



**PHOTOCOPY  
PRESERVATION**

Draft 03/02/99 10:45am  
Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON**  
**VIDEOTAPED REMARKS FOR THE CHARTER SCHOOLS NATIONAL**  
**CONFERENCE**  
**DENVER, COLORADO !**  
**March 15-17, 1999**

Thank you for giving me this opportunity to speak with you today at the second annual Charter Schools National Conference. Your efforts are adding energy, excitement and opportunities to our public school system -- I salute your work and thank you for your entrepreneurial leadership.

Charter schools are playing an important part in renewing our existing schools, helping ~~to lift~~ <sup>to lift</sup> standards, and achieving <sup>to</sup> the kind of educational excellence that all of our children need as we move into the 21st century.

You and your schools <sup>create</sup> ~~represent new~~ <sup>create</sup> hopes and opportunities for students to achieve high standards, for teachers to find new ways of working together, and for communities to play direct roles in shaping how their schools run.

When I was first elected President, there was only one charter school in the country. As of this fall, there <sup>will be</sup> ~~are now~~ 1,000 charter schools, in 29 states, serving more than 200,000 children. We are well on our way to meeting my goal of creating 3,000 such schools by the beginning of the next century.

Today, I'm also happy to report that my budget <sup>for charter schools</sup> ~~proposal~~ <sup>has been</sup> increased <sup>is the tense wrong here?</sup> (s) federal funding for your schools from \$100 million in FY99 to \$130 million in FY 2000. Thus <sup>we have already</sup> ~~far, we've~~ allocated nearly <sup>a quarter</sup> 1/4 of a billion dollars to charter schools -- <sup>to put toward</sup> ~~for~~ start-up costs, curriculum development, teacher training, and new technology.

<sup>and school</sup> ~~Across the country, there are long waiting lists to get into charter schools. And~~ <sup>There's a simple reason for that: parents know what works.</sup> Your waiting lists and the thousands of hours that parents put into your schools show how much communities can and will respond to what you have to deliver. The rest of the education systems are taking notice -- and I'm confident that they will continue to respond in constructive ways. Thank you again for your innovation, your dedication, and your leadership.

Good.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 22, 1998

STATEMENT BY THE PRESIDENT

Today I am pleased to sign into law H.R. 2616, the "Charter School Expansion Act of 1998." This bill will help foster the development of high-quality charter schools, consistent with my goal of having 3,000 charter schools operating by early in the next century, and will help lead to improvements in public education more generally. I am particularly gratified by the bipartisan manner in which this bill passed the House and Senate.

I have long championed charter schools -- public schools started by parents, teachers, and communities, open to all students regardless of background or ability, and given great flexibility in exchange for high levels of accountability. When I was elected President there was only one charter school in the Nation, and now there are more than 1,000 serving more than 200,000 students. This bill will help strengthen our efforts to support charter schools, providing parents and students with better schools, more choice, and higher levels of accountability in public education.

As the charter school movement spreads throughout the country, it is important that these schools have clear and measurable educational performance objectives and are held accountable to the same high standards expected of all public schools. To further this goal, H.R. 2616 requires the Department of Education to give priority in awarding grants to States in which the performance of every charter school is reviewed at least once every 5 years to ensure the school is fulfilling the terms of its charter and students are meeting achievement requirements and goals. It also will reward States that have made progress in increasing the number of high-quality, accountable charter schools. Finally, it makes clear that any charter school receiving funding under this program must be measured by the same State assessments as other public schools. These important quality control measures will help charter schools fulfill their potential to become models of accountability for public education.

I am also pleased that H.R. 2616 provides new authority for successful charter schools to serve as models, not just for other charter schools, but for public schools generally. At a relatively low cost, such model schools will provide in-depth advice, materials, and other information on various aspects of their programs -- helping to start-up new public schools and helping existing schools learn from their successes. By drawing on the experience of high-performing charter schools throughout our Nation, this legislation will help bring the benefits of innovation and creativity to hundreds of thousands of additional children.

I am confident that this legislation will augment the ability of parents, teachers, and others to strengthen public education in their communities. This bill represents an integral part of our effort to improve public schools and help all of our students get the high-quality public education they need and deserve.

WILLIAM J. CLINTON

Draft 3/1/99 9:15pm  
Josh Gottheimer

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**March 15-17, 1999**

Thank you for giving me this opportunity to speak with you today at the second annual Charter Schools National Conference. Your efforts are adding energy, excitement and opportunities to our public school system -- I salute your work and thank you for your entrepreneurial leadership.

Charter schools are ~~an important part of~~ helping us ~~to~~ lift our standards, renew our existing schools, and achieve the kind of educational excellence that all of our children need as we move into the 21st century.

THIS [Charter schools bring together people who share a vision for how education can work -- and let them turn those visions into [real] schools. They help others find innovative ways of teaching students who might not have succeeded in traditional settings. And they often bring new participants into the public schools -- allowing them to put their expertise to work for the benefit of children]

OR: [You and your schools represent new hopes and opportunities for students to achieve high standards, for teachers to find new ways of working together, and for communities to play direct roles in shaping how their schools run.]

When I was first elected President, [~~campaigning on the idea that we should have more charter schools,~~] there was only one such school in the country. What had first started as a law and a movement in Minnesota <sup>has spread across</sup> now encompasses 29 states. As of this fall, there are ~~now~~ 1,000 charter schools, serving more than 200,000 children. We are well on our way to meeting my goal of creating 3,000 such schools by the beginning of the next century.

Today, I'm also happy to report that my budget proposal for charter schools increased federal funding for your schools from \$100 million ~~in FY99~~ to \$130 million ~~in FY2000~~. Thus far, we've allocated nearly 1/4 of a billion dollars to charter schools -- to put toward curriculum development, teacher training, new technology, and start-up costs. [And I'm also committed to ensuring that charter schools receive the funds they deserve from federal formula funds, within their first five months of operating.]

Your waiting lists and the thousands of hours that parents put into your schools show how much communities can and will respond to what you have to deliver. The rest of the education systems are taking notice -- and I'm confident that they will continue to respond in constructive ways. Thank you again for your innovation, your dedication, and your leadership.

works  
better w/  
above #

keep, if  
they'll  
know  
what he's  
talking  
about

discipline codes...and empower parents with report cards on their schools.

This is nothing short of a revolution in accountability. The American people have made clear that they want their national government to be a supportive partner in their efforts to improve education. If we all join in this partnership, we can lift up our teachers, students, and principals. We can give America's children the education they will need to succeed in their new millennium. Working together in every community and school, and at every level of government, we can give our children the best schools in the world.

Thank you again for your service. You are the key to strong schools -- and strong schools are the key to a strong nation. God bless you.

Draft 3/1/99 9:15pm  
Josh Gottheimer

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existing schools, and achieve the kind of educational excellence that all of our children need as  
we move into the 21st century. *y*

~~THIS [Charter schools bring together people who share a vision for how education can work --  
and let them turn those visions into real schools. They help others find innovative ways of  
teaching students who might not have succeeded in traditional settings. And they often bring  
new participants into the public schools -- allowing them to put their expertise to work for the  
benefit of children]~~

OR: [You and your schools represent new hopes and opportunities for students to achieve high  
standards, for teachers to find new ways of working together, and for communities to play direct  
roles in shaping how their schools run.]

*char school*  
When I was first elected President, ~~[campaigning on the idea that we should have more  
charter schools,]~~ there was only one such school in the country. ~~What had first started as a law  
and a movement in Minnesota now encompasses 29 states.~~ As of this fall, there are now 1,000  
charter schools, serving more than 200,000 children. We are well on our way to meeting my  
goal of creating 3,000 such schools by the beginning of the next century. *Amk.*

*in 29 states. ban on charter schools*  
Today, I'm also happy to report that my budget proposal for ~~charter schools~~ *OK, but not* increased  
federal funding for your schools from \$100 million in FY99 to \$130 million in FY 2000. Thus  
far, we've allocated nearly 1/4 of a billion dollars to charter schools -- ~~to put towards curriculum  
development, teacher training, new technology, and start-up costs.~~ *Amk* [And I'm also committed to  
ensuring ~~that charter schools receive the funds they deserve from federal formula funds, within  
their first five months of operating.~~

Your waiting lists and the thousands of hours that parents put into your schools show  
how much communities can and will respond to what you have to deliver. The rest of the  
education systems are taking notice -- and I'm confident that they will continue to respond in  
constructive ways. Thank you again for your innovation, your dedication, and your leadership.

Draft 03/02/99 12:30pm  
Josh Gottheimer

This is good - but need  
more emphasis  
on how ch schools  
are at core of  
his vision,

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& how  
his  
really  
been  
their  
patron

It is no secret that I believe  
Charter schools play an important part in renewing our schools, helping America lift its  
standards, and to achieve the educational excellence that our children need as we move into the  
21st Century. ~~when I, in the past 7 yrs, I tried to make~~

That is why I  
have fought  
to take (2) ~~to make~~ in charter schools  
You and your schools create hopes and opportunities for students to achieve high  
standards, for teachers to find new ways of working together, and for communities to play a  
direct role in shaping how their schools run. ~~from X to Y~~

When I was first elected President, there was only one charter school in the country. As  
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We are well on our way to meeting my goal of 3,000 such schools by the beginning of the next  
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my  
now  
confuse  
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will

Today, I'm also happy to report that my balanced budget calls for an increase in federal  
funding for charter schools from \$100 million in FY99 to \$130 million in FY 2000. We have  
already allocated nearly a quarter of a billion dollars to charter schools --for start-up costs,  
curriculum development, teacher training, and new technology.

that entrepreneur  
Sp.H.

Across the country, there are waiting lists to get into charter schools. And there's a  
simple reason for that: parents know what works. Communities and school systems are taking  
notice -- and I'm confident that they will continue to respond in constructive ways. Thank you  
again for your innovation, your dedication, and your leadership.

for you are  
No day  
we at the  
communities.  
for us no  
any that  
ensure we  
fulfill that  
vision.

###

Draft 03/02/99 12:30pm  
Josh Gottheimer

*This is very good.  
Maybe a little long*

**PRESIDENT WILLIAM J. CLINTON  
VIDEOTAPED REMARKS FOR NATIONAL ASSOCIATION OF ELEMENTARY  
PRINCIPALS' CONVENTION  
SAN FRANCISCO, CA  
March 20, 1999**

I am pleased to greet you as you open your 78th annual meeting today. School principals have the future of this country in their hands, and I have long believed in giving principals, as well as teachers, the power to help children develop all of their God-given talents.

Today, I want to ~~talk to you about~~ *talk to you about* how we can work together to strengthen our schools and put our nation's youth on the right course in life, from early childhood onward. We know that you face difficult challenges. There are more students in our nation's schools today than ever before -- even more than when I went to school with my baby-boom classmates.

*On 1-17-99 you have the challenges of our schools*  
Today's principals face the task of supporting these students and their teachers as they strive for excellence. Your job has never been more challenging -- or more rewarding. I am encouraged by the progress you have made. Our children are doing better. SAT scores are up; math scores have risen in nearly all grades. *100 way for schools are overwhelmed & in need of extra help* It shows that America's children can be number one in the world when we give them the right kind of education.

*Leading more are now up too.*  
But there's a problem. While our 4th graders outperform their peers in other countries in math and science, our 8th graders are around average and our 12th graders rank near the bottom. That's why I have proposed an ambitious new agenda to invest more in what works. The budget I sent Congress last month calls for \$1.4 billion to help states and school districts hire new, better-trained teachers. That's a 17% increase over the balanced budget I signed last fall, and moves us closer to our goal of hiring 100,000 new teachers over seven years. My new budget also calls on Congress to build or modernize 6,000 schools. And it triples our funding for after school and summer school programs -- enough to keep a million children off the streets during the hours when parents work and juvenile crime soars.

*we must do better.*  
While we invest more in what works, we must stop investing in what doesn't. That is the idea behind my Education Accountability Act. It says that every state and school district accepting federal money must do five things: end social promotion...turn around failing schools...ensure teachers know the subjects they are teaching...set reasonable discipline codes...and empower parents with report cards on their schools. *There are no more excuses. We are a nation that must commit ourselves to do more of what works.* This is nothing short of a revolution in accountability.

Working together in every community and school, and at every level of government, we can give America's children the education they will need to succeed in the new millennium. Thank you again for your service. Principals are the key to strong schools -- and strong schools are the key to a strong nation. God bless you.

*Every school I've visited was a strong principal!*

*Learn more about back groups. That's the way to go.*

*Developed the work of our country. We need to get more teachers. And better teachers. For more & better teachers + higher standards for all of our children.*



(2)

## **2. Serving those who may have been left behind otherwise**

Milo Cutter's City Academy, the first charter school in the country, remains a powerful example of a school that gives kids an opportunity to succeed. Here kids not only come back to school and stay enrolled to learn, but these young people are also out in their community building houses and developing skills that can make their lives better, while making their communities stronger.

## **3. Reconstituting failing schools**

When the First Lady visited Yvonne Chan's school, the Vaughn Next Century Learning Center in Los Angeles, she told me of a school that not only turned itself around, but one that helped a whole community come together and improve. Often, our public schools are unfairly criticized. Most are doing an excellent job, but there are too many schools that are failing, and letting even one of those continue to fail indefinitely is unacceptable. I hope to see failing schools closed and reconstituted as charter schools that are accountable for succeeding, not just existing. Yvonne's school, and the other successful conversions in Los Angeles can point the way.

## **4. New resources and groups enter education**

I was also moved to see my friend, Rex Brown, start a charter school. I met Rex while he worked for the Education Commission of the States. Rex spent 20 years helping elected officials (like me when I was Governor in Arkansas) improve education. He left the world of policy. Now he runs a school, PS1 charter school, here in Denver. At PS1, his ideas can take root in a school, in a community, and in the minds of young kids.

## **Charter Schools are public schools, not a threat to them.**

Charter schools should not be treated as a threat. I hope we can avoid thinking, speaking and working as if charter schools and the rest of our public schools were in an "us versus them" situation. Sometimes people talk about the differences between charter schools and "public schools". That's wrong. Charter schools are not a threat to public schools. They are public schools - held to the same standards as other public schools, responsible for teaching all children, upholding our public commitments to providing non-sectarian education, free of charge, in schools that are accountable to parents and to the rest of the public. I hope you will approach it that way and we're excited for the opportunities for collaboration between charters and other public schools that lie ahead.

## **Collaboration and new grants in the future**

When the public charter school program was reauthorized this fall (reauthorized with overwhelming bipartisan support I might add) Congress added a new opportunity that I hope you will seize with gusto. Starting next year, successful charter schools can use "dissemination grants" to help other people open new charter schools. Or you can use these funds to help other public schools implement lessons you've learned.

We hope to see 100's of partnerships like the one underway in Boston. There we were happy to fund the work of Sarah Kass and her colleagues at the City on a Hill Charter School who are working closely with educators throughout the Boston Public School System. With our support they are working cooperatively to improve mathematics curriculum. The charters benefit from

**ROUTING SLIP**

**DATE:** 2/25/99

**FROM:** Stephanie Streett  
Assistant to the President and Director of Presidential Scheduling

**SUBJECT:** Presidential Video for the Department of Education's  
Second Charter Schools National Conference

|                   |     |                       |     |
|-------------------|-----|-----------------------|-----|
| Virginia Apuzzo   | ___ | Capricia Marshall     | ___ |
| Paul Begala       | ___ | Thurgood Marshall Jr. | ✓   |
| Lisa Berg         | ___ | Minyon Moore          | ___ |
| Samuel Berger     | ___ | Bob Nash              | ___ |
| Sidney Blumenthal | ___ | Jennifer Palmieri     | ___ |
| Phil Caplan       | ___ | John Podesta          | ___ |
| Davis/Redington   | ✓   | Clark Ray             | ___ |
| Maria Echaveste   | ___ | Steve Ricchetti       | ___ |
| Tim Emrich        | ✓   | Bruce Reed            | ✓   |
| Jeff Forbes       | ___ | Dan Rosenthal         | ___ |
| George Frampton   | ___ | Charles Ruff          | ___ |
| Nancy Hernreich   | ___ | Patti Solis-Doyle     | ___ |
| Mickey Ibarra     | ___ | Craig Smith           | ___ |
| Ron Klain         | ___ | Doug Sosnik           | ___ |
| Neal Lane         | ___ | Gene Sperling         | ___ |
| Lisa Levin        | ___ | Larry Stein           | ___ |
| Ann Lewis         | ✓   | Todd Stern            | ___ |
| Bruce Lindsey     | ___ | Melanne Verveer       | ___ |
| Joe Lockhart      | ✓   | Michael Waldman       | ✓   |
|                   |     | Karin Kullman         | ✓   |
|                   |     | Kris Balderston       | ✓   |

**FILE:** Accept

**COMMENTS:** 3/3

SCHEDULING PROPOSAL

TODAY'S DATE: 2/23/99

99 FEB 23 P 6:47

\_\_\_\_ ACCEPT

\_\_\_\_ REGRET

\_\_\_\_ PENDING

TO:

Stephanie Streett  
Assistant to the President  
Director of Presidential Scheduling

FROM:

Bruce Reed  
Assistant to the President for Domestic Policy and  
Director of the Domestic Policy Council

Thurgood Marshall Jr.  
Assistant to the President and Secretary to the Cabinet

REQUEST:

Presidential Video for the Department of Education's  
Second *Charter Schools National Conference*

PURPOSE:

To reinforce the President's themes of accountability and  
public school choice that he emphasized during his State of  
the Union address.

BACKGROUND:

*educ layout*  
The U.S. Department of Education is sponsoring the second  
"Charter Schools National Conference: Strengthening  
Networks and Student Achievement", March 15-17, 1999  
in Denver, CO. This conference will focus on the needs of  
public charter schools and will draw on expertise within the  
field to provide assistance in numerous areas including:  
start-up issues facing new charter schools, accountability,  
high standards, finances and facilities, ensuring equity and  
access for all students, and providing access to federal  
funds along with guidance on federal rules and regulations.

Since 1994, when President Clinton called on states to  
create charter school opportunities nationwide and  
proposed a federal grant program to provide start-up funds,  
34 states plus the District of Columbia and Puerto Rico  
have passed charter school laws. When President Clinton  
came to office there was only one charter school in the  
nation. Approximately 1100 of these independent public  
schools are now open, and the President has called for the

creation of 3000 charter schools by early in the next century.

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PREVIOUS PARTICIPATION: | None. (Education hosted the first Charter Schools National Conference in November 1997.)                                                                                                                                                                                                                                                                                                                                                   |
| DATE:                   | March 15-17, 1999                                                                                                                                                                                                                                                                                                                                                                                                                          |
| BRIEFING TIME:          | 2 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| DURATION:               | 2-3 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                |
| LOCATION:               | Denver, CO                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| PARTICIPANTS:           | Audience will range from 800 to 1000 people, including:<br>-charter school founders, directors, and teachers (approximately half the audience);<br>-state-level policymakers considering charter school laws;<br>-representatives from organizations that grant charters;<br>-state education agency staff;<br>-people from states without charter school laws interested in applying for charters; and<br>-technical assistance providers |
| REMARKS REQUIRED:       | See draft attached.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| MEDIA COVERAGE:         | TBD                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| RECOMMENDED BY:         | Bruce Reed<br>Thurgood Marshall Jr.                                                                                                                                                                                                                                                                                                                                                                                                        |
| CONTACT:                | Karin Kullman x61732<br>Kris Balderston x62572                                                                                                                                                                                                                                                                                                                                                                                             |
| ORIGIN OF THE PROPOSAL: | Department of Education                                                                                                                                                                                                                                                                                                                                                                                                                    |
| SOURCE OF PAYMENT:      | Department of Education                                                                                                                                                                                                                                                                                                                                                                                                                    |

(1)

**DRAFT Text for script for POTUS for charter school conference**

I am sorry I can't be there in person, but I wanted to make sure to thank you for your contribution to public education. Your efforts are adding energy, excitement and opportunities to our public school systems that are tremendously important. I salute your work and thank you for your entrepreneurial leadership. Thank you for all your hard work.

**Growth**

I am gratified when I see the tremendous growth of this movement. When I took office there was only one charter school in operation in the country. I know Milo Cutter, the co-founder of that first school will be speaking at your event. Today, your numbers have grown to more than 1100 schools. You have made great strides, but we are not there yet. I've challenged the country to generate 3000 schools by the year 2002. I know Secretary Richard Riley and his staff at the US Department of Education are equally committed to doing what is necessary to help you reach this goal.

I've heard many in the charter school community, who asked for my help. I look forward to visiting more schools in the future. The ones I've seen so far have confirmed my own beliefs about why charters deserve our support. I plan to use my bully pulp on your behalf. While my remarks today are a classic case of preaching to the choir, rest assured, you're not the only audience that will hear these messages from me.

Today I'm happy to report that my budget proposal for charter schools increased federal funding for your schools from \$100 million in FY 99, to \$130 million in FY 2000. Thus far, we've allocated nearly 1/4 of a billion dollars to charter schools, and while I realize this doesn't cover the need, I believe the trends are moving in the right direction. **I am also committed to ensuring that charter schools receive all the funds they deserve from Federal formula funds, within their first five months of operating.**

**Different types of schools, and different contributions**

Your schools are particularly promising because they represent so many ideas and powerful innovations. ~~I see charter schools as places that can:~~

- bring together people who share a vision for how education can work and let them turn those visions into real schools;
- help people find new ways of teaching students who might not have succeeded in traditional settings;
- ~~take a failing school and make it succeed;~~ and
- bring new players into the public schools and puts their expertise to work for the benefit of kids.

(The following are four schools to illustrate each idea)

**1. Pushing good models and innovations further**

I am excited that charter schools allow life-long educators to refine their innovations in a charter. They can push a good model further, and make it even more successful. For example, I was delighted to hear that Ted Sizer, an educator with a long distinguished career spent improving public schools through his "Coalition of Essential Schools", was spending this year working in a charter school in Massachusetts.

PLOT GENERATION LANE

this collaboration, and the rest of the schools benefit. These efforts build bridges, bridges where otherwise there may have been conflict.

It is my hope that through these collaborations, in Boston now and elsewhere with these new grants, that both charter schools and non-chartered public schools will learn from one another. Despite the unique parts of charter schools, you have more in common with other public schools than differences. Despite the richness that comes from many different approaches, it is the beliefs that we all share – the commitment to teaching all children, to helping them reach high standards, and to being accountable for results – that demand we find ways to work together and unites us to work and learn from one another. Good luck in that work, and thank you.

In a longer version, could include the following:

**Many ways charters help improve public education**

I want to recognize the many roles charter schools play in improving public education as a whole.

**Charter schools create new opportunities for students, parents and teachers to fill new roles.** You and your schools represent new hopes and opportunities, for students to achieve to high standards, for teachers to find new ways of working together, for communities to play direct roles in shaping how their schools run, and chances for employers, museums, hospitals and others to get involved.

**Your schools represent new models.** Like your colleagues elsewhere in public education, you can innovate, using whole school reform designs, like those in the New American Schools. The flexibility of your charter, can let you focus on these innovations, rather than on rules and regulations.

**You are also new models for accountability.** Charters are showing how to demonstrate progress to high standards and the benefits to schools that come from being held responsible for results.

**It is also great to see charters providing public choice.** I believe all families should have the ability to pick the public school that they think can best meet their children's needs. Your schools are one way we're moving toward making that a reality.

**I am also excited that charter school can stimulate change in the rest of the system.** Your waiting lists and the thousands of hours that parents put into your schools show how much communities can and will respond to what you have to deliver. The rest of the education systems are taking notice. And they will continue to respond in constructive ways. This isn't about hurting other schools. I believe our schools represent ways of finding out what families want and what children need. When we satisfy these needs, wherever that happens, we are better off as a society.

THE WHITE HOUSE

Office of the Press Secretary  
(San Francisco, California)

For Immediate Release

September 20, 1997

OPENING AND CLOSING REMARKS BY THE PRESIDENT  
IN ROUNDTABLE DISCUSSION ON CHARTER SCHOOLS

San Carlos Charter Learning Center  
San Carlos, California

11:19 A.M. PDT

THE PRESIDENT: Thank you very much. First, thank all of you for coming here today and sharing your Saturday morning. I thank the Superintendent for his really marvelous remarks. He talked about all the things that we have in common -- I saw a living symbol of his dedication to education above all else, and one thing that we have in common that he didn't mention -- if you look closely at his tie you will see it is a pattern of golf balls and tees. (Laughter.) And on this beautiful Saturday morning he's here with us. (Laughter.)

Let me thank your instructional coordinator, too, for being here, leaving her 11-day-old baby. I would like to see the 11-day-old baby, but I think it's -- where's the baby? A wise mother leaves the baby outside. (Laughter.)

Hillary and I are delighted to be here. And I want to spend most of my time just at this panel today. But I thank all of you for coming because I believe in charter schools and I believe they are an important part of helping us to lift our standards and renew our schools and achieve the kind of educational excellence that all of our children need as we move into the 21st century. (1)

I congratulate the San Carlos Learning Center for being the first of its kind in California, which obviously makes it among the very first in the United States.

Let me just give you a little, brief personal history here. When I was governor of my state for 12 years, I spent a great deal of time working on school reform -- and so did Hillary -- spent lots of time in the schools, talking to teachers, talking to parents, talking to students, dealing with issues of curriculum development and teacher training and all those things. And when we were active in the 1980s, the state of Minnesota became the first state in the country to pass a public school choice law, to give parents and their children more choice among the public schools their children attended. I think we were the second state to pass that law. And we used it quite a lot. (2)

Then when I began to run for President in 1991, Minnesota became the first state in the country again to pass a charter school law, recognizing that sometimes it wasn't enough just to give the parents and the students choices, but that we needed to give the educators and the parents and the students with whom they worked options to create schools that fit the mission needed by the children in the area; and that if you gave them options and held them accountable, we might be able to do something really

educ II

+ educ place

spectacular. Then five years ago today, I think, California became the second state in the country to adopt a charter school law, and then you became the first of those schools.

In 1994, I passed legislation in Congress to help us support more charter schools. By the end of 1995 there were about 300 charter schools in the country. Today there are 700 charter schools in the country. Many of them have been helped by the program we passed in Washington in 1994. (3)

The historic balanced budget agreement that we just passed into law includes the largest commitment to new investment in education since 1965 -- among other things, expansion of Head Start programs, more funds to support computers in the schools -- I'll say more about that in a moment -- our America Reads initiative to help make sure every 8-year-old can read independently, and the biggest increased investment in helping people go to college since the G.I. Bill passed 50 years ago, tax credits for the first two years of college, credits for the remainder of college, IRAs, Pell Grants, work-study positions. All these together mean that for the first time ever we can really say, if you're responsible enough to work for it, no matter what your income or your difficulties, college is now a real option for you in America -- for every single American. And I'm very proud of all of that.

But one of the things that was in this balanced budget that didn't get a lot of notice is enough money for us to help to set up literally thousands more charter schools in America. Because excellence in education is more than money. And from my point of view, having spent years and years and years working on this, we need two things -- we need a set of national standards of academic excellence that will be internationally competitive in basic subjects. And then we need grass-roots, school-based reform, because education is the magic that takes place in every classroom, and indeed in every student's mind, involving every teacher, every student, and also, hopefully, support from home.

So that's why these charter schools are so important to me. And that's why we've tried to help a lot more schools like San Carlos get started on the path that you've been on now for some years.

For people who don't know exactly what they are, let me say that charter schools are public schools that make a simple agreement: in exchange for public funding, they get fewer regulations and less red tape, but they have to meet high expectations, and they keep their charter only so long as their customers are satisfied they're doing a good job. (W) (T)

~~As I said, we've gone from --~~ the day I took office, there was only one charter school in America, January of '93. Then a couple years ago we were up to 300; now there are 700. And what started as a movement in Minnesota and California now encompasses 29 states; 27 more states have passed charter school laws.

These funds in our budget, as I said, should allow us to set up several thousand more over the next four years. Today I am pleased to announce that we're going to release \$40 million in grants to help charter schools open. Start-up costs are often the biggest obstacle. And in states that can't afford to help, it's a terrible problem. I see a lot of people nodding their heads out there who have had experience with this.

So we have curriculum development costs, teacher



training costs, new technology costs -- all these things can help. The \$40 million we're releasing today, of which about \$3.4 million will come to California, will help us to establish another 500 charter schools in 21 states. So we'll go from 700 to 500 in one pop here.

And as I said, pretty soon -- and if all the states will join in, we obviously can help all of them -- we'll have well over 3,000, perhaps even over 4,000 by the year 2000, which is enough to have a seismic echo effect in all the public school systems of America. So that's what we are trying to do.

outdated

Let me say that there are a couple of problems that we're going to face. Last week, the U.S. Senate, by a very narrow margin, supported an amendment that would make these charter schools funding that I just announced the last such announcement that would ever be made, because it would lump all the education funds together and arbitrarily distribute them to the state without regard to whether these programs were continued or not. And in the process, it would abolish very specific and highly successful education reform programs like the charter schools, where we work with local communities and school districts. It would abolish our highly successful effort to put computers in the classrooms -- I'll tell you how much movement has happened on there in just two years -- and to create safe and drug-free schools. I think that \ would be a mistake.

The House of Representatives recently passed, although the Senate opposed them, an amendment that would prohibit us to pay for -- not to develop, but to pay for -- a non-political, private organization to develop voluntary national tests of excellence in mathematics and reading. I think that would be a mistake. This is the first time, last year, in history that our students in elementary schools scored above the international average in math and science. We're doing much better in America, but we don't test all of our kids, we just test a representative sample. I think we need to know how we're doing based on a common standard.

outdated,  
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w/ passing  
legislation  
through Congress

So we have these problems in the Congress, and if either one of these provisions makes it into the final bill I will have to veto it. So I hope that we can continue to work on moving forward in the right direction. And in that connection, I'd like to say a special word of appreciation to Congresswoman Anna Eshoo, who I think is one of the -- absolutely -- even I would say this if I were in Washington -- she really is one of the finest, most forward-looking members of the United States Congress, and she's made a big difference in our country today. (Applause.)

Now, running these charter schools, as we are about to hear, is not easy. It's not self-evident how to do all this. It sounds great to say we'll cut you free of red tape and bureaucracy; you have to perform at a higher level, you've got to get the parents involved. There are all kinds of practical problems, and we'll hear about some of them.

The Secretary of Education, Dick Riley, is going to convene a national conference on charter schools in Washington this November to bring together teachers, administrators, parents, others who are interested in this to share best practices and look to the road ahead. But just think about where we can go with this. If we go -- we've gone from one to

700, to 500 more, with a budget that calls for funds for 3,000 more -- just this year's budget alone that will be funded starting October 1st, if we get the funds for it, will give us enough funds

for another 700 -- or 900 to 1,000 schools.

So this movement can sweep the country and can literally revolutionize both community control and standards of excellence in education if we do it right. That's what the panel is about.

And before we start, let me just thank some of the business leaders who are here today for their commitment to educational excellence -- Regis McKenna, David Ellington, Brook Byers, Terry Yang, Paul Lippe. And I'd like to say a special word of thanks to Larry Ellison who is up here on the platform. He's the chairman and CEO of Oracle Corporation.

Two years ago this week, I met with Larry and a number of other high-tech executives to talk about another one of my passions, which is to connect every classroom and library in every school in America to the Internet by the year 2000. And that, like everything else, it turned out to be more complicated. It sounded great, but we not only had to connect them, we had to make sure we had the hardware, the software, and the trained teachers to do the job.

So we got this group of business people who knew about all this, who are working very hard to try to make sure that we can do that, give all the support services to every school. We got the Federal Communications Commission to give what amounts to a \$2.25 billion a year subsidy to schools, to lower the rates they have to pay to hook on to the Internet. But to give you an example of what we can do when we work together, since we made that announcement two years ago, California has 65 percent of the schools connected, which is twice the percentage you had two years ago, and four times as many classrooms connected as just two years ago. That shows you how quickly we can move.

And Larry has not only sponsored the San Carlos Learning Center, but yesterday he announced Oracle's promise to spend \$100 million in a foundation to help schools across America who need support to get the kind of connection to the future through telecommunications technology that we all want. So thank you, Larry, for doing that. (Applause.)

So this is a good news day. but what I want to do now is to turn it over to the panel and let's get into the facts of the charter school movement and see -- hopefully, by being here today, this will encourage the 21 states who do not have charter school legislation to adopt it. It will encourage the Congress to fully fund the charter schools program for the next four years. And it will help us to take what you have done here and spread it all across America in a way that will guarantee international standards of excellence in the education of all of our children.

Thank you very much.

\* \* \* \* \*

MRS. CLINTON: Well, I want to thank all of you for sharing your experiences and success stories about charter schools. And I think that there are just a couple of general points that I would make. First, what the Congresswoman just said is critical, when she talked about test kitchens, because my husband I have said together and often that there is a good public school in every community in America, but the problem is they don't learn from each other and they don't get to scale in the sense that we know what works, but for too many years we have

not been motivated sufficiently to do what worked in every school.

And so we are now seeing, with the charter school movement, an effort to do just that -- to take these, in some ways, old-fashioned ideas that are now married to technology and very much motivated to be successful by the demands of the new economy, and put them into action in schools across the country.

When we talk about parental involvement, that is a very old-fashioned idea that we have had to relearn. When we talk about empowering teachers to design curriculum, that, too, is something we know will work if we unleash the creative energies of teachers. When we talk about giving students a chance to explore and learn and develop their own capacities, that's what many of us try to do with our own children, but which we deny to other children because of the bureaucratic structures and expectations of the old system.

So there are many aspects of what we heard today which would be very familiar in any setting 30 or 40 or 50 years ago in many parts of America, but which we somehow lost track of as we got bigger and bigger and schools became impersonal and anonymous, and really we lost our way in the very important connections that have to be made between homes and schools, students and teachers, and the understanding of how community has to support that magic.

Secondly, I think that the charter school movement should not be seen as a threat to public schools. It should be seen as a liberation of public schools, and particularly teachers and administrators who for many years have known what should be done, but have felt unable to do so. (Applause.) And there is certainly nothing hidden about the President's agenda on this. He wants every school, whether it is formally called a charter school, or not, to act like a charter school.

And that is our real objective in the charter school movement -- not only to create thousands more charter schools, but to take the lessons from the charter school movement and literally infect every public school in America, so that parents are standing at the door of principals' offices, so that teachers will not feel so oppressed in their classrooms, but will join together to demand from administrators and school boards what they know their children need, and for businesses, which have in many ways the greatest stake in the future of our public school system, to be constantly be prodding for academic excellence as in many communities they now prod for athletic excellence.

So the charter school movement is really a rallying cry that we hope will not only create more charter schools like the ones we have heard about today, but encourage and give courage to public school patrons, teachers, and students around the country to say, well, you know, if Jose could find a home in a new charter school in San Francisco, why can't all the Joses in our public schools feel similarly welcomed and supported? And if Gregg can go into competition with Oracle in the 6th grade, why can't all the Greggs in America feel similarly encouraged to pursue their own intellectual excitement?

So we're very much appreciative of what all of you on the front lines are doing from San Francisco to South Central, LA, to San Diego, to right here in this community. And we really do appreciate the zeal with which you have expressed your excitement about this, because we do want it to infect and to be contagious so that, as Yvonne said when I saw firsthand visiting her school, every child will feel that that child is special and valued and

appreciated. And that's really what we're hoping to achieve with this kind of effort.

So thank you for doing what needs to be done in American public education. (Applause.)

THE PRESIDENT: First of all, let me say I agree with everything she said. (Laughter.) I'd just like to make a couple of brief point to build on what Hillary said. I want to say, first of all, I have no hidden agenda here; I believe the only way public schools can survive as the instrument by which we educate our children and socialize them and bring them together across all the lines that divide us is if all of our schools eventually -- and, hopefully, sooner rather than later -- are run like these charter schools. That's what I believe. I am not running for office anymore. I have no political interest in this. I am think about what our country is going to be like 20, 30, 40, 50 years from now.

And you know what Tom said about the industrial model -- that's part of the problem. A lot of our schools are organized on an industrial model -- a lot of our middle schools are almost -- are organized for when families were like Ozzie and Harriet, instead of like they are today. There are a lot of organizational problems. It's also true that our schools get money from a lot of different places and have to suffer rules from a lot of different places, and a lot of people think if they give up their rule-making, they won't matter anymore. And in some way, the most important person here is the Superintendent because he's here supporting this instead of figuring out how he can control it. And I think that's important. (Applause.)

And so Hillary and I have been working at this business for a long time now -- seriously since 1983 -- really seriously. There has been a dramatic change in the attitudes of the teacher unions, which is positive. There have been dramatic advances in the attitude of administrators, which is positive.

But I just want to say, we cannot -- there are a lot of people who believe in the information age, with things changing as fast as they are and with standards needing to be as high as they are, that we ought to just basically send everybody money and let them do whatever they want to about education, and forget about the public education network -- let it sink or swim. The problem with that theory is that the short-term costs to people who got left behind would be staggering.

But if we want to preserve excellence and the socially unifying impact of public schools over the next generation, I am telling you, every school in the country has got to become like this one. The power needs to be with the parents, with the children, with the teachers, with the principals. And those of us who are up the lines somewhere, up the food chain, what are we interested in? We're interested in what Kim said -- we're interested in results. We don't need to make rules. We're interested in results and we want to be able to measure them. We want to know our kids are going to be all right and our country is going to be all right.

Let them make the rules in the schools. Let them figure it out. And then education will be something that will get bright young lawyers to leave their more lucrative law practices to do something that doesn't pay as much, but makes them feel good when they go to bed every night and get up in the morning. That's what we want. And until every school is run like that, you and I should not rest.

Thank you. God bless you. (Applause.)

END

12:35 P.M. PDT

signal, a clear signal, that he or she is not as important as we all say they are day in and day out.

I have been to school districts in Florida where there were more than a dozen trailers outside the main school building because the schools are so over-crowded and the districts don't have the funds to keep building schools to deal with the new students. We have to do that.

We have to finish our effort to connect all our classrooms to the Internet. We have got to, in other words, make these investments that will make our country strong.

President Kennedy said, our progress as a nation can be no swifter than our progress in education. That is more true now than ever before, and I hope in the remaining few days of this congressional session our Congress will put progress above partisanship, leave politics at the schoolhouse door, and make the education of our children America's top priority.

We know our schools are strengthened also by innovation and competition brought about increasingly in our country by more choice in the public schools children attend. Public school choice gets parents and communities more involved in education, not just in helping with homework or attending parent-teacher conferences, but actually in shaping the schools.

Some of you, having gone to public schools of choice, may know this from experience. David Haller, for example, from Arkansas, attends a school that's very close to my heart, in the town I grew up in -- the Arkansas School of Math and Science in Hot Springs, which I help to found as Governor.

Across our nation, public school choice, and in particular, ~~charter schools, are renewing public education with new energy and new ideas. Charter schools are creative schools, innovative schools, public with open enrollment, strengthened by the commitment of parents and educators in the communities they serve. They can be models of accountability for all public schools, because they are chartered only when they meet rigorous standards of quality and they should remain open only as long as they meet those standards.~~

~~According to new data from Secretary Riley's Department of Education, parents are choosing charter schools more and more often because they're small, safe, supportive, and committed to academic excellence. We can do more of this.~~

~~I am pleased to report some interesting progress. When I was elected President, campaigning on the idea that we should have more of these charter schools, there was only one such school in the country. It was in the state of Minnesota. I am pleased to tell you that this fall there will be 1,000 of them, serving more than 200,000 children. We're well on our way to meeting my goal of creating 3,000 such schools by the beginning of the next century. And again I ask Congress to help us meet the goal and finish its work on the bipartisan charter school legislation that is now making its way through Congress.~~

~~The Department of Education has released a guide book to help communities learn from each other's successes. I commend it to you. Charter schools do very well in general, but they face a lot of challenges, including finding the funding to get started and keep going. Lack of access to start-up funding, as the report I release today shows, is the biggest obstacle facing more rapid development of~~

Draft 03/02/99 3:30pm  
Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON**  
**VIDEOTAPED REMARKS FOR THE CHARTER SCHOOLS NATIONAL**  
**CONFERENCE**  
**DENVER, COLORADO**  
**March 15-17, 1999**

Thank you for giving me this opportunity to speak with you today at the second annual Charter Schools National Conference. Your efforts are adding energy, excitement and opportunity to our public school system -- I salute your work and thank you for your entrepreneurial leadership.

It is no secret that I believe that charter schools play a vital role in renewing our school. They offer choice, promote competition, and foster the excellence all our children will need to succeed in the new economy of the 21st Century. You and your schools create hopes and opportunities for students to achieve high standards, for teachers to find new ways of working together, and for communities to play a direct role in shaping how their schools run.

That is why I have fought successfully for federal support for charter schools. Since 1994, we have invested nearly a quarter of a billion dollars in charter schools -- for start-up costs, curriculum development, teacher training, and new technology.

When I was first elected President, there was only one charter school in the country. As of this fall, there were 1,000 charter schools, in 29 states, serving more than 200,000 children. We are well on our way to meeting my goal of 3,000 such schools by the beginning of the next century. Today, I'm also happy to report that my balanced budget calls for an increase in federal funding for charter schools from \$100 million in FY99 to \$130 million in FY 2000.

Across the country, there are waiting lists to get into charter schools. And there's a simple reason for that: parents know what works. Communities and school systems are taking notice -- and I'm confident that they will continue to respond in constructive ways. Thank you again for your innovation, your dedication, and your leadership.

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we have worked hard to reach this point.

Draft 03/02/99 3:30pm  
Josh Gottheimer

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Am. Ed.  
It is no secret that I believe charter schools play a vital role in renewing our schools. And I have drawn that conclusion from over two decades of personal experience -- as Governor of Arkansas and now as president, grappling with issues of schools reform. Through years of visiting schools and talking with parents, teachers and students, I have found that charter schools ~~[ XXX ] They broaden the level of~~ choice and seize upon the potential of students and teachers ~~without sacrificing high standards. Since then, I have worked hard to promote this idea~~ *expand*

*Ch. School*  
They offer choice, promote competition, and foster the excellence all our children will need to succeed in the new economy of the 21st Century. You and your schools create hopes and opportunities for students to achieve high standards, for teachers to find new ways of working together, and for communities to play a direct role in shaping how their schools run.

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When I was first elected President, there was only one charter school in the country. ~~As last fall,~~ of this fall, there were 1,000 charter schools, in 29 states, serving more than 200,000 children. We are well on our way to meeting my goal of 3,000 such schools by the beginning of the next century. Today, I'm also happy to report that my balanced budget calls for an increase in federal funding for charter schools from \$100 million in FY99 to \$130 million in FY 2000.

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9TH STORY of Level 1 printed in FULL format.

Copyright 1998 McClatchy Newspapers, Inc.  
Sacramento Bee

October 23, 1998, METRO FINAL

SECTION: MAIN NEWS; Pg. A27

LENGTH: 61 words

HEADLINE: CHARTER SCHOOL BILL SIGNED

BYLINE: Bee news services

BODY:

~~President Clinton on Thursday signed the Charter School Expansion Act of 1998~~  
to speed the development of high-quality charter schools, a key element of his  
education agenda.

The law ~~authorizes up to \$100 million a year over the next five years for~~  
~~planning and expansion of charter schools.~~ Clinton has set a goal of 3,000  
charter schools nationwide by 2001.

LANGUAGE: ENGLISH

LOAD-DATE: October 24, 1998

news articles on charter  
reform schools

news articles

3RD STORY of Level 1 printed in FULL format.

Copyright 1998 Chicago Tribune Company  
Chicago Tribune

June 21, 1998 Sunday, NORTHWEST FINAL EDITION

SECTION: METRO NORTHWEST; Pg. 1; ZONE: NW

LENGTH: 991 words

HEADLINE: TO CHARTER OR NOT? STILL 2 SCHOOLS OF THOUGHT

BYLINE: By Bob Kemper and Dimitra DeFotis, Tribune Staff Writers.

BODY:

Only days after Gov. Jim Edgar signed into law a bill authorizing charter schools, dozens of parents' groups and others bombarded school officials in Chicago and the suburbs with proposals.

In the city, where a dramatic school reform effort was under way, 38 groups submitted plans. In less than a year, Chicago had approved 10 applications, and President Clinton had flown to town to declare himself a "great champion" of charter schools.

But the story has been radically different in the suburbs. In the two years since the law took effect, 15 proposals have been summarily rejected by districts. No plan was greeted warmly.

That cold reception was at the root of last week's unprecedented vote by the state ordering a northwest suburban school district to open a back-to-basics charter school despite the district's opposition.

The State Board of Education's action against Arlington Heights-based Elementary District 59 wasn't just about the merits of charter schools, which are special taxpayer-financed alternative schools usually established by outside groups to offer special studies in an environment free from many government regulations.

The action also highlighted the vast disparity among Illinois public schools and emphasized why some communities across the country have eagerly embraced charter schools while others have not.

Illinois' experience with charter schools is not unique, according to educators. About 30 states now allow them. And in most, the reaction to the new schools has been mixed, though not necessarily identical to that in Illinois. In Colorado, for instance, Denver's suburbs were receptive to charter schools while the city resisted them until the state intervened.

Nationwide, 786 charter schools have opened and 429 more have been approved, according to the Center for Education Reform in Washington, D.C.

The chances that a charter school will be approved depend largely on the personality of the local school board and whether the state allows some group other than the school board--perhaps even the state itself--to approve charters, experts said.

Chicago Tribune, June 21, 1998

In states such as Arizona, which has 241 charter schools, the schools have proliferated because someone other than local school boards could approve them, said Gary Huggins of the Education Leaders Council in Washington, D.C., a group of school chiefs who support charter schools.

"The problem comes when you have districts that see charter schools as unwelcome competition," Huggins said.

Added Eric Hirsch of the National Conference of State Legislatures: "There are tremendous incentives for a school district not to embrace the charter-school concept. Why would you want to create a viable public school to compete against yourself? It's like asking Kmart to open a Wal-Mart in the same district."

But in Chicago, which was facing an educational crisis when the charter law took effect in 1996, these new schools were viewed as an innovative way to attract and retain students. In crisis-free suburban districts, meanwhile, charter schools have been seen as a slap in the face of administrators and a raid on district finances.

"The Chicago Public Schools have supported charter schools because it is undeniably true that children in Chicago need more good schools," said Greg Richmond, director of the city school system's own Charter School Office. "A lot of the resistance is financial in suburban school districts."

Chicago also has far greater resources than the suburbs. It has 425,000 students and 550 schools operating on a \$3.4 billion annual budget. It spent \$9 million on seven charter schools in the 1997-98 school year. District 59, by comparison, has 6,450 students at 13 schools and a \$64.8 million budget.

Like many other communities across the country that embraced charter schools, Chicago has a diverse population, and it is clear that some students--such as those who speak languages other than English or those at risk of dropping out--are not benefiting from a one-size-fits-all education. Charter schools allow classroom lessons to be tailored to meet the needs of those students.

The University of Chicago, for example, worked with Chicago Public Schools to create the North Kenwood/Oakland Charter School. The school will focus on literacy and the arts in the predominantly African-American South Side neighborhood, where most students are poor. The school also will serve as a lab for teacher training, said Kirby Callam, a senior administrator involved in the project.

"Our whole basis is to improve public schools, not to be an alternative to 'rotten public schools,' " Callam said.

Though suburban districts are growing more diverse, they remain more homogeneous than the city school system, and their student test scores consistently remain above the state average.

Suburban officials also insist that they already are doing innovative things in the classrooms. In Schaumburg Elementary District 54, for instance, officials have created a school within the system where students are helped by mentors and partnerships with other schools and businesses.

Chicago Tribune, June 21, 1998

Charter schools, suburban officials said, would only sap resources from such programs--along with some of the districts' more promising students.

"I am not questioning the need to address customers, constituents," said District 59 Supt. Robert Howard. "I truly believe that 90 percent of residents in this community are pleased with the system."

One of the greatest attractions of charter schools is they often can ignore state and local regulations, which officials say hamstring public schools. Suburban officials said they are certain that their schools would grow more innovative, too, if they could be freed of government rules and allowed to extend school days or more tightly control teacher contracts. Such freedom, they said, would render charter schools unnecessary.

GRAPHIC: PHOTOS 3PHOTO: Charter school proponents Barbara Shafer (left) and Debbie Gagliardi celebrate the state's vote for District 59 to start a charter school.; PHOTOS: State Schools Supt. Joseph Spagnolo (right) and District 59 President Barbara Somogyi listen to the charter school debate. Tribune photos by H.T. Vu.

LANGUAGE: ENGLISH

LOAD-DATE: June 21, 1998

11TH STORY of Level 1 printed in FULL format.

Copyright 1998 Times Mirror Company  
Los Angeles Times

June 1, 1998, Monday, Home Edition

SECTION: Metro; Part B; Page 1; Metro Desk

LENGTH: 1669 words

HEADLINE: A LOOK AHEAD \* WITH ITS PERMIT UP FOR RENEWAL, VAUGHN ELEMENTARY  
PREPARES ITS CASE AS CRITICS ASK . . . ARE CHARTER SCHOOLS MAKING THE GRADE?

BYLINE: DUKE HELFAND, TIMES STAFF WRITER

BODY:

With its computer-filled classrooms, extended school year and fat budget, the Vaughn Next Century Learning Center has become a national symbol for what charter schools can accomplish.

Innovative and trend-setting are just some of the words visitors, including Hillary Rodham Clinton, have used to describe the Pacoima elementary school, where trees are pruned, classrooms are colorful and parent-volunteers seem everywhere.

But with Vaughn's original charter up for renewal, and with scores of similar campuses envisioned statewide, a key question remains: Are charter schools really better?

Vaughn's record would indicate that they are a mixed bag, better off than many campuses in many respects but also ordinary in many ways.

A review of test scores, attendance rates and other measures of achievement reveals that Vaughn lived up to part of its promise but fell short on some accounts in its initial five years.

The school failed to raise test scores by the 15 to 20 points its founders had pledged. Still, its students performed better than counterparts at nearby campuses--no small feat in a neighborhood where almost all the children are poor enough to qualify for free lunches.

Attendance hovers at an enviable 95%, higher than the district average for elementary schools. And autonomy has allowed the campus to add 14 classrooms, 20 days of instruction and dozens of computers.

Yet, despite the lack of state and school district interference afforded by its charter status, the school's curriculum and textbooks remain essentially the same as those of other campuses.

High Marks for Improvement

Educators give Vaughn high marks for its gains.

Los Angeles Times June 1, 1998, Monday,

"I don't think there's a more improved school in the state, when you consider where they started," said Delaine Eastin, the state superintendent of public instruction. "They didn't go from the bottom 10% to the top 10%, but they've gone from the bottom to the middle of the pack. Given their limitations, that's a very good curve of improvement in five years."

Vaughn probably will get an extension of its charter status, but its administrators still must formally ask the Los Angeles Unified School District Board of Education to continue its mandate, which its founders and those of three other charter schools are scheduled to do today. The others are Fenton, Open and Westwood schools.

The board will decide in two weeks, after it reviews an outside evaluation of Vaughn, whose progress is widely viewed as a barometer of the charter movement itself. The program's renewal comes at a time when the state has raised the cap on the number of charter schools from 100 to 250 in the 1998-99 academic year. It will authorize 100 more every year after that.

By most accounts, Vaughn was a mess before becoming a charter school. The school posted some of the lowest test scores in the district, including 5th-percentile reading scores for second-graders in 1992.

The campus was bitterly divided between black and Latino teachers who were feuding over bilingual education, and between teachers and the principal they accused of harassment. There were complaints from parents--many of them immigrants from Mexico and Central America--who said they felt unwelcome.

The turmoil was reflected in test scores, which were among the lowest in the district.

A new principal, Yvonne Chan, who had been principal at Sylmar Elementary School, arrived in the spring of 1990. She made headlines as soon as she arrived by pedaling a bicycle along a maze-like route through the campus to demonstrate how it had long been cluttered by a paving project.

The idea of starting a charter school originated among teachers after one of them heard about the reform movement at a professional conference.

"We wanted change," recalled third-grade teacher Emilia Ortiz. "We had nothing to lose, but everything to gain."

Since then, the campus has received two of the most prestigious awards in education, the U.S. Department of Education Blue Ribbon Award in 1996 and the California Distinguished Schools Award in 1995.

Scores have risen in two-thirds of Vaughn's classes on the Comprehensive Basic Skills Test and the Spanish-language equivalent, Aprenda. But the promised 15- to 20-point increase has yet to materialize for all pupils, and not all grades posted consistent gains.

"It's truly hard to say we did meet our charter goals," Chan told her teachers during a recent faculty meeting. "However, if you go by comparison, we did pretty well."

Los Angeles Times June 1, 1998, Monday,

## Language Barrier

A weakness at Vaughn, where more than 80% of the pupils speak limited English, is the rate of those achieving enough fluency to be designated proficient in English and moved out of the bilingual education program.

In 1991, 2.6% of Vaughn's limited-English students were reclassified as English-proficient, while 3.3% made the leap districtwide. In 1996, 5.4% of Vaughn's limited-English students were declared proficient, compared to 6.4% districtwide.

Chan said Vaughn lags because the school has a higher percentage of limited English speakers.

Vaughn and the district share common ground when it comes to instruction.

Although Vaughn is free to design its own curriculum, it has patterned its course work after the state guidelines followed by the Los Angeles Unified School District. The school also uses many of the same state-approved textbooks that appear in classrooms elsewhere.

For example, Shelley Feldman's fourth-graders study California history just like thousands of their counterparts across the state using the standard text, "Oh, California."

Across campus, Carol Howard's fifth-graders learn fractions by piecing together colorful plastic pie slices, a method of hands-on instruction popular throughout L.A. Unified.

Instructors say it's not what they teach that makes Vaughn different, but how the school showers a wealth of resources on its students.

Vaughn has had great success at winning contributions, including a \$ 321,000 grant from the RJR Nabisco Foundation.

The school has successfully fought to recoup several hundred thousand dollars from L.A. Unified--for example, gaining nearly \$ 150,000 the district had charged to administer funding for poverty programs.

It has more than \$ 4 million in the bank.

With money to spare, the school has hired a librarian, a science teacher and a physical education coach--resources no longer available at other elementary schools.

Even before Gov. Wilson's initiative to reduce class sizes two years ago, Vaughn began shrinking the numbers of students in its classes, aided by the addition of 14 classrooms on adjacent land once occupied by a house used by drug dealers.

When Wilson unveiled the state-funded program in 1996 for first and second grades, Vaughn jumped ahead of other Los Angeles schools and immediately reduced kindergarten through third grade to the targeted goal of 20 students per teacher.



Los Angeles Times June 1, 1998, Monday,

Now the school is adding another building so it can further reduce grades four and five to the 20-to-1 ratio.

#### More Computers, Longer School Year

Meanwhile, Vaughn's year-round calendar has been eliminated. Instead, all of the 1,140 students attend school together for 200 days, 20 more than the state standard.

The school provides one computer for every four students--compared to one for every 13 students in L.A. Unified--divided among its classrooms and three computer labs.

A family center on campus offers everything from immigration counseling and clothes to medical care and part-time jobs.

Parents say the school has given them a greater voice. "The power is in my hand," said Elsa Rojas, who sits on the school's business committee. "If Dr. Chan is doing something I don't like, she can be fired."

Although many Vaughn teachers credit Chan with smart decisions, some accuse her of abandoning the division of power spelled out in the charter.

"Dr. Chan runs the school. That's the bottom line," one instructor said.

Indeed, Chan, who sits on the school's business committee, sped through a new proposal for teacher pay at a recent meeting amid virtual silence. As Chan ticked off the new pay scale, parents seated at the end of the lunch table rubbed their eyes and looked dazed.

"I don't understand half of it," one teacher whispered, cupping her chin in her hands. "That's why I'm quiet."

Chan acknowledges that she keeps a firm grip on financial matters.

"Every decision that has financial risk, that's me," Chan said.

Also unfulfilled is the charter's mandate that every parent volunteer 30 hours a year. Participation has flagged, prompting the school to recently declare that students whose parents don't meet the requirements will not be allowed to return the next year. Similarly, students who come to school without Vaughn's requisite uniforms will be sent home to change clothes.

#### Some Teachers Complain

Chan's bold style also has alienated some of her senior teachers at the top of the pay scale who complain that she favors less expensive novices. The campus employs 63 instructors.

The senior instructors say Chan has done little to help them extend five-year leaves of absences they took from the school district to teach at Vaughn. Last week, seven teachers--all veterans of the classroom--decided to resign from Vaughn and return to the district rather than lose their seniority and lifetime health benefits.

Los Angeles Times June 1, 1998, Monday,

"She looks at us and sees dollar signs," said one teacher who earns more than \$ 60,000 a year, about twice the base salary of a beginning instructor.

Chan says she has lobbied on the teachers' behalf from the beginning.

But even as the veterans grouse in one breath, they say the school is far more inviting than before the charter. Teachers regularly collaborate, they say, and parents have become fixtures on campus.

"Certainly there's a climate of optimism there never was before," said Stan Stern, a third-grade teacher. "Problems are still there, but you get a feeling they will be solved."

GRAPHIC: PHOTO: Frankie Zazueta, left to right, Patty Chavez and Adilene Fernandez build a model for a fourth-grade history class at Vaughn Elementary.  
PHOTOGRAPHER: ANNIE WELLS / Los Angeles Times

LANGUAGE: English

LOAD-DATE: June 1, 1998

3RD STORY of Level 1 printed in FULL format.

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The Atlanta Journal and Constitution

March 25, 1998, Wednesday, JOURNAL EDITION

SECTION: EDITORIAL; Pg. 14A

LENGTH: 500 words

SERIES: Today's News

HEADLINE: Good report card;

A study that indicates that charter schools improve students' performance is especially welcome news in Georgia, where a revised state law will encourage more of this educational alternative.

BODY:

FOR SOME EDUCATORS, parents and teachers who are hesitant to embrace the charter school movement, the reason cited time and again is that there is no proof that those schools work. But a new report released by the Center for School Change, an organization at the University of Minnesota that tracks charter schools, finds that student achievement is showing signs of improvement at these independent public schools.

In a sampling of 31 charter schools by the center's director, Joe Nathan, two-thirds had an increase in standardized test scores during the past two years. When one in Springfield, Mass., for example, opened in 1995, 62 percent of the students were scoring below grade level on standardized exams. Last year that was reversed, with 62 percent at or above grade level.

"Charter schools are helping, especially in low-income communities," said Nathan. "I don't believe every single charter school will show improvement, but that doesn't mean the movement is a bad idea. It should not be measured by the fact that every single charter school achieves."

We agree. The charter school movement is too young to prove statistically whether this alternative to traditional public education is a silver bullet. We're a decade or more away from knowing whether the charter school concept is a quantum leap in improving public education. We do know, however, that charters provide an opportunity to experiment, and from experimentation will come better awareness of what works.

It would be unfair to hold charter schools to a different standard than public schools. Not every one will be a roaring success. Many charter contracts call for increased test scores or other signs of student progress. But in some cases, it may take up to five years.

And if some charter schools then fail to live up expectations, they should be shut down. Their accountability is what makes them so appealing. It is a standard that should eventually be explored for all public schools.

We believe charter schools can be beneficial, especially in targeted populations, because of the heavy parental involvement in so many of the 784 charter schools operating across the country. With Gov. Zell Miller about to sign into law a revision of the state's charter school law, we expect new

The Atlanta Journal, March 25, 1998

charters to be issued to parents, teachers or others who want to start new schools. This entrepreneurial spirit is what makes charter schools in other states work so well.

The study by the Center for School Change is positive news. But educators and parents looking for a solution to the dilemma of today's public schools should not expect the charter school movement to be an instant and universal success. Charter schools will accomplish the most when they have had sufficient time to work and provide competition for the rest of the public schools. Then we might see some reform in the average classroom, where it is so desperately needed to promote achievement and create a positive learning environment.

GRAPHIC: Graphic :

#### GEORGIA'S CHARTER SCHOOLS

There are 21 charter schools in Georgia, mostly concentrated in the Atlanta metro area

#### FORSYTH COUNTY:

Midway Elementary

#### BARTOW COUNTY

Adairsville Elementary

Cleveland Elementary

Kingston Elementary

Mission Road Elementary

Pine Log Elementary

Tayloursville Elementary

White Elementary

#### GRIFFIN-SPALDING COUNTY

Third Ward Elementary

#### DEKALB COUNTY

Druid Hills High School

#### CHATHAM COUNTY

Charles Ellis Elementary

#### CARTERSVILLE CITY

Cartersville Primary

Cartersville Elementary

Cartersville Middle

Cartersville High

#### COBB COUNTY

Addison Elementary

Bryant Elementary

East Valley Elementary

Green Acres Elementary

Mount Bethel Elementary

Sedalia Park Elementary

LOAD-DATE: March 26, 1998

1ST STORY of Level 1 printed in FULL format.

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February 15, 1998, Sunday, ALL EDITIONS

SECTION: EDITORIAL; Pg. 06E

LENGTH: 660 words

HEADLINE: Editorials;  
Charter schools need more freedom to soar

BODY:

At too many schools in Georgia, students continue to founder year after year. Test scores are poor, attendance is atrocious and there is little incentive to improve student performance.

But in states with strong charter-school laws, those schools might have either closed or improved long ago. The charter system gives teachers, parents and administrators the freedom to succeed and accountability if they fail. Teachers would not continue to have jobs in classrooms where children fail to learn.

Charter schools, touted by everyone from President Clinton to teachers in Georgia, are publicly funded schools granted an operating contract by the state or local school board. Rosa Parks, a civil rights leader, is planning to open a charter school in Detroit. Charters operate independently of established curriculum and other regulations, but because they are taxpayer-funded, they must be accountable to state and local elected officials.

Unfortunately, Georgia's 5-year-old charter school law is too restrictive to allow the charter movement to flourish here, as it has in Minnesota, Arizona, California and Massachusetts. Under Georgia law, charter schools are allowed to form only within existing public schools, which bars nonprofit organizations and private citizens such as Parks from participating.

However, bills sponsored by state Sen. Clay Land (R-Columbus) and Rep. Kathy Ashe (R-Atlanta) would allow charter schools to start from scratch and be free of most state and local school board restrictions. Schools could experiment with a year-round schedule, perhaps, or shorter school days, or even the elimination of grade levels.

Charter schools could also hire noncertified teachers, which means they could bring in an artist to teach art, for example. Principals would be able to spend money on books without being handed an approved list. However, basic health and safety standards should not be waived for charter schools.

Clinton gave the charter school movement a boost recently when he said he would like to see 3,000 nationwide by the year 2000. But charter schools are popping up in great numbers only in states with strong charter-school laws. Georgia's law is considered one of the weakest in the country. As a result, there are only 21 charter schools in this state ---most of them in the suburbs or exurbs of metro Atlanta ---compared with 250 in Arizona, 125 in California and 110 in Michigan.

The Atlanta Journal, February 15, 1998

Georgia's charter-school law also should be revised to allow corporations, parents groups or universities to open a school. In other states, many of those charter schools serve inner-city pupils who are economically disadvantaged, have a higher percentage of learning disabilities and more discipline and attendance problems. Charter schools are providing options to poor children and their parents that they would not ordinarily enjoy.

With changes to the Georgia law, charter schools can also have a positive impact on students in traditional public schools. Charter schools not only create competition, but in states such as Minnesota, they have been the impetus for change in traditional public schools.

One Minnesota school board rejected a plan for a charter school with a Montessori program, but it did convert the instruction at an existing elementary school to a Montessori approach.

Charter schools can offer so many more possibilities than traditional schools or even magnet schools. Magnet schools are often specialized and elitist, admitting children with a particular talent or interest.

Charter schools have open enrollment and allow parents to enroll their children without admission criteria. In schools where enrollment demand exceeds availability, a lottery is used to decide admission.

The charter school movement is very young in the United States, and not enough data exist yet to demonstrate how effective charter schools can be. But they are certainly an alternative worth trying.

GRAPHIC: Chart: 1. A charter school should be able to start from scratch and form

outside a traditional public school.

2. Non-certified instructors should be able to teach in a charter school.

3. Local school boards should be able to negotiate contracts for creation of charter schools and monitor school performance through some form of standardized testing.

4. Parents, non-profit groups, corporations, private organizations and universities should be able to start a charter school.

5. The full per-pupil allocation should follow the student to the charter school.

LOAD-DATE: February 16, 1998

Presidential Speeches  
on charter reform  
schools

POTUS SPEECHES

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 22, 1999

~~REMARKS BY THE PRESIDENT~~  
~~AT NATIONAL GOVERNORS' ASSOCIATION MEETING~~

The East Room

Charter School  
Section starts  
on page 2

10:05 A.M. EST

THE PRESIDENT: I know we're beginning a little late, so I will get right into my remarks and try to truncate them a little bit so we can have the maximum amount of time for discussion. Let me begin by saying that Hillary and I were delighted to have you here last night. We had a wonderful time. This room is in a little different condition than it was last evening, but I hope both events will prove to be enjoyable.

Let me say that I have been a participant in one way or the other in every Governors' Meeting since 1979, for 20 years. I had the privilege of serving with 150 of my fellow Americans as governors over a 12-year period. One of the best has passed away in the last few months, Governor Lawton Chiles of Florida. And I wanted to mention him both because he was an important member of the NGA and because he had the good sense to go from Washington back home, instead of the other way around.

I wanted to thank Governor Jeb Bush for his proposal to set aside some of the tobacco settlement money in Florida for the foundation named in Governor Chiles name, for the benefit of the children of the state. Those of us who knew and cared for Lawton are profoundly grateful for that. And I wanted to mention with the remembrance of him because he gave so much of his life, and the older he got the more he gave, to the future of our children. I know we have a lot of things to do today, but I'd like to spend my few moments talking about the education of our kids.

As I said in my State of the Union address, the prosperity the nation now enjoys gives us a rare opportunity -- and, I believe, a profound obligation -- to do more to ensure the education of all of our children. At a very important time, we have, as Secretary Riley never tires of saying, the largest school population and the most diverse one we've ever had. We have more over-crowded schools and more old and disrepaired schools than we have ever had. And we have more opportunities to seize the benefits of the well-educated population than we have ever had.

The budget that I sent to Congress this month, after the State of the Union, calls for spending \$1.4 billion to help states and school districts hire new and better-trained teachers. That's a 17-percent increase over the budget I signed last fall and it moves us considerably closer to our goal of hiring 100,000 new teachers over the next seven years -- now the next six years. It calls on Congress to pass our tax proposal to build or modernize 6,000 schools -- which is a huge problem in many of your states. It triples our budget for after-school and summer school programs to \$600 million. That's enough to help local schools keep a million children in the schools and off the street during the hours when parents work and



juvenile crime soars.

~~I had an interesting discussion last night with Mrs. Leavitt and Mrs. Kitzhaber about the importance of keeping young people in school, later in the school day. It includes new funds to stay on track to hook all our classrooms up to the Internet, and to reach our goal of 3,000 charter schools by the year 2000.~~

I think it is very important that we invest more money, as we have more children, and as we are going to have to replace a large number of teachers who will be retiring, and make sure that they have been adequately prepared. But I think it's also important that we candidly assess how we invest the money we are now spending. The federal government already is investing \$15 billion a year in public schools. This year we have to reauthorize the Elementary and Secondary Education Act. I believe we should change the way we spend the money we are already spending. I don't know how many times I've heard governors say that over the last 15 or 16 years about state funds.

The idea behind the Education Accountability Act, which I will send to Congress next month, is to say after, now, more than 15 years of education research and efforts since the issuance of the Nation at Risk report, and the 10th year after the governors and President Bush issued the Goals 2000 report, it is time for the federal government to invest in those things which governors and school districts and principals and teachers and students and parents have proved are critical for raising student achievement, which is the theme of your conference.

It says that school districts accepting federal money must end social promotion, turn around or shut down failing schools, ensure teachers know the subjects they're teaching, have and enforce reasonable discipline codes, and empower parents with report cards on their schools.

I say again, we did not dream up these ideas in Washington. We learned them from North Carolina, where Governor Hunt has led the way in improving teacher quality with performance assessments, incentives for veteran teachers to become even more proficient, a strategy to turn around or shut down failing schools; in Pennsylvania, where Governor Ridge is improving school safety with effective discipline codes; in Delaware where Governor Carper is putting an end to social promotion by insisting that students pass state tests before they move to the next grade; California where Governor Davis has asked the legislature to turn around failing schools with a new accountability plan; in Michigan where Governor Engler is supporting greater accountability by requiring school districts to send parents report cards.

And I could mention every governor in this room in some specific or another because these ideas represent the best practices in education reform today, proven in the laboratories of democracy at the state, city and school district level.

Many of you have proposed one or more of these ideas in your state of the state addresses. In his state of the state, Governor Engler endorsed all five of them and said he didn't understand how anyone could disagree. I'm with him.

Some people already are trying to frame this debate here in Washington, however, in partisan or ideological terms, and try to force everyone to take sides, when I'd like to use it as an opportunity for us to debate, discuss and come together.

You'll hear some people say the federal government shouldn't be involved at all in public education, just send us the check and we'll take care of the rest. In 1787, our Founding Fathers declared that all new territories had to set aside land for public schools, establishing at the birth of our Republic the principle that public education, though a state and local responsibility, is a national priority. In 1862, President Lincoln created the land grant college system. In 1917, Woodrow Wilson mandated vocational training in public high schools. In 1958, President Eisenhower created the new program to help public school teachers improve math and science instruction in the aftermath of Sputnik.

None of these federal actions undermine the ability of state and local governments to run their schools. Each was a necessary response to the challenge the nation faced at the time. I believe we are at a similar moment of challenge today. And it should lead, I believe, in the direction of all the work that has been done by governors since 1983 toward what works to raise student achievement.

Some will say the federal government should be giving states more flexibility, not demanding more accountability. I think it's a false choice and the federal government should be giving you more of both. You know from your own interactions that flexibility and accountability can achieve the right ends, working with local governments.

Since I've been here, our administration has cut regulations in elementary and secondary education programs by two-thirds, granted 357 waivers so that states and school districts can have the flexibility to try new approaches. We don't have any business telling you whom to hire, how to teach, how to run schools. I have vigorously supported more school-based management, and more flexibility for you. But let's not kid ourselves. We are not doing our children any favors by continuing to subsidize practices that don't work, and failing to invest in practices that do.

We shouldn't have a local option for schools to fail, year in and year out. Governors have recognized that for years. If you go back and read the Goals 2000 statement, that -- there's still a few of us around this room that were there back then -- that the governors hammered out with President Bush and his Education Department, and the allocation of responsibilities under that statement, it is clear that there has long been a recognition of our joint responsibility to raise student achievement. And I was thrilled when that became the topic of your endeavors this year.

There may be some who say there's now no longer any need for the federal government to assist on these accountability measures, because states and school districts are doing it on their own. I have no doubt that these ideas eventually will spread to every state and school district in America. The question is, how long will it take to happen?

Our federal system -- our laboratories of democracy -- are great at inventing new ideas and testing them out. At least in the area of education, we're not so good at spreading the best of those ideas around in a comprehensive and timely fashion. It took over 100 years for laws mandating compulsory, free elementary education to spread from few states to the whole nation. That pace of change might have been all right in the 19th century; it won't do for the 21st. We don't have the luxury of waiting and continuing to subsidize failure.

Now, let me just give one example of that and then I'll turn it over to your chairman. In 1986, the NGA issued a report called, Time For Results, with task forces chaired by Lamar Alexander, Tom Keane, Dick Riley and me, urging the governors to intervene in low-performing schools and school districts and to take over or close down academically bankrupt schools -- 1986.

In 1987, nine states had the authority to do that. In 1990, the NGA issued a report, Educating America, state strategies for achieving national education goals. In 1988, 18 states offered assistance or intervention in low-performance schools. In 1998, NGA policy supported state focus on schools and reiterated the 1988 policy that states should have the responsibility for enforcing accountability, including establishing clear penalties in cases of sustained failures to improve student performance. In 1999, 19 states have procedures for intervening in failing schools, 16 for replacing school staff or closing down the school.

This is tough politics. I don't know that I could have passed this through my legislature. I do know that if we have the reauthorization of the federal law this year and we're sending this out, and all we do is to say we ought to do what the NGA said we should do 13 years ago, that will accelerate the pace of reform in education and I think it's a worthy thing.

I hope we can pass it. I want to work with you. And it is not inconsistent with our shared commitment to better flexibility in education.

Thank you very much.

END

10:20 A.M. EST

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

JULY 24, 1998

REMARKS BY THE PRESIDENT  
TO BOYS NATION

charter school  
section starts on  
page 60

The Rose Garden

9:25 A.M. EDT

THE PRESIDENT: Thank you very much. Good morning. And thank you, Sheriff Riley, for that introduction and for your wonderful work for the education of our young people.

I'd like to welcome your Boys Nation director, Ron Engel; your legislative director, George Blume; your director of activities, Jack Mercier, celebrating 35 years with Boys Nation -- he was here when I was here, back in the Dark Ages -- your national chairman for the American Legion, Joseph Caouette; President Sladek; Vice President Rogers.

We've got a good representation for former Boys Nation people here -- I know Fred Duval, my Deputy Assistant, who was in Boys Nation class of 1972, has already spoken to you. I'd also like to recognize Sean Stephenson, class of 1996, now an intern in Cabinet Affairs. Thank you for what you're doing here. And I'd like to acknowledge someone who has worked with Boys Nation year after year as long as I've been here in facilitating this event, a long, longtime friend of mine, Dan Wexler, who is leaving the White House. This is his very last event. And thank you, Mr. Wexler, for a wonderful job for the United States. (Applause.)

As some of you may know, a few days ago we had a reunion here at the White House for our 35th anniversary of our Boys Nation summer, and Nightline ran two nights on our reunion. I asked your president if he'd seen either one of them; he said he saw the first one, the second one he was here on duty. But I had an opportunity to meet with about half the men who were with me 35 years ago, and we were reminiscing. It was exactly 35 years ago on this day, July 24, 1963, that President Kennedy spoke to us right here in the Rose Garden about our future. He made us believe that together we could change the world. I still believe that, and I think it is no less true for your generation. Indeed, I believe you will live in the time of greatest possibility in all human history.

Today I want to talk with you a little bit about what we have to do as a country to make the most of those possibilities, specifically about what we have to do to strengthen our education system.

When I was here, President Kennedy complimented us for supporting civil rights legislation which the nation's governors had declined to do. I was very proud of that because two delegates from Louisiana and I and one from Mississippi were four Southerners who broke from the pack and ensured that the legislation would pass. But I have to say that, looking back over the years, we knew then that our school systems were separate and unequal, and that we never could make them what we ought to do until we integrated our schools so that

we could integrate our country. What we did not see then and what we know now is that equal access to public schools does not guarantee the educational excellence that should be the birthright of every American on the edge of the 21st century.

Today we enjoy a remarkable amount of peace and prosperity and security. We have the lowest unemployment rate in 28 years, the lowest percentage of our people on welfare in 29 years, the lowest crime rate in 25 years. On October 1st, we will realize the first balanced budget and surplus we have had in 29 years. We have the highest home ownership in history, and the government has played an active role in this, but it is the smallest government we have had in 35 years -- since I was here where you are today.

Still, the world is changing fast, and it is full of challenges that we have to meet. We must build an alliance of nations, committed to freedom and human rights and to fighting against terrorism and organized crime and drug trafficking; against weapons of mass destruction, and racial, ethnic and religious violence that bedevils so much of the world. We must build a global alliance against the global environmental and health challenges we face, including the degradation of our oceans and especially the problem of climate change.

Those of you who come from Texas and Arkansas and Oklahoma and the other places in the South that have been experiencing record heat know a little about this. But it's worth pointing out that the nine hottest years on record have occurred in the last 11 years -- 1997 was the hottest year ever recorded; each and every month of 1998 has broken a record. So unless something happens, notwithstanding this cool morning we're enjoying now, 1998 will be the hottest year on record. Unless we act now, by the time you're my age, you will have a much, much more severe problem to confront.

We have a lot of challenges here at home. We have to save Social Security and Medicare for the 21st century in a way that protects the retirement age of the baby boomers without bankrupting our children and our grandchildren. Until your generation -- that is, you and all the people younger than you, starting the year before last -- entered school, my generation -- and I'm the oldest of the baby boomers -- were the largest group of Americans ever. When our fathers came home to meet our mothers after World War II, there was a sense of enthusiasm and exuberance which manifested itself in unusually large families. (Laughter.) And we all enjoyed being part of the baby boom generation, at least I think most of us did. But all us now, I think without regard to our station in life, are quite concerned about the potential burdens we might impose on our children.

Not so long ago I had to go home to Arkansas because we had some serious tornadoes. After I toured the damage sites I had dinner at the airport in Little Rock with about 20 people I grew up with. And I try to stay in touch with them and we just went around the table, and most of them are just middle class working people. Everyone of them was absolutely determined that we had to make the changes now to prepare ourselves to retire in ways that didn't impose undue burdens on our children. Because when we begin to retire, when all the baby boomers get into their retirement age -- that is over 65 -- at present birth rates and immigration rates and retirement rates, there will only be about two people working for every person retired.

Now, this is a significant challenge. But it can be met. It is in this way like the problem of climate change. If we act now and take modest, but disciplined steps now, well ahead of the

time when we have to face the crisis, then we won't have to take big, dramatic, and maybe draconian steps later. So, especially saving Social Security is important.

And I'd like to say just a couple more words about it, because I want all of you to think about it; it's important. The idea behind Social Security is, number one, even though your retirement may be a long way off, you can know that it's going to be there for you. Number two, even though most Americans have something other than Social Security to retire on -- and you should begin as soon as you get into the work force to save and plan for your own retirement, because if you save a little bit when you're young, you'll have a whole lot when you're older -- Social Security actually is responsible for keeping about half of our senior citizens out of poverty. And beginning about 10 or 15 years ago, we achieved a remarkable thing for a society -- we had a poverty rate among seniors that was lower than the poverty rate for the society as a whole. We want to continue that, and we can.

Thanks to your fiscal discipline, we're going to have the first budget surplus we've had, as I said, in 29 years. And this gives us some money to help to pay for the transition. I believe it is very important to set aside every penny of this surplus until we save Social Security. Now, that's a big challenge here in Washington, because, after all, it's an election year and it's more popular to give tax cuts or even to have big new spending programs than to say to people, okay, we've got this money, but we don't want to spend it right now. We may well be able to afford new spending programs, we may well be able to afford a tax cut, but we need to know how much it's going to cost to fix Social Security and how we can make it as small a burden as possible today and tomorrow.

That's why I have said save Social Security first. If it doesn't take all the money of the projected surplus, then we can figure out what else to do with it. I believe that is important. Some people here disagree with me; some want a tax cut before we fix Social Security. I am determined not to let that happen, because I think we should invest in your future, not squander it.

I do not believe that those of us who are adults should enjoy a limited small tax cut now and sacrifice your future tomorrow. And I'm going to do what I can to stop that. I think there is broad support for this position among both Democrats and Republicans in Washington, and I hope very much that by the time you're out in the work force and having children of your own, that this will be yesterday's problem and you will not have to confront it. And we're going to do our best to see that that happens.

Let me talk a little about, very briefly, some other challenges we face. We have to provide access to affordable quality health care to all Americans. More and more Americans, probably a lot of you here, are in managed care plans. Managed care has done a lot of good; it's cut a lot of inflation out of health care costs. But health care decisions ought to be made by doctors and patients, not by accountants and insurance company executives who are determined to save money whether or not it's the right thing to do for the patients. That's the idea behind the patients' bill of rights we're trying to pass up here in this session of Congress.

I think it is very important that we recognize that in spite of all this economic growth there are still areas of our country which have not reaped the benefits of American enterprise. There are inner city neighborhoods, there are Native American communities, and as a lot of our farmers have been telling America lately, there are a lot of rural American communities that still have

not felt the benefits of the economic recovery. If we can't find a way to expand opportunity to these areas now, when we're doing so well, we will not be able to do it the next time a recession comes along. So that, I think, is a very important challenge.

I think it is very important we build an America, as Secretary Riley says, that crosses the boundaries of race and religion and culture; that respects, revels in our diversity; that enjoys our heated arguments, but that recognizes that underneath it all we are bound together by those things that the framers laid out so long ago. We all believe in life, liberty and the pursuit of happiness. We all believe that we have constituted a free government of willing citizens because there are things we have to do together that we can't do alone. We all believe that America will always be on a permanent mission to form a more perfect union.

So I say to all of you, even though I think it's a great thing to have vigorous debates, I love them, I think it's a good thing that we have different opinions, I think it is a terrific thing that we have people in America who come from every other country on Earth -- just across the Potomac River here in Fairfax County, there are students from 189 different national, racial and ethnic groups in one school district, and they come from 100 different language groups. That is great for America in a global society. But we still have to find a way to be one America, to recognize that what we have in common as human beings, as children of God, is more important than what divides us.

And finally let me say we have to build a world-class system of elementary and secondary education. You heard Secretary Riley say that we have done a lot of work to open the doors of college to everyone who is willing to work for it. And just about everyone in the world believes that America has the finest system of higher education in the world. Now we have the HOPE Scholarship, a \$1,500 tax credit for the first two years of college; tax credits for the junior and senior year, for graduate school, for adults who have to go back for continuing education; a direct student loan program that allows you to borrow money and then pay it back as a percentage of your income so you don't ever have to worry about borrowing money, making you go broke later, just to get an education; more work-study positions, more Pell Grants. We have the AmeriCorps program for young people who want to do national service for a year or two and then earn credit for college. And this has been a very, very good thing.

But almost no one believes that every American has access to world-class elementary and secondary education. And if you think about all the other challenges I have mentioned, they all rely on a well-educated, responsible citizenry. You have to be well-educated, and you have to be a good citizen to say -- take the Social Security challenge -- don't give me a little bit of money now, save me a huge headache later. Save my children, save my grandchildren. I'll give it up right now so we can do something good for tomorrow.

You have to be well-educated to imagine what the world would be like if this climate change continues and the polar ice caps melt and the water levels rise, and the Everglades are buried, or the Louisiana sugar plantations are under water, or Pacific island nations are buried; to understand what it means when the climate changes and mosquitoes bearing malaria go to higher and higher climates and infect more and more people, and then they get on airplanes and meet you in the airport, and now people in Norway come home with airport malaria. It sounds funny, but it's happening. You have to have an education to understand these things.

It helps to be well educated to understand the importance of diversity and respect for diversity, and still what we have in common. So every other challenge we face requires us to meet the challenge of educating all our citizens.

We've come a long way since 1963, when most of the schools in the South were segregated, and when I was here -- listen to this -- one-quarter of our high school students dropped out of school before they graduated, less than half went on to college. Today almost 90 percent of high school students do graduate, and nearly 70 percent will get some further education.

Many of you are here, as I was 35 years ago, in part because of a special teacher who has had a positive influence on your life. Our schools have always been the cornerstone of our democracy. At a time of increasing diversity through immigration, they are more important than ever. Ninety percent of our children are in our public schools, and in an age of information and ideas, a strong education system is now even more important to you than it was to me when I was your age. Now is the time to strengthen public education, not to drain precious resources from it. That is America's first priority, and it is our administration's first priority.

If our schools are to succeed in the next century, however, it will require more than money. We have to raise standards for students and teachers. We have to heighten accountability. We should widen choices for parents and students. We have to expect more of everyone -- of our students who must master the basics and more, and behave responsibly; of our teachers who must inspire students to learn and to be good citizens; and of our schools which must be safe and state-of-the art.

We've worked hard to strengthen our public schools, to promote higher standards and to measure student progress; to do what we can to improve teaching, and to certify more master teachers throughout the country; to give schools the means to meet our national education goals and to help students not going to four-year colleges make the transition from school to work; to get more aid to students in schools with special challenges; and to hook all the classrooms and libraries in our country up to the Internet by the year 2000; and to have more public school choice.

But we clearly have to do more. I have called for smaller classes in our early grades, and 100,000 new teachers to fill them -- teachers that pass rigorous competency tests before they set foot in the classroom. I've called for an end to social promotion so that no child is passed from grade to grade, year after year, without mastering the materials, and for extra help for those who don't pass -- like the summer school program in Chicago.

Chicago now has mandatory -- mandatory -- summer school for children who don't make the social promotion hurdle. And the summer school there is now the sixth biggest school district in the entire United States of America. I don't think I have to tell you that more children are learning and the juvenile crime rate is way down. We need more of that in America.

These are important investments. We have to also do more. We need to build more schools and modernize more schools. I was in Philadelphia the other day where the average school building is 65 years old. They are magnificent old buildings, they're very well built, but they need to be modernized. A child that goes to school every day in a school where a whole floor is closed off or the roof leaks or the rooms are dark or the windows are cracked gets a



these schools. To make it easier for parents and educators to innovate, I have proposed to increase the \$80 million for start-up funds this year to \$100 million next year. That's up from \$6 million when we started in 1994.

Now, let me just say one other thing. A lot of you are going back for your senior years, you'll be leaving your hometown school, some of you will be going a long way away to college. I urge you to go wherever your dreams take you. But in the years to come, I hope you won't forget about your schools. I am very impressed by all the resolutions and the legislation that you have passed, and I have been given a review of it this morning before I came out here. But I'm also impressed by the commitment that so many of you have expressed to citizen service. I hope you will always take part of your time to be servants to young people who are younger than you are.

Some of you may become teachers or professors, but most of you won't. Wherever your life's travels take you, every one of you can find some enduring connection to education. I hope some of you will consider sometime during your next few years joining our national service program, AmeriCorps, and serving young people in your community and building up some more scholarship money. But whatever you do when you get out of school, I hope you will maintain a connection to young people and to their schools.

You can volunteer your time, you can mentor someone who needs guidance. You can remember that only a very few young people ever have the experience you're having now, but hundreds and thousands more can hear about it from you and be inspired by it, to believe in our country and to believe in themselves and their capacity to learn and live out their dreams.

As I get older and older I think more and more, as is natural, I suppose, about people who are coming along behind me. It's hard to get used to -- most of us will tell you that we consider anyone who is a year younger than we are to be young, however old we are. I never will forget, once I was talking to Senator Mike Mansfield, who was our Ambassador to Japan, and Senator Mansfield must be about 96 now. He still walks about five miles a day. And he was having lunch with another former Senator, J. William Fulbright, who was a mentor of mine and for whom I worked when I was in college -- when Senator Mansfield was 91, and Senator Fulbright was 87. He looked at him and he said, "Bill, how old are you now?" And he said, "I'm 87." And Mansfield said, "Oh, to be 87 again." (Laughter.)

So we all get our perspective from our own age. And for you, your future is all ahead of you. But just think about how many Americans there already are who are younger than you are, and think about how many there are who would never have a chance like the one you've had this past week. And just remember, never, never, never underestimate your ability to teach, to inspire, to guide, to help them to love this country the way you do, to embrace concepts of good citizenship the way you have, and, frankly, to live a good, constructive, ambitious life the way you will. All of us -- all of us -- sometimes underestimate the enormous power that we have to influence other people one on one.

Alexis de Toqueville said a long time ago that America is great because America is good. America cannot be good except through her people. To say America is good is to say the American people are good. We have all these big challenges; I'm convinced we will meet them, as we have all our other challenges for over 200 years, because America is good.

I ask your support in meeting those challenges, and I ask for your commitment never to forget all those young people who are coming along behind. Good luck, and God bless you. Thank you very much. (Applause.)

END

9:55 A.M. EDT

Draft 03/02/99 5:20pm  
Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON  
VIDEOTAPED REMARKS FOR THE CHARTER SCHOOLS NATIONAL  
CONFERENCE  
DENVER, COLORADO  
March 15-17, 1999**

Thank you for giving me this opportunity to speak with you today at the second annual Charter Schools National Conference. Your efforts are adding energy, excitement and opportunity to our public school system -- I salute your work and thank you for your entrepreneurial leadership.

② ~~Charter schools~~ offer choice, promote competition, and foster the excellence all our children will need to succeed in the new economy of the 21st Century. You and your schools create hope and opportunities for students to achieve high standards, for teachers to find new ways of working together, and for communities to play a direct role in shaping how their schools are run.

It is no secret that I believe that charter schools play a vital role in renewing American education. And I have drawn that conclusion from over two decades of personal experience -- as Governor of Arkansas and now as President. Through years of visiting schools and talking with parents, teachers and students, I have found that charter schools expand choice and broaden the potential of students and teachers -- without sacrificing high standards.

That is why I have made an historic national commitment to charter schools. Since 1994, we have invested nearly a quarter of a billion dollars in charter schools -- for start-up costs, curriculum development, teacher training, and new technology.

When I was first elected President, there was only one charter school in the country. Last fall, there were 1,000 charter schools, in 29 states, serving more than 200,000 children. We are well on our way to meeting my goal of 3,000 such schools by the beginning of the next century. My balanced budget calls for an increase in federal funding for charter schools from \$100 million in FY99 to \$130 million in FY 2000.

Across the country, there are waiting lists to get into charter schools. And there's a simple reason for that: parents know what works. Communities and school systems are taking notice -- and I'm confident that they will continue to respond in constructive ways. Thank you again for your innovation, your dedication, and your leadership.

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Final 03/03/99 11:35am  
Josh Gottheimer

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It is no secret that I believe that charter schools play a vital role in renewing American education. Charter schools offer choice, promote competition, and foster the excellence all our children will need to succeed in the new economy of the 21st Century. They create hope and opportunities for students to achieve high standards, for teachers to find new ways of working together, and for communities to play a direct role in shaping how their schools are run. With your leadership and hard work, charter schools are becoming powerful examples of how communities can use greater freedom and accountability to create public schools that improve education for all children -- regardless of their background or ability.

Through two decades of personal experience -- as Governor of Arkansas and now as President -- I became an early champion of the charter schools movement. In 1993, research made clear what many of you know -- lack of access to start-up funding has been the number-one obstacle to launching new charter schools. That's why since 1994 we have invested nearly a quarter of a billion dollars in ~~charter schools~~ for planning and start-up costs, program development, teacher training, and new technology. *for start up & run charter school*

When I was first elected President, there was only one charter school in the country. Last fall, there were over 1,000 charter schools, serving more than 200,000 children. We are well on our way to meeting our goal of 3,000 such schools by early next century. This year, I am calling for another major increase in federal start-up funding for charter schools, making available new resources to help you share your best ideas with other public schools across the nation -- and taking steps to make sure that you get your fair share of other federal education funds.

Across the country, there are waiting lists to get into charter schools. And there's a simple reason for that: parents know what works. Communities and school systems are taking notice -- and I'm confident that they will continue to respond in constructive ways. Thank you again for your innovation, your dedication, and your leadership.

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Through two decades of personal experience -- as Governor of Arkansas and now as President, I became an early champion of the charter schools movement. When I became President, research made clear what many of you know -- lack of access to start-up funding has been the number one obstacle to creating charter schools. That's why I proposed the first-ever national support to help communities start high-quality charter schools across the nation. Since then, we have made an historic national commitment of investing nearly a quarter of a billion dollars in charter schools.

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When I was first elected President, there was only one charter school in the country. Last fall, there were 1,000 charter schools, serving more than 200,000 children. We are well on our way to meeting my goal of 3,000 such schools by early next century. This year, I am calling for another major increase in federal start-up funding for charter schools, making available new resources to help share your best ideas with other public schools across the nation -- and taking steps to make sure that you get your fair share of other federal education funds.

✓ Across the country, there are waiting lists to get into charter schools. And there's a simple reason for that: parents know what works. Communities and school systems are taking notice -- and I'm confident that they will continue to respond in constructive ways. Thank you again for your innovation, your dedication, and your leadership.

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As we enter the 21st century, there is no greater priority than investing in quality education for all of our young people. It is no secret that I believe that charter schools play a vital role in renewing American education. I congratulate teachers, parents, principals, and communities at this conference across this nation who have used the opportunity to expand parental choice in public education and foster the excellence all our children will need to succeed in the new economy of the 21st Century. You and your schools create hope and opportunities for students to achieve high standards, for teachers to find new ways of working together, ~~for parents to be more directly involved in their children's education~~ and for communities to play a direct role in shaping how their schools are run.

[And I have drawn that conclusion from over two decades of personal experience -- as Governor of Arkansas and now as President. Through years of visiting schools and talking with parents, teachers and students, I have found that charter schools expand choice and broaden the potential of students and teachers -- without sacrificing high standards.]

That is why I was an early champion of the charter school movement. When I took office, research made clear what many of you know -- lack of access to start-up funding has been the #1 obstacle to creating a charter school. That's why I proposed the first-ever national support for charter schools in start-up funding to help parents, teachers, and communities start high-quality charter schools across this nation. We have made an historic national commitment to charter schools, by investing nearly a quarter of a billion dollars in start-up funding for charter schools since 1984. [for start-up costs, curriculum development, teacher training, and new technology.]

When I was first elected President, there was only one charter school in the country. Last fall, there were 1,000 charter schools, in 29 states, serving more than 200,000 children. We are well on our way to meeting my goal of 3,000 such schools by early in the beginning of the next century. This year, to help achieve this goal, I am calling for another major increase in federal start-up funding for charter schools, making available new resources to help share your best ideas with

other public schools across the nation, and taking steps to make sure that you get your fair share of other federal funds. *[My balanced budget calls for a(n) major increase in federal funding for charter schools from \$100 million in FY99 to \$130 million in FY 2000.]*

But with all of this opportunity, you have a responsibility as well. I know that starting a successful school is not easy and takes an enormous amount of sweat equity for which all Americans should be grateful. With your leadership and hard work, charter schools will help your students achieve. They will be powerful examples of how communities -- with greater freedom in exchange for real accountability for results -- can create public schools that truly improve education for all children regardless of their ability or background.

Across the country, there are waiting lists to get into charter schools. And there's a simple reason for that: parents know what works. Communities and school systems are taking notice -- and I'm confident that they will continue to respond in constructive ways. Thank you again for your innovation, your dedication, and your leadership.

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