

Draft 6/28/99 6:00 pm
Josh Gottheimer

69054
JW



PRESIDENT WILLIAM J. CLINTON
VIDEOTAPED REMARKS HONORING DR. FRANK NEWMAN
LOCATION TBD
July 13, 1999

I am very glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement as president of ECS ... and to thank Frank for a lifetime of tireless service as an advocate for our nation's schools.

As we approach the 21st Century, we know that improving our children's education must be our highest priority. Under Frank's leadership, ECS has led the fight for educational reform. In fact, no organization has done more to identify and promote promising practices in schools around the country. And for six years, you have consistently supported my administration's efforts to renew our public schools and give our children the education they need and deserve.

Together we are helping every state adopt tougher academic standards ... we are enabling hundreds of school districts to crack down on drugs, gangs, and violence ... and we are organizing an army of tutors to help elementary school children learn to read.

Our efforts are beginning to pay off. SAT scores are up ... math Scores are up ... and reading scores are beginning to rise.

But, you and I know that to give all our children the world-class education they need to succeed in the 21st century, we must do more.

can { We should finish the task of hiring one hundred thousand new highly trained teachers to reduce class sizes in the early grades. And we must change the way we invest federal dollars to support what works and to ~~stop supporting what does not. My Education Accountability Act does just that.~~ 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. These are ideas that work -- and we as a nation must commit ourselves to raising standards for all our schools.

Frank, from your advice in my early days in Arkansas, to your help in my 1992 campaign, to your continued guidance during my Presidency, you have been a font of great ideas and a real inspiration to me. I thank you for all you have done for our children's education and the future of our nation.

Thank you for all you have done ... and good luck.

(3)

Draft 6/29/99 10am
Josh Gottheimer

**PRESIDENT WILLIAM J. CLINTON
VIDEOTAPED REMARKS HONORING DR. FRANK NEWMAN
DENVER, CO
July 13, 1999**

I am very glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement as president of ECS ... and to thank Frank for a lifetime of tireless service as an advocate for our nation's schools.

As we approach the 21st Century, we know that improving our children's education must be our highest priority. Under Frank's leadership, ECS has led the fight for educational reform. In fact, no organization has done more to identify and promote promising practices in schools around the country. And for six years, you have consistently supported my administration's efforts to renew our public schools and give our children the education they need and deserve.

Together we are helping every state adopt tougher academic standards ... we are enabling hundreds of school districts to crack down on drugs, gangs, and violence ... and we are organizing an army of tutors to help elementary school children learn to read.

Our efforts are beginning to pay off. SAT scores are up ... math Scores are up ... and reading scores are beginning to rise.

But, you and I know that to give all our children the world-class education they need to succeed in the 21st century, we must do more.

We should finish the task of hiring one hundred thousand new highly trained teachers to reduce class sizes in the early grades. And we must change the way we invest federal dollars to support what works and to stop supporting what does not. We must commit ourselves to raising standards for all our schools.

Frank, from your advice in my early days in Arkansas, to your help in my 1992 campaign, to your continued guidance during my Presidency, you have been a font of great ideas and a real inspiration to me. I thank you for all you have done for our children's education and the future of our nation.

Thank you for all you have done ... and good luck.

Draft 6/28/99 6:00 pm
Josh Gottheimer / Adam Magnus

PRESIDENT WILLIAM J. CLINTON
VIDEOTAPED REMARKS HONORING DR. FRANK NEWMAN
LOCATION TBD
July 13, 1999

I am very glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement as president of ECS ... and to thank Frank for a lifetime of tireless service as an advocate for our nation's schools.

As we approach the 21st Century, we know that improving our children's education must be our highest priority. Under Frank's leadership, ECS has led the fight for educational reform. In fact, no organization has done more to identify and promote promising practices in schools around the country. And for six years, you have consistently supported my administration's efforts to renew our public schools and give our children the education they need and deserve.

Together we are helping every state adopt tougher academic standards ... we are enabling hundreds of school districts to crack down on drugs, gangs, and violence ... and we are organizing an army of tutors to help elementary school children learn to read.

Our efforts are beginning to pay off. SAT scores are up ... math Scores are up ... and reading scores are beginning to rise.

But, you and I know that to give all our children the world-class education they need to succeed in the 21st century, we must do more.

We should finish the task of hiring one hundred thousand new highly trained teachers to reduce class sizes in the early grades. And we must change the way we invest federal dollars to support what works and to stop supporting what does not. My Education Accountability Act does just that. 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. These are ideas that work -- and we as a nation must commit ourselves to raising standards for all our schools.

Frank, from your advice in my early days in Arkansas, to your help in my 1992 campaign, to your continued guidance during my Presidency, you have been a font of great ideas and a real inspiration to me. I thank you for all you have done for our children's education and the future of our nation.

Thank you for all you have done ... and good luck.

Draft 6/28/99 6:00 pm
Josh Gottheimer / Adam Magnus

PRESIDENT WILLIAM J. CLINTON
VIDEOTAPED REMARKS HONORING DR. FRANK NEWMAN
LOCATION TBD
July 13, 1999

I am very glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement as president of ECS ... and to thank Frank for a lifetime of tireless service as an advocate for our nation's schools.

As we approach the 21st Century, we know that improving our children's education must be our highest priority. Under Frank's leadership, ECS has led the fight for educational reform. In fact, no organization has done more to identify and promote promising practices in schools around the country. And for six years, you have consistently supported my administration's efforts to renew our public schools and give our children the education they need and deserve.

Together we are helping every state adopt tougher academic standards ... we are enabling hundreds of school districts to crack down on drugs, gangs, and violence ... and we are organizing an army of tutors to help elementary school children learn to read.

Our efforts are beginning to pay off. SAT scores are up ... math Scores are up ... and reading scores are beginning to rise.

But, you and I know that to give all our children the world-class education they need to succeed in the 21st century, we must do more.

We should finish the task of hiring one hundred thousand new highly trained teachers to reduce class sizes in the early grades. And we must change the way we invest federal dollars to support what works and to stop supporting what does not. My Education Accountability Act does just that. 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. These are ideas that work -- and we as a nation must commit ourselves to raising standards for all our schools.

Frank, from your advice in my early days in Arkansas, to your help in my 1992 campaign, to your continued guidance during my Presidency, you have been a font of great ideas and a real inspiration to me. I thank you for all you have done for our children's education and the future of our nation.

Thank you for all you have done ... and good luck.

**PRESIDENT WILLIAM J. CLINTON
VIDEOTAPED REMARKS HONORING DR. FRANK NEWMAN
LOCATION TBD
July 13, 1999**

I am so glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement as president of ECS ... and to thank Frank for over fourteen years of tireless service as an advocate for our nations schools.

Frank, under your leadership, ECS has led the fight for educational reform. In fact, no organization has done more to identify promising education reforms and to encourage their spread throughout the states.

Frank, from your advice in my early days in Arkansas, to your help in my 1992 campaign, to your continued guidance during my Presidency, you have helped shape my views on how to reform education.

Our efforts are beginning to pay off. Together we have helped every state adopt tougher academic standards ... enabled hundreds of school districts to crack down on drugs, gangs, and violence ... and organized an army of tutors to help elementary school children learn to read.

We are making progress. SAT scores are up ... math Scores are up ... and reading scores are beginning to rise.

But Frank, you and I know that there is much more we must do to give all our children the world-class education they need to succeed in the 21st century.

We should finish the task of hiring one hundred thousand new highly trained teachers to reduce class sizes in the early grades. And we must change the way we invest federal dollars to support what works and to stop supporting what does not. My Education Accountability Act does just that. 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. These are ideas that work -- and we as a nation must commit ourselves to raising standards for all our schools.

Frank, you have been a font of great ideas and a source of inspiration to me and others concerned about education in America.

Thank you for all you have done ... and good luck.

Draft 1:40
Adam Magnus

**PRESIDENT WILLIAM J. CLINTON
VIDEOTAPED REMARKS HONORING DR. FRANK NEWMAN**

LOCATOIN TBD

JULY 13, 1999

July 13, 1999

I am so glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement as president of ECS... and to thank Frank for over fourteen years of tireless service as an advocate for our nations schools.

Frank, under your leadership, ECS has led the fight for educational reform. In fact, no organization has done more to identify promising education reforms and to encourage their spread throughout the states.

Frank, from your advice in my early days in Arkansas, to your help in my 1992 campaign, to your continued guidance during my Presidency, you have helped shape my views on how to reform education.

Our efforts are beginning to pay off. Together we have helped every state adopt tougher academic standards... enabled hundreds of school districts to crack down on drugs, gangs, and violence... and organized an army of tutors to help elementary school children learn to read.

We are making progress. SAT scores are up... math Scores are up... and reading scores are beginning to rise.

But Frank, you and I know that there is much more we must do to give all our children the world-class education they need to succeed in the 21st century.

We should finish the task of hiring one hundred thousand new highly trained teachers to reduce class sizes in the early grades. And we must change the way we invest federal dollars to support what works and to stop supporting what does not. My Education Accountability Act does just that. 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. These are ideas that work -- and we as a nation must commit ourselves to raising standards for all our schools.

Frank, you have been a font of great ideas and a source of inspiration to me and others concerned about education in America.

Thank you for all you have done... and good luck.

2 Draft — time
you are

UNHONORED REMARK FOR HONORING

PRESIDENT WILLIAM J. CLINTON
VIDEO HONORING DR. FRANK NEWMAN
~~THE EDUCATION COMMISSION OF THE STATES~~
JULY 13, 1999 → LOCATION

I am so glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement. Frank, you have done remarkable work in your fourteen years as the ~~head~~ of ECS, for our schools and for our country.

Under your leadership, ECS has led the fight for educational reform. No organization does more to identify promising education reforms and encourage their spread throughout the states than the ECS. By making governors, legislators, and countless other policymakers aware of the need for change in our educational system, you have helped to create strong schools where all children can learn.

Frank, from your advice in my early days in Arkansas, to your help in my 1992 campaign, to your continued guidance during my Presidency, you have helped shape my views on how to reform education.

Our efforts are beginning to pay off. We have helped every state adopt tougher academic standards. We've helped hundreds of school districts crack down on drugs, gangs, and violence. We've begun to organize an army of tutors to help elementary school children learn to read, and middle school and high school students to prepare for college. SAT scores are up. Math Scores are up. Reading scores are beginning to rise. We are making progress.

But Frank, you and I know that there is much more we must do to give all our children the world-class education they need to succeed in the 21st century. We should finish the task of hiring one hundred thousand new highly trained teachers to reduce class sizes in the early grades.

We must change the way we invest federal dollars to support what works and to stop supporting what does not. 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. These are ideas that work -- and we as a nation must commit ourselves to raising standards for all our schools.

Frank, you have been a font of great ideas and a source of inspiration to me and others concerned about education in America.

Thank you for everything and good luck.

PRESIDENT WILLIAM J. CLINTON
VIDEO HONORING DR. FRANK NEWMAN
THE EDUCATION COMMISSION OF THE STATES

JULY 13, 1999

under your leadership
I am so glad to have this opportunity to congratulate my good friend, Frank Newman, on his retirement. Frank, you have done remarkable work in your fourteen years at the head of ECS, for our schools and for our country.

Mr. Clinton has done his job
~~We have an opportunity~~ a responsibility - to give every child in America a world-class education. Under your leadership, ECS has led the fight for educational reform, for higher standards, and for more investment in our schools. By making governors, legislators, and countless other policymakers aware of the need for change in our education system, you have helped to create strong schools where all children can learn. *other page*

hot to step
Frank, from your advice in ~~these~~ *my* early days in Arkansas, to your help in the campaign, to your continued guidance during my Presidency, you have helped shape my views on schools. Working with you strongly influenced the emphasis on education I have made in my Presidency. *my 92 how to get on education*

as we will make progress.
~~Our efforts are beginning to pay off. We have reduced class sizes, rebuilt decaying schools, and increased investment in early childhood learning. SAT scores are up. Math Scores are up. Reading scores are beginning to rise. We are making progress.~~ *we leaders*

talk to people
To meet the challenges of the 21st century, we need both tougher standards and increased investment in education. This past April, I signed into law the Educational Flexibility Partnership Act, which allots more funding to states for schools, but demands more accountability in return. Last month I sent an Education Accountability Act to Congress that will give parents report cards on their children's schools, ensure that all teachers are trained in the subjects they teach, and end social promotion.

a font of great ideas and a source of to me and others.
Frank, you have been instrumental in all of these efforts, as an inspiration to me and to everyone concerned about education in America.

Thank you for everything and good luck. *I love you*

Frank, you are I know
~~But it is all there~~ that there is much more *we must do* to give all our children the world-class education they need to succeed in the 21st century. We have finish the task of having 100% highly trained teachers to provide class time in the early grades. And to

~~John~~
Jenny T

Spring
Reed
Oct.
Oct.

Wells

VIDEO PROPOSAL

99 JUN 11
TODAY'S DATE: June 1, 1999

 ACCEPT

 REGRET

PENDING

TO: Stephanie Streett
Assistant to the President for Scheduling and Advance

FROM: Mickey Ibarra *Mickey*
Assistant to the President &
Director of Intergovernmental Affairs

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

REQUEST: To deliver video taped remarks in honor of Dr. Frank Newman's
career and contributions to American education.

← PURPOSE: The Education Commission of the States (ECS) will
present the James Bryant Conant Award for outstanding service to
education to Dr. Frank Newman during their annual meeting in
Denver. Dr. Newman will also be honored for his 14 years of
service as President of the ECS. The President served as ECS
Chairman from 1986-87 and worked closely with Dr. Newman on
a number of issues.

DATE AND TIME: The video would be shown during an evening banquet on Tuesday,
July 13, 1999.
Conference dates: July 11-14, 1999
Deadline for video: July 11, 1999

SOURCE OF PAYMENT: The Education Commission of the States

BACKGROUND: The ECS' mission is to help state leaders identify, develop and
implement public policy for education that addresses current and
future needs of a learning society.

The initial concept of an "interstate planning commission for
education" was proposed by James Bryant Conant, president
emeritus of Harvard University, in his book, Shaping Educational
Policy (1964).

VIDEO REQUEST

Page 2

The 1966 National Governors' Conference, now the National Governors' Association, under the guidance of former North Carolina Governor Terry Sanford, voted unanimously to approve a nationwide alliance for the improvement of education.

Today, 49 states, the District of Columbia, Puerto Rico, American Samoa and the Virgin Islands have passed legislation to join the ECS. The ECS's membership, currently at 371, includes the nation's governors, more than 130 state legislators, state and local school board members, state higher education executive officers, college presidents, teachers and dozens of other prominent education leaders from all over the country.

This year's tagline is *Reshaping Education for a New Century*.

BRIEFING TIME: 5 Minutes

DURATION: 2-5 minute video

PARTICIPANTS: POTUS

REMARKS REQUIRED: See attached script.

ORIGIN OF PROPOSAL: Mickey Ibarra
Governor Paul Patton, 1998-99 ECS Chairman
Governor Jim Geringer, 1999-2000 ECS Chairman Elect

STAFF CONTACT: Mickey Ibarra (6-7060)
Patrice Stanley (6-2897)

CC: Fred Duval
Doug Sosnik
Ann Lewis

14 yrs.
friends w/ Pres.
Runsted

ECS

Patrice

6-2897

Post or Panel View

President Clinton script for Frank Newman Farewell

Event date: 7/13/99

Script date: 6/24/99

Tone is intended to be light, ironic and informal.

President Clinton: After so many years of Frank Newman telling me what to do, I'm finally getting the chance to tell him a thing or two.

Frank...when I was Chairman of ECS in 1986, I chose "Leadership" as my theme for the year. There are a lot of people in this audience tonight who know a great deal about that topic, as exhibited by their work to improve education in this nation.

You, however, are another story altogether.

For the last fourteen years, you've been a general pain in the neck to Governors, legislators, and lots of other policymakers. You have insisted on pushing the notion that All Children Can Learn...you helped to put service-learning on the map, you authored two major national reports on higher education, you've been criss-crossing the country leaning on all of us to work smarter, change faster, and do better for kids. So now that you've finally completed this apprenticeship in being a leader, I have one question: "When are you going to get serious and really get to work to change education?"

I know everyone in the room joins me in thanking you for your outstanding contributions to education and to America. And I personally want to thank for your greatest contribution to my success. The Frank Newman Memorial Back Exercises you taught me so many years ago have been a godsend to me and the entire White House staff.

Thank you, Frank, and good luck as you continue to "comfort the afflicted and afflict the comfortable."

fulk → ① what you're
what he's done —
② ~~what~~ for the last 14 yrs
who
2000 AGONY
G-educ. 10th — 6th yr
10th c
E

Patrice L. Stanley 06/24/99 12:01:29 PM

Record Type: Record

To: Charles J. Payson/WHO/EOP@EOP
cc: Mickey Ibarra/WHO/EOP@EOP, Stephanie S. Streett/WHO/EOP@EOP
Subject: Supplemental Info for July Video Request

Per Stephanie's request, here is the supplemental information (in red) for video request honoring Dr. Frank Newman.

REQUEST: To deliver video taped remarks in honor of Dr. Frank Newman's career and contributions to American education. The ECS plans to give the video to Dr. Newman as a gift. No copies of the tape would be made.

PURPOSE: The Education Commission of the States (ECS) will present the James Bryant Conant Award for outstanding service to education to Dr. Frank Newman during their annual meeting in Denver. Dr. Newman will also be honored for his 14 years of service as President of the ECS.

DATE AND TIME: The video would be shown during an evening banquet on Tuesday, July 13, 1999.

The ECS has given the President the option to tape "formal" remarks which can be shown during the presentation of the award or to tape more humorous remarks to be shown during Dr. Newman's roast immediately following the dinner.

ECS Chairman, Governor Paul Patton (D-Kentucky) will introduce the video at the appropriate point (dinner or roast) in the evening.

Conference dates: July 11-14, 1999
Deadline for video: July 9, 1999

VIEWERS: A bipartisan group of approximately 600 -700 governors, state legislators, state and local school board members, state higher education executive officers, college presidents, teachers and prominent education leaders from all over the country will attend the dinner & roast for Dr. Newman.
Education Secy. Riley is expected to attend the dinner & roast as well. Exact number of Governors in attendance to follow.

SOURCE OF PAYMENT: The Education Commission of the States
Contact: Arlene Arnsperger
303-299-3653

BRIEFING TIME: 5 Minutes

DURATION: 2-5 minute video

ORIGIN OF PROPOSAL: Mickey Ibarra
Governor Paul Patton, 1998-99 ECS Chairman

Governor Jim Geringer, 1999-2000 ECS Chairman Elect

STAFF CONTACT: Patrice Stanley (6-2897)
Mickey Ibarra (6-7060)

LEVEL 1 - '9 OF 92 STORIES

Copyright 1998 The Dallas Morning News
THE DALLAS MORNING NEWS

February 3, 1998, Tuesday, HOME FINAL EDITION

SECTION: EDUCATION EXTRA; INSIDE EDUCATION; Pg. 19A

LENGTH: 600 words

HEADLINE: Some thoughts about Clinton's education ideas

BYLINE: Linda K. Wertheimer

BODY:

Education has received good billing once again in a State of the Union address.

Last week, President Clinton proposed ways to reduce class size in first through third grades, help schools create ways to stop automatic promotions of failing students and pay for school construction.

Here are some thoughts on Mr. Clinton's education plan from those who deal with schools for a living or out of necessity:

Hey, Mr. President, what about us? Kari Karg, an 18-year-old senior at W.T. White High School in far North Dallas, and Jyothi Joseph, a 16-year-junior at Skyline High School in Buckner Terrace, wished the class size proposal included their grades. Jyothi doesn't like her school's crowded hallways. Kari can't get all of her questions answered in her advanced placement classes. She has 30 to nearly 40 classmates in each instead of the 20 that such classes usually have.

"Elementary kids benefiting now are going to eventually benefit from it in high school," Kari said. "But you're having a whole population of students who experienced crowded classes and eventually will be in the workforce."

Thanks for creating more work for me, Mr. Clinton. Graciela Escobedo, assistant superintendent for personnel, loves the idea of keeping elementary class sizes small. But she and her staff are still trying to fill about 100 teaching vacancies for this school year.

"It was like, Oh, man, how are we going to get them?" Ms. Escobedo said of her reaction to Mr. Clinton's idea.

Mr. Clinton, you are the Education President. Every year since his election, the president has spoken frequently about the need to improve schools and suggested solutions. Many of his ideas failed to pass on the first go-round at the national level, but later won approval either from Congress or at a state level.

no claim. does more to identify promising ed. reforms and encourage their spread throughout the state

We must invest the way we invest federal money to support what works and to stop supporting what does not work. My Educ. Act does that.

No president has been so supportive of public education since Lyndon B. Johnson more than 30 years ago, said John Cole, president of the Texas Federation of Teachers.

But what about the noneducational controversy hanging over Mr. Clinton's head? "My hope is we can get the discussion out of the bedroom and into the classroom," Mr. Cole said.

Mr. President, your ideas are sound, but will they - and the money - ever come to our schools? Oscar Rodriguez, an assistant superintendent who oversees 26 Dallas schools, said he didn't feel compelled to watch the speech.

"I don't pay a lot of attention because a lot of what goes on up there never does hit the local road," Mr. Rodriguez said. "We hope that this is not just rhetoric."

Now, let's hear it from the optimists. A few Republicans in Congress have been creating proposals of their own to reduce class size, pointed out Marshall Smith, the acting U.S. deputy secretary of education. At the president's urging, Congress did approve more financial aid and a public service program for young people.

"There is a history," said Frank Newman, president of the Education Commission of the States, a Denver group that helps states craft education policy. "You put these things on the agenda."

You begin the discussion and argument. If you're skillful, the next thing you know, something happens."

But first, federal officials must convince states that the money doesn't come with too many requirements attached, Mr. Newman said.

"I think the odds are good," he said of the education proposals coming to a classroom near you. "All bets are off if Washington really goes into a funk."

Linda K. Wertheimer writes about education for The Dallas Morning News. E-mail her with comments at lkwertfaol.com

LANGUAGE: ENGLISH

LOAD-DATE: February 16, 1998

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 29, 1999

REMARKS BY THE PRESIDENT
AT SIGNING OF
EDUCATION FLEXIBILITY PARTNERSHIP ACT OF 1999

Rose Garden

3:04 P.M. EDT

THE PRESIDENT: Thank you. Let me say, first of all, I thank Dr. Metts for being here, for giving us a firsthand and concrete expression of what this bill will mean to the states of our country and to the local school districts. I thank the members of Congress who have spoken -- Senator Wyden, Senator Frist, Congressman Roemer; my old colleague, Congressman Castle.

We're delighted to have the Vermont Education Commissioner here, Marc Hull, along with Senator Jeffords and Senator Kennedy, and a very large delegation of Republicans and Democrats from the United States Congress from the Senate and the House. I'd like to ask the members of Congress just to stand so the rest of you will see how many people here worked on this bill. (Applause.)

You know, there have been days in the last few years when I'm not sure we could have gotten this many members of Congress to agree that today is Thursday. (Laughter.) This was a truly astonishing effort, and I want to thank them all.

I want to say, too, a special word of appreciation to Governor Carper, and a very profound thanks to Secretary Riley. He and I started, as I have told many people, working on education reform 20 years ago this year. And over the last 20 years, we have done our best to sort out what we ought to do and how we ought to do it, and where the responsibility for what particular action ought to lie.

And I suppose, if I could put it into a sentence, I would say that insofar as possible, when it comes to the education of our children in kindergarten through 12th grade, the beginning of what should be done, should be done by the states. And "how" should be decided by the local districts, but, basically, whenever possible, by the local principals and teachers and parents involved in the schools. That the federal government is called upon to meet the needs that states can't meet on their own -- the needs of poor children, children with special needs -- or to fill in

the gaps when there are crying national needs unmet; and that when substantial federal dollars are involved, it's okay for the federal government to say "what," too. But we should all be singing out of the same hymnal insofar as possible, and we should all remember that all education -- in the schools, at least -- occurs in the classrooms, in the libraries, on the schoolyards, among the students and parents and principals. I think it is quite remarkable to see the places where you're really seeing a turnaround, now, where you have high expectation, high standards, discipline and genuine accountability for the students and the teachers and the principals. You also see a dramatic attempt to cut the cost of education where the money's being wasted, and to increase the investment in education where more is needed.

One of the things I'm very proud of that Secretary Riley has done is -- independent of this bill we're signing today -- is to slash the paperwork burdens on state and local officials by well over 60 percent since he has been the Secretary of Education, while putting an even more ambitious agenda before the educators of America.

Now, the founding fathers understood that this would be a big debate; we'd always be having this debate. Thomas Jefferson once said, "Were we directed from Washington when to sow and when to reap, we should soon want for bread." I may have liked that even more when I was governor, but it still sounds pretty good to me. (Laughter.)

But the framers understood something else, too -- they understood that the country had a right to decide and had to decide from time to time what we were going to do -- maybe not when and how, but what. They believed, for example, in 1787, that education was an important national purpose, and declared that all new territories must put aside land for public schools; thereby establishing the fact that education, though a state and local responsibility, must be a national priority.

This Education Flexibility Partnership Act exemplifies, I think, the founders' vision of how a properly balanced federal system of government can work -- providing freedom from federal rules and regulations. This new law will allow states and school districts not just to save administrative dollars, with less headache and red tape, but actually to pool different funds from different sources in the federal government. But by demanding accountability in return, it will make sure states and school districts focus on results.

Now, Doctor, you mentioned one example. I'll give you an example from my own life that made me so strongly for this bill. In 1990 or '91, when I was governor, the Department of Education under President Bush gave us permission in a very small, very poor rural school district to take all of our federal funds at elementary schools -- including the Chapter I funds and some of the special ed funds -- and put them together and take class size down to 15-to-1, in a district where the test scores were low and the learning was tough.

And this little district had a formula -- they also actually had an idea that even six-year-olds could be used to teach other six-year-olds to read, and to do their alphabet and do basic writing.

And I should tell you that in this first grade class -- they had a rough means of testing the children in the first grade, to test their basic competencies -- and there were four children in these four first grade classes that had been held back for a second year. Everybody else was in the first grade for the first time.

And so we did this. Here's what happened. The four kids that were held back scored four times as high on their basic competencies as they did. All the Chapter I kids scored three times as high, and the overall classes did twice as well as the previous year's class.

It was a wonderful thing, except I couldn't do it everywhere in the state. And I didn't know whether to laugh or cry. See, here we had discovered something that is profoundly important. I got all the help that I think the federal government could give me at the time. And we did the best we could to take those lessons, in the absence of the federal funds, and apply them. We want to produce results. We want our children to learn. We want all of our kids to be able to learn to the maximum of their ability, which means that they can learn at a world-class standard. And we need to give people who are on the ground, working with the kids and committed to that, the chance to do it. And if they're not, and the money's being misspent under this law, then we'll revert to another system.

But that is the meaning of this. This can change children's lives. And again I say, I am profoundly grateful to anyone who had anything to do with it.

I hope that -- now, we're getting off to a good start, and we'll keep on doing this. Last year, at the end of the year, we made our first big down payment on providing 100,000 more teachers, so we can have smaller class sizes. We're going to have to hire 2 million new teachers in America in the next few years, with a growing student population and increasing retirement among teachers. This is an important contribution to that effort.

I hope we can pass the bill to modernize or build 6,000 new schools, because we've got a lot of schools that are too old -- some of them even too old to take the computer hookups that have now been made everywhere in Delaware, as you heard the Doctor say.

I hope that we will reauthorize the Elementary and Secondary Education Act to reflect the lessons learned in Chicago and elsewhere, and ask the schools that receive these federal funds to end the practice of social promotion, but to increase the efforts to help children through after-school and summer school programs and mentoring programs; to turn around or shut down failing schools; and to ensure that we do more to see that our teachers know the subjects they're charged with teaching.

The greatness of this country has always been the promise of opportunity for everyone who is willing to work for it. Today you not only have to be willing to work for it, you have to know enough to achieve it. Therefore, there is no important responsibility that should have greater weight on our minds as Americans -- without regard to party, and without regard to whether we work in the national government or the state and local government, or the smallest rural school or the biggest inner-city school, or whether we're just taxpaying citizens, with or

without children in those schools -- there is nothing more important for us to be focused on today than making sure that very early in the next century we can look at each other, straight in the eye, and say -- and believe and be right about saying -- that it is possible in America, in every community, to get a world-class education.

Thank you very much. (Applause.)

Now, I'd like to ask the members of Congress to come on up and we'll sign the bill.

END 3:20 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

May 19, 1999

REMARKS BY THE PRESIDENT
ON EDUCATION

The South Lawn

8:40 A.M. EDT

THE PRESIDENT: Good morning. I'm delighted to be joined this morning by the Secretary of Education and by my Domestic Policy Advisor Bruce Reed to discuss the very important issue of our children's schools.

In my State of the Union address this year, I said that in order to meet our responsibility to create 21st century schools for all our children, we have to do a far, far better job of spending the \$15 billion in federal aid we send to our schools every year.

Building these kinds of schools has been a passion for me, for the Vice President, for Secretary Riley, for our entire administration. We have worked with members of Congress and education leaders, people in every state of the country, for over six years now. We have supported higher standards, better teachers, new technology, modern facilities, innovations like charter schools, character education, school uniforms.

But we know fundamentally that if we are going to change the way our schools work, we must change the way we invest federal aid in our schools.

On the way down here, just down the walk, the Secretary of Education said we have been working very hard to promote school standards around the country; now we have to get the standards actually into the schools. This week I am sending legislation to the Congress designed to do just that.

First, this legislation strengthens accountability for results. It says that states and school districts that choose to accept federal aid must take responsibility for turning around failing schools, or shutting them down. It says they must give parents report cards not just on their children, but on the children's schools. It says school districts must have strong discipline codes that are fair, consistent, and focused on prevention. It says they must make sure that teachers

actually know the subjects they are teaching. It says they must stop the practice of social promotion, not by holding students back, but by making sure they have the support to meet the higher standards.

This legislation triples funding for after-school and summer school programs, provides for smaller classes, and requires other early interventions that lift students up. Second, this legislation will put more highly-trained teachers in our nation's schools. It requires that all new teachers pass subject matter and skills tests, that all teachers be given the support they need to improve their knowledge and skills. It allows Congress to finish the job we started last fall of hiring 100,000 new, highly-trained teachers to reduce class size in the early grades.

Finally, the legislation will help give all our children safe, healthy and disciplined learning environments. For the first time, it will require schools to adopt comprehensive school safety plans, use proven anti-drug and anti-violence prevention programs, intervene with troubled youth, establish security procedures for schools, and give parents an annual report of drug and violent incidents at their children's schools.

It also expands the character education efforts the Secretary of Education has done so much to advance, promotes alternative schools for disruptive students, and strengthens our policy of zero tolerance for guns by requiring that any student expelled for bringing a gun to school receive appropriate treatment and counseling before being allowed back into class.

As I said yesterday, we must do everything we can to keep guns out of the hands of our children. I want to commend the Senate for yesterday's overwhelming, bipartisan support for child safety locks. And I commend Speaker Hastert for his leadership in supporting background checks at gun shows, and for raising the age of handgun ownership to 21. I urge the Senate to keep working on the Justice bill, the Juvenile Justice bill, and to bring these common-sense measures to a vote.

Now, these education ideas are not Democratic or Republican, nor were they dreamed up in Washington. They were invented and proven successful in the laboratories of democracy at the school, city and state levels. They preserve and enhance the flexibility that states and districts need to run successful schools. If the federal government fails to act, the best of these practices will spread, but much more slowly. Just remember, it took 100 years for laws mandating universal education to spread from a few states to every state. That pace of change might have been all right in the 19th century; it won't do in the 21st century. We do not have the luxury of waiting and continuing to subsidize failure.

Nothing we can do will more surely unite our people and strengthen our nation than giving all of our children a high-quality education. We know what works -- our schools, our educators have shown us what works. It is time to put that as a condition of success in the investment of federal aid in every child in America. And I want to thank the Secretary of Education and Mr. Reed and everyone else who has worked on this program.

Thank you very much.

Q Mr. President, on the Balkans, can we ask you a question about the Balkans?

Q Do you like the peace proposal by Talbott -- that Talbott is taking to Moscow? What do you think of it?

END 8:45 A.M. EDT

LEVEL 1 - 15 OF 92 STORIES

Copyright 1997 The Cincinnati Enquirer
The Cincinnati Enquirer

July 13, 1997, Sunday, KENTUCKY EDITION

SECTION: METRO, Pg. B1B

LENGTH: 496 words

HEADLINE: Patton to lead lofty education boards
Past chiefs gained national prominence

BYLINE: MICHAEL JENNINGS

SOURCE: The Courier-Journal

BODY:

Heading the Southern Regional Education Board reinforced the education-related credentials of former Govs. Lamar Alexander of Tennessee, Richard Riley of South Carolina and Jimmy Carter of Georgia.

Mr. Alexander and Mr. Riley each became the nation's secretary of education. Mr. Carter won the White House.

Another council, the Education Commission of the States, also can reel off a list of former chairmen - President Clinton among them -who have snared national attention during and since their terms as governors.

Gov. Paul Patton has scored a double coup that none of those men, and few other governors, have matched:

By the end of his first term, he will have served on both.

Last month in Annapolis, Md., he was named to a one-year term as chairman of the regional board, which helps its 15 member states shape education policies. Next summer, Mr. Patton will become chairman of the Education Commission of the States, which provides the same kind of assistance nationwide.

Mr. Patton was named chairman-elect of the education commission Friday during the organization's annual meeting in Providence, R.I. Ed Ford, Mr. Patton's special adviser for education, said Mr. Patton's commitment to improving Kentucky's post-secondary education system caught the attention of the regional board early last year.

He said Mr. Patton firmed up his standing within the Education Commission of the States with a year of solid service as head of its policies and priorities committee.

"I think people at ECS have been impressed with his knowledge of higher education" and came to feel he was "too good. . . to let him get away," Mr. Ford said.

The Cincinnati Enquirer, July 13, 1997

Mark Musick, president of the Southern Regional Education Board, said Kentucky's sweeping reforms in elementary and secondary education and the post-secondary reforms Mr. Patton won made his selection as chairman "well received by folks."

Mr. Patton has quickly "developed a reputation as an innovator and a leader, particularly in post-secondary education," said Kentucky Council on Higher Education Executive Director Gary Cox, who serves on the regional education board and the executive committee of the education commission.

Mr. Patton has "gotten up and running pretty darn fast," agreed Frank Newman, president of the Education Commission of the States. Typically, governors chosen to head the commission have proven their commitment to education, as Mr. Patton has, Mr. Newman said.

Other states face the same problems Mr. Patton tackled in his reform bill, Mr. Newman said, and "his action is only going to embolden other governors to come forward" with similar efforts. He said there is widespread recognition that higher education is underperforming and needs to play "a bigger, more responsive role."

The only other governors ever to head both groups have been South Carolina's Robert McNair, North Carolina's Robert Scott and Jim Hunt, Florida's Bob Graham and Georgia's Zell Miller.

LOAD-DATE: July 16, 1997

LEVEL 1 - 4 OF 28 STORIES

Copyright 1986 The Christian Science Publishing Society
The Christian Science Monitor

August 25, 1986, Monday

SECTION: Ideas; EDUCATION; Pg. 25

LENGTH: 1100 words

HEADLINE: Arkansas governor and his spouse both put education first

BYLINE: By Robert Marquand, Staff writer of The Christian Science Monitor

BODY:

HE is one of the so-called ''new generation'' of Democratic governors - one who has put education at the top of his political agenda.

Bill Clinton, Arkansas' youthful governor (this fall, at age 40, he runs for his fourth term) thinks of himself as a ''progressive pragmatist'' - one of a group of younger, dynamic Democrats who are trying to mesh social ideals (such as equal opportunity) with a public policy that must prove itself to be workable, affordable, and accountable.

The education reform Clinton has helped to engineer in Arkansas is a case in point. Clinton persuaded Arkansans to accept their first sales-tax increase in 26 years to help pay for a teacher salary increase. He argued that education was vital to the economic and social future of the state. Then, in a controversial move, he demanded that teachers be tested for competency. This type of leadership has put the voluble Clinton into the national spotlight.

In July, he became 1986 chairman of the Education Commission of the States (ECS), a traditionally influential meeting ground for state education leaders. And, at the end of the National Governors' Association (NGA) meeting in Hilton Head, S.C., tomorrow, Clinton will become the new chairman of that body - making him the first governor to head both groups simultaneously.

Education analysts such as Chris Pipho of ECS note that the nationwide education reform movement of the last three years would not have been possible without the state dollars and legislation provided by ''education governors'' such as Clinton, Lamar Alexander of Tennessee, and Bob Graham of Florida (among others) who ''went to every bridge opening and county fair, speaking on the need to improve schools.''

In his unique role as joint chair of ECS and NGA, Clinton plans to keep education on the national front burner, adding the problems of illiteracy and ''at risk'' youth to the education reform agenda. Given the fact that the economics of oil, and the problems of prisons, roads, insurance, and trade will be major state issues in the upcoming years, educators are glad to have Clinton keeping the political heat on an often-forgotten subject. But as Clinton himself admits, the fact that he won't forget the issue of education - above and beyond political fortune - is in large part a testament to one person: his wife, Hillary Rodham Clinton.

In an interview with the Monitor, Mrs. Clinton said she feels strongly that "Children are increasingly disadvantaged today because of the kinds of stresses they are put under, and because of the way adults live their lives." Much of her thinking on the subject is similar to that of Neil Postman's in his work "The End of Childhood," which details how the sophistication of the modern world, technology, and the divorce rate have crowded in on the time children used to spend being children.

Even before Bill Clinton became Governor Clinton, Hillary worked for such organizations as the Children's Defense Fund (she is now on their board). She has since started a group called "Arkansas Advocates for Children and Families." "It doesn't matter if Bill is a lawyer, attorney general, or governor - I'm still going to worry about these things," she says.

Clinton, in turn, says Hillary has played "a major role in everything we've been able to accomplish." The words are not rhetorical, given the fact that in 1983, he appointed Hillary to chair the Arkansas Education Standards Committee, which provided the main strategy for that state's reforms. As might be expected, the move created big waves within the state, causing many educators to wonder if Clinton was serious about reform. Many politicians called it a fatal political move.

Hillary, however, who has her own law practice, proved hugely successful in the job, bringing clarity and dispatch to the reform process, which - along with the controversial teacher-testing plan - included an anti-dropout mandate that students not leave high school until age 17 and a new high-school entrance examination that will go into effect this year.

Clinton claims the exam will be "hotter than 'no pass-no play'" (the recent academic restrictions Texas has placed on high school football players), because it demands that students pass a skills test before entering high school.

Mrs. Clinton's efforts were received so well that one old-time Arkansas legislator commented, "I think we've elected the wrong Clinton!"

Hillary, soft-spoken and not especially "aggressive" in the hard-driving sense, has also proved she can hold her own in the education major leagues. She recently debated premier education analyst Linda Darling-Hammond of the Rand Corporation on the subject of teacher testing, in front of a less-than-kindly audience of classroom teachers.

Yet she conducted herself so well and proved such a probing debater that she got a round of applause at the end. (Commenting on her facility for handling issues, one educator noted that "It's easy to see who wins at the breakfast table!" - implying that it was not necessarily the governor.)

Since she moved with Bill to his home state of Arkansas, Hillary's suburban Chicago background has made her acutely aware of "what's happening" here. "I feel like the move represented a re-entrance to the human condition," she says. The state is fairly poor, has had a mind-set for years that "you could build a wall around Arkansas and it wouldn't matter," and consequently has never stressed education as a means of improvement.

In the 1980 census, Arkansas had the lowest percentage of college-educated adults of any state. ''Here, you have a much clearer, up-close sense of what it means to raise kids on \$10,000 a year,'' she says. As a fifth-generation native of Arkansas, ''Bill has always known that - but it is possible not to see it, living in D.C. or Chicago.''

''Much of our discussions now are how to keep our commitment to education alive in our state at a time when the economy is bottoming out. New York, California, and Florida are booming - but the country off the coast is having a pretty hard time,'' says Hillary.

These are all issues that will be central at the NGA conference. But what Hillary Clinton also hopes she and her husband can accomplish for education is to remind Americans that learning is not important simply for economic reasons but is a powerful tool for personal enrichment. ''Education is not a modern phenomenon,'' she says, ''not a new program somebody came up with as a way to eradicate poverty or help our urban centers - it's an inherent value.''

GRAPHIC: Picture, Bill and Hillary Clinton, outspoken advocates of education,
SONIA WEISS

LANGUAGE: ENGLISH

LEVEL 1 - 19 OF 92 STORIES

Copyright 1997 The New York Times Company
The New York Times

June 11, 1997, Wednesday, Late Edition - Final

SECTION: Section B; Page 9; Column 1; National Desk; Education Page

LENGTH: 910 words

HEADLINE: A Prophecy Both False and Successful

BYLINE: By PETER APPLEBOME

BODY:

The report was a dramatic call to arms that shaped the nation's view of its schools like few documents in history.

"A Nation at Risk" warned in 1983 that the nation's educational system was an escalating disaster that amounted to "an act of unthinking, unilateral educational disarmament imperiling the nation's economic health."

Now, as if tagging along on the good-news trends of lower crime, more jobs and low inflation, comes the Third International Mathematics and Science Study showing the nation's fourth graders near the top of achievement in science and above average in mathematics compared with their peers in 26 countries.

So, was "A Nation at Risk" wildly overblown? Have the schools improved so much since then? Or are these most recent findings less than meet the eye?

It's a bit of all three.

The latest math and science findings are undoubtedly positive news. Fourth graders in only one country, South Korea, score statistically higher than American fourth graders in science. Five countries are similar to the United States and 19 below it. In mathematics, 7 countries score above the United States, 6 countries are similar, and 12 are below.

While the findings are striking in a population accustomed to thinking the worst of its schools, they are consistent with generally positive trends in many test scores and a 1992 international reading comparison that found American fourth graders second only to those in Finland.

Those skeptical about the conclusion of "A Nation at Risk" say the remarkably robust economy now does not bear out the warning that schools in the 1970's and 1980's were so bad that they were turning out barely educated dolts who were putting the nation's economic future in jeopardy.

Most experts now regard "A Nation at Risk" as brilliant propaganda: it almost singlehandedly saved the United States Education Department from a Congressional

The New York Times, June 11, 1997

plan to scuttle it. And it is seen as an effective call to action at a time of lagging achievement. But it is also seen as incendiary rhetoric that outstripped the reality of educational decline.

"There's no question the sense of doom was overdone, but a wake-up call was necessary, so I don't fault the report," said Frank Newman, president of the Education Commission of the States, an independent research and advocacy organization. "But what bothers me is that we still have people getting up and saying the schools have gone to hell, we've got to do something. Well, we are doing something. We've done a lot."

Most experts agree that current fourth-grade scores reflect the educational progress over the past few years. They note that voluntary national standards were agreed upon for math and science well ahead of those for other disciplines.

Many of the math and science recommendations are now in place in elementary schools, a sharp contrast to the American history and English standards, where reaching a consensus on what should be taught, and how, took longer. As a result, experts say it is likely that at least some of the gap between the good fourth-grade performance and a largely mediocre performance by eighth graders reflects better preparation of the younger pupils.

To some, the real story of the test is not what it shows about how well fourth graders do, but how poorly eighth graders do. Experts say they are extremely doubtful that the third part of the study, the analysis of 12-grade performance due out next spring, will match the good news of the recent test.

"The fourth-grade results show us that our children didn't start out behind all these other countries, but actually we fall behind them along the way," said William Schmidt, an education professor at Michigan State University and executive director of Third International Math and Science Study's national research center, at Boston College.

Still, Dr. Schmidt and others say that the most positive element of the research is not the results but the way its rigorous attention to teaching practices and curriculum in industrialized countries provides international benchmarks. For instance, he said, the fourth-grade math and science curriculum in the United States is much more advanced and challenging compared with those in the rest of the world than is the eighth-grade curriculum.

The research also highlights the complexities of teaching, curriculum and cultural factors that go into addressing the problems. Many say the kind of data that the study is producing is an argument for the kind of regular national tests being advocated by President Clinton.

To some, the whole process of international comparisons, and the resulting alarms about the state of schools, miss the main point of the United States' radically decentralized education system: that it includes both many of the best and many of the worst schools in the world and that they vary to a degree that schools in South Korea, Singapore or Japan do not.

Still, even those skeptical of its tone say "A Nation at Risk" did set the country on the road to a sustained level of concern about education unusual in the nation's history, even if its end result remains very much in doubt.

The New York Times, June 11, 1997

"We've had periods of concern, like after Sputnik in the 1950's, but this may be the most sustained discussion we've had about education across the board in the nation's history," said acting Deputy Education Secretary Michael Smith. "That's the kind of commitment you need to really make progress."

LANGUAGE: ENGLISH

LOAD-DATE: June 11, 1997

LEVEL 1 - 4 OF 92 STORIES

Copyright 1999 Seattle Post-Intelligencer
SEATTLE POST-INTELLIGENCER

March 12, 1999, Friday , FINAL

SECTION: NEWS, Pg. A1

LENGTH: 980 words

HEADLINE: STATES GIVEN LEEWAY ON SCHOOL SPENDING;
BUT CONGRESS REJECTS TEACHER-HIRING BILL

BYLINE: LIZETTE ALVAREZ THE NEW YORK TIMES

DATELINE: WASHINGTON

BODY:

The House and Senate handily approved legislation yesterday to give states and schools more flexibility in how they spend \$11 billion in federal money, a vote that gave each party a claim to being in tune with the public's interest in education.

But, after a week of partisan squabbling in the Senate over amendments, a Democratic measure pushed by President Clinton to authorize the hiring of 100,000 teachers to reduce class sizes failed in a vote along party lines. In fact, Senate Republicans pushed through an amendment that could jeopardize the \$1.2 billion already allocated to the program, a move that angered Democrats.

"The Republicans have chosen the path of partisanship and division," Sen. Patty Murray, D-Wash., said in a telephone interview with The Associated Press. She was not in Washington, D.C., due to the death of her father-in-law. The bipartisan bill, called ed-flex, passed the House by a vote of 330-90, with only Democrats voting negatively, after arguing that it would hurt poor children and fail to make schools more accountable for improving academic achievement. In the Senate, the bill passed 98-1. Sen. Paul Wellstone, D-Minn., cast the dissenting vote. The two houses will now work to combine their bills.

Passing the legislation allows both parties to present themselves as the champions of education, but it means more to the Republicans for two reasons. First, it helps them forge their own identity with legislation giving local educators more control, and makes up lost ground on the education issue, which they ceded to Democrats for years.

Second and more important, the bill is an element of a congressional strategy meant to demonstrate that Republicans are more than the party of impeachment, and that they have put bitter partisanship behind them.

Republicans have also taken a strong stand on two foreign policy issues, Kosovo and China. On those issues they set themselves against Clinton but not necessarily against a united Democratic front in Congress.

"It's the bipartisan work we said we were going to do in this Congress," Speaker J. Dennis Hastert, R-Ill., who has vowed to reach out to Democrats, said yesterday at a news conference on education. "It's a real testament that people can work together, that we can get good things done for America's kids."

Although the Senate rejected the Democratic effort to add Clinton's proposal to pay for the new teachers on a 55-44, party-line vote, the measure is anything but dead. It will come up again as part of a larger education bill later this year. Yesterday's vote simply enabled the Democrats and their allies in the teachers unions to target Republicans who want their support, but voted no yesterday.

Clinton does not oppose the bill, but in a statement on Wednesday he said he "will vigorously oppose any Republican amendments to undermine the bipartisan agreement we reached last year on class size," including the Senate provision that could strip the existing \$1.2 billion for teachers.

"Ed-flex permits local schools districts to think outside the box," said Rep. Mike Castle, R-Del., who co-sponsored the legislation. It would allow "states and schools to mold federal assistance to meet their individual needs," he added.

Although the bill is modest at best, a "small step" as its sponsors called it, congressional Republicans held it up as their first major legislative victory of the year. Overall, the federal government provides just 7 percent of the education budget for the nation's schools and some educators say the bill would have little impact.

The bill, which began as a pilot project in 12 states, would allow all states to waive certain federal restrictions so schools would have more leeway in how they spend \$10 billion to \$11 billion in federal money. Some schools in the pilot project have used the money, which is earmarked mostly for programs that benefit poor children, for tutoring, for example. Schools would be eligible so long as they demonstrate academic improvement.

All 50 governors support the legislation, along with the National Education Association.

But many Democrats argued that the bill does not adequately require schools to show academic improvement, and they worried that disadvantaged children would lose out in the shuffle. Their attempts to address those concerns, which Republicans called unfounded, were rejected yesterday.

A report by the General Accounting Office said the pilot project had achieved some success. Two states in particular - Texas and Maryland - have shown promising results.

But the other 10 states have scarcely taken advantage of the program. The report also cited accountability concerns.

In the end, though, the bill is likely to have minimal impact on students, education experts say, because it would not substantially increase the flexibility states already have.

SEATTLE POST-INTELLIGENCER March 12, 1999, Friday

"Does ed-flex move us into new territory?" asked Frank Newman, president of the Education Commission of the States, a bipartisan group that works with states to formulate education policy. "Not nearly in the way that you might imagine if you listened to some member of Congress talking about it, because the current system is not a rigid set of rules. States already largely get what they want from the money so ed-flex doesn't change much."

About the bills

The "ed-flex" bills affect some of the rules governing the \$15 billion in annual federal education spending for kindergarten through high school. The bills would let states and school districts apply money for certain federal programs to other programs that serve their students best.

The Senate bill also contains a provision that would allow states to shift money slated for President Clinton's new-teachers plan to special education.

House-Senate negotiators will have to work out differences between the two bills.

LANGUAGE: ENGLISH

LOAD-DATE: March 15, 1999

LEVEL 1 - 6 OF 92 STORIES

Copyright 1998 Gannett Company, Inc.
Gannett News Service

November 4, 1998, FINAL EDITION

SECTION: Pg. arc

LENGTH: 756 words

HEADLINE: Moderate education reforms big winners

BYLINE: RICHARD WHITMIRE; Gannett News Service

DATELINE: WASHINGTON

BODY:

WASHINGTON -- Moderate school reformers of both parties won big in the Tuesday elections, where voters listed education as their top worry.

"There wasn't a race in the country that wasn't about education," said Mary Elizabeth Teasley, lobbyist for the National Education Association, "and the word across the country was moderation."

Voters in California approved a massive \$ 9.2 billion school construction bond; voters in Colorado turned down a more radical approach -- tax-sheltered savings accounts for pay for private schools.

Texas may have been the most significant education race, where likely Republican Presidential candidate Gov. George Bush easily won re-election by emphasizing Bill Clinton-style traditional education reforms -- school by school improvements.

Bush favors before and after-school remediation programs, an end to social promotion, tough standards and school accountability. What he didn't push for was vouchers to send children to private school, the favorite reform of Capitol Hill Republican radicals.

Wielding a bipartisan education strategy, Bush has quarterbacked a reform movement in Texas that's the envy of the country. In raising the scores of minority students, Texas has succeeded where other states have failed.

If Bush leads his party into the next Presidential elections, the Republican and Democratic education platforms are likely to narrow.

In Iowa, Democrat Tom Vilsack won the statehouse with a platform calling for smaller elementary school class sizes and tests to assure that children have mastered skills. In Massachusetts, Republican Paul Cellucci won the statehouse on an education platform that would require teachers to pass competency tests.

Together, Vilsack and Cellucci may represent the future of education reform: funding for smaller class sizes and new rules to assure teachers know the subjects they teach.

Although the teachers' unions oppose competency testing, the Tuesday election results suggest the issue is far from dead. Several winning governors called for teacher testing, including Democrat Gray Davis in California.

"We're moving steadily in that direction," said Frank Newman, president of the Education Commission of the States. "There's very good evidence that teachers are the most important factor in a child's education."

Opponents of vouchers say the elections spell victory for them.

"A national voucher program for Title I is dead," declared former PTA lobbyist Arnold Fege.

What Fege has been worried about is next year's reconsideration by Congress of the massive Elementary and Secondary Education Act, which includes the \$ 8 billion Title I program aimed at poor children.

Republican conservatives have vowed to shift at least some of that money into voucher programs so that children attending troubled public schools could switch to private schools.

"I don't think this election was a complete repudiation of more conservative government," said Fege, "but clearly it is a halt to what I consider as extreme measures."

While radical reforms of Title I money may be less likely, voucher experiments are likely to survive and perhaps even grow.

In Ohio, George Voinovich, who as governor oversaw a Cleveland voucher experiment, easily won a Senate seat. Wisconsin Gov. Tommy Thompson, another voucher advocate, easily won re-election.

In Florida, Jeb Bush won the statehouse on a platform that ranked education as a top priority. Part of that platform was a call for publicly funded vouchers for students attending failing schools.

If the model education victory for Republicans was George Bush in Texas, the model victory for Democrats was Gray Davis in California.

Davis emphasized education far more than Republican opponent Daniel Lungren, whose education positions included vouchers and merit pay for teachers. In a state where per-student spending has slid close to the 50-state bottom and national tests show California students barely outperforming Mississippi students, that proved to be a mistake.

GANNETT NEWS SERVICE, November 4, 1998

Davis supported parent-school contracts to assure parents will oversee homework, more help for low performing schools and giving schools an infusion of new textbooks.

Says Trish Williams from EdSource, a California education think tank, about the Davis education positions: "None of it was so radical it made people squirm."

And that's what won Tuesday -- moderate reforms that make nobody squirm.

LANGUAGE: ENGLISH

LOAD-DATE: November 05, 1998

LEVEL 1 - 1 OF 92 STORIES

Copyright 1999 National Public Radio (R). All rights reserved. No quotes from

the materials contained herein may be used in any media without attribution to National Public Radio. This transcript may not be reproduced in whole or in part without prior written permission. For further information, please contact NPR's Permissions Coordinator at (202) 414-2000. National Public Radio (NPR)

SHOW: WEEKEND EDITION SATURDAY (1:00 PM ET)

May 8, 1999, Saturday

LENGTH: 798 words

HEADLINE: DEBATE OVER PARENTAL LIABILITY LAWS

ANCHORS: SCOTT SIMON

REPORTERS: CLAUDIO SANCHEZ

BODY:

SCOTT SIMON, host:

This is NPR's WEEKEND EDITION. I'm Scott Simon.

Coming up, the view from behind the bars of a DC prison, but first, since the shootings at Columbine High School in Littleton, Colorado, lawmakers, educators and politicians have blamed guns, pop culture, the Internet for violence in schools, but there has also been a considerable amount of criticism against parents. The Washington Post reports today that two gun industry associations are supporting some of President Clinton's proposals for gun control including laws that would hold parents responsible for allowing their children near guns. As NPR's Claudio Sanchez reports, the Littleton tragedy has prompted a wider debate over the role of parents.

CLAUDIO SANCHEZ reporting:

In just about every state, parents are held responsible for certain misdeeds of their children, especially if it's school related like destroying school property or missing school. A few years ago, one South Carolina judge ordered a mother tethered to her daughter for missing too much school. But when kids commit crimes, whether it's dealing drugs, weapons possession or gang banging, only 13 states hold parents criminally liable. Now in the wake of the Littleton, Colorado, shootings, more lawmakers are saying parents should be jailed or fined when their kids commit a crime. And there seems to be a certain

National Public Radio (NPR), May 8, 1999

logic to this trend, says Frank Newman. He's the director of the Denver-based Education Commission of the States. Clearly,' says Newman, the most important influence on the development of a child is the parent.'

Mr. FRANK NEWMAN (Education Commission of the States): So if that's the case, why not hold the parent accountable? Well, the question you have to ask is: Given that some parents aren't doing this very well, do laws that threaten them have much influence? And do they bring about what you really want?

SANCHEZ: What people really want is good parenting, says Newman. The question is: Can state legislators legislate good parenting?

Ms. PAM RILEY (North Carolina Center for the Prevention of School Violence): That's the debate that we're having. You know, how do you legislate good parenting and how far should we go with that?

SANCHEZ: Pam Riley is the director of North Carolina Center for the Prevention of School Violence, which has helped push legislation to hold parents criminally liable for not safely securing a weapon used by a child in a crime. It was the result of a 1994 school shooting in Greensboro, North Carolina, involving a student who had been suspended for smoking.

Ms. RILEY: And he went home and got a weapon and came back and shot an assistant principal and then shot himself with that weapon and the family was then charged because they did not secure that weapon away from the hands of a young person.

SANCHEZ: The boy's parents were charged with a misdemeanor under the state's safe storage law. But in the coming weeks, says Riley, the North Carolina Legislature is expected to make it a felony. Several states consider North Carolina's parental liability law a guide. Frank Newman says there should be a law that does punish parents for leaving a loaded gun around accessible for children.

Mr. NEWMAN: That's something you can hold me accountable for. But when you tell me I should raise a child in a way that that child will not have bad thoughts or be depressed, or not hang around with the wrong kids, you're trying to legislate something that, you know, goes way back to Moses and the tablets. Parenting is not an easy thing. This is a hard job.

SANCHEZ: And it gets harder as kids get older. Studies show that when a child becomes a teen-ager, parents' involvement with their children and their education drops sharply. This complicates matters for the courts if they're out to prove that a parent should have known about the child's intentions to commit a crime or stop the child from doing it. Professor Daniel Safran of the John F. Kennedy Graduate School of Psychology in Orinda, California, says that by 15 to 16 years of age, children in this country are treated as quasi-adults.

Professor DANIEL SAFRAN (John F. Kennedy Graduate School of Psychology): We also have young people at that age leading very separate lives that parents are not fully informed of. Many of those young people are working. They have a strong peer group affiliation. Perhaps we might have some idealistic view that a law would then force parents to hold daily sessions with their children, ask them what they're doing. I just don't think that's gonna work.

National Public Radio (NPR), May 8, 1999

SANCHEZ: Pam Riley of North Carolina agrees. Parent liability laws will not work unless they're part of a much larger effort that includes more help for parents in raising their children whether they want it or not, says Reilly, like in North Carolina.

Ms. RILEY: A judge can require a parent to go through psychological testing if the judge sees that there would be some merit not only in helping the child in their situation but also helping the home situation.

SANCHEZ: According to the National Association of State Legislatures, half a dozen states are expected to take up the issue of parental liability this year. Family law experts say that what's most needed now is a thorough review of the effectiveness of such laws before more are put in place because thus far they simply don't seem to be deterring school shootings, let alone bad parenting.

I'm Claudio Sanchez, NPR News, Washington.

LANGUAGE: English

LOAD-DATE: May 9, 1999

Second, we ought to continue to advance our economy by doing more for the education of our people. As we have balanced the budget and cut the size of the federal government -- listen to this -- we have cut the size of the federal government to the same size it was when I was your age. The federal government now is the same size it was in 1962. That was a long time ago. (Laughter.) Anyway, as we have done that, we have nearly doubled our investment in education and training. Why? Because, as was said in my introduction, the Information Age will be the Education Age.

Last year, at my urging, with school populations in our country at record highs, Congress passed a budget that began to hire 100,000 new teachers to reduce class size in the early years. Unbelievably to me, in the budget the majority is now writing, they repeal their pledge to finish the job of hiring those teachers. I just want Congress to keep its word. I think when you tell people something in an election year you ought to still be for it the next year, when there is no election. (Applause.)

—

I have also sent Congress an ambitious education reform plan because this is a year, as we do every five years, we have to reauthorize the general program under which we give money to schools all over America. And I believe we should dramatically change it to hold schools and school districts and states more accountable for results, and to give them more funds for after-school, summer school programs, and to target and turn around failing schools.

It is controversial. But it is based on what is working in the states that are having success in lifting all their schools in student achievement. Again, I say, there may be those who disagree with me philosophically -- we ought to have an open debate about this and come to an honorable compromise. We do not have to continue to spend money in the same old way when we know we can spend it more effectively based on what we have seen in our schools.