

August 30, 1998

ROUNDTABLE DISCUSSION ON EDUCATION

DATE: August 31, 1998
TIME: 11:15 AM-12:30 PM
LOCATION: Herndon Elementary School,
FROM: Bruce Reed
Gene Sperling

I. PURPOSE

To lay out your education and training priorities for the remainder of the Congressional session and to highlight the need for your education agenda by discussing the importance of investments in education with teachers, parents, and administrators at a local elementary school.

II. BACKGROUND

Today's event will provide you the opportunity to set out your education and training priorities for the fall. This is particularly important because the Senate subcommittee will likely mark-up the Labor-HHS appropriations bill on Tuesday. While we expect their version of the bill to be more moderate than the House version, we want you to continue to be out in front defining education as an issue for the fall. This would also provide us the opportunity on Tuesday to claim that the Senate moved closer to your position because of your constant calls for additional investments in education and training.

The priorities you will lay out are (1) modernizing our schools through your school construction initiative and smaller class sizes; (2) preparing our schools for the 21st century through education technology; (3) strengthening and expanding charter schools by passing bipartisan charter-school legislation; (4) passing the higher education reauthorization act, which would reduce interest rates on student loans and includes your High Hopes mentoring initiative and your proposal to strengthen and expand teacher preparation and recruitment efforts; (5) passing an early literacy bill based on your America Reads proposal and securing funding for the initiative; (6) restoring the \$2 billion in Congressional cuts to your proposed investments to strengthen public schools through after-school programs, Title I, Head Start, Goals 2000, and your Hispanic Education Action Plan; and (7) ensuring that we invest in youth training opportunities through the Summer Jobs Program and the new Youth Opportunity Areas initiative.

You should know that the Herndon Elementary School has 1,003 students in grades K-6. The school has remarkable diversity: 57 percent of the students are white, 17 percent are

Hispanic, 12 percent are Asian, and 10 percent are African Americans. On the 1997 achievement tests, Herndon fifth graders scored at the 70th percentile in reading and the 78th percentile in math. Herndon takes steps to improve the academic achievement of underachieving students by utilizing early intervention, Reading Recovery, a math lab, and Saturday school. Students also use CD-ROMs and the Internet in the school's media center to design a web site and improve academic performance. Under the school's Excel program, high school students serve as tutors for individual students at Herndon Elementary. And during the tutoring sessions, counselors provide parenting classes to parents. Finally, Herndon has a French partial-immersion program in which students spend half the day learning math and science in French and the other half learning social studies and language arts in English.

III. PARTICIPANTS

Secretary Riley

Principal Michele Freeman -- has served as principal at Herndon for 8 years.

Vice Principal Jude Isaacson -- former classroom teacher and special education teacher and administrator.

Jo Ann Shackelford, Reading Specialist -- Fairfax County teacher for 23 years and Reading Recovery teacher for 10 years.

Martha Bell, 1st grade teacher -- has been teaching for 14 years, including 7 at this school; took time off from teaching to "raise family and be a Navy wife"

E. Tracy Lewis, President of Herndon Elementary School PTA -- parent of 5th grader; works for Cities in Schools Program

Maria Gorski, Parent, and Parent Liason and Translator for the school -- parent of two children, one of which attends Herndon Elementary and one who graduated recently. Immigrated from Peru 22 years ago, and employed by school system to help immigrant parents.

Daniel Domenech, Superintendent of Fairfax County Public Schools -- in 2nd year as Superintendent, former superintendent in Long Island, NY and spent 20 years in NYC schools.

IV. SEQUENCE OF EVENTS

- YOU, Secretary Riley, and Principal Michele Freeman will be announced off-stage. (YOU and Secretary Riley will proceed to the roundtable and the Principal will proceed to the podium).
- Principal Freeman will make welcoming remarks and will take her seat at the table.
- Secretary Riley will make brief remarks and introduce the roundtable participants and YOU.
- YOU will make brief remarks to open the roundtable discussion.
- Secretary Riley will ask Principal Freeman the first question, and then YOU will pose questions to the remaining panelists (questions attached).
- At the end of the roundtable, Secretary will call YOU to the podium to close the roundtable and deliver your prepared remarks.

V. PRESS COVERAGE

Open Press.

VI. REMARKS

To be provided by speechwriting.

VII. ATTACHMENTS

Questions for Roundtable Participants

"President Clinton's Education and Training Priorities for the Fall"

Suggested Questions for President for Roundtable Discussion

1. Michele Freeman, Principal

Q. What are the challenge you face here at Herndon Elementary School, and what are you most proud of in your school?

Michele will give an overview of the challenges facing Herndon elementary school (especially diversity, overcrowding, large classes, and incorporating technology into the instructional program) and its accomplishments (e.g., a successful early reading program, a Saturday tutoring and mentoring program, a pride in diversity)

2. Jo Ann Schakelford, Reading Coordinator and Co-Director of Excel Saturday program

Q. Jo Ann, tell me about your efforts at Herndon Elementary School to help every child learn to read well.

Jo Ann will discuss the school's Reading Recovery program, and Excel, the Saturday program in which 75 trained students from Herndon High School provides tutoring and mentoring to approximately 100 students. School staff also offer a program for parents.

3. Maria Gorski, Parent Liaison and Translator

Q. Maria, this is a diverse school with many parents who are immigrants and who do not speak English. How do you work with them so they can be involved in their children's education?

Maria will discuss her efforts to help immigrant and non-English speaking parents stay communicate with teachers and help their children with their school work. She also encourage parents to take ESL and adult education classes.

4. Jude Isaacson, Assistant Principal

Q. In order for students to learn, the school must be safe and orderly. Could you describe Herndon's approach to school discipline?

Jude will note that the school has very few discipline problems, despite its large size. She will talk about how teachers, administrators and counselors work together to make sure every child is know and has a connection to an adult, as well as the school discipline policy.

5. Martha Bell, 1st grade teacher, and Lead teacher colleague

Q. The key to a good school is good teachers. We know that new teachers often have a difficult adjustment period when they first start teaching. What can be done to give them the help they need?

Martha will talk about the school's and the county's efforts to support new teachers-- through programs to pair beginning teachers with mentors, and experienced teachers new to the County system with colleagues.

6. Tracy Lewis, PTA President

Q. Students learn best when their parents are involved in their schoolwork and their school. As PTA president, how do you foster parent involvement?

Tracy will discuss his efforts through the PTA to reach out to parents of all backgrounds in the school, as well as his efforts to foster business involvement. Tracy will also express very strong support for your education leadership and your overall education agenda.

7. Daniel Domenech, Superintendent

Q. As superintendent, what are you doing to help the people in this school accomplish their goal?

Dan will talk about his agenda for moving education forward. Called Success by Eight, the initiative addresses class size reduction, school modernization and technology issues. It is centered around a nongraded, multi age K-2 initiative. Teams of teachers work with small groups or small classes of students of similar ability regardless of age level, to provide individual attention and help them meet the state Standards of Learning. The program is being piloted in 6 schools this school year. Overall, Dr. Domenech will also express his support for education agenda, including your national standards and testing initiative

PRESIDENT CLINTON'S EDUCATION AND TRAINING PRIORITIES FOR THE FALL

President Clinton is committed to helping prepare our students and our country for the 21st Century by enacting proposals to strengthen and invest in public education, expand access to higher education, and provide those who need it with the training needed to succeed in the workplace. The following list outlines President Clinton's key education and training priorities for the remainder of this Congressional session:

1. **MODERNIZING OUR SCHOOLS.** President Clinton is committed to ensuring that we help prepare all students for the future, by providing them with safe, modern school buildings, small classes and access to up-to-date technology.
 - **School Modernization Tax Credits.** To help rebuild, modernize and build over 5,000 public schools, President Clinton will work with the Congress to pass Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
 - **Reducing Class Size.** President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.

2. **EDUCATION TECHNOLOGY: PREPARING FOR THE 21ST CENTURY.** The Clinton Administration has made an unprecedented commitment to bringing technology into the classroom and to ensuring that all children are technologically literate by the dawn of the 21st century. The House-passed appropriations bill cuts the President's request for educational technology by \$180 million; for example, it eliminates \$75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and it cuts \$50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the "e-rate" -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

3. **STRENGTHENING AND EXPANDING CHARTER SCHOOLS.** President Clinton will work with Congress this fall to complete work on bipartisan legislation to strengthen federal support for the growing charter schools movement, to help meet his goal of establishing 3,000 high-quality charter schools by early in the next century. Last year, the House of Representatives passed a bill with bipartisan support to direct federal resources for charter schools to states that increase the number of charter schools, provide them with maximum flexibility, and periodically review their performance. The Administration has worked with Senators of both parties to strengthen the bill to increase accountability for academic performance in charter schools and ensure that charter schools receive their fair share of other federal education funds. The President will call on Congress to send him legislation that meets these goals before the end of the session.

4. **PASSING THE HIGHER EDUCATION ACT: PROVIDING STUDENT FINANCIAL AID, RECRUITING AND PREPARING GOOD TEACHERS, AND MENTORING MIDDLE-SCHOOL STUDENTS .** Congress must pass the reauthorization of the Higher Education Act. Passed in different forms by both Houses, this bill would reduce interest rates on student loans, consistent with the Administration's proposal announced by the Vice President earlier this year. It will also extend the Pell Grant program, which provides billions of dollars in college aid for low income students, and the Federal Work-Study program, which helps students work their way through college.
 - **High Hopes Mentoring Initiative.** President Clinton will also work to ensure that the Higher Education Act includes his High Hopes mentoring initiative, to inspire more of our young people to have high expectations, to stay in school, and to go to college. He will also urge the Congress to provide the initial \$140 million in his FY 1999 budget request to launch this program.
 - **Teacher Preparation and Recruitment.** The President will also work to ensure that the Higher Education Act includes, and the Congress funds, his proposal to strengthen teacher training programs and provide scholarships to 35,000 well-prepared teachers who commit to teaching in underserved urban or rural schools. He will also work with Congress to include new proposals to strengthen accountability for teacher education programs.

5. **HELPING EVERY EIGHT-YEAR OLD LEARN TO READ.** More than two years ago President Clinton proposed the America Reads program, to mobilize an army of volunteer tutors to help all children read independently and well by the end of the third grade. In the Balanced Budget Agreement, the Congress pledged to fund an early literacy initiative based on this proposal. President Clinton looks forward to continuing to work in a bipartisan fashion with the Congress to meet this commitment and pass an early literacy bill and fund the initiative. The literacy bill, now pending in Congress, would ensure that children receive quality instruction from well-trained teachers and have opportunities to practice and further develop their reading skills after school and on weekends with trained tutors. It would also help ensure that families receive the support they need to help our youngest children develop necessary language and literacy skills from infancy so that when they get to school they are ready to learn to read. One of the reasons President Clinton is fighting to expand Head Start is so that our children start school ready to learn, which is an important first step to early literacy.

6. **STRENGTHENING PUBLIC EDUCATION.** President Clinton will work to restore \$2 billion in Congressional cuts to his proposed investments to strengthen public schools, and expand access to higher education, and invest in preparing our youth to enter the workforce:

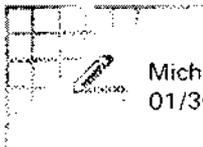
- **After-School Programs.** The President will work to ensure that Congress fully funds his efforts to strengthen after-school programs. The House Republicans provide \$140 million less than the President's request, which would deny about 425,000 children access to safe learning centers.
- **Expanding Head Start.** President Clinton is committed to ensuring that children enter school ready to learn -- that is why he will continue to press Congress to fully fund his request for Head Start. The President will work to restore the \$160 million House Republicans underinvest in Head Start -- which would deny slots to 25,000 low-income children.
- **Title I (Education for the Disadvantaged).** The President will fight the Republican efforts to cut \$392 million in grants to high-poverty school districts, which would mean that 520,000 students in high-poverty communities would not get extra help to master the basics and meet high-academic standards.
- **Goals 2000.** The President will fight Republican efforts to cut by \$255 million (51%) Goals 2000, reversing support for efforts to raise academic standards, affecting 6,000 schools serving over 3 million students.
- **Hispanic Education Action Plan.** Because the education of Hispanic Americans requires special attention -- their high school drop-out rate, for example, is unacceptably high -- President Clinton is committed to ensuring that his \$600 million Hispanic Education Action Plan is fully funded. This action plan provides for the increased investments necessary to help students master the basic skills (Title I), and become proficient in English (Bilingual Education), help schools implement research-proven reforms to reduce drop-out rates (Comprehensive School Reform), help adults receive basic skills training and participate in English-as-a-second-language programs (Adult Education), and provide assistance to colleges and universities that serve large numbers of Hispanic students.
- **Education Opportunity Zones.** The President will fight for his Education Opportunity Zones initiative, which would help high-poverty urban and rural communities increase student achievement by raising standards, improving teaching, ending social promotions, and turning around failing schools.
- **Safe and Drug-Free Schools and Communities.** The President will fight Republican efforts to cut Safe and Drug-Free Schools by \$50 million, eliminating funding for School Coordinators to help fight drug and alcohol abuse and increase school safety.

7. **EXPANDING INVESTMENTS IN YOUTH EDUCATION AND TRAINING.** One

of President Clinton's top priorities this fall is ensuring that Republicans do not eliminate the Summer Jobs Program -- which provides work experience to disadvantaged youth -- and the new Youth Opportunity Areas initiative -- which helps provide hope and opportunity to youth in high-poverty areas.

- **Summer Jobs.** Up to 530,000 disadvantaged young people would be denied the opportunity to gain skills and valuable work experience over the summer months, if the House Republican budget plan passes. The President is absolutely committed to ensuring that all of the money for the summer jobs program is restored because studies show that the Summer Jobs initiative works: a 1995 report concluded that more than three out of four young people enrolled in the program would have been jobless without it.
- **Youth Opportunity Areas.** The House Republican budget does not fund the \$250 million requested in the President's FY 99 Budget and rescinds \$250 million that was appropriated last year for this program. The President will fight to restore the full funding for this initiative because it will help provide job opportunities for up to 50,000 youth in the poorest communities.
- **School-to-Work.** The President will work to ensure that House Republicans do not cut School-to-Work by \$100 million, seriously hampering efforts in all States to help young people move from high school to careers or postsecondary training and education.

Edue - Events



Michael Cohen
01/30/98 06:24:18 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP

cc:

Subject: Possible education actions and events

Here is a quick list of possible events and executive actions, that probably could be taken within the next few weeks. The stuff in italics are the things that I think we can most easily/quickly pull off.

Education Opportunity Zones

- *Release of ED "Failing Schools Report" -- in draft form now; could be ready in a few weeks*
- "How to End Social Promotions Report" -- ED has agreed to do this, but needs to start working on; we could issue a directive to do this if necessary to show some immediate action.
- "How to Intervene With Low Performing Teachers" -- Haven't talked to ED yet, but could work on getting something started.
- *POTUS Visit to Turn-Around School*

Class Size

- Roundtable Discussion with teachers and parents about benefits of small classes
- Visit to Tennessee, Indiana, or Milwaukee schools where small classes have proven to be effective

National Tests

- *TIMSS 12th Grade Release--Feb. 24. The results will be terrible; POTUS could argue that 12th graders would do better if they had to take an 8th grade test. Could also announce NSF/ED funds in budget (\$50 million) to improve math teaching and curriculum, and could draw in some business and engineering groups that are ready to get involved with schools to improve math teaching and learning.*
- *Meeting with Engler/Bennett et. al..*

Education Reform

- *Announce Block Grant proposal and expansion of Ed-Flex to 50 states at NGA meeting*
- *Announce "Parent-Right-to-Know Law" + Directive to ED to develop model school report cards*
- *Event with business leaders on Transcript Project (could also announce business support*

for national tests; need 6-8 weeks notice to set this up and get CEO participation

- Announce award of 1st Obey-Porter Comprehensive School Reform grants to states

Teacher Recruitment and Preparation

???

Race Initiative

- *Release of Diversity in Higher Education Reports*
- *Native American Education Executive Order*

THE WHITE HOUSE
WASHINGTON

*Ed
Wentz*

October 30, 1997

VISIT TO THE LIGHTHOUSE SCHOOL

DATE: October 31, 1997
LOCATION: Lighthouse School, Jupiter Florida
EVENT TIME: 11:05 am - 11:45 am
FROM: Bruce Reed

I. PURPOSE:

To visit the Lighthouse School, which you were unable to visit on your previous trip because of your knee injury.

II. BACKGROUND:

The event will take place on the athletic field of the Lighthouse School. There will be an audience of approximately 2,000 students, parents, teachers, and community leaders from the Lighthouse School. The Lighthouse School has approximately 1,500 students in grades Kindergarten through fifth grade. On your original trip, you had planned to speak about school construction because of the significant overcrowding at the school. (Many classes are taught in trailers.) This event will not call attention to the overcrowding issue, but instead highlight the reading parental involvement programs in the school. Also, please note that the school serves few students from low income families and does not receive federal assistance, such as Title I funds.

The Lighthouse Elementary School has approximately 200 parent volunteers who contribute a total of 1,000 volunteer hours per month to assist teachers in the classroom, help prepare documents, and provide assistance in the library.

The school also participates in Florida's Sunshine State Young Readers program, which is a statewide reading motivation program that encourages students to read high quality literature and participate in a statewide vote for their favorite book. Students honored as Sunshine Readers must complete book reports on all 15 books on the Sunshine State reading list. In 1996, over 1,000 Florida public schools participated and over 75,000 students read enough books to qualify for voting in the statewide balloting for their favorite book of the year.

Upon arrival you will be greeted by stage participants. Jessica Haft, a fifth grade student who is also a candidate for Student Council President, will present you with a student's

drawing of a lighthouse. You will then proceed through a student honor guard up to the stage. **You will only be expected to briefly greet the audience. Secretary Daley will make prepared remarks.**

III. PARTICIPANTS:

- Secretary Daley
- Principal Una Hukill
- Student Jessica Haft, Candidate for Student Council President

Also seated on stage:

Representative Peter Deutsch, Representative Mark Foley and Mayor of Jupiter Karen Golonka.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- Principal Una Hukill will make welcoming remarks and introduce Student Jessica Haft.
- Student Jessica Haft will make remarks and introduce you.
- You will make very brief remarks and introduce Secretary Daley.
- Secretary Daley will make remarks and then you will depart.

VI. REMARKS

To be provided by Speechwriting.

THE WHITE HOUSE
WASHINGTON

*Education
- 2/2/97*

September 25, 1997

COMMUNITY COLLEGE EVENT

DATE: September 26, 1997
LOCATION: San Jacinto Community College
EVENT TIME: 2:00 pm - 3:00 pm
FROM: Bruce Reed

I. PURPOSE

To highlight the significance of the HOPE Scholarship and the Lifetime Learning Tax Credit in making two years of college available and affordable. You will announce the release of a Department of Education Report that shows how these two items in the balanced budget help students in community colleges, and highlights how community colleges are providing a high-quality education that prepares millions of Americans to participate in the new economy.

II. BACKGROUND

You will be addressing approximately 2,000 students and administrators from community colleges in the Houston area at the San Jacinto Community College in Pasadena, Texas. The school's three campuses serve a total of 19,500 students, ranging from recent high school graduates to professional adults with college degrees seeking additional training. The average student is 27 years old. San Jacinto is a comprehensive two-year community college that offers degrees in applied science, arts, and a certificate of technology. The school has partnerships with local entities -- such as petroleum companies, automobile manufacturers, and NASA -- to teach students the skills they need to enter the work force and to train them on the most up-to-date technology. Tuition, fees, and books for the average San Jacinto student is \$662 a semester and classes average about 25 students per instructor.

You will be announcing the release of the Department of Education Report on Community Colleges, which finds that these institutions provide a high quality education to a diverse group of students and shows that they are now remarkably affordable: the average cost of community college tuition next fall is expected to be \$1,300. The report includes the following new projections for the 1998-1999 school year:

- **HOPE SCHOLARSHIP:** The HOPE Scholarship will cover up to 88% of the national average full-time costs of community colleges. In seven States, including Texas, HOPE will cover up to 100 percent of community college tuition and fees.

In 35 States, HOPE will cover up to 75 percent or more of tuition and fees. A total of 5.8 million students are expected to benefit from the HOPE Scholarship for all kinds of higher education.

- **PELL GRANTS: 1.4 million community college students are estimated to receive Pell grants averaging \$1,810.** Pell Grants are available on a sliding scale based on income, and can be used to cover tuition and fees as well as college living expenses. The Balanced Budget includes your proposal for the largest increase in Pell Grants in two decades, to a maximum of \$3,000.
- **LIFETIME LEARNING TAX CREDIT: 7.1 Million Will Benefit from Lifetime Learning Tax Credit.** For students beyond their first two years of college, including those who are returning to school full- or part-time, the Taxpayers Relief Act offers a 20 percent tax credit for the first \$5,000 of tuition and fees paid by a student. It is expected that 7.1 million students will take advantage of the credit to help pay for postsecondary education.

As you know, some adult students can be quite poor, but still not eligible for a Pell Grant (those who are over 24 or veterans, and are either single or married without dependent children). And these students cannot get the full HOPE Scholarship because they do not have sufficient tax liability. Therefore, it is critical that Congress adopt your budget request to increase this group's eligibility for Pell Grants -- as required by the Balanced Budget Agreement. Currently, the House has included a partial fix, but it would require further legislation, and the Senate has not provided any funds to address this "independent" student problem. This continues to be one of our top priorities in the continuing negotiations over the Labor-HHS Appropriations Bill.

III. PARTICIPANTS

- Representative Ken Bentsen
 - Chancellor James Horton, San Jacinto Community College
 - Esmeralda Hernandez, Student, San Jacinto Community College
- *She is a mother of three who in 1993, at age 38, decided to complete her undergraduate degree by enrolling part-time at San Jacinto Community College. She works full-time for Bank United.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- You will be announced onto the stage accompanied by Representative Ken Bentsen, Chancellor James Horton, and Student Esmeralda Hernandez.
- Chacellor James Horton will make welcoming remarks and introduce Rep. Ken Bentsen.
- Rep. Ken Bentsen will make remarks and introduce student Esmeralda Hernandez.
- Student Esmeralda Hernandez will make remarks and introduce you.
- You will make remarks, work a ropeline, and then depart.

VI. REMARKS

Remarks provided by Speechwriting.

Education
- wants

THE WHITE HOUSE AT WORK
September 8, 1997

**PRESIDENT CLINTON UNDERSCORES HIS COMMITMENT TO EDUCATION
WHILE AMERICA GOES BACK TO SCHOOL**

"[E]very child in America --every single child in America needs to be able to read well, and needs to be able to read independently by at least the end of the 3rd grade, so that all this other learning can occur. That's what this whole national standards debate is about. We want everyone --students, teachers, principals, schools, school boards --to be held accountable and also to get the help and support they need..."

--President Clinton, September 8, 1997

The President traveled to the Four Seasons Elementary School in Gambrills, Maryland to meet with students as they start their school year. He reinforced his call to Congress to support national academic standards by supporting voluntary national testing for 4th graders in reading and 8th graders in math. The voluntary national tests provide an opportunity for local school districts and parents to measure their children's educational success and raise academic achievement across the country. This year there are more than 52 million young Americans in school --the largest number of children ever in school in the history of America. It is more important than ever that we make sure these students have the tools they need to succeed in the economy of the future.

- **Helping Parents Ensure Their Children Are Learning:** Parents should be able to know how well their children are doing compared with students in other schools, states, and countries. Voluntary national tests will give parents this information by providing, for the first time, scores for individual students, measured against national and international standards of excellence. These tests will allow states and local communities that choose to participate to measure and strengthen the academic performance of their schools and students. In today's global economy, our students need a sound foundation in reading and mathematics -voluntary national tests will help ensure they are getting the foundation they need.
- **Broad Bipartisan Support for National Testing:** In the President's State of the Union address, he challenged every state and school district to adopt high national standards, and by 1999, to join in a national test for all 4th graders in reading and all 8th graders in math, to make sure they have mastered these basics. Educators and business groups, including the U.S. Chamber of Commerce Executive Committee, the Education Task Force of the Business Roundtable, the National Alliance of Business, and 240 technology industry leaders, have joined in a bipartisan call for high national education standards and testing in reading and math.

"Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and 8th grader in math to make sure these standards are met. President Clinton's national testing initiative offers a new opportunity to use widely accepted national benchmarks in reading and math against which states, school districts and parents can judge student performance."

—Jim Barksdale, CEO and President, Netscape Communications, and L. John Doerr, Partner in the firm of Kleiner, Perkins, Caulfield and Byers on behalf of 240 technology industry leaders.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 9, 1997

REMARKS BY THE PRESIDENT
ON "BACK TO WORK"

American University
Washington, D. C.

12:30 P.M. EDT

THE PRESIDENT: Thank you very much. First, thank all of you for that wonderful welcome. I told President Ladner that after you gave me such a buoyant welcome, I really didn't want to speak. I thought I should quit while I was ahead. (Applause.)

I appreciate the President's welcome and his profound words. I thank Neal Sharma for his introduction and for his leadership here among the students. To Chairman Jacobs and Professor Mintz, Secretary and Mrs. Dalton, City Councilman Thomas; to all the trustees and alumni and faculty and staff and students who are here, and the friends of American University who are here.

There are many people in our administration who graduated from A.U., or who otherwise have affiliation with it, including your former President, Joe Duffy. And one of the most important is here with me today -- former professor Judy Winston, who is the executive director of my race initiative, about which I want to talk a little. But I'd like for Judy to stand wherever she is. She's here somewhere. Thank you, Judy. There she is. (Applause.)

At the start of a new school year, this is a time when students are going back to work, and when those of us here in Washington are going back to work after the August recess of Congress. It is a time of genuine hope and earned optimism for

America. And I can hear it in your spirited voices here today. I think it's a good time for me to talk to you and to our country about what we have to do in the remaining months of this year to make the most of this moment in preparing our country for the 21st century.

It is now, hard for me to believe, almost six years since I first announced my candidacy for President. Then, in late 1991, America seemed to be moving toward the new century with uncertain steps. Dramatic changes in the way we live and work and relate to each other and the rest of the world threaten the values by which we live our lives. We were in danger of becoming a more divided nation at the very moment when we needed to be moving forward resolutely together.

On the day I declared my candidacy I said that our mission as a people must be to keep the American Dream alive for all who would work for it; to keep America the world's strongest force for peace and freedom and prosperity; and to bring our own people together across all the lines that divide us into one America. America's oldest and most enduring values -- opportunity for all, responsibility from all, a community of all -- these things had to remain strong and vibrant in a new and different time, which required a new course of action.

Our nation has remained young and strong now for over 220 years by always meeting new challenges in ways that renew our oldest values. That is the wellspring of our greatness. Our nation

was not founded on religion or race or geography, but on a set of incandescent ideals, which have been reiterated and reaffirmed and reembraced at every critical moment in our history -- Lincoln at Gettysburg; the Progressives forging a new freedom for an Industrial Age; Franklin Roosevelt rescuing America from the abyss in the name of our oldest ideals; Dr. King challenging America to live out the true meaning of our creed. At every single moment of challenge and change, we Americans have found a way to keep these old ideals not musty words scratched on parchment, but instead, living guideposts for a new era.

For four and half year now, Americans have worked to make this a time of change for our generation. We set a bold new economic course, reducing the deficit by over 80 percent even before the recent balanced budget agreement, expanding exports through over 200 trade agreements, and investing in our people and their future.

We set about establishing America's credibility in the post-Cold War world, forging new alliances and standing up for our values from Bosnia to Haiti. And we addressed a generation's accumulation of profound social problems, bringing work and responsibility and community action to bear on the challenges of crime and welfare and poverty. And we began to build a new government, not intent on doing everything, but not content to do nothing; instead, a progressive government committed to giving people the tools they need to make the most of their own lives.

Today we see the results. Unemployment remains below 5 percent; nearly 13 million new jobs since 1993; inflation remaining low and stable; investment growth and consumer confidence at their highest levels in a generation; after decades when they remained flat, finally family incomes beginning to rise again. Violent crime has dropped dramatically for years now. We have seen the largest drop in welfare roles in history. And many of our poorest urban and rural communities are in a springtime of renewal.

In late July, America reached a new milestone when I signed into law the first balanced budget in a generation. This was about more than numbers on a ledger. It embodies the single largest increase in aid to education since 1965. (Applause.) It includes the biggest increase in aid to help people go on to college and to community colleges and to graduate schools. (Applause.) The biggest increase since the G.I. Bill was passed 50 years ago -- and it will literally open the doors to college education to every person who is willing to work for it. (Applause.)

It includes the largest single investment in health care since the passage of Medicaid in 1965, largely designed to insure up to 5 million children who don't have health insurance today. (Applause.) It restores just benefits for legal immigrants, and billions of dollars -- (applause) -- are provided to help move people even more from welfare to work.

Now, after years in which the deficit dominated our politics and dampened our economy, America finally has lifted that burden from the next generation. After years in which the two parties seemed often as tired and trapped as punch-drunk fighters in a ring getting smaller and smaller, finally we found a way for Democrats and Republicans to work together for the national interest. And in so doing, we've proved to ourselves that America can still work.

We are steering the vast changes underway today in technology, trade and our social makeup -- the very changes that once produced so much doubt and unease -- in ways that will ensure that they will become powerful forces for good. In all this I want to emphasize that we are not merely riding the crest of the latest rise in the economic cycle. Our economic plan with the balanced budget at its center is the platform on which we are building America's future. Americans of this generation are forging and leading an entirely new economy. A larger proportion of Americans work in a computer industry today than worked in the auto industry at the height of the 1950s. And in the cutting edge industries of the future -- computers, biotech, aerospace -- America leads the world. But America also leads the world again, for the first time since the 1970s, in automobile production and sales.

In this new economy there still will be ups and downs; there will be recessions and crisis; they'll demand action. But the economy has fundamentally changed. Once, the wealth of people came mainly from the gold in the ground or the abundance of our farmland or the power of our factories. Now you know as well as anyone it will come from the skills of our people and the power of our imagination.

The news is good today. And in the face of good news the easiest thing to do is to rest, to take a vacation, to believe our work is done and to be satisfied that our challenges are met. But complacency is not an option and vacations have to remain short in a time still full of challenge and change. There is, in fact, a lot more to do to renew our values, to strengthen our nation, to deal with problems still unresolved, if we are really going to give you the 21st century you deserve. Now we have to take the steps that are clearly before us. And the time to start is now, this fall, with a series of concrete actions we can take to cap a year of real progress for America.

First and foremost, we must press on to make opportunity available for all of our people. Equal opportunity is our central value, but the very meaning of that has fundamentally changed. For example, in the 19th century, opportunity meant access to a land grant. In the 21st century, it will mean access to a Pell Grant to a community college, to a trade school, to a university. (Applause.) And more education is important. We have made enormous progress. As I said, this budget contains the biggest increase in funds to help give people access to higher education in 50 years; not only the largest Pell Grant in our history, but in the last two budgets

300. more work-study position, new opportunities for savings in
IRA. ege education, and tax credits which will literally make
it po or everybody in the country who doesn't have any access
to co to get two years of college, and will help people to pay
for fe rs and for graduate school. Nothing like this has ever
been before, and it will revolutionize opportunity when it comes
to ge college education. (Applause.)

I want to explain something that's very important
about we're focusing on the next three months. The balanced
budg eement contains a five-year plan for balancing the budget
and s the tax cuts. It has a spending plan in it. But the
sper an still has to be implemented every single year. And
that Congress will do in the next three months in passing
appr ons. So they have to authorize the money for the Pell
Gran ey must authorize the money for the work-study slots.
The authorize a doubling of funds for computers in every
class so that we can meet our goal of hooking every classroom and
libra to the Internet by the year 2000. It must authorize the
Ame eads initiative -- which will help us to mobilize some of
those nunity service folks you were talking about, work-study
stud across the country, thousands of AmeriCorps students
going our schools, working with teachers and parents to make
sure single 3rd grader in this country can read independently.
We l do that. (Applause.)

also must get through the appropriations process with
our c ment to national education standards intact. We know, for
exar at America has the finest system of higher education in
the v and people come from all over the world to be a part of
it. A very proud of that. We also know, however, that we do
not c well as we should in our K through 12 education for all of
our c t. Of course, it's harder in America than a lot of other
place e have more diversity. We have more racial diversity, we
have linguistic diversity, we have more cultural diversity, we
have income diversity than we would like. The other diversity
is all good, I think.

we are making progress. For the first time this
year international math and science scores, our nation ranked
well the national average in math and science scores -- well
abo world average in math and science scores -- for 4th
grad ut we still ranked below the world average in scores for
8th g s, as our children meet adolescence and all the
diffic hat many of them face come to bear. We have to do

better.

We are the only major nation in the world that does not have high, clear, uniform academic standards of excellence in basic courses in public education. We don't have them. It is a legacy of our state constitutional responsibility for education K through 12 and local control of the schools. But uniform standards -- mathematics are the same in Maine and Montana. And children have to learn to read whether they live in Washington or the southern tip of Florida.

We are now on the brink of being able to have a nonpartisan board set up by Congress for this purpose, to approve the development of examinations of 4th graders in reading and 8th graders in math. There are some who don't think we should do it. They say it's a federal power grab. It isn't. The tests are voluntary. No state, no school district has to participate. The government is not developing the tests, we're simply paying for it.

But I hope that all of you who got here to this university will look at all their 52.2 million children enrolled in kindergarten through 12th grade in America now, the biggest number of children ever, from the most diverse backgrounds ever -- we are robbing them of the future you are here to claim if we let them get out of school without the basic skills they need to succeed in the university. And I hope you will support our efforts at national standards. (Applause.)

Now, your student body president made a wry remark about Social Security -- (laughter) -- and I know a lot of you don't think it's going to be there. But it is. (Applause.) It is going to be there. (Applause.) Clearly, one of our most serious responsibilities is to make sure that Social Security and Medicare are there for the next generation of Americans. It is wrong to let people pay into the fund for a benefit they will never receive. That is wrong.

We will begin in the next three months to build on this budget agreement in dealing with Medicare. This budget agreement extends the life of the Medicare Trust Fund by a decade. In fact, the structural changes that we have build in may even save enough money to carry it far beyond that. But we will also appoint -- the leaders of Congress and I -- members of a bipartisan commission to study Medicare and make recommendations for how it can be preserved for the next generation of Americans well into the 21st century.

We have shown that we can put our fiscal house in order while improving services for our elderly. Now we have to secure the future of this program. And then, we'll be beyond that to deal with Social Security as well. We can do this. If we can balance the budget, we can plainly do this. These are problems that revolve around demographic changes in our society and we owe it to you not to have to face this burden. I am confident that we will fulfill our responsibilities. (Applause.)

The next thing we have to do is to continue our efforts to expand trade to the rest of the world. The United States is now the world's number one exporter again. But we must continue to do this. We must continue to do it not only because it is right for us, because it is right for the world. Let me just give you a couple of interesting statistics. We have less than 5 percent of the world's people in this country; we have about 20 percent of the world's wealth. We cannot maintain our wealth unless we sell what we have to the other 95 percent of the people in the rest of the world.

Second, the growing economies of the emerging countries, principally in Asia and Latin America, but also increasingly in Africa, are going to grow much more rapidly in the next 10 years than the advanced economies of America, Canada, and Europe. If we participate in that growth, we can move huge numbers of countries now classified as poor nations into the ranks of middle-income nations, where millions of children will have a more decent, more humane, more supportable future; where democracy will thrive; where we will have good partners not only in economic relationships, but also in solving the other problems of the world when you have to take responsibility for them.

The United States has a clear, clear obligation to continue to expand the frontiers of trade. And tomorrow, in the East Room at the White House, I will launch a campaign to persuade the Congress to renew the traditional authority presidents have had for over 20 years now to break down foreign barriers to America's goods and services. This is very important to you and your future.

We do not need to be afraid to trade with the rest of the world. We are the most productive economy in the world. There will always be changes in this economy. There will always be new jobs being created and some going away. But on balance, we have

benefitted for 60 years by leading the way to integrate the world's economies. And that will promote peace; it will promote freedom; it will promote stability; it will raise the level of living standards in other parts of the world even as it maintains America as the world's most prosperous nation. And I hope you will support that as well. (Applause.)

As we expand opportunity, we must also continue to demand responsibility from our citizens. Among other things, we have a common responsibility to do all we can to strengthen our families for the 21st century. This new economy puts extraordinary pressures on parents, demanding more time away from their children, imposing new demands for affordable child care, bombarding children themselves with commercial images that make it harder than ever for them to be raised according to our most basic values.

We are working to pass a juvenile justice bill to help keep our children out of gangs, off of drugs and away from guns. We will host the first ever White House Conference on Child Care, to explore ways all sections of society, including our government, can better address perhaps the greatest problem facing working parents today. And we must make this historic opportunity real in our efforts to protect our children from the dangers of tobacco by passing sweeping legislation that focuses first and foremost on reducing smoking among young people. More people die from that than any other problem in our society today. (Applause.)

Next, we must meet a very large environmental challenge in the next three months. We will work toward a worldwide climate change treaty this December in Kyoto that protects the environment even as it promotes global growth by committing the nations that sign on to it to specific, clear guidelines in the reduction of greenhouse gas emissions into the atmosphere. We know -- (applause.) You can clap for that -- that's all right. (Applause.)

Now, there are students here from all over the world, students from all over our country. Many of you have witnessed -- and your families have witnessed -- in your own homes, significant changes in climatic patterns in the last decade, and more extreme climatic developments. It is becoming a part of the common parlance of America, all over the country, to talk about the 500-year flood we had along the Mississippi River. One member of Congress, who happened to be a member of the other party, said to me the other day

-- he said, "Mr. President, we've had three 100-year floods in the last five years in my home state." He said, "Does that mean I get to wait 500 years before we have another bad flood?"

Many of you who are studying this issue know that a panel of over 2,500 scientists has concluded that the climate of the Earth is significantly warming in ways that will have not entirely predictable, but almost certainly destructive consequences unless we do something about it.

This is something that will affect people of all incomes, of all backgrounds, from all parts of our country, and, indeed, the whole world. We need the young people of America, particularly the university students who are in a position to study this issue, to make this a gripping national issue. And we also need people who have the confidence in our ability to break new technological and scientific barriers to stand up and say, you cannot make me believe that we can't reduce greenhouse gas emissions substantially and still grow the American economy. We could reduce them 20 percent tomorrow with technology that is already available at no cost if we just changed the way we do things.

Now, this will be a very controversial debate. And there will be people who say, President Clinton has spent five years killing himself to revitalize the American economy and now he's going to take it down overnight by committing to reduce greenhouse gas emissions in America. That is not true. But if you let the sea level rise and we flood the southern coast of Florida and we flood the southern coast of Louisiana, and we otherwise disrupt what life in the United States is like over the next 50 years, then your children will pay the price for our neglect. We can grow this economy and do right by the environment. I think you believe that, and I need you to help me convince the American people that it can be done. (Applause.)

Finally, let me say we have a responsibility to improve the way our political system works. The amount of money raised by both parties is more than doubling now every four years. The primary driving thing is the cost of access to you, the voters. That is what is driving this, the cost of access -- through television time, through radio time, through mail, through printed materials. One of the things we have to do is to guarantee free or reduced air time for candidates for offices so that they won't need so much more money. (Applause.) And we are seeking that now.

But there is also a very important piece of legislation sponsored by Republican Senator John McCain and Democratic Senator Russ Feingold which will come to the floor of the Senate later this month. Every year I have been President I have supported a good campaign finance reform bill. And every year I have seen the bills blocked by a filibuster in the United States Senate -- every single year. Now, the people who don't want it this year say they're going to do it all over again. They may do it, but if they do it this year we intend to see that it happens in the full glare of public light. I ask for your support for campaign finance reform this year. (Applause.)

The third thing we have to do is to do a lot of work in the next three months to advance our interests and our leadership around the world. We live in a world very different from the Cold War world, and we still have to do a lot to shape it. We have an opportunity to lock in the gains of democracy and stability and free market, and lay the foundations for the century in which you will live most of your lives.

So far this year, we have ratified the Chemical Weapons Convention, so our soldiers and citizens will be safer from the threat of poison gas. (Applause.) We have worked hard to build an undivided, democratic, and peaceful Europe for the first time in history -- inviting Poland, Hungary, and the Czech Republic to join NATO. I look forward to working with the Senate to ratify this historic step next year, and I'm pleased today that a group of America's leading citizens endorsed it.

We're forging new partnerships with Russia, with Ukraine, with Europe's other new democracies, working with all of our friends in Europe to give the people of Bosnia a chance to share in Europe's democratic future. (Applause.)

First we stopped the war and turned killing fields into playing fields again, and bomb shelters into schools. Now we have to redouble our efforts to build a lasting peace. In the months to come, we will continue to pursue peace in the Middle East, in Northern Ireland; continue to fight rogue states and terrorists; continue to make sure our military and diplomacy are the strongest in the world. But above all, in the remaining months of this year, we are going to reach out to our hemisphere and to Asia.

Over the last decade in the Americas, coups, conflicts, and command economies have given way to democracies and free markets.

Next month I'm going to Venezuela, Brazil, and Argentina to work to expand trade, to fight drugs, to protect the environment and to strengthen our partnerships. The Americas can become a stronghold for our own peace and security.

By the way, 70 percent of our increased trade in the last year has come from the Americas, from our own neighbors in our hemisphere and we should stick with them. (Applause.)

Because I want this effort to be truly bipartisan I reached my hand across the aisle to choose an Ambassador to one of our most important allies and neighbors, Mexico, when I asked the Republican Governor of Massachusetts, Bill Weld, if he would serve. (Applause.) I believe still that he is the best person to be Ambassador to Mexico. (Applause.) And I believe -- and I would believe this if there were a president of another party with a nominee with whom I did not agree -- I believe when a president nominates someone for a job that person is entitled to a hearing before the Foreign Relations Committee, and I think he ought to get it. (Applause.)

This fall, the President of China will come to Washington. China is home to a quarter of the world's people. In less than two decades, its economy may be the largest on Earth. America has a profound interest in seeing that China is stable, open, at peace with its neighbors. We want it to embrace political pluralism and the international rules of civilized conduct. We want a China that works with us to build a secure and prosperous future. China will choose its own destiny; but if we engage China, instead of isolating ourselves from her, we can help to influence the path it takes.

President Jiang's visit is an important opportunity, not so much for grand statements and dramatic gestures as for constructive work on common challenges like the one we face on the Korean Peninsula, or protecting the environment, or stopping the spread of nuclear weapons, and for expanding the frontiers of free trade between us. It's also a chance for us to address candidly and face to face our differences on issues like human rights and religious freedom.

Sitting down together across the table is far more likely to produce progress than pointing fingers across the Pacific. So when President Jiang comes here, I hope the American people will welcome him, and will say, yes, we have things that we disagree with

you about, but you represent a quarter of the world's people, a large measure of the world's future, and your people and our people will be better off if we find a way to forge that future together.

(Applause.)

Finally, in the next three months, we will be working for new ways to preserve perhaps the most fragile value of all, the bonds of community that binds us together as Americans. In this century, we have absorbed wave after wave of immigrants, drawn here by our abundance and our ideals. This century has seen unparalleled racial progress as African Americans and other minorities join the American mainstream. Still, the very forces of progress that are propelling us forward could also pull us apart, threatening to isolate us -- each with our own Web page, but linked by few human bonds of community.

The age-old dilemma of racial inequality, racial prejudice, or just plain old fear and mistrust of people who are different from us is compounded by the new task of absorbing new immigrant groups into what is already the world's most diverse democracy. Within a decade our largest state, California, will have no majority race. Within just a few decades this entire country will have no majority race. (Applause.) We can study the demographic patterns and know what America will look like in the 21st century, but we have to look inside to imagine what America will be like in the 21st century. That answer is up to all of us.

I have asked the nation to join me in a great national conversation about race, an effort redress imbalance, to root out hatred and prejudice, to deal with real underlying problems that may have nothing to do with race but that manifest themselves in racial inequality and tensions, and, above all, to bring Americans of different backgrounds together to face one another honestly across the lines that divide us.

Your President noted that you have people from 140 different racial and ethnic groups here on this university campus. Good for you. You can be America's laboratory. You figure it out and let us know. (Applause.)

This diversity of ours is a Godsend. It is a huge gift in a global economy and a global society. If we can find a way not only to respect our differences but to actually celebrate them, and still say what binds us together is even more important, we will have solved the conundrum that is paralyzing Bosnia -- that is still

leading to people blowing themselves up to kill innocent children in the Middle East -- that has my people in Ireland still arguing over what happened 600 years ago -- that has led to vicious tribal warfare in Africa, leaving hundreds of thousands of people hatcheted to death. And yet, look around this room.

This is a question of imagination, of vision, of heart. And it is also very important to be hard-headed about it; until everybody has economic opportunity that is real and educational opportunity that is real and streets that are safe, there will be racial disparities in America which will manifest themselves in things that look like racial discrimination whether they are, or not. We have to deal with the underlying real causes here, as well. (Applause.)

But don't kid yourselves -- fear of people who are different is an underlying real cause. How did people get to be Serbs or Croats or Muslims in Bosnia? How did they belong to the Orthodox Church, the Catholic Church, or the Muslim faith in Bosnia? It's an accident of history, of geopolitics going back hundreds and hundreds of years. The people are biologically indistinguishable. But they were more than happy to abandon decades of peace and begin within weeks to murder each other with abandon and shoot each other's children not very long ago.

There is something in us all that in our most defensive periods makes us want to find somebody else we can look down on -- I mean, no matter how bad it is for me, at least I'm not her or him. Isn't there? And every one of us at some point in our life has been guilty of that in some way or another.

You come here in this magnificent university environment, you cheer with your great enthusiasm and hope for the future, you look at each other and you're different and you like it. That's the way we've got to make daily life in America. People have to get up in the morning and feel good about this country with all of its diversity, because we have to know what's good about the differences between us and celebrate them, and we must know, too, what it is that binds us together: What are the requirements of membership in the American community? What do you have to believe in and be willing to live by and be willing to stand up for in order to be an American? That is what we are going to do. We have to visualize our future as a truly multiracial, multiethnic,

multireligious democracy that still runs in a straight line from here all the way back to George Washington. I'm convinced we can do it, but I'm convinced that all of you have to lead the way.

Now, let me say that a lot of this work has to be done with Congress. And I'm very pleased by the relationship that we had working on the balanced budget. I'll work with them to do everything we can to implement the budget, to confirm the judges and the others who await action. We are in uncharted territory, to some extent, but we know the times demand action of us, and I am sure the American people, without regard to their party, want us to work together in the public interest.

For all of you who are students here, consider this: It is now 844 days to the year 2000 -- to a new century and a new millennium and a new era of human endeavor. Will it bring new progress, new prosperity, and new greatness for America? It is basically up to us.

Thirty-four years ago here at American University, President Kennedy delivered what many people believe was his greatest speech. It was an era bristling with superpower tension, but President Kennedy looked forward and saw a day when the Cold War was a thing of the past. Because of decades of work to uphold our values by Americans of both parties, we are now living in the world John Kennedy imagined 34 years ago at American University. (Applause.)

So I leave you with this thought: It all depends on your imagination. It all depends on your imagination. Think how many children's lives we could save in all these trouble spots of the world if all the people with power and the people that support them just imagined their future in a different way -- just took their heart and their head together and came up with a different picture than the one they see before them every morning when they get up. It is the most important force in the world.

President Kennedy imagined the world we are living in today, 34 years ago in the speech here at American University. Now it is up to you and to me and to our fellow Americans to imagine what the 21st century will be, and then to do what is necessary to make that vision a reality for all our people. That is what I came here to ask for your help in doing -- for your help and for that of every other American. You've got a lot riding on it, and I'm betting that we're going to get there.

Thank you and God bless you. (Applause.)

END

1:14 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary
(Palm Beach, Florida)

For Immediate Release

October 31, 1997

REMARKS BY THE PRESIDENT
TO THE STUDENTS AND TEACHERS OF
LIGHTHOUSE ELEMENTARY SCHOOL

Lighthouse Elementary School
Jupiter, Florida

1:16 P.M. EST

THE PRESIDENT: Thank you. Thank you very much. Thank you. Hello! Well, I finally made it. (Applause.) First, you know, I hurt my leg and I couldn't come. And this morning, I got up at 5:30 a.m., and I was getting ready to come here and I thought I'm going to be able to keep my promise to the children at Lighthouse Elementary. Then we got to the airport and it was so foggy in Washington that I couldn't see my hand before me, and we had to wait for two hours to take off. So I made you late, and now you are a little bit wet. (Laughter.) But you look beautiful to me, and I thank you for making me feel so welcome. Thank you. (Applause.)

I want to thank Congressman Deutsch and Congressman Foley for coming with me, and, Mayor, thank you for making me feel so welcome. Principal Hukill, thank you for what you said. And I thought Jessica did a wonderful job introducing me, didn't you? (Applause.)

I'd also like to thank the people who are here from the Palm Beach County Literacy Coalition, Palm Beach America Reads. The district President of the Miami Dade Community College Dr. Padrone is here, I think. And I thank you all for being here. And I thank the Middle School band for being here. (Applause.) I hope you'll play me some music when I'm finished speaking. I want to hear you.

I am so glad to be here with all of you today, because one of my most important responsibilities as President is to do everything I can to see that you get a world-class education. You know you are living in a world that is dominated by computers and technology. But you also live in a world where you can't fully enjoy them unless you can read well, unless you can do basic math, unless you can learn the things that your teachers are trying to teach you.

And about a year ago I tried to think of what I wanted to say to America in one sentence about our schools. And it is that I want an America in which every 8-year-old child can read a good book on his or her own; in which every 12-year-old can log on to the Internet; in which every

18-year-old, without regard to their family's income can go to college; and every adult can keep on learning for a lifetime. Will you help me make that kind of America? Will you do that? (Applause.)

I want to thank all the people here who helped Lighthouse Elementary succeed, to show that every school to succeed needs to be a community school – or, as my wife says, a

school where the whole village is involved in helping children learn. There are 250 volunteers who contribute at least a thousand hours of their time to the students and the teachers every month. That's wonderful. If every school could say that, education in America would be much better. You should be proud of yourselves. (Applause.)

I also want to congratulate the students here who participate in the Sunshine State Readers program and read 15 books a month and write reports on them. I wish I still had time to read 15 books a month. You will never regret it. And if you don't read that much a month, every one of you should do whatever you can to read more. You will learn a lot and help yourselves and it's a lot of fun.

Let me finally say that we are going to do everything we can in Washington to help make sure that a college education will be there for you if you'll work hard at school and learn what you need to know. We want to help your families send you to college. We want to help get high standards in the later grades as well. But in the end, it all depends on every one of you – what's in your heart and what's in your mind.

When you were singing your school song today and you felt good doing it, that's the way I want you to feel when you're in class. I want you to be proud of what you can learn, and I want you to believe that every one of you was given a mind by God that can learn. You can all learn. You can all do better. You can all learn more.

So be brave and have a good time and make the most of your education. And thank you so much for making me feel so welcome today. God bless you all. (Applause.)

END

1:21 P.M. EST

THE WHITE HOUSE
WASHINGTON

Ed- wants

September 5, 1997

EDUCATION STANDARDS EVENT

DATE: September 8, 1997
LOCATION: Four Seasons Elementary School
BRIEFING TIME: 9:50 am - 10:20 am
EVENT TIME: 11:05 am - 12:00 pm
FROM: Bruce Reed/Mike Cohen

I. PURPOSE

To demonstrate your commitment to national standards and tests.

II. BACKGROUND

This event is an opportunity for you to once again highlight your commitment to national standards and tests. At this event you will challenge Congress to approve funding for your testing initiative and make clear that an appropriations bill that does not include this funding is unacceptable.

The House will be voting Monday or Tuesday on Bill Goodling's amendment to prohibit the Education Department from continuing to work on the national tests, and we are expecting a defeat. The Senate is moving towards a compromise which will also be decided on Monday or Tuesday.

You will be addressing approximately 350 students, teachers, and parents at the Four Seasons Elementary School in Gambrills, Maryland. The Four Seasons Elementary school serves about 700 students from Kindergarten through fifth grade. The school has an attendance rate of 96 percent. The school has recently seen improvements in 3rd and 5th grade reading scores. Reading in Grade 3 increased from 47.9% in 1995 to 53.5% in 1996. In Grade 5, scores increased from 35.9% in 1995 to 47.6% in 1996.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley
Bruce Reed
Mike Cohen
John Hilley

Mickey Ibarra

Event Participants:

Secretary Riley
Lorna Leone, School Principal
Jonathan Knobel, 5th Grade Student

Also Seated on Stage:

Governor Parris Glendening
Representative Steny Hoyer
Senator Paul Sarbanes
Senator Barbara Mikulski
Approximately 30 Four Seasons Elementary School students who have successfully completed their summer reading.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- You will be announced onto the stage accompanied by Secretary Riley, Principal Lorna Leone, and Jonathan Knobel, 5th grade student.
- Principal Lorna Leone will make welcoming remarks and introduce Secretary Riley.
- Secretary Riley will make remarks and introduce Jonathan Knobel.
- Jonathan Knobel will read a passage from one of the summer reading assignments.
- You will make remarks and then depart.

VI. REMARKS

Remarks Provided by June Shih in Speechwriting.

THE WHITE HOUSE
WASHINGTON

*Education
Events*

September 2, 1997

EDUCATION STANDARDS EVENT

DATE: Sept 3, 1997
LOCATION: Oak Bluff School Library,
Martha's Vineyard
EVENT TIME: 11:35 am-12:00 pm
FROM: Bruce Reed

I. PURPOSE

To underscore your commitment to education while America goes back to school, and to reinforce your call to Congress to support national academic standards by supporting national testing for 4th graders in reading and 8th graders in math.

II. BACKGROUND

You will be speaking to approximately 50 teachers and administrators of the Oak Bluff School. The Oak Bluff School is a public school for students in kindergarten through eighth grade. The staff is preparing for the first day of classes on Thursday.

This is an opportunity to reinforce the message from Saturday's radio address on national education standards. Later this week, both houses of Congress may vote on amendments to prohibit the Education Department from spending additional funds on the national tests.

This event builds on Secretary Riley's visit to Philadelphia on Tuesday, where he participated in an announcement of significant gains in student achievement tied to high standards and rigorous tests.

The Vice President will be visiting a school on Thursday where he will also reinforce the Administration's message on national standards and testing.

III. PARTICIPANTS

Superintendent Kriner Cash
Principal Lawrence Benney
Members of Congress tbd

IV. PRESS PLAN

Expanded Pool Press.

V. SEQUENCE OF EVENTS

- You will be greeted by Principal Lawrence Benney and Superintendent Kriner Cash.
- You will be announced into the school's library accompanied by Principal Benney and Superintendent Cash.
- Principal Benney will make welcoming remarks and introduce Superintendent Cash.
- Superintendent Cash will make remarks and introduce you.
- You will make your remarks and then depart.

VI. REMARKS

Remarks Provided by Jordan Tamagni in Speechwriting.

Attachments:

Background on Philadelphia academic achievement gains

Background on Philadelphia Academic Achievement Gains

The results announced yesterday are a strong indication that Superintendent David Hornbeck's three-year effort to raise standards and adopt rigorous assessments in Philadelphia (one of the first 15 cities to sign on your standards and testing initiative) is succeeding. Across the district, substantial academic gains were recorded in each subject (reading, math and science) and at each grade level (4th, 8th and 11th grades) tested. Some of the highlights include:

- Overall: an increase of at least 5 percentage points in the proportion of students performing at the basic level or higher in nearly all grades and subjects.
- Reading: an increase of more than 5 percentage points in the proportion of students achieving at the basic, proficient, or advanced level in each of the three grades.
- Science: increase of nearly 9 percentage points in the proportion of 4th graders achieving at least at the basic level.

As Secretary Riley said yesterday, these results are a clear sign "that doing the hard work of putting standards in place leads to progress" for young people.

THE WHITE HOUSE
WASHINGTON

May 28, 1997

MEMORANDUM FOR STEPHANIE STREETT, DON BAER, AND ANN LEWIS

FROM: BRUCE REED/MIKE COHEN

SUBJECT: EDUCATION SCHEDULING PROPOSALS

Following is a list of four upcoming education events that we have requested the President and/or another principle attend. To help you prioritize these requests, you should know that we will be ready to announce the recommendations of the Interagency Working Group on Improving Math and Science Education at any of these events. It is important that the President participate in at least one of these events so that he can make the new announcements on math standards and continue to highlight his call for national standards in both reading and math.

- June 10 **Release of 4th Grade Results the Third International Mathematics and Science Study (TIMSS)**. The results show the U.S. above the international average in 4th grade math. This is good news and it gives the President an opportunity to positively highlight the importance of national math standards and competing globally.
- June 11-13 **1996 Presidential Awards for Excellence in Science and Mathematics Teaching for Elementary School Teachers**. If this is President does not participate, the Vice President or First Lady should host the ceremony.
- June 24-28 **1996 Presidential Award for Excellence in Science and Mathematics Teaching for Secondary School Teachers**. The First Lady has been requested, but this event would also be suitable for the President's message event on math standards if this is the only time it can be scheduled.
- July 1 **Release of a Link-Report of the National Assessment of Educational Progress (NAEP) and the Third International Math and Science Study (TIMSS)**. This report compares math and science scores of individual states to other countries. This event promises to receive the most press coverage since it provides data specific to each of the 40 states that participated in the studies.

In addition to the above education events, we have also requested that the President participate in an event on July 2 at Camden Yards to launch a PSA campaign on educational standards featuring major league baseball players. The Business Roundtable, NGA, AFT, NAB, Major League Baseball, and Department of Education are the sponsors of the PSA campaign. The President could unveil the PSAs immediately prior to a baseball game.

SCHEDULING REQUEST

May 16, 1997

ACCEPT

REGRET

PENDING

TO: Stephanie Street, Director of Scheduling and Advance

FROM: Bruce Reed, Assistant to the President for Domestic Policy

REQUEST: Presidential Event Releasing the Fourth Grade Results from the Third International Mathematics and Science Study (TIMSS).

PURPOSE: To highlight the importance of benchmarking student achievement in mathematics and science education, and to set the stage for the Administration's "action strategy" for science and mathematics education reform.

BACKGROUND: The National Center for Education Statistics (NCES) will be releasing the U.S. grade 4 findings from the TIMSS. Twenty-six countries participated in the grade 4 assessment, compared with 41 in grade 8. Of the G-7 nations, the U.S., Canada, England and Japan participated (France, Germany, and Italy did not).

The grade 4 results paint a very different picture of early U.S. mathematics and science performance than appeared in grade 8;

- U.S. grade 4 mathematics performance is above the international average. We perform significantly better than 12 of the 26 countries, including England, and perform comparably with Slovenia, Ireland, Hungary, Australia, Canada, and Israel. We trail Japan as well as six other countries (Korea, Singapore, Hong Kong, Netherlands, Czech Republic, and Austria).
- U.S. grade 4 science performance is among the top nations of the world. We trail only Korea, are comparable with Japan, Austria, Australia, the Netherlands, and the Czech Republic, and score better than England, Canada, Singapore, and 16 other nations.

These patterns are consistent with earlier international studies (we do better in the early grades, and in science, as opposed to math), but the magnitude of the difference here is considerably greater.

Three major points are apparent from the grade 4 data:

- The U.S. gets off to an internationally competitive start with respect to math and (especially) science performance;
- As was true in grade 8, we do considerably better in science

than math;

- Relative to other countries, there's a major U.S. performance slide in both science and math between grades 4 and 8.

PREVIOUS

PARTICIPATION: The President spoke earlier this year at the release of international achievement data from TIMSS when the "First in the World" consortium report for school districts outside Chicago was released in late January. He later recognized TIMSS and the performance of these districts in his State of the Union message.

DATE & TIME: Tuesday, June 10 at 11am. As with the grade 8 TIMSS findings from last Fall, the U.S. release will follow by an hour the international grade 4 results being released by the IEA at Boston College in Boston. International agreements prevent the findings from being released before the international data (set for 10am on the 10th).

LOCATION: Currently scheduled for The National Press Club but could be moved to the White House.

PARTICIPANTS: About 300 education, business, civic, and government officials.

OUTLINE OF EVENTS: The Commissioner of Education Statistics would formally release the data. The President would then make remarks.

REMARKS REQUIRED: Yes

MEDIA COVERAGE: Yes

RECOMMENDED BY: Secretary Riley

CONTACT: Christa Robinson x6-5165
Mike Cohen x6-5575

THE WHITE HOUSE

WASHINGTON

May 8, 1997

REVISED SCHEDULING PROPOSAL

Accept

Regret

Pending

TO: Stephanie Streett
Assistant to the President and Director of Scheduling

REQUESTED BY: John H. Gibbons  Assistant to the President for Science and Technology
Bruce Reed, Assistant to the President for Domestic Policy

REQUEST: An event for the President to honor the elementary teacher recipients of the 1996 Presidential Awards for Excellence in Science and Mathematics Teaching.

This would be an opportunity to announce the recommendations of the Interagency Working Group on Improving Math and Science Education, which support national standards and the eighth grade math test.

PURPOSE: To highlight the President's commitment to science and mathematics education and his support for America's teachers.

BACKGROUND: This Presidential award represents the highest honor of its kind that any American mathematics or science teacher can receive. It applauds the efforts these teachers have made to improve the skills of our Nation's young people.

The award is presented to four teachers (elementary science, elementary math, secondary science, secondary math) from each state, the District of Columbia, Puerto Rico, U.S. Territories, and the Department of Defense Dependent Schools. The award includes a certificate and a \$7,500 grant given to the recipient's school, to be spent under the awardee's direction over a three-year period. Award recipients are chosen on the basis of the excellence of their teaching performance and consideration of their background and experience including their formal education, continuing education activities, teaching experience, as well as professional and non-professional activities related to their role as a teacher.

DATE & TIME: Anytime Wednesday, June 11 or Friday, June 13.
If necessary, the afternoon of Thursday, June 12 could be rescheduled to accommodate the President's schedule. **Please note:** Due to the large numbers of awardees, these dates are not changeable.

FYI: The secondary (middle and high school) teachers are scheduled to be in Washington, D.C., June 24-28 for a similar event; we have requested that the First Lady address them.

DURATION: 30 minutes

BRIEFING TIME: 5 minutes.

LOCATION: White House Complex

PARTICIPANTS: The President
Richard Riley, Secretary of Education (to be determined)
John H. Gibbons, Assistant to the President for Science and Technology
Bruce Reed, Assistant to the President for Domestic Policy
Neal Lane, Director, National Science Foundation
108 elementary math and science teachers, each with one guest.

VICE PRESIDENT'S ATTENDANCE: Optional.

FIRST LADY'S ATTENDANCE: Optional.

SEQUENCE OF EVENTS: To be determined by the format of the event.

REMARKS: Remarks to be prepared by the speech writers with assistance from DPC and OSTP.

PRESS PARTICIPATION: Open press.

PREVIOUS PARTICIPATION: 1993: The President hosted the 1992 secondary teachers on 3/11/93.
1993: The First Lady hosted the 1992 elementary awardees on 4/29/93.
1994: The Vice President hosted the 1993 secondary teachers on 4/28/94.
1994: The First Lady hosted the 1993 elementary teachers on 3/10/94.
1995: The First Lady hosted the 1994 secondary teachers on 3/9/95.
1995: The Vice President hosted the 1994 elementary teachers on 4/28/95.
1996: The First Lady addressed the 1995 elementary and secondary awardees on 5/10/96.

STAFF CONTACT: Cliff Gabriel, 456-6130

THE WHITE HOUSE

WASHINGTON

May 8, 1997

REVISED SCHEDULING PROPOSAL

Accept

Regret

Pending

TO: Patti Doyle
Director of Scheduling for the First Lady

REQUESTED BY: John H. Gibbons  Assistant to the President for Science and Technology
Bruce Reed, Assistant to the President for Domestic Policy

REQUEST: An event to honor the secondary teacher recipients of the 1996 Presidential Award for Excellence in Science and Mathematics Teaching.

This would be an opportunity to present the recommendations of the Interagency Working Group on Improving Math and Science Education, which support national standards and the eighth grade math test.

PURPOSE: To highlight the President's commitment to science and mathematics education and his support for America's teachers.

BACKGROUND: This award represents the highest honor of its kind that any American mathematics or science teacher can receive. It applauds the efforts these teachers have made to improve the skills of our Nation's young people.

The award is presented to four teachers (elementary science, elementary math, secondary science, secondary math) from each state, the District of Columbia, Puerto Rico, U.S. Territories, and the Department of Defense Dependent Schools. The award includes a certificate and a \$7,500 grant given to the recipient's school, to be spent under the awardee's direction over a three-year period. Award recipients are chosen on the basis of the excellence of their teaching performance and consideration of their background and experience including their formal education, continuing education activities, teaching experience, as well as professional and non-professional activities related to their role as a teacher.

DATE & TIME: Anytime Wednesday June 25 or Friday, June 27.
If necessary, the afternoon of Thursday, June 26 could be rescheduled to accommodate the First Lady's schedule. **Please note:** Due to the large numbers of awardees, these dates are not changeable.

FYI: The elementary teachers are scheduled to be in Washington, D.C., June 10-14. **Note:** *The President has been requested to address the elementary teachers event in order to announce the recommendations of the Interagency Working Group on Improving Math and Science Education. His office has not confirmed.*

DURATION: 20-30 minutes

BRIEFING TIME: 5 minutes.

LOCATION: White House Complex

PARTICIPANTS: The First Lady
Richard Riley, Secretary of Education (optional)
John H. Gibbons, Assistant to the President for Science and Technology
Bruce Reed, Assistant to the President for Domestic Policy
Neal Lane, Director, National Science Foundation
108 secondary math and science teachers, each with one guest.

SEQUENCE OF EVENTS: To be determined by the format of the event.

REMARKS: Brief remarks to be prepared by the speech writers with assistance from OSTP.

PRESS PARTICIPATION: Open press.

PREVIOUS PARTICIPATION: 1993: The President hosted the 1992 secondary teachers on 3/11/93.
1993: The First Lady hosted the 1992 elementary awardees on 4/29/93.
1994: The Vice President hosted the 1993 secondary teachers on 4/28/94.
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1995: The First Lady hosted the 1994 secondary teachers on 3/9/95.
1995: The Vice President hosted the 1994 elementary teachers on 4/28/95.
1996: The First Lady addressed the 1995 elementary and secondary awardees on 5/10/96.

STAFF CONTACT: Cliff Gabriel, 456-6130

SCHEDULING REQUEST

May 16, 1997

ACCEPT

REGRET

PENDING

TO: Stephanie Street, Director of Scheduling and Advance

FROM: Bruce Reed, Assistant to the President for Domestic Policy

REQUEST: Presidential Event to Release the NAEP-TIMSS Link Report.

PURPOSE: To highlight the importance of national standards, and reinforce the Administration's "action strategy" for science and mathematics education reform.

BACKGROUND: The National Center for Education Statistics (NCES) will be releasing a report linking state scores from the 1996 National Assessment of Educational Progress (NAEP) with findings from the Third International Mathematics and Science Study (TIMSS). Three separate estimated scores will be reported for the states who participated in the recent state NAEP assessments in math and science:

- grade 4 predicted TIMSS scores for 43 states (compared with 26 countries);
- grade 8 predicted TIMSS scores for 40 states (compared with 41 countries);
- grade 8 predicted science scores for 40 states (compared with 41 countries).

The report will present two-page profiles of each states' relative performance including:

- which countries outperform the particular state, which countries it outperforms, and which countries it is similar to;
- what percent of its students perform in the international top 10 and top 25 percent;
- reiteration of recent state NAEP data including changes since the early 1990s in math achievement.

The findings show considerable variability in state educational performance. Our highest performing states (North Dakota, Maine, Minnesota, Iowa) are comparable to the top-rank countries in the world in science (except for Singapore) and are exceeded by only a handful of countries in math. Conversely, our lowest ranking states (mostly the deep south plus California), only consistently outperform the very lowest ranked countries (Kuwait, Iran, South Africa), and in grade 8 almost always score lower than other industrialized nations.

PREVIOUS PARTICIPATION:

The President spoke earlier this year at the release of international achievement data from TIMSS when the "First in the World" consortium report for school districts outside Chicago was released in late January. He later recognized TIMSS and the performance of these districts in his State of the Union message.

DATE AND TIME:

The event is scheduled for Tuesday, July 1 at 10am. State education agencies have been aware of this date and time for several weeks, and some are preparing for the publicity expected to be generated by the release of these linked data.

LOCATION:

Currently scheduled for The National Press Club but could be moved to the White House.

PARTICIPANTS:

About 300 education, business, civic, and government officials.

OUTLINE OF EVENTS:

The Commissioner of Education Statistics will formally release the data. Preliminary discussions have been held with the National Education Goals Panel about the possibility of including some Goals Panel Governors in the release. There is the possibility of downlinking the event with selected states LEAs as well as to some 270 communities participating in the Business Coalition for Education Reform sponsored by the National Alliance of Business.

The release is expected to include information about a "Benchmarking Toolkit" developed by the Department, and to become available later this summer. The Toolkit will include materials (text and video) designed to assist local communities in relating their achievement, curriculum, and instructional practices with that of high performing education countries, as well as what we know about best practice.

REMARKS REQUIRED:

Yes

MEDIA COVERAGE:

Yes

RECOMMENDED BY:

Secretary Riley

CONTACT:

Christa Robinson x6-5165
Mike Cohen x6-5575

SCHEDULE PROPOSAL

Date: 4/30/97

ACCEPT

REGRET

PENDING

TO: Stephanie Streett
Assistant to the President
Director of Scheduling and Advance

FROM: Bruce Reed
Assistant to the President or Domestic Policy

REQUEST: Presidential participation in the launch of PSA campaign sponsored by Education Excellence Partnership (comprised of the Business Roundtable, NGA, AFT, NAB and U.S. Department of Education) and Major League Baseball. The Partnership has requested that the President participate in an event at Camden Yards in order to facilitate the participation of Major League Baseball players who will be playing that day.

PURPOSE: To launch a new series of public service ads featuring major league baseball players, that encourage students to work hard in school in order to reach high standards, and encourage parents to be involved in their children's schools. These ads would be the next phase in a series of PSA's sponsored by the Education Excellence Partnership (EEP), led by the national Business Roundtable, and including the National Governors' Association, the American Federation of Teachers and the U.S. Department of Education.

BACKGROUND: The Education Excellence Partnership (EEP) is a coalition of key education, business and governmental organizations that work together to educate the public about the need to raise academic standards. The main vehicle for its work has been a public service campaign featuring TV and radio spots that attempt to build support for increased academic standards, and fulfillment materials that provide greater detail and additional information about ways to get involved in local school reforms. As part of its effort to strengthen this ad campaign, the EEP, led by the national Business Roundtable, has formed a new partnership with Major League Baseball. The new PSA's will feature baseball players in their role as parents. The fulfillment materials for this ad campaign will include examples of academic standards, including those that form the basis for the President's national testing initiative.

PREVIOUS
PARTICIPATION: None

DATE AND TIME: The President has been invited to participate in an event on July 2, 15, or 17. These dates were selected to coincide with Baltimore Orioles home games as well as the schedules of other likely participants from the Business Roundtable. If none of these dates were available on the President's schedule, it may be possible to negotiate other dates.

BRIEFING TIME: 15 minutes prior to event

DURATION: To be negotiated, though probably 30 - 60 minutes.

LOCATION: Camden Yards, because the organizers believe that major league baseball players will be most likely to participate in an event on a game day if it is held at the ballpark. They would be willing to explore holding the event at the White House if it were more convenient for the the President.

PARTICIPANTS: The President
Norm Augustine, CEO Lockheed Martin
Representatives of the EEP
Representatives of Major League Baseball (including a player to be named later)

OUTLINE OF
EVENTS: To be determined.

REMARKS: Yes

MEDIA: Yes

FIRST LADY'S
ATTENDANCE: If interested

VICE PRESIDENT'S
ATTENDANCE: If interested

SECOND LADY'S
ATTENDANCE: If interested

RECOMMENDED BY: Bruce Reed, Mike Cohen

CONTACT: Mike Cohen -- 65575.

Norman R. Augustine
Chairman of the Board
and Chief Executive Officer

April 15, 1997

The President
The White House
Washington, DC 20500

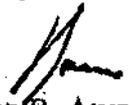
Dear Mr. President:

The Educational Excellence Partnership, which includes the Business Roundtable and the U.S. Department of Education, invites you to participate in the announcement this summer of our new partnership with Major League Baseball, at which time we will also be launching our new public service advertising campaign supporting higher standards in education. These new ads depicting popular baseball players in their role as parents of school children will laud education and urge parents to become involved in their children's schools. This campaign will be a win-win for all involved and should help build public support for education standards as well as Major League Baseball.

We intend to unveil our partnership and campaign in an appropriate event at Camden Yards in Baltimore on July 2nd, which is the day of an afternoon game, or July 15th or 17th, which are evening games. It would obviously be extraordinarily beneficial for all of our efforts if you could attend. Our event would likely be in late afternoon or early evening; once we have identified all our participants we will jointly develop an appropriate agenda.

Working singly and together the members of the EEP have made enormous strides in standards-based education reform since the initiation of our current efforts in 1989, due in no small part to your efforts while governor of Arkansas and the momentum established by your administration. Yet a great deal remains to be accomplished. We hope this partnership with Major League Baseball will prove doubly effective, creating role models for parental involvement through the use of the icons of baseball. We can raise the visibility of our campaign that much higher through your participation. I hope you will give serious consideration to attending.

Sincerely,


Norman R. Augustine
Chairman and CEO, Lockheed Martin
and
Chairman, Education Task Force
The Business Roundtable