

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 2, 1997

REMARKS BY THE PRESIDENT
AT EDUCATION ANNOUNCEMENT/ROUNDTABLE

The East Room

2:48 P.M. EST

THE PRESIDENT: Let me welcome all of you here to the East Room of the White House today for this very important announcement and this important roundtable. And by extension, let me welcome Mayor Susan Hammer and the CEO of Netscape, Jim Barksdale, and others who are with us via satellite today from the Stonegate School in San Jose, California.

In my State of the Union address, I said that the greatest step our country must take to prepare for the 21st century is to ensure that all of our people have the best education in the world -- that every 8-year-old can read, that every 12-year-old can log onto the Internet, that every 18-year-old can go on to college, that every American adult can continue to learn for a lifetime.

But the most important thing of all is that we know whether we are learning what we need to know. And that requires something America has put off doing for too long: the embracing of a genuine commitment to national standards of learning for our young people. I have challenged every state to embrace national standards and to participate in 1999 in an examination to see whether our children have met those standards for 4th graders in reading and 8th graders in math.

Today, America's largest school system and leaders of its most forward-leaning high tech industries have joined together to put California alongside Maryland, Michigan, North Carolina, and our military schools in the support of the national standards movement. I thank Delaine Eastin. I thank the 200 high tech executives who have supported this. And I thank them for their pledge not just to announce their support today, but to write every governor, every school board, every state education leader and ask them to participate in the standards crusade.

It has been less than two months since I called on every state to adopt high national standards. Today, with California's endorsement, states and school systems that educate nearly 20 percent of America's school children are now on the road to measuring their students against those high standards. If any state understands the challenges we face in the 21st century in the global economy in an Information Age, it is surely California, our gateway to much of the world and the home of many of the industries that will shape our future.

California and all of you who are here today and all of those in California today have given powerful new momentum to the crusade for national education standards. Education and business leaders, Republicans and Democrats and independents, people all committed to seeing politics stop at the schoolhouse door in America have no stopping place in tomorrow's world.

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I want to thank everyone who has made this possible. I thank especially Secretary Riley for his work and the Vice President in particular for the work he did to put this group together today. This is a very, very happy day for me personally, but more importantly, for the cause of educational advancement and reform and standards.

And now I'd like to call on the California Superintendent of Public Education, Delaine Eastin, for any remarks you might like to make.

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THE PRESIDENT: Jim, it's President Clinton. I'd like to thank you for being there and thank Congresswoman Lofgren and my good friend Mayor Susan Hammer.

I'd like to ask you to amplify just a moment on a point that John Doerr made when he was introducing you, when he pointed out that just the 240 companies who have endorsed this national standards movement today have created 130,000 jobs in the last four years and have thousands of job openings now waiting to be filled.

We have tried very hard in this administration to create a climate and an environment and to pursue policies which would permit us to increase the number of high wage, good future jobs so that we could raise incomes, average incomes in America again.

I think it would be helpful if you would just state explicitly from your point of view what the relationship is in having citizens, young people educated according to high national standards and filling those jobs with young Americans and raising our average income. Because I think that's one thing the American people haven't clearly focused on, the extent to which our ability to create high-wage jobs in the end depends upon our ability to produce people who can fill those jobs once they're created.

And I wish you would talk about it just a little bit.

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THE PRESIDENT: Thank you very much. Let me just make one other brief point about this, and put it against one of our other big national challenges -- our effort to reform the welfare system and to limit the amount of time that able-bodied people spend on public assistance and to maximize their movement into the work force.

You have this unbelievable situation today where in some of our cities -- St. Louis and Chicago come to mind because we've had studies there in the last 18 months -- there are six to nine applicants for every entry level job that opens up. And yet, you look around the country and there are tens of thousands of the kinds of jobs that the industries represented in this room and out in San Jose have opened and made available right now that cannot be filled.

So it is obvious, to take this one step further, that we'll never really answer the whole welfare reform challenge and move people from dependence to independence until we can demonstrate to employers that we have educated all of our young people, even our poorest young people, at a level of international acceptance.

I'd like to go on now and talk to two people here who really represent our children, and give them a chance to make a couple of remarks. Let me begin with Carmen Cortez, who is a first grade teacher from the Olive Street School in Porterville, California. She's been a reading specialist and an elementary school teacher for 30 years -- I find that hard to believe -- (laughter) -- but ever since she was eight years old she's been an elementary

school teacher. (Laughter.) And she's a member of California's statewide coordinating committee on standards.

I'd like to begin by asking her the question that we often get asked, which is that is it realistic for us to expect that we can set standards that are at once high and meaningful and, secondly, that can be achieved by virtually all of our students in a country with such a diverse student body -- not only diverse racially and ethnically, but also economically. Is that realistic? And I'd like for you to talk about it based on your experience.

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THE PRESIDENT: Let me just -- I'd like to emphasize what Carmen said -- the most important thing she said. Keep in mind now, here's somebody who has been teaching our children for 30 years. I am so sick and tired of people assuming on the front end that children's learning is limited because of their racial, their ethnic or their income background, or whether they live in some poor rural area or some isolated inner-city.

Their conditions create greater hurdles for them. We should clear away the hurdles, but we should not lower our expectations. When we lower our expectations of those kids, we're selling them down the river, we are not doing our jobs as adults. It is our job to be the shepherds for their future, to bring them into a better future.

To me, the most important thing that's been said here today by anybody is a person who has been an educator for 30 years saying that when I have high expectations for these children I find that they meet those expectations. And I think that's important. (Applause.)

I think we ought to hear from the parent who is here, too. We have Lydia Perez Howard (phonetic), parent of a 3rd grade daughter who attends Cleveland Elementary School in Pasadena, California. She's the vice president of the PTA and active on the school advisory council and the neighborhood strengthening project. And I'd like to ask her to talk about how she feels about this whole standards movement and her daughter's future and how it will affect it.

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THE PRESIDENT: Let me say why I think Lydia's comments are so important. In the end, whatever we do in the schools needs to be reinforced by what the children hear at home. And we learned a lot over the last, oh, 12 or 13 years, since the issuance in 1984 of the Nation At Risk report.

But one of the most important things that I learned in all these years I was working as a governor on standards and educational improvement is that in the United States there were too many parents who tended to believe that their children's performance in school was largely due to their income or their racial or ethnic background or whether English was their first language. And in a lot of other cultures that we're competing with, they believe their children's performance in school is directly related to effort and the level of support they get from the parents at home.

And it seems to me that you can have a debate if you want about what you think is right, or is it 90 percent one and 10 percent the other; but there is only one attitude likely to produce positive results for the children, and that is to believe that what children learn is largely the function of effort and the level of support they get in the home. So when the parents say something like what Lydia has said, it seems to me profoundly important.

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The other thing I'd like to say -- you say you came up in the schools of the Bronx in a different time. It put me in mind of something else that's especially important to California. This country has been built by generation after generation of immigrants who came to this country and believed that their children would do better than they did and would fully participate in the American Dream. I would argue there were two elements to that. One is the immigrants worked like crazy, saved, and gave their kids a better life. Second, their kids had a good education and were assimilated into the mainstream of American life.

We are becoming an evermore pluralistic society. And more and more of our immigrants are people who desperately need not only for the working age parents to have the chance to get good jobs and build a good future, but for those children to have that future, too. We cannot become the country we ought to become as a multi-ethnic, multi-racial democracy in a world that will value that enormously in the absence of a good educational system.

And again, I say having teachers who believe in high expectations and having parents who believe that if their schools work properly and have high expectations, they will support that and they will tell their children that what they learn will be a function of effort more than I.Q. -- those two things will count more than anything else the rest of us will do. Then all of us have to do is show up, do our part, and create the system that will enable those kinds of teachers, those kinds of parents, and those kinds of children to succeed. So I think we ought to give our teacher and our parent another hand. I think they did a great job. (Applause.)

I'd like to ask the Secretary of Education, who has been my friend and colleague on this for nearly 20 years now, to talk a little bit about what we're doing to try to work with the states to get the standards movement up and going and, specifically, to prepare the 4th grade reading and the 8th grade math examination by 1999 so that it meets the standards that Delaine Eastin and others in other states would expect it to.

Mr. Secretary.

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THE PRESIDENT: I'd like to leave everyone with this one final point, and then I'd like to call on the Vice President to close the meeting, to tie something together that Secretary Riley talked about, and what Lydia Perez-Howard and what Carmen Cortez said about the students, and obviously what Delaine said earlier, and going back to something Jim Barksdale said about how everything that he's involved in, he has to meet standards.

I think it's important to make a distinction over and over again about what the difference is between what we propose here and what tests are in the classroom normally. We are striving for what you would call in manufacturing a "zero-defect result," which means we want to set high standards that will guarantee 100 percent of the children, whether they graduate at the top of their class or at the bottom or somewhere in the middle, that they'll still have what they need to go on with their lives and make a success of it and to make our country strong. Which means that, in a given class, a student could make the highest grade in the class, but if the student doesn't achieve the standards it's still not good enough; and in another class, even a student who might have the lowest grade in the class would still be a good successful performing learner and know that he or she can have a good future and has been given a good education. That is the important thing.

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Furthermore, these examinations are not being given to label anybody a failure, but to give everybody a benchmark on which they can build to success. Of course not everybody will do well the first time they're given, but we have to know what the benchmark is. We have to know what the roadmap is.

But I just want to emphasize that again: If parents have the attitudes that we heard from Lydia, if teachers have the attitude we heard from Carmen, and states have the leadership that we heard from Delaine, from John Doerr, from all the folks out in San Jose today, we can achieve virtually a zero-defect society from an educational point of view and give our children the future they need. And especially states that are on the cutting edge of the future, both in terms of being highly pluralistic and having those new jobs of tomorrow, places like California will be the greatest beneficiaries.

So I think it's important that we go out there and talk about this, so that everyone understands exactly what we mean. These are different from what most people think of as classroom tests, and we need to hammer that home. We believe all these kids can clear the bar, and we're determined to see that they do it.

END

3:25 P.M. EST

THE WHITE HOUSE
WASHINGTON

April 1, 1997

**CALIFORNIA EDUCATION ROUND TABLE ON
NATIONAL STANDARDS AND TESTING**

DATE: April 2, 1997
LOCATION: The East Room
BRIEFING TIME: 2:05 pm - 2:30 pm (Red Room)
EVENT TIME: 2:30 pm - 3:30 pm
FROM: Bruce Reed
Michael Cohen

I. PURPOSE

To highlight the support from the state of California and the high tech industry for your national standards and testing proposal.

II. BACKGROUND

You will be hosting a round table discussion with California educators and high tech CEOs in front of an audience of 150 members of the education and business communities. The Vice President and Secretary Riley will also be participating. This is an opportunity for you to receive the endorsement of Delaine Eastin, the California State Superintendent of Public Instruction, and over 200 high tech industry leaders for your national standards and testing proposal.

California Superintendent Endorsement:

The California endorsement means that nearly 20 percent of the Nation's students are committed to participate in the standards and testing program. Superintendent Eastin's endorsement makes California the fourth state, after Maryland, Michigan, and North Carolina, along with the Department of Defense schools, to commit to participate in the national tests. California public schools serve over five million students, representing over 11% of the nation's public school enrollment.

High Tech Industry's Endorsement:

John Doerr, partner in the venture capital firm of Kleiner, Perkins, Caufield & Byers, will announce that a group of over 200 high-tech industry leaders who hire graduates from across the country have endorsed the President's standards and testing initiative. Moreover, the industry leaders will write to all governors, chief state school officers, and state board of education chairs calling on them to support national standards. Doerr will

be joined via audio feed from San Jose's Stonegate School by Jim Barksdale, CEO & President of Netscape Communications, Mayor Susan Hammer, and students who will participate in the tests in 1999. Other CEOs will participate in the event at the White House and from San Jose. The CEOs coming to the White House will also meet with the Vice President and Erskine separately. This is the fourth meeting the Vice President has had with John Doerr and other high tech industry representatives since January. In these meetings the Vice President specifically sought their support on this issue.

III. PARTICIPANTS

Briefing Participants:

The Vice President
Secretary Riley
Sylvia Mathews
John Podesta
Rahm Emanuel
Bruce Reed
Michael Cohen
Jim Kohlensberger
Don Baer/Ann Lewis
Eli Attie

Event Participants:

The Vice President
Secretary Riley
John Doerr
Jim Barksdale, CEO and President of Netscape
Delaine Eastin, California State Superintendent of Public Instruction
Carmen Cortez, First Grade Teacher, Olive Street School, Porterville, CA
Lydia Perez-Howard, Parent of 3rd grade student, Pasadena, CA

IV. PRESS PLAN

Open

V. SEQUENCE OF EVENTS

- The President makes opening remarks and introduces Delaine Eastin, California State Superintendent of Public Instruction
- Delaine Eastin makes remarks.
- The Vice President makes remarks and introduces John Doerr.
- John Doerr makes remarks and introduces Jim Barksdale, CEO and President of Netscape Communications from Satellite site in San Jose.
- Jim Barksdale makes remarks via satellite.
- The President would ask a question to Barksdale, and Barksdale will reply.

- The President says goodbye to the Satellite Site, and calls on the additional round table participants to speak.
- California First Grade Teacher Carmen Cortez makes remarks.
- California Parent Lydia Perez-Howard makes brief remarks.
- Secretary Riley makes remarks.
- The Vice President thanks everyone for their time and closes the program.

VI. REMARKS

Prepared by Speechwriting.

VII. ATTACHMENTS

- Participant list in speaking order.
- Fact Sheet on California Educational Standards.
- Statement from 200 CEOs.

Background on Standards and Testing in California

State Superintendent of Public Instruction Delaine Eastin's announcement of support for California's participation in your national standards and testing initiative comes against the backdrop of a difficult history to set standards and assess student progress in California over the past 5 years, as well as a major political battle with Governor Wilson over participation in Goals 2000. Her announcement will garner support among key segments of the education community (e.g., higher education, the AFT and NEA affiliates, the state PTA). It will also be played out in the press and in the political arena against the backdrop of recent battles and developments, including:

1. Gov. Wilson's cancellation of the California Learning Assessment System (CLAS) in 1994. The CLAS test, initially hailed as a model of new, performance-oriented assessments, was canceled by Gov. Wilson in 1994, only a few years after its initial administration. The testing program came under strong attack, especially by conservatives, for a number of reasons. A number of test questions were seen as focusing on values and invading student and family privacy, and some of the reading passages contained material some viewed as objectionable. The political outcry that was generated by these concerns overwhelmed the capacity of the Department of Education to defend the tests, and Gov. Wilson and the state legislature ended funding for the tests in 1994. Since that time, there has been no statewide testing in California, although local school districts continue to administer their own tests.

2. Establishment of a state standards commission. In 1995, Assembly Bill 265, with the support of both Gov. Wilson and Delaine Eastin, and over the opposition of conservative legislators, was enacted into law. The Act establishes a standards commission (2/3 of the members appointed by Gov. Wilson, 1/3 appointed by Delaine Eastin) charged with responsibility of developing model academic standards. The first standards, in Language Arts and Math at Grades 4, 8 and 10, are to be completed and presented to the State Board of Education in October 1997. Other subject areas will follow. These model standards will be the basis of statewide tests to be developed. The math and Language Arts tests will be available in 2001. However, unlike statewide tests in almost every other state, these tests will not produce individual student scores.

In addition, to encourage individual student testing, this legislation provides a \$5 per student state subsidy to local school districts that test all students using a state-approved test.

3. Delaine Eastin's Challenge Districts. In 1995, Delaine Eastin launched a standards-based challenge to local school districts in California, to adopt local standards and local assessments, and to be held accountable for year-to-year progress in reaching these standards. In exchange, the California Department of Education provides these districts with technical assistance, networking, and regulatory flexibility.

To support these local districts, and to shape the work of the standards commission discussed above, Delaine has worked with the higher education community and New Standards to develop

model standards. These standards, nearing completion, will be consistent with the NAEP and TIMSS frameworks that provide the foundation for the national tests.

Gov. Wilson's 9-month refusal to accept Goals 2000 funds. From July 1995 to March 1996, Gov. Wilson refused to permit California to accept Goals 2000 funds, because of unspecified concerns about "federal intrusion." This stance was well received among staunch conservatives in the state, including in the legislature. However, after increasing pressure from the education and business community, and considerable negative press, Gov. Wilson finally agreed to accept the funds after receiving assurances from Secretary Riley that this would not interfere with California's ability to control its own education system. California is now using most of its Goals 2000 funds to support an early reading initiative.

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RAISING STANDARDS AND PREPARING STUDENTS FOR THE 21ST CENTURY ECONOMY

April 2, 1997

California State Superintendent Eastin Responds to the Challenge. Today, California Superintendent of Public Instruction Delaine Eastin will accept the President's challenge to support the establishment of voluntary national tests to measure the performance of 4th graders in reading and 8th graders in math. Eastin will make her commitment to work to make sure that students throughout California can participate in these tests.

By taking this action, California will insure that its students, parents and teachers will have honest, accurate information about whether students are mastering basic skills. Eastin will be accompanied by supportive educators and parents from California.

Nearly Twenty Percent of the Nation's Students to Participate. California public schools serve more than five million students, representing over 11% of the nation's public school enrollment. Currently, the states of Maryland, Michigan, and North Carolina, along with the U.S. Department of Defense schools, are committed to participating in the national tests. With California's pledge, the percentage of the nation's students involved would increase to nearly 20 percent.

High-Tech Industry Leaders Endorse Tests, Call on Other States to Participate. U.S. Students must meet world class standards in order to thrive in the global information-age economy of the 21st Century. John Doerr, partner in the Silicon Valley venture capital firm of Kleiner, Perkins, Caufield & Byers, will announce that a group of over 200 technology industry leaders who hire graduates from across the country has endorsed the President's standards and testing initiative. Moreover, the technology industry leaders will write to all governors, state legislative leaders, chief state school officers, and state board of education chairs calling on them to accept the President's challenge as well. Doerr will be joined via audio feed from San Jose's Stonegate School by Jim Barksdale, CEO & President of Netscape Communications, Mayor Susan Hammer, and students who will participate in the tests in 1999. Other CEO's will participate in the event at the White House and from San Jose.

A Challenge to Every State: Make Sure Every Student Masters the Basics in Reading and Math. Under the President's plan, the U.S. Department of Education will give every state, school district, and parent the opportunity to use voluntary tests of 4th grade reading and 8th grade math, beginning in 1999. These tests will help states and local communities raise standards of excellence for teaching and learning, and provide parents with accurate information about their children's academic performance. This will be the first time rigorous tests of reading skills at grade 4 and math knowledge and skills at grade 8, tied to widely accepted national standards, are available to measure individual student and school performance throughout the nation. President Clinton's Call to Action for American Education also stresses helping students prepare for the tests, such as the President's America Reads Initiative to mobilize an army of one million volunteer reading tutors.

Q's and A's on the California Sign-On/CEO Event -- April 1, 1997

Q: Does Governor Pete Wilson support the President's testing proposal? Does Superintendent Eastin have the authority to commit California to taking the tests?

A: Eastin is the elected Superintendent of Public Instruction in California. She is pledging her personal support for this initiative and is committing to work with other public officials in California to enable students there to take part in the tests. Governor Wilson has been notified of Eastin's decision; we are not aware that he has made any public comment at this time. We would welcome his support, just as we have received strong support from Governor Engler in Michigan.

Q: Do you anticipate more states endorsing the President's proposal soon?

A: We are talking to a wide range of states that are interested in participating in the tests in 1999. Each state has to move at its own pace and work through the advantages to students, parents, and teachers, as well as how the proposal relates to the state's school improvement efforts. We are pleased with the strong support we have received so far, and expect that today's announcement will help us build momentum for the effort.

Q: What kind of response is the President's testing plan getting on Capitol Hill?

A: Administration officials are talking with Members and staff to help them better understand the President's plan and to work through issues such as oversight of the tests. Both Chairman Goodling and Subcommittee Chairman Riggs have publicly expressed their view that this is an important initiative. We believe that we can work to achieve bipartisan support.

Q: Does Eastin really represent the wishes of Californians on this?

A: Superintendent Eastin was elected statewide by the citizens of California to take a leadership role on educations like higher standards. But Eastin isn't here alone. Instead, she came here with a parent of a third-grader and a first-grade teacher educator who described--in very personal terms-- why they feel that the President's initiative is so important to students and communities throughout California. Business leaders, local superintendents, representatives of local school boards, teachers, and parent organizations are also here today supporting the effort in California.

A BIPARTISAN CALL FROM U.S. TECHNOLOGY INDUSTRY LEADERS FOR HIGH NATIONAL EDUCATION STANDARDS IN READING AND MATH

April 2, 1997

More than two hundred of America's technology industry leaders have joined today in a bipartisan call for national education standards -- not federal government standards, but national standards. These should represent what all our students must know to succeed in the new knowledge economy of the 21st century. Every state and school must shape the curriculum to reflect these standards, and train teachers to lift students up to them.

To help schools meet the standards and measure their progress, we need an effort over the next two years to develop national tests of student achievement in reading and math. Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met. The states have responsibility for setting challenging academic standards and for measuring student progress toward these standards. President Clinton's national testing initiative offers a new opportunity to use widely accepted national benchmarks in reading and math against which states, schools districts and parents can judge student performance.

Raising standards will not be easy, and some of our children will not be able to meet them at first. The point is not to put our children down, but to lift them up. Good tests will show us who needs help, what changes in teaching to make, and which schools need to improve. They can help us to end social promotion. For no child should move from grade school to junior high, or junior high to high school until he or she is ready.

Jim Barksdale
CEO & President
Netscape Communications

L. John Doerr
Partner
Kleiner, Perkins, Caufield & Byers

**A BIPARTISAN CALL FROM U.S. TECHNOLOGY INDUSTRY LEADERS
FOR HIGH NATIONAL EDUCATION STANDARDS IN READING AND MATH**

Gale Aguilar	CEO	Mitern Corporation
Paul Allaire	CEO	Xerox
Joseph Ambrosio	General Partner	Pirene Partners
Dr. Gilbert Amelio	CEO, Chairman	Apple Computer
Marc Andreessen	Co-Founder, Vice President of Technology	Netscape Communications
Vincente Anido, Jr.	President & CEO	Combichem, Inc.
Sherry Annes	Vice President, Int'l Relations & Communications	Arris Pharmaceutical
Eric Archambeau	President	DataMind Corp.
Howard Asher	President & CEO	Advanced Bioresearch Associates
Mel Badgett	President	Homesoft Corporation
Naren Bakshi	President & CEO	Vision Software
Jim Barksdale	CEO & President	Netscape Communications
Carol Bartz	Chairman of the Board & CEO	Autodesk
Gary Beach	President	Computerworld
George Bell	CEO	Excite
Eric Benhamou	CEO & Chairman	3COM
Charles Berger	CEO and President	Radius
Philip Berman	Chairman & CEO	CompuRAD
Jeff Bezos	CEO	Amazon.com
David Binkley	CEO	Argonaut Technologies
Philip J. Bioia	President	Zeus Communications
Jaleh Bisharat	Senior Vice President of Marketing	Pointcast
Julie Blanchard	Vice President Human Resources	Heartport
Charles Boesenberg	CEO	Ashtech, Inc.
Shelby Bonnie	COO	C/Net
Jerry Brenholtz	President	Advanced Technical Resources
John Seeley Brown	CEO	Xerox PARC
Neill H. Brownstein	Special Partner	Bessemer Venturer Partners
George H. Bruns, Jr.	Chairman & CEO	Giga-tronics Incorporated
Brett Bullington	Executive VP Strategic & Business Development	Excite
Pat Burt	President	Acteron
Brook H. Byers	Partner	Kleiner, Perkins, Caufield & Byers
Gordon Campbell	President	TECHFARM, Inc.
William Campbell	President	Intuit
Douglas Carlston	CEO & Chairman	Broderbund Software
Steve Case	Chairman & President	America On-Line
Daniel H. Case III	President & Co-CEO	Hambrecht & Quist
John Castello	President & CEO	XOMA Corporation
John Chambers	CEO	Cisco
Kumar Chandrasekaran	CEO	InSite Vision, Inc.
Robert Chess	CEO	Inhale Therapeutic Systems

**A BIPARTISAN CALL FROM U.S. TECHNOLOGY INDUSTRY LEADERS
FOR HIGH NATIONAL EDUCATION STANDARDS IN READING AND MATH**

Sanjeev Chitre	CEO	Integrated Process Equipment Corp.
Ronald Chwang	President & CEO	Acer America
Gregory R. Clarke	President & CEO	Creative Computer
Mark Clotek	CEO	Smart Corporation
Vincent Coates	Chairman & CEO	Nanometrics
Louis C. Cole	President & CEO	Legato Systems, Inc.
Kevin Compton	Partner	KPCB
Lisa Conte	CEO	Shaman Pharmaceuticals
Paul M. Cook	Chairman	SRI International
Scott Cook	Chairman & CEO	Intuit
Ames Cornish	President	Vividus
Michael Crichton	President	Constant C Productions
Charles Crocker	CEO	BEI Electronics, Inc.
Anne Crossway	CEO	Cosmederm Technologies, Inc.
Peter Currie	Chief Financial Officer	Netscape Communications
A. Stephen Dahms	Member of the Board of Directors	US Council of Biotechnology Centers
John Dean	President & CEO	Silicon Valley Bankshares
Michael Dell	Chairman, CEO	Dell Computers
Jim Dezell	Chairman	NetSchools Corp.
James Diller	CEO	Sierra Semiconductor Corp.
L. John Doerr	Partner	Kleiner, Perkins, Caufield & Byers
Henry Donaldson	President & CEO	Digital Generation Systems
Mark W. Dowley	Chairman	LICONix
Joe Durrett	President	Broderbund Software
Herbert Dwight	CEO	Optical Coating Laboratory, Inc.
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Howard Earhart	President & CEO	Power Integrations
Herb Edelstein	President	Two Crows Corp.
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David Ellington	President	NetNoir
Bob Epstein	Chief Technical Officer	Sybase
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Buck Feltman	President & CEO	Nextwave Design Automation, Inc.
Jerry Fiddler	Chairman of the Board	Wind Reverse Systems
Robert Fisher	CEO	Fisher Berkeley Corp.
Jay Flatley	President & CEO	Molecular Dynamics
H.K. Flesher	CEO & President	APTEK Industries, Inc.
John Freidenrich	Principal	Bay Partners

**A BIPARTISAN CALL FROM U.S. TECHNOLOGY INDUSTRY LEADERS
FOR HIGH NATIONAL EDUCATION STANDARDS IN READING AND MATH**

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Katrina Garnett	CEO	CrossRoads Software
Garrett Garrettson	CEO	Spectrian
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Peter Giles	President	The Tech Museum of Innovation
Phillip Gioia	CEO	Zeus Communications Systems
Michael Goldberg	CEO	OnCare
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Dominique Goupil	President	Claris Software Inc.
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William Hambrecht	Chairman	Hambrecht & Quist
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Bob Kavner	President & CEO	On Command Corp.

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Mitchell Kertzman	CEO	Sybase
Kevin Kinsella	CEO	Sequana Therapeutics
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Mitch Kolowich	CEO	Individual Inc.
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Tim McDonald	CEO	Digital Knowledge Assets
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Harrison Miller	Sr. Vice President, Marketing	The Lightspan Partnership
Richard Miller	President & CEO	Pharmacyclics
Halsey Minor	CEO	C/net
George Montgomery	Managing Director	Hambrecht & Quist
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Mort Myerson	Chairman	Perot Systems
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Tina S. Nova	CEO & President	Nanogen
Pierre Omidyar	CEO	E-Bay & Co.
Janina Pawlowski	CEO	E*Loan
Premysl Pech	Partner	Piere Partners
Leonard Perham	CEO	Integrated Device Technology
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Eckhard Pfeiffer	CEO	Compaq Computer
Nancy Pfund	Partner	Hambrecht & Quist
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Ronald S. Posner	Chairman	Graphix Zone
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Ron Rankin	CEO	Cardiac Mariners
William Rasdal	CEO	Symmetricom, Inc.
Guiliano Raviola	Partner	VC Ventures
Hollings Renton	CEO	Onyx Pharmaceuticals
Sanford R. Robertson	Chairman	Robertson Stephens & Co.
Duane Roth	CEO	Alliance Pharmaceuticals
Theodore Roth	Executive Vice President	Alliance Pharmaceuticals
James Rurka	President & CEO	Microcide Pharmaceuticals
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Michael Santullo	President	Four11 Corp
Fernand Sarrat	CEO	Cylink
Mark Saul	CEO	IChat

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Eric Schmidt	CEO	Novell
Stratton Sclavos	President & CEO	VeriSign
John Sculley	CEO	Sculley Associates
John Seidl	President & CEO	CellNet Data Systems
Charles Shalvoy	CEO	Conductus, Inc.
John Shoch	General Partner	Asset Management Company
Mark Simon	Partner	Robertson Stephens & Co.
Dave Singer	CFO	Heartport
Jeff Skoll	President	E Bay & Co.
Howard Smith	President & CEO	Clarity Software Inc.
Vincent Sollitto	CEO	Photon Dynamics
Peter Sprague	Chairman & CEO	Wave Systems Corp.
Larry Stambaugh	President & CEO	Maxim Pharmaceuticals
William Starling	CEO	Cardiac Pathways
Tom Steding	President & CEO	Pretty Good Privacy
Dr. Wes Sterman	CEO	Heartport
Geoff Tate	President & CEO	Rambus
Charles R. Trimble	CEO	Trimble Navigation
Les Vadasz	Executive Vice President	Intel
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Madhu Vora	Chairman	Dyna Logic Corporation
Charlotte Walker	President & CEO	Sanctuary Woods Multimedia Co.
John Walker	CEO	Arris Pharmaceuticals
Steven Weiss	President	Lumisys, Inc.
Jo Ann Weiss	CEO	Academic Systems
Steven Westly	Vice President, Business Development	WhoWhere
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Ann Winblad	Partner	Hummer Winblad
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Pardner Wynn	President & Founder	Stanford Testing Systems, Inc.
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John Young	Retired, CEO	Hewlett Packard