jewelry. Now, just imagine if all the remarkable silversmiths and weavers of the Navajo Nation could sell their work not only in local markets but in national and global markets as well. Just imagine if all remote health clinics were connected electronically to major medical centers. Imagine if Dine could commute to high-tech, high-paying jobs in large cities just by getting on a computer here in Shiprock. Imagine if all your children had

access to the same world of knowledge at the same instance as children in the wealthiest communities in America. The potential is staggering, and we have to seize it.

I am here today to pledge that the National Government will do its part in ways that honor your tribal sovereignty. Ever since I have been President, we have worked to try to empower the tribes of our Nation. I will never forget the day in 1994, when I had the chance to welcome leaders of more than 300 American Indian tribes to the White House, the first time this had been done since President James Monroe's administration, in 1822.

You know, when I was just a very young boy I used to go to the county public library in my hometown, in Arkansas. I can remember spending day after day reading histories of Native American tribes and biographies of famous chiefs. I remember once I read in the biography of Chief Joseph of the Nez Perce that incredible statement he made, "From this day, I will fight no more, forever." It was a noble, powerful, brave thing to do.

But as we all know, though many of your ancestors gave up fighting and gave up land and water and mineral rights in exchange for peace, security, health care, and education, the Federal Government did not live up to its end of the deal. That was wrong. And I have worked hard to change it. There is nothing more important to me than getting this government-to-government relationship right, but getting it right in a way that will empower you to lift yourselves and your children to fulfill your potential and your dreams, not a patronizing relationship but an empowering one, not a handout but a hand up, a genuine partnership so that your children can live their dreams.

As Congressman Udall said, I did ask in the State of the Union Address for the largest budget increases in history for new and existing programs to assist tribal nations. That is why I traveled last year to the Pine Ridge Reservation in South Dakota, the home of the Lakota Sioux. That is why I made Indian country an important focus of our new markets initiative.

Let me tell you what that is. I believe the only way to keep this economy growing is to bring economic opportunity to the people and the places who have been left behind. More businesses, more jobs, more incomes means growth without inflation for the rest of America. People in New York City and Los Angeles and Seattle and Dallas and Atlanta and Miami, they all have a stake in your economic success. And I am here to bring that message to you, and through our friends in the media, to them.

I want to give Americans who have money the same incentives to invest in underdeveloped areas in America we now give them to invest in underdeveloped areas of Latin America or Asia or Africa. I want Americans to look first to people here at home who need work and education, who need technology and opportunity.

And there is no better place to begin than by bridging the digital divide. Our E-rate initiative, to provide discount rates to **schools** and hospitals and libraries that could not otherwise afford them, an initiative pioneered by our Vice President, Al Gore, and championed by this administration for years, has helped to equip every classroom in the consolidated **school** district with computers and the wiring to connect to the Internet.

My new budget provides a major new initiative to prepare Native Americans for careers in technical fields. It provides \$ 2 billion in tax incentives to encourage the private sector to donate computers, sponsor community technology centers available to adults as well as children, and provide technology training for workers; \$ 150 million to train every single new teacher on how to use this **technology** effectively in the **classroom**; and \$ 100 million to create 1,000 community technology centers all across the country, to serve all the people of the community -- the old, the young, those in between, those with disabilities, and those without education, everyone who can benefit from tapping into this new technology.

And I want you to know that I am joined here today by private sector leaders who are part of our national call to action. Hundreds of organizations, including all 32 tribal colleges, have answered this

pledge. And I want to highlight just some of the public and private commitments being made to benefit the Navajo Nation and Native Americans all across our country.

First, and very important, our Federal Communications Chairman, Bill Kennard, is proposing to expand the Lifeline program to ensure that every Native American who needs it will be able to get basic phone service for as little as \$ 1 a month. In this day and age, when we want every American to have access to the Internet, we must first make sure that every American has access to a phone, so there will be a line to hook into.

Second, Native American Systems, headed by Robert Rutherford, a Choctaw, is committing \$ 100,000 state-of-the-art satellite communications to the Red Rock Day **School**, to provide equipment to 30 other BIA **schools** in other parts of Indian country. Tachyon is providing satellite Internet access to Dine College and the Lake Valley **School**. Give them a hand. [Applause]

Compaq will provide \$ 500,000 to spur the TechCorps **schools** partnership, which uses the Internet and TechCorps volunteers to help teachers make the best use of **technology** in the **classroom**. Four Navajo Nation **schools** participated in the pilot of TechCorps **schools**. Today I'm proud to say that this new commitment will make it available to all Navajo Nation **schools** and all K through 12 **schools** nationwide for Native Americans. Microsoft will provide \$ 2.75 million in software and technical support for the American Indian Tribal College program, which will directly benefit Dine College. Andersen Consulting has committed \$ 100,000 to support small business in Indian country, something we need more of. We need access to capital, training, technological support. The capacity to grow small businesses in Indian country is far greater than anything we have realized to date. Healtheon/WebMD will provide valuable Internet sources to the medical professionals at the Indian Health Service facility right here in Shiprock. Let's give all these groups a big hand. [Applause]

I began my remarks today by doing my best to introduce myself to you in the proper way, telling you my name and my family's clan, in your language, as best I could. Well, it's true we are from different clans. Your ancestors were here on this continent, here within the four sacred mountains, long before my ancestors even knew of the existence of this continent and this land we call America. But my friends, we are now all part of the same American family. We are all related, and it is time we acted like we were all related.

We have never had a better chance to build the right kind of relationship. We have never had a better chance to build new connections between people, between cultures, between nations. The Navajo Code Talkers gave us one of history's most stirring lessons on the power of communications. They showed us in the most concrete way that our cultural diversity in America can be our greatest strength. And that is why we must do everything in our power to allow all Dine to lend their talents and their skills to the great enterprise of building our future together.

Ahe' hee doo hagoane. Thank you, and goodbye.

NOTE: The President spoke at 5:50 p.m. at the Boys and Girls Club of Shiprock. In his remarks, he referred to Myra Jodie, student, Steamboat Navajo Nation, AZ, who introduced the President; President Kelsey A. Begaye and Vice President Taylor McKenzie of the Navajo Nation; Chief Justice Robert Yazzie, Navajo Nation Supreme Court; Speaker Edward T. Begay, Navajo Nation Council; William Lee, chapter president, Shiprock local government; Notah Begay III, professional golfer; and Special Assistant to the President for Agriculture and Trade Carl S. Whillock, board member, Rural Telephone Bank Agency of the United States.

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34 Weekly Comp. Pres. Doc. 1143

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Public Papers of the Presidents

June 17, 1998

CITE: 34 Weekly Comp. Pres. Doc. 1143**LENGTH:** 1325 words**HEADLINE:** Remarks on the 21st Century Community Learning Center **Initiative** and an Exchange With Reporters**BODY:**

The President. Thank you very much. Ladies and gentlemen, Hillary and I are delighted to have all of you here in the Rose Garden today for a subject that we care a great deal about. I thank especially Senator Jeffords for his leadership, Congressman Boswell, all the Members of Congress who are here. I thank Secretary Riley and the Attorney General for their consistent and dedicated efforts for our children and to improve the lives of our children. And Chief Frazier and Gloria Nava did, I thought, a marvelous job.

Let me say, as Hillary and Gloria made clear, for millions of Americans, "Home Alone" is not a funny movie; it is a serious risk that children and parents undertake every day all across this country. On any given school day in America, there will be as many as 15 million children left to offend for themselves, idle in front of the television sets or out on the streets and exposed to gangs and guns and drugs.

Incidents of violent crime by juveniles more than double in the hour **after school** lets out, and interestingly enough, our children are also at greatest risk of becoming victims of crime in the hours immediately **after school**. But in communities where children have something positive to do, youth crime is dropping and academic performance is on the rise.

The Justice Department and the Department of Education are today releasing a report to every school district in the country and to the public at large which shows just how much of a difference these **after-school** programs are making. In Chicago, for example, a program with which Hillary and I are familiar, the Lighthouse program is now reaching more than 110,000 children and nearly 250 schools around the city with intensive **after-school** instruction in reading and math. This remarkable program also provides children with three meals a day in the school. And I'm very proud that the Department of Agriculture, with its support, helps to make this possible. Since that program began, not surprisingly, gang activity is down, and reading and math scores are up.

We have to do everything we can to give every community in this country the tools to follow that lead. Today we are announcing \$ 40 million in competitive grants that will help more than 300 schools to start **after-school** programs of their own. As all of you know, they're part of the 21st Century Community Learning Center **Initiative**, which was sponsored in 1993 in my first year in office by Senator Jeffords.

These grants will give now thousands more children a safe place to go before and **after school** and

good things to do. San Francisco, for example, will use the grant specifically to target kids most at risk of joining gangs or using drugs. Baltimore County, which already has, as you heard, successful **after-school** programs, will focus on helping more children to improve their academic performance.

But I think it's important to note two things. One is -- not withstanding the wind n1 -- [laughter] -- this is a universally successful strategy. This is not complicated. This is something simple that has broad support, that saves lives, and improves learning. The second thing is, out there in America everybody has figured this out, so that for every grant we will be able to give, there were 20 schools that applied that aren't getting help today. So we have to do more.

n1 At this point, a gust of wind rustled the trees in the Rose Garden.

In January, as part of my efforts to give quality affordable child care to all the families in this country who need it, I proposed the largest **after-school** commitment in America's history, \$ 200 million a year over the next 5 years to expand the 21st Century Community Learning Center program, to reach a half a million children. Now, these programs have broad bipartisan support, and I very much hope that Congress soon will act to fund this request fully. Remember, there were 20 schools that had good programs that wanted this money for every one school on that map. We can do better, and we must.

Let me also say again to Senator Jeffords, this is the kind of bipartisan support that works for our country. Whenever we put the progress of the American people and the future of our children ahead of partisan politics in Washington, America wins. And that's what we need to do.

Tobacco Legislation

Before we close, I just have to mention -- make a couple of other points. In that spirit, I have been working for 6 months to craft a comprehensive, bipartisan bill to protect our children from the dangers of tobacco, the biggest public health problem for children in America today. As we speak, the Republican' caucus in the Senate is meeting behind closed doors to discuss, perhaps even to decide, the fate of the tobacco bill. I urge them not to turn this meeting, literally, into a smoke-filled room -- to protect the children and not the tobacco lobby.

We have worked very, very hard to make this legislation fair and bipartisan. We have met the majority in the Senate more than halfway. They said they wanted a tax cut to be part of the tobacco bill sincere we were raising the price of cigarettes to discourage children from buying them. We said, all right. They said they wanted some money in this bill to fight drugs as well as to discourage children from using tobacco. We said, fine.

Now, if there is a move to kill or gut this legislation, there can be no possible explanation other than the intense pressure and' the awesome influence fueled by years of huge contributions of big tobacco. So I again call upon the Senate majority, and indeed all those in the Senate, to pass this tobacco bill. Let's get it over to the House, let them have a chance to pass a bill, and let's do something that will give this country a chance to have a lasting public health legacy in a bipartisan way.

Thank you very much.

Q. Mr. President, what will you do if the Senate decides to pull the tobacco bill, sir? What are your alternatives?

Japanese Economy

Q. Mr. President, about Japan, how far are you willing to go to support the yen?

he President. Let me -- you all don't even need to sit back down. I'm going to answer this one question; then we'll visit.

The question was about the support of the United States for the Japanese yen. Let me say, I talked to Prime Minister Hashimoto last night, oh, for 20 or 30 minutes at about 11:30, our time. Japan is very important to the world, especially to the United States and to the efforts we're making to support an economic recovery in Asia, which is very important to keeping our own economic progress going. It is important that they take some critical steps, and as they do them, we will support them.

I was very encouraged by the Prime Minister's statement that he intends to pursue aggressive reform of their banking institutions and intends to do the things that are necessary to get the economy going again. And therefore, I thought it was important that we support them.

In terms of the details of our support, they are contained in Secretary Rubin's statement today, and I couldn't do a bit better than he had done. But we're doing the right thing, and I think the Prime Minister of Japan has done the right thing. And we've got a chance to turn that situation in Asia around before it gets any worse. And America needs a strong, growing, stable economy in Asia. And I am encouraged by what the Prime Minister said last night and heartened, and we're glad to help, and we hope we will be of some help today.

Thank you very much.

NOTE: The President spoke at 11:30 a.m. in the Rose Garden at the White House. In his remarks, he referred to Baltimore Police Commissioner Thomas C. Frazier; Tech. Sgt. Gloria I. Nava, Texas Air National Guard, a parent from San Antonio, TX, whose daughter attends an **after-school** program; and Prime Minister of Ryutaro Hashimoto of Japan.

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I watched Harold Ford up here giving that speech, and I thought, there's a 28-year-old young guy with his whole life ahead of him. And I knew that he had a family that told him he had to show up in the morning, that his work was school, that he was expected to learn. And I want that for every child.

You know, I go to a lot of schools. Today when I speak to children -- I was out in Maryland or Virginia not long before last November, and I was talking to this group of kids, this wonderful group of kids. And they said, "You know, all the parents are going to come, and we just only wish we had time to translate your remarks into Spanish and into Arabic, because there are so many parents who can't understand you." That's the America of tomorrow.

In a global society where we're trying to get other people to put aside their hatreds, to lay down the burdens of the past, to embrace one another, to reach across the lines that divide them, that's a great resource. But the challenge of giving all of the children from whatever backgrounds they come from the chance to make the most of that one life is more formidable than ever. Because of these after-school programs, a million kids will have a better chance. That's really what this is all about, a million more stories like those two beautiful pictures that Lissette showed us today. And that's what we should always, always remember.

Thank you very much.

NOTE: The President spoke at 3:28 p.m. in the East Room at the White House. In his remarks, he referred to Eunice Kennedy Shriver, founder, Special Olympics; and Lissette Martinez, parent mentor, Frederick Funston Elementary School, Chicago, IL, and her husband, Leonard.

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(c) Each agency shall, to the extent permitted by law and where appropriate, identify educationally useful Federal equipment that it no longer needs and transfer it to a **school** or nonprofit organization by:

(1) conveying research equipment directly to the **school** or organization pursuant to 15 U.S.C. 3710(i); or

(2) reporting excess equipment to the General Services Administration (GSA) for donation when declared surplus in accordance with section 203(j) of the Federal Property and Administrative Services Act of 1949, as amended, 40 U.S.C. 484(j). Agencies shall report such equipment as far as possible in advance of the date the equipment becomes excess, so that GSA may attempt to arrange direct transfers from the donating agency to recipients eligible under this order.

(d) In transfers made pursuant to paragraph (e)(1) of this section, title shall transfer directly from the agency to the **schools** or nonprofit organizations as required by 15 U.S.C. 3710(i). All such transfers shall be reported to the GSA. At the direction of the recipient institution or organization, and if appropriate, transferred equipment may be conveyed initially to a nonprofit reuse or recycling program that will upgrade it before transfer to the **school** or nonprofit organization holding title.

(e) All transfers to **schools** or nonprofit organizations, whether made directly or through GSA, shall be made at the lowest cost to the **school** or nonprofit organization permitted by law.

(f) The availability of educationally useful Federal equipment shall be made known to eligible recipients under this order by all practicable means, including newspaper, community announcements, and the Internet.

(g) The regional Federal Executive Boards shall help facilitate the transfer of educationally useful Federal equipment from the agencies they represent to recipients eligible under this order.

Sec. 3. Assisting Teachers' Professional Development: Connecting Classrooms. (a) Each agency that has employees who have computer expertise shall, to the extent permitted by law and in accordance with the guidelines of the Office of Personnel Management, encourage those employees to:

(1) help connect America's classrooms to the National Information Infrastructure;

(2) assist teachers in learning to use computers to teach; and

(3) provide ongoing maintenance of and technical support for the educationally useful Federal equipment transferred pursuant to this order.

(b) Each agency described in subsection (a) shall submit to the Office of Science and **Technology** Policy, within 6 months of the date of this order, an implementation plan to advance the developments described in this order, particularly those required in this section. The plan shall be consistent with approved agency budget totals and shall be coordinated through the Office of Science and **Technology** Policy.

(c) Nothing in this order shall be interpreted to bar a recipient of educationally useful Federal equipment from lending that equipment, whether on a permanent or temporary basis, to a teacher, administrator, **student**, employee, or other designated person in furtherance of educational goals.

Sec. 4. Definitions. For the purposes of this order: (a) "**Schools**" means individual public or private education institutions encompassing prekindergarten through twelfth grade, as well as public **school** districts.

(b) "Community-based educational organizations" means nonprofit entities that are engaged in collaborative projects with **schools** or that have education as their primary focus. Such organizations shall qualify as nonprofit educational institutions or organizations for purposes of section 203(j) of

the Federal Property and Administrative Services Act of 1949, as amended.

(c) "Educationally useful Federal equipment" means computers and related peripheral tools (e.g., printers, modems, routers, and servers), including telecommunications and research equipment, that are appropriate for use in prekindergarten, elementary, middle, or secondary **school** education. It shall also include computer software, where the transfer of licenses is permitted.

(d) "Nonprofit reuse or recycling program" means a 501(c) organization able to upgrade computer equipment at no or low cost to the **school** or nonprofit organization taking title to it.

(e) "Federal Executive Boards," as defined in 5 C.F.R. Part 960, are regional organizations of each Federal agency's highest local officials.

Sec. 5. This order shall supersede Executive Order No. 12821 of November 16, 1992.

Sec. 6. *Judicial Review.* This order is not intended, and should not be construed, to create any right or benefit, substantive or procedural, enforceable at law by a party against the United States, its agencies, its officers, or its employees.

William J. Clinton

The White House, April 17, 1996.

[Filed with the Office of the Federal Register, 8:45 a.m., April 18, 1996]

NOTE: This Executive order was published in the *Federal Register* on April 19.

LANGUAGE: ENGLISH

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Public Papers of the Presidents

Public Papers of the Presidents

March 9, 1996

CITE: 32 Weekly Comp. Pres. Doc. 458

LENGTH: 1924 words

HEADLINE: Remarks on NetDay in Concord, California

BODY:

Thank you so very much. I want to say again how much I appreciate the wonderful welcome we have received here today. I thank your principal, Sheila Walker; Superintendent Allen; your fine Superintendent of Public Instruction Delaine Eastin; and Lieutenant Governor Davis; my good friend Senator Boxer; and Representative Miller. I want to say again what a good job I thought -- I want to join the Vice President -- I thought Brian DeGrassi did a good job up here. We didn't even need to speak after he talked.

I want to thank John Gage and Michael Kaufman for originating the idea of NetDay. The country will long be in their debt. They have come up with something truly remarkable. And I want to thank the Merrills and all the wonderful volunteers here. And because of my own past I don't want to leave here without acknowledging your award-winning band and flag team. I thank them for being here as well. Thank you very much.

And I want to thank Vice President Al Gore, who 20 years ago, 20 years ago coined the term information superhighway and is now helping every American child to become a part of it. I thank you for that.

The Vice President and I have looked forward to coming back for this day ever since last September when we came to California and met with leaders of the communications industry. That day we challenged Californians to connect at least 20 percent of your **schools** to the information superhighway by the end of this **school** year. You didn't fret about it; you're simply doing it.

Think about it. On this day March 9th, 20,000 of your fellow citizens are meeting this challenge. I am honored to be here with you.

Today one out of five California **schools** will be wired to the future. Within 4 years every **school** in the State will be wired to the future. We are putting the future at the fingertips of your children, and we are doing it together in the best American tradition.

We are living through a moment of absolutely astonishing transformation; a moment of great possibility. All of you know that the information and **technology** explosion" will offer to you and to the young people of the future more opportunities and challenges than any generation of Americans has ever seen.

Our country is changing just as profoundly as it did when we moved from farm to factory, from the

country to the cities and towns 100 years ago. The microchip and the global marketplace are opening up undreamed-of prospects but real challenges. If we want to keep the American dream alive for every single person who is willing to work for it, we know that more than ever before we have to give all Americans the skills, the education they need to be winners in this time of change. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill.

All of us are here today because we know purely and simply, that every single child must have access to a computer, must understand it, must have access to good software and good teachers and yes, to the Internet, so that every person will have the opportunity to make the most of his or her own life.

I have spent a great deal of the last 3 years trying to open up educational opportunity and help educators and parents raise educational standards in America. There is more that we must do. Of course we need high standards and high expectations. Of course we should open the doors of college education to every single American who needs to go.

That's what the new **student** loan program is about, which cuts costs and makes repayments easier. That's what the national service program is about, promoting this kind of community service in return for funds to go to college. That's why I believe the most important tax cut we could give in passing a balanced budget is to give every American family the opportunity to deduct up to \$ 10,000 a year of the costs of college tuition.

But whatever else we do, we must bring the information and **technology** revolution to every, every **classroom** in America. Every child in America sees a computer at work in a grocery store, in a video arcade, many at home. One of the few rooms that you can't enter in America today and know for sure that you will see a computer and to see computer **technology** is a **classroom**.

We are changing this today in the same way our Nation has always challenged for the better, by working together united as one America. We understand there no generation gap between old-fashioned American values of hard work, teamwork, and optimism in our forward march into the technological world of the 21st century.

In a way, NetDay is a more modern version of an old-fashioned barnraising. Government's not doing this alone, nor is business, nor can **schools** do it alone. All of us are joining together, **students**, scientists, business leaders, engineers, parents and old-fashioned American citizens who have no other interests other than a love for their country, a love for their children, and a belief in the future of America. What you are doing today is America at its very best, and it guarantees America's future.

Just think about it. Today in California we are installing 6 million feet, 6 million feet of computer cables and plugs. That's a message that all America will hear tonight and tomorrow and be proud of, and hope will emulate.

I want to say a special word of thanks, as the Vice President did, to the business leaders all across the State, from Sun Microsystems to AT&T, MCI Netcom, America Online, the Scholastic Network, Apple, which is donating computers, Netscape, and Microsoft giving free software -- we're having trouble with these speakers. Just pretend you hear even if you don't. [Laughter] I want to ask every one of you to stop and give a special applause to every single business in California that is supporting this endeavor today. This is corporate citizenship at its best. I thank the IBEW and all the labor organizations that are helping today.

There are some truly impressive things being done by **students** today. In San Diego, one class sold cupcakes to pay for the cost of their NetDay kit. All across the State, teenagers today will be able to teach their parents a thing or two about the Net. In Palo Alto, one **school** which was wired a short time ago, this NetDay is providing the first time many parents will see their child's classroom. But after the classroom is wired, the parents are painting the classrooms and repairing a decayed building.

I say that to make this point. One of the most probing comments I have seen in reading the press out here in California in preparing to come is that some have said "Well should the President and the Vice President, should the State be emphasizing computers in all the classrooms when some of our **school** buildings are falling down, some of our play yards in disrepair." My answer to you is yes. If everybody has those skills, our **school** districts will be wealthier and better. But we do not have to choose; the same volunteers that are wiring the **schools** can also fix them up. And I hope people will do it all across California.

I also want to thank the teachers that are working today. And what I think is a real picture of what is so special about today, the teachers on strike in Oakland are putting their pickets down and participating in NetDay.

We are trying to do our part. In the telecommunications bill I signed a few weeks ago, thanks to the long efforts of the Vice President and many in the Congress, there is a guarantee that **schools** and libraries and hospitals will all be able to be hooked up at affordable rates. And last month I announced a \$ 2 billion **technology** literacy challenge to help communities all across this country get the right kind of computers in every classroom and every library by the end of the century.

But more than anything else, we need volunteers, trained teachers, good software. That is what we are celebrating today as well. I cannot think of a single endeavor which has involved so many different Americans from so many different walks of life to do something that is so clearly in the interest of every single American citizen. And again let me say to all of you who are here, thank you. Thank you for the enthusiasm. Thank you for the numbers. Thank you for your commitment.

I want to make just one more point, and I want to emphasize something the Vice President said. The other question which has been raised is whether or not somehow this advance of **technology** will vide our people more, whether or not the poor children or the poor **school** districts will be left behind, whether or not this will inevitably give greater advantages to those who already enjoy them. Let me just give you one story that will refute that, I hope, forever.

Last month, I had the opportunity with the Vice President to visit the Christopher Columbus Middle **School** in Union City, New Jersey. Just a few years ago the **schools** there were so bad the State was on the verge of taking them over and taking them away from the local **school** board and the parents. But it was a revitalized community effort, involving Bell Atlantic and all the local citizens we celebrate here in California today, that put computers in every 7th grad, classroom and in every **student's** home in a **school** district that had a low per capita income where most of the families are first generation immigrant families.

New Jersey is one of the wealthiest States in America, and in a matter ff just a couple of years in this far-from-wet thy **school** district with first generation immigrants, the children have an attendance record, a graduation rate, and most import ant of all, test scores that are above the State average. **Technology** is going to liberate Americans and bring them together, not hold them back.

And that's what I want to happen to California. Look at this sea of faces here. You are America's present and America's future. Now the children will not only be able to access the Magna Carta and the Declaration of Independence, they will be able to, how uncomfortably it might be, follow how Congressman Miller and Senator Boxer vote -- *[laughter]* -- and send e-mail to me and the Vice President, telling us what mistake we have made that day.

To the younger people in this audience, I hope you will never forget this day. Someday your children will marvel at the idea that there ever was a classroom without a computer. You can tell them you were a pioneer. Just as our parents and grandparents built our **schools** and libraries and highways for their children, you will leave your children a legacy of opportunity along the information superhighway.

The 21st century is America's for the taking if we are bold enough and strong enough and confident

enough to go forward together.

We will make the best of this new **technology** together. We will educate our children with it, improve our businesses with it, make our Government more democratic with it, and build a brighter, freer, more prosperous future with it. That is the American way.

Let the future begin. Thank you, and God bless you all.

NOTE: The President spoke at 10:04 a.m. at the Ygnacio Valley High **School**. In his remarks, he referred to Paul Allen, superintendent, Mount Diablo **School** District; Lt. Gov. Gray Davis of California; John Gage, director, science office, Sun Microsystems; Michael Kaufman, director, information services, KQED; Charlie and Margie Merrill, volunteers; and Brian DeGrassi, **student**, Ygnacio Valley High **School**.

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computers make sense. Technological literacy must become the standard in our country. Preparing children for a lifetime of computer use is just as essential today as teaching them the basics of reading, writing, and arithmetic.

This isn't just computers for computers' sake. We're going to work together to help our schools use **technology** to revolutionize American education so that all children will be able to learn better and teachers will be able to be more effective.

In the next few months, the leaders here behind me will be working with us to produce a plan based on the four pillars I outlined in California: modern computers in every classroom, accessible to every student from kindergarten through the 12th grade; connections from every classroom to the incredible educational resources flowing throughout the world; teachers in every classroom who are trained to make the most of new **technology** to educate every student -- and I want to emphasize, one of the most important aspects of the technological revolution is the opportunities being opened to children so many Americans had given up on and schools that too many Americans had given up on -- and finally, a rich array of educational software and information resources.

Today I'm announcing three steps forward that show we are turning these principles into reality. First, we're awarding **Technology Learning Challenge Grants** to 19 communities. In each community there's a partnership of educators, businesses, libraries, museums, and community groups that have come together to retool their schools for the 21st century. They are matching these **grants**. They are committing hardware and software, hard work, and know-how. For example, in Dover, Delaware, Bell Atlantic, Lightspan Partnership, and the State education department are linking homes and schools through family TV sets to improve reading and arithmetic in the early grades. This is how these partnerships will work.

Let me say that it costs a very modest amount of money. This is one of the discussions we have to have in the weeks ahead as we continue our progress toward a balanced budget. We can balance the budget without cutting back on our commitment to our educational future. For a very small amount of national money, we are leveraging much larger amounts of local resources. And I would say again, this is the kind of thing that the Nation ought to be doing now in the area of education and the sort of thing I will be trying to preserve as we negotiate the shoals of the budget discussions.

The second thing I want to announce is a private sector effort making a difference in one State is now going nationwide. We must rely on the expertise of millions of Americans working in the high-tech professions. The **Technology Corps** brings private sector volunteers into our schools so that they can bring **technology** into our classrooms. It's already working in Massachusetts where it was started by Gary Beach, who is here with us today, to connect Massachusetts schools. And now we want to do this around the country.

Finally, we're launching the American **Technology Honor Society** to harness the high-tech skills of exceptional students so they can help to expand their own school's use of **technology**. We have to remember that people born in the information age are more comfortable with it than people like me, who weren't. *[Laughter]*

The American **Technology Honor Society** will be rooted in the National Honor Society, and it will be run by the National Association of Secondary School Principals. Communities, businesses, and governments; parents, teachers, and students -- this could be the largest merger in history, with no questions from the Justice Department. *[Laughter]* Certainly it will be the most important partnership for the future in the United States today, working together to put a computer in every classroom and a computer whiz at every desk.

Every child in America deserves the chance to get the high-tech know-how to unlock the promises of the 21st century -- every child in America. And thanks to the statesmanship and vision of the people who are here with me today and many like them all around America, we are going to forge

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BACKGROUND & Quotes

Divider Title: _____

We've removed the ceiling above our dreams. There are no more impossible dreams.

~ Jesse Jackson ~

There are those that look at things the way they are, and ask why? I dream of things that never were, and ask why not.

~ Robert F. Kennedy ~

If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.

~ Henry David Thoreau ~

We grow great by dreams. All big men are dreamers.

~ Woodrow T. Wilson ~

The future belongs to those who believe in the beauty of their dreams.

~Eleanor Roosevelt~

If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected...

~Henry David Thoreau~

Go confidently in the direction of your dreams. Live the life you've imagined.

~Henry David Thoreau~

We would really like to highlight our future plans!

Expansion Plan For Dream Academy Learning Centers

Working together with a resource development/marketing group called the Jetson Group in Washington, D.C., we have developed three basic plans for expansion of the Dream Academy Learning Centers.

1. We have developed a partnership with leading affordable, multi-family housing group, Edgewood Management Corporation who has a proven commitment to providing quality services to its' residence. Edgewood currently has 20 community centers located within their properties and desires to partner with an organization that provides technology and educational services to children and youth. Edgewood has 93 properties along the northeast corridor that will be equipped with the wiring for computer and Internet access. As part of the collaboration they will donate the space for the centers and we will set up and operate Dream Academy Learning centers in these 93 sites.

Number and location of sites:

76 sites located throughout Maryland, Washington, D.C., and Virginia

5 - New Jersey

3 - Pennsylvania

3 - Kentucky

2 - Oklahoma

2 - Missouri

2 - Ohio

1 - Texas

1 - New York

Demographics: multi-family units consisting of low-income families received Section 8 housing assistance; many units are located in urban cities and a few rural communities.

2. *Workforce Development Academy - Learn from the Pros, Inc.*, is an organization whose purpose is to recruit groups and individuals who will train at-risk youths and young adults for gainful employment in industry and trades where individuals can make a living wage. Industries such as automotive repair, clothes manufacturing, carpentry, entrepreneurial enterprises and many other viable careers. Recognizing that many of these careers will require computer skills and good basic academic skills, LPFP has asked the U.S. Dream Academy to join forces with them to provide the academic and computer training piece of their program. This program will work in

**Dream Academy Learning Center
At
Ferebee Hope Community Services Center**

Location: 3855 8th Street, S.E., Washington, D.C.

Phone: ~~(202) 865-2270~~

Director: Wayne Harris, MSW

Assistant: ~~Currently interviewing for position~~ *Will start June 26, 2000*

Grand Opening: March 6, 2000

Number of Students: 140

Programs Offered:

Academic Curriculum

- Grade Range: 2nd – 5th grades
- Fourth and fifth grades work on The Learning Odyssey™ curriculum
- 2nd and 3rd grades currently working on CD-ROM based reading and math programs and the Internet for drills and games
- By the end of August all grades will work on The Learning Odyssey™ curriculum
- 10 students per class

- Schedule of classes: Monday – Friday

10:30 – 11:15 AM

1:35 – 2:15 PM

2:20 – 3:05 PM

*We've identified
2 kids w/ glasses
4th grade curriculum*

Mentor Program: After school mentoring program designed to help increase: self esteem, respect and concern for the surrounding community, promote healthy social development, and motivate and inspire participants to do well in school.

College Preparation: Scholarship™ a program of CSFA, is a curriculum and resource center designed to motivate and prepare young people to achieve their full potential as students and as productive members of society.

Job Skills Training: Teaching work skills to young adults through the Internet using the WorkKeys curriculum to test aptitude and ability and prepare young people for a career in over 2,500 different areas.

Parent Classes: Teach basic and advanced computing to the parents of participants who are trying to obtain or improve skills for employment advancement.

Parent Outreach

- Director to make at least one home visit per year
- Host a Parent Night program
- Offer Parent computer classes
- Send home meaningful quarterly reports
- Encourage parents to come into the center to talk with Director about child's progress
- Invite parents to community service seminars

Community Outreach

- Host community services seminars – 10 throughout the year – where parents and students are invited to come learn more about and interact with community services providers in their community.
- Invite community businesses and service providers to present at community service seminars
- Participate in community events, i.e., Community Day in July
- Recruit mentors from community employers, schools, assisted living facilities, police athlete league, etc.

04/13/2000



*This is the
On-line curriculum*

*We use -
We have exclusive
license to offer
TLO to low income
& affordable
housing communities
through a collaboration
with ChildU.com*

Overview

The **Learning Odyssey** allows learners to progress naturally in an interactive environment that is **tailored to meet individual needs**. TLO includes:

- **Comprehensive curriculum** that exceeds national and state standards
- Optional **placement testing** of the student
- **Daily student lessons** (over 600 lesson activities per grade)
- **Educational Internet links** that stimulate the student (content controlled)
- **Immediate interaction** between ChildU teacher and student via email
- **Self assessment** provides **immediate feedback**
- **Benchmark assessments**
- Optional **end-of-year standardized testing**



Curriculum

The Learning Odyssey curriculum structure is firmly based on the highest academic standards and focuses on achievement of both skills and knowledge.

Content Standards: Content standards are the primary structural unit of the TLO curriculum. Content standards refer to what students should know and be able to do in each of the academic areas.

Performance Standards: Each content standard is associated with 1 to 30 performance standards that describe how learners will demonstrate that they are mastering that content standard.

TLO provides **eight subject areas** that meet these content standards:

- Language Arts
- Math
- Science
- Social Studies
- Art
- Music
- Technology
- Life Skills



Findings by the American Association of School Administrators ("Preparing Schools and School Systems for the 21st Century"):

→ Customized Learning Environment

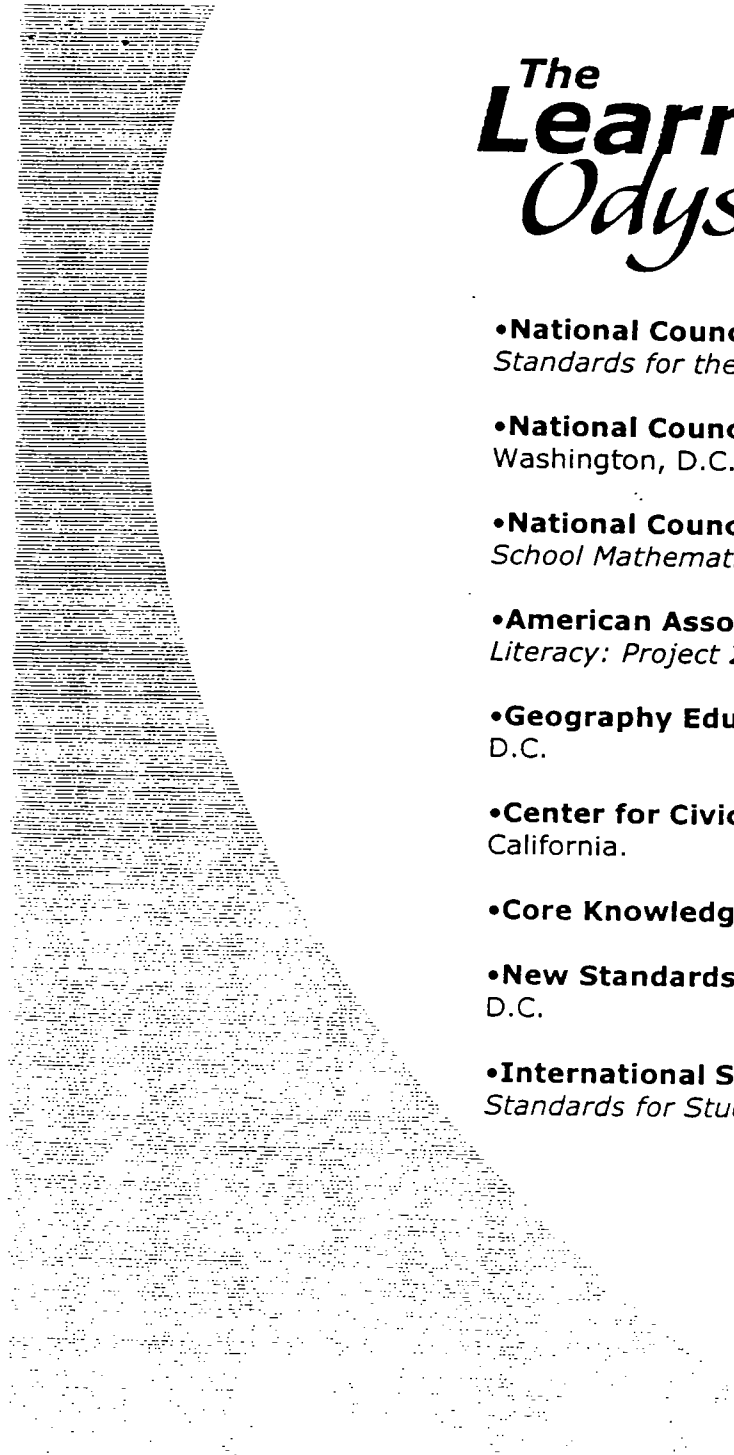
"Schools must offer flexibility that enables teachers to create different learning environments not limited by seat time, but what is actually learned."

→ Self Learning

"All children should be engaged in continuous self-learning and possess the know-how to access information sources without the immediate help of teachers."

→ Around the Clock Education

Schools must become "digital hubs, which will be open electronically 24 hours a day, seven days a week, 365 days a year..."



The Learning Odyssey®

The following sources were consulted in the development of content standards for The Learning Odyssey.

- **National Council of Teachers of English and the International Reading Association.** (1996). *Standards for the English Language Arts*. Urbana, Illinois and Newark, Delaware.
- **National Council for the Social Studies.** (1994). *Curriculum Standards for Social Studies*. Washington, D.C.
- **National Council of Teachers of Mathematics.** (1989). *Curriculum and Evaluation Standards for School Mathematics*. Reston, Virginia.
- **American Association for the Advancement of Science.** (1993). *Benchmarks for Science Literacy: Project 2061*. New York: Oxford University Press.
- **Geography Education Standards Project.** (1994). *National Geography Standards*. Washington, D.C.
- **Center for Civic Education.** (1994). *National Standards for Civics and Government*. Calabasas, California.
- **Core Knowledge Foundation.** (1995). *Core Knowledge Sequence*. Charlottesville, Virginia.
- **New Standards Project.** (1997). *Performance Standards, Vol. 1., Elementary School*. Washington, D.C.
- **International Society for Technology in Education.** (1998). *National Educational Technology Standards for Students*. Eugene, Oregon.



Headquartered in Bloomington, Indiana, **AIT has pioneered both the design and application of a variety of new classroom technologies and programs.** AIT has also emerged as a leading source of new ideas and policies in education and technology.

AIT projects have received support from federal and private institutions, corporate sponsors and other partners. They have **worked cooperatively with these groups to develop more than thirty-five major curriculum series in twenty-five years.**

AIT currently offers more than 160 learning resource products. Among them are:

- Slim Goodbody
- Minds on Science
- Head to Toe
- Math Works

Biographical Sketch of Wintley A. Phipps

Mr. Wintley Augustus Phipps was born in Trinidad, West Indies and raised in Montreal, Quebec, Canada. He matriculated through Christian academy (Kingsway College), then through Oakwood College of Huntsville, Alabama where he received his Bachelors of Arts Degree in Religion. He received a Masters of Divinity Degree from Andrews University in Berrien Springs, Michigan.

Mr. Phipps is a spirit-filled preacher, world-renowned vocal artist, and innovative initiator of special projects. He is the founder and president of the *U.S. Dream Academy, Inc.*, a non-profit organization dedicated to providing an on-line, values-based, interactive, tutorial and remedial education courseware to at risk children and youth through community Family Learning Centers.

He currently serves on the Board of Directors of Citizens' Scholarship Foundation of America and has served on several boards such as the Council for Religious Freedom, Prison Fellowship Ministries and also served as a member of the Children, Youth and Families Initiative Advisory Team for PFM. He served as the Assistant to the President of Oakwood College in Huntsville, Alabama, Assistant to the President of Bowie State College in Bowie, Maryland, and later became the founder the International Institute for Religious Freedom.

Mr. Phipps has been the featured speaker and performer at many notable occasions world wide. He has sung for Presidents William Jefferson Clinton and Ronald Reagan at several of their Prayer Breakfasts. He performed for both the 1984 and 1988 National Democratic Convention, the Dr. Martin Luther King, Jr. television special, Dr. Robert Schuler's Hour of Power Telecast, The Billy Graham Crusades, the Vatican, the National Easter Seal Telethon, the Spicer College Celebration, the Son City Crusade, the Rosa Parks Birthday Celebration, and special guest soloist at Diana Ross' wedding ceremony in England. He also conducts gospel music lectures on several continents such as Europe, Australia, Africa and the United States.

Mr. Phipps has performed on *Saturday Night Live* as well as *Sunday Live* and has been the special guest on the Oprah Winfrey Show and CBS Nightwatch. Mr. Phipps was nominated for a Grammy Award in 1988 and again 1989. He is the author of the book Power of A Dream (1996), founder of *Songs of Freedom Publishing Company* and *Coral Records Recording Company*

Mr. Phipps is currently serving as the Pulpit Pastor of the Seabrook Seventh-day Adventist Church in the Potomac Conference. He is also serving as the Assistant to the President for Congressional Affairs for the General Conference of Seventh-day Adventists.

Mr. Wintley A. Phipps is married to the lovely Linda Diane Galloway Phipps (an RN) and they have been blessed with three fine sons: Wintley Augustus, II, Winston Adriel, and Wade Alexander.

Bio for C. Diane Wallace Booker, Esq.

C. Diane Wallace Booker currently serves as the Vice President for Operations and Finance for the U.S. Dream Academy and is an officer of the organization.

Ms. Wallace Booker received her bachelor of science degree in Communications and graduated *cum laude* from Bowie State University in 1992. She received her Juris Doctor degree from the University of Maryland School of Law in 1996. While in law school Ms. Wallace Booker was a legal advocate for at-risk children and their families who suffered from lead paint poisoning while living in sub-standard housing. She also participated in the Law & Health Care Program where she developed an interest in equality and health care issues for the poor, women and the elderly.

Before coming to the Dream Academy, Ms. Wallace Booker worked for the Howard County Circuit Court where she implemented the first Family Law Case Management system for the county while building her private law practice in Maryland.

Ms. Wallace Booker first became interested in the Dream Academy after a providential meeting occurred between her and Mr. Phipps. From that meeting, grew a desire to assist Mr. Phipps with his dream of changing lives in a positive and powerful way. In 1998, Ms. Wallace Booker began working as a volunteer and helped to shape the Dream Academy during the developmental stages. Soon, she was working full-time for the Dream Academy heading up the operations, finance and fund-raising functions of the organization and serving as in-house counsel.

“This is one of the most exciting times in my life, I am achieving my dreams of helping to create opportunities for children and youth who have so much potential yet so little opportunities to refine their skills and talents. We are building a vehicle that will create opportunities for refinement not only in academics, but also in the area of technology.”

**U.S. Dream Academy
Board of Directors
March 23, 1999 – March 2000/2001**

Delbert W. Baker, Ph.d serves as the current president of Oakwood College, a historically black college located in Huntsville, Alabama,

Admiral Barry Black, Presidential appointee to serve as Chief of Chaplains for the United States Navy. Admiral Black was the first African-American to hold this position and is in charge of all Navy Chaplains worldwide.

Dr. Benjamin Carson, world-renowned pediatric neurosurgeon. Dr. Carson is currently the Chief of Pediatric Neurosurgery at Johns Hopkins University Hospital

Mssr. Graham Ferguson Lacy, British financier who resides in the Isle of Man, United Kingdom. Mr. Lacy is a successful businessman and minister.

Mr. Melvin Ming, is the Chief Financial Officer and Vice President of Administration and Operations for The Museum of Television and Radio. Mr. Ming has made his name in saving non-profit organizations from bankruptcy and maintaining good financial standing.

Dr. Deborah Myers, MSW & Phd, is a social worker for the District of Columbia and has had many years experience working with at-risk children and youth. Ms. Myers has also recently completed her doctoral degree in Divinity at Howard University.

Mr. William Nelson, President of Citizen's Scholarship Foundation of America (CSFA). CSFA is the nation's largest private-sector scholarship foundation in the country and is ranked the number one educational non-profit organization in the country by the Journal of Philanthropy. Mr. Nelson serves as the Chairman of the Board for U.S. Dream Academy, Inc.

Dr. Cynthia Powell-Hicks, a psychologist who owns and operates Hudson Lyndsey Psy Med, Inc., Foster Home Finders and Group Home for Abused Children.

Benjamin Reaves, D. Min, Vice President of Ministries for Adventist Health Care and the former Chairman of the Board for the United Negro College Fund.

Dr. L'Tonya Sloan, President and Founder of The Ed-Tech Group, a consulting firm that specializes in education technology and the evaluation of educational program effectiveness

Mr. Jody Victor, President & CEO of Marker Man Productions, a worldwide distribution company and member of the Board of Directors for the Amway Corporation.

Mr. Calvin Wiese, President of HealthMagic, Inc., a company that has pioneered the development of online, Internet based personal health management tools. Mr. Wiese is the former Chief Financial Officer for Adventist Health System, which includes the Florida Hospital, the largest hospital in the country, based on admissions.

Ms. Carol H. Williams, founder and president of Carol H. Williams Advertising Agency, a multi-million dollar business, who is most famous for the *Secret*™ advertising campaign, "strong enough for a man, but made for a woman" and many other popular campaigns.

Dr. David Williams, Senior Research Scientist and Professor of Sociology at The University of Michigan, Institute for Social Research. Dr. Williams has authored numerous research reports on the effects of racism on the health of African Americans and various other topics related to the health of African Americans.

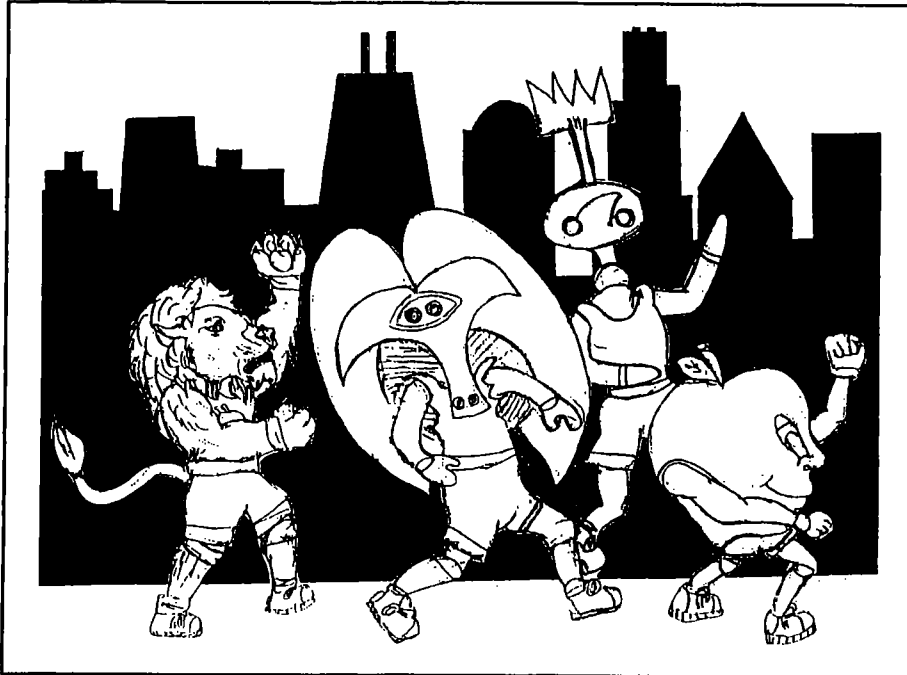
Clinton Presidential Records Digital Records Marker

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

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

BACKGROUND & Quotes

Divider Title: _____



"Dancing Chicago Sculptures" by Lakeysha D., age 15, Lawrence Hall Youth Services, Chicago. Used with permission.

Building Dreams for Children of Prisoners

William Nelsen and Wintley Phipps

Among the casualties that result from locking up millions of adults are the children of these prisoners. These youngsters are often unfairly stigmatized by the criminal status of their parent and are at great risk for school failure and delinquency. This article describes the innovative Dream Academy project, which is using "high tech and high touch" interventions to reach this population.

Far too often, children of prisoners become prisoners themselves. Statistics have shown that the children of prisoners are six times more likely than other children to be incarcerated at some point in their lives. In fact, more than two thirds of the juveniles in our nation's criminal justice system either have a parent or other close family member in prison. These facts suggest that a primary concern for adults trying to help troubled kids in the new millennium must be the sons and daughters of those adults who are currently in our criminal justice system. Reaching this vulnerable group of young people with the proper and necessary services will have a profound impact on the families of prisoners and could potentially reduce the high rate of incarceration in this country. The U.S. incarceration rate of 672 inmates per 100,000 residents is higher than that of any other country except Russia.

The exact number of children of prisoners is unknown; however, conservative estimates have placed it at upwards of 1.5 million. The U.S. Department of Justice reported that, as of the end of 1998, more than 1.8 million men and women were behind bars in this country, including 1,178,978 state prisoners, 123,041 federal inmates, and approximately 592,000 in local jails.

Needs of the Children of Prisoners

The needs of the children of prisoners are numerous and complex. When a parent is incarcerated, the child experiences feelings of loss; trauma; and physical, social, and emotional problems, including failure in school and delinquency (Adalist-Estrin, 1995). In addition, these children often feel penalized or rejected by society and become

Gospel Star Ministering To Children Most at Risk



STAN SIMPSON

3/17/95

With his riveting bass baritone and soulful gospel singing, Wintley Phipps is

indeed blessed.

The ordained minister from Maryland has appeared on "Oprah," "Saturday Night Live" and "Soul Train." He was a featured performer at the 1984 and 1988 National Democratic conventions, has sung duets with Patti LaBelle and Melissa Manchester and soloed at Diana Ross' wedding.

If Ray Allen got game, Wintley Phipps got pipes.

But it wasn't until he joined the national Prison Fellowship Ministries and began performing for prisoners across the country that he found his true calling — educating children of prisoners and young people deemed "at risk."

Phipps, at the request of the prison ministry group and along with several scholars, conducted a study last year on the "life outcomes" of children of prisoners.

They found that 80 percent to 70 percent of juveniles in jail are children or relatives of convicts. Eighty percent of prison males are high school dropouts, or functionally illiterate. Most are African Americans or Latinos.

"It blew me away," said Phipps, 44, a short, sturdy, balding man with a warm smile. I met him after his performance at a leadership seminar at the University of Maryland two weeks ago.

"A lot of us don't really understand what that means until we really see it," he said. "It was not until I went into America's prisons that I saw what's going on and how many African Americans are behind those bars. I realized something had to be done."

Phipps last year formed U.S. Dream Academy Inc., a nonprofit education program, to provide remedial after-school tutoring for kids who have trouble reading and writing.

The organization, which is seeking corporate and private dollars, plans to partner with churches or schools and use interactive educational software featuring the Bible as its reading source. The teachers and tutors would be paid by the academy. The program would be an optional one putting to rest potential debates about church and state.

A God-centered curriculum would teach literacy, character building, health education and lifestyle alternatives to drugs, tobacco and gangs.

"You have to increase the density of caring, loving adults in the life orbit of these kids," Phipps said. "Every time they turn around they've got to bump into somebody who is crazy about them and about God, and about good things."

Phipps believes, as do I, that if you can get young people excited about reading and more spiritually centered, much of our literacy problem would be eliminated. If so, the nation's exploding prison population, which has doubled in the past 12 years, might actually be reduced.

Of Connecticut's approximately 16,000 inmates, 75 percent are African Americans and Latinos. Three-quarters of the entire population don't have higher than a 12th grade education.

Jesse Jackson, who spoke at Trinity College recently, said across urban America he sees two things: "second class schools and first class jails." The reading levels and dropout rates in Hartford's schools are among the worst in the state. Meanwhile, in the past decade, Connecticut dumped more than \$1 billion into prison expansion and construction.

In other words, if we don't try a new approach, our capital city's public schools will end up serving as a farm system for our jails.



PEOPLE-POWERED
SOLUTIONS TO
COMMUNITY
PROBLEMS

SUMMER 1999

VOLUME 3 • NUMBER 1

U.S. Dream Academy

The brainstorm of minister and motivational speaker Wintley Phipps, U.S. Dream Academy hopes to combat the odds against children with parents in prison.

The Academy will operate before- and after-school family learning centers designed to help children achieve economic skills, health education, basic academic skills, and character building and moral education through an Internet-based curriculum. Initially, it will be offered for kindergarten to grade 6.

A mentor will be assigned to each child to help him or her through the computer-based learning program. Ideally, each site will serve 20 children, with computers for each. "It's high-tech and high-touch," says vice president C. Diane Booker Wallace.

U.S. Dream Academy is now deciding on pilot sites for the program, which has been in development the

past five years. All the information needed to establish a Dream Academy would be available on-line, from how to recruit volunteers to fundraising and curriculum. The goal is to link all elements of the community to the academies, from schools and churches to hospitals and the legal system. Current partners include the Citizens' Scholarship Foundation and the National Association of Former Foster Care Children.

Children with a parent in prison are six times more likely to become prisoners themselves, Wallace says. "When these kids fall behind in school, there's no one to take the time to get them up to speed." Among prison populations, illiteracy is nearly 80%, she says. "We're trying to intervene, to break that cycle."

U.S. Dream Academy, 800-USDREAM;
www.usdreamacademy.org

THE U.S. DREAM ACADEMY

Thank you for your interest in the U.S. Dream Academy, an organization dedicated to making America a better place by starting with the most significant members of society: our children. While America has always been the land of opportunity, too many children are faced with problematic home lives, resulting in a general lack of support and educational guidance. Specifically, the children of our nation's prisoners are often victims of unfortunate circumstances. They are more likely to drop out of school and much less likely to pursue educational opportunities.

Research shows that the children of prisoners have a higher incidence of under-achievement in school and social settings, as well as a tendency to incur problems with the law.

The U.S. Dream Academy is here to stop this vicious cycle and show that with the right tools and guidance, a child can achieve anything, regardless of how they got their start in life. By giving youths education, encouragement, and confidence, we can provide them with the hope and opportunity they need to become great achievers. Please take a moment to read over our mission, goals, and the rest of our web site. You'll see that the U.S. Dream Academy is already making a difference, and the more support we get, the greater impact we'll have on bettering the lives of our nation's children.

U.S. Dream Academy
6395 Dobbin Road, Suite 202
Columbia, MD 21045
(800) USDREAM

Wintley Phipps, President, CEO
C. Diane Wallace-Booker, VP Operations
Timothy Henderson, Director - Programs and Technology
Devie Phipps, Office Manager

After School

HISTORY

Rising to a challenge by members of Congress to help ensure that America's children would not fall behind in the information age, Wintley Phipps formed a vision within his heart to create a values-centered Internet based learning program for at-risk children and youth. This vision would place special emphasis on the children of prisoners and those children in danger of school failure due to a lack of proper academic, social, and financial support.

The U.S. Dream Academy was founded in 1998 in the state of Florida as a 501(c)(3) non-profit organization. A small well-trained staff, headquartered in Columbia, Maryland directs the U.S. Dream Academy and reports to a national 17 member board. In addition to overseeing the work of each Dream Academy Learning Center, developing new sites as the program grows and linking every youth member and family via the Internet, the staff will oversee constant curriculum refinement as well as continuing training for staff and volunteers.

Our primary goal is to empower at-risk children and youth to achieve their dreams by provide enrichment and basic skills training in three critical areas:

Academic tutoring and enrichment for students falling behind in school.

Social enrichment through values-centered mentoring programs, and

Technological enrichment through the use and mastery of computers and the Internet.

This mission will be mainly carried out in "Dream Academy Learning Centers" where students will have access to a personal computer, the Internet (with security features) and our website. Under the guidance of a Center Director each child will use a self-paced, individualized tutorial program that identifies key skills that he/she may be missing and focus on bringing that child up to grade level and beyond. Also, each child will be paired with a mentor for social enrichment.

"A Child without a Dream is a Child without a Future"

MISSION STATEMENT

Empower at-risk children and youth to maximize their potential by providing them with academic, social and values enrichment through supportive mentoring and the use of technology.

PURPOSE/ VISION

To make a positive difference in people's lives by providing them with educational support, social enrichment, skills enhancement and values training.

KEY GOALS

Academic

Enhance the academic performance and capabilities of children and youth that are experiencing difficulty in school by offering valuable tutoring and academic support.

Social

Instill values and enrich the lives of children and youth by offering them confidence-building mentoring programs.

Technological

Provide both youth and adults with the computer skills necessary to succeed in today's technology-focused society.

COPY

THE WHITE HOUSE

WASHINGTON

January 19, 2000

MEETING WITH WINTLEY PHIPPS

DATE: January 20, 2000
LOCATION: Oval Office
EVENT TIME: 9:45am - 10:00am
FROM: Karen Tramontano
Bruce Reed
Eric Liu

4/7/99 -

I. PURPOSE

To fulfill Wintley Phipps' request to meet with you to discuss the U.S. Dream Academy.

II. BACKGROUND

You will be meeting with Wintley Phipps. Phipps is President of the U.S. Dream Academy, an extended learning time program for at-risk youth. As you know, he is also a Grammy-nominated singer and a minister. Phipps was last at the White House last November 9, to sing at the ceremony honoring the Little Rock Nine. This memo provides background on the U.S. Dream Academy, describes the nature of his request, and lays out three options for action.

U.S. Dream Academy

The Academy is an after-school program in Columbia, Maryland for students who are academically at-risk. The Academy works primarily with students whose parents are incarcerated. Research indicates that these children are likely to become incarcerated themselves: more than 60 percent of people currently incarcerated come from families where there was criminal activity. The U.S. Dream Academy works to break this cycle.

Churches play a major role in the Academy's work, which has a significant faith and values component. Phipps also wants private sector entities to play a greater role, particularly because he is focusing on teaching technology skills and using technology to deliver high-quality content. There are substantial costs associated with these activities.

Last year the Department of Labor's Employment and Training Administration awarded the academy a one-year grant of \$100,000 that Phipps is hoping to renew for two additional years. NFL Charities have also donated \$15,000, and Exxon has provided \$25,000 in computer equipment. The Academy is now using this funding to start a

demonstration site in Southeast Washington, DC that Phipps hopes to open this spring. Phipps' long-term vision is to start academies in cities across the country, linking them interactively and using online content for instruction.

Meeting Agenda

This meeting is the outgrowth of a letter that Phipps sent you recently asking to meet and discuss the U.S. Dream Academy. Phipps needs more funding to get the demonstration site off the ground. He is planning to brief you on developments to date and ask you for additional support.

Possible Suggestions for Phipps

- After-school: Because the academy provides supplemental learning, Phipps may be able to work with local schools and secure an after-school/summer school grant from the 21st Century Community Learning Centers program at the Education Department. The fact that the program is not housed in a school may be problematic, but you can suggest that Phipps pursue this source. Bear in mind, however, that this program -- like the Labor Department program that currently funds the Academy -- is run on a competitive basis, and that there are no guarantees he would be able to secure a grant.
- Charter schools: Although charter school laws vary by state, in many states what Phipps is creating would qualify as a charter school. You can suggest that he investigate trying to open the U.S. Dream Academy as a charter school and access funds that way. In the District of Columbia, where his demonstration site is located, charter schools receive 100 percent of the per-pupil expenditure.
- Your personal support: A show of support from you, indicating that you share Phipps's commitment to the Academy's mission, could also help him as he works to secure private sector support. You could offer to write a letter, record a video, or in some other way publicly indicate support for the academy.

III. PARTICIPANTS

YOU

Wintley Phipps, President, U.S. Dream Academy
Karen Tramontano
Bruce Reed or Eric Liu
Andrew Rotherham

IV. PRESS PLAN

Closed press.

V. SEQUENCE OF EVENTS

- **YOU** will greet Wintley Phipps and have a brief meeting with him.
- Wintley Phipps will depart.

VI. REMARKS

None required.

Josh, here's the info you requested. I am also sending a
 Fed Ex package - You can look at our website at ~~www.usdream~~
www.usdreamacademy.org

¶THE U. S. DREAM ACADEMY is the vision of Wintley Phipps, internationally noted minister, singer, speaker, and goodwill ambassador to reach in a unique, positive, and powerful way youth who are at risk for future unemployment or incarceration. This includes those who receive too little attention in our society, namely the sons and daughters of our nation's prison population and those failing in school.

¶Local U. S. Dream Academy program sites called **Dream Academy Learning Centers**--will use a high touch approach, where youth and their families will be surrounded and supported by caring staff, community volunteers, and mentors. A high-tech approach will make extensive use of Internet based learning programs.

U. S. DREAM ACADEMY

¶Each center will offer a variety of effective motivational and learning activities, including; a comprehensive internet based academic curriculum, focusing on basic skills and supplementary education; CSFA's ScholarShop, a program that motivates students to stay in school and prepare for postsecondary education; a values-based curriculum, encouraging a positive, meaningful, and rewarding lifestyle; family support programs; and enriching and fun activities for youth and families.

- Individual mentoring for personal and academic growth
- Learning centers located in churches, schools and community centers
 - Interactive, distance learning and access to the latest technology and educational materials
- Incentives, tools and opportunities and hope for a bright future
 - **character** development

U. S. Dream Academy is now **ONLINE**
www.usdreamacademy.org
 Check us out on the web!



12 pages

4
Major
Components
① Academic
on-line
tutoring

What is the Dream Academy Learning Center?

The Dream Academy Learning Center is the tutoring center for the 21st Century. The center is equipped with state-of-the art computers, a sophisticated networking system, and super-fast connection to the Internet using a digital subscriber line (DSL). At the center, students, K-12 will have the opportunity to receive tutoring in the areas of Reading, Math, Science, History and Language Arts. Using an automated assessment, students will be given an individualized curriculum that focuses on their area of weakness in order to help students gain mastery and comprehension of the subject area.

What will my child learn while at the Center?

Each child will take an assessment on the computer. The assessment will show us where your child needs specific help and in what areas. We have an assessment that covers areas such as Reading, Math, Science, History and Language Arts. Currently, we only offer assessments for grades 3 – 6, however, by next year, we will offer assessment and instruction for grades K-12.

What other types of programs do you offer?

- ② *Scholarshop*TM – this program is designed to motivate and prepare young people to achieve their full potential as students and as productive members of society. This program helps middle school; junior high and senior high school students access information about college opportunities and seeks to increase the number of high school graduates and college-going rate of *Scholarshop*TM participants.
- ③ *Work Keys*TM – this computerized program has identified over 2,500 jobs in the United States and has designed a certified training course for students and adults to complete. Many companies accept this training as proof that an individual has the skills to perform the job. Work Keys offers a new approach to bridge the gap between levels of job skills needed in the workplace and the actual skill levels of employees.

- ④ *Mentoring* – an after school mentoring program will be available for participants of the Dream Academy Learning Center. Mentors will activities with the children, help with homework, and help build self confidence and motivation through positive interaction and skill building.

How can my child be involved?

If your child attends the Ferebee Hope Elementary School, your child has the opportunity to be involved in the Dream Academy Learning Center during the school day. For instruction during the school day, contact the elementary school to find out how your child can participate. For tutoring after school hours, please contact Wayne Harris, Center Director at 301-596-2770, ext. 20.

Are there courses for adults?

We will offer computer classes for adults in the near future. Please check back with us during the summer to find out more about enrolling for a computer-training course or the Work Keys program. We want to provide relevant courses for the adults within the Far South East community and would very much appreciate your comments on what type of programming we should consider for adult training.

What are the hours?

Initially, the center will be open from 8:30 a.m. to 5:30 p.m., Monday through Friday. We will extend to evening hours when we offer adult computer and job skills training. The Ferebee Hope Elementary students will have classes Monday – Thursday between the hours of 10:30 a.m. and 3:15 p.m.

How much will it cost?

All of the courses and services offered through the Dream Academy Learning Center are free of charge.

We would
really like to
highlight our future plans!

Expansion Plan For Dream Academy Learning Centers

Working together with a resource development/marketing group called the Jetson Group in Washington, D.C., we have developed three basic plans for expansion of the Dream Academy Learning Centers.

1. We have developed a partnership with leading affordable, multi-family housing group, Edgewood Management Corporation who has a proven commitment to providing quality services to its' residence. Edgewood currently has 20 community centers located within their properties and desires to partner with an organization that provides technology and educational services to children and youth. Edgewood has 93 properties along the northeast corridor that will be equipped with the wiring for computer and Internet access. As part of the collaboration they will donate the space for the centers and we will set up and operate Dream Academy Learning centers in these 93 sites.

Number and location of sites:

76 sites located throughout Maryland, Washington, D.C., and Virginia

5 - New Jersey

3 - Pennsylvania

3 - Kentucky

2 - Oklahoma

2 - Missouri

2 - Ohio

1 - Texas

1 - New York

Demographics: multi-family units consisting of low-income families received Section 8 housing assistance; many units are located in urban cities and a few rural communities.

2. *Workforce Development Academy - Learn from the Pros, Inc.*, is an organization whose purpose is to recruit groups and individuals who will train at-risk youths and young adults for gainful employment in industry and trades where individuals can make a living wage. Industries such as automotive repair, clothes manufacturing, carpentry, entrepreneurial enterprises and many other viable careers. Recognizing that many of these careers will require computer skills and good basic academic skills, LFP has asked the U.S. Dream Academy to join forces with them to provide the academic and computer training piece of their program. This program will work in

**Dream Academy Learning Center
At
Ferebee Hope Community Services Center**

Location: 3855 8th Street, S.E., Washington, D.C.

Phone: ~~(202) 462-2770~~

Director: Wayne Harris, MSW

Assistant: ~~Currently interviewing for position~~ *Will start June 26, 2000*

Grand Opening: March 6, 2000

Number of Students: 140

Programs Offered:

Academic Curriculum

- Grade Range: 2nd – 5th grades
- Fourth and fifth grades work on The Learning Odyssey™ curriculum
- 2nd and 3rd grades currently working on CD-ROM based reading and math programs and the Internet for drills and games
- By the end of August all grades will work on The Learning Odyssey™ curriculum
- 10 students per class
- Schedule of classes: Monday – Friday

10:30 – 11:15 AM

1:35 – 2:15 PM

2:20 – 3:05 PM

*We've identified
2 kids using glasses
... 4 the garden water can be used.*

Mentor Program: After school mentoring program designed to help increase: self esteem, respect and concern for the surrounding community, promote healthy social development, and motivate and inspire participants to do well in school.

College Preparation: Scholarshop™ a program of CSFA, is a curriculum and resource center designed to motivate and prepare young people to achieve their full potential as students and as productive members of society.

Job Skills Training: Teaching work skills to young adults through the Internet using the WorkKeys curriculum to test aptitude and ability and prepare young people for a career in over 2,500 different areas.

Parent Classes: Teach basic and advanced computing to the parents of participants who are trying to obtain or improve skills for employment advancement.

Parent Outreach

- Director to make at least one home visit per year
- Host a Parent Night program
- Offer Parent computer classes
- Send home meaningful quarterly reports
- Encourage parents to come into the center to talk with Director about child's progress
- Invite parents to community service seminars

Community Outreach

- Host community services seminars – 10 throughout the year – where parents and students are invited to come learn more about and interact with community services providers in their community.
- Invite community businesses and service providers to present at community service seminars
- Participate in community events, i.e., Community Day in July
- Recruit mentors from community employers, schools, assisted living facilities, police athlete league, etc.

04/13/2000



*This is the
On-line curriculum*

*We use -
We have exclusive
license to offer
TLO to low income
& affordable
housing communities
through a collaboration
with ChildU.com*

Overview

The **Learning Odyssey** allows learners to progress naturally in an interactive environment that is **tailored to meet individual needs**. TLO includes:

- **Comprehensive curriculum** that exceeds national and state standards
- Optional **placement testing** of the student
- **Daily student lessons** (over 600 lesson activities per grade)
- **Educational Internet links** that stimulate the student (content controlled)
- **Immediate interaction** between ChildU teacher and student via email
- **Self assessment** provides immediate feedback
- **Benchmark assessments**
- Optional **end-of-year standardized testing**



Curriculum

The Learning Odyssey curriculum structure is firmly based on the highest academic standards and focuses on achievement of both skills and knowledge.

Content Standards: Content standards are the primary structural unit of the TLO curriculum. Content standards refer to what students should know and be able to do in each of the academic areas.

Performance Standards: Each content standard is associated with 1 to 30 performance standards that describe how learners will demonstrate that they are mastering that content standard.

TLO provides **eight subject areas** that meet these content standards:

- Language Arts
- Math
- Science
- Social Studies
- Art
- Music
- Technology
- Life Skills

Biographical Sketch of Wintley A. Phipps

Mr. **Wintley Augustus Phipps** was born in Trinidad, West Indies and raised in Montreal, Quebec, Canada. He matriculated through Christian academy (Kingsway College), then through Oakwood College of Huntsville, Alabama where he received his Bachelors of Arts Degree in Religion. He received a Masters of Divinity Degree from Andrews University in Berrien Springs, Michigan.

Mr. Phipps is a spirit-filled preacher, world-renowned vocal artist, and innovative initiator of special projects. He is the founder and president of the *U.S. Dream Academy, Inc.*, a non-profit organization dedicated to providing an on-line, values-based, interactive, tutorial and remedial education courseware to at risk children and youth through community Family Learning Centers.

He currently serves on the Board of Directors of Citizens' Scholarship Foundation of America and has served on several boards such as the Council for Religious Freedom, Prison Fellowship Ministries and also served as a member of the Children, Youth and Families Initiative Advisory Team for PFM. He served as the Assistant to the President of Oakwood College in Huntsville, Alabama, Assistant to the President of Bowie State College in Bowie, Maryland, and later became the founder the International Institute for Religious Freedom.

Mr. Phipps has been the featured speaker and performer at many notable occasions world wide. He has sung for Presidents William Jefferson Clinton and Ronald Reagan at several of their Prayer Breakfasts. He performed for both the 1984 and 1988 National Democratic Convention, the Dr. Martin Luther King, Jr. television special, Dr. Robert Schuler's Hour of Power Telecast, The Billy Graham Crusades, the Vatican, the National Easter Seal Telethon, the Spicer College Celebration, the Son City Crusade, the Rosa Parks Birthday Celebration, and special guest soloist at Diana Ross' wedding ceremony in England. He also conducts gospel music lectures on several continents such as Europe, Australia, Africa and the United States.

Mr. Phipps has performed on *Saturday Night Live* as well as *Sunday Live* and has been the special guest on the Oprah Winfrey Show and CBS Nightwatch. Mr. Phipps was nominated for a Grammy Award in 1988 and again 1989. He is the author of the book Power of A Dream (1996), founder of *Songs of Freedom Publishing Company* and *Coral Records Recording Company*

Mr. Phipps is currently serving as the Pulpit Pastor of the Seabrook Seventh-day Adventist Church in the Potomac Conference. He is also serving as the Assistant to the President for Congressional Affairs for the General Conference of Seventh-day Adventists.

Mr. Wintley A. Phipps is married to the lovely Linda Diane Galloway Phipps (an RN) and they have been blessed with three fine sons: Wintley Augustus, II, Winston Adriel, and Wade Alexander.

Bio for C. Diane Wallace Booker, Esq.

C. Diane Wallace Booker currently serves as the Vice President for Operations and Finance for the U.S. Dream Academy and is an officer of the organization.

Ms. Wallace Booker received her bachelor of science degree in Communications and graduated *cum laude* from Bowie State University in 1992. She received her Juris Doctor degree from the University of Maryland School of Law in 1996. While in law school Ms. Wallace Booker was a legal advocate for at-risk children and their families who suffered from lead paint poisoning while living in sub-standard housing. She also participated in the Law & Health Care Program where she developed an interest in equality and health care issues for the poor, women and the elderly.

Before coming to the Dream Academy, Ms. Wallace Booker worked for the Howard County Circuit Court where she implemented the first Family Law Case Management system for the county while building her private law practice in Maryland.

Ms. Wallace Booker first became interested in the Dream Academy after a providential meeting occurred between her and Mr. Phipps. From that meeting, grew a desire to assist Mr. Phipps with his dream of changing lives in a positive and powerful way. In 1998, Ms. Wallace Booker began working as a volunteer and helped to shape the Dream Academy during the developmental stages. Soon, she was working full-time for the Dream Academy heading up the operations, finance and fund-raising functions of the organization and serving as in-house counsel.

"This is one of the most exciting times in my life, I am achieving my dreams of helping to create opportunities for children and youth who have so much potential yet so little opportunities to refine their skills and talents. We are building a vehicle that will create opportunities for refinement not only in academics, but also in the area of technology."

**U.S. Dream Academy
Board of Directors
March 23, 1999 – March 2000/2001**

Delbert W. Baker, Ph.d serves as the current president of Oakwood College, a historically black college located in Huntsville, Alabama,

Admiral Barry Black, Presidential appointee to serve as Chief of Chaplains for the United States Navy. Admiral Black was the first African-American to hold this position and is in charge of all Navy Chaplains worldwide.

Dr. Benjamin Carson, world-renowned pediatric neurosurgeon. Dr. Carson is currently the Chief of Pediatric Neurosurgery at Johns Hopkins University Hospital

Mssr. Graham Ferguson Lacy, British financier who resides in the Isle of Man, United Kingdom. Mr. Lacy is a successful businessman and minister.

Mr. Melvin Ming, is the Chief Financial Officer and Vice President of Administration and Operations for The Museum of Television and Radio. Mr. Ming has made his name in saving non-profit organizations from bankruptcy and maintaining good financial standing.

Dr. Deborah Myers, MSW & Phd, is a social worker for the District of Columbia and has had many years experience working with at-risk children and youth. Ms. Myers has also recently completed her doctoral degree in Divinity at Howard University.

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Dr. Cynthia Powell-Hicks, a psychologist who owns and operates Hudson Lyndsey Psy Med, Inc., Foster Home Finders and Group Home for Abused Children.

Benjamin Reaves, D. Min, Vice President of Ministries for Adventist Health Care and the former Chairman of the Board for the United Negro College Fund.

Dr. L'Tonya Sloan, President and Founder of The Ed-Tech Group, a consulting firm that specializes in education technology and the evaluation of educational program effectiveness

Mr. Jody Victor, President & CEO of Marker Man Productions, a worldwide distribution company and member of the Board of Directors for the Amway Corporation.

Mr. Calvin Wiese, President of HealthMagic, Inc., a company that has pioneered the development of online, Internet based personal health management tools. Mr. Wiese is the former Chief Financial Officer for Adventist Health System, which includes the Florida Hospital, the largest hospital in the country, based on admissions.

Ms. Carol H. Williams, founder and president of Carol H. Williams Advertising Agency, a multi-million dollar business, who is most famous for the *Secret*™ advertising campaign, "strong enough for a man, but made for a woman" and many other popular campaigns.

Dr. David Williams, Senior Research Scientist and Professor of Sociology at The University of Michigan, Institute for Social Research. Dr. Williams has authored numerous research reports on the effects of racism on the health of African Americans and various other topics related to the health of African Americans.

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The Washington Times♦ [View Related Topics](#)

March 19, 1997, Wednesday, Final Edition

SECTION: Part C; METROPOLITAN TIMES; IF YOU ASK ME; Pg. C2**LENGTH:** 508 words**HEADLINE:** If there's a problem, check the foundation**BYLINE:** Patricia Wolfe; SPECIAL TO THE WASHINGTON TIMES**BODY:**

One of the advantages of working in Annapolis during the Maryland General Assembly is having the opportunity to attend the legislative prayer breakfasts. These monthly, nondenominational meetings are planned by a group of legislators who recognize the need to maintain a base of spiritual anchors as they perform their work in government. The prayer breakfasts are held at the Loews Hotel and usually include a prominent Christian legislator or musician whose inspirational messages are used to shine real light onto an often dark arena.

Recently, we were treated to music and a message by a gentleman by the name of **Wintley Phipps**. Mr. **Phipps** is from Trinidad and now works with the Virginia-based Prison Ministries program. Mr. Phipps has a golden singing voice that sends shivers down your spine, but the 15 minutes of wisdom he shared with us before he sang was equally moving.

He told us the story of a high-rise office building that developed a structural crack on its 14th floor.

Understandably, the people who worked there were concerned and began searching for the architect. After many hours of searching on the upper floors, they found him in the basement, peering with his flashlight into one of its dark corners.

"The building's falling apart!" the people told him. "There's a crack up on the 14th floor!"

"I know," replied the architect, looking back into the corner.

"Then what are you doing down here?" they asked. "We need you where the damage is!"

The architect turned from his work and told them patiently, "If a building's falling apart, we need to examine its foundations. Look what I've found."

As it turned out, a security guard had decided to build a garage onto his own home. In an attempt to save the cost of building materials, he had been chiseling bricks one at a time out of the base of the high-rise and taking them home.

"Now," said the architect, "the building is so weak at its base that it can no longer support itself. Even though the crack is on the 14th floor, the problem is here in the foundation."

Mr. Phipps concluded his tale with a verse from the 11th Psalm that asks the question, "If the foundation be destroyed, what can the righteous do?"

He then drew a parallel from the high-rise problem in his story to the problems we face today. He challenged the legislators to remember that trying to patch the crack on the 14th level is senseless if the foundation is crumbling underneath.

"Look to the foundations," he told them. "The foundations of faith in a personal God, family and the freedom to pursue one's **dreams**. When these weaken, the structure begins to crumble and problems appear on our 14th floor."

At the close of Mr. Phipps' presentation, House Speaker Casper Taylor told the 75 or so assembled guests, "I believe I've just heard the most important message I'll hear during the 1997 General Assembly."

Ah, Mr. Speaker, how right you are.

* Patricia Wolfe is legislative aide to Delegate Nancy Jacobs, Harford County Republican.

LANGUAGE: ENGLISH

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May 17, 2000

Education

By REBECCA S. WEINER

Making Sure Brand-New Teachers Know Technology

Top executives from the technology industry are looking to improve technology training for teachers at the source: colleges and schools of **education**.

Four months into the effort, the organizers of the Washington-based CEO Forum -- made up of executives from Apple Computer, America Online, Discovery Communications, IBM and others -- say they are surprised at how quickly teacher educators are adopting their program.

"There were some people, when we started, who told us not to bother because schools of **education** are too intractable," said Ken Kay, the CEO Forum's executive director.

The group has created the Teacher Preparation School Technology and Readiness (STaR) Chart, a self-evaluation tool for institutions that train teachers. Nearly 250 of the nation's 1,500 schools and colleges of **education** have committed to using the chart to evaluate their ability to give teachers technology skills.

"Faculty and students should have as much technology as they need."

States with major concentrations of technology companies and researchers have the most colleges committed to using the self-evaluation tool. North Carolina leads with 18 institutions, California has 15, Texas has 13 and New York has 11.

"A line ought to be drawn in the sand, and no young person ought to graduate not knowing how to use technology," Kay said.

The STaR Chart rates each institution's ability to prepare technology savvy teachers by asking schools to rate themselves in such areas as the quality of computer facilities and technology use in the curriculum.

Edna Szymanski, dean of the University of Maryland at College Park's College of Education, said the STaR Chart is an integral part

of a planning process the college started a year ago.

"By 2004, all of our graduates are going to be technically competent," she said, adding that the college is considering some type of technology exit exam for graduates.

Stan Bennett, director of technology and teaching research and outreach at the University of Maryland at College Park, said all of the college's department heads were given a copy of the STaR Chart to help develop plans for meeting technology training goals. The college is training faculty and student mentors to help each other learn how to use new technologies in a teaching environment. Research has shown that teachers whose professors use technology are more likely to use it in their own classrooms, Bennett said.

In the past, Bennett said, training has focused on separate pieces of software and hardware, rather than on how to integrate all of them into the curriculum. "The way we frequently teach technology is like teaching people how to build a house by taking Screwdriver 101 or Drilling 101, then testing in the end to see if they can build a house," he said.

Bennett said the college has used the STaR Chart to help identify and repair its weaknesses. Already, the college is creating mobile technology carts that professors can roll into a classroom for specific lessons, rather than having to depend on a static campus computer lab.

"Faculty and students should have as much technology as they need," he said. "If you have stationary labs, people aren't likely to use them and it's wasteful."

Gary Galluzzo, dean of George Mason University's Graduate School of Education in Fairfax, Va., helped test the chart before its introduction in January. He said the final result is indispensable for tracking the school's progress.

"We plan to use it annually to see where we are," he said. "We prepare the people who prepare the work force. Our obligation is to make sure every teacher leaves here prepared."

Kay said colleges and schools have been eager to participate, in part because the chart does not aim to "grade" them. "When we started, we were going to do a report card or a grade, but the **education** groups were resistant to it," he said. "Part of it was to make it not threatening enough so they'll use it."

The other goal of the chart, Kay said, is to introduce business concepts into **education**. The chart is a way to guide the colleges and schools in their planning and rate the success of those plans, much as companies would.

"We were suggesting schools do no different than businesses do," he said.

Education

Internet links of interest
to readers of the
Education column

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Classroom

One main difference between academia and the business world, however, is the rate of change. Bennett said he thinks it will take up to 10 years for faculty to buy fully into a technologically integrated curriculum, one in which the Internet and other technology is a crucial part of the **education** process. Galluzzo expects it to take his institution five to seven years to meet its goals. "The real key piece is moving all of us humans along," he said.

Galluzzo added that the current emphasis on teacher training at the White House, in Congress and in the technology industry would help speed along the process.

The EDUCATION column is published weekly, on Wednesdays. Click [here](#) for a list of links to other columns in the series.

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THE HARTFORD COURANT

March 17, 1999 Wednesday, STATEWIDE

SECTION: MAIN; Pg. A3**LENGTH:** 556 words**HEADLINE:** GOSPEL STAR MINISTERING TO CHILDREN MOST AT RISK**BYLINE:** Stan Simpson; Courant Columnist**BODY:**

With his riveting bass baritone and soulful gospel singing, Wintley Phipps is indeed blessed.

The ordained minister from Maryland has appeared on "Oprah," "Saturday Night Live" and "Soul Train." He was a featured performer at the 1984 and 1988 National Democratic conventions, has sung duets with Patti LaBelle and Melissa Manchester and soloed at Diana Ross' wedding.

If Ray Allen got game, Wintley Phipps got pipes.

But it wasn't until he joined the national Prison Fellowship Ministries and began performing for prisoners across the country that he found his true calling -- educating children of prisoners and young people deemed "at risk."

Phipps, at the request of the prison ministry group and along with several scholars, conducted a study last year on the "life outcomes" of children of prisoners.

They found that 60 percent to 70 percent of juveniles in jail are children or relatives of convicts. Eighty percent of prison males are high school dropouts, or functionally illiterate. Most are African Americans or Latinos.

"It blew me away," said Phipps, 44, a short, sturdy, balding man with a warm smile. I met him after his performance at a leadership seminar at the University of Maryland two weeks ago.

"A lot of us don't really understand what that means until we really see it," he said. "It was not until I went into America's prisons that I saw what's going on and how many African Americans are behind those bars. I realized something had to be done."

Phipps last year formed **U.S. Dream Academy** Inc., a nonprofit education program, to provide remedial after-school tutoring for kids who have trouble reading and writing.

The organization, which is seeking corporate and private dollars, plans to partner with churches or schools and use interactive educational software featuring the Bible as its reading source. The teachers and tutors would be paid by the academy. The program would be an optional one, putting to rest potential debates about church and state.

None on Phipps

A God-centered curriculum would teach literacy, character building, health education and lifestyle alternatives to drugs, tobacco and gangs.

"You have to increase the density of caring, loving adults in the life orbit of these kids," Phipps said. "Everytime they turn around they've got to bump into somebody who is crazy about them and about God, and about good things."

Phipps believes, as do I, that if you can get young people excited about reading and more spiritually centered, much of our literacy problem would be eliminated. If so, the nation's exploding prison population, which has doubled in the past 12 years, might actually be reduced.

Of Connecticut's approximately 16,000 inmates, 75 percent are African Americans and Latinos. Three-quarters of the entire population don't have higher than a 12th-grade education.

Jesse Jackson, who spoke at Trinity College recently, said across urban America he sees two things: "second-class schools and first-class jails." The reading levels and dropout rates in Hartford's schools are among the worst in the state. Meanwhile, in the past decade, Connecticut dumped more than \$1 billion into prison expansion and construction.

In other words, if we don't try a new approach, our capital city's public schools will end up serving as a farm system for our jails.

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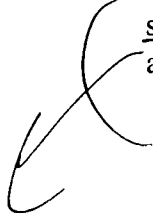
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PRESIDENT CLINTON OFFERS SUPPORT TO THE DREAM ACADEMY

In January 2000, President Bill Clinton initiated a meeting with U.S. Dream Academy president and founder Wintley Phipps, to be held in the Oval Office, in order to discuss the future initiatives and action plans for the Dream Academy. Proclaiming his full support of the U.S. Dream Academy to provide children of incarcerated parents with high quality educational resources, President Clinton reaffirmed the need for additional government assistance for traditionally underprivileged families. He stated that the plight of prisoners and the families they leave behind would be an important focus during his final year of administration. In the President's own words, "It has not received enough attention."

President Clinton recommended several government aid opportunities, and he also suggested several ways in which his personal involvement could be addressed. We at the U.S. Dream Academy were honored with the chance to speak with President Clinton, and we anticipate working with him in the near and distant future.

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newsroom

Exxon Oil Corporation fulfills dreams at Ferebee Hope Community Services Center.

In October 1999, **Exxon Company, U.S.A.**, headquartered in Houston, Texas under the executive leadership of Mr. Ansel Condray, presented the U.S. Dream Academy with a check for \$25,000 to fully equip our first demonstration site in Washington, D.C., with state of the art computers, wiring, Internet connections and printers.

In a letter from Mr. Ansel Condray presenting the donation to the Academy, Mr. Condray wrote:

"For almost 100 years, Exxon has sustained a commitment to caring for the community. A significant part of that effort is dedicated to providing educational opportunity for children. We welcome this opportunity to join with the U.S. Dream Academy in this educational outreach effort."

Ansel Condray, *President*
Exxon Company, USA

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newsroom

Dream Academy Learning Center Welcomes its' First Director

On March 13, 2000, the Dream Academy Learning Center at Ferebee Hope Community Services Center officially welcomed the center's first Director, Mr. Wayne P. Harris. Harris has been a long time supporter of the Dream Academy and was a social worker with Child & Family Services Agency prior to accepting the position as Director.

"Wayne is a natural fit for this position - his passion for helping children, his social work and teaching background and extensive knowledge of the southeast community - made him a perfect candidate, we are blessed to have him working on our team" said C. Diane Wallace Booker, Vice President.

Mr. Harris received a Bachelor of Arts Degree in Finance from Howard University in 1989. He received a Master of Social Work degree in 1998 from Howard University, with a concentration in Family and Child/Community Organization.

Before coming to the U.S. Dream Academy, Mr. Harris worked for several social services agencies including the Child & Family Services for the LaShawn General Receivership as the assistant to the Housing Liaison. Mr. Harris has taught in the Prince Georges and Montgomery County Public Schools. He has worked as a Manager and Financial Services Broker for the Congressional Financial Corporation.

"I feel blessed by this opportunity and honored that Wintley Phipps thought enough of me to allow me to share in a dream that is so precious to him. The U.S. Dream Academy staff and consultants have invested an enormous amount of time and energy into this project, and I feel honored to have been chosen for this position. I feel confident that my skills and experience will be appropriately matched with the challenges of this position."

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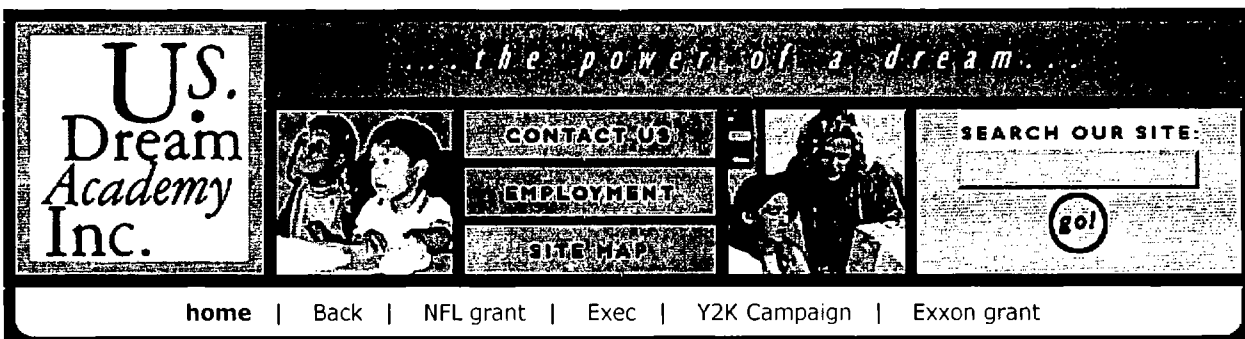
NFL Charities Help Children Learn with a Grant to Develop Curriculum

In November, 1999, **NFL Charities** joined the U.S. Dream Academy to help children excel in school and achieve their dreams by **donating \$15,000.00 toward curriculum development.**

NFL Charities is a non-profit organization created by the member clubs of the National Football League to enable teams to collectively make grants to charitable and worthwhile causes on the national level.

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newsroom

Department of Labor Partners with the Dream Academy

In June of 1999, the United States Department of Labor under the leadership of Secretary Alexis Herman, granted the Dream Academy a **one-year \$100,000 grant** to design and implement our first demonstration site in the Washington, D.C. area. This purpose of the site is to "provide an array of comprehensive services which focuses on eliminating the cycle of incarceration for youth and young adults."

The demonstration site is located in far southeast Washington, D.C., at the Ferebee Hope Community Services Center operated by Child and Family Services Agency.

We are pleased and excited to be working along with the Department of Labor to help reduce the number of youth and young adults entering the prison system and help train youth for employment.

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Public Papers of the Presidents

Public Papers of the Presidents

June 17, 1998

CITE: 34 Weekly Comp. Pres. Doc. 1143

LENGTH: 1325 words

HEADLINE: Remarks on the 21st Century Community Learning Center Initiative and an Exchange With Reporters

BODY:

The President. Thank you very much. Ladies and gentlemen, Hillary and I are delighted to have all of you here in the Rose Garden today for a subject that we care a great deal about. I thank especially Senator Jeffords for his leadership, Congressman Boswell, all the Members of Congress who are here. I thank Secretary Riley and the Attorney General for their consistent and dedicated efforts for our children and to improve the lives of our children. And Chief Frazier and Gloria Nava did, I thought, a marvelous job.

Let me say, as Hillary and Gloria made clear, for millions of Americans, "Home Alone" is not a funny movie; it is a serious risk that children and parents undertake every day all across this country. On any given school day in America, there will be as many as 15 million children left to offend for themselves, idle in front of the television sets or out on the streets and exposed to gangs and guns and drugs.

Incidents of violent crime by juveniles more than double in the hour **after school** lets out, and interestingly enough, our children are also at greatest risk of becoming victims of crime in the hours immediately **after school**. But in communities where children have something positive to do, youth crime is dropping and academic performance is on the rise.

The Justice Department and the Department of Education are today releasing a report to every school district in the country and to the public at large which shows just how much of a difference these **after-school** programs are making. In Chicago, for example, a program with which Hillary and I are familiar, the Lighthouse program is now reaching more than 110,000 children and nearly 250 schools around the city with intensive **after-school** instruction in reading and math. This remarkable program also provides children with three meals a day in the school. And I'm very proud that the Department of Agriculture, with its support, helps to make this possible. Since that program began, not surprisingly, gang activity is down, and reading and math scores are up.

We have to do everything we can to give every community in this country the tools to follow that lead. Today we are announcing \$ 40 million in competitive grants that will help more than 300 schools to start **after-school** programs of their own. As all of you know, they're part of the 21st Century Community Learning Center Initiative, which was sponsored in 1993 in my first year in office by Senator Jeffords.

These grants will give now thousands more children a safe place to go before and **after school** and

good things to do. San Francisco, for example, will use the grant specifically to target kids most at risk of joining gangs or using drugs. Baltimore County, which already has, as you heard, successful **after-school** programs, will focus on helping more children to improve their academic performance.

But I think it's important to note two things. One is -- not withstanding the wind n1 -- *[laughter]* -- this is a universally successful strategy. This is not complicated. This is something simple that has broad support, that saves lives, and improves learning. The second thing is, out there in America everybody has figured this out, so that for every grant we will be able to give, there were 20 schools that applied that aren't getting help today. So we have to do more.

n1 At this point, a gust of wind rustled the trees in the Rose Garden.

In January, as part of my efforts to give quality affordable child care to all the families in this country who need it, I proposed the largest **after-school** commitment in America's history, \$ 200 million a year over the next 5 years to expand the 21st Century Community Learning Center program, to reach a half a million children. Now, these programs have broad bipartisan support, and I very much hope that Congress soon will act to fund this request fully. Remember, there were 20 schools that had good programs that wanted this money for every one school on that map. We can do better, and we must.

Let me also say again to Senator Jeffords, this is the kind of bipartisan support that works for our country. Whenever we put the progress of the American people and the future of our children ahead of partisan politics in Washington, America wins. And that's what we need to do.

Tobacco Legislation

Before we close, I just have to mention -- make a couple of other points. In that spirit, I have been working for 6 months to craft a comprehensive, bipartisan bill to protect our children from the dangers of tobacco, the biggest public health problem for children in America today. As we speak, the Republican' caucus in the Senate is meeting behind closed doors to discuss, perhaps even to decide, the fate of the tobacco bill. I urge them not to turn this meeting, literally, into a smoke-filled room -- to protect the children and not the tobacco lobby.

We have worked very, very hard to make this legislation fair and bipartisan. We have met the majority in the Senate more than halfway. They said they wanted a tax cut to be part of the tobacco bill sincere we were raising the price of cigarettes to discourage children from buying them. We said, all right. They said they wanted some money in this bill to fight drugs as well as to discourage children from using tobacco. We said, fine.

Now, if there is a move to kill or gut this legislation, there can be no possible explanation other than the intense pressure and' the awesome influence fueled by years of huge contributions of big tobacco. So I again call upon the Senate majority, and indeed all those in the Senate, to pass this tobacco bill. Let's get it over to the House, let them have a chance to pass a bill, and let's do something that will give this country a chance to have a lasting public health legacy in a bipartisan way.

Thank you very much.

Q. Mr. President, what will you do if the Senate decides to pull the tobacco bill, sir? What are your alternatives?

Japanese Economy

Q. Mr. President, about Japan, how far are you willing to go to support the yen?

The President. Let me -- you all don't even need to sit back down. I'm going to answer this one question; then we'll visit.

The question was about the support of the United States for the Japanese yen. Let me say, I talked to Prime Minister Hashimoto last night, oh, for 20 or 30 minutes at about 11:30, our time. Japan is very important to the world, especially to the United States and to the efforts we're making to support an economic recovery in Asia, which is very important to keeping our own economic progress going. It is important that they take some critical steps, and as they do them, we will support them.

I was very encouraged by the Prime Minister's statement that he intends to pursue aggressive reform of their banking institutions and intends to do the things that are necessary to get the economy going again. And therefore, I thought it was important that we support them.

In terms of the details of our support, they are contained in Secretary Rubin's statement today, and I couldn't do a bit better than he had done. But we're doing the right thing, and I think the Prime Minister of Japan has done the right thing. And we've got a chance to turn that situation in Asia around before it gets any worse. And America needs a strong, growing, stable economy in Asia. And I am encouraged by what the Prime Minister said last night and heartened, and we're glad to help, and we hope we will be of some help today.

Thank you very much.

NOTE: The President spoke at 11:30 a.m. in the Rose Garden at the White House. In his remarks, he referred to Baltimore Police Commissioner Thomas C. Frazier; Tech. Sgt. Gloria I. Nava, Texas Air National Guard, a parent from San Antonio, TX, whose daughter attends an **after-school** program; and Prime Minister of Ryutaro Hashimoto of Japan.

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35 Weekly Comp. Pres. Doc. 14

Source: [All Sources](#) : / . . . / : [Presidential Documents](#)Terms: [headline \(afterschool or after school\)](#) and [date geq \(06/12/1995\)](#) ([Edit Search](#))*Public Papers of the Presidents*

Public Papers of the Presidents

January 7, 1999**CITE:** 35 Weekly Comp. Pres. Doc. 14**LENGTH:** 2159 words**HEADLINE:** Remarks on Funding for Quality **After-School** Programs**BODY:**

Thank you very much, Mr. Vice President. I want to thank all those who have spoken before and all of you who are here. I say a special word of appreciation to the Members of the Congress who have come, the members of the education community, the employees of the Department of Education.

I want to thank Congressman Ford for his stirring speech. I was looking at Congressman Ford, thinking, you know, I was 28 once. [Laughter] And when I ran for Congress at that age I got beat. I see why he got elected. [Laughter]

I thank Senator Kennedy for his lifetime of literally an example of unparalleled service in the United States Senate and Secretary Riley, who has been my friend since we started our governorships together over 20 years ago now. And I'm glad to see Mrs. Shriver here, and I thank the family of Congressman King for coming, my colleague in the Irish peace process. We're glad to see all of them.

But most of all, I want to thank Lissette Martinez and Leonard for showing up and reminding us while we're all here today, because they were great. When she held her children's pictures up here, I thought, if those kids and their parents are the future of America, we're going to be just fine. We're going to be just fine.

Even though the definition of well-educated was very different over 200 years ago when this country was founded, our Founding Fathers thought it was of pivotal importance. In 1787, they declared that all new territories set aside land for public schools, establishing the principle that public education, though a State and local responsibility, must always be a national priority.

In 1862, President Lincoln signed the legislation creating the land grant college system. In 1944, the GI bill gave millions of returning veterans tickets to what became the first mass middle class in the history of the world. In 1958, the launch of Sputnik led to Federal funds to improve science and math education in our country. In 1965, Federal support for education expanded further to bring minorities and the poor, long shut out of the classroom, inside to the full benefits of public education. At each of these turning points in our history, our country strengthened public education to match the challenges of the times.

Now in our time, as others have said, we face another challenge, the emergence of a global economy that is fast-paced, technologically sophisticated, driven by information and, at the same time, the emergence in our country of a breathtakingly diverse group of young people, diverse by race and

ethnic background, by religion, by culture, by income, by circumstances.

We now have an economy in which the workplace is no longer just for men but also for women; the work day is no longer bound by the hours of 9 a.m. to 5 p.m.; and the workplace is increasingly at home. When I became President 6 years ago, only 3 million Americans were earning their living at home. When I ran for reelection, the number was 12. Today there are about 20 million Americans earning their primary income out of their homes. This is a stunning statistic.

To meet the challenges of this new economy with our new society, we have to rely on our old values, but we have to make sure that we manifest them in modern ways. That means our public schools must change. They must teach our children while reflecting the way we work and live now and will work and live in the 21st century.

In the last 6 years we have worked hard on this, with the help of all of you in this room and those whom you represent throughout the United States. Forty-eight of our 50 States have now adopted tougher academic standards which we called for when the Goals 2000 program passed back in 1994. Thousands of schools have become safer, better learning environments, cracking down on gangs and guns, violence and discipline, adopting school uniforms and other systems designed to create a better, more equal learning environment.

The percentage of students who report being threatened or injured at school nationwide is down. We've begun to organize an army of tutors to help elementary school children learn to read and middle school and high school students to prepare for college. And I'm very proud of all the young people all across America who are working in these tutoring and mentoring programs.

We've dramatically increased our investment in early childhood learning through the Head Start program. We're making real progress in connecting every classroom and library to the Internet by the year 2000. And as Secretary Riley said, the e-rate for which the Vice President fought so hard means that we've not only hooked up those classrooms, but they can actually afford to log on.

Last fall, we fought for and won from Congress a down payment on 100,000 new highly trained teachers to reduce class sizes in the early grades, and we made a beginning on our proposal to offer to pay off the college costs of young people who will go into our most underserved areas and teach for a few years when they graduate from school. I hope the new Congress will keep up the payments so we can keep the teachers going. And I hope they will work with me to build or modernize 5,000 schools.

The charter school movement, which I have championed since 1992, is growing. When I took the oath of office as President, there was one charter school in the whole United States, a public school organized by parents or teachers within the school system but free of a lot of the bureaucratic limitations that are on so many schools. In 1996, there were 700. There are now about 1,000. We are well on our way to our goal of having 3,000 by the year 2000.

All these efforts and others are beginning to show up in SAT scores, which are up; math scores, which have risen in nearly all grades nationwide; even on a lot of the international tests, when we didn't do so well for years and years, our younger people are tending to do better and better.

We should be pleased and thankful, but we should not be fooled into complacency. Why? First, reading scores have hardly budged and many of our foreign competitors are improving their schools faster than we are. Secondly, while our children do very well on these international test scores in elementary school and reasonably well in middle school, by the time they're in high school they're rankings have dropped dramatically.

We know we have more to do. We know that a majority of our schools have not kept pace with the new family patterns and work patterns which dominate America. We know that more and more parents are being drawn into the work force. On any given day, as many as 15 million school children are left to fend for themselves at home, idle in front of the television or out on the streets, vulnerable to gangs, drugs and crime. On any given day when school lets out, juvenile crime goes up, and also

the number of children themselves victimized by crime. On any given day when school lets out, tens of millions of working parents look nervously at the clock, hoping and praying their children will be okay.

It is no secret that I believe that the best way for our Nation to meet these challenges is to expand the number and improve the quality of our after-school programs. With quality after-school, parents and educators will be given the tools they need to succeed; students learn their lesson in the schoolhouse, not on the street; youth crime and victimization plummet. Quality after-school programs both enhance opportunity and bolster responsibility. In so doing, they strengthen our communities; they honor our values; they benefit our nation.

That's why I've supported grants for these kinds of quality programs through the 21st Century Community Learning Center Initiative, first introduced by Senator Jeffords from Vermont, championed by Senator Kennedy and Senator Boxer, Congresswoman Lowey from New York and others.

Two years ago, this program received \$ 1 million from Congress. Then it grew the year before last to \$ 40 million, and then last year, to \$ 200 million, in the budget I signed, serving a quarter of a million children. Yet, the demand for quality after-school programs, the bipartisan support it has gained, and its potential to transform public education in America and the futures of our children far, far outweigh the investment we have made to date.

Therefore, today I am pleased to announce that in the new budget I will present to Congress this year, we will triple our investment in academically enriched after-school programs to give over 1 million children across America somewhere to go.

Now, you heard Lissette talking about the Chicago system. It's one I particularly favor. And last year I asked the Congress to set aside some funds that we could give to other school systems to help to adopt the comprehensive approach they have there. That is, no social promotion; more parent involvement in the schools; high standards but don't flunk anybody because the system is failing the kids; don't say the kids are failing; give them the after-school programs; give them the summer school programs; give them the tools they need to succeed. So we are going to give priority to communities that end social promotion in the right way.

She talked about that eighth grade test. Hillary and I, when we were working together in Arkansas on education, made our State the first State in the country to have an eighth grade exit exam. But I never saw it as a way of identifying children who were failing. I thought it would identify the schools that were failing and give the children a chance to succeed. And that's what they believe in in Chicago, and what we should believe in everywhere.

So I'm looking forward to working with all the Senators and House Members who care so much about this, both to improve after school programs and to end social promotion but to do it in the right way. We have to do everything in our power -- after school, smaller classes, better teachers, modernized facilities, Internet hookups, summer programs -- to help our kids succeed. We have to have high standards not only for students but for the preparation of our teachers and for the performance of our schools. And I'll have more to say about that later.

Scarce dollars should not be spent on failed policies. If we've learned anything, Hillary and Dick Riley and I, after 20 years and more of working at this, listening to teachers and parents, going into schools, it is what Congressman Ford said: We do believe all children can learn. And that gives a much greater urgency to this work.

Look, this is not really just about making the American economy strong or even making sure that when we baby boomers retire we'll be supported by two workers that made Bs or better instead of a 1.7. [Laughter] It makes a good point. But that's not really what this is about. Everybody just gets one chance. Everyone just has one life. This is about giving people a chance to make the most of that one life. This is about the sure knowledge we have that the rest of us will just be fine; everything is going to work out all right if we give our children the chance to make the most of their lives.

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36 Weekly Comp. Pres. Doc. 871

Source: [All Sources](#) : / . . . / : [Presidential Documents](#)Terms: [digital divide](#) and [date geq \(12/13/1999\)](#) ([Edit Search](#))*Public Papers of the Presidents*

Public Papers of the Presidents

April 18, 2000

*not early
after about**Digital
Divide***CITE:** 36 Weekly Comp. Pres. Doc. 871**LENGTH:** 4390 words**HEADLINE:** Remarks to the COMDEX 2000 Spring Conference in Chicago, Illinois**BODY:**

Thank you very much. Thank you, Frederic Rosen, and thank you, Jason Chudnofsky. I am delighted to be here. I want to thank Director Tony Streit and the young people from Street-Level Youth Media who went on my tour with me over in the other part of the McCormick Center to see some of the new wonders of the information technology revolution. I want to thank those who have come with me here today on this last stop of this part of our new markets tour, including several Members of the United States Congress: Jan Schakowsky from Chicago; Stephanie Tubbs Jones from Cleveland; Silvestre Reyes from El Paso, Texas; and Representative Bill Jefferson from New Orleans.

I want to thank Secretary of Transportation Rodney Slater, Federal Communications Chair Bill Kennard, Reverend Jesse Jackson, Bob Johnson -- the president of Black Entertainment Television -- and Gene Sperling and Maria Echaveste, who operate this program for me out of the White House.

I am glad to be the first President to address this conference, but I am quite sure I will not be the last. Information technology has accounted for about 30 percent of this remarkable economic growth we've had, even though people directly working in IT only account for about 8 percent of our employment.

What we have tried to do in Government is to provide the conditions and give people the tools to make the most of this phenomenal new era in human affairs. What you and people like you all across this country have done, have made the most of that -- the balanced budget, the Telecommunications Act, doubling our investment in education and training, and dramatically increasing basic research, opening trade to new countries. And it's given us the longest economic expansion in history, the lowest African-American and Hispanic unemployment rates ever recorded, the lowest female unemployment rate recorded in 40 years, poverty down to a 20-year low, the lowest welfare rolls in 30 years, the lowest overall unemployment in 30 years. That is the good news.

And it was brought about primarily by this incredible environment and the gifted people who have made the most of this celebration of ideas and innovation and ingenuity. But as Mr. Rosen said when he introduced me, what I have been focused on now in the last year-plus of my term as President is the people and places who have been left behind in this phenomenal new economy, and I have for two reasons. One is, I think that all of us would like to see every American who is willing to work for it have a chance to be a part of this astonishing new era of enterprise. I think, just on pure ethical grounds, we all sense that the American values require that everybody be given a fair chance to participate. But secondly, I think it is in our economic interest to do it.

You know, we spend a lot of time in Washington discussing how in the world can we keep this economic expansion going? It's already the longest economic expansion in history, far longer than any other one that did not include a major war. How long can it go? What will happen? How will it come to an end? Will we really have inflation that will somehow bring an end to this long boom?

Well, it's clear to me that if we want it to continue, we have to do more to find new markets. New markets mean creating new businesses and new employees, as well as new customers. And if you do both, it means you can have growth without inflation. So this idea of closing the **digital divide** is good social policy. It's good personal ethics. But it's also very, very important for our continued economic expansion as a nation.

So I came here today to ask you to set another trend, to devote more time and technology, more ideas and energy, to closing the **digital divide**, the growing gap between those who have the tools and skills and motivation to succeed in the economy, which you've come here to explore and celebrate and push the frontiers of, and those who do not have those at this time.

Now, over the past year I have been to a lot of these places. I have been to the hills and hollows of Appalachia, to the heart of the Mississippi Delta. I've been to Englewood here in inner-city Chicago and to East Los Angeles. I've been to the Pine Ridge Reservation in South Dakota, the home of the Oglala Sioux. I have tried everywhere to shine the spotlight on the potential, not the problems, of these places.

Yesterday we began our third new markets tour in East Palo Alto, California, right in the heart of Silicon Valley, because I wanted the American people to know that, even there, there are a lot of our fellow citizens who are not yet fully participating in the information age.

Yesterday we also went to Shiprock, Navajo country, in the far north of New Mexico, and saw the vast differences, the literal vast distances, literal distances in this case that have to be overcome to build an information infrastructure that all of America is a part of. We visited a community living in the place where their forebears have been for more than a thousand years. We celebrated the Navajo Code Talkers, who were very instrumental in America winning World War II with our Allies in the Pacific because they developed a unique means of communication. They transferred messages back and forth in Navajo, and the language was so different from any code or any known language that our adversaries in World War II couldn't break it. And it's quite ironic that a people whose major contribution to the modern world was helping us to win World War II based on unique communications now live in a place where 70 percent of them don't even have telephones.

I was introduced by a young woman, a 13-year-old young girl who won a contest -- really, a bright young woman -- and she won this contest, and she won a computer. And she found that she couldn't get on the Internet because she didn't have a telephone line in her home.

Next week we're going to rural North Carolina to discuss the prospects of broadband communications and what it might do to open opportunities in poor, rural, isolated places. And then in a couple of months we will have a part of this **digital divide** tour devoted solely to the potential that web accessibility offers to disabled Americans to participate more fully in the educational and economic life of the United States.

Now, this is all sobering at one level, but increasingly hopeful to me, because I honestly believe that the new information economy has the potential, at home and around the world, to lift more people out of poverty more quickly than at any previous period in all of human history; and that tapping that potential is actually in our enlightened self-interest.

And that's why I came here today, because I need your help and your support, because now we've come through all these years of this remarkable economic expansion. We have finally seen even income inequality begin to diminish over the last 2 1/2 years, as more and more Americans at the lower end of the income scale begin to fully participate in the economy. We have a very important choice before us. And only with your help can America make the right choice to make sure that no one is left behind; to use these new technologies to widen the circle of opportunity rather than

allowing the **digital divide** to widen the lines of division in education, race, income, and region. I will say again, it's not only morally the right choice. It's not just good social policy; it is imperative, in my judgment, if we're going to keep the economy growing, to find new places where we create not only new customers but new businesses and new employees.

Now, I believe we've got to find the right combination of incentives and initiative to bridge this divide. The distances that exist are, in some cases, as I said, they're physical. They're also educational, and they're clearly economic. But on every one of these new markets trips, we have met people who are eager for opportunity. And like the young people here today who made this tour with me, they demonstrate that ability and drive and dreams are evenly distributed throughout the human race and throughout American society. It is opportunity which is still not evenly distributed.

Everywhere I have been, I find Americans who are not at all interested in charity but very interested in opportunity, not a handout but a hand up. We can only tap the potential of these new workers, these new business owners, these new learners, if we work together. Over and over again over the last 7 years, I have found, in some of our most important endeavors, the only thing that really works is the right kind of public-private partnership.

I'll just give you one example. We have the lowest welfare rolls in 30 years. The welfare rolls have been cut roughly in half since I became President. And part of it is the laws that have been passed, including the Welfare Reform Act of 1996, which required people who could work to work, but also invested more money in child care for their children and transportation so they could get to work, and kept their kids in food and medicine while they were making the transition.

But part of it was this remarkable partnership now that numbers over 12,000 businesses, people who committed that they would personally go out and find people, help them move from the welfare rolls, give them the training, give them the support they needed to succeed. And these people alone, just the 12,000 people in our partnership, have hired hundreds of thousands of people from the welfare rolls, many of whom were difficult to place but have succeeded. No Government mandate could have gotten that done. If we hadn't had the public-private partnership, it would not have worked nearly as well as it has.

The Vice President has worked for more than 7, or about 7 years now, in our partnership with the auto companies and the auto workers on the new generation vehicle, and we put a lot of money into it. But we couldn't develop a car in the Government. And yet you see -- if you noticed in the last Detroit auto show, they're showing cars that they expect to market in the next year or 2, including larger cars that get 70 to 80 miles a gallon. We have research going on now into the production of biofuels, not just from corn but from agricultural waste products, even from grasses. And if we ever get the conversion level down to about 1 gallon of gasoline for 8 gallons of fuel, biofuel, and then you get in a 70-mile-an-hour gas car, you'll be driving a car that gets over 500 miles a gallon in conventional terms. That will change the energy future of America and the world forever and will prove something I deeply believe, that we can conquer the challenge of global warming and continue to grow not only our economy but the developing economies of the world.

All of this has to be done in partnership. And that's basically what I propose for closing the **digital divide** and creating new markets throughout America. What we want to do is to be a catalyst, to provide investment incentives and the kind of framework and tools that will enable people in the private sector to do what is in their interest anyway.

We believe that tax incentives and loan guarantees can leverage private sector investment in distressed areas; get capital flowing to people in neighborhoods it might otherwise miss, having basically nothing to do necessarily with high technology investment.

Today, if you want to invest in a poor area of Latin America or Asia or Africa, we have a framework set up that could get you a combination of tax breaks and loan guarantees to lower the risk of doing that. Why? Because we think that we have an obligation as Americans to help poor people around the world develop stable lives. We know it promotes democracy; it promotes peace; it promotes environmental cleanup; it undermines the destabilizing forces at work in the world. All I'm trying to

do, in terms of the law, is to give Americans who have money to invest the same incentives to invest in poor areas in America we give them today to invest in poor areas in Latin America or Africa or Asia. I think that's the right thing to do.

Last fall the Speaker of the House of Representatives, Dennis Hastert, and I came here to Chicago, met with Reverend Jackson and Congressman Bobby Rush and others, and we pledged to work together on a bipartisan initiative to spur investments in new markets. We are making real progress on our end of the deal. The House of Representatives took a very important step last week toward creating the American Private Investment Companies that I've proposed to spur as much as \$ 1.5 billion in private investment in our hard-pressed communities. Now, I understand Speaker Hastert is going to be with you tomorrow, and I think you will see, if this is part of the discussion, that his commitment is genuine. This should not be a partisan issue.

Every American -- Republican, Democrat, independent, green party member, whatever -- every American has got a vested interest in seeing that every other American has the chance to live up to his or her God-given potential. So this is very, very important. And the main thing that we want to do with this portion of the new markets initiative is to make sure that we can get some investment in areas where people literally are isolated, where we need local, community-based investment, because you can't just say, well, we'll give them an education. They can hop on the subway or get in their car and drive to a job. But we also have to have a comprehensive approach that gives individuals the ability to bridge the **digital divide**, to create businesses which are far distant because technology permits them to overcome distances, and to get the education and training they need in the first place to succeed.

Now, what have we done in that? Well, when the Congress adopted the Telecommunications Act a few years ago, we insisted -- the Vice President and I did -- on something called the E-rate, the power of the Federal Communications Commission to set the E-rate. It is now worth over \$ 2 billion, and it gives discounts to schools, to libraries, public institutions, so they can afford to be a part of the Internet. And it's had a huge impact.

When I became President, only 3 percent of our classrooms, about 11 percent of our schools, were connected to the Internet. We've been working on this hard, now, for 6 years. Today, over two-thirds of our classrooms and 95 percent of our schools are connected, including 90 percent of very poor schools. And we'll be, by the end of the year, we'll probably be at 100 percent of the schools connected, except for those whose physical facilities are literally in too much disrepair to have a connection.

I know that may be hard for some of you to believe, but it's true. We have cities where the average school building is 65 years of age or more. We have -- there are schools in New York City that are still heated by coal-fired furnaces. But by and large, this E-rate has really worked.

We have a \$ 450 million technology literacy challenge, which is designed to make sure that we try to match contributions from others who put technology into our schools. Our budget offers \$ 2 billion in new tax incentives to help bridge the **digital divide**, to get the technology into the schools and into the rural communities, into community computing centers -- and things like that can be available to adults as well as children.

We provide \$ 150 million to train new teachers to use technology in the classroom, so that they aren't repeatedly embarrassed by their students knowing more than they do, and so that they can actually make the most of it; and \$ 100 million to create more technology centers in 1,000 communities across the country.

Today I can tell you that 214 of these community technology centers will be created this year alone and 136 more will be expanded. These are very important because they are not only available to young people but also to adults who can use such centers after work and themselves acquire these skills. It's very, very important that we recognize that this cannot be solely the province of the school years. We have got to do more to bring adults who have been left on the other side of the **digital divide** into the economic mainstream. We are going to expand our investment in these centers by

about \$ 86 million from State, local, private, and Federal sources together.

Not far from here, on Chicago's West Side is one of these centers. I mentioned the young people I met today from there, at Street-Level Youth Media. They spend a lot of their time there. They are here in this audience today. They can access the Internet and a lot more. They can have classes in website design, projects in video production, and, most important, the chance to apply their skills in real work for real wages. Every child in America should have this opportunity, and we are trying to give it to every child in America.

If the budget passes, we will have 1,000 of these neighborhood networks next year. That is double the number we have now in the country. These computer learning centers are the fruit of public-private partnership under the leadership of the Department of Housing and Urban Development. They have already helped residents of some of our poorest neighborhoods move from welfare to work, increase their earnings, even start their own businesses.

One of the things that is totally unappreciated about the nature of the Internet revolution is the extent to which it gives people who are otherwise completely out of the economic mainstream, who could never have access to the kind of up-front capital it would take to start a traditional business and rent a big office space, the chance to actually earn money on the net. The first time I discovered this was when some of my friends at eBay told me that they now have 30,000 people making a living off eBay -- not working for the company but making a living buying and selling and trading -- and that the profiles indicated to them that a very substantial number of these people had previously been on welfare.

So again I will say, if you believe that there is an equal distribution of intelligence, ability, and dreams throughout the population, and if you have seen in your own lives what this has done for you and for this economy, it seems to me that closing the **digital divide** is one of the most important things we could do that would have the quickest results in alleviating the kind of poverty which is inexcusable in the kind of economy we're experiencing today.

Let me also say that -- I made a joke about it earlier, but I think the idea of having teachers who are really able to make the most of technology in the classroom, and teach their students, is something that's very important. Everybody I have ever worked with on this in the last several years -- all the heads of all the companies that have tried to really help our schools continue to hammer this.

I got a letter from the deans of more than 200 colleges and universities, pledging to join in that effort, holding themselves responsible for results, being willing to test their progress with a tool designed by the CEO Forum on Education and Technology, a forum that includes a lot of the companies that are represented in this auditorium today. But this is a big deal. This is a serious commitment that we haven't had in the past. And I want to thank the Forum on Education and Technology and these 200 deans for what they want to do to train our teachers.

But this is just the start. So here is what I came to do really. I want to ask you to do the following things. First of all, if you are not already a part of it, I hope that the companies, everyone represented here from the largest to the smallest, would support our national call to action, which I issued 2 weeks ago. Its basic goals are to provide 21st century learning tools for every child in every school and to create digital opportunity for every family and every community.

I have asked for businesses and schools and community groups and volunteers to enlist in the effort. More than 400 organizations have signed on in the first 2 weeks, and they are already doing amazing things. Many of you have been working at this for some years now, to help in education and in economic development. But if you are not part of this, I hope you will become part of this. I hope you will do more than sign a pledge. I hope you will commit to fulfill it.

I want you all to ask if there is anything you are not doing that you could do to give our schools computers and high-speed connections, to design the educational software our children need to succeed, to make sure our teachers are as comfortable in front of a computer as in front of a chalkboard. Again I say, many companies are leading this effort today, but we need more. The

biggest problem in American education and the biggest problem in combating poverty and creating economic opportunity is not that there are no good ideas. Every problem in American education today has been solved by somebody somewhere.

I remember when I started running for President and I was coming to Chicago, there was a woman here from my home State of Arkansas who was principal of a junior high school that was in a neighborhood with the highest murder rate in the State of Illinois. And you had to ask to get into this junior high school. They had 150 mothers and 75 fathers in that school every week. They had a strict no-weapons policy; if you had one, you were history. They had a zero dropout rate. The kids went on to high school and did well, and a phenomenal percentage of them went on to college. And I could give you lots of examples like that.

The problem we have -- and in terms of closing the **digital divide** and education and economics, there are examples everywhere. The problem we have in America with social change is getting things to scale, is reaching a critical mass of people. That's why I came here today. This is a critical mass of the IT community. And you need to reach a critical mass of the at-risk kids and the communities where economic and educational opportunities are needed to close the **digital divide**.

The second thing I want to ask you to do, so that today's students can become tomorrow's success stories, is to expand internships and to deepen your talent pool. I just received a survey that I read just the day before yesterday indicating that, even making allowances for differences in education, women and minorities are still comparatively under-represented in most IT occupations. We can do a lot to close the **digital divide** just by equalizing the representation once people do have the education and skills they need.

The third thing I would like to ask you to do is to recognize, as I said before, there is a limit to what the Federal Government can do. I intend to set up a framework and to try to provide the necessary tools and to generate as much activity as I can. But we need more partnerships at the local level with the schools, with the local communities, with the local community groups, and with local government. I think you will find that if you are not involved in this kind of work, there is more interest in it than ever before, and people are eager for help.

If we work together, we can empower people with the tools and the training they need to lift themselves out of poverty. If we work together, we can give people the ability to use new technology to start new businesses. If we work together, we can close the **digital divide** and open digital opportunities.

I am asking you to do this because you can. I am asking you to do this because it's right. And I am asking you to do this because America needs it to have a continually growing economy.

The productivity increases generated by information technology in the IT companies themselves, and then through application throughout the economy, is what has enabled us to continue to grow at 4 percent and to keep inflation down. I am doing my best to open new markets around the world and to keep our markets open, which helps to keep inflation down and to grow. But the best opportunity we have are all those people out there that are dying to be part of what the rest of us may take for granted.

And I can tell you, I have lived longer than most people who do very well in the work that you do. Our country has never had an economy like this. The last time we had anything close was in the 1960's. It came apart over the competing claims and crises in civil rights and the war in Vietnam and the attempt to finance all that and deal with the problems of the poor. I see a lot of people who are gray-headed like me out there nodding their heads.

And when it happened, when I grew up in it, I thought that economy would last forever. I just took it for granted that we were the most productive economy in the world; we were going to win the cold war; we'd solve the civil rights problems in the courts and the Congress, and everything would be hunky-dory. And then boom, one day it was gone.

And I've waited 35 years, as a citizen, for our country to have the chance to give all our people the future of our dreams for our children. That's the chance we've got now. And I know you're very busy. I know you have a lot of other things to do, but I don't know how many years we'll ever have to wait again until a moment like this comes along.

I can't do it alone. The Federal Government can't do it alone. But if we all do it together, there is nothing we can't do. We will never, ever, ever have a better chance, and, therefore, a more profound responsibility, to close the **digital divide**.

Thank you very much.

NOTE: The President spoke at 2:10 p.m. in the Arie Crown Theater at the McCormick Place Convention Center. In his remarks, he referred to Frederic D. Rosen, chairman, Key3Media Group, Inc., who introduced the President; Jason Chudnofsky, president, SOFTBANK COMDEX, Inc.; Tony Streit, administrative director, Street-Level Youth Media; Rev. Jesse Jackson, civil rights activist; and Myra Jodie, student, Steamboat Navajo Nation, AZ.

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April 17, 2000

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HEADLINE: Remarks and a Question-and-Answer Session With the Community in East Palo Alto, California

BODY:

The President. Good morning. I want to thank Mayor Wilson for making us welcome today. And thank you, Magda Escobar, for all you have done. I also want to recognize some other people who are here with us today. Reverend Jackson, thank you for coming. Carly Fiorina, the president of Hewlett-Packard; and Robert Knowling, the president of Covad, thank you for being here. Rebecca Lobo, thank you for being here. We're glad to see you.

I'd like to also acknowledge the presence in the audience of Secretary of Housing and Urban Development Andrew Cuomo; the Chairman of the Federal Communications Commission, Bill Kennard; and many Members of Congress -- Representative Zoe Lofgren, Representative John Conyers, Representative Bill Jefferson, Representative Barbara Lee, Representative Silvestre Reyes, Representative Stephanie Tubbs Jones, Representative Anna Eshoo -- I think that's all the Members of Congress who are here.

I'd like to thank Gene Sperling and Maria Echaveste. And I want to recognize especially the man who helped us avoid the Y2K problem, a distinguished Republican Senator from Utah, Bob Bennett. Thank you for coming, Senator Bennett. We're glad to see you.

I'd also like to thank all the civil rights leaders who are here, the high-tech CEO's, the foundation directors. And I'd like to thank Julian Lacey, who is here, for helping us kick off our national call to action for digital opportunity. I know that all of you know Julian. Thank you.

I want to thank AOL for webcasting today's event live. And I'd like to say a special word of appreciation to one person who is not here who helped us to develop our entire approach to closing the digital divide, Vice President Al Gore. I thank him as well.

Now, I will be brief because I want to get on to the questions. But I want to tell you why we're here. This is a very fortunate time for our country. We have the strongest economy in history. We have the lowest African-American and Hispanic unemployment rates our country has ever recorded and the lowest female unemployment rate in 40 years. But we all know there are people and places that have not fully participated in this new economy.

I have been to a lot of those places on my digital divide tour -- I mean, my new markets tours -- because I see these places as places of opportunity, places of new markets. If we can create new employees, new businesses, new jobs, new opportunities, we can keep the American economy going.

This is one of those fortunate times when, by doing the thing that is morally right, we actually help to keep America's economic expansion churning forward. It's going to take the efforts of government, business, and the community sector to succeed.

This is our third new markets tour. When I leave you, I'm going to northern New Mexico, to the Ship Rock Navajo Reservation. And tomorrow I'll be in Chicago, meeting with representatives of every aspect of the high-tech industry in America. I wanted to begin here in East Palo Alto, because even here in Silicon Valley there are many people who could be left behind, and because you're doing so much to make sure you're not left behind. And we ought to be giving a helping hand.

I don't think there is a better place in America to show what can be done to reach out to our children who are at risk of falling behind. We can see that here at Plugged In, at the Silicon Valley Project, at the new Cisco Sun Academy, where graduates are virtually assured of good jobs that pay up to \$ 70,000 a year. In a few minutes, I will announce some other things that corporate leaders here today are prepared to do to help this city on the move, move even faster.

Let me just briefly ask you to remember the history of this community. A hundred and fifty years ago East Palo Alto got its start as a community called Ravenswood. Ravenswood was a good candidate to become the last stop on the transcontinental railway, something that was very important in the industrial age. Unfortunately, plans changed, the railroad bypassed Ravenswood altogether, and it was a decision that had repercussions for the people who lived in this community for a century or more.

Today, we're in another time of fundamental economic transformation, but we can do it very differently because, unlike the railroads of the industrial age, the trade routes of the information age can run through every city, every town, every community. And in fact, the more communities they run through, the better it works.

No one has to be bypassed this time around. The choice is in our hands. We can use new technology to extend opportunity to more Americans than ever before; we can truly more more people out of poverty more rapidly than ever before; or we can allow access to new technology to heighten economic inequality and sharpen social division.

Again I say, the choice is ours. But I want to reiterate a point I made earlier. The truth is that doing the right thing will accelerate the strength of this powerful economic engine. Every economist knows that new technologies will continue to drive rapid economic growth only if they continue to spread to all sectors of our economy.

I have made closing this **digital divide** a big priority. It is a big priority in our budget and a big priority for trying to enlist the energies of our fellow citizens. That's why I issued a national call to action, to enlist the support of businesses, State and local governments, community groups, foundations, schools, and volunteers. Already, more than 400 organizations have signed on to our call.

To reach these broad national goals, all of us are going to have to do our part. In addition to our \$ 2.25 billion E-rate initiative, which allows us to hook up every school and library in the country to the Internet, including those who can't afford it on their own -- and our new \$ 450 million Technology Literacy Challenge, which helps to provide to poor areas the computers, the software, the teacher training, and the Internet access that's so important. I'm asking Congress for \$ 100 million for community technology centers like Plugged In, \$ 150 million to help train all new teachers to use the technology and the Internet in the classroom, and \$ 2 billion in new tax incentives for computer donations and contributions to our schools, our libraries, and community technology centers.

But the important announcement is the one I want to make today. Corporations in this area have committed over \$ 100 million to help you do what you do best. Gateway will provide technology training to 75,000 teachers, including every single teacher here in East Palo Alto. Novell will donate \$ 20 million in software for nonprofit organizations devoted to helping underserved Hispanic organizations. Hewlett-Packard will invest \$ 15 million in a new digital village initiative to help three

underserved communities, starting here in East Palo Alto.

Qualcomm is giving back to the city where it's based, San Diego, with a \$ 25 million commitment, including \$ 7 million -- this is important -- to improve math and science education among all of our young people. PowerUP, a partnership of AOL, Gateway, and several other companies that brings technology to young people in schools and community centers, is going to expand from 19 to 250 sites nationwide. AmeriCorps, a strong partner of PowerUP, will assign 400 of our young volunteers to work at these sites. AOL is going to provide 100,000 accounts for use at these sites, a commitment worth \$ 26 million every year.

Applied Materials has pledged a million dollars for projects such as a new high-tech job training center for the people of East Palo Alto. And they are going to be in partnership with the city and with Reverend Jackson's Rainbow/PUSH Coalition, which has an office right around the corner here. I promised Jesse I would promote his job site, too, you see, around the corner.

AT&T is committing \$ 1.2 million to support the Academy of Information Technology, which is dedicated to helping high school students prepare for high-paying jobs in the high-tech industry. Cisco will invest \$ 1.4 million to expand its Cisco Network Academy program to 10 more underserved communities. People PC has agreed to donate 300 new multimedia computers to the East Palo Alto Schools.

I want to thank all these corporations and all their leaders for their new commitments, and I want to thank Covad for leading an effort to increase minority participation in the high-tech industry. We are nowhere near where we ought to be on that.

Now, the commitments of governments and corporations are only part of the equation. The rest requires motivation, and that's what I want us all to focus on for the rest of our time here. Frankly, all the computers and software and Internet connections in the world won't do much good if young people don't understand that access to new technology means access to new learning opportunities, new job opportunities, new entrepreneurial opportunities, access to the new economy.

That's why I am very pleased that the Kaiser Family Foundation is going to create a major public service campaign to inspire young people to get on computers and get on-line. The ads will air on NBC, ABC, CBS, Fox, BET, Univision, MTV, the Cartoon Network, and other major channels. They will feature Magic Johnson and Rebecca Lobo, who will highlight new technologies and the fact that they're not only fun, they can open a lot of doors in life. BET.com will also air their own PSA's, encouraging African-Americans to use the Internet and participate. Let's give them all a hand. That's great. *[Applause]*

Now, let me just say this. I want to thank the people at Plugged In again, Magda and all the others. Places like this can change lives forever. You come in, learn how to design webpages or set up networks or just how to use the Internet as a tool for discovery. That gives you the power to control your future.

I want to show you something. If you haven't done this, I want to urge you all to take a look at the classifieds from yesterday's San Jose Mercury News. There are 10,000 technology-related jobs advertised in this paper. If they could be held by every unemployed or underemployed person in East Palo Alto, this would be a better country today. So whether it's finding a high-tech job or serving as a teacher or just being a more effective parent, every young person needs to know how to use this technology. It will serve you well, no matter what you do.

Now I'd like to begin our discussion by asking Rebecca Lobo a question that I hope will help us to understand what's involved here in getting young people to actually commit themselves to becoming technologically literate.

A lot of people, Rebecca, across the country look up to you because you're tall. *[Laughter]* And they also look up to you because you're a great basketball player, a great human being, and therefore, a great role model. They see the life you have; they'd like to have a career in professional sports. But a

lot of kids have to find their stardom somewhere else. There are only so many people who can make it in sports, but everybody can make it in life. So I'd like to know how you would speak to children to try to persuade them how to become technologically literate, why they should master computers and the Internet. What would your message be?

[Rebecca Lobo, a player for the Women's National Basketball Association New York Liberty, said that children should follow their dreams and that access to the Internet offers a way to find paths to success.]

The President. I'd like to -- is it on? I'm still technologically challenged, right? [Laughter] I want to ask Reverend Jackson a question. You've been involved in the civil rights revolution all your life. We were just in Selma together. When Dr. King died, he was moving the civil rights revolution to a new stage, the stage of economic opportunity. And you have spent most of the last 30-plus years trying to extend that opportunity to people who have been left out and left behind. What do you think this new technology means to your prospects of succeeding at the work of the last 30 years?

[Civil rights leader Rev. Jesse Jackson recalled young America came alive in the civil rights movement of the fifties and sixties to achieve social change. He announced an up-coming Rainbow/PUSH Coalition conference in East Palo Alto to energize youth, parents, and churches to take advantage of technology and to close the **digital divide**.]

The President. Thank you.

I would like to ask a question of Carly Fiorina. One of the things that bothers me about being President is that I can -- I'm a fairly high-energy person, so I can go to a place like East Palo Alto, and we can get everybody together, and we can get all these commitments, and people can follow through on their commitments. But I'm always worried that somehow there will be a gap between this moment and when people's lives really change. And I would like to know what you think it will really take for the information revolution to permeate this community and others like it, to the extent that we really will be able to guarantee equal opportunity to all these kids if they master the fundamentals of the information revolution.

[Carly Fiorina stated that there is a constant war for talent in the high-tech industry and the need for skilled personnel would continue because it is a growth industry with no end in sight; she said that information technology and the Internet could be the great equalizer and erase barriers of time, distance, and prejudice; however, without those tools, skills, and access, the **digital divide** would become greater.]

The President. Thank you. Let me just say -- I just want to follow up on something. I want you to think about this. We're all sitting here talking about this, with 10,000 job vacancies being advertised in the paper yesterday in this area. If we don't do this now, when are we ever going to get around to it? Do you think we'd be having this meeting if the unemployment rate were 10 percent in America, or 10 percent in California? This is the time we've got to do this.

We're back in Washington today debating legislation about how much -- not whether but how much -- we have to raise the cap on visas to bring in people from other countries who are trained in these skills. And I'm pro-immigration. I'm all for this. We've got to do it. We've got to keep these industries going. We've got to do the right thing. But I'm also trying to make sure when we do it, we get more investments to train people here to do those jobs, because you can do it.

And I just want to say something to the local folks here and to the kids who are here. You've got to decide whether you believe intelligence is equally distributed in this world -- I do; whether you believe ability is equally distributed -- I do. I mean, not for everything; I couldn't play basketball like Rebecca. But everybody can do something, and everybody can learn this.

I just got back from India, a country with a per capita income of \$ 450 a year. And I was in a poor village where I saw women who were almost illiterate, had never even been given the privilege of going to school, getting on computers, calling up their government's webpage, getting information

about how to take care of their newborn babies in remote villages because they had a computer with a good printer to take the software, give it to them, they could take it home.

This can change the way the world works, and it can save you and your children from having to wait 30 years to move into the mainstream. It can be done in a matter of months or a year. But you have to believe it, and you have to take advantage of it. And if we can't do it where there's 10,000 job vacancies in the paper, we will never get around to doing it.

I would like to ask Bob Knowling to talk a little bit about -- to be more specific here. What kind of job opportunities are available for minorities, for example, who may come from poor homes or poor neighborhoods or poor communities, if they get the skills and the training they need? And what do you think is the most important thing they could do and we could do to bridge this gap?

[Robert E. Knowling, Jr., noted that the industry offered a wide variety of job opportunities, but women and people of color often got through the educational process and then did not get the jobs. He said high-tech businesses should stop merely paying lip service to diversity in hiring, and he hoped the next time the President visits, there will be only a few job vacancies remaining.]

The President. Good deal.

President's Use of Internet

[Magda A. Escobar, executive director, Plugged In Enterprises, began the question-and-answer session with the community members in the audience, and a 9-year-old asked how the President used the computer and the Internet.]

The President. Mostly -- let me tell you what, you know what I did? At Christmas-time I actually ordered Christmas presents with the computer. I confess, I don't use it much for E-mail, but that's for very personal reasons. When I want to talk to my daughter, for example, I get on the phone and call her. If you work for the Government, you don't use E-mail very much unless you want it all in the newspaper. [Laughter]

So I mostly use -- and the other thing I do is I try to find new sites. When I hear about something new, I try to get onto it. For example, when I learned that now up to 30,000 people were making a living off eBay -- I'm always reluctant to give one company a free commercial here but -- and that a lot of them had once been on welfare, I wanted to look at it and figure out, how were these people making a living?

So for me, I'm almost like you, I'm still trying to learn about all this, and I'm so interested in what its possibilities are. But the only thing I get personal benefit out of is shopping, because it's hard for me to move around very much. [Laughter]

Let me say, I also wanted to thank -- I forgot to say something -- I wanted to thank the Costano Elementary Choir. They sang before I got here. So let's give them a big hand. Thank you very much.

High-Tech Industry and Community Development

[Ms. Escobar noted that America Online was broadcasting the event live on the Internet and questions were being submitted from 17 locations across the country. She read a question about what students could do to attract high-tech industries to their area.]

The President. You should answer that.

[Ms. Fiorina answered that high-tech industries go where there is skilled labor, where the education system will continue to develop skilled labor, where the tax system is encouraging, and where transportation systems enable growth.]

Reverend Jesse Jackson. Mr. President?

The President. Go ahead, Jesse. Let me just answer that question real quick, though, because this is important. People ask me this all the time.

The truth is, everything Carly said is right. Therefore, if you really want high-tech jobs in your area and you don't have them, you need to examine your school system and then get someone who understands all these factors that she just mentioned, to come into your community and help you develop a specific plan for all the changes you need to make to get it done. This is not something that can be done in a speech; I used to do this for a living when I was a Governor. This is about having a specific plan -- what are you going to do; what's the list of people you're going to contact; who's going to do the work?

So if the students who asked me this question are really interested in it, your community needs a plan. And then somebody needs to be charged with carrying it out, and then somebody else needs to be checking on them to make sure they're doing it. It is like every other endeavor: you've got to have a plan, and then you've got to execute it.

[Reverend Jackson reiterated that many pockets in the Nation are fundamentally disconnected and need a combination of structural universal access, motivation, and access to capital for entrepreneurship.]

The President. I agree with that.

Any other questions in the audience here? Go ahead.

Future Technology

[A 9-year-old girl asked what technology would be in the future.]

The President. Well, I certainly can't answer that. Who wants to answer that? Bob, you want to answer that question?

[Mr. Knowling suggested that smart cards and smart chips would replace money and devices for Internet access would become more mobile. He said that globalization would increase, and the Internet revolution would make the Industrial Revolution pale in comparison. Ms. Fiorina added that young people would help figure out the future, and technology would become personalized and nonintrusive.]

The President. I also think what you will see is that -- two things -- I think all communications, information, and entertainment systems will merge. So people will be carrying around things that are telephones or faxes or televisions, you know, calling up movies, everything else in one little thing they can carry around with them. I think you will have that.

And the other thing I think will happen is there will be a radical alteration in the relationship of energy to work, which will enable us to dramatically improve the protection of the global environment and generate a whole different kind of jobs than we've ever had before. I think those are the two things that will happen over the next 20 years.

There was one other -- I promised the lady over here -- that young woman, yes, I promised her.

High-Tech Industry Internships

[The next questioner asked if the President would help the community's youth receive internships in Silicon Valley. Ms. Fiorina interjected that Hewlett-Packard's internship program had been successful for both the company and interns.]

The President. How old are the interns? When do you start?

Ms. Fiorina. Most of them start at the end of their high school years and in their college years. I don't think we have interns much younger than 15 or 16.

The President. Let me just say this. Maybe one of the things that the mayor could do is to sort of scout the interest in the high schools of the community and then talk to some of the companies about it. I'll bet you could arrange for some intern or intern-like programs for kids in their high school years so at least they could be exposed to these companies and see what it is they need to do. And we could come out with something good here.

Internet Access in Low Income Areas

[*Ms. Escobar read a final question from the Internet about plans to help children from poor neighborhoods get access to the Internet.*]

The President. Well, right now, what we are trying to do is to make sure all the schools are wired. And when we started, only about 3 percent of our schools were, 1993. Now, we're up to 95 percent of the schools in the country have at least one Internet connection, including 90 percent of the schools in low income areas. Surprisingly enough, some of our schools, believe it or not, can't be wired because they are so dilapidated, which is why I've been trying to get a school construction initiative passed through Congress.

This may be hard for you to believe out here, but there are schools in New York City that are still heated by coal-fired furnaces. In Philadelphia, the average school building is 65 years old. And there are literally some of our poorest schools in our poor neighborhoods that we are physically unable to wire. But apart from them, by the end of this year, we should be at 100 percent of the schools.

Then what I think we need to do is to look at some of the things that have been done, for example, by Lucent and others in Union City, New Jersey, where they are trying to put more computers and Internet connections into the homes of first generation immigrants so that they can -- the parents can E-mail the principals and the teachers and learn and actually having -- my goal is -- it can't be done while I'm still President, but I'm going to keep working on it -- my goal is to have the penetration of computers and Internet access in this country to equal the penetration of telephone usage. That's what our goal ought to be. We ought to not quit until we get there.

Ms. Escobar. Mr. President, we actually have time for one last question from the audience.

Audience member. Hello.

The President. No, let this lady go, and then I'll take yours. No, this lady first and then you. Okay, go ahead.

Audience member. Hi, Mr. President. My parents both voted for you. [*Laughter*]

The President. Thank you very much.

Diversity in Science and Engineering

[*The audience member asked about programs to promote more access to science and engineering for African-American females.*]

The President. Well, I mentioned one of them in my announcement, but I think that beyond what we have talked about here, I think generally there needs to be a greater emphasis among young female students and among minority students on science, engineering, mathematics education. And we actually have some initiatives to invest in that, to do more outreach, do more recruitment, get more people involved in these programs, to encourage more people to go on to college to major in these programs in the 21st century science and technology initiative that the Congress has. And I think it's about a \$ 3 billion initiative. I think it has very broad bipartisan support, and I expect it to pass.

But I think we need to continue to just work on recruitment and then make sure that the kids that are interested in it take the courses in high school they need to take to get into the college majors. But I hope -- that's one of the things that I was talking about. You know, we don't have enough women or minorities in a lot of these technology fields. But there are a lot of other fields related to science and engineering where we need more. I was talking to a young woman yesterday, who is a classmate of my daughter's at Stanford, about that, in the engineering area.

I think a lot of it, too, is making people believe they can do it. You know, in that sense, there is a parallel to the -- you know, a few years ago, we had a lot of talented women basketball players, but they didn't imagine that they could have a pro league that could work. But it does now, and so Rebecca has got a whole different life than she would have had if she had been an all-American college basketball player 20 years ago. She wouldn't have had the life she now has. And that's -- someone imagined it, and then they went around putting it together.

And I think it's even easier if we could just get more talent into the science and technology and engineering fields. And I think the main thing is recruitment and then making sure the young women and other people who have been left out actually do the preparatory work they need to get into the majors. I think the companies will recruit them coming out of college if they get there in the first place.

Now, I promised this lady she could ask her question.

President's Visit

[In lieu of a question, the audience member welcomed the President and other dignitaries on behalf of the East Palo Alto community.]

Ms. Escobar. We have received hundreds of E-mails from students across the country. And once the President gets back, I understand he will be responding to them.

The President. Yes, we want to respond to all the E-mails.

Ms. Escobar. Great, wonderful!

The President. Anything else? Let me say to all of you -- I'd like to ask you to give a big hand to Senator Bennett and all the Members of the House of Representatives that are here. I thank them for coming. *[Applause]* One of the things I've noticed after 7 years of being President is that the President gets to give the speeches, but if the Congress doesn't appropriate the money, it's just a speech. So I think their interest in being here is very encouraging, indeed.

I want to thank all the chief executive officers of all these companies who are here, because much of the work that will be done and much of the work that will be done and much of the commitment that has been made today comes from them. So give them a hand as well. *[Applause]*

And let me urge you again not to get discouraged, to work on this, and to remember that as big as the challenges seem, there are other people for whom the challenges are greater. I will just give you one example. When we get to the Shiprock reservation today, we will be at a place where only 20 percent of the residents have telephones. Now, you can't be on the Internet if you don't even have a line. The last Indian reservation I visited, the unemployment rate was 73 percent.

The one thing you have here is physical proximity, and you ought to make the most of it. I'm out there trying to figure out how to help other people overcome physical distance, from Appalachia to the small towns of the Mississippi Delta to these Native American reservations. You've got the proximity. These people showed up here today for you. And now, to some extent, the community, the schools, you've got to make the most of this. They want to be here to help you, and you can do it.

Thank you very much, and God bless you.

NOTE: The President spoke at 9:07 a.m. in the parking lot at Plugged In. In his remarks, he referred to Mayor Sharifa Wilson of East Palo Alto, CA; Julian Lacey, manager, Plugged In Enterprises; and Earvin (Magic) Johnson, former National Basketball Association player.

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Public Papers of the Presidents

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Thank you very much. First of all, Julian, I thank you for your introduction, for your remarks, and, mostly, for the power of your example. I find very often when we do these events in the White House, by the time I get up to talk, everything that needs to be said has already been said. And I certainly thank you.

I want to thank you, Senator Barbara Mikulski, for being the first Member of Congress to talk to me about the **digital divide**. And once I realized you were interested in it, I stopped worrying about whether we would address it -- [*laughter*] -- because no one will every say no to the Senate's sparkplug of energy. I want to thank Secretary Herman for her support. And Secretary Glickman, thank you for being here. Harris Wofford, the leader of our national service movement; and Gene Sperling, my National Economic Adviser, who has pushed this whole **digital divide** issue so passionately.

I want to thank the Members of Congress who are here. Over to my left, Senator John Breaux, my neighbor from the Mississippi Delta, where we are very interested in the potential of the computer and the Internet. And we just had a large delegation of House Members that have come in. They've been voting, and I'm glad they're here. I hope I have all their names, but I'd like to introduce them: Representative Maxine Waters, Representative Bart Stupak, Representative Ellen Tauscher, Representative Lucille Roybal-Allard, Representative Silvestre Reyes, Representative John Larson, Representative Eddie Bernice Johnson, Representative Zoe Lofgren, Representative Ruben Hinojosa. Thank you all for being here. Did I get everybody? Thank you. And Elijah Cummings from Maryland -- he's on the front row.

I'd also like to thank Governor Angus King from Maine for being here. He is working to create an endowment fund in Maine to provide portable computers and Internet access to all seventh graders, so they can actually be taken home.

There are many other distinguished Americans here who have worked on this. Bob Johnson, the head of BET, thank you for being here. And I want to acknowledge the presence of former Governor of West Virginia Gaston Caperton, now the head of the College Board. West Virginia, under his leadership, was the first State to provide computer access to all elementary school students. So we're glad to have you here, sir. And I thank you all for being here.

I want to talk about what we're doing now as we set the stage for the administration's third new markets tour, which will begin in the week of April the 16th. But before I begin, I would like to

acknowledge two very important developments yesterday in America's ongoing fight to protect our children from the dangers of guns falling into the hands of criminals and children, one of them in Senator Mikulski's home State of Maryland.

Last night I called Governor Glendening and Lieutenant Governor Kathleen Kennedy Townsend to congratulate them and the Maryland Legislature for passing legislation requiring built-in child safety locks on new handguns, ballistics testing for new guns, and safety training for gun purchasers. And yesterday Massachusetts began enforcing tougher consumer product safety rules, banning junk guns and requiring trigger locks. Next week I'm going out to Colorado to support a citizen ballot initiative there that would close the gun show loophole.

These are all great efforts, and I think it's worth pointing out that they are bipartisan efforts in these States. Colorado, for example, Republican registration has gone up in the last 6 or 7 years, and this ballot initiative today is overwhelmingly in the lead on the ballot. So this should not be a partisan issue in Washington, DC, if it is not a partisan issue in the rest of the country.

And again I say, I challenge the Congress to send me the commonsense gun safety legislation by April the 20th, the anniversary of the Columbine tragedy. We have to close the gun show loophole and require child safety locks and ban the importation of large scale ammunition clips that make our assault weapons ban a mockery. It requires national legislation, as well. So congratulations to Maryland and Massachusetts, and I thank the people in Colorado, but we still have to do our job here.

Now, I cannot imagine a better place for us to kick off our next chapter in the new markets effort than here in the East Room, for it was in this very room nearly two centuries ago that Thomas Jefferson and his personal aide, Meriwether Lewis, laid maps on this floor to chart the Lewis and Clark expedition.

Today we are here again to chart a new expedition, to open new frontiers of possibilities for America, the digital frontiers. Our mission is to open that frontier to all Americans, regardless of income, education, geography, disability, or race. This is a fortunate time for the United States. We have the strongest economy in our history, the lowest African-American and Hispanic unemployment rates on record, the lowest female unemployment rate in 40 years.

But we all know there are people and places that have been left behind. Over the last year I have traveled to many of these places. I have been to Appalachia and the Mississippi Delta, to the inner cities of Newark and Watts, to the Pine Ridge Indian Reservation in South Dakota. Every place I have gone I have seen how we could do more to bring the benefits of free enterprise and empowerment, with private sector and community organization cooperation, for new businesses, new jobs, new training and education that will make a real difference in people's lives.

I want you to understand that while most people talk about the **digital divide** -- and it is real, and it could get worse -- I believe that the computer and the Internet give us a chance to move more people out of poverty more quickly than at any time in all of human history. That's what I believe. But it won't happen by accident. We'll have to work to make it happen.

On this upcoming new markets tour, we will focus specifically on how to pool resources to help communities get access to and take best advantage of the tools of the information age. We will visit your hometown of east Palo Alto, a community where 20 percent of the residents still live below the poverty line, to show that even in the heart of Silicon Valley there is still a substantial **digital divide** but that things are being done about it.

We will visit Ship Rock, New Mexico, a small town in the Navajo Nation, to demonstrate the unique challenges faced by geographically remote Indian reservations. I will speak at the influential COMDEX Conference in Chicago, where I'll talk to representatives of every major computer and Internet company in America and ask them to join our cause.

And then the following week I will go to North Carolina, where we will discuss the importance of

connecting rural America to the same high-speed, broad-band networks now proliferating in metropolitan areas.

On all these stops, I will make the case that new technologies can be an incredible tool of empowerment in schools, homes, businesses, community centers, and every other part of our civic life, arguing that if we work together to close the **digital divide**, technology can be the greatest equalizing force our society or any other has ever known.

Imagine if computers and Internet connections were as common in every community as telephones are today, if all teachers had the skills to open students' eyes and minds to the possibilities of new technologies, if every small business in every rural town could join worldwide markets once reserved for the most powerful corporations -- just imagine what America could be.

Let me say, first of all, I see Congressman Jefferson and Congressman Rush and Congresswoman Sheila Jackson Lee. There may be other Representatives, but as they come in, I'll try to acknowledge them. There's a ton of interest in this.

Let me give you an example. You know, I just got back from India, a country of 900 million people with a per capita income of \$ 450. We think we have challenges. But I saw what you could do there to close the **digital divide**, to use technology in an affirmative way.

I went to a little village in Rajasthan called Nayla -- typical low income Indian village. And in the public building, the village's public building, there is a computer with software where the programs are in both English and Hindi and can be adapted to other local languages as the case may be. And the first thing I saw was a mother who had just given birth to a child come in. And they have all the public information from the Federal and State government on this computer.

So she goes -- she brings up the Health Department's page on newborn babies. And there's so much visual -- there's such a good visual component to this software that you could be almost illiterate and still work it. And she identifies the instructions that any new mother might want to have, and then she pushes a few buttons, and there's a printer. She prints it out, and she now has information just as good as she could get if her baby were born at the Georgetown Medical Center here, and she were going home.

Then I met with this women's dairy cooperative -- keep in mind, in this little village in India, where every transaction, every time they brought milk in, it was all entered on the computer, what the fat content was, what the volume was, what the price was. And every time the milk was sold, it was entered, so that they got a regular computerized record of not only what they had put in but what they got out.

Then I went to Hyderabad, which is sort of a high-tech center of India. But in that whole State, you can now get 18 public services on the computer, on the Internet. Nobody goes to a revenue office to buy their license anymore. You can get a driver's license on the Internet. Now, Governor, if you do that, you can be Governor for life. They'll repeal the term limits, repeal everything. [Laughter]

My point is that you can see the potential of this for even the poorest people in the world is truly explosive. That's why we want these 1,000 computer centers out there, because we don't want to wait even for all the schools to do this right. We want adults in rural areas, in isolated areas, in poor areas, to be able to come in and access the same sort of services, and use them and get the same sort of information and access.

The potential of this is truly staggering. We need not see the **digital divide** as a threat. It is the greatest opportunity the United States of America has ever had to lift people out of poverty and ignorance.

But I will say again, if you look at the whole history of economic development, whenever there's a change in the paradigm, there's a divide that opens, because some people are well positioned to take advantage of the new economy. It happened when we moved from being an agricultural nation to an

industrial nation. Some people are well-positioned to take advantage of it, and others aren't. So new divides always open when the dominant way of making a living in any society changes. But this empowerment tool gives us a chance not only to close the divide quickly but to actually lift poor people in a way that has never before been possible.

I just got back from northern California, and I learned that now -- I met with some people from a lot of different computer companies, but the people from eBay told me that there are now 30,000 people-plus, making a living just trading on eBay, not working for the company, and that many of them used to be on welfare. So it's important that we see this not only for the problem it presents, but for the phenomenal opportunity that it presents, important that we see it not only as a way to close a gap so people don't fall further behind but a way to give people a tool that will enable them to leap further ahead. But again I say, it won't happen by accident. It requires government, business, educators, librarians, civil rights, religious leaders, labor union leaders -- thank you, Mr. Bahr, for being here today -- community-based organizations, foundations, volunteers. Everybody has got to work together.

Today I want to issue a national call for action on digital opportunity, to help us achieve two vitally important goals. First, to bring 21st century learning tools to every school. That means we have to finish the job of connecting every classroom to the Internet, ensuring that all students have access to multimedia computers, creating more high quality educational software, helping all teachers learn how to make the best use of these tools. And this is very important.

Again, I want to thank the Members of Congress here who have supported our efforts in the aftermath of the Telecommunications Act of 1996, to create the E-rate, which has made it possible for the schools, no matter how poor they are, to have access to the Internet.

The second goal is to expand efforts far beyond our schools, to give every citizen Internet access at home, by bringing technology centers and high-speed networks to every single community, by helping adults to gain the skills to compete for IT jobs, and inspiring more people to appreciate the great value of getting on line.

Today is the opening of this national call to action. More than 400 organizations already have signed the pledge, and this is just the beginning. For the rest of the year we will try to inspire hundreds, indeed, thousands, more to sign up. We will work with Congress across party lines to build support for budget and legislative initiatives to meet these goals. And you heard Senator Mikulski outline some of them. We have to be willing at the national level to do our part. This is a worthy Federal investment.

During the new markets tour, we'll have an opportunity to announce many commitments tied to this call to action. Today I'd just like to review four of them, all of them vivid illustrations of the kind of visionary partnership and barn-raising spirit that we are working to foster.

First, to rephrase something Senator Mikulski mentioned, AmeriCorps will make an enormous contribution to closing the **digital divide** by marshaling the power of active citizen volunteers. Thanks to the leadership of Senator Mikulski and Harris Wofford, AmeriCorps is committing \$ 10 million to recruit 750 new members to serve in a brand-new E-Corps. The E-Corps will be a large battalion of volunteers, trained and devoted exclusively to projects like providing technical support to school systems and teaching computer literacy to adults and children.

The Corporation for National Service will also unleash the power of students helping students by providing funds to allow 90,000 high school students to get involved in **digital divide** projects as part of their educational curriculum.

Most young people I know can run circles around me and most people my age when it comes to computers and the Internet. AmeriCorps is going to tap their capacity so that they can help others in their communities to close the **digital divide**.

Second, to help get AmeriCorps' E-Corps off to a running start, Yahoo will donate a million dollars in

Internet advertising to attract potential E-Corps members with hightech skills.

Third, in partnership with the YWCA, 3Com is launching an innovative initiative called NetPrep GYRLS -- g-y-r-l-s. Currently less than 30 percent -- listen to this -- less than 30 percent of our computer scientists and programmers are women. NetPrep GYRLS will help to right this imbalance offering free computer network training and certification to hundreds of high school girls across our country.

Fourth, the American Library Association has pledged to greatly expand the information literacy programs of its members in at least 250 communities. So this is just the beginning, but I want to thank the people who were involved for these four initiatives. There will be many more, but I thank you very much.

I've heard Harris Wofford, who worked with Martin Luther King and who was in Selma with me the other day and was in Selma 35 years ago, when the first march took place, say that making sure all young Americans share in the opportunity and promise of America is the unfinished business of the civil rights movement.

It is appropriate that we are meeting here on this subject 32 years to the day after Martin Luther King was assassinated in Memphis. He was there working to lift the economic fortunes of disadvantaged people. I think if he were with us today, he would therefore say closing the **digital divide** is a righteous cause.

In his last Sunday sermon, he ended with a prayer that said, "God grant us all a chance to be participants in the newness and magnificent development of America." That's what this is all about. We need more people Julian. We need more people like you, not only clapping for people like Julian but helping them to live their dreams.

We do that when we help young people, when we help seniors in rural America get medical advice over the Internet, when we create tools that allow people with disabilities to open new doors of possibility. We give our neighbors a chance to participate in this astonishing American renaissance. We have done something that would have made Dr. King proud. And the new technology of the digital age gives us a chance to do it for more people, more quickly, more profoundly, than at any time in human history. It's up to us to seize that opportunity.

Thank you very much.

NOTE: The President spoke at 3:04 p.m. in the East Room at the White House. In his remarks, he referred to computer skills teacher and website developer Julian Lacey, who introduced the President; Harris Wofford, Chief Executive Officer, Corporation for National and Community Service; Robert L. Johnson, chairman and chief executive officer, BET Holdings, Inc.; Gov. Parris N. Glendening of Maryland; and Morton Bahr, president, Communication Workers of America.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 2, 2000

REMARKS BY THE PRESIDENT
ABOUT THE DIGITAL DIVIDE

Ballou Senior High School
Washington, D.C.

11:35 A.M. EST

THE PRESIDENT: Thank you. Now, all of you sitting out here in this audience, you know, some of us speak in public for a living; others don't. I thought Darnell was terrific. Didn't you think he did a good job?

I am so glad to be here today with all of you at Ballou Senior High School. I thank the band for playing for us earlier today -- I thought you all did a great job. And I thank Dr. Durham and Dr. Bridges for welcoming me here and for giving me a track and field jacket, which I will wear happily. I thank the students who met me.

I want to say a special word of thanks to the Chairman and CEO of America On-Line, Steve Case; and for Epic Learning's President, David Sterling. I thank them for what they said here today and for the commitment they have to giving you and young people like you all over this country a chance to live your dreams by making sure you have access to the technological future that ought to be within reach of every American. They don't have to do this; they're doing this because they know it is the right thing to do. And I thank them for being here.

I want to talk a little today about what our job is in the government, what my job as President is, what Washington's job should be, to make sure that we can have more stories like the ones I saw from the students today that Darnell introduced me to. And I want to thank all the students that showed me what they were doing to either repair or to work with computers. But nothing that the President proposes that costs any money can be done unless the Congress goes along. And there is an enormous amount of interest in the United States Congress today in both parties, in both the Senate and the House, to do something about this.

And there is a big delegation from Congress here, so I want to introduce them. I'd like to ask them to stand, and I hope you will express your appreciation to them. First of all, Senator Bob Bennett, from Utah, who headed our Y2K efforts in the Congress. Thank you, sir. Congresswoman Maxine Waters from California. Congresswoman Sheila Jackson Lee from Texas. Congressman Bill Jefferson from Louisiana. Congressman Adam Smith from

Washington. Congresswoman Ellen Tauscher from California. Congressman David Wu from Oregon. And your representative in Congress, Eleanor Holmes Norton. Thank you.

Did I miss anybody? And I want to thank your wonderful Mayor, who was once a member of our administration, Mayor Anthony Williams. Stand up, there. Thank you very much.

I want to just mention a couple of other people. First of all, thank you, Superintendent Ackerman, for welcoming me. I want to thank Harris Wofford, who is the head of the AmeriCorps program, and Vista. The AmeriCorps-Vista volunteers are working to help solve this problem of the digital divide all over America. They're young people who are going back into our schools, going back into our community, helping people who otherwise wouldn't have a chance, and earning some money themselves for college. Some of you might want to consider joining AmeriCorps when you get out of high school.

Stand up, Senator Wofford. Thank you very much.

I want to thank Angela Lee from AT&T and Julie Evans from NetDay for the work they have done to help connect all of our schools to the Internet. I want to thank three people in our administration -- Gene Sperling, my National Economic Advisor, who has worked so hard on this; Secretary Daley, who is speaking in Harlem on this issue today; and I want to thank Vice President Gore for reasons I'll say in a moment, but he had a great deal to do with what we have been able to accomplish over the last six years.

I just got a wonderful tour from Darnell, and a chance to learn how technology is enhancing your educational mission. And as Steve Case said, it will only increase when you become one of these power-up sites. I learned every freshman is taking a computer literacy class. I learned students are going on-line to get help with their homework and learn what they need to do to prepare for college. I learned that you can chat in foreign languages with people around the world and work on projects with scientists from our Naval Research Lab.

I was particularly pleased to learn about Epic Learning's long-term commitment to help students toward certificates in high-tech careers, and about the way companies like 3M, AT&T and Cisco, along with the AFL-CIO, are working to give you additional hardware, software, and teacher training.

One thing that I think may be a down side from the students' point of view -- it occurred to me when I was driving through the snow today -- is that once we get everybody wired, you'll still have to go to school even when you can't get here, because you can just go on the Internet. But I think it's worth the sacrifice to give you a better future

I wanted to say to you -- to give you some examples. When we talk about bridging the digital divide, what do we mean? We mean that everybody ought to have access to a computer; everybody ought to have access to the Internet; everybody ought to know how to use it and then we ought to make it possible for people to make the maximum use of it. I want to just give you

some examples of what this incredibly profound change in our society has wrought in individual lives.

Victor Shen is a high school junior in Whittier, Alaska. He dreams of becoming a professional mathematician, but he lives in a small school in our largest but most rural state. So his school doesn't offer college-level calculus. His town is so remote that he's cut off from the whole rest of the world for several months every winter. But he will soon have the chance to take the classes he needs to pursue his dream of becoming a mathematician by getting on-line. It wouldn't be there.

It ought to be there for every person like him, in every rural area and every inner-city neighborhood in the entire United States of America. There are lots of Victor Shens out there. There are people in this high school who could become professional mathematicians, professional scientists. There are people like you in every community in this country -- no one should be shut out of this.

Listen to this. Two years ago, a man named Clinton Johnson lost his little bakery on 125th street in Harlem in New York City. He had no savings to support his wife and two children. But he found a community technology center near his home, learned HTML code and got himself a good job as a web developer.

Dale O'Reilley, a grandmother of two from Medford, New Jersey, was diagnosed nine years ago with Lou Gehrig's Disease. Now, even though she can no longer move or speak, a special laptop computer allows her to give voice to her thoughts, and she continues to write newspaper articles for the Philadelphia Inquirer.

The areas in America with the highest unemployment are our Native American reservations. I visited last year the Pine Ridge Indian Reservation in South Dakota, the home of the Oglala Sioux. The unemployment rate there is over 70 percent.

We're all looking for new ways for them to find things to do. They have very gifted artists and crafts and making Native American products. This year, I ordered Christmas gifts from the Pine Ridge reservation over the Internet. They would never be able to market their products across this nation -- never, ever. They wouldn't have the money to do it. But because they have a web page, people like us can find them and help them to build their dreams.

And before we came out here, I was talking to Steve about -- I spent some time a few months ago with the executive of E-Bay out in Northern California. Some of you may have found E-Bay on the Net. It's a trading site. And the company's gone like crazy, because people love to buy and sell things. It's like an old-fashioned community like the farmers' market used to be in my hometown on Saturday morning. And people buy and sell all kinds of things on E-Bay. There are now over 20,000 Americans making a living, not working for E-Bay, but buying and selling on the site, and many of them used to be on welfare. They found a way through the Net to empower themselves through their minds to have a different future.

Now, this is just the beginning. We have only scratched the surface. Imagine what it will be like when every single child in this country can just stretch a hand across a keyboard and pull up every book ever written, every painting ever created, every symphony or jazz piece ever composed. When high-speed wireless networks bring distant learning and telemedicine to every rural area in this country. When even the smallest business can compete worldwide just because they have access to people across the world through the Net.

This is the future we are trying to build. In 1994, when Vice President Gore and I sponsored the first NetDay to begin to hook all of our schools and all of our classrooms up to the Internet, only 3 percent of the classrooms in America were wired. Since then, the public and the private sectors, through generous grants, through NetDays, volunteer work, and through the steep discounts that schools can get in access charges, thanks to the so-called e-rate, which the Vice President pioneered -- since then, we've gone from 3 percent of our classrooms connected to over half of our classrooms connected. And 90 percent of the schools in the United States today have at least one connection to the Internet. That's a big step forward, and I'm proud of that.

But as you have already heard, there is still a big digital divide in this country. And it runs through income first -- low-income families are far less likely to have access to the Internet and computers. There is also, for reasons we don't entirely understand, there is a separate racial and ethnic component to it. Among low-income families, African American and Hispanic families are less likely than other low-income families to have computers and to be hooked up to the Internet.

We also know that people who live in rural areas, regardless of their race, are far, far less likely to own computers, and to be wired to the Net -- even though they, in some ways, need it more than anybody else because of their physical isolation. And that this is most pronounced in Indian country in the United States.

Eventually this digital divide will deprive businesses of the workers they need. That's why I was so glad to see people training here, to learn how to use and to repair computers. It could also widen inequality in our society between people, based on who's connected and who's not.

Now, at a time when our country has the longest economic expansion in history and the lowest unemployment rate in 30 years, and the lowest minority unemployment rates ever recorded, we must close the digital divide. We have worked too hard to turn this country around and to get it going in the right direction, to let all this generation of young people wind up with greater inequality, when we have a chance to have greater equality of opportunity in America than ever in our history.

Some of you may know that I have been going around America holding what I call New Markets tours, to make the argument that with all the prosperity of the country, now is the time to recognize and be honest about the fact that not every community has felt the economic prosperity of the last few years, and that is our obligation, to bring economic opportunity to all the neighborhoods, and all the rural areas, and all the Indian reservations, where they don't know

there has been a recovery because it hasn't changed their lives. If we don't do it now, we will never get around to doing this. Now is the time to do it.

In April, I am going to

lead one of these New Markets tours, focused only on this issue -- closing the digital divide. What can we do to have the kind of stories I saw in your classroom today and every classroom and every neighborhood, among every group in every community in the United States? And I've asked Congress to help me. And I want to talk a little bit about what I think our job is.

First of all, we ought to have a goal -- I believe in having big goals. If you have big goals and you work towards them, even if you don't quite get there, you look around and you find you've come a long way. If you don't have big goals, you don't get much done. What should our big goal be? Our big goal should be to make connection to the Internet as common as connection to telephones is today. That's what our big goal ought to be.

And I think we should start by making sure that every community has a technology center that serves not just young people, but adults as well. Yes, you can clap for that -- that's all right. I don't want to take credit for this. We started doing this two years ago because Congresswoman Maxine Waters from California, who is here today, who was then chairman of the Congressional Black Caucus, brought this idea to our attention. She said, you ought to have community technology centers everywhere for the adults, for the people who aren't in the schools. They need access to this, too.

These centers were working so well that we tripled our investment in them last year. And I have given Congress a budget that will triple our investment in them again so we can have 1,000 community centers with computers serving the adults of America who otherwise would not have access to them. Thank you very much, Congresswoman Waters, and I hope we can pass it.

Second, we want to join with the private sector to bring more computers and Internet access into the homes of low-income people. Public-spirited members of the high-tech community have already helped us -- pledged to help us on this. I know of at least two places in America where there is a serious program, thanks to the private sector, not only to hook up all the classrooms, but to give more low-income students' parents computers in their homes and make sure they know how to e-mail the school, and keep working back and forth on the homework, on the progress of life in school.

In one of these districts in particular, in New Jersey, where a lot of the students are first-generation immigrants whose parents' main language is not English, there has been an explosion in student performance, in part because the Net has enabled the parents who are working all day, who are busy, who hardly have enough money to support their children, but because they're connected, they can be directly involved through e-mail in their children's education. It made a big difference. And we need to recognize that as much as we can do with the community

centers, which we ought to do now, eventually we're going to have to give home access to low-income people just like the rest of us have, and I think we should be working on it.

Third thing I want to do is to ask Congress to give private companies a couple of billion dollars -- that's a lot of money -- in tax incentives to get them to build and support these community technology centers, donate quality computers and provide computer training.

Fourth, I want to do more to give -- this is a big issue -- I bet you notice this here; I bet some teachers know this -- we must do more to give quality technology training to all of our new teachers in America, to make sure they're as good with computers as they are with textbooks. You can have all the computers in the world, and if the kids know more about it than the teachers -- which is often the case, at least, if they're as technologically challenged as I have been in my life -- we'll be behind.

Why should we expect teachers, who did not grow up in the computer age, to just know everything they should know to teach the kids everything they can teach to maximize this? We should do more. We owe it to the teachers of this country to give them all the training they need to maximize all this hardware and software that we're doing our best to put at their fingertips, and at the use of their students.

Next thing we need to do is bring high-speed networks to underserved communities. Businesses are looking for high-speed Internet access when they consider new sites. One of the problems I've got in trying to convince people that, even with tax incentives, they ought to go to isolated areas is, they don't have high-speed Internet access, and time is money. So it's very important to do that.

And finally, we want to triple our investment in our Commerce Department's Technology Opportunity Program, to create innovative applications of technology for all low-income communities. For example, we want to have health information systems that raise childhood immunization rates in inner cities. We want to have mentoring for at-risk youth that can be done via the Internet. We believe there are a lot of things that can be done to lift the lives of low-income people, and to bring benefits to them that normally aren't there, if we just think about it and we give people the tools who live in these communities to think about it and find ways to maximize their future.

It would be a terrible irony of our time if these tools, these information revolutionary tools that are breaking down barriers all over the world -- and I'll just give you one more fact -- when I became President -- now, to the kids, this seems like a long time ago, but for the adults, it won't be -- when I became President seven years and two weeks ago, there were 50 -- 50 sites on the Worldwide Web -- 50. Today, there are over 50 million. And it's the fastest-growing means of communication in history by far. Nothing even comes close.

And as a result, I told somebody the other day -- you know, I come from a small town in rural Arkansas, and I've got a cousin that plays chess once or twice a week with a guy in Australia. I mean, it's unbelievable. This is the kind of things that's going on. This tool is breaking down barriers between nations and cultures, and enabling us to come together, and it's

opening up all these wonderful opportunities. It would be a tragedy if we allowed this instrument that is also breaking down barriers to build up new barriers to people living their dreams simply because they didn't have access to it. That's what this whole thing is about.

There are kids in this gym today who, in a former time, might never have been able to even think about getting an education in some sort of esoteric technology or scientific subject that will see something on the web that will spark your interest, and that you will then be able to pursue, could change your whole life. It would be wrong for you not to have that opportunity.

There are people here today who will understand that they can use this tool to make a living and to create economic opportunity in this part of Washington, D.C. that's never been there. It would be wrong for you not to have that opportunity. There are people here today who can find out information about things that already exist.

I saw -- one young woman was looking at the questions she should ask in going to college. Every one of you should know that already on the books, we have passed tax credits, scholarships and loans so that at least two years of college is affordable to everybody in America now. I don't care how poor you are. And if the Congress passes the legislation before them now, four years of college will be affordable to everybody in America, I don't care what your income is. You need to know that.

And it will be tragic if this instrument, that has done more to break down barriers between people than anything in all of human history, built a new wall because not everybody had access to it. That's what this whole deal's about.

Steve Case and I were talking when Darnell was up here talking, and he said, you know, I'm not little anymore, and he did that sort of, oh, shucks, routine, you know? I told Steve Case, I said, boy, he is really good. And Steve said, yes, I'm glad I don't have to follow him. I want every American to have a story like Darnell's. And this tool means that we don't have to give up on anybody. We don't have to leave anybody behind. We can all go forward together in the most exciting age this country has ever known. And we're here to tell you we will do our best to make sure you go.

And I want to close, as Mr. Case did, by saying, it doesn't matter what technology you put before you -- to the students -- if you don't do your part. You've still got to be able to read. You've still got to be curious enough to want to learn. You've still got to be disciplined enough to be willing to work. But if you get your heart and your mind engaged, there should be no barrier to letting you live your dreams tomorrow. And we're going to do our best to take the barriers down.

Thank you, and God bless you.

END 12:01 P.M. EST

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*Federal News Service November 22, 1999, Monday*Copyright 1999 Federal Information Systems Corporation
Federal News Service**November 22, 1999, Monday****SECTION: WHITE HOUSE BRIEFING****LENGTH: 1114** words**HEADLINE: PRESIDENT WILLIAM CLINTON** REMARKS TO THE THIRD WAY CONFERENCE
SESSION ONE: EQUALITY AND OPPORTUNITY

PALAZZO VECCHIO FLORENCE, ITALY

BODY:**PRESIDENT CLINTON:** Well, first of all, let me say that I think, Prime Minister D'Alema, the morning session is well-named. We are concerned about equality and opportunity in the new economy.

Let us begin with the proposition that the new economy is powered by a revolution in technology, especially in information and telecommunications; and exponentially enhanced by the growing global trade. The new economy does best in a highly entrepreneurial environment where people with new ideas have access to capital and low barriers to establishing a growing business. More than in any previous time of economic expansion, job growth is disproportionately higher in the private, as opposed to the public, sector.

Now, the good news is that there is an extraordinary potential for the growth of jobs, businesses and wealth. We have in the United States been blessed, for example, with a stock market that has more than tripled in the last seven years. But this is not free of challenges, both within and among nations.

Even though, for example, in our country we have the lowest poverty rate in 20 years, and the lowest poverty rate among households headed by single parents -- principally women -- in over 40 years, we know that there are the following problems with the new economy if you just have a laissez-faire policy. Number one, the skill gap among people with high levels of education and low levels will lead to even more dramatic income inequality.

Number two, in a highly volatile environment where lots of jobs are being created and lots of jobs are being lost, it requires a special attention to the transition assistance needed to give people the skills and other support they need to move from one job to another.

Number three, there will be people and places that are completely left behind; I mentioned this in my remarks last night. The United States has the lowest unemployment rate we've had in 30 years, but if you look at some of our inner-city neighborhoods -- the remote mountain places in Appalachia, for example, the Mississippi Delta, the Native America, the American Indian reservations -- you find unemployment rates anywhere from three to 12 times the national average.

So if you wish to promote equality and opportunity, there must be a strategy first to close the skills gap, which means that there's a role for government here. We have to spend more money, not less, than ever before on education; it needs to start sooner; it needs to last for a lifetime; and it needs to be focused much more rigorously on results, so that it's not just a question of spending money, but you're actually getting a higher return for the money that's being spent.

Number two, there needs to be a system of lifetime learning for people in transition. You have people at the age of 50 changing jobs now. They can still do quite well, but they have to have help and support. Number three, there needs to be a system for getting capital to those people and places that are left behind.

Let me just give you an example. One of the big debates we're having in America now is how long we can keep this economic expansion going. It is already the longest peacetime expansion in our history; in February, it will be the longest economic expansion in American history, including World War II.

I believe that this is happening -- I'd like to tell you it's because of my policies -- I believe it's happening because we have underestimated the productivity gains of technology, and underestimated the power of open borders and open trade to restrain inflation -- which permits these economic expansions to go on, if you have good policies.

Now, how can we continue to grow the economy? You can bring investment to the places that are left behind. So I have before the United States Congress, now, a proposal essentially to set up the equivalent in America of our Export-Import Bank and our Overseas Private Investment Corporation to give American investors the same incentives to invest in the poorest areas in America we give them to invest in the poorest areas of Latin America or Africa -- not to take away the foreign incentives, but to mirror them in the very poor areas of our country. I think this is something that all advanced countries should look at.

Finally, let me say there is a big problem with the so-called **digital divide**. The people who have access to the Internet and technology have enormous advantages, and it has to be closed. We are now hooking up all of our classrooms to the Internet, and we should finish next year; but I think we should shoot for a goal in the developing countries, the developed countries, of having Internet access as complete as telephone access within a fixed number of years. It will do as much as anything else to reduce income inequality.

Last point I want to make: there are not just problems in this economy dealing with equality and opportunity; there are opportunities, too, and let me just mention two.

Number one, technology has permitted us to say for the first time since the Industrial Revolution it is no longer necessary to grow an economy to burn more greenhouse gasses to burn up the atmosphere. It is now possible to grow an economy and actually use less greenhouse gasses and put less strain on the economy. That opens up the opportunity not only to save the environment, but to create literally millions of new jobs around the world.

Number two, the Internet itself offers opportunities for people who don't have access to traditional jobs to make money. There is an American company that perhaps some of you have used, called eBay, and it's basically a place on the Internet where you can buy anything. It's like a great international market on the Internet. There are now over 20,000 people, including a lot of people who are on welfare, who are making a living on eBay -- making a living on eBay.

So there are opportunities as well as problems in this economy. We should not be depressed about it. We should just realize that governance requires new policies.

Mr. Prime Minister, you asked us to talk about the domestic issues first, and there are a whole lot of global issues I'd like to deal with but, this is what I would like to say about the domestic issues. We

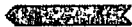
have to deal with more investment in education; more investment in transition aid; a strategy to get capital to people in places left behind; a strategy to close the **digital divide**; and we have to make the most of the new technologies, especially in the environmental areas, and the new opportunities for isolated people and places to make money because of the Internet, not in spite of it.

Thank you. (Applause.)

END

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PRESIDENT WILLIAM J. CLINTON
RADIO ADDRESS ON TECHNOLOGY GRANTS AND EDUCATION BUDGET
BERLIN, GERMANY
June 3, 2000

Good morning. Earlier this week, I attended a summit with European leaders to focus on the opportunities and challenges of the new economy. One of those challenges is bridging the digital divide and helping all our people make the most of technology's promise. Today, I want to talk with you about new steps our Administration is taking to help America's students and teachers do just that.

I'm proud of the progress we've made over the last seven years to expand access to technology in our schools. In 1994, only three percent of our classrooms were connected to the Internet. Today, thanks in large part to the e-rate program championed by Vice President Gore, more than half our classrooms are wired and 95 percent of our schools have at least one Internet connection. That's a big step, but there's more to do—and it's about more than computers and connections. Access is important, but it's only a means to an end. The ultimate purpose of computers in the classroom is to boost student performance and help children learn. That can only happen if teachers have the training to best use technology.

Today, two out of three teachers with access to a computer say they don't feel well prepared to use it in class. We owe it to America's children to help their teachers become as comfortable with a computer as they are with a chalkboard. And we need to start early. With rising student enrollment and teacher retirements, America will need more than two million new teachers in the next ten years. We ought to make sure that every one of them can use a computer to help students meet high standards.

We're taking steps to do that. Earlier this year, the deans of over 200 colleges of education committed to work with my Administration to meet this goal. Today, I am announcing \$128 million in new three-year technology grants to help tomorrow's teachers prepare 21st century students. *Enter into work.*

We are awarding 122 grants to teacher colleges and other partners in every region of the country. These resources will train new teachers to use technology to improve student achievement. A grant to Western Michigan University, for example, will be used to build partnerships with business leaders and local school districts to help future teachers use technology in the classroom. San Diego State University is receiving a grant to develop advanced technologies to improve student reading and reach educators throughout California.

Combined with past grants, today's awards will help train as many as 600,000 new teachers nationwide. My budget for the coming year doubles our investment in quality technology training to reach one million teachers by 2004.

Unfortunately, Congress has failed to provide the resources to meet that target. The House budget would deny hundreds of thousands of future teachers the training they need to use technology to help students meet challenging academic standards. Their budget also denies the funding I requested to create up to 1,000 new community technology centers that help young people and adults gain critical technology skills.

In too many ways, the education budget making its way through Congress simply doesn't make the grade. It invests too little in our schools and demands too little from them. In order to pay for large and irresponsible tax breaks, it fails to address some of our schools' most pressing needs--from increasing accountability, to building and modernizing schools, to improving teacher quality and reducing class size.

~~In this time of unprecedented prosperity, there is no reason to shortchange our children and our schools. I'm calling on Congress to pass a budget that reflects our values and puts education first—a budget that strengthens accountability and helps turn around low-performing schools...reduces class size and increases after-school opportunities...closes the digital divide and opens doors to help disadvantaged children gear up for college...rebuilds crumbling schools and boosts teacher quality. If Congress sends me a budget that fails that test, I will veto it.~~

I hope Congress will work with me to pass balanced, responsible budget that invests in our children. Instead of widening the divide in technology and education, we can widen the circle of opportunity for every American. Now is the time to get it done.

Thanks for listening.

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Draft 5/3/00 12:30 a.m.
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**PRESIDENT WILLIAM J. CLINTON
REMARKS ON TURNING AROUND FAILING SCHOOLS
AUDUBON ELEMENTARY SCHOOL
OWENSBORO, KENTUCKY
May 3, 2000**

Acknowledgments: Gov. Patton; Former Sen. Wendell Ford (born in Owensboro community of Yellow Creek); Lt. Gov. Steve Henry (mother Wanda a 25-year veteran of Daviess—pronounce *Davis*-- County school system)

It is a delight to be here today. I'm told that I am the first sitting President to visit Owensboro since Harry Truman. President Truman always did have good taste. I know you that a terrible tornado came through here in January. We tried to do our part in Washington to help. But while the physical scars are still evident, I can see that the spirit of this community remains strong. Even your wonderful Panthers bounced back, and almost won the championship again this year.

Flying in today from Louisville by helicopter, over the farms and wooded hills of this beautiful state, I got a view of Kentucky that few Kentuckians have the privilege of seeing—and if you do get the chance I highly recommend it. On the ground here in Owensboro, I've been given a view of school reform that few Americans have ever seen. And so I am here today, on the first stop of a two-day school reform tour, because I want the American people to understand that there are places in this country that have met one of our nation's most perplexing challenges: how to bring educational excellence to public schools, even in the most economically disadvantaged communities. Now, it's time to bring the reforms we know work to every low-performing school in America.

I'm here in Kentucky this morning to show how an entire state can identify and turn around its low-performing schools with high standards, accountability, and investments to help schools meet those standards. Later today, I'll be in Davenport, Iowa, to highlight the importance of having modern school buildings for our children. Tomorrow, I'll visit the nation's first charter school in St. Paul, Minnesota, where the public schools are thriving with more competition and accountability. I'll finish up tomorrow in Columbus, Ohio, where the schools are doing everything right, including raising teacher quality--and getting good results in the classroom.

Ever since Sec. Riley and I were young governors 20 years ago, we've been wrestling with the challenge of how to improve education, especially in disadvantaged communities. It's a challenge governors are still working on. Just today, Gov. Carper of Delaware is signing landmark school accountability legislation in his state. It's a challenge Gov. Patton has been working on it ever since he was a member of the Prichard Committee for Academic Excellence

in the 1980s. I remember talking to him about Kentucky's education reform experiment in 1992 when he was Lt. Governor and I was running for President. So I've been keenly aware of Kentucky's efforts, and for those who are less familiar, let me summarize them.

First, beginning in 1990, you set high standards for what all Kentucky school children should know. Second, you identified the schools where year after year students failed to learn enough to meet those standards. Third, you held these schools accountable for turning themselves around, with real consequences for failure, from dismissing principals and teachers to allowing parents to transfer their children into higher-performing public schools. And fourth, you provided the investment necessary to help these schools turn around, from more teacher training to high-quality preschool, afterschool and summer school for students.

The results have been nothing short of extraordinary. The vast majority of the dozens of schools identified by the state as low-performing have improved—and some, like Audubon, have improved dramatically. You went from 12 percent of your students meeting or exceeding the state standard on writing tests 57 percent meeting or exceeding the standard. From 5 percent meeting or exceeding the state reading standard to 70 percent; and from zero students meeting or exceeding the state standards in science to 64 percent. Audubon is now the 18th best-performing elementary school in the state, despite the fact that two-thirds of your students qualify for free and reduced-price school lunch. In fact, throughout the state, 10 of the top 20 best-performing elementary schools in science are schools where half the students are eligible for free and reduced-price school lunch. You've proven, beyond a doubt, that poverty need not be destiny—that all our children are capable of learning at high standards in the public schools.

I believe that turning around failing schools should be one of our great national missions of the 21st Century. The moment is right. America is at a point unparalleled prosperity and national self-confidence. We have the largest, most diverse group of students in our public schools in history. We have an economy in which education has become the indispensable key to success in life. And after 20 years of intense experimentation with school reform--on the local, state, and national level—we now have overwhelming evidence about what works to turn around low-performing schools. Setting high standards. Demanding accountability. And providing the extra help for children to meet those high standards. In short, investing more in our schools, and demanding more of our schools.

This is the strategy Vice President Gore and I have followed for seven years.

Since 1993, we've cut hundreds of federal programs in order to reduce the deficit and improve the economy. Yet we've also nearly doubled investment in education and training. We've required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We're reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers—and I'm delighted that Audubon has used some of that money to hire a new teacher, Crystal Davidson. I'm especially delighted that you refer to her as the "Clinton teacher."

When I became President, there was only one independent public charter school in the whole nation: City Academy in St. Paul, Minnesota, which I'll be visiting tomorrow. Today,

Wintley Phipps is fond of saying, "A child without a dream is a child without a future." Because of your work, the children in this room have the opportunity to follow their dreams, and, in this time of unprecedented economic growth, we have the chance to fulfill them. Thank you again for all you have done, and continue to do every day. God bless you.

remade the landscape of America and connected us all more closely. And today it is still bringing Americans together.

Technology is clearly transforming our world, and it is creating a range of possibilities for the young people before me and the young people in this audience that are literally unimaginable. Many of you people who are **students** at the University of Tennessee who are here and the younger **students** from high **schools** and the middle **schools**, the elementary **schools**, you will be doing work that has not been invented yet. Some of you will be doing things that have not even been imagined yet. And it is up to us to see that every one of you has the best possible chance to develop your talents and to live out your dreams.

This is what has been happening: change at a rapid rate. Again, even if you look back on it, it's almost unimaginable. Consider this: There is today more computer power in a Ford Taurus you drive to the supermarket than there was in *Apollo 11* when Neil Armstrong took it all the way to the Moon. Isn't that amazing? Cell phones, faxes, laptop computers, pagers: they were the stuff of science fiction a few years ago. They're now everywhere, and if you don't have one, don't know how to work one, you're sort of out of step. These days you can take notes on a computer pad which converts it into a typed text and sends it to the Internet and transmits it to a computer all across the world.

The young people today will live out their lives, in short, in a century that will change like this constantly. And that's why I say they will do work that not only has not been invented yet but some of it has not been imagined yet.

Our cutting edge industries like microchips, biotechnology, and aerospace once again lead the world. I'm proud of that, and that's good news for Americans. When it comes to these new **technologies**, our Nation is on the right track, and that's one of the reasons we're the world's leading exporting country again, one of the reasons we have as many jobs as we do, one of the reasons that more than half of our new jobs are in higher wage categories, because we are on the cutting edge of positive change.

So let me say again, we must stay on the cutting edge of positive change. I am determined that we will continue to invest in science and **technology**. More research in America -- most research is conducted by businesses and universities, but we all know that Government has an important role to play.

Of the 12 Americans who won the Nobel Prize last year, all 12 had received Government support for their research. This year, the Nobel Prize winners have just been announced in physics and chemistry. Of the three who won this year in physics and two who won in chemistry, all five received Federal funding from the National Science Foundation. Cutting back on research at the dawn of a new century where research is more important than it has been even for the last 50 years would be like cutting our defense budget at the height of the cold war. We must not do it, and we will not do it. We must protect the future of the young people here in the audience.

One of the marvelous things we have learned about research is that it's not necessarily going to benefit just a particular category in which it was undertaken, that ideas don't stay in boxes anymore, that they all become more interrelated, the more you know and the more you learn. For example, the Department of Defense has a dual applications program that makes military research available for commercial use. The Commerce Department has an advanced **technology** program that works with hundreds of high-tech firms to create jobs and new **technologies**, and let me just give you one example of this.

The research we've done in defense and intelligence and in our space program on imaging, which is very, very important, knowing exactly where you are and what you're seeing, is playing enormous benefits in the medical research area, and it may help us to identify incipient cancers before they develop to a problem stage in a way that may drastically improve the cure rate for cancer and almost get the identification down to the point where cure and prevention become merely indistinguishable in the moment. This is the sort of thing we have to be thinking about all of the time.

This is the strategy Vice President Gore and I have followed for seven years.

Beginning in 1993, we cut hundreds of federal programs in order to reduce the deficit and improve the economy. Yet we also nearly doubled investment in education and training. We required states to set academic standards for what their students should know, and also provided more resources to help states create and implement higher standards. We're reducing class sizes in the early grades with the help of 100,000 new, highly-trained teachers--and I'm delighted that the St. Paul district has used these resources to hire 23 new teachers, bringing the average class size in your early grades to 18. We've dramatically increased federal investment in afterschool and summer school. And with the help of Vice President Gore's E-rate program, we now have nearly three-quarters of all classrooms in America connected to the Internet, up from only 3 percent in 1993. We'll probably reach 100 percent by the end of the year, with one major exception: those schools that are literally too old and dilapidated to be wired for the Internet. And yesterday in Davenport, Iowa I talked about the need to modernize our school building.

This strategy—investing more in our schools, and demanding more accountability from our schools—has also guided our policy on charter schools. When I became President, this school, City Academy, was the only charter school in the country. I wanted to see thousands more created, but that wasn't going to happen without substantial investment from the federal government, because charter schools require significant start-up costs. So we have invested nearly half-a-billion dollars since 1994 in new charter schools. As a result, today there are over 1700 charter schools, and we are well on our way to meeting our goal of 3000. Everyone here today ought to be proud of that. And I'm proud to be with you on national charter schools week.

The strategy of more investment, and more accountability, is producing real results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. Today, 67 percent of all high school graduates now go on to college, up 10 percent since 1993. We've made that possible with the largest expansion of college opportunity since the GI bill, including the creation of our HOPE scholarship tax credits, education IRAs, more-affordable student loans, and more Pell Grants. And it's worth noting that scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test.

We have proven that we know how to lift the educational attainment of our most disadvantaged students. Yet there are still thousands of schools that fail to give children the education they need to enter the mainstream of American prosperity. To turn those schools around, we need what the Vice President has called a revolution in education—a revolution governed by the strategy that has brought us to this point.

Charter schools have a crucial role to play in that revolution. Schools like City Academy provide alternative paths to success for students who have fallen through the cracks. At the same time, they often provide the kind of competitive energy that leads school districts to strengthen accountability and improve learning in traditional schools. Studies show that charter schools are at least as racially and economically diverse as public schools—in fact here in Minnesota they

are even more diverse than average. And surveys show the vast majority of parents with kids in charter schools think their children are doing better academically in their charter schools than they were in their previous schools. It's no wonder there are long waiting lists to get into most charter schools.

Not all charter schools are doing a good job. But unlike traditional public schools, or even most private schools, charter schools can be held accountable if they fail to provide quality education. Every state should have charter school laws that encourage this kind of accountability. Unfortunately, some states have laws that are so loose that failing charter schools are allowed to remain open. Others have laws that are so restrictive that it's almost impossible to open a charter school. Minnesota's charter law strikes the right balance—encouraging the growth of charter schools but holding those schools responsible for results.

We must built that level of accountability into the entire public school system. That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools -- to support more of what we know works, and to stop supporting what we know does not work. I have also asked Congress to double the investment we made last fall in my Education Accountability Fund, to turn around low-performing schools, or shut them down. School districts can use this money to make the kind of sweeping systematic changes that have been proven effective in turning around low-performing schools in states like Kentucky, which I talked about in my visit there yesterday.

But if, for whatever reason, a school doesn't turn around, my Education Accountability Fund can be used to allow parents to transfer their students out of these failing schools and into better-performing public schools, including charter schools.

Now, there are those who say we should use vouchers to help students in failing schools go to private schools. But charter schools provide the choice and competition that proponents of vouchers say they want. And charter schools, unlike private schools, are accountable to the public for results. I believe we should be working to make all public schools more accountable, not diverting energy and money away from public schools into unaccountable private schools.

And for those who say charter schools drain money from public schools, I say: charter schools are public schools. And charter schools can help save public schools.

For charter schools to fulfill that role, we must create more of them. Today, I am taking action to do just that. First, I am pleased to announce over \$137 million in grants to help support new and existing charter schools in 31 states, plus the District of Columbia and Puerto Rico.

Second, I am directing the Secretary of Education to develop guidelines for how employers and faith-based groups can be actively involved in starting and supporting charter schools. While charter schools must be nonsectarian in their admissions and practices, faith-based groups can play a positive role. And employers can provide much-needed space and other resources to help charter schools get started.

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Our strategy of investing more and demanding more is producing real results. Math and reading scores are rising across the country, with some of the greatest gains in some of the most disadvantaged communities. Last year, for the first time in history, the high school graduation rate for African American students was the same as the graduation rate for white students. Today, 67 percent of all high school graduates now go on to college, up 10 percent since 1993. We've made that possible with the largest expansion of college opportunity since the GI bill, including the creation of our HOPE scholarship tax credits, education IRAs, more-affordable student loans, and more Pell Grants. And it's worth noting that scores on college entrance exams are rising even as more students from disadvantaged backgrounds are taking the test.

We have proven that we know how to lift the educational attainment of our most disadvantaged students. Yet there are still thousands of schools that fail to give children the education they need to enter the mainstream of American prosperity. To turn those schools around, we need what the Vice President has called a revolution in education—a revolution governed by the strategy that has brought us to this point—of investing more, and demanding more.

That is why I have sent Congress an Education Accountability Act, to fundamentally change the way the federal government invests in our schools -- to support more of what we know works, and to stop supporting what we know does not work. It would require all states that accept federal money to do what Kentucky has done. Identifying low-performing schools, and investing in turning them around. Ending social promotion, but investing in afterschool, summer school, and reading tutors for children who need it. Putting reasonable discipline codes in every school, and a qualified teachers in every classroom. Empowering parents with report cards on the performance of every school.

I have also asked Congress to double the investment we made last fall in my Education Accountability Fund, to turn around low-performing schools, or shut them down. School districts can use this money to make the kind of sweeping systematic changes that have been proven so effective here in Kentucky.

But if, for whatever reason, a school doesn't turn around, my Education Accountability Fund can be used to allow parents to transfer their students out of these failing schools and into better-performing public schools, including charter schools.

To make this accountability strategy work nationwide, we must have the courage to do what Kentucky has done. We must identify those schools that are failing their students.

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

But we'll get them together.

all the

~~In this new economy we can no longer think of~~
~~high-quality child care and after-school as luxury items,~~
because yesterday's luxury item is tomorrow's standard
equipment.