

# THE WHITE HOUSE

WASHINGTON

August 18, 1999

## BABY BOOM ECHO REPORT EVENT

**DATE:** August 19, 1999  
**LOCATION:** Presidential Hall  
OEOB Room 450  
**BRIEFING TIME:** 12:10pm – 12:20pm  
**EVENT TIME:** 12:30pm – 1:15pm  
**FROM:** Bruce Reed, Gene Sperling, Thurgood Marshall, Jr.

### I. PURPOSE

To announce the results of the Department of Education's special report *The Baby Boom Echo: No End in Sight*.

### II. BACKGROUND

Today, you will announce the release of the Baby Boom Echo Report, which reveals a record high number of school-age children – and draws attention to the pressing need for investment in our schools. You will address an audience of approximately 130 representatives from education and student advocacy groups. You will take this opportunity to press Congress to enact a responsible budget that pays down the debt, strengthens Medicare and Social Security, and invests in national priorities like education. You will also point out that the Republican tax and budget plans could cause devastating cuts in key initiatives to keep schools safe and drug-free, help children learn to read, reduce class size in the early grades, support after-school programs, modernize our schools, and expand access to college.

#### Children of baby boomers continue to break school enrollment records

- **Total public and private school enrollment will reach a record 53.2 million students this year.** The 1996-97 school year was the first year that members of Baby Boom Echo broke their parents' record for school enrollment, and they have continued to enroll in the record-breaking numbers every year since then. In fact, it is expected that enrollment will continue to increase every year until 2008.
- **The most rapid increases over the next ten years will occur in America's high schools.** High school enrollment is expected to increase by 1.3 million students over the next decade, creating a pressing need for more well trained teachers. On average, high schools also cost more than twice as much to build as elementary schools.

- **College enrollment will rise to an all-time high of 14.9 million this year.** This is the second year in a row that college enrollment has set a new record. This number is expected to jump an additional 1.5 million in the next ten years, at a time when colleges and universities are already filled to capacity.

#### **Higher enrollment underscores the need for greater investments in our schools**

- **The size of the Baby Boom Echo underscores why we must act now to build new schools and fix old ones; and to recruit and hire high quality teachers to reduce the class size in the early grades.** As part of your balanced budget you have proposed to support state and local efforts to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment you and Congress made to hire 100,000 new teachers to lower class size in the early grades.

#### **Republican plans fail to address urgent need for school construction and modernization**

- **The Republican plan denies local school districts vital support to build and modernize up to 6,000 public schools across the nation.** Your targeted tax cut would cover the interest on state and local efforts to build and modernize 6,000 public schools across the nation. The Republican tax cut provides marginal help to address the needs of only one-tenth that many schools. Your proposal to modernize our public schools could be fully funded using only about 1% of the Republican tax cut approved by the House.

#### **Republican plans fail to provide smaller classes for America's children**

- **Republican plans undermine a bipartisan effort to ensure funding for smaller classes.** Last year, a bipartisan agreement was reached to make a down payment on your plan to hire 100,000 teachers to reduce class size in the early grades to a nationwide average of 18; earlier this month the Education Department awarded funds to help local school districts begin hiring 30,000 teachers before school starts this fall. While you want to finish the job; House Republicans have passed a bill that undermines this class size initiative and fails to guarantee that one cent will be used to hire a single teacher to reduce the size of a single class.

#### **Republican tax bill squeezes out other key investments in education**

- **The Republican tax and budget plans could force dramatic cuts in funding for education.** You will cite Administration estimates of the long-term impact of the Republican plans on key investments to improve our schools and expand access to college. In the tenth year alone of the Republican tax and budget plans, the nation could be forced to deny support to nearly 6 million students in high-poverty communities; withhold from 520,000 children the assistance they need to learn to read; deny 430,000 kids access to Head Start; slash Pell grants, and block hundreds of thousands of students from the opportunity to work their way through college.

## **I. PARTICIPANTS**

### Briefing Participants:

The First Lady (T)  
Secretary Richard Riley  
Thurgood Marshall, Jr.  
Bruce Reed  
Gene Sperling or Brian Kennedy  
Loretta Ucelli  
Jeff Shesol

### Stage Participants:

Iris T. Metts, Ed.D, Superintendent, Prince George's County Public Schools  
Daniel Domenech, Ph.D., Superintendent, Fairfax County Public Schools  
Dan Galloway, Principal, Adlai E. Stevenson High School, Lincolnshire, IL

### Program Participants:

**YOU**  
The First Lady (T)  
Secretary Richard Riley  
Wendell Greer, Principal, Manual Arts High School, Los Angeles, CA

## **II. PRESS PLAN**

Open Press.

## **III. SEQUENCE OF EVENTS**

- **YOU** will be announced, accompanied by the First Lady (T), Secretary Richard Riley, and Wendell Greer, onto the stage.
- The First Lady will make remarks and introduce Secretary Riley. (T)
- Secretary Riley will make remarks and introduce Wendell Greer, Principal, Manual Arts High School.
- Wendell Greer will make remarks and introduce **YOU**.
- **YOU** will make remarks, work a ropeline, and depart.

## **VI. REMARKS**

To be provided by speechwriting.

## **I. ATTACHMENT**

-Highlights from The Baby Boom Echo Report

## **Highlights from The Baby Boom Echo: No End in Sight**

### **New records—**

- Total public and private school enrollment will rise to a record 53.2 million.
- Total college enrollment will rise to a record 14.9 million.

### **Between 1989 and 2009—**

- Elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million and college enrollment by 2.8 million.
- Public high school enrollment is expected to increase by 29 percent, while elementary enrollment is projected to increase by 15 percent.
- The number of public high school graduates will increase by 18 percent.
- Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 146 percent increase projected for Nevada, 85 percent for Arizona, 56 percent for California, and 51 percent for Florida.
- Full-time college enrollment is projected to rise by 26 percent.

### **Between 1999 and 2009—**

- Public high school enrollment is expected to increase by nearly 9 percent, while elementary enrollment is projected to decrease by less than one percent.
- The number of public high school graduates will increase by 16 percent.
- Fifteen states will have at least a 15 percent increase in the number of public high school graduates, with a 77 percent increase projected for

Nevada, 56 percent for Arizona, and 40 percent for North Carolina.

- The total number of public and private high school teachers is expected to rise by 75,000—a 6 percent increase; a total of 2.2 million public elementary and secondary school teachers will be needed over the period to accommodate the new students and replace those teachers who retire or leave the profession for other reasons.
- Full-time college enrollment is projected to rise by 14 percent.

**Beyond 2009—**

- Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early 1970s, the number of births is not projected to fall off, but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

# **THE BABY BOOM ECHO: NO END IN SIGHT**

## **A Back to School Special Report**

By  
U.S. Secretary of Education  
Richard W. Riley

August 19, 1999



*EMBARGOED for release until 7am EDT Thursday, Aug. 19, 1999*

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## **The Baby Boom Echo: No End in Sight**

In the next few weeks, 53.2 million young people will start school and—for the fourth year in a row—set a new national enrollment record for elementary and secondary education. This new enrollment figure represents an increase of 447,000 children over last year. College enrollment also will reach a new milestone, climbing to a record 14.9 million students. This is the second year in a row that this nation has broken the college enrollment record.

The crush of young people entering our nation's public and private K-12 schools, as well as our system of higher education, reflects the continuing impact of the baby boom echo and the increasing recognition by many more Americans that investing in education is critical to individual success.

This is our fourth special report on the impact of baby boom echo, the 25 percent increase in our nation's birth rate that began in the mid-1970s and reached its peak in 1990 with the birth of 4.1 million children. Coupled with rising immigration and new efforts to expand pre-K programs, this extraordinary jump in the birth rate has led to an unprecedented pressure on our nation's education system.

As a result, many of our nation's schools are overcrowded and deteriorating. The sight of portable classrooms filling up school playgrounds is increasingly common. This year, as last year, educators will be working overtime to find the qualified teachers they need to prepare this next generation of Americans.

This enrollment increase once again reminds us that the current baby boom echo is unlike the post-World War II baby boom that was followed by a sharp decline in the birth rate in the early 1970s. While this report gives us only a snapshot of current enrollment increases, I believe that we are far better off seeing these figures as part of a "long, slow, rising wave" that shows no sign of stopping.

Enrollment has been rising since 1985—a total of 14 years—and it will continue to climb for another seven years until the year 2006. Enrollment will then plateau briefly before increases start showing up at the preprimary and elementary grades again. As Figure 1 indicates there is no end in sight to the rising number of births.

There is no short-term fix to the very long-term condition of increasing enrollment in our nation's school systems. While many school districts are using portable classrooms and resorting to double sessions, the fact remains that this nation simply has to build more schools. During the 20-year period from 1989 to 2009, this nation is being asked to provide a high-quality education to an additional 8.3 million children, and help an additional 2.8 million Americans acquire a college education.

A strong future perspective also suggests that we should be looking down the road to recognize that the children who make up the current baby boom echo will, in time, begin to have their own children and families. This is why it is so important for this nation to build new schools that will last for decades and truly be centers of community and learning for all Americans.

Several aspects of this baby boom echo picture deserve our attention.

### *Expanding Pre-K Opportunities*

While many more young people are starting pre-K programs (Figure 3) we still are not meeting the national need for quality pre-primary education. Many more families want it for their 3- to 5-year old children. New research tells us that an early investment in helping young people prepare for their formal education can pay many educational dividends.

As a result, an increasing number of state governors, as well as the federal government, have been working hard to expand pre-K opportunities. In 1998, about two-thirds of children ages 3 to 5, or 7.8 million children, were enrolled in some form of pre-K program. A total of 4.3 million children in this age group are currently not enrolled in pre-K programs.

I believe that increasing pre-K opportunities for children, with particular attention to ensuring parent involvement and hiring high-quality teachers and child care providers, will be a major area of new educational investment in the coming decade.

While a new emphasis is being placed on expanding high-quality pre-K programs to serve our nation's youngest children, another changing enrollment pattern also deserves attention.

### ***More High School Students than Ever Before***

In the next 10 years (see Figure 4), the most rapid enrollment increases will take place in America's high schools and colleges and universities. Put simply, the children who make up the baby boom echo are getting older. Many of America's high schools will face years of intense pressure as they seek to ease overcrowding while raising standards of achievement for all of their students.

Between 1999 and 2009, secondary school enrollment will increase by 9 percent and the number of high school graduates will increase by 16 percent. Secondary school enrollment will rise from 14.9 million in 1999 to 16.2 million in 2009, an increase of 1.3 million high school students. The state of California will lead the rise in enrollment as it seeks to educate an additional 261,000 high school students (Table 7). Texas and Illinois will also see significant increases in their high school populations.

High school enrollment will increase by 50 percent in the state of Nevada, which will see a 77 percent jump in the number of high school graduates. Arizona, Georgia and North Carolina will encounter increases of over 20 percent in high school enrollment. As Figure 7 indicates, every region in the country will be facing enrollment increases in secondary education between 1999 and 2009.

### ***Policy Implications of Increasing Enrollment***

The increasing number of young people attending our nation's high schools presents several important policy implications. High schools, on average, cost more than double to build than elementary schools. According to a 1999 report on school construction by *School Planning and Management* magazine, the average elementary school costs \$7 million to build while the average high school costs \$18 million.

The increasing enrollment impacts the number of high schools we must build. Entering this equation is the recommended size of the schools we should build. Many school districts continue to build large high schools even though the National Association of Secondary School Principals suggests that the ideal high school should have a maximum of 600 students. About 71 percent of all high school students now go to schools with at least 1,000 students. The number of schools with more than 1,500 students increased by 45 percent between 1990-91 and 1997-98, and the number of students attending schools with enrollment exceeding 1,500 increased by 50 percent.

A second major policy implication relates to hiring and retaining high-quality teachers. High schools will need more math and science teachers, and they are already hard pressed to find enough teachers for demanding subjects like physics and calculus.

A recent Education Department study entitled *Answers in the Tool Box* notes that “finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree.” The same study goes on to state “the impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced—and positively—for African American and Latino students than any other pre-college indicator of academic resources. The impact for African American and Latino students is also much greater than it is for white students.”

The implications of this study are profound. High schools with rigorous academic programs and high-quality teachers can help many more minority students reach our nation's college ranks. Yet high schools with large numbers of African American and Latino students are often the very schools that have the largest number of teachers teaching out of field—over 22 percent. Indeed, the teacher shortage in high-poverty schools for teachers in mathematics, physical science and biological/life sciences exceeds 50 percent.

### ***The West and South Lead Nation's School Enrollment Growth***

Regionally, the West and South will continue to lead the nation in enrollment increases in elementary and secondary education. Between 1989

and 2009, the West will see enrollment increase over 35 percent, while the South will see almost a 20 percent increase during the same period of time.

Some states will encounter enormous increases in enrollment over this 20-year period. Nevada, for example, will see a 105 percent jump and Arizona will see a 66 percent increase. In sheer numbers, California leads the nation as an additional 1.68 million students enter that state's classrooms between 1989 and 2009.

While many states went through their great periods of high growth during the last 10 years, some states, primarily in the West and Southwest, show no signs of slowing. California, for example, will see its student population increase by over 7 percent in the next 10 years, a total of 428,000 additional students (Table 3). Texas will have to educate an additional 316,000 students.

Idaho and New Mexico also will see continued enrollment pressures. Georgia will lead the enrollment growth in the Southeast, with an increase of 115,000 students over the next 10 years. Illinois will lead the Midwest with 60,000 more students expected between 1999 and 2009.

### *Crush of Students Comes from Both Cities and Suburbs*

The New York City school system continues to have the largest enrollment increases in the nation followed by the Dade County School system (Miami) and the Los Angeles Unified School system in California (Table 5). The state of Florida, which saw its overall enrollment increase by 33 percent in the last 10 years, has 7 of the top 25 school districts when it comes to enrollment increases between 1987 and 1997.

As Table 5 indicates, the 25 school districts that have had the greatest growth between 1987 and 1997 are a mix of both urban and suburban school districts. Suburban school districts surrounding Atlanta (Gwinnett County, Cobb County, and Fulton County) and Washington, D.C. (Montgomery County and Prince Georges County), for example, have seen very rapid growth in their school populations.

### ***Hiring and Keeping Enough Teachers***

The increase in the numbers of young people going to school will accelerate the demand for well-trained teachers. A total of 2.2 million teachers are needed to meet enrollment increases in the next 10 years and to offset the large number of teachers who are about to retire. As Figure 12 indicates, we are on the verge of a massive wave of retirements as the large cohort of experienced teachers who were hired in the late 1960s and 1970s begins to leave the profession.

The shortage of teachers is already particularly pronounced in science, math, special education, bilingual education and foreign languages. While the effort of many urban school districts to recruit new teachers often makes headline news, one untold story is the increasing difficulty that many poor, rural communities continue to face in recruiting the teachers they need.

The need to find new teachers is leading some school districts to develop new incentive packages ranging from a \$1,000 signing bonus in Howard County, Maryland, to a \$20,000 signing bonus in the state of Massachusetts for certified teachers.

One of the greatest problems that school districts face once they hire new teachers is keeping them. New teachers are often compelled to sink or swim, often receiving the toughest assignments in addition to the responsibility for supervising extracurricular activities. As a result, 22 percent of all new teachers leave the profession in the first three years.

### ***School Construction Still Lags Behind***

Between 1990 and 1994 school construction in this nation remained essentially flat. Hit hard by the economic recession at the beginning of the decade, many school districts delayed building new schools and even delayed basic maintenance despite rising enrollment. School districts also faced stiff opposition from voters in passing school bonds. In 1991, half of all school bonds were defeated.

According to the National Clearinghouse for Educational Facilities, in 1990 school construction contracts totaled \$9.5 billion. By 1994, the amount of school construction contracts had increased only slightly to \$11.9 billion.

During that same period of time, an additional 2.8 million children entered our nation's public school system.

In a landmark 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that a total of \$1.12 billion was needed to repair and modernize this nation's schools. (Figure 13). The report stated,

“One third of all schools need extensive repair or replacement. Nearly 60 percent of schools have at least one major building problem, and more than half have inadequate environmental conditions.”

School construction finally began to pick up in 1995. Total contract awards for school construction increased from \$14 billion in 1995 to \$18 billion in 1998. The total number of school construction contracts increased from 7,185 in 1995 to 8,215 in 1998. Voters have increased their support for school bonds as well, with the percentage of schools bonds passing rising from 50 percent in 1991 to 67 percent in 1998.

In 1998, primary school construction accounted for 49 percent of these contracts; middle and junior high schools for 17.3 percent; senior high schools for 29.3 percent; and vocational schools for 4.4 percent. Four large states—Texas (\$1.9 billion), California (\$1.3 billion), Florida (\$1.1 billion) and New York (\$1.1 billion)—lead the nation in spending to repair, modernize and build schools.

The National Clearinghouse for Educational Facilities estimates that \$19.5 billion will be spent in 1999 to build and modernize our nation's schools. Despite this recent spurt, school construction and modernization badly lags behind other efforts to improve our nation's infrastructure. The average age of a public school building is 42 years old and school buildings begin rapid deterioration after 40 years. In 1998, the American Society of Civil Engineers gave school modernization and construction the lowest grade possible—an “F”—in its Report Card for America's Infrastructure.

While significant progress has been made in giving our nation's schools increased access to the Internet, with close to 90 percent of all schools connected in 1998 compared to just 30 percent in 1994, wiring classrooms still lags behind. According to the American Society of Civil Engineers 1998 report, “Forty-six percent lack basic wiring to support computer systems.”

### *Setting New College Enrollment Records*

Our nation's colleges and universities also are setting a new national enrollment record. In 1999, 14.9 million Americans will be studying in our nation's higher education system. College and university enrollment will jump 10 percent in the next 10 years and an increasing majority of college students will be full-time students. Enrollment is projected to increase by 1.5 million between 1999 and 2009 and comes at a time when many colleges and universities are already at full capacity and becoming more selective in their admissions processes. Continuing a 20-year trend, the majority of these students will be women.

The projected enrollment increase in our nation's high schools, coupled with the fact that two-thirds of all high school graduates now go directly to college, will only increase the competition that American high school seniors already face to go to the college of their choice. Some college applicants already feel stranded on waiting lists, and a growing number of colleges and universities are adopting the unusual approach of admitting young people not just in the fall semester but in the spring and summer semesters as well.

### *Conclusion: Now Is the Time to Act*

This report, like the previous three special reports on the baby boom echo, seeks to alert the American people that now is the time to invest in our nation's young people. We need to do this by expanding pre-K opportunities, building more schools, hiring more well-prepared teachers and keeping them in the field, and setting higher standards for all students.

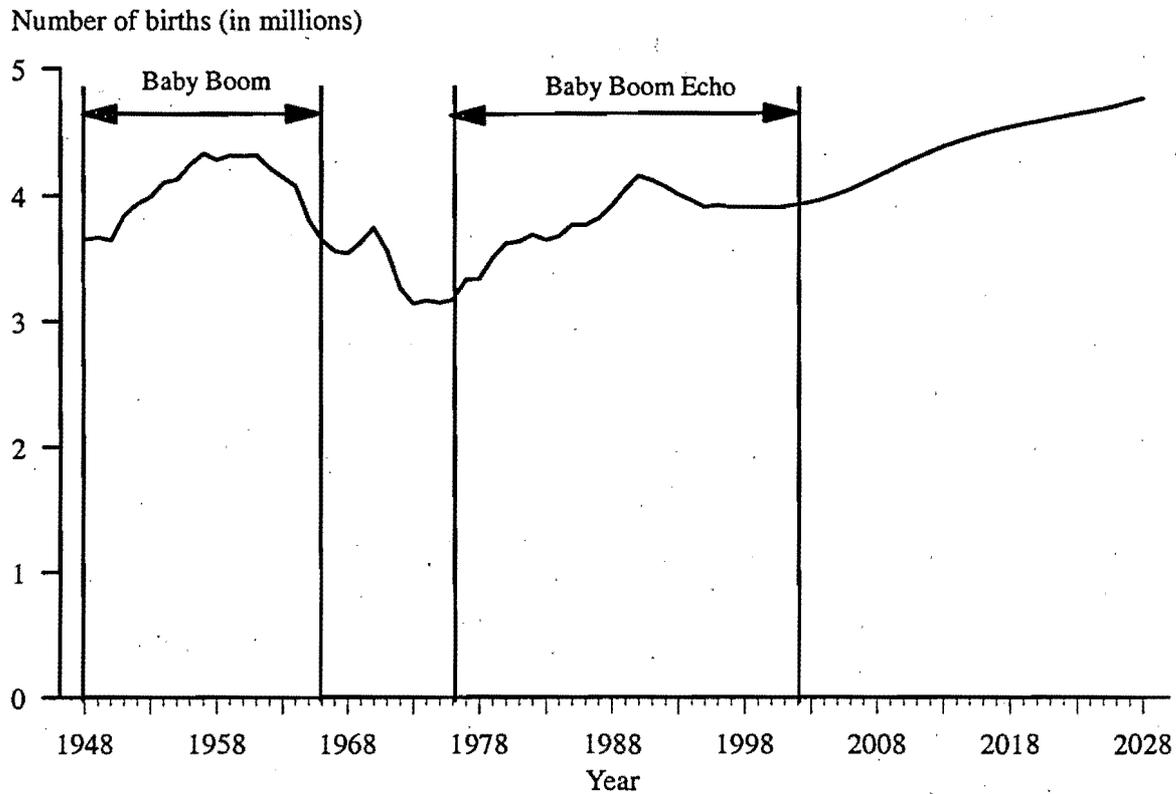
As I visit schools across the country local educators are often surprised to discover that they are not alone in confronting the problem of overcrowded schools and school buildings that are wearing out. Across the country from Broward County, Florida, dubbed the portable classroom capital of America, to Los Angeles, California, which is preparing to build over 50 new schools, the need to build more schools is immediate and real.

The fact of the matter is simply this: There is no end in sight to the number of children entering our nation's schools. This nation has a rare opportunity, in this time of peace and prosperity, to accept the challenge of educating the

millions of young people entering our schools this year and those who will be entering our schools for years to come. America's schools are full of optimistic young people who deserve the best education possible. Now is not the time to be short-sighted.

ATTACHED CHARTS DESCRIBE THE BABY BOOM ECHO

**Figure 1.--Annual number of births, with projections: 1948 to 2028**

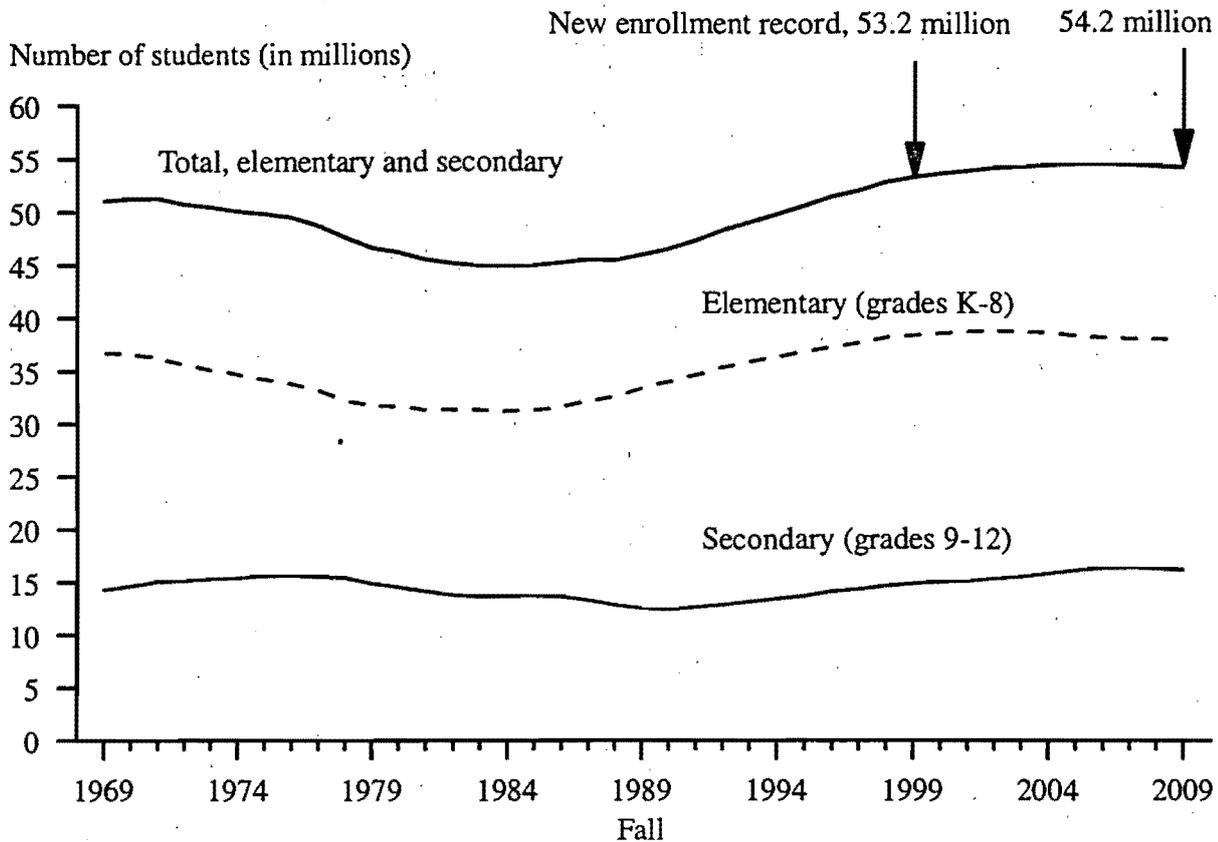


The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, 4.3 million births were recorded, an increase of 19 percent from 1948.

In contrast, the "baby boom echo," which began in the late 1970s, reached 4.1 million births at its peak in 1990, reflecting a 25 percent increase from 1977. Unlike the decline in the post-baby boom era, when births dropped down to 3.1 million in the early 1970s, the number of births in the post-baby boom echo era is expected to remain fairly stable at nearly 4 million for about a decade. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

**Figure 2.--Enrollment in public and private elementary and secondary schools: Fall 1969 to fall 2009**



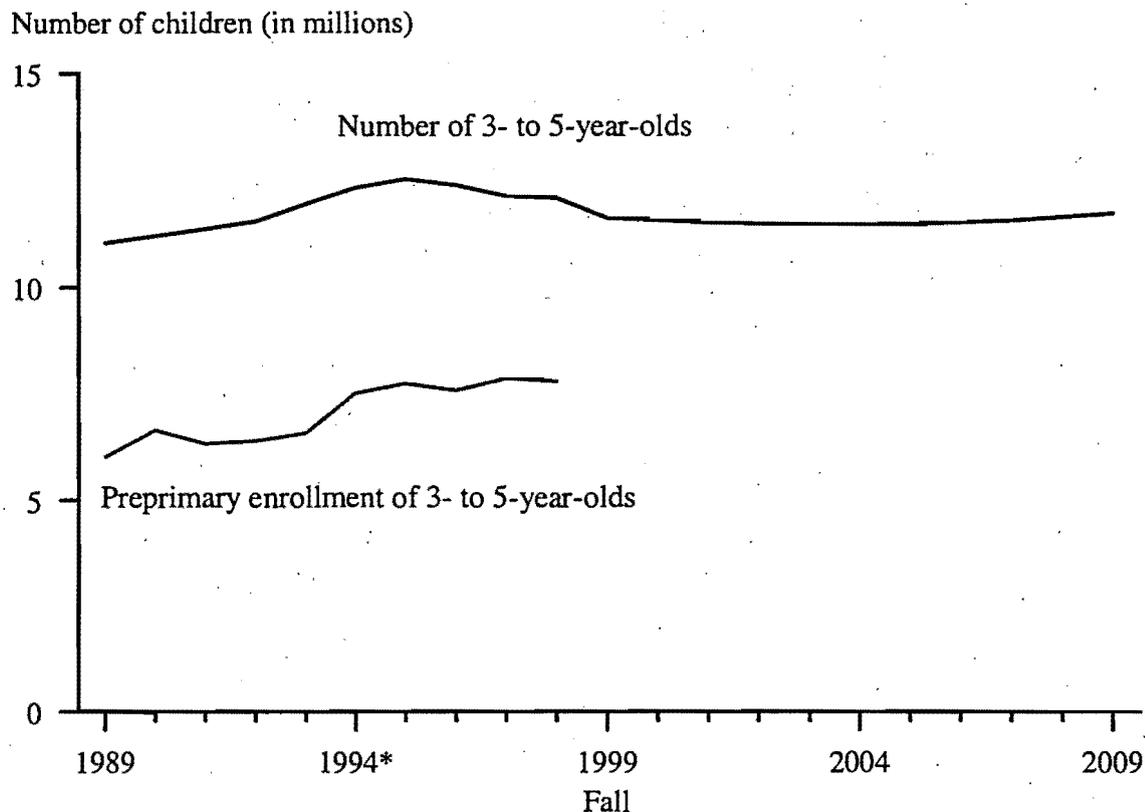
In fall 1999, public and private school enrollment is projected to surpass the previous high of 1998, and is expected to increase every year through 2006.

From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1999, the pattern changed again as enrollment increased significantly at the elementary school level. Elementary school enrollment is projected to continue growing slowly through 2002, and then decline slightly, ending at a level in 2009 similar to 1998. In contrast, secondary school enrollment is expected to rise by 9 percent between 1999 and 2009, from 14.9 million to 16.2 million, as current elementary school students move into high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and *Projections of Education Statistics to 2009*.

**Figure 3.--Number of 3- to 5-year-olds and preprimary enrollment:  
1989 to 2009**

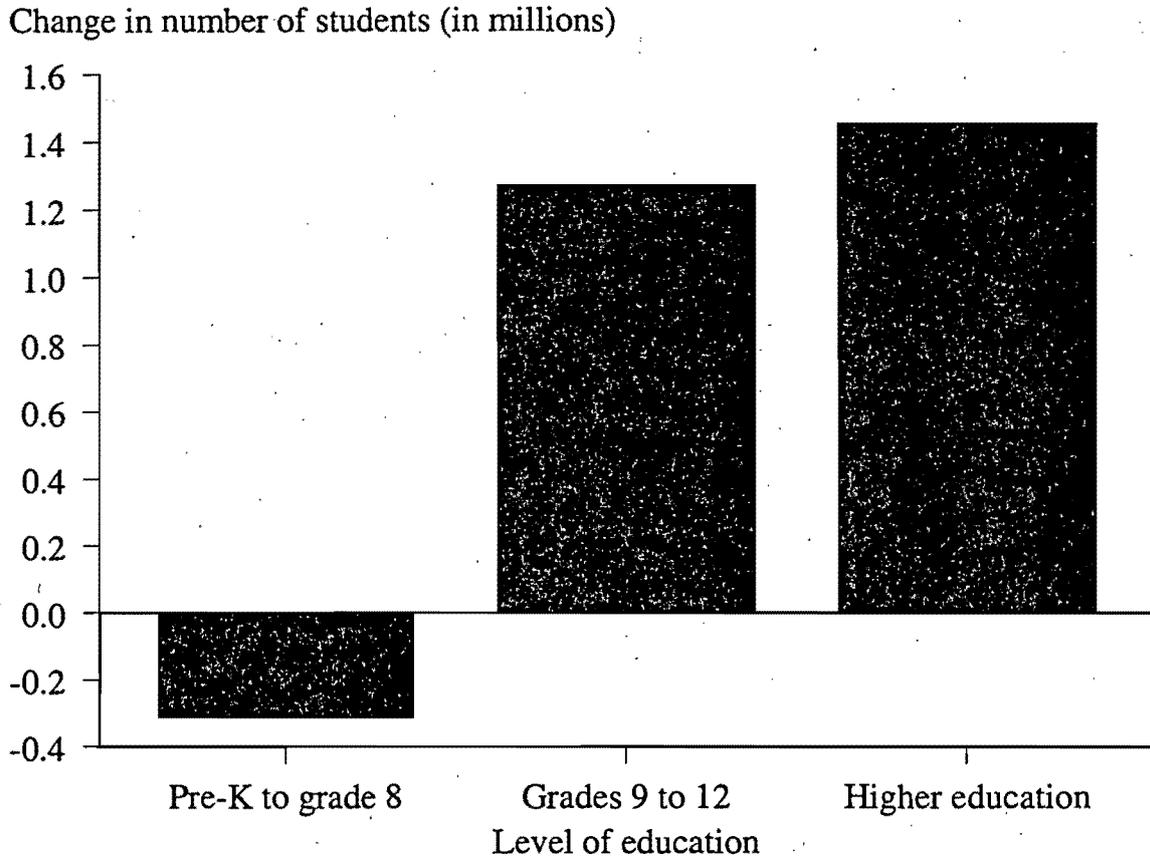


Enrollment in preprimary education has increased in recent years, reaching about 7.8 million in 1998. About two-thirds of 3- to 5-year-olds attended preprimary programs in 1998, but about 4.3 million were not enrolled. Enrollment rates differed by age, with about 39 percent of 3-year-olds, 67 percent of 4-year-olds, and 89 percent of 5-year-olds enrolled in preprimary programs.

\*Some of the enrollment increase in 1994 is attributable to changes in survey procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

**Figure 4.--Change in number of students enrolled in elementary and secondary schools and higher education institutions: Fall 1999 to fall 2009**



As elementary students move into the secondary school grades, enrollment will increase in grades 9 to 12. Projections for 1999 through 2009 indicate an additional 1.3 million high school students over the time period, a 9 percent increase. Decreases in preschool and lower elementary enrollments are expected before leveling out in the next five to ten years. At the higher education level, enrollment is project to rise by 1.5 million over the next 10 years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 1.--Enrollment in public elementary and secondary schools,  
by grade: Fall 1983 to fall 2009**

(Numbers in thousands)

Year	Total enrollment	Prekindergarten/ kindergarten		Grades 1 to 5		Grades 6 to 8		Grades 9 to 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1983	39,252	2,859	7.3	14,511	37.0	9,611	24.5	12,271	31.3
1984	39,208	3,010	7.7	14,638	37.3	9,257	23.6	12,304	31.4
1985	39,422	3,192	8.1	14,942	37.9	8,900	22.6	12,388	31.4
1986	39,753	3,310	8.3	15,347	38.6	8,764	22.0	12,333	31.0
1987	40,008	3,388	8.5	15,799	39.5	8,745	21.9	12,076	30.2
1988	40,189	3,433	8.5	16,187	40.3	8,882	22.1	11,687	29.1
1989	40,543	3,486	8.6	16,607	41.0	9,059	22.3	11,390	28.1
1990	41,217	3,610	8.8	16,919	41.0	9,350	22.7	11,338	27.5
1991	42,047	3,686	8.8	17,183	40.9	9,636	22.9	11,541	27.4
1992	42,823	3,817	8.9	17,344	40.5	9,927	23.2	11,735	27.4
1993	43,465	3,922	9.0	17,432	40.1	10,150	23.4	11,961	27.5
1994	44,111	4,047	9.2	17,582	39.9	10,269	23.3	12,213	27.7
1995	44,840	4,173	9.3	17,809	39.7	10,359	23.1	12,500	27.9
1996	45,611	4,203	9.1	18,054	39.7	10,508	23.0	12,847	28.2
1997	46,127	4,198	9.1	18,286	39.6	10,589	23.0	13,054	28.3
Projected									
1998	46,844	4,100	8.8	18,686	39.9	10,726	22.9	13,330	28.5
1999	47,244	4,053	8.6	18,837	39.9	10,811	22.9	13,543	28.7
2000	47,533	4,031	8.5	18,859	39.7	10,985	23.1	13,658	28.7
2001	47,785	4,009	8.4	18,782	39.3	11,228	23.5	13,767	28.8
2002	48,010	3,992	8.3	18,624	38.8	11,459	23.9	13,935	29.0
2003	48,154	3,982	8.3	18,461	38.3	11,593	24.1	14,119	29.3
2004	48,286	3,978	8.2	18,353	38.0	11,578	24.0	14,376	29.8
2005	48,392	3,979	8.2	18,286	37.8	11,456	23.7	14,669	30.3
2006	48,418	3,984	8.2	18,239	37.7	11,327	23.4	14,868	30.7
2007	48,362	3,995	8.3	18,215	37.7	11,245	23.3	14,907	30.8
2008	48,255	4,013	8.3	18,218	37.8	11,190	23.2	14,833	30.7
2009	48,126	4,037	8.4	18,245	37.9	11,144	23.2	14,699	30.5

NOTE.--Projected numbers may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and special tabulations.



**Table 2.—Enrollment in public and private elementary and secondary schools,  
by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	45,898	53,215	54,369	54,174	15.9	1.8	18.0
Private, total.....	5,355	5,971	6,082	6,048	11.5	1.3	12.9
	Public schools						
Public, total.....	40,543	47,244	48,286	48,126	16.5	1.9	18.7
Northeast.....	7,200	8,207	8,249	7,959	14.0	-3.0	10.5
Connecticut.....	462	547	545	519	18.5	-5.2	12.3
Maine.....	214	209	199	193	-2.2	-7.5	-9.6
Massachusetts.....	826	967	979	938	17.2	-3.1	13.6
New Hampshire.....	172	203	203	199	18.2	-1.9	15.9
New Jersey.....	1,076	1,252	1,279	1,253	16.4	0.0	16.4
New York.....	2,566	2,936	2,968	2,860	14.4	-2.6	11.5
Pennsylvania.....	1,655	1,833	1,821	1,753	10.8	-4.4	5.9
Rhode Island.....	136	153	151	145	12.7	-5.3	6.7
Vermont.....	95	106	103	100	12.0	-5.5	5.9
Midwest.....	9,849	10,842	10,867	10,681	10.1	-1.5	8.5
Illinois.....	1,797	2,154	2,245	2,215	19.8	2.8	23.2
Indiana.....	954	1,001	1,026	1,022	4.9	2.1	7.1
Iowa.....	478	497	482	473	3.8	-4.8	-1.2
Kansas.....	431	469	462	464	8.7	-1.0	7.6
Michigan.....	1,577	1,680	1,673	1,617	6.6	-3.8	2.5
Minnesota.....	740	854	843	829	15.5	-3.0	12.1
Missouri.....	808	913	915	902	13.0	-1.2	11.7
Nebraska.....	271	291	287	288	7.3	-1.0	6.1
North Dakota.....	118	117	111	110	-0.5	-6.5	-7.0
Ohio.....	1,764	1,839	1,810	1,760	4.2	-4.3	-0.3
South Dakota.....	127	143	141	144	12.1	1.0	13.2
Wisconsin.....	783	884	873	859	12.9	-2.8	9.7
South.....	14,605	17,002	17,428	17,421	16.4	2.5	19.3
Alabama.....	724	754	766	763	4.2	1.2	5.4
Arkansas.....	435	463	465	458	6.3	-1.0	5.3
Delaware.....	98	114	114	113	16.2	-0.7	15.4
District of Columbia.....	81	76	72	70	-6.3	-7.7	-13.5
Florida.....	1,790	2,381	2,440	2,396	33.0	0.6	33.9
Georgia.....	1,127	1,425	1,516	1,541	26.5	8.1	36.8
Kentucky.....	631	655	652	639	3.8	-2.5	1.3
Louisiana.....	783	785	760	751	0.3	-4.4	-4.1
Maryland.....	699	845	863	849	21.0	0.4	21.5
Mississippi.....	502	509	513	509	1.4	-0.1	1.3
North Carolina.....	1,081	1,317	1,388	1,354	21.9	2.8	25.2
Oklahoma.....	579	619	598	587	7.0	-5.2	1.4
South Carolina.....	616	650	637	621	5.5	-4.6	0.7
Tennessee.....	820	944	982	986	15.2	4.5	20.3
Texas.....	3,329	4,036	4,213	4,352	21.2	7.8	30.7
Virginia.....	985	1,132	1,160	1,150	14.9	1.6	16.8
West Virginia.....	328	297	291	283	-9.3	-4.7	-13.6
West.....	8,889	11,193	11,742	12,064	25.9	7.8	35.7
Alaska.....	109	133	136	142	21.5	7.1	30.1
Arizona.....	608	892	982	1,011	46.7	13.4	66.4
California.....	4,772	6,022	6,306	6,450	26.2	7.1	35.2
Colorado.....	563	706	733	750	25.4	6.2	33.2
Hawaii.....	169	201	214	227	18.3	13.0	33.7
Idaho.....	215	256	275	297	19.1	16.0	38.1
Montana.....	151	165	164	169	8.8	2.5	11.4
Nevada.....	187	325	372	383	74.1	17.6	104.8
New Mexico.....	296	348	367	390	17.7	12.0	31.8
Oregon.....	472	553	562	567	17.1	2.5	20.0
Utah.....	439	488	506	534	11.4	9.4	21.9
Washington.....	810	1,008	1,031	1,045	24.4	3.6	28.9
Wyoming.....	97	96	94	100	-0.8	4.2	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey;  
*Projections of Education Statistics to 2009.*

**Table 3.--Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	6,022	6,450	428
Texas.....	4,036	4,352	316
Arizona.....	892	1,011	119
Georgia.....	1,425	1,541	115
Illinois.....	2,154	2,215	60
Nevada.....	325	383	57
Utah.....	488	534	46
Colorado.....	706	750	44
Tennessee.....	944	986	43
New Mexico.....	348	390	42
Idaho.....	256	297	41
North Carolina.....	1,317	1,354	37
Washington.....	1,008	1,045	36
Hawaii.....	201	227	26
Indiana.....	1,001	1,022	21

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

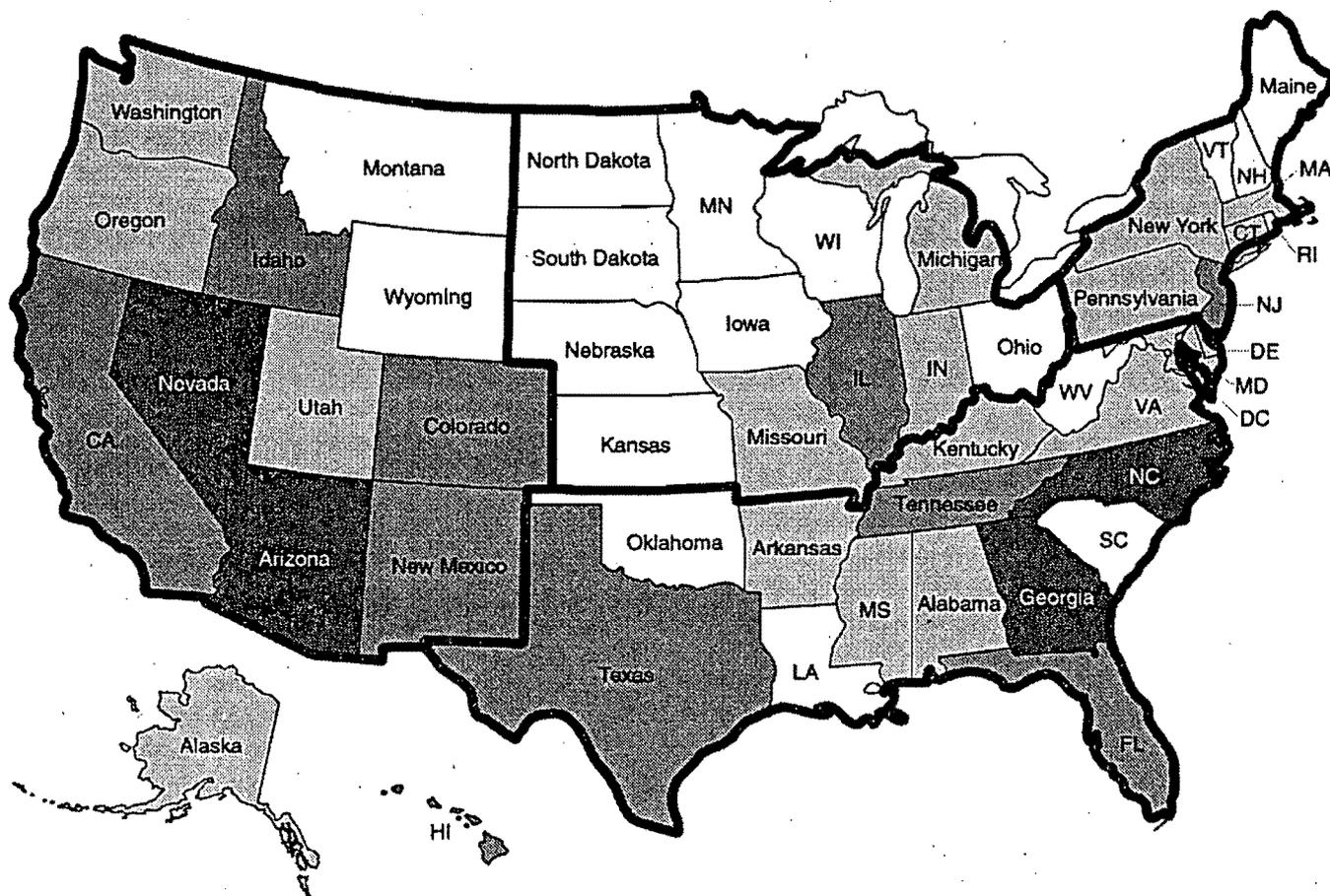
**Table 4.--Fifteen states with the largest percent increases in public elementary and secondary enrollment: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	325	383	17.6
Idaho.....	256	297	16.0
Arizona.....	892	1,011	13.4
Hawaii.....	201	227	13.0
New Mexico.....	348	390	12.0
Utah.....	488	534	9.4
Georgia.....	1,425	1,541	8.1
Texas.....	4,036	4,352	7.8
California.....	6,022	6,450	7.1
Alaska.....	133	142	7.1
Colorado.....	706	750	6.2
Tennessee.....	944	986	4.5
Wyoming.....	96	100	4.2
Washington.....	1,008	1,045	3.6
Illinois.....	2,154	2,215	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 6.--Percent change in public secondary enrollment in grades 9 to 12, by state: Fall 1999 to fall 2009**



Overall, public high school enrollment is projected to increase 9 percent over the next ten years. Nevada has the largest projected increase at 55 percent, from 1.6 million in 1999 to 1.9 million in 2009. Arizona, also a western state, has the second largest projected increase at 35 percent, from 243,000 students in 1998 to 329,000 in 2008.

Other states outside the western region with large public secondary enrollment increases expected by 2009 include North Carolina with a 22 percent projected increase, Illinois, with a 17 percent increase, and Georgia with a projected increase of about 21 percent.

SOURCE: U.S. Department of Education National Center for Education Statistics *Projections of Education Statistics to 2009*.

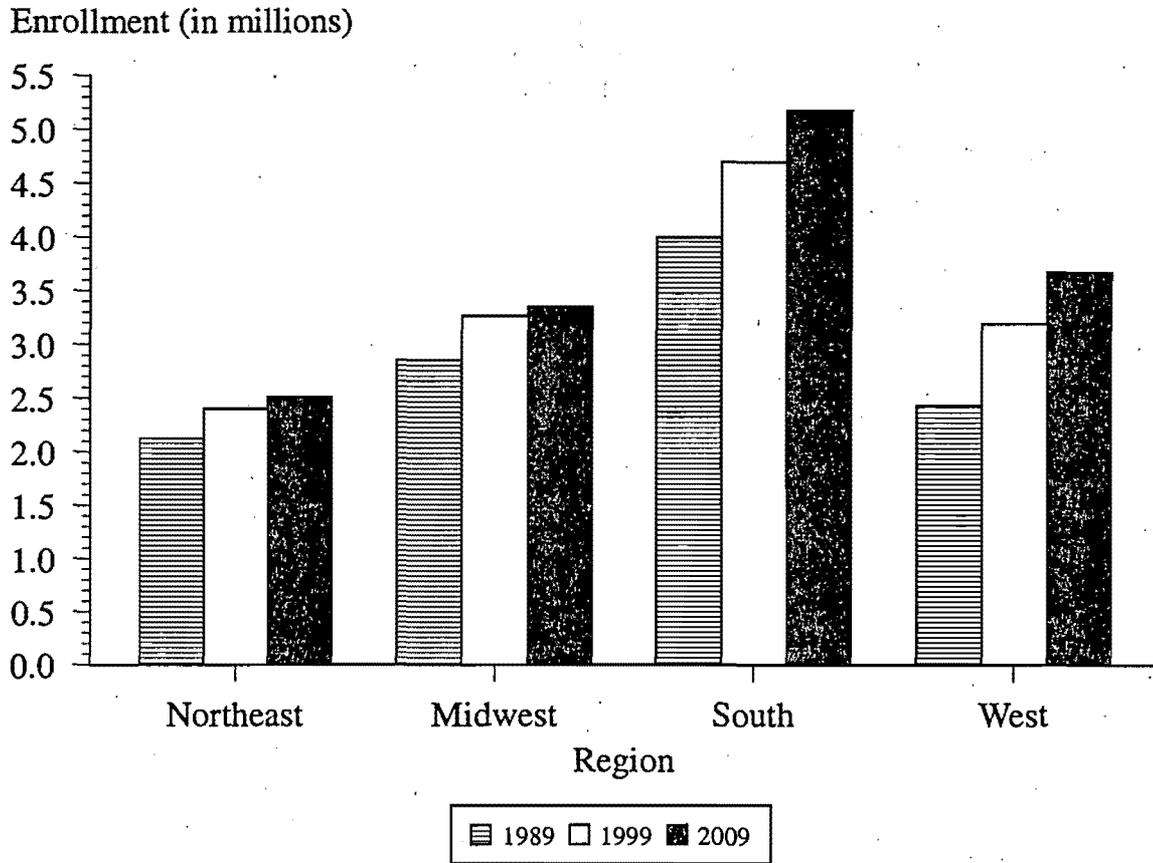
**Table 5.--Twenty-five school districts with the largest increases in enrollment:  
Fall 1987 to fall 1997**

School district	City	State	Rank	Enrollment		Enrollment increase, 1987 to 1997	Percent change, 1987 to 1997
				1987	1997		
New York City .....	New York City	New York	1	939,933	1,071,853	131,920	14
Dade County School District .....	Miami	Florida	2	253,323	345,958	92,635	37
Los Angeles Unified .....	Los Angeles	California	3	589,311	680,430	91,119	15
Clark County School District .....	Las Vegas	Nevada	4	100,027	190,822	90,795	91
Broward County School District .....	Fort Lauderdale	Florida	5	137,366	224,799	87,433	64
City of Chicago .....	Chicago	Illinois	6	419,537	477,610	58,073	14
Palm Beach County School District ...	West Palm Beach	Florida	7	89,944	142,724	52,780	59
Orange County School District .....	Orlando	Florida	8	88,878	133,826	44,948	51
Guilford County Schools .....	Greensboro	North Carolina	9	23,984	59,903	35,919	150
Gwinnett County School District .....	Lawrenceville	Georgia	10	58,047	93,509	35,462	61
Hillsborough County School District ..	Tampa	Florida	11	118,031	152,781	34,750	29
Wake County Schools .....	Raleigh	North Carolina	12	59,687	89,772	30,085	50
Montgomery County Public Schools ..	Rockville	Maryland	13	96,271	125,023	28,752	30
Dallas Independent .....	Dallas	Texas	14	130,885	157,622	26,737	20
Cobb County School District .....	Marietta	Georgia	15	63,564	88,266	24,702	39
Prince Georges County Public Schools	Upper Marlboro	Maryland	16	104,412	128,347	23,935	23
Philadelphia City .....	Philadelphia	Pennsylvania	17	189,031	212,865	23,834	13
Hawaii Department of Education .....	Honolulu	Hawaii	18	166,139	189,887	23,748	14
Baltimore County Public Schools .....	Towson	Maryland	19	81,152	104,708	23,556	29
Fulton County School District .....	Atlanta	Georgia	20	39,709	62,798	23,089	58
Duval County School District .....	Jacksonville	Florida	21	105,049	126,979	21,930	21
Cypress-Fairbanks Independent .....	Houston	Texas	22	34,073	55,593	21,520	63
Charlotte-Mecklenburg .....	Charlotte	North Carolina	23	74,680	95,795	21,115	28
Pinellas County .....	Largo	Florida	24	88,866	109,309	20,443	23
Fort Bend .....	Sugar Land	Texas	25	28,738	49,093	20,355	71

NOTE.--Some changes may be affected by school district boundary changes. Selection of districts based on the most recent complete data on all school districts (1997), and the change from 1987.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey.

**Figure 7.-Enrollment in grades 9 to 12 in public schools, by region:  
Fall 1989, 1999, and 2009**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 6.--Enrollment in grades 9 to 12 in public and private secondary schools, by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	12,583	14,891	15,808	16,163	18.3	8.5	28.4
Private.....	1,193	1,348	1,431	1,464	13.0	8.6	22.7
	Public schools						
Public, total.....	11,390	13,543	14,376	14,699	18.9	8.5	29.0
Northeast.....	2,124	2,399	2,575	2,509	13.0	4.6	18.1
Connecticut.....	123	152	168	158	23.0	4.3	28.3
Maine.....	62	61	59	52	-1.1	-13.7	-14.7
Massachusetts.....	235	268	300	284	13.7	6.2	20.7
New Hampshire.....	47	60	64	59	26.9	-1.6	24.9
New Jersey.....	310	337	366	372	8.5	10.4	19.8
New York.....	776	882	948	943	13.7	7.0	21.6
Pennsylvania.....	507	564	593	568	11.1	0.7	12.0
Rhode Island.....	37	43	45	42	15.9	-2.2	13.4
Vermont.....	26	33	33	30	30.4	-10.2	17.1
Midwest.....	2,852	3,262	3,379	3,345	14.4	2.5	17.3
Illinois.....	517	640	724	750	23.8	17.1	45.0
Indiana.....	283	292	303	315	3.0	8.1	11.4
Iowa.....	140	163	155	151	16.1	-7.4	7.5
Kansas.....	117	144	140	140	22.9	-2.9	19.3
Michigan.....	449	473	498	472	5.3	0.0	5.3
Minnesota.....	211	273	277	265	29.3	-2.9	25.6
Missouri.....	232	268	277	273	15.6	2.0	17.9
Nebraska.....	77	91	89	87	19.0	-4.3	13.9
North Dakota.....	33	39	36	34	19.3	-13.8	2.9
Ohio.....	525	547	549	536	4.1	-2.0	2.0
South Dakota.....	34	45	43	43	34.5	-5.5	27.0
Wisconsin.....	234	287	289	279	22.7	-2.9	19.2
South.....	3,988	4,691	4,959	5,171	17.6	10.2	29.7
Alabama.....	198	203	204	216	2.4	6.6	9.1
Arkansas.....	124	135	137	139	9.1	2.8	12.2
Delaware.....	27	34	35	36	27.1	4.2	32.5
District of Columbia.....	21	17	18	16	-17.1	-8.8	-24.4
Florida.....	486	667	740	748	37.0	12.3	53.8
Georgia.....	298	379	424	458	27.1	20.9	53.7
Kentucky.....	179	187	183	189	4.4	0.9	5.4
Louisiana.....	201	218	205	207	8.4	-5.3	-2.6
Maryland.....	192	236	255	254	22.8	7.9	32.5
Mississippi.....	133	138	134	144	3.9	4.3	8.4
North Carolina.....	311	356	420	432	14.3	21.5	39.0
Oklahoma.....	158	183	177	171	15.9	-6.2	8.7
South Carolina.....	172	187	184	181	8.5	-3.3	5.0
Tennessee.....	230	256	274	292	11.3	14.3	27.2
Texas.....	885	1,093	1,152	1,262	23.5	15.4	42.5
Virginia.....	273	313	331	341	14.8	8.9	25.0
West Virginia.....	100	90	86	86	-10.2	-4.8	-14.5
West.....	2,427	3,191	3,464	3,674	31.5	15.1	51.4
Alaska.....	28	38	39	39	37.9	2.3	41.1
Arizona.....	156	243	294	329	55.7	35.1	110.4
California.....	1,302	1,664	1,829	1,926	27.8	15.7	47.9
Colorado.....	155	203	215	227	31.0	11.4	45.9
Hawaii.....	46	56	59	65	21.5	16.8	41.9
Idaho.....	58	78	78	90	33.3	16.1	54.8
Montana.....	41	52	49	49	24.4	-4.4	19.0
Nevada.....	49	89	117	133	79.3	50.4	169.6
New Mexico.....	93	110	112	123	18.3	11.9	32.4
Oregon.....	132	167	174	175	26.8	4.6	32.6
Utah.....	115	151	149	163	31.8	8.1	42.5
Washington.....	224	308	322	326	37.2	5.9	45.4
Wyoming.....	27	32	28	28	18.3	-12.0	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; *Projections of Education Statistics to 2009*.

**Table 7.--Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	1,664	1,926	261
Texas.....	1,093	1,262	168
Illinois.....	640	750	110
Arizona.....	243	329	85
Florida.....	667	748	82
Georgia.....	379	458	79
North Carolina.....	356	432	77
New York.....	882	943	62
Nevada.....	89	133	45
Tennessee.....	256	292	37
New Jersey.....	337	372	35
Virginia.....	313	341	28
Indiana.....	292	315	24
Colorado.....	203	227	23
Maryland.....	236	254	19

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

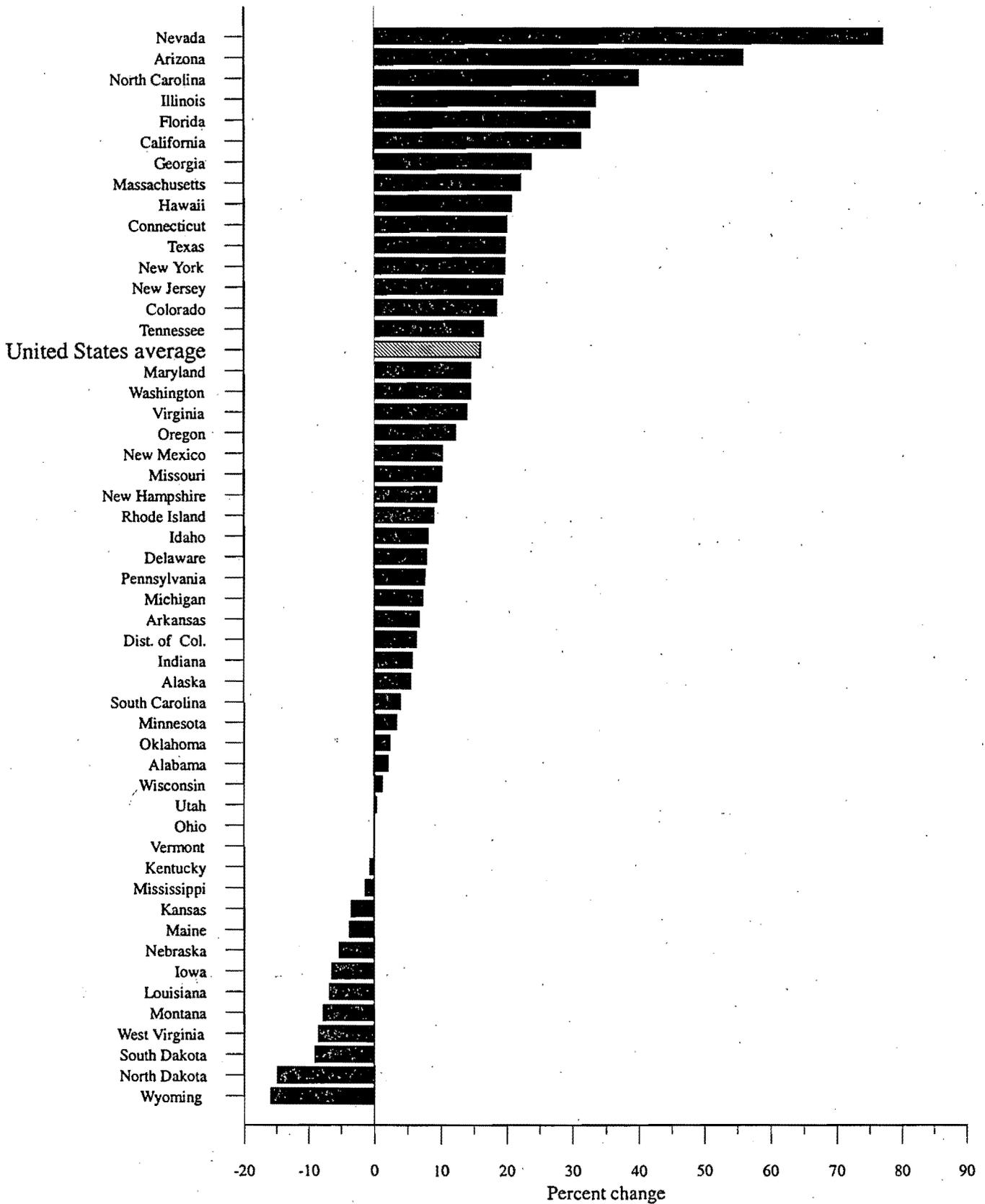
**Table 8.--Fifteen states with the largest percent increases in enrollment in grades 9 to 12 in public schools: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	89	133	50.4
Arizona.....	243	329	35.1
North Carolina.....	356	432	21.5
Georgia.....	379	458	20.9
Illinois.....	640	750	17.1
Hawaii.....	56	65	16.8
Idaho.....	78	90	16.1
California.....	1,664	1,926	15.7
Texas.....	1,093	1,262	15.4
Tennessee.....	256	292	14.3
Florida.....	667	748	12.3
New Mexico.....	110	123	11.9
Colorado.....	203	227	11.4
New Jersey.....	337	372	10.4
Virginia.....	313	341	8.9

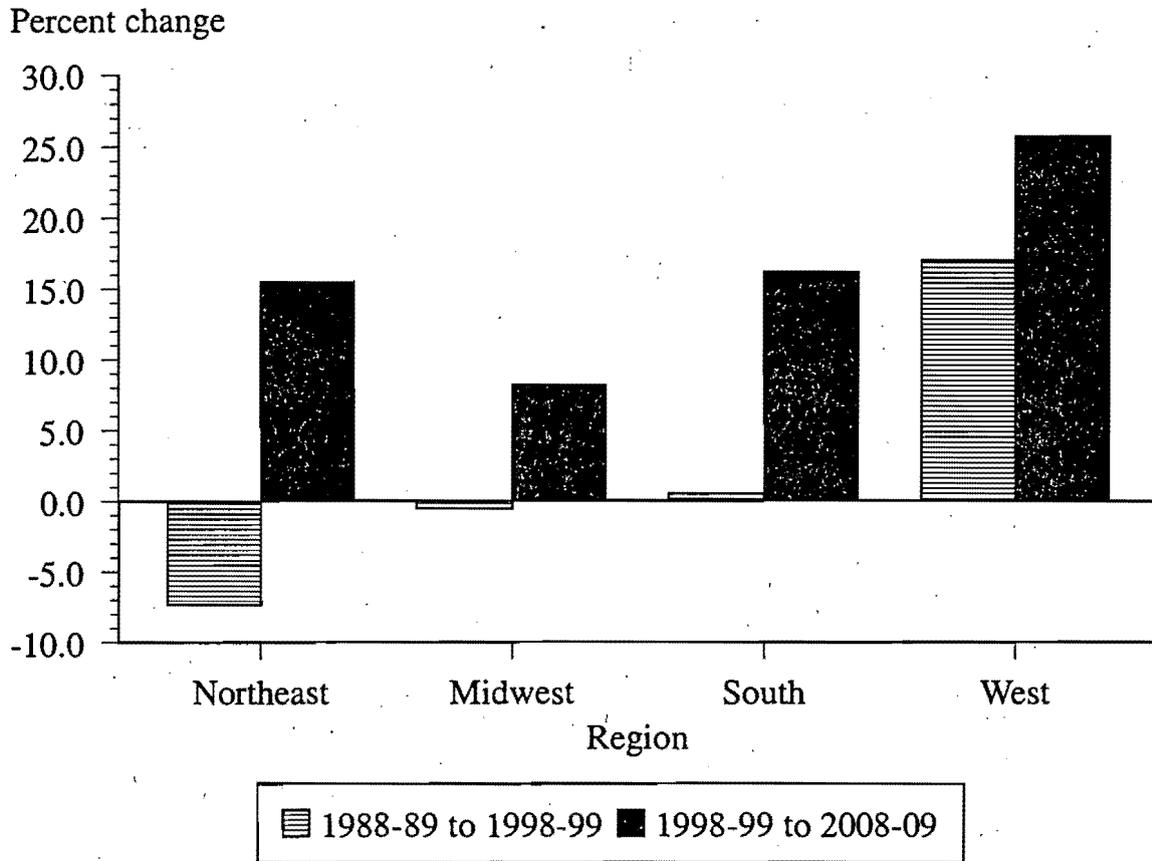
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 8.--Percent change in number of public high school graduates, by state: 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 9.-Percent change in public high school graduates, by region:  
1988-89 to 1998-99 and 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 9.--Graduates of public and private high schools, by region and state:  
1988-89, 1998-99, 2003-04, and 2008-09**

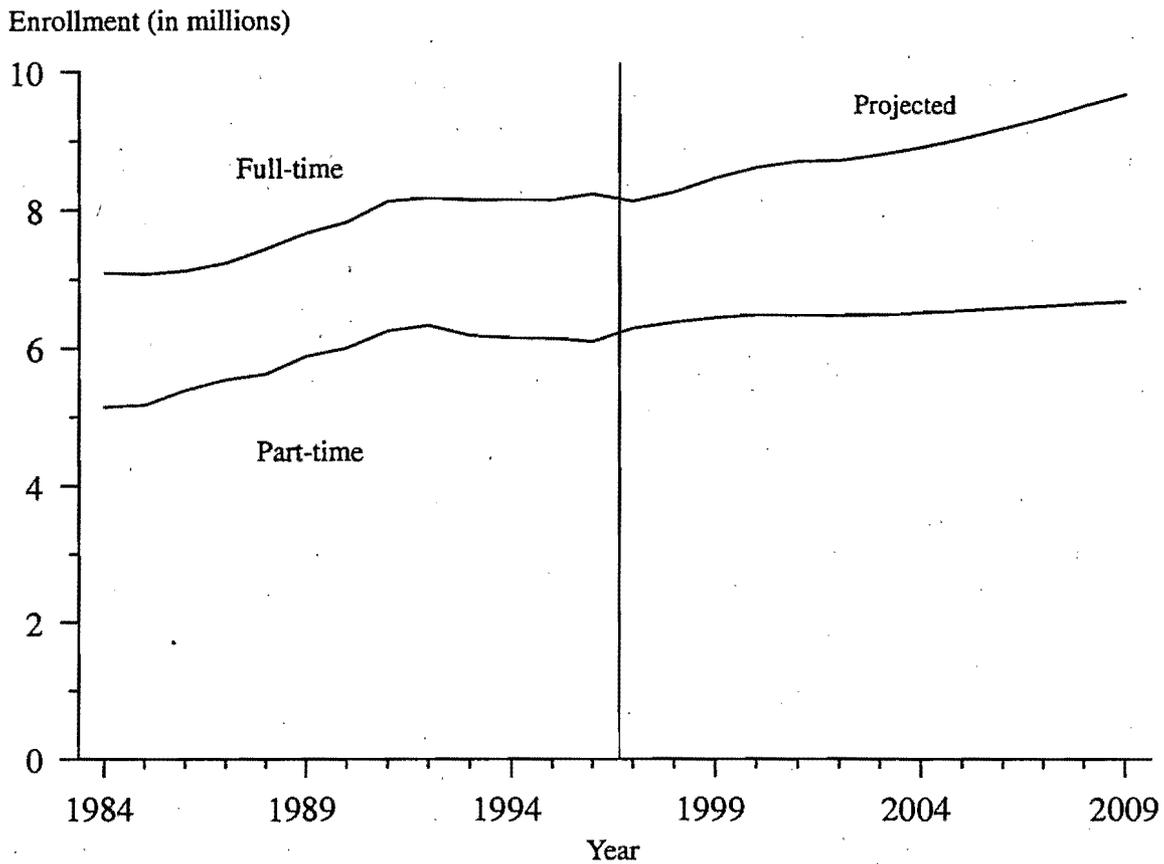
(Numbers in thousands)

Region and state	1988-89	Projected 1989-99	Projected 2003-04	Projected 2008-09	Percent change, 1988-89 to 1998-99	Percent change, 1998-99 to 2008-09	Percent change, 1988-89 to 2008-09
Public and private.....	2,727	2,798	2,982	3,248	2.6	16.1	19.1
Private.....	268	291	311	338	8.6	16.2	26.1
	Public Schools						
Public, total.....	2,459	2,507	2,672	2,910	2.0	16.0	18.3
Northeast.....	478	443	480	511	-7.3	15.5	7.0
Connecticut.....	31	29	33	35	-6.4	20.1	12.4
Maine.....	14	12	13	11	-14.6	-3.7	-17.8
Massachusetts.....	57	52	59	63	-10.1	22.2	9.8
New Hampshire.....	11	12	13	13	2.5	9.4	12.1
New Jersey.....	76	71	76	85	-6.5	19.4	11.6
New York.....	155	139	149	166	-10.1	19.7	7.7
Pennsylvania.....	119	114	122	122	-4.4	7.6	2.9
Rhode Island.....	9	8	9	9	-4.8	9.0	3.7
Vermont.....	6	7	7	7	10.5	0.0	10.5
Midwest.....	663	660	691	714	-0.5	8.2	7.6
Illinois.....	117	126	149	169	8.4	33.5	44.7
Indiana.....	64	59	57	62	-7.7	5.7	-2.5
Iowa.....	34	35	34	33	2.2	-6.4	-4.4
Kansas.....	27	29	29	28	7.8	-3.4	4.2
Michigan.....	102	90	94	97	-11.3	7.3	-4.8
Minnesota.....	53	57	61	59	7.6	3.3	11.2
Missouri.....	52	52	55	57	0.4	10.2	10.6
Nebraska.....	19	20	20	19	8.6	-5.3	2.9
North Dakota.....	8	9	9	7	8.3	-14.9	-7.8
Ohio.....	125	114	113	114	-8.7	0.0	-8.6
South Dakota.....	8	10	10	9	17.1	-9.1	6.5
Wisconsin.....	55	58	62	59	6.3	1.2	7.6
South.....	837	841	890	977	0.5	16.2	16.7
Alabama.....	43	38	36	39	-12.8	2.0	-11.1
Arkansas.....	28	27	27	29	-3.3	6.8	3.3
Delaware.....	6	6	7	7	6.0	7.9	14.4
District of Columbia.....	4	3	2	3	-29.0	6.3	-24.5
Florida.....	91	103	120	137	13.7	32.7	50.9
Georgia.....	62	64	69	80	4.0	23.8	28.7
Kentucky.....	39	37	35	37	-4.0	-0.6	-4.6
Louisiana.....	37	38	37	35	1.4	-6.8	-5.4
Maryland.....	46	47	50	54	2.1	14.6	17.0
Mississippi.....	24	24	22	24	-1.1	-1.3	-2.3
North Carolina.....	70	62	73	87	-11.0	40.0	24.5
Oklahoma.....	37	36	36	37	-2.8	2.3	-0.6
South Carolina.....	37	32	33	34	-12.3	3.9	-9.0
Tennessee.....	49	46	48	54	-5.2	16.5	10.5
Texas.....	177	194	209	233	9.7	19.8	31.4
Virginia.....	65	63	67	72	-2.8	14.0	10.8
West Virginia.....	23	20	18	18	-12.9	-8.5	-20.3
West.....	481	563	611	708	17.0	25.7	47.1
Alaska.....	6	7	7	7	19.9	5.5	26.4
Arizona.....	32	38	47	59	18.6	55.9	85.0
California.....	245	291	315	382	18.9	31.3	56.0
Colorado.....	36	38	42	45	6.6	18.5	26.3
Hawaii.....	10	10	11	12	-2.2	20.8	18.1
Idaho.....	13	16	15	17	25.9	8.1	36.1
Montana.....	10	11	11	10	5.9	-7.8	-2.4
Nevada.....	9	13	17	23	38.6	77.1	145.6
New Mexico.....	15	17	17	18	8.3	10.3	19.4
Oregon.....	27	29	31	33	8.4	12.3	21.7
Utah.....	23	30	28	30	30.0	0.3	30.4
Washington.....	49	57	61	65	16.7	14.6	33.8
Wyoming.....	6	6	6	5	6.3	-15.9	-10.7

NOTE.--Percents computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys;  
*Projections of Education Statistics to 2009.*

**Figure 10.--Enrollment in public and private 2-year and 4-year colleges,  
by attendance status: Fall 1984 to fall 2009**



Total college enrollment is expected to reach a record 14.9 million students in 1999. From 1989 to 1999, full-time and part-time enrollment increased at fairly similar rates, 10 and 9 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1999 and 2009, full-time enrollment is projected to increase by close to 14 percent, while part-time enrollment is projected to increase by 4 percent.

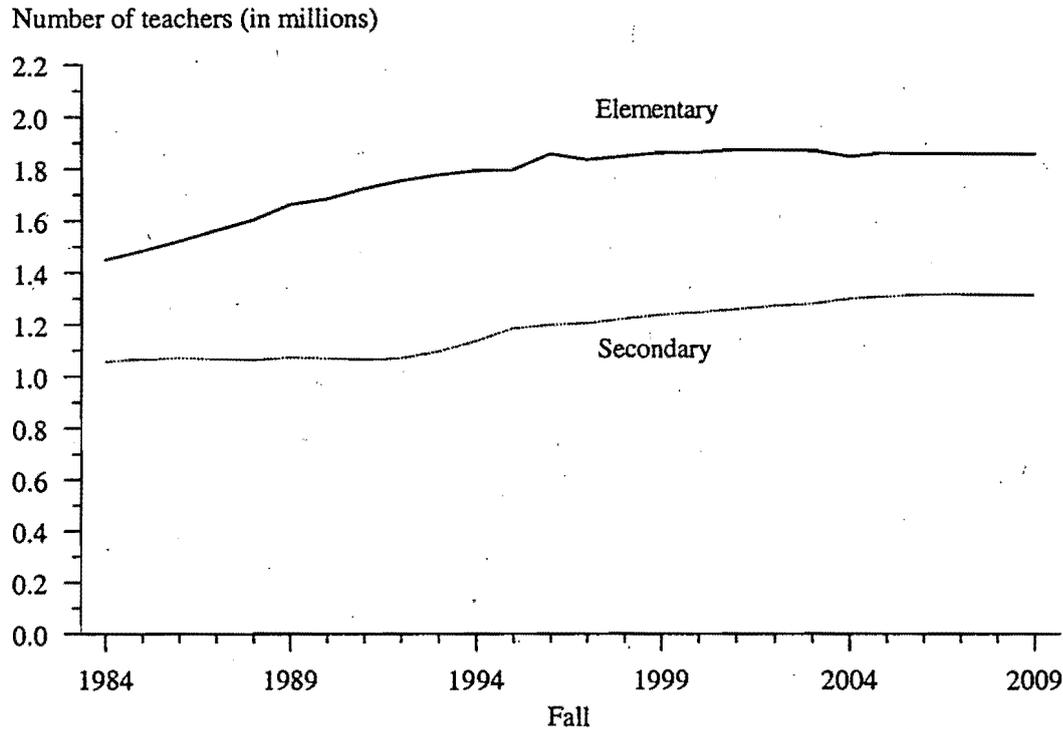
**Table 10.--Total enrollment in public and private 2-year and 4-year colleges, by sex, attendance status, and control of institution: Fall 1979 to fall 2009**

(Numbers in thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1979	11,570	5,683	5,887	6,794	4,776	9,037	2,533	2,503
1980	12,097	5,874	6,223	7,098	4,999	9,457	2,640	2,588
1981	12,372	5,975	6,397	7,181	5,190	9,647	2,725	2,595
1982	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
Projected								
1997	14,390	6,313	8,077	8,114	6,276	11,214	3,175	2,278
1998	14,608	6,297	8,311	8,242	6,366	11,390	3,218	2,349
1999	14,881	6,370	8,511	8,449	6,432	11,602	3,279	2,408
2000	15,072	6,432	8,639	8,600	6,471	11,750	3,322	2,481
2001	15,158	6,471	8,688	8,690	6,469	11,816	3,342	2,492
2002	15,168	6,486	8,682	8,702	6,466	11,823	3,345	2,505
2003	15,262	6,525	8,736	8,787	6,475	11,894	3,368	2,568
2004	15,400	6,577	8,823	8,895	6,505	12,000	3,400	2,567
2005	15,556	6,628	8,928	9,019	6,537	12,119	3,437	2,577
2006	15,739	6,691	9,048	9,169	6,570	12,258	3,481	2,629
2007	15,929	6,763	9,166	9,325	6,604	12,403	3,526	2,693
2008	16,144	6,852	9,291	9,503	6,640	12,568	3,576	2,750
2009	16,336	6,937	9,399	9,666	6,670	12,715	3,621	2,795

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009: Digest of Education Statistics, 1998*; and special tabulations.

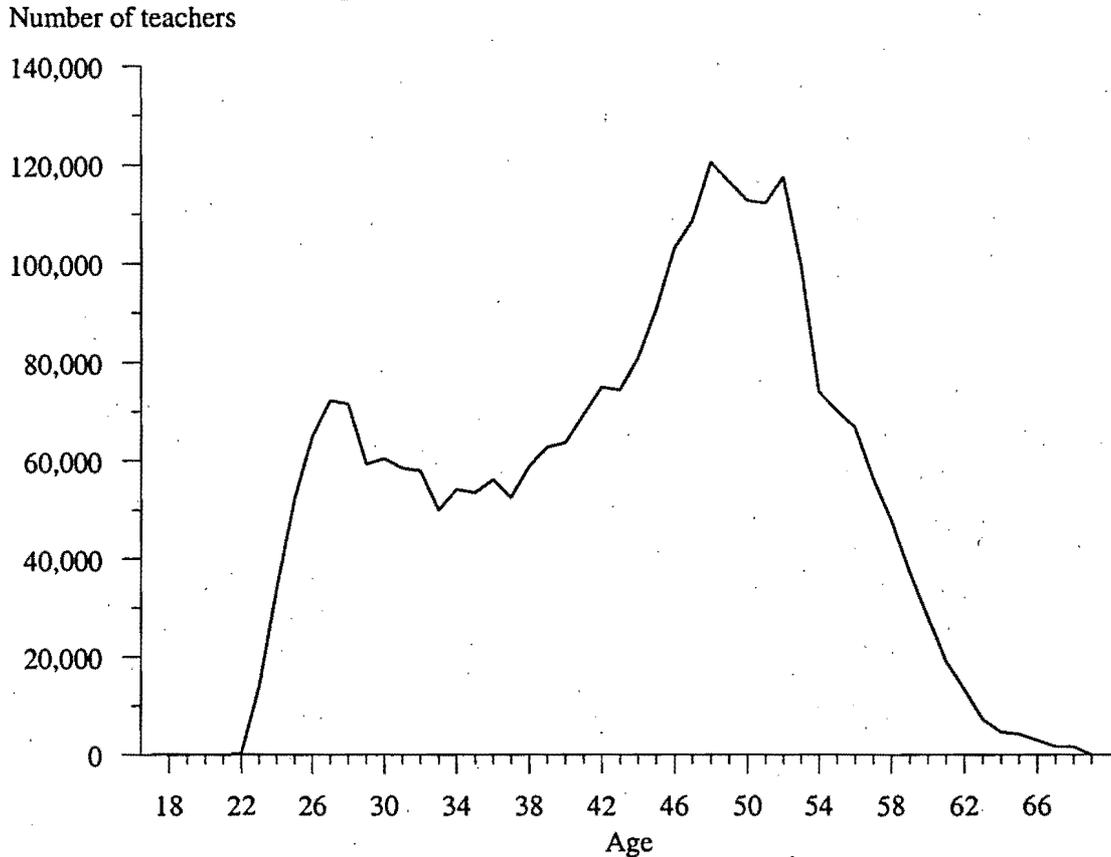
**Figure 11.--Classroom teachers in public and private elementary and secondary schools: Fall 1984 to fall 2009**



The number of secondary school teachers is projected to increase at a greater rate than the number of elementary school teachers. Assuming a relatively stable pupil/teacher ratio between 1999 and 2009, the number of elementary teachers is expected to hold steady at about 1.9 million. The number of secondary teachers is projected to increase 6 percent, rising from 1.2 million to 1.3 million teachers.

Filling teaching positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. Most public school teachers (92 percent of departmentalized and 93 percent of general elementary teachers) were fully certified in their main teaching assignment in 1998. However, emergency and temporary certification was higher among teachers with 3 or fewer years of experience. About 12 percent of general elementary teachers with 3 or fewer years of experience had emergency or temporary certification. The results were similar for departmentalized teachers.

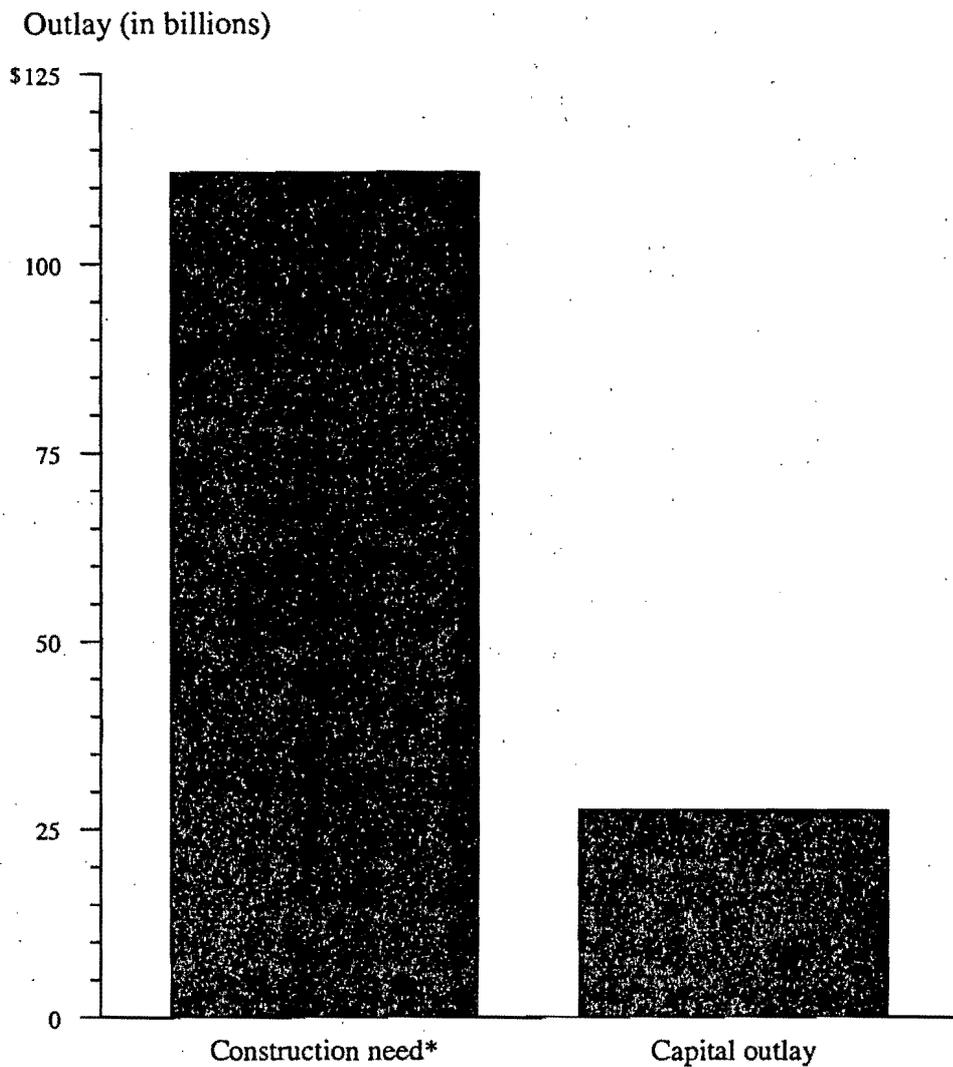
**Figure 12.--Estimated age distribution of full-time-equivalent public school teachers: 1998-99**



The influx of the baby boom echo students into classrooms creates a need for more teachers as these students move from elementary school through high school. However, the highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range, many of whom were originally hired during the earlier rise in enrollment during the late 1960s and early 1970s. This means that a large number of teachers will be nearing the end of their teaching career within the next five to ten years. An estimated 2.2 million public school teachers will need to be hired over the next ten years to both meet enrollment increases and replace those teachers who retire or leave the profession for other reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2008, Digest of Education Statistics*, "Common Core of Data," and unpublished data.

**Figure 13.--Comparison of need for school construction and modernization and capital outlay for schools: 1995-96**



In a 1995 report, the General Accounting Office estimated that \$112 billion was needed to upgrade and retrofit America's school buildings. According to the report, some 14 million students are enrolled in 25,000 of the nation's schools reporting extensive repair or replacement needs. In comparison, public schools spent about \$28 billion on capital outlay in 1995-96.

\*Need as reported in General Accounting Office report, *School Facilities: Condition of America's Schools*.

SOURCE: General Accounting Office, *School Facilities: Condition of America's Schools*; and *Digest of Education Statistics, 1998*.

## General Projection Methodology

Total enrollment is projected using expected grade retention rates and college enrollment rates drawn from institutional data from the National Center for Education Statistics (NCES); demographic data and population projections from the Bureau of the Census; and historical and projected economic data from Standard & Poor's DRI Economic Forecasting Service. Grade retention rate (cohort survival), exponential smoothing, and multiple linear regression are the major projection techniques used to forecast these rates.

For school enrollment, the grade retention rates were projected using exponential smoothing. State-level public school enrollment projections were based on the grade retention rate and the enrollment rate methods, yielding a composite projection that takes into account shifts in state migration patterns. Individual state governments produce projections based on additional or alternative factors which may lead to more accurate projections for their own state. The NCES state projections program is designed to use a consistent model for all states that enables state to state comparisons.

For college enrollment, the age-specific enrollment rates were projected using econometric models by taking into account the effects of demographic changes and economic conditions. For graduates of public high schools by state, projections were developed on the basis of grade 12 enrollment.

Demographic assumptions used by NCES are consistent with Bureau of the Census middle series of population projections which assumes a fertility rate of 2.10 births per woman by the year 2009, a net immigration of 820,000 per year, and a further reduction in the mortality rate. Economic assumptions for disposable income and unemployment rates are consistent with from Standard & Poor's DRI long-term forecast scenario.

For more information on the methodological details on the assumptions and methods used to develop these projections, and details on data sources, see *Projections of Education Statistics to 2009*, pages 125 through 128.

# The Baby Boom Echo: No End in Sight



## A Back to School Special Report

By  
U.S. Secretary of Education  
Richard W. Riley



August 19, 1999

## **Highlights from The Baby Boom Echo: No End in Sight**

### **New records—**

- Total public and private school enrollment will rise to a record 53.2 million.
- Total college enrollment will rise to a record 14.9 million.

### **Between 1989 and 2009—**

- Elementary school enrollment will rise by 4.7 million, secondary enrollment by 3.6 million and college enrollment by 2.8 million.
- Public high school enrollment is expected to increase by 29 percent, while elementary enrollment is projected to increase by 15 percent.
- The number of public high school graduates will increase by 18 percent.
- Seventeen states will have at least a 15 percent increase in the number of public high school graduates, with a 146 percent increase projected for Nevada, 85 percent for Arizona, 56 percent for California, and 51 percent for Florida.
- Full-time college enrollment is projected to rise by 26 percent.

### **Between 1999 and 2009—**

- Public high school enrollment is expected to increase by nearly 9 percent, while elementary enrollment is projected to decrease by less than one percent.
- The number of public high school graduates will increase by 16 percent.
- Fifteen states will have at least a 15 percent increase in the number of public high school graduates, with a 77 percent increase projected for

Nevada, 56 percent for Arizona, and 40 percent for North Carolina.

- The total number of public and private high school teachers is expected to rise by 75,000—a 6 percent increase; a total of 2.2 million public elementary and secondary school teachers will be needed over the period to accommodate the new students and replace those teachers who retire or leave the profession for other reasons.
- Full-time college enrollment is projected to rise by 14 percent.

**Beyond 2009—**

- Unlike the decline after the previous baby boom, where births dropped down to 3.1 million in the early 1970s, the number of births is not projected to fall off, but to increase slowly for the next 10 years. Long-range projections by the U.S. Bureau of the Census indicate that the number of births will continue to rise thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

## **The Baby Boom Echo: No End in Sight**

In the next few weeks, 53.2 million young people will start school and—for the fourth year in a row—set a new national enrollment record for elementary and secondary education. This new enrollment figure represents an increase of 447,000 children over last year. College enrollment also will reach a new milestone, climbing to a record 14.9 million students. This is the second year in a row that this nation has broken the college enrollment record.

The crush of young people entering our nation's public and private K-12 schools, as well as our system of higher education, reflects the continuing impact of the baby boom echo and the increasing recognition by many more Americans that investing in education is critical to individual success.

This is our fourth special report on the impact of baby boom echo, the 25 percent increase in our nation's birth rate that began in the mid-1970s and reached its peak in 1990 with the birth of 4.1 million children. Coupled with rising immigration and new efforts to expand pre-K programs, this extraordinary jump in the birth rate has led to an unprecedented pressure on our nation's education system.

As a result, many of our nation's schools are overcrowded and deteriorating. The sight of portable classrooms filling up school playgrounds is increasingly common. This year, as last year, educators will be working overtime to find the qualified teachers they need to prepare this next generation of Americans.

This enrollment increase once again reminds us that the current baby boom echo is unlike the post-World War II baby boom that was followed by a sharp decline in the birth rate in the early 1970s. While this report gives us only a snapshot of current enrollment increases, I believe that we are far better off seeing these figures as part of a "long, slow, rising wave" that shows no sign of stopping.

Enrollment has been rising since 1985—a total of 14 years—and it will continue to climb for another seven years until the year 2006. Enrollment will then plateau briefly before increases start showing up at the preprimary and elementary grades again. As Figure 1 indicates there is no end in sight to the rising number of births.

There is no short-term fix to the very long-term condition of increasing enrollment in our nation's school systems. While many school districts are using portable classrooms and resorting to double sessions, the fact remains that this nation simply has to build more schools. During the 20-year period from 1989 to 2009, this nation is being asked to provide a high-quality education to an additional 8.3 million children, and help an additional 2.8 million Americans acquire a college education.

A strong future perspective also suggests that we should be looking down the road to recognize that the children who make up the current baby boom echo will, in time, begin to have their own children and families. This is why it is so important for this nation to build new schools that will last for decades and truly be centers of community and learning for all Americans.

Several aspects of this baby boom echo picture deserve our attention.

### *Expanding Pre-K Opportunities*

While many more young people are starting pre-K programs (Figure 3) we still are not meeting the national need for quality pre-primary education. Many more families want it for their 3- to 5-year old children. New research tells us that an early investment in helping young people prepare for their formal education can pay many educational dividends.

As a result, an increasing number of state governors, as well as the federal government, have been working hard to expand pre-K opportunities. In 1998, about two-thirds of children ages 3 to 5, or 7.8 million children, were enrolled in some form of pre-K program. A total of 4.3 million children in this age group are currently not enrolled in pre-K programs.

I believe that increasing pre-K opportunities for children, with particular attention to ensuring parent involvement and hiring high-quality teachers and child care providers, will be a major area of new educational investment in the coming decade.

While a new emphasis is being placed on expanding high-quality pre-K programs to serve our nation's youngest children, another changing enrollment pattern also deserves attention.

### ***More High School Students than Ever Before***

In the next 10 years (see Figure 4), the most rapid enrollment increases will take place in America's high schools and colleges and universities. Put simply, the children who make up the baby boom echo are getting older. Many of America's high schools will face years of intense pressure as they seek to ease overcrowding while raising standards of achievement for all of their students.

Between 1999 and 2009, secondary school enrollment will increase by 9 percent and the number of high school graduates will increase by 16 percent. Secondary school enrollment will rise from 14.9 million in 1999 to 16.2 million in 2009, an increase of 1.3 million high school students. The state of California will lead the rise in enrollment as it seeks to educate an additional 261,000 high school students (Table 7). Texas and Illinois will also see significant increases in their high school populations.

High school enrollment will increase by 50 percent in the state of Nevada, which will see a 77 percent jump in the number of high school graduates. Arizona, Georgia and North Carolina will encounter increases of over 20 percent in high school enrollment. As Figure 7 indicates, every region in the country will be facing enrollment increases in secondary education between 1999 and 2009.

### ***Policy Implications of Increasing Enrollment***

The increasing number of young people attending our nation's high schools presents several important policy implications. High schools, on average, cost more than double to build than elementary schools. According to a 1999 report on school construction by *School Planning and Management* magazine, the average elementary school costs \$7 million to build while the average high school costs \$18 million.

The increasing enrollment impacts the number of high schools we must build. Entering this equation is the recommended size of the schools we should build. Many school districts continue to build large high schools even though the National Association of Secondary School Principals suggests that the ideal high school should have a maximum of 600 students. About 71 percent of all high school students now go to schools with at least 1,000 students. The number of schools with more than 1,500 students increased by 45 percent between 1990-91 and 1997-98, and the number of students attending schools with enrollment exceeding 1,500 increased by 50 percent.

A second major policy implication relates to hiring and retaining high-quality teachers. High schools will need more math and science teachers, and they are already hard pressed to find enough teachers for demanding subjects like physics and calculus.

A recent Education Department study entitled *Answers in the Tool Box* notes that "finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor's degree." The same study goes on to state "the impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced—and positively—for African American and Latino students than any other pre-college indicator of academic resources. The impact for African American and Latino students is also much greater than it is for white students."

The implications of this study are profound. High schools with rigorous academic programs and high-quality teachers can help many more minority students reach our nation's college ranks. Yet high schools with large numbers of African American and Latino students are often the very schools that have the largest number of teachers teaching out of field—over 22 percent. Indeed, the teacher shortage in high-poverty schools for teachers in mathematics, physical science and biological/life sciences exceeds 50 percent.

### *The West and South Lead Nation's School Enrollment Growth*

Regionally, the West and South will continue to lead the nation in enrollment increases in elementary and secondary education. Between 1989

and 2009, the West will see enrollment increase over 35 percent, while the South will see almost a 20 percent increase during the same period of time.

Some states will encounter enormous increases in enrollment over this 20-year period. Nevada, for example, will see a 105 percent jump and Arizona will see a 66 percent increase. In sheer numbers, California leads the nation as an additional 1.68 million students enter that state's classrooms between 1989 and 2009.

While many states went through their great periods of high growth during the last 10 years, some states, primarily in the West and Southwest, show no signs of slowing. California, for example, will see its student population increase by over 7 percent in the next 10 years, a total of 428,000 additional students (Table 3). Texas will have to educate an additional 316,000 students.

Idaho and New Mexico also will see continued enrollment pressures. Georgia will lead the enrollment growth in the Southeast, with an increase of 115,000 students over the next 10 years. Illinois will lead the Midwest with 60,000 more students expected between 1999 and 2009.

### *Crush of Students Comes from Both Cities and Suburbs*

The New York City school system continues to have the largest enrollment increases in the nation followed by the Dade County School system (Miami) and the Los Angeles Unified School system in California (Table 5). The state of Florida, which saw its overall enrollment increase by 33 percent in the last 10 years, has 7 of the top 25 school districts when it comes to enrollment increases between 1987 and 1997.

As Table 5 indicates, the 25 school districts that have had the greatest growth between 1987 and 1997 are a mix of both urban and suburban school districts. Suburban school districts surrounding Atlanta (Gwinnett County, Cobb County, and Fulton County) and Washington, D.C. (Montgomery County and Prince Georges County), for example, have seen very rapid growth in their school populations.

### ***Hiring and Keeping Enough Teachers***

The increase in the numbers of young people going to school will accelerate the demand for well-trained teachers. A total of 2.2 million teachers are needed to meet enrollment increases in the next 10 years and to offset the large number of teachers who are about to retire. As Figure 12 indicates, we are on the verge of a massive wave of retirements as the large cohort of experienced teachers who were hired in the late 1960s and 1970s begins to leave the profession.

The shortage of teachers is already particularly pronounced in science, math, special education, bilingual education and foreign languages. While the effort of many urban school districts to recruit new teachers often makes headline news, one untold story is the increasing difficulty that many poor, rural communities continue to face in recruiting the teachers they need.

The need to find new teachers is leading some school districts to develop new incentive packages ranging from a \$1,000 signing bonus in Howard County, Maryland, to a \$20,000 signing bonus in the state of Massachusetts for certified teachers.

One of the greatest problems that school districts face once they hire new teachers is keeping them. New teachers are often compelled to sink or swim, often receiving the toughest assignments in addition to the responsibility for supervising extracurricular activities. As a result, 22 percent of all new teachers leave the profession in the first three years.

### ***School Construction Still Lags Behind***

Between 1990 and 1994 school construction in this nation remained essentially flat. Hit hard by the economic recession at the beginning of the decade, many school districts delayed building new schools and even delayed basic maintenance despite rising enrollment. School districts also faced stiff opposition from voters in passing school bonds. In 1991, half of all school bonds were defeated.

According to the National Clearinghouse for Educational Facilities, in 1990 school construction contracts totaled \$9.5 billion. By 1994, the amount of school construction contracts had increased only slightly to \$11.9 billion.

During that same period of time, an additional 2.8 million children entered our nation's public school system.

In a landmark 1995 report, *School Facilities: Condition of America's Schools*, the General Accounting Office (GAO) estimated that a total of \$112 billion was needed to repair and modernize this nation's schools. (Figure 13). The report stated,

“One third of all schools need extensive repair or replacement. Nearly 60 percent of schools have at least one major building problem, and more than half have inadequate environmental conditions.”

School construction finally began to pick up in 1995. Total contract awards for school construction increased from \$14 billion in 1995 to \$18 billion in 1998. The total number of school construction contracts increased from 7,185 in 1995 to 8,215 in 1998. Voters have increased their support for school bonds as well, with the percentage of schools bonds passing rising from 50 percent in 1991 to 67 percent in 1998.

In 1998, primary school construction accounted for 49 percent of these contracts; middle and junior high schools for 17.3 percent; senior high schools for 29.3 percent; and vocational schools for 4.4 percent. Four large states—Texas (\$1.9 billion), California (\$1.3 billion), Florida (\$1.1 billion) and New York (\$1.1 billion)—lead the nation in spending to repair, modernize and build schools.

The National Clearinghouse for Educational Facilities estimates that \$19.5 billion will be spent in 1999 to build and modernize our nation's schools. Despite this recent spurt, school construction and modernization badly lags behind other efforts to improve our nation's infrastructure. The average age of a public school building is 42 years old and school buildings begin rapid deterioration after 40 years. In 1998, the American Society of Civil Engineers gave school modernization and construction the lowest grade possible—an “F”—in its Report Card for America's Infrastructure.

While significant progress has been made in giving our nation's schools increased access to the Internet, with close to 90 percent of all schools connected in 1998 compared to just 30 percent in 1994, wiring classrooms still lags behind. According to the American Society of Civil Engineers 1998 report, “Forty-six percent lack basic wiring to support computer systems.”

### *Setting New College Enrollment Records*

Our nation's colleges and universities also are setting a new national enrollment record. In 1999, 14.9 million Americans will be studying in our nation's higher education system. College and university enrollment will jump 10 percent in the next 10 years and an increasing majority of college students will be full-time students. Enrollment is projected to increase by 1.5 million between 1999 and 2009 and comes at a time when many colleges and universities are already at full capacity and becoming more selective in their admissions processes. Continuing a 20-year trend, the majority of these students will be women.

The projected enrollment increase in our nation's high schools, coupled with the fact that two-thirds of all high school graduates now go directly to college, will only increase the competition that American high school seniors already face to go to the college of their choice. Some college applicants already feel stranded on waiting lists, and a growing number of colleges and universities are adopting the unusual approach of admitting young people not just in the fall semester but in the spring and summer semesters as well.

### *Conclusion: Now Is the Time to Act*

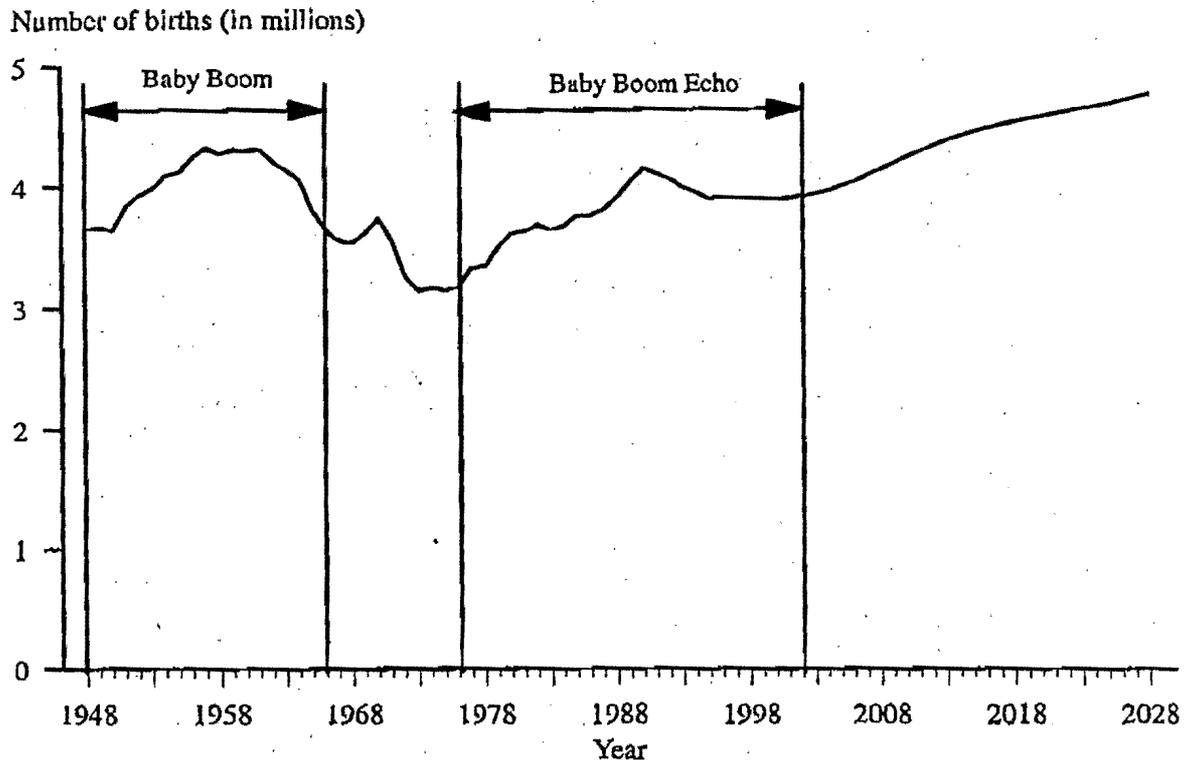
This report, like the previous three special reports on the baby boom echo, seeks to alert the American people that now is the time to invest in our nation's young people. We need to do this by expanding pre-K opportunities, building more schools, hiring more well-prepared teachers and keeping them in the field, and setting higher standards for all students.

As I visit schools across the country local educators are often surprised to discover that they are not alone in confronting the problem of overcrowded schools and school buildings that are wearing out. Across the country from Broward County, Florida, dubbed the portable classroom capital of America, to Los Angeles, California, which is preparing to build over 50 new schools, the need to build more schools is immediate and real.

The fact of the matter is simply this: There is no end in sight to the number of children entering our nation's schools. This nation has a rare opportunity, in this time of peace and prosperity, to accept the challenge of educating the

millions of young people entering our schools this year and those who will be entering our schools for years to come. America's schools are full of optimistic young people who deserve the best education possible. Now is not the time to be short-sighted.

ATTACHED CHARTS DESCRIBE THE BABY BOOM ECHO

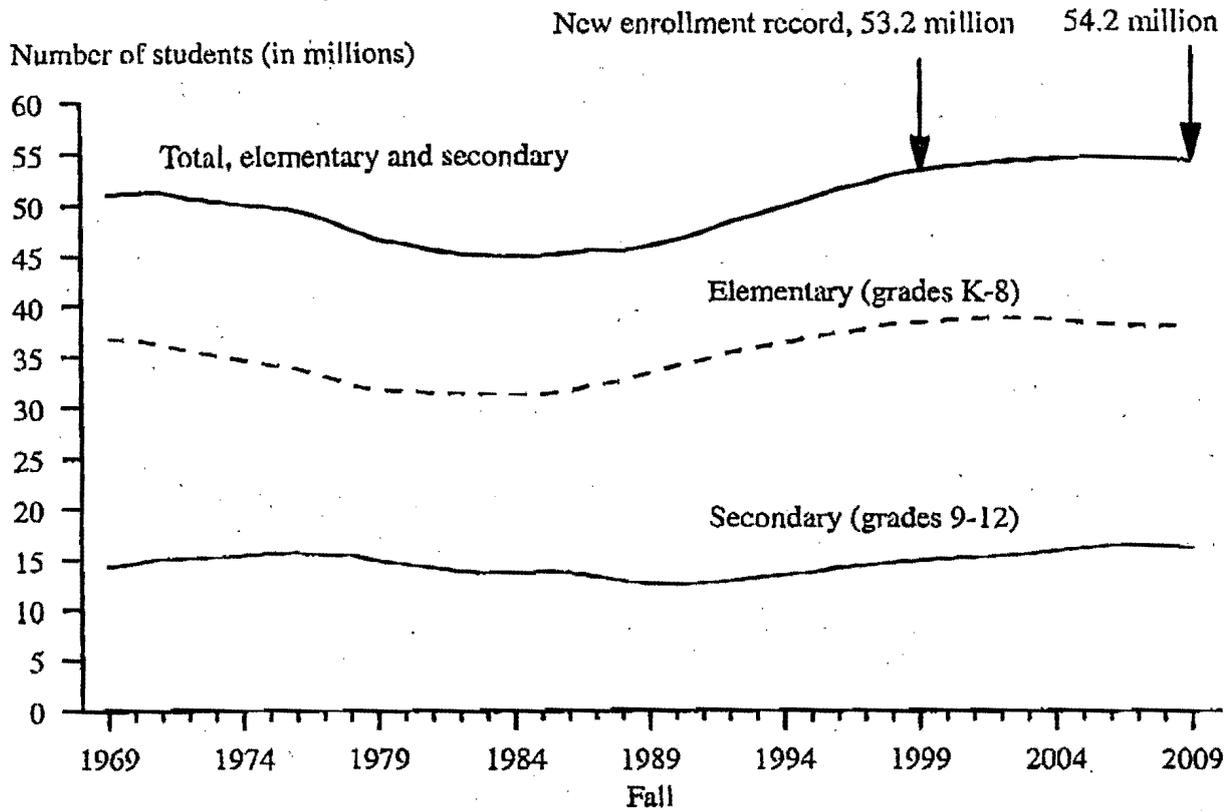
**Figure 1.--Annual number of births, with projections: 1948 to 2028**

The surge in the number of births after World War II, nicknamed the "baby boom," lasted through the early 1960s. At the peak in 1957, 4.3 million births were recorded, an increase of 19 percent from 1948.

In contrast, the "baby boom echo," which began in the late 1970s, reached 4.1 million births at its peak in 1990, reflecting a 25 percent increase from 1977. Unlike the decline in the post-baby boom era, when births dropped down to 3.1 million in the early 1970s, the number of births in the post-baby boom echo era is expected to remain fairly stable at nearly 4 million for about a decade. Long-range projections by the U.S. Bureau of the Census indicate a rising number of births thereafter, from 4.2 million in 2009 to 4.8 million in 2028.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

**Figure 2.--Enrollment in public and private elementary and secondary schools: Fall 1969 to fall 2009**



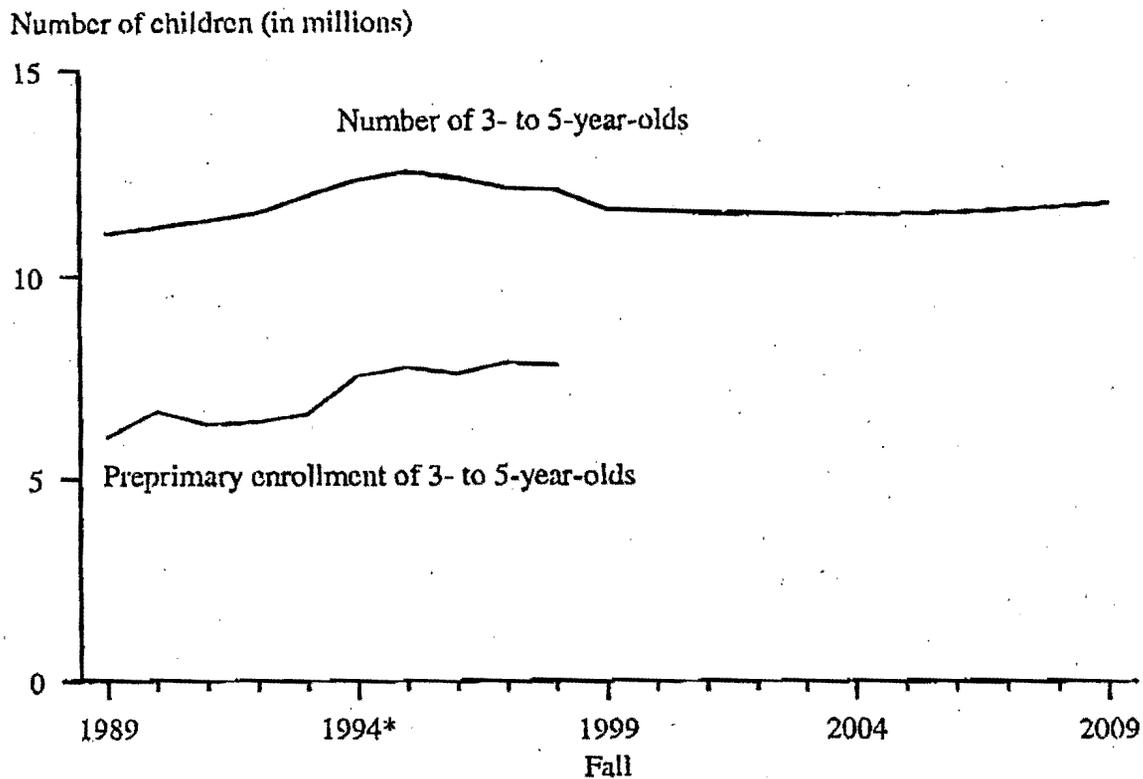
In fall 1999, public and private school enrollment is projected to surpass the previous high of 1998, and is expected to increase every year through 2006.

From fall 1972 to fall 1984, total elementary and secondary school enrollment decreased every year, reflecting a decline in the school-age population over that period.

From fall 1985 to fall 1999, the pattern changed again as enrollment increased significantly at the elementary school level. Elementary school enrollment is projected to continue growing slowly through 2002, and then decline slightly, ending at a level in 2009 similar to 1998. In contrast, secondary school enrollment is expected to rise by 9 percent between 1999 and 2009, from 14.9 million to 16.2 million, as current elementary school students move into high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and *Projections of Education Statistics to 2009*.

**Figure 3.--Number of 3- to 5-year-olds and preprimary enrollment:  
1989 to 2009**

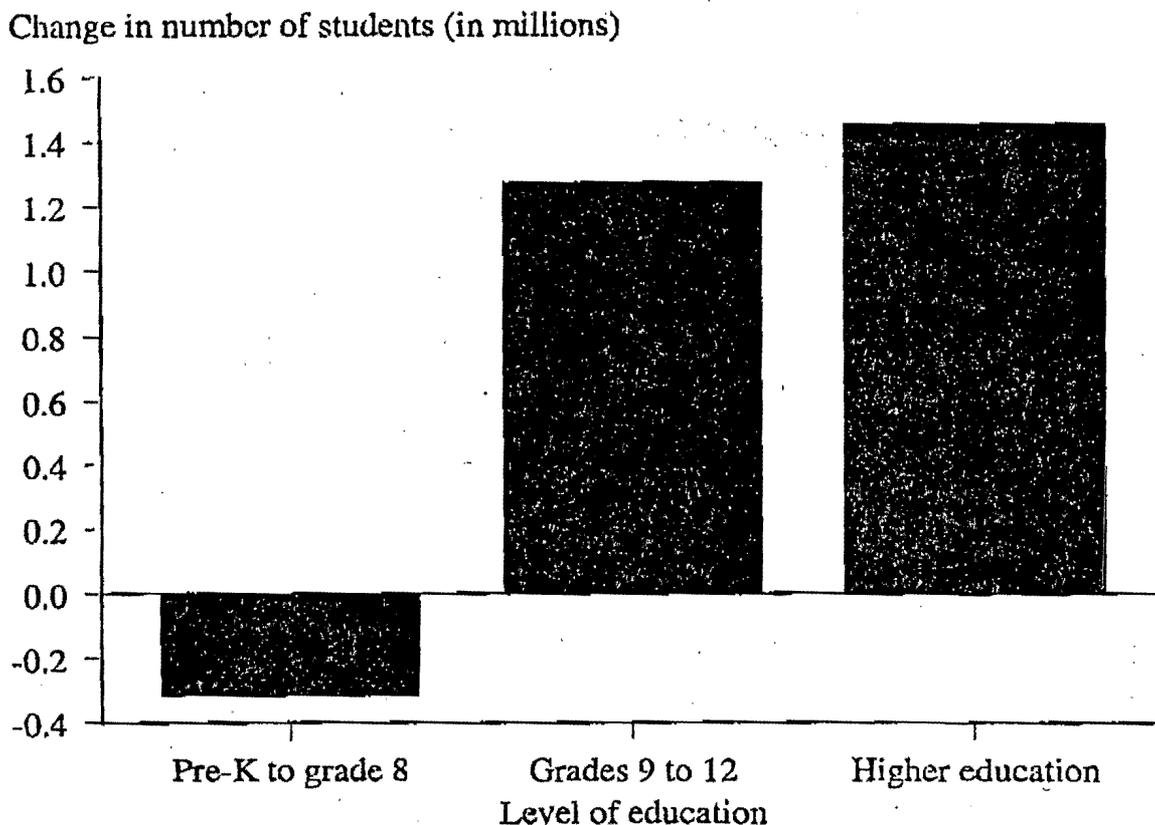


Enrollment in preprimary education has increased in recent years, reaching about 7.8 million in 1998. About two-thirds of 3- to 5-year-olds attended preprimary programs in 1998, but about 4.3 million were not enrolled. Enrollment rates differed by age, with about 39 percent of 3-year-olds, 67 percent of 4-year-olds, and 89 percent of 5-year-olds enrolled in preprimary programs.

\*Some of the enrollment increase in 1994 is attributable to changes in survey procedures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998*; and U.S. Department of Commerce, Bureau of the Census, *Population Projections of the United States by Age, Sex, Race, and Hispanic Origin: 1995 to 2050*.

**Figure 4.--Change in number of students enrolled in elementary and secondary schools and higher education institutions: Fall 1999 to fall 2009**



As elementary students move into the secondary school grades, enrollment will increase in grades 9 to 12. Projections for 1999 through 2009 indicate an additional 1.3 million high school students over the time period, a 9 percent increase. Decreases in preschool and lower elementary enrollments are expected before leveling out in the next five to ten years. At the higher education level, enrollment is project to rise by 1.5 million over the next 10 years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 1.--Enrollment in public elementary and secondary schools,  
by grade: Fall 1983 to fall 2009**

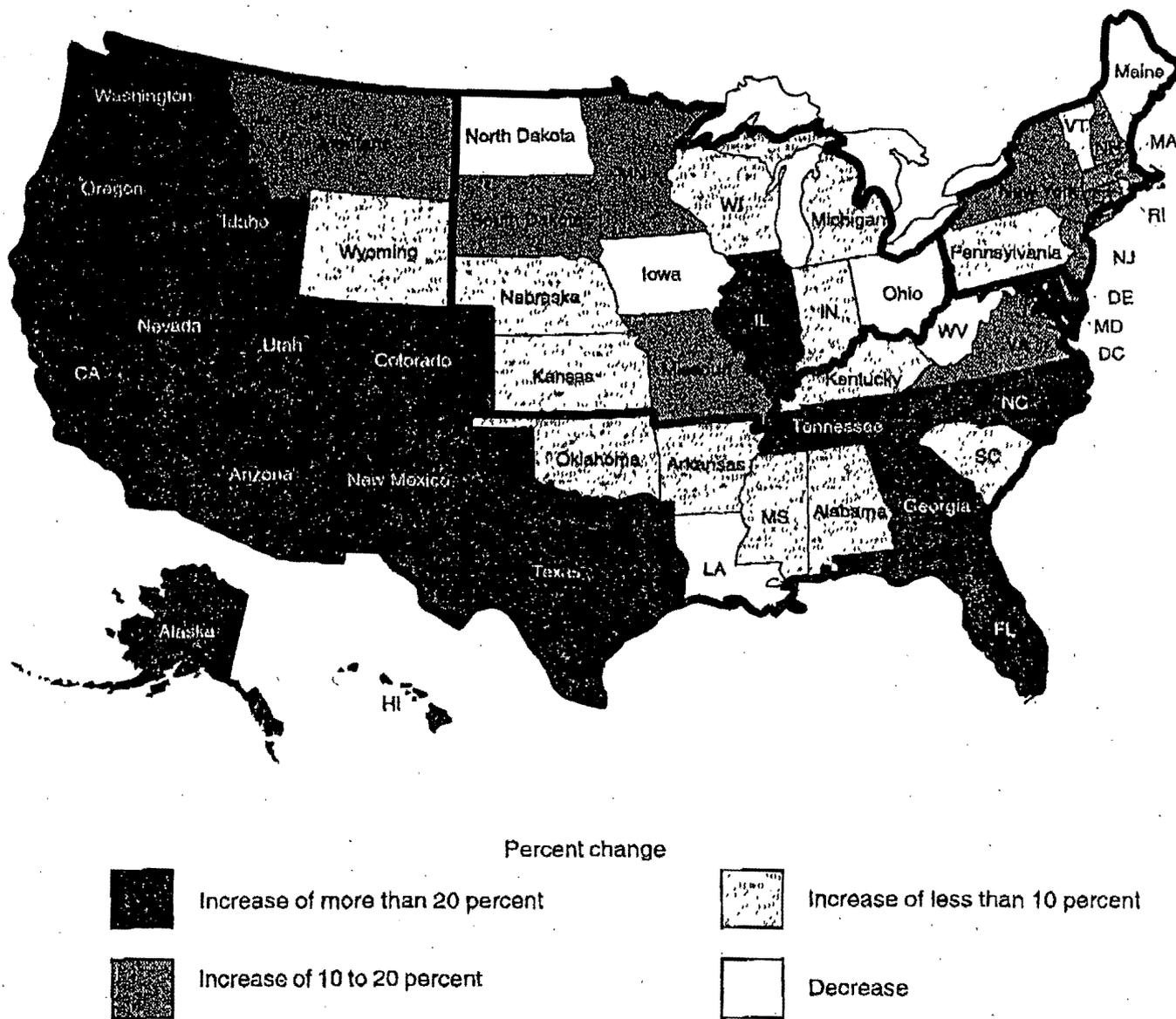
(Numbers in thousands)

Year	Total enrollment	Prekindergarten/ kindergarten		Grades 1 to 5		Grades 6 to 8		Grades 9 to 12	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1983	39,252	2,859	7.3	14,511	37.0	9,611	24.5	12,271	31.3
1984	39,208	3,010	7.7	14,638	37.3	9,257	23.6	12,304	31.4
1985	39,422	3,192	8.1	14,942	37.9	8,900	22.6	12,388	31.4
1986	39,753	3,310	8.3	15,347	38.6	8,764	22.0	12,333	31.0
1987	40,008	3,388	8.5	15,799	39.5	8,745	21.9	12,076	30.2
1988	40,189	3,433	8.5	16,187	40.3	8,882	22.1	11,687	29.1
1989	40,543	3,486	8.6	16,607	41.0	9,059	22.3	11,390	28.1
1990	41,217	3,610	8.8	16,919	41.0	9,350	22.7	11,338	27.5
1991	42,047	3,686	8.8	17,183	40.9	9,636	22.9	11,541	27.4
1992	42,823	3,817	8.9	17,344	40.5	9,927	23.2	11,735	27.4
1993	43,465	3,922	9.0	17,432	40.1	10,150	23.4	11,961	27.5
1994	44,111	4,047	9.2	17,582	39.9	10,269	23.3	12,213	27.7
1995	44,840	4,173	9.3	17,809	39.7	10,359	23.1	12,500	27.9
1996	45,611	4,203	9.1	18,054	39.7	10,508	23.0	12,847	28.2
1997	46,127	4,198	9.1	18,286	39.6	10,589	23.0	13,054	28.3
Projected									
1998	46,844	4,100	8.8	18,686	39.9	10,726	22.9	13,330	28.5
1999	47,244	4,053	8.6	18,837	39.9	10,811	22.9	13,543	28.7
2000	47,533	4,031	8.5	18,859	39.7	10,985	23.1	13,658	28.7
2001	47,785	4,009	8.4	18,782	39.3	11,228	23.5	13,767	28.8
2002	48,010	3,992	8.3	18,624	38.8	11,459	23.9	13,935	29.0
2003	48,154	3,982	8.3	18,461	38.3	11,593	24.1	14,119	29.3
2004	48,286	3,978	8.2	18,353	38.0	11,578	24.0	14,376	29.8
2005	48,392	3,979	8.2	18,286	37.8	11,456	23.7	14,669	30.3
2006	48,418	3,984	8.2	18,239	37.7	11,327	23.4	14,868	30.7
2007	48,362	3,995	8.3	18,215	37.7	11,245	23.3	14,907	30.8
2008	48,255	4,013	8.3	18,218	37.8	11,190	23.2	14,833	30.7
2009	48,126	4,037	8.4	18,245	37.9	11,144	23.2	14,699	30.5

NOTE.--Projected numbers may not add up to total due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*; and special tabulations.

**Figure 5.--Percent change in public elementary and secondary enrollment, by state: Fall 1989 to fall 2009**



Over the twenty-year period from 1989 to 2009, public elementary and secondary school enrollment is projected to increase by 19 percent. The increases are most notable among the western states, with Nevada expecting the largest rate of increase at 105 percent.

SOURCE: U.S. Department of Education National Center for Education Statistics *Projections of Education Statistics to 2009*.

**Table 2.—Enrollment in public and private elementary and secondary schools, by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	45,898	53,215	54,369	54,174	15.9	1.8	18.0
Private, total.....	5,355	5,971	6,082	6,048	11.5	1.3	12.0
	Public schools						
Public, total.....	40,543	47,244	48,286	48,126	16.5	1.9	18.7
<b>Northeast.....</b>	<b>7,200</b>	<b>8,207</b>	<b>8,249</b>	<b>7,959</b>	<b>14.0</b>	<b>-3.0</b>	<b>10.5</b>
Connecticut.....	462	547	545	519	18.5	-5.2	12.3
Maine.....	214	209	199	193	-2.2	-7.5	-9.6
Massachusetts.....	826	967	979	938	17.2	-3.1	13.6
New Hampshire.....	172	203	203	199	18.2	-1.9	15.9
New Jersey.....	1,076	1,252	1,279	1,253	16.4	0.0	16.4
New York.....	2,566	2,936	2,968	2,860	14.4	-2.6	11.5
Pennsylvania.....	1,655	1,833	1,821	1,753	10.8	-4.4	5.9
Rhode Island.....	136	153	151	145	12.7	-5.3	6.7
Vermont.....	95	106	103	100	12.0	-5.5	5.9
<b>Midwest.....</b>	<b>9,849</b>	<b>10,842</b>	<b>10,867</b>	<b>10,681</b>	<b>10.1</b>	<b>-1.5</b>	<b>8.5</b>
Illinois.....	1,797	2,154	2,245	2,215	19.8	2.8	23.2
Indiana.....	954	1,001	1,026	1,022	4.9	2.1	7.1
Iowa.....	478	497	482	473	3.8	-1.8	-1.2
Kansas.....	431	469	462	464	8.7	-1.0	7.6
Michigan.....	1,577	1,680	1,673	1,617	6.6	-3.8	2.5
Minnesota.....	740	854	843	829	15.5	-3.0	12.1
Missouri.....	808	913	915	902	13.0	-1.2	11.7
Nebraska.....	271	291	287	288	7.3	-1.0	6.1
North Dakota.....	118	117	111	110	-0.5	-6.5	-7.0
Ohio.....	1,764	1,839	1,810	1,760	4.2	-4.3	-0.3
South Dakota.....	127	143	141	144	12.1	1.0	13.2
Wisconsin.....	783	884	873	859	12.9	-2.8	9.7
<b>South.....</b>	<b>14,605</b>	<b>17,002</b>	<b>17,428</b>	<b>17,421</b>	<b>16.4</b>	<b>2.5</b>	<b>19.3</b>
Alabama.....	724	754	766	763	4.2	1.2	5.4
Arkansas.....	435	463	465	458	6.3	-1.0	5.3
Delaware.....	98	114	114	113	16.2	-0.7	15.4
District of Columbia.....	81	76	72	70	-6.3	-7.7	-13.5
Florida.....	1,790	2,381	2,440	2,396	33.0	0.6	33.9
Georgia.....	1,137	1,425	1,516	1,541	26.5	8.1	36.8
Kentucky.....	631	655	652	639	3.8	-2.5	1.3
Louisiana.....	783	785	760	751	0.3	-4.4	-4.1
Maryland.....	699	845	863	849	21.0	0.4	21.5
Mississippi.....	502	509	513	509	1.4	-0.1	1.3
North Carolina.....	1,081	1,317	1,388	1,354	21.9	2.8	25.2
Oklahoma.....	579	619	598	587	7.0	-5.2	1.4
South Carolina.....	616	650	637	621	5.5	-4.6	0.7
Tennessee.....	820	944	982	986	15.2	4.5	20.3
Texas.....	3,329	4,036	4,213	4,352	21.2	7.8	30.7
Virginia.....	985	1,132	1,160	1,150	14.9	1.6	16.8
West Virginia.....	328	297	291	283	-9.3	-4.7	-13.6
<b>West.....</b>	<b>8,889</b>	<b>11,193</b>	<b>11,742</b>	<b>12,064</b>	<b>25.9</b>	<b>7.8</b>	<b>35.7</b>
Alaska.....	109	133	136	142	21.5	7.1	30.1
Arizona.....	608	892	982	1,011	46.7	13.4	66.4
California.....	4,772	6,022	6,306	6,450	26.2	7.1	35.2
Colorado.....	563	706	733	750	25.4	6.2	33.2
Hawaii.....	169	201	214	227	18.3	13.0	33.7
Idaho.....	215	256	275	297	19.1	16.0	38.1
Montana.....	151	165	164	169	8.8	2.5	11.4
Nevada.....	187	325	372	383	74.1	17.6	104.8
New Mexico.....	296	348	367	390	17.7	12.0	31.8
Oregon.....	472	553	562	567	17.1	2.5	20.0
Utah.....	439	488	506	534	11.4	9.4	21.9
Washington.....	810	1,008	1,031	1,045	24.4	3.6	28.9
Wyoming.....	97	96	94	100	-0.8	4.2	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey; *Projections of Education Statistics to 2009*.

**Table 3.--Fifteen states with the largest enrollment increases in public elementary and secondary schools: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	6,022	6,450	428
Texas.....	4,036	4,352	316
Arizona.....	892	1,011	119
Georgia.....	1,425	1,541	115
Illinois.....	2,154	2,215	60
Nevada.....	325	383	57
Utah.....	488	534	46
Colorado.....	706	750	44
Tennessee.....	944	986	43
New Mexico.....	348	390	42
Idaho.....	256	297	41
North Carolina.....	1,317	1,354	37
Washington.....	1,008	1,045	36
Hawaii.....	201	227	26
Indiana.....	1,001	1,022	21

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

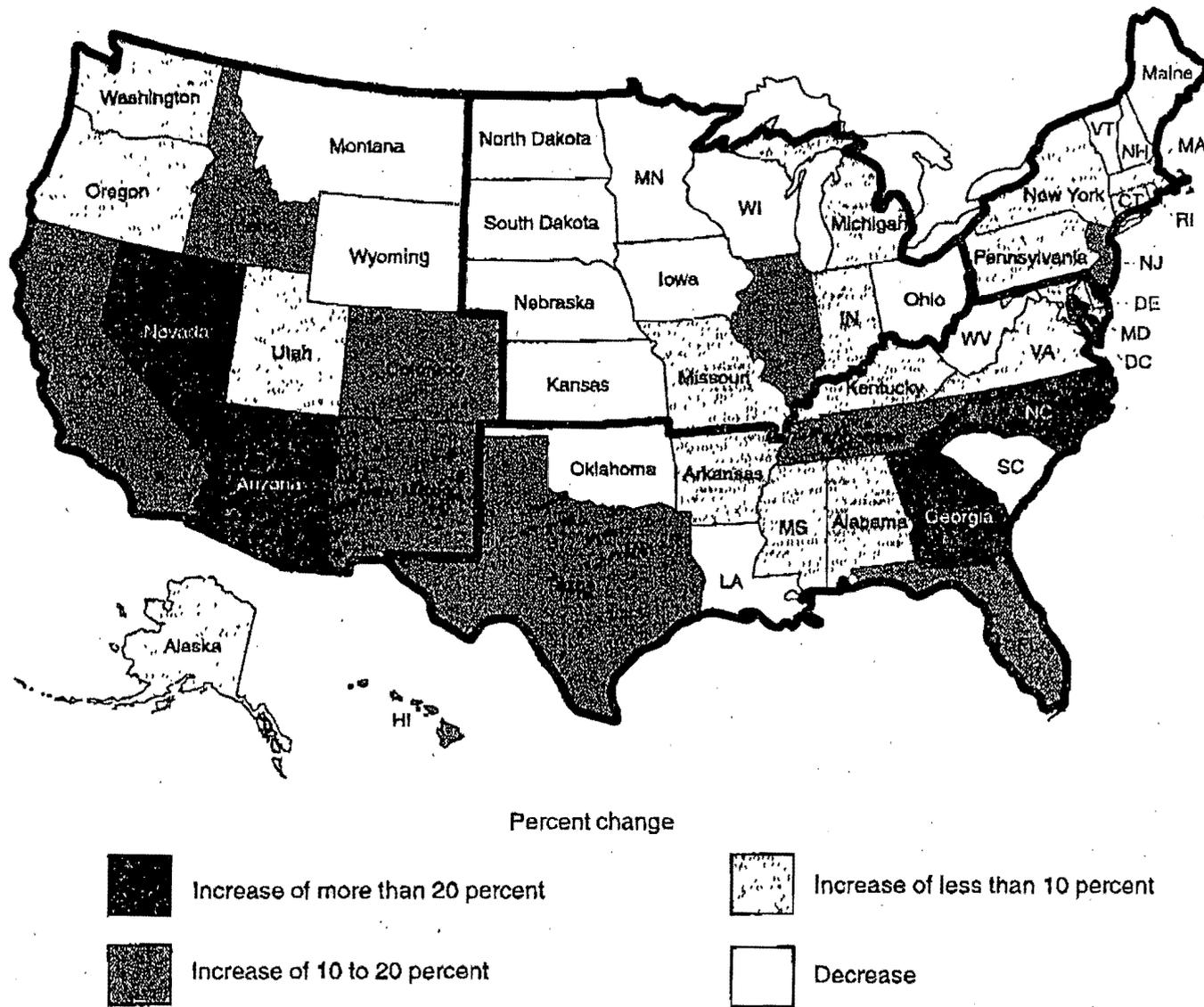
**Table 4.--Fifteen states with the largest percent increases in public elementary and secondary enrollment: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	325	383	17.6
Idaho.....	256	297	16.0
Arizona.....	892	1,011	13.4
Hawaii.....	201	227	13.0
New Mexico.....	348	390	12.0
Utah.....	488	534	9.4
Georgia.....	1,425	1,541	8.1
Texas.....	4,036	4,352	7.8
California.....	6,022	6,450	7.1
Alaska.....	133	142	7.1
Colorado.....	706	750	6.2
Tennessee.....	944	986	4.5
Wyoming.....	96	100	4.2
Washington.....	1,008	1,045	3.6
Illinois.....	2,154	2,215	2.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 6.--Percent change in public secondary enrollment in grades 9 to 12, by state: Fall 1999 to fall 2009**



Overall, public high school enrollment is projected to increase 9 percent over the next ten years. Nevada has the largest projected increase at 55 percent, from 1.6 million in 1999 to 1.9 million in 2009. Arizona, also a western state, has the second largest projected increase at 35 percent, from 243,000 students in 1998 to 329,000 in 2008.

Other states outside the western region with large public secondary enrollment increases expected by 2009 include North Carolina with a 22 percent projected increase, Illinois, with a 17 percent increase, and Georgia with a projected increase of about 21 percent.

SOURCE: U.S. Department of Education National Center for Education Statistics *Projections of Education Statistics to 2009*.

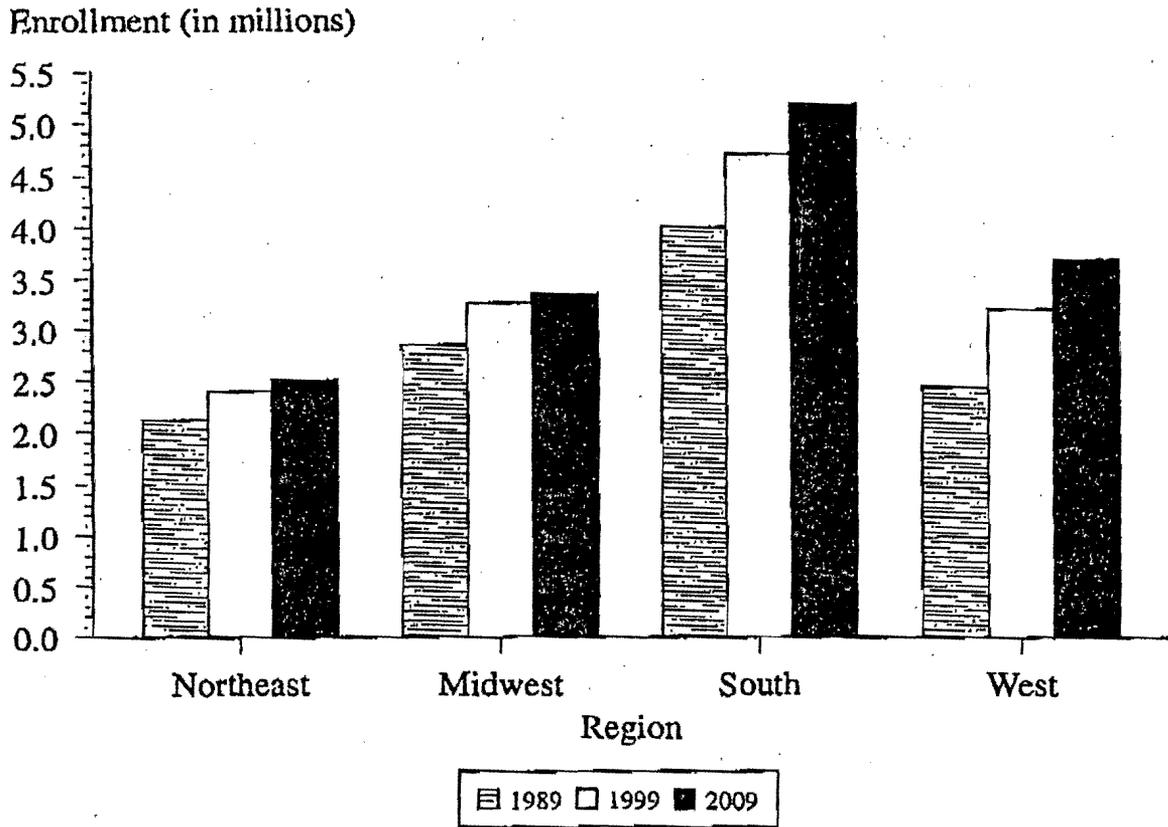
**Table 5.--Twenty-five school districts with the largest increases in enrollment:  
Fall 1987 to fall 1997**

School district	City	State	Rank	Enrollment		Enrollment increase, 1987 to 1997	Percent change, 1987 to 1997
				1987	1997		
New York City .....	New York City	New York	1	939,933	1,071,853	131,920	14
Dade County School District .....	Miami	Florida	2	253,323	345,958	92,635	37
Los Angeles Unified .....	Los Angeles	California	3	589,311	680,430	91,119	15
Clark County School District .....	Las Vegas	Nevada	4	100,027	190,822	90,795	91
Broward County School District .....	Fort Lauderdale	Florida	5	137,366	224,799	87,433	64
City of Chicago .....	Chicago	Illinois	6	419,537	477,610	58,073	14
Palm Beach County School District ...	West Palm Beach	Florida	7	89,944	142,724	52,780	59
Orange County School District .....	Orlando	Florida	8	88,878	133,826	44,948	51
Guilford County Schools .....	Greensboro	North Carolina	9	23,984	59,903	35,919	150
Gwinnett County School District .....	Lawrenceville	Georgia	10	58,047	93,509	35,462	61
Hillsborough County School District ..	Tampa	Florida	11	118,031	152,781	34,750	29
Wake County Schools .....	Raleigh	North Carolina	12	59,687	89,772	30,085	50
Montgomery County Public Schools ..	Rockville	Maryland	13	96,271	125,023	28,752	30
Dallas Independent .....	Dallas	Texas	14	130,885	157,622	26,737	20
Cobb County School District .....	Marietta	Georgia	15	63,564	88,266	24,702	39
Prince Georges County Public Schools	Upper Marlboro	Maryland	16	104,412	128,347	23,935	23
Philadelphia City .....	Philadelphia	Pennsylvania	17	189,031	212,865	23,834	13
Hawaii Department of Education .....	Honolulu	Hawaii	18	166,139	189,887	23,748	14
Baltimore County Public Schools .....	Towson	Maryland	19	81,152	104,708	23,556	29
Fulton County School District .....	Atlanta	Georgia	20	39,709	62,798	23,089	58
Duval County School District .....	Jacksonville	Florida	21	105,049	126,979	21,930	21
Cypress-Fairbanks Independent .....	Houston	Texas	22	34,073	55,593	21,520	63
Charlotte-Mecklenburg .....	Charlotte	North Carolina	23	74,680	95,795	21,115	28
Pinellas County .....	Largo	Florida	24	88,866	109,309	20,443	23
Fort Bend .....	Sugar Land	Texas	25	28,738	49,093	20,355	71

NOTE.—Some changes may be affected by school district boundary changes. Selection of districts based on the most recent complete data on all school districts (1997), and the change from 1987.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey.

**Figure 7.-Enrollment in grades 9 to 12 in public schools, by region:  
Fall 1989, 1999, and 2009**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 6.--Enrollment in grades 9 to 12 in public and private secondary schools, by region and state: Fall 1989, 1999, 2004, and 2009**

(Numbers in thousands)

Region and state	1989	Projected 1999	Projected 2004	Projected 2009	Percent change, 1989 to 1999	Percent change, 1999 to 2009	Percent change, 1989 to 2009
Public and private.....	12,583	14,891	15,808	16,163	18.3	8.5	28.4
Private.....	1,193	1,348	1,431	1,464	13.0	8.6	22.7
	Public schools						
Public, total.....	11,390	13,543	14,376	14,699	18.9	8.5	29.0
<b>Northeast.....</b>	<b>2,124</b>	<b>2,399</b>	<b>2,575</b>	<b>2,509</b>	<b>13.0</b>	<b>4.6</b>	<b>18.1</b>
Connecticut.....	123	152	168	158	23.0	4.3	28.3
Maine.....	62	61	59	52	-1.1	-13.7	-14.7
Massachusetts.....	235	268	300	284	13.7	6.2	20.7
New Hampshire.....	47	60	64	59	26.9	-1.6	24.9
New Jersey.....	310	337	366	372	8.5	10.4	19.8
New York.....	776	882	948	943	13.7	7.0	21.6
Pennsylvania.....	507	564	593	568	11.1	0.7	12.0
Rhode Island.....	37	43	45	42	15.9	-2.2	13.4
Vermont.....	26	33	33	30	30.4	-10.2	17.1
<b>Midwest.....</b>	<b>2,852</b>	<b>3,262</b>	<b>3,379</b>	<b>3,345</b>	<b>14.4</b>	<b>2.5</b>	<b>17.3</b>
Illinois.....	517	640	724	750	23.8	17.1	45.0
Indiana.....	283	292	303	315	3.0	8.1	11.4
Iowa.....	140	163	155	151	16.1	-7.4	7.5
Kansas.....	117	144	140	140	22.9	-2.9	19.3
Michigan.....	449	473	498	472	5.3	0.0	5.3
Minnesota.....	211	273	277	265	29.3	-2.9	25.6
Missouri.....	232	268	277	273	15.6	2.0	17.9
Nebraska.....	77	91	89	87	19.0	-4.3	13.9
North Dakota.....	33	39	36	34	19.3	-13.8	2.9
Ohio.....	525	547	549	536	4.1	-2.0	2.0
South Dakota.....	34	45	43	43	34.5	-5.5	27.0
Wisconsin.....	234	287	289	279	22.7	-2.9	19.2
<b>South.....</b>	<b>3,988</b>	<b>4,691</b>	<b>4,959</b>	<b>5,171</b>	<b>17.6</b>	<b>10.2</b>	<b>29.7</b>
Alabama.....	198	203	204	216	2.4	6.6	9.1
Arkansas.....	124	135	137	139	9.1	2.8	12.2
Delaware.....	27	34	35	36	27.1	4.2	32.5
District of Columbia.....	21	17	18	16	-17.1	-8.8	-24.4
Florida.....	486	667	740	748	37.0	12.3	53.8
Georgia.....	298	379	424	458	27.1	20.9	53.7
Kentucky.....	179	187	183	189	4.4	0.9	5.4
Louisiana.....	201	218	205	207	8.4	-5.3	2.6
Maryland.....	192	236	255	254	22.8	7.9	32.5
Mississippi.....	133	138	134	144	3.9	4.3	8.4
North Carolina.....	311	356	420	432	14.3	21.5	39.0
Oklahoma.....	158	183	177	171	15.9	-6.2	8.7
South Carolina.....	172	187	184	181	8.5	-3.3	5.0
Tennessee.....	230	256	274	292	11.3	14.3	27.2
Texas.....	885	1,093	1,152	1,262	23.5	15.4	42.5
Virginia.....	273	313	331	341	14.8	8.9	25.0
West Virginia.....	100	90	86	86	-10.2	-4.8	-14.5
<b>West.....</b>	<b>2,427</b>	<b>3,191</b>	<b>3,464</b>	<b>3,674</b>	<b>31.5</b>	<b>15.1</b>	<b>51.4</b>
Alaska.....	28	38	39	39	37.9	2.3	41.1
Arizona.....	156	243	294	329	55.7	35.1	110.4
California.....	1,302	1,664	1,829	1,926	27.8	15.7	47.9
Colorado.....	155	203	215	227	31.0	11.4	45.9
Hawaii.....	46	56	59	65	21.5	16.8	41.9
Idaho.....	58	78	78	90	33.3	16.1	54.8
Montana.....	41	52	49	49	24.4	-4.4	19.0
Nevada.....	49	89	117	133	79.3	50.4	169.6
New Mexico.....	93	110	112	123	18.3	11.9	32.4
Oregon.....	132	167	174	175	26.8	4.6	32.6
Utah.....	115	151	149	163	31.8	8.1	42.5
Washington.....	224	308	322	326	37.2	5.9	45.4
Wyoming.....	27	32	28	28	18.3	-12.0	4.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; *Projections of Education Statistics to 2009*.

**Table 7.--Fifteen states with the largest enrollment increases in grades 9 to 12 in public schools: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Number of additional students, 1999 to 2009
	1999	2009	
California.....	1,664	1,926	261
Texas.....	1,093	1,262	168
Illinois.....	640	750	110
Arizona.....	243	329	85
Florida.....	667	748	82
Georgia.....	379	458	79
North Carolina.....	356	432	77
New York.....	882	943	62
Nevada.....	89	133	45
Tennessee.....	256	292	37
New Jersey.....	337	372	35
Virginia.....	313	341	28
Indiana.....	292	315	24
Colorado.....	203	227	23
Maryland.....	236	254	19

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

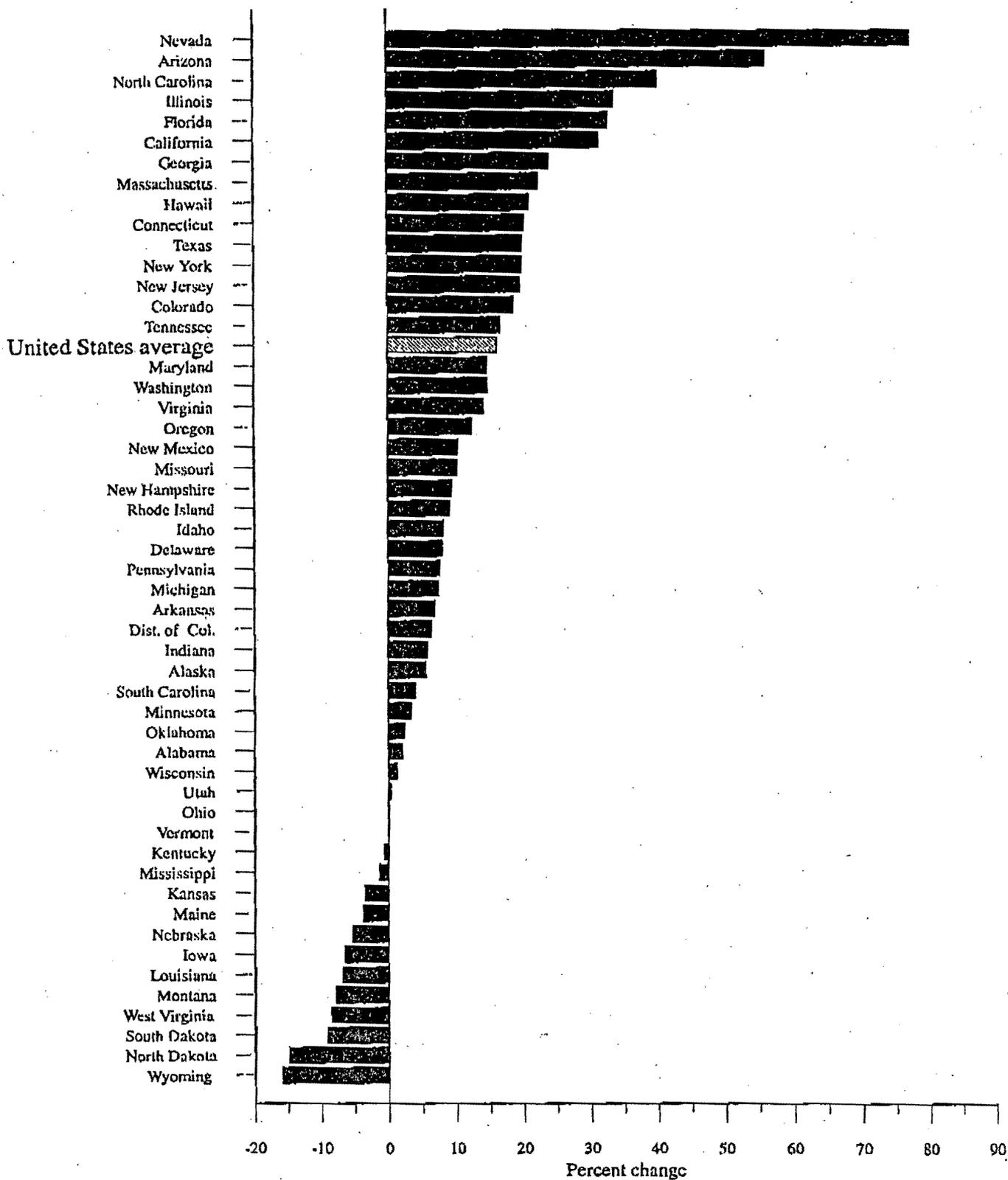
**Table 8.--Fifteen states with the largest percent increases in enrollment in grades 9 to 12 in public schools: Fall 1999 to fall 2009**

(Numbers in thousands)

State	Projected enrollment		Percent change, 1999 to 2009
	1999	2009	
Nevada.....	89	133	50.4
Arizona.....	243	329	35.1
North Carolina.....	356	432	21.5
Georgia.....	379	458	20.9
Illinois.....	640	750	17.1
Hawaii.....	56	65	16.8
Idaho.....	78	90	16.1
California.....	1,664	1,926	15.7
Texas.....	1,093	1,262	15.4
Tennessee.....	256	292	14.3
Florida.....	667	748	12.3
New Mexico.....	110	123	11.9
Colorado.....	203	227	11.4
New Jersey.....	337	372	10.4
Virginia.....	313	341	8.9

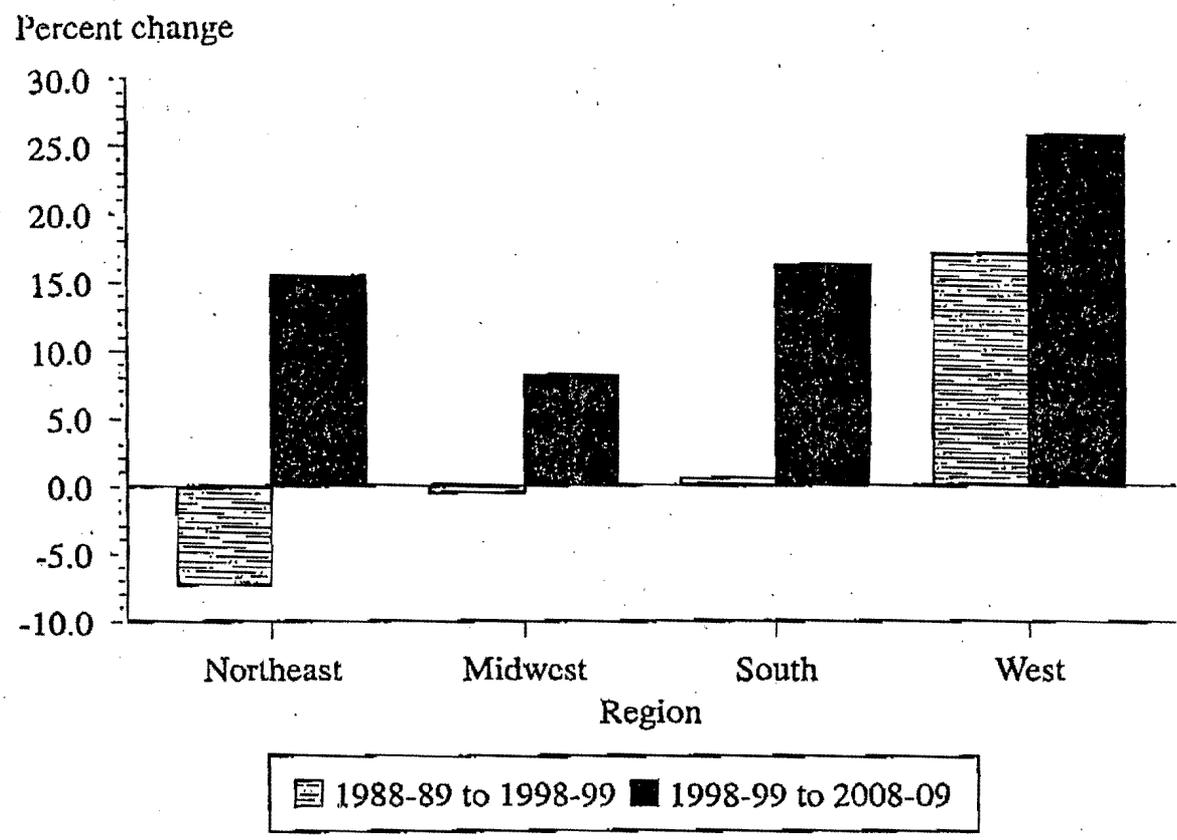
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 8.--Percent change in number of public high school graduates, by state: 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Figure 9.-Percent change in public high school graduates, by region:  
1988-89 to 1998-99 and 1998-99 to 2008-09**



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

**Table 9.--Graduates of public and private high schools, by region and state:  
1988-89, 1998-99, 2003-04, and 2008-09**

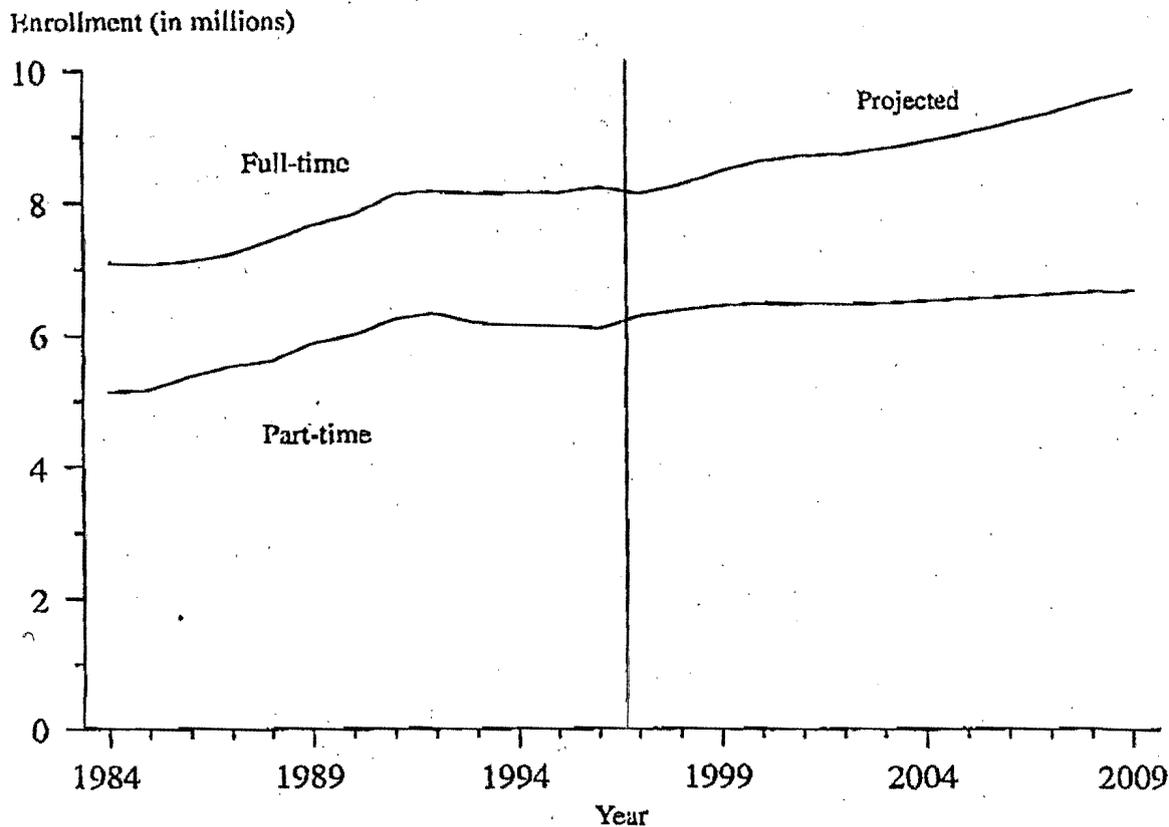
(Numbers in thousands)

Region and state	1988-89	Projected 1989-99	Projected 2003-04	Projected 2008-09	Percent change, 1988-89 to 1998-99	Percent change, 1998-99 to 2008-09	Percent change, 1988-89 to 2008-09
Public and private.....	2,727	2,798	2,982	3,248	2.6	16.1	19.1
Private.....	268	291	311	338	8.6	16.2	26.1
	<b>Public Schools</b>						
Public, total.....	2,459	2,507	2,672	2,910	2.0	16.0	18.3
<b>Northeast.....</b>	<b>478</b>	<b>443</b>	<b>480</b>	<b>511</b>	<b>-7.3</b>	<b>15.5</b>	<b>7.0</b>
Connecticut.....	31	29	33	35	-6.4	20.1	12.4
Maine.....	14	12	13	11	-14.6	-3.7	-17.8
Massachusetts.....	57	52	59	63	-10.1	22.2	9.8
New Hampshire.....	11	12	13	13	2.5	9.4	12.1
New Jersey.....	76	71	76	85	-6.5	19.4	11.6
New York.....	155	139	149	166	-10.1	19.7	7.7
Pennsylvania.....	119	114	122	122	-4.4	7.6	2.9
Rhode Island.....	9	8	9	9	-4.8	9.0	3.7
Vermont.....	6	7	7	7	10.5	0.0	10.5
<b>Midwest.....</b>	<b>663</b>	<b>660</b>	<b>691</b>	<b>714</b>	<b>-0.5</b>	<b>8.2</b>	<b>7.6</b>
Illinois.....	117	126	149	169	8.4	33.5	44.7
Indiana.....	64	59	57	62	-7.7	5.7	-2.5
Iowa.....	34	35	34	33	2.2	-6.4	-4.4
Kansas.....	27	29	29	28	7.8	-3.4	4.2
Michigan.....	102	90	94	97	-11.3	7.3	-4.8
Minnesota.....	53	57	61	59	7.6	3.3	11.2
Missouri.....	52	52	55	57	0.4	10.2	10.6
Nebraska.....	19	20	20	19	8.6	-5.3	2.9
North Dakota.....	8	9	9	7	8.3	-14.9	-7.8
Ohio.....	125	114	113	114	-8.7	0.0	-8.6
South Dakota.....	8	10	10	9	17.1	-9.1	6.5
Wisconsin.....	55	58	62	59	6.3	1.2	7.6
<b>South.....</b>	<b>837</b>	<b>841</b>	<b>890</b>	<b>977</b>	<b>0.5</b>	<b>16.2</b>	<b>16.7</b>
Alabama.....	43	38	36	39	-12.8	2.0	-11.1
Arkansas.....	28	27	27	29	-3.3	6.8	3.3
Delaware.....	6	6	7	7	6.0	7.9	14.4
District of Columbia.....	4	3	2	3	-29.0	6.3	-24.5
Florida.....	91	103	120	137	13.7	32.7	50.9
Georgia.....	62	64	69	80	4.0	23.8	28.7
Kentucky.....	39	37	35	37	-4.0	-0.6	-1.6
Louisiana.....	37	38	37	35	1.4	-6.8	-5.4
Maryland.....	46	47	50	54	2.1	14.6	17.0
Mississippi.....	24	24	22	24	-1.1	-1.3	-2.3
North Carolina.....	70	62	73	87	-11.0	40.0	24.5
Oklahoma.....	37	36	36	37	-2.8	2.3	-0.6
South Carolina.....	37	32	33	34	-12.3	3.9	-9.0
Tennessee.....	49	46	48	54	-5.2	16.5	10.5
Texas.....	177	194	209	233	9.7	19.8	31.4
Virginia.....	65	63	67	72	-2.8	14.0	10.8
West Virginia.....	23	20	18	18	-12.9	-8.5	-20.3
<b>West.....</b>	<b>481</b>	<b>563</b>	<b>611</b>	<b>708</b>	<b>17.0</b>	<b>25.7</b>	<b>47.1</b>
Alaska.....	6	7	7	7	19.9	5.5	26.4
Arizona.....	32	38	47	59	18.6	55.9	85.0
California.....	245	291	315	382	18.9	31.3	56.0
Colorado.....	36	38	42	45	6.6	18.5	26.3
Hawaii.....	10	10	11	12	-2.2	20.8	18.1
Idaho.....	13	16	15	17	25.9	8.1	36.1
Montana.....	10	11	11	10	5.9	-7.8	-2.4
Nevada.....	9	13	17	23	38.6	77.1	145.6
New Mexico.....	15	17	17	18	8.3	10.3	19.4
Oregon.....	27	29	31	33	8.4	12.3	21.7
Utah.....	23	30	28	30	30.0	0.3	30.4
Washington.....	49	57	61	65	16.7	14.6	33.8
Wyoming.....	6	6	6	5	6.3	-15.9	-10.7

NOTE:--Percentages computed on unrounded numbers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys; *Projections of Education Statistics to 2009*.

**Figure 10.--Enrollment in public and private 2-year and 4-year colleges, by attendance status: Fall 1984 to fall 2009**



Total college enrollment is expected to reach a record 14.9 million students in 1999. From 1989 to 1999, full-time and part-time enrollment increased at fairly similar rates, 10 and 9 percent, respectively. That situation is projected to change as large numbers of high school graduates enter college during the late 1990s and early 2000s. Between 1999 and 2009, full-time enrollment is projected to increase by close to 14 percent, while part-time enrollment is projected to increase by 4 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009*.

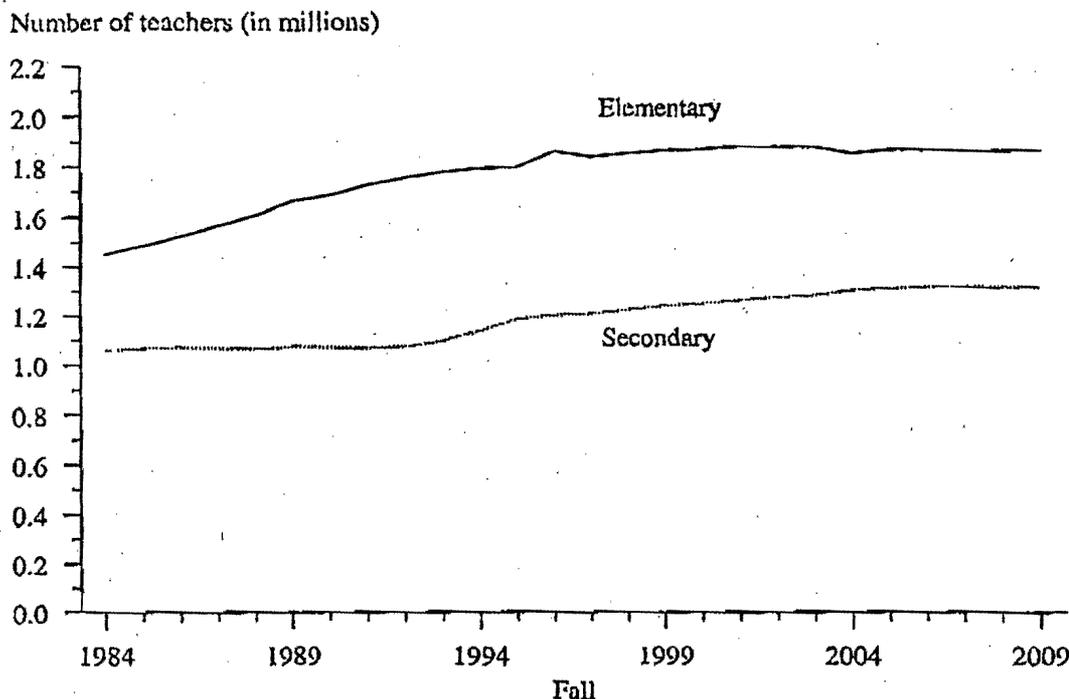
**Table 10.--Total enrollment in public and private 2-year and 4-year colleges, by sex, attendance status, and control of institution: Fall 1979 to fall 2009**

(Numbers in thousands)

Year	Total enrollment	Sex		Attendance status		Control		First-time freshmen
		Males	Females	Full-time	Part-time	Public	Private	
1979	11,570	5,683	5,887	6,794	4,776	9,037	2,533	2,503
1980	12,097	5,874	6,223	7,098	4,999	9,457	2,640	2,588
1981	12,372	5,975	6,397	7,181	5,190	9,647	2,725	2,595
1982	12,426	6,031	6,394	7,221	5,205	9,696	2,730	2,505
1983	12,465	6,024	6,441	7,261	5,204	9,683	2,782	2,444
1984	12,242	5,864	6,378	7,098	5,144	9,477	2,765	2,357
1985	12,247	5,818	6,429	7,075	5,172	9,479	2,768	2,292
1986	12,504	5,885	6,619	7,120	5,384	9,714	2,790	2,219
1987	12,767	5,932	6,835	7,231	5,536	9,973	2,793	2,246
1988	13,055	6,002	7,053	7,437	5,619	10,161	2,894	2,379
1989	13,539	6,190	7,349	7,661	5,878	10,578	2,961	2,341
1990	13,819	6,284	7,535	7,821	5,998	10,845	2,974	2,257
1991	14,359	6,502	7,857	8,115	6,244	11,310	3,049	2,278
1992	14,487	6,524	7,963	8,162	6,325	11,385	3,103	2,184
1993	14,305	6,427	7,877	8,128	6,177	11,189	3,116	2,161
1994	14,279	6,372	7,907	8,138	6,141	11,134	3,145	2,133
1995	14,262	6,343	7,919	8,129	6,133	11,092	3,169	2,169
1996	14,300	6,344	7,956	8,213	6,087	11,090	3,210	2,193
Projected								
1997	14,390	6,313	8,077	8,114	6,276	11,214	3,175	2,278
1998	14,608	6,297	8,311	8,242	6,366	11,390	3,218	2,349
1999	14,881	6,370	8,511	8,449	6,432	11,602	3,279	2,408
2000	15,072	6,432	8,639	8,600	6,471	11,750	3,322	2,481
2001	15,158	6,471	8,688	8,690	6,469	11,816	3,342	2,492
2002	15,168	6,486	8,682	8,702	6,466	11,823	3,345	2,505
2003	15,262	6,525	8,736	8,787	6,475	11,894	3,368	2,568
2004	15,400	6,577	8,823	8,895	6,505	12,000	3,400	2,567
2005	15,556	6,628	8,928	9,019	6,537	12,119	3,437	2,577
2006	15,739	6,691	9,048	9,169	6,570	12,258	3,481	2,629
2007	15,929	6,763	9,166	9,325	6,604	12,403	3,526	2,693
2008	16,144	6,852	9,291	9,503	6,640	12,568	3,576	2,750
2009	16,336	6,937	9,399	9,666	6,670	12,715	3,621	2,795

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2009: Digest of Education Statistics, 1998*; and special tabulations.

**Figure 11.--Classroom teachers in public and private elementary and secondary schools: Fall 1984 to fall 2009**

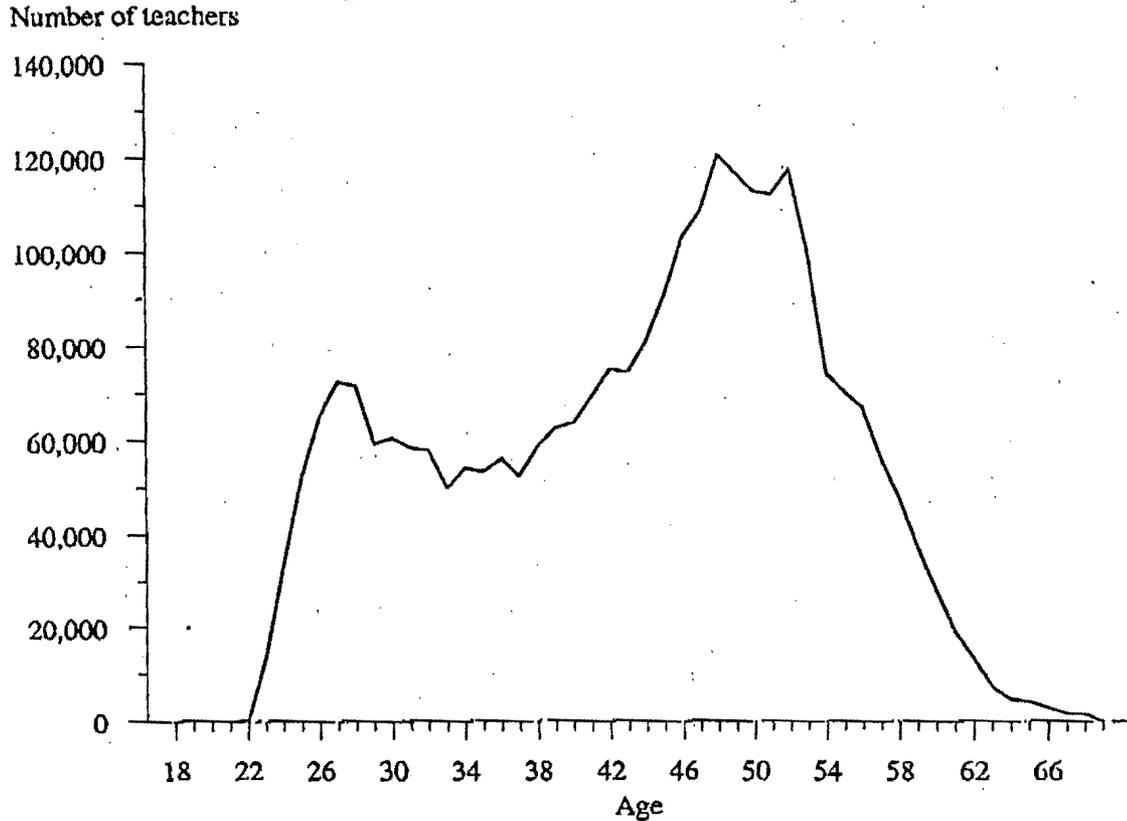


The number of secondary school teachers is projected to increase at a greater rate than the number of elementary school teachers. Assuming a relatively stable pupil/teacher ratio between 1999 and 2009, the number of elementary teachers is expected to hold steady at about 1.9 million. The number of secondary teachers is projected to increase 6 percent, rising from 1.2 million to 1.3 million teachers.

Filling teaching positions with qualified teachers, particularly in specific subjects, is an important issue for many schools. Most public school teachers (92 percent of departmentalized and 93 percent of general elementary teachers) were fully certified in their main teaching assignment in 1998. However, emergency and temporary certification was higher among teachers with 3 or fewer years of experience. About 12 percent of general elementary teachers with 3 or fewer years of experience had emergency or temporary certification. The results were similar for departmentalized teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1998; Projections of Education Statistics to 2009*; and *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers*.

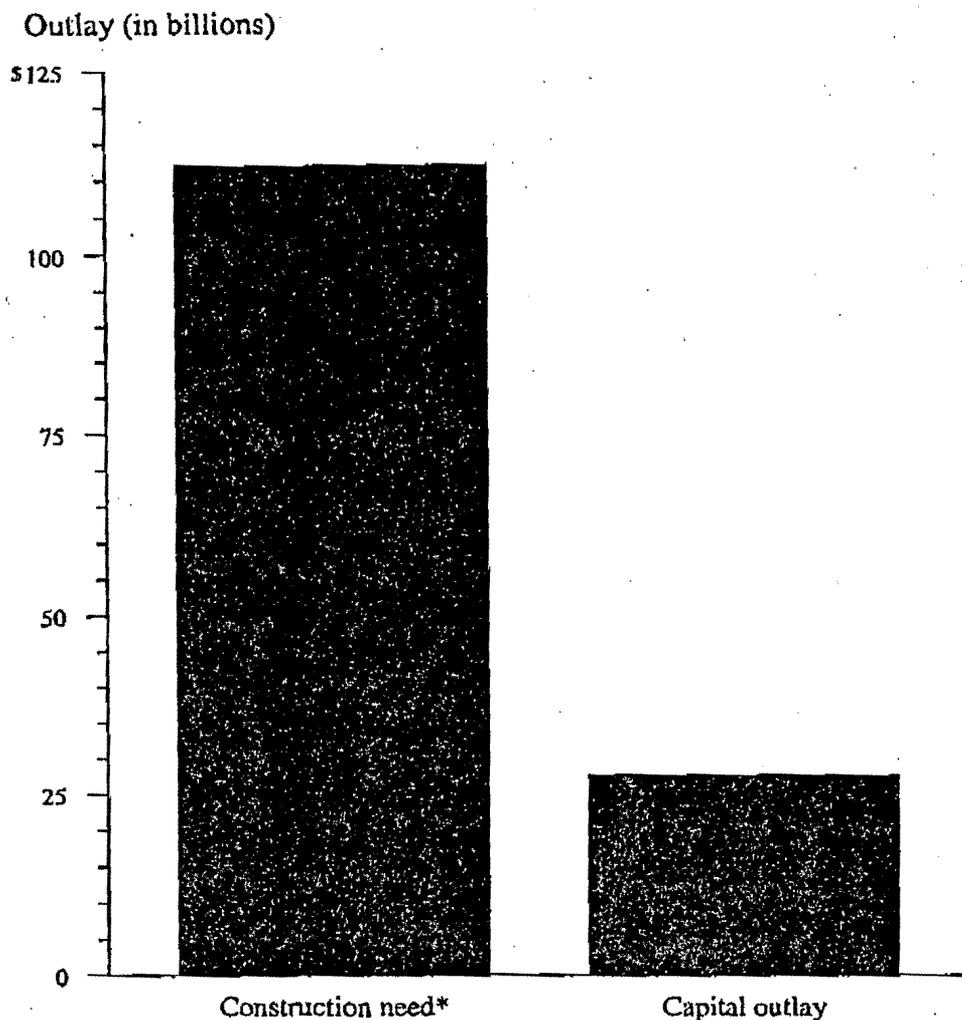
**Figure 12.--Estimated age distribution of full-time-equivalent public school teachers: 1998-99**



The influx of the baby boom echo students into classrooms creates a need for more teachers as these students move from elementary school through high school. However, the highest concentration of teachers in the 1998-99 school year is in the mid-40s to early 50s age range, many of whom were originally hired during the earlier rise in enrollment during the late 1960s and early 1970s. This means that a large number of teachers will be nearing the end of their teaching career within the next five to ten years. An estimated 2.2 million public school teachers will need to be hired over the next ten years to both meet enrollment increases and replace those teachers who retire or leave the profession for other reasons.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey," *Projections of Education Statistics to 2008, Digest of Education Statistics*, "Common Core of Data," and unpublished data.

**Figure 13.--Comparison of need for school construction and modernization and capital outlay for schools: 1995-96**



In a 1995 report, the General Accounting Office estimated that \$112 billion was needed to upgrade and retrofit America's school buildings. According to the report, some 14 million students are enrolled in 25,000 of the nation's schools reporting extensive repair or replacement needs. In comparison, public schools spent about \$28 billion on capital outlay in 1995-96.

\*Need as reported in General Accounting Office report, *School Facilities: Condition of America's Schools*.

SOURCE: General Accounting Office, *School Facilities: Condition of America's Schools*; and *Digest of Education Statistics, 1998*.



## **PRESIDENT CLINTON CITES RECORD-BREAKING SCHOOL ENROLLMENT AS MORE EVIDENCE OF THE NEED TO INVEST IN OUR SCHOOLS**

August 19, 1999

**TODAY, THE PRESIDENT ANNOUNCED THE RELEASE OF THE BABY BOOM ECHO REPORT, WHICH REVEALS A RECORD HIGH NUMBER OF SCHOOL-AGE CHILDREN – AND DRAWS ATTENTION TO THE PRESSING NEED FOR INVESTMENT IN OUR SCHOOLS.** President Clinton urged Congress to enact a responsible budget that pays down the debt, strengthens Medicare and Social Security, and invests in national priorities like education. The President pointed out that the Republican tax and budget could cause devastating cuts in key initiatives to keep schools safe and drug-free, help children learn to read, reduce class size in the early grades, support after-school programs, and expand access to college. At a time when the need is urgent, the Republican plan would support the modernization of only about one-tenth as many schools as the President's plan.

### **CHILDREN OF BABY BOOMERS CONTINUE TO BREAK SCHOOL ENROLLMENT RECORDS**

- **Total public and private school enrollment will reach a record 53.2 million students this year.** The 1996-97 school year was the first year that members of Baby Boom Echo broke their parents' record for school enrollment, and they have continued to enroll in the record-breaking numbers every year since then. In fact, it is expected that enrollment will continue to increase every year until 2008.
- **The West and South lead the nation in growth.** While every region of the country will see significant increases in student enrollment, Southern and Western states will experience the greatest growth. Between 1989 and 2009, the West will see enrollment increase by over 35%, while enrollment in the South will increase by nearly 20%.
- **Growth is both urban and suburban.** The top 25 growing districts in the country are both urban and suburban. From 1987 to 1997, New York City has the largest increase (131,920), followed by Dade County (92,635) and Los Angeles (91,119). Suburban districts surrounding Atlanta: Gwinnett County (35,462), Cobb County (24,702) and Fulton County (23,089), and the Washington, D.C. suburbs: Montgomery County (28,752) and Prince Georges County (23,935) have also experienced rapid growth.
- **The most rapid increases over the next ten years will occur in America's high schools.** High school enrollment is expected to increase by 1.3 million students over the next decade (from 14.9 million in 1999 to 16.2 million in 2009), creating a pressing need for more well trained teachers. On average, high schools also cost approximately twice as much to build as elementary schools. The average cost of construction for new schools is \$8 million for elementary schools, and \$16 million for high schools. [Council for Educational Facility Planners International, 1997]
- **College enrollment will rise to an all-time high of 14.9 million this year.** This is the second year in a row that college enrollment has set a new record. This number is expected to jump an additional 1.5 million in the next ten years, at a time when colleges and universities are already filled to capacity.

### **HIGHER ENROLLMENT UNDERSCORES NEED FOR GREATER INVESTMENT IN SCHOOLS, AS PRESIDENT CLINTON HAS PROPOSED**

- **The size of the Baby Boom Echo underscores why we must act now to build new schools and fix old ones; and to recruit and hire high quality teachers to reduce the class size in the early grades.** President Clinton has proposed, as part of his balanced budget, to support state and local efforts to build or renovate up to 6,000 schools nationwide; and to fulfill the commitment he and Congress made to hire 100,000 new teachers to lower class size in the early grades.

### **REPUBLICAN PLANS FAIL TO ADDRESS URGENT NEED FOR SCHOOL CONSTRUCTION AND MODERNIZATION**

- **The Republican plan denies local school districts vital support to build and modernize up to 6,000 public schools across the nation.** The President's targeted tax cut would cover the interest on state and local efforts to build and modernize 6,000 public schools across the nation. The Republican tax cut provides marginal help to address the needs of only one-tenth that many schools. The President's proposal to modernize our public schools could be fully funded using only about 1% of the Republican tax cut approved by the House.

## **REPUBLICAN PLANS FAIL TO PROVIDE SMALLER CLASSES FOR AMERICA'S CHILDREN**

- **Republican plans undermine a bipartisan effort to ensure funding for smaller classes.** Last year, a bipartisan agreement was reached to make a down payment on the President's plan to hire 100,000 teachers to reduce class size in the early grades to a nationwide average of 18; earlier this month the Education Department awarded funds to help local school districts begin hiring 30,000 teachers before school starts this fall. While the President wants to finish the job, House Republicans have passed a bill that undermines this class size initiative and fails to guarantee that one cent will be used to hire a single teacher to reduce the size of a single class.

## **REPUBLICAN TAX BILL SQUEEZES OUT OTHER KEY INVESTMENTS IN EDUCATION**

- **The Republican tax and budget plans could force dramatic cuts in funding for education.** The President cited Administration estimates<sup>1</sup> of the long-term impact of the Republican plans on key investments to improve our schools and expand access to college. In the tenth year alone of the Republican tax and budget plans, the nation could be forced to deny support to nearly 6 million students in high-poverty communities; withhold from 520,000 children the assistance they need to learn to read; deny 430,000 kids access to Head Start; slash Pell grants, and block hundreds of thousands of students from the opportunity to work their way through college.

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<sup>1</sup> The calculations are based on the Republican budget and tax plans, assuming that Congress also funds defense at the President's requested level and pays down debt by as much as the Congressional budget resolution promises. Given these assumptions, the budget resolution the Republican tax plan would require dramatic cuts to domestic discretionary programs -- cutting more than half from current funding levels.

THE WHITE HOUSE  
WASHINGTON

April 16, 1999

**NATIONAL TEACHER OF THE YEAR AWARD CEREMONY**

**DATE:** April 19, 1999  
**LOCATION:** Presidential Hall (OEOB 450)  
**BRIEFING TIME:** 10:00am - 10:25am  
**EVENT TIME:** 10:30am - 11:30am  
**FROM:** Bruce Reed, Thurgood Marshall, Jr.

**I. PURPOSE**

To honor the 1999 National Teacher of the Year, Andrew Baumgartner, and the State Teachers of the Year from around the country; and to use this opportunity to highlight some of your education initiatives regarding teacher quality.

**II. BACKGROUND**

At today's National Teacher of the Year Ceremony you will reiterate the call you made in your State of the Union Address for states and school districts to ensure that new teachers meet state certification requirements, pass performance exams, and have a major or minor in the subject they teach. You will also discuss several initiatives you announced earlier this year to help schools meet these higher standards and to attract talented, well prepared teachers into our classrooms.

These initiatives include: (1) a second installment of \$1.4 billion on your class size reduction initiative to hire 100,000 teachers to reduce class size in the early grades to a national average of 18. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15% of these funds for teacher training and other related activities; (2) \$35 million in funding -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty urban and rural public schools; (3) an \$18 million initiative to build on the successful Troops-to-Teachers program to train and place thousands of retired military personnel and other mid-career professionals as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools; (4) a new \$10 million initiative to begin recruiting and training 1,000 Native American teachers who commit to teach in schools with high concentrations of Native American students; and (5) \$18.5 million for the National Board for Professional Teaching Standards.

The mission of the National Teacher of the Year Program is to recognize and honor the

contributions of the American classroom teacher. The Program, in its 48th year, is the oldest and most prestigious awards program to focus public attention on excellence in teaching, and is sponsored by the Council of Chief State School Officers and Scholastic Inc.

Each year, every state selects a Teacher of the Year, who then enters the national competition. The National Selection Committee, comprised of representatives of 15 major national educational organizations, selects four finalists and then the National Teacher of the Year. This year's other finalists are from Massachusetts, New York, and Oklahoma.

This year's National Teacher of the Year is Andrew Baumgartner from Augusta, GA. Since his first teaching experience in high school as a volunteer in a school for learning-challenged children, Baumgartner knew that he had a calling to be a teacher. He graduated from the University of Georgia in 1976 with a Bachelor of Science in Education degree in Speech and Language Pathology, and also holds a Masters Degree in Early Childhood Education from North Georgia College. Baumgartner began his career as a K-12 speech therapist; however, after finding he preferred one school to working with many schools, he changed to teaching upon receiving his Masters degree. He has been teaching kindergarten since 1978, although he also briefly taught grades 2, 3, and 4 since then.

As an early childhood educator, Baumgartner understands that he must be creative and flexible in his teaching, and works to "constantly replenish his 'bag of tricks.'" He engages his students, their parents, other teachers, and community members in such activities as *Young Authors Teas*, in which the student/authors present their works of writing and sign autograph books. In his application to become the National Teacher of The Year, Baumgartner wrote about the importance of small classes to facilitate individual attention to students; parent participation in the learning process; and ensuring that there are quality teachers in the classroom. "Mr. B," as he is addressed by his students, will be accompanied by his wife, son, and parents.

Fifty-five State Teachers of the Year including teachers from DOD schools, Guam, Puerto Rico, American Samoa, the Northern Mariana Islands, and the District of Columbia will be represented at today's ceremony.

### **III. PARTICIPANTS**

#### Briefing Participants:

Bruce Reed  
Thurgood Marshall Jr.  
Kris Balderston  
Paul Glastris  
Tanya Martin

#### Event Participants:

Terry Dozier, Special Advisor on Teaching to the Secretary of Education (and 1985 National Teacher of the Year)

Andrew (Andy) Baumgartner, 1999 National Teacher of the Year

See attached list of State Teachers of the Year.

#### **IV. PRESS PLAN**

Open Press.

#### **V. SEQUENCE OF EVENTS**

- You will greet the State Teachers of the Year, the National Teacher of the Year, Andy Baumgartner, and his family in the Indian Treaty Room.
- You will proceed to Presidential Hall, accompanied by Terry Dozier and Andy Baumgartner.
- You will be announced, accompanied by Terry Dozier and Andy Baumgartner, 1999 National Teacher of the Year, into Presidential Hall.
- Terry Dozier will make remarks and introduce you.
- You will make remarks.
- Upon conclusion of your remarks, you will introduce Andy Baumgartner and present him with a crystal apple.
- Andy Baumgartner will make brief remarks.
- You will work a ropeline and depart.

#### **VI. REMARKS**

To be provided by speechwriting.

**STATE TEACHERS OF THE YEAR  
1999**

<u>State</u>	<u>Teacher</u>
Alabama	Cheryl Sparks Saks High School Anniston, AL Science, 8-9
Alaska	Daniel Walker Seward Middle/High School Seward, AK Social Studies/Language Arts, 7-12
American Samoa	Roderick McKenzie Samoana High School Pago Pago, AS Chemistry, 11-12
Arizona	Ginny Kalish Palomino Elementary School Phoenix, AZ Elementary/ESL, 2
Arkansas	Sherry Jo Tipps Carl Stuart Middle School Conway, AR Social Studies, 8
California	William Pence California High School San Ramon, CA Life Science, 9-12
Colorado	Sharon Ivie East Ridge Elementary Aurora, CO Elementary, 3-5
Connecticut	Joseph Bacewicz, Jr. Tolland High School Tolland, CT Social Studies, 9-12

Delaware

Lyn Newsom  
Concord High School  
Wilmington, DE  
Physical Science, 9

Department of Defense

Catherine Tillman  
H.H. Arnold High School  
Weisbaden Germany  
History, 9-12

District of Columbia

Charles Mercer, Jr.  
Burrville Elementary School  
Washington, D.C.  
Elementary, 6

Florida

Scott Hebert  
Inverness Primary School  
Inverness, FL  
Elementary, 4

Georgia

Andrew Baumgartner  
A. Brian Merry Elementary School  
Augusta, GA  
Elementary, K

Guam

Barbara Gilman  
John F. Kennedy High School  
Tamuning, Guam  
Physical Education, 9-12

Hawaii

Charlotte Boteilho  
Henry Perrine Baldwin High School  
Wailuku, HI  
Speech/Drama/English, 9-12

Idaho

Judy Bieze  
Hayden Meadows Elementary School  
Hayden Lake, ID  
Elementary, 1

Illinois

Catherine Bissoondial  
Glenn Elementary School  
Normal, IL  
Elementary, 4

Indiana	Lawrence Hurt Ben Davis High School Indianapolis, IN Art, 10-12
Iowa	Maureen Hoffman A-H-S-T Middle School Shelby, IA English, 7-12
Kansas	Carol Patton Strickland Emporia High School Emporia, KS Communications, 9-12
Kentucky	Janice James Sarah J. Price Elementary School Louisville, KY Elementary, 1-3
Louisiana	Melody Bonnette North Shore High School Slidell, LA Social Studies, 11-12
Maine	Lee (Pete) Pedersen Vinalhaven High School Vinalhaven, ME Mathematics, 9-12
Maryland	Rachel Younkers Plum Point Middle School Huntingtown, MD Social Studies, 7-8
Massachusetts	Bruce Penniman Amherst Regional High School Amherst, MA English, 10-12
Michigan	Timothy Graham Theodore Roosevelt High School Wyandotte, MI Chemistry, 11-12

Minnesota	Ellen Delaney North High School North St. Paul, MN Math, 9-12
Mississippi	Tina Scholtes Sudduth Elementary School Starkville, MS Elementary, 1
Missouri	Laurie Sybert Lelan O. Mills Elementary School Lake Ozark, MO Elementary, 2
Montana	Terry Beaver Helena High School Helena, MT Advanced Biology, 11-12
Nebraska	Helen Banzhaf Seward High School Seward, NE Math, 9-12
Nevada	Diane Koutsulis Green Valley High School Henderson, NV Band, 9-12
New Hampshire (will not attend event)	Nancy Brennan John Stark Regional High School Weare, NH Theater, 9-12
New Jersey	Ronald Foresio Parsippany High School Parsippany, NJ Social Studies, 9-12
New Mexico	Stan Johnston Los Alamos High School Los Alamos, NM English/Study Skills, 9-12

New York

Peter White  
Northport High School  
Northport, NY  
Social Studies, High School

North Carolina

Rebecca Hoyle  
Jacksonville Commons Elementary  
Jacksonville, NC  
Music, K-5

North Dakota

Fran Armstrong  
Beulah Elementary School  
Beulah, ND  
Elementary, 3

Northern Mariana Islands

Barabara Lou Gilles  
Tanapag Elementary School  
Saipan, MP  
Elementary, 4

Ohio

Ellen Binkley Hill  
New Vienna Elementary School  
New Vienna, OH  
Elementary, 2

Oklahoma

Mary Lynn Peacher  
Jenks East Elementary School  
Jenks, OK  
Elementary, 4

Oregon

Dave Bertholf  
Clear Lake Elementary School  
Keizer, OR  
Elementary, 5

Pennsylvania

Barbara Braithwaite  
Pocono Mountain Intermediate School-North  
Tobyhanna, PA  
World Geography, 7

Puerto Rico

Alfredo Collazo Oliveras  
Escuela de la Comunidad Segunda Unidad  
Demetria Rivera Marrero  
Corozal, PR  
Physical Education, Intermediate

Rhode Island	Barbara Ashby George J. West Elementary School Providence, RI Library Media Specialist, K-6
South Carolina	Nancy Elizabeth (Libby) Baker Petersburg Elementary School Pageland, SC Elementary, 1
South Dakota	Kristine Malloy Parkston Elementary School Parkston, SD Elementary, 3
Tennessee	Alana Delise Teague McNairy Central High School Selmer, TN English/Speech/Media Skills, 11-12
Texas	Norma Jackson O.C. Taylor Elementary School Colleyville, TX Elementary, 2
Utah	Diane Crim Clayton Middle School Salt Lake City, UT Algebra, 7-8
Vermont	Martha Dubuque Hardwick Elementary School Hardwick, VT Elementary, 6
Virginia	Linda Koutoufas Woodstock Elementary School Virginia Beach, VA Elementary, 3
Washington	Karen Mikolasy Shorecrest High School Shoreline, WA English/Humanities, 9-12

West Virginia

Opal Morse  
Point Pleasant High School  
Point Pleasant, WV  
Biology/Speech, 9-12

Wisconsin

Lauren Mittermann  
Gibraltar School  
Fish Creek, WI  
Language Arts/Reading/Social Studies, 6-8

Wyoming

June Vialpando Moore  
Beitel Elementary School  
Laramie, WY  
Elementary, 2

Revised Final 4/19/99 10:00 a.m.

Paul Glastris

**PRESIDENT WILLIAM J. CLINTON**  
**REMARKS AT TEACHER OF THE YEAR AWARD**  
**THE WHITE HOUSE, INDIAN TREATY ROOM**  
**WASHINGTON, DC**  
**April 19, 1999**

Acknowledgments: Senior Adviser to Sec. Riley and 1985 Teacher of the Year Ms. Terry Dozier; the 55 state (plus DC and the territories) Teachers of the Year for 1999; Sen. Spector; Sen. Coverdale; Rep. Norwood; Rep. Kildee; Rep. Mink; DC Mayor Williams; Council of Chief State School Officers Exec Dir Gordon Ambach (award sponsor); Scholastic Inc Senior VP Ernie Fleishman (award sponsor).

Before I begin, I'd like to say a few words about our ongoing efforts to fight ethnic cleansing in Kosovo. Today, I will send Congress an emergency funding package to meet the urgent military and humanitarian needs that are the result of the conflict in Kosovo. This package ensures that we will have the resources to maintain our military efforts and sustain the current air campaign at peak levels until we achieve our goals. It does so by fully funding our Kosovo operations, and it protects our high level of military readiness.

This emergency funding package will also provide critical humanitarian assistance and relief for the hundreds and thousands of Kosovar refugees. And it provides resources for Yugoslavia's neighbors who have also suffered from the effects of this conflict.

The need for this funding is urgent, immediate, and in our national interest. Lives hang in the balance. I call on Congress to move forward with delay.

In 1952, President Harry S Truman presented the very first Teacher of the Year Award, here on the grounds of the White House. The recipient was Mrs. Geraldine Jones, who taught first grade at a Santa Barbara, CA school whose name I rather like: the Hope School.

Every year since, Presidents or members of their family have personally handed out this award, to recognize outstanding teachers, and honor all teachers. Eight hours a day, five days a week, nine months a year, teachers have the future of our nation in their hands. They teach our children to read, write, calculate, sing, paint, listen, question, work with others, and think for themselves. They excite our children's imaginations, lift their aspirations, open their hearts, and strengthen their values. Every one of us can probably recall not only the names of our old teachers, but their faces, their voices, their favorite admonitions, the way their hands gripped the chalk as they wrote on the blackboard. We can still summon the pride we felt when they praised us, and feel the chill that ran down our spines when they scolded us. Under their watch, we became who we are, and their influence over us lingers. As Henry Adams said, "a teacher affects eternity; he can never tell where his influence--or her influence--stops."

The role of teachers is hard to exaggerate, yet easy to overlook. Teachers do their difficult jobs quietly, behind four walls, largely isolated from other adults. Their work is seldom glorified by Hollywood, and insufficiently rewarded by society. And yet their role is perhaps more important than at any time in history now that we have entered the information age, in which the success of the nation rides on the knowledge and creativity of its citizens. Everyone rightly honors the men and women serving in and around the Balkans today as patriots. I believe we as a nation must learn to honor teachers as patriots, too.

Andy Baumgartner is a patriot in both these senses. He spent two years in the U.S. Marines, and the inner confidence, self-motivation and sheer physical stamina he gained at Parris Island and Camp Le Jeane have been useful in the classroom. Colleagues marvel at the way he rivets the attention of his kindergarten students by keeping himself in constant creative motion. One minute he is using popcorn and M&Ms to teach counting. The next he is conducting a sing-along to "This Land is Your Land." A few minutes later he is marching the class up the hill behind school to conduct a solemn funeral for a departed pet tarantula named Legs.

As the father of a son with a learning disability, Andy knows first hand the struggle many parents go through to get the individual attention their children need, and he works hard to give that kind of attention to all of his students. When not teaching, Andy can be found directing the school play, teaching other educators, writing guidebooks for parents, working in community theater, and participating actively in his church. Andy is an example of the kind of vital, active American citizen Tocqueville marveled at.

If Tocqueville were alive today, I think he would agree that America must do more to honor classroom teachers like Andy Baumgartner. If we do, perhaps more of our best and brightest young people would choose teaching as a career. America doesn't need more lawyers. It doesn't need more financial analysts on Wall Street. America needs more teachers.

When our finest young people pass up teaching, they're missing out on rewarding careers, and America is missing out on the chance to put talent where it's most needed. There are 53 million children in our public schools---the greatest number ever--and they come from more diverse backgrounds than at any time since the turn of the century. With enrollments growing and a wave of teacher retirements about to hit, America's schools will have to hire 2 million more teachers over the next decade. At the same time, we are trying to bring down class sizes, and that requires more teachers. And those new teachers must be better trained. A quarter of all secondary school teachers today do not have college majors--or even minors--in the subjects they are teaching, and this deficit is worse in low-income neighborhood schools where the need is greatest.

These are enormous challenges. But I believe we can meet them if we act now, while our nation is strong, our economy prosperous, and our people confident.

First, we must finish the job Congress began last year, of hiring 100,000 new, highly-trained teachers to reduce class sizes in the early grades. Studies confirm what parents and teachers like Andy Baumgartner have long been saying: that smaller classes mean more

individual attention, more discipline, and more learning. This is especially true for younger students, who must have a firm academic foundation for later success. Last fall, Congress reached across party lines and put a down payment towards our goal of hiring 100,000 new teachers over six years to reduce class size in the early grades. This year, I am calling on Congress to finish the job.

Second, we must redouble our efforts to recruit more of the best and brightest Americans into the teaching profession. My balanced budget calls for new investments to provide 7000 college scholarships for students who commit to teaching where they can do the most good: in our poorest inner city and rural schools. It also calls on Congress to invest \$10 million to train 1000 Native Americans to teach on Indian reservations and in other public schools with large Native American enrollments. And it calls for investing \$18 million to recruit and train retired members of the U.S. military to become teachers, through our Troops for Teachers program. America's 25 million veterans represent a vast pool of potential teachers, and Andy Baumgartner is proof positive that soldiers make great teachers. Let's make it easier for those who have been heroes abroad to be heroes here at home.

Third, we must provide all teachers with the training they need to succeed in the classroom. My Education Accountability Act, which I will soon be sending to Congress, says that all new teachers must pass performance exams, and that all teachers should know the subjects they're teaching.

Fourth, we must transform our schools into places where more people want to work. There are thousands and thousands of idealistic Americans, young and not so young, who would be willing to teach in the public schools--if they thought they could make a difference. But they don't want to waste their time in a system they believe is mired in bureaucracy, low expectations, poor discipline, and unaccountability.

That is why my Educational Accountability is so important. Under this Act, all states and school districts receiving federal funds must end social promotion and give students the help they need to succeed; must adopt and enforce fair but effective discipline codes; must give parents report cards on their children's schools; and must turn around their worst-performing schools--or shut them down.

If we take these solid steps to fix our schools, more talented Americans will want to teach there, and a positive cycle of reform will soon take over. To paraphrase the movie *Field of Dreams*, "Fix it, and they will come."

When President Truman presented this award the first time back in 1952, he noted, in his plain-spoken Missouri way, that "next to a child's mother, the greatest influence on his growth into a good citizen is his teacher." Andy, you are a good citizen yourself, and through your influence, you are making sure America will have good citizens well into the 21st Century.

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## **HONORING TEACHERS OF THE YEAR AND ENSURING HIGH QUALITY TEACHING**

April 19, 1999

President Clinton will honor the National and State Teachers of the Year in a ceremony to be held today in Presidential Hall at the White House. In his remarks to the teachers, the President will thank the teachers for their efforts to bring excellence to our schools, and reiterate his call to strengthen the quality of teaching in the Nation's schools.

### **PRESIDENT CLINTON RECOGNIZES NATIONAL AND STATE TEACHERS OF THE YEAR.**

Each April, the President introduces the National Teacher of the Year to the American people in a ceremony held at the White House. The National Teacher of the Year program began in 1952 and continues as the oldest and most prestigious national honors program that focuses public attention on excellence in teaching. Co-sponsored by the Council of Chief State School Officers and Scholastic Magazine, the National Teacher of the Year is chosen from among the State Teachers of the Year by a national selection committee representing the major education organizations. The 1999 National Teacher of the Year, Andrew Baumgartner, a kindergarten teacher from Augusta, Georgia, will spend the year traveling nationally and internationally as a spokesperson for the teaching profession. Fifty-five Teachers of the Year -- including those from DOD schools, Guam, Puerto Rico, American Samoa, the Northern Mariana Islands, and the District of Columbia -- will be represented at today's ceremony.

**PRESIDENT CALLS FOR INITIATIVES TO ENSURE HIGH-QUALITY TEACHING.** President Clinton will reiterate the call he made in his State of the Union Address for Congress to enact legislation to ensure that states and school districts require new teachers to pass performance exams, phase out the use of teachers with emergency certification, and require secondary school teachers to have a major or minor in the subject they teach. The President will also discuss several initiatives he announced earlier this year to help schools meet these higher standards and to attract talented, well prepared teachers into our classrooms.

These initiatives include: (1) a second installment of \$1.4 billion on the President's class size reduction initiative to hire 100,000 teachers to reduce class size in the early grades to a national average of 18. To ensure that this initiative supports high-quality teaching, school districts may spend up to 15% of these funds for teacher training and other related activities; (2) \$35 million in funding -- up from \$7.5 million last year -- to provide scholarships to 7,000 outstanding students who commit to teaching in high-poverty urban and rural public schools; (3) an \$18 million initiative to build on the successful Troops-to-Teachers program to train and place thousands of retired military personnel and other mid-career professional as new teachers in public schools, especially in high-need subject areas like math and science and in high-poverty schools; (4) a new \$10 million initiative to begin recruiting and training 1,000 teachers who commit to teach in schools with high concentrations of Native American students; and (5) \$18.5 million for the National Board for Professional Teaching Standards -- a nonprofit, nonpartisan, and nongovernmental body devoted to strengthening the teaching profession by developing rigorous standards of excellence in teaching, recognizing and rewarding outstanding teachers, and keeping our best teachers in the classroom where they are most needed.



Karin Kullman

04/16/99 06:42:56 PM

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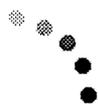
To: See the distribution list at the bottom of this message

cc:

Subject: Teacher of the Year

fyi

----- Forwarded by Karin Kullman/OPD/EOP on 04/16/99 05:47 PM -----



Janelle E. Erickson

04/16/99 06:20:23 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Teacher of the Year

**EVENT: Teacher of the Year Award**

**DATE: Monday, April 19, 1999**

**TIME: 10:50 AM - 11:30 AM**

**LOCATION: 450 OEOB**

**PARTICIPANT: The President**

\*\*\*Members should arrive by 10:35 AM, enter through the NW Gate, park on the NW drive and proceed to the WW lobby.

**ATTENDING:**

Senator Paul Coverdell (R-GA)

Senator Arlen Specter (R-PA)

Rep Charles Norwood (R-GA)

Rep Dale Kildee (D-MI)

Rep Patsy Mink (D-HI)

**REGRETS:**

Senator Max Cleland (D-GA)

Senator James Jeffords (R-VT)

Senator Ted Kennedy (D-MA)

Senator Tom Harkin (D-IA)

Senator Christopher Dodd (D-CT)  
Senator Patty Murray (D-WA)  
Senator Jeff Bingaman (D-NM)  
Rep Bill Goodling (R-PA)  
Rep Bill Clay (D-MO)  
Rep Michael Castle (R-DE)  
Rep Howard McKeon (R-CA)  
Rep Matthew Martinez (D-CA)  
Rep John Spratt (D-SC)  
Rep Steny Hoyer (D-MD)  
Rep Carlos Romero-Barcelo (D-PR)  
Rep Jay Inslee (D-WA)  
Rep Tom Udall (D-NM)  
Rep Shelley Berkley (D-NV)  
Rep David Wu (D-OR)  
Rep Darlene Hooley (D-OR)

Message Sent To:

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THE WHITE HOUSE

Office of the Press Secretary  
(Boston, Massachusetts)

For Immediate Release

February 2, 1999

PRESS BRIEFING

BY

ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY, BRUCE REED

Jackson Mann Elementary School  
Brighton, Massachusetts

3:17 P.M. EST

MR. REED: Okay. We came here to Boston today to make two main points. First, that the balanced budget that the President put forward yesterday includes substantial new investments in education, including a \$200 million accountability fund, which will go to states and school districts, to identify and turn around the lowest performing schools; \$600 million for after-school programs, with a priority for communities that end social promotion, which is tripling that program over last year; \$1.4 billion for the 100,000 teacher program to reduce class size in the early grades, which is up from \$1.2 billion the year before; and reissuing the proposal for a tax credit to build or modernize 5,000 schools.

And as the President will point out today, over the last six years we've wiped out a \$300 billion deficit and at the same time nearly doubled investments in educational training.

The second point that the President is going to make today, in more detail than he has in the past, is that we welcome the great debate we're going to have in Congress this year on which way the country should go with education. As I said to some of you earlier, it may be Groundhog Day, but that doesn't mean that the new Congress has to repeat the old debate about education. We believe that smaller classes and modern school buildings and qualified teachers ought to be national priorities. There are some in Congress who don't share that view. We're happy to have that debate and we're going to keep pressing to ensure that no child in America is taught by an unprepared teacher or trapped in a failing school.

All the proposals that the President has put forward are based on initiatives around the country that we know work. And we

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have a responsibility to the taxpayers and to the school children of America to invest in what works and stop investing in what doesn't.

So let me stop there. Questions? Come on, bring it on. (Laughter.)

Q Bruce, how are you going to decide who is an unprepared teacher? How are you going to judge that?

MR. REED: We're not going to tell states and school districts what to teach, how to teach it, what standards to set. They set their own standards. All we're saying is that whatever standards they set for their students and teachers, they have to make sure that the students and teachers meet those standards.

So, for example, there's about 50,000 teachers around America who are on what's called emergency certification, which takes place where school districts have waived their own rules -- they've put an unqualified teacher in the classroom, someone who doesn't even measure up to the standards that the state and school district have set. And our proposal says that has to stop.

Q Yes, but, Bruce, the reason they do that is because they have a teacher shortage. I mean, how do you address the teacher shortage that is creating this?

MR. REED: We think that you need a three-part strategy to address the shortage of teachers. First, we need to do a better job of providing teacher training. Our budget has got \$180 million as part of the class size proposal for teacher training and we have a 53 percent increase in teacher training funds, generally. Second, we need to expand the pool and reach out to attract more talent to the teaching profession, and that's why we've got a five-fold increase in teacher scholarships to young people who agree to teach in low-income neighborhoods where the real shortages are.

The President has also put forward an \$18 million Troops to Teachers program because we believe that mid-career military can make a real difference in our schools. And then the third thing you've got to do is make schools and classrooms more attractive. Lowering class size is a way to make teaching a more attractive profession. The same is true with enforcing school discipline and keeping schools safe.

Q Do state and local school administrators really want the federal government looking over their shoulder?

MR. REED: These are all common sense ideas. We didn't invent them in Washington. They come from schools and school

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districts around the country that are pioneering this kind of reform. We give them all kinds of flexibility, as I said. All we're saying is that ~~whatever~~ standards they set, they have to meet. And we think that this is a basic responsibility to the taxpayers. You know, I don't see any other \$15 billion a year programs that Congress is saying, we don't care about the results. We think it's time to insist on results from this one.

Q But how is this supposed to work, though? If they're setting their own standards and determining whether their schools are making them, where does the federal government come in and say, well, you're not getting any money because you're not? Do they have to self-report that they're not making or meeting their own standards?

MR. REED: We require them to do annual school report cards that tell what they're doing with class size, with teacher quality and so on. And they have to make this information public, as well as make it known to us.

We think that, with enough public pressure, this is what school districts around the country are going to want to do, but it's important -- it'll actually make it easier for them to do it, if we're pushing this agenda.

Okay? Thank you very much.

END

3:25 P.M. EST

THE WHITE HOUSE

Office of the Press Secretary  
(Brighton, Massachusetts)

For Immediate Release

February 2, 1999

REMARKS BY THE PRESIDENT  
TO THE STUDENTS, TEACHERS, PARENTS AND THE COMMUNITY  
OF JACKSON MANN ELEMENTARY SCHOOL

Jackson Mann Elementary School  
Brighton, Massachusetts

3:45 P.M. EST

THE PRESIDENT: Thank you so much. First, I would like to thank all those who have joined us today. Governor, thank you for your remarks and your commitment. To Senator Kennedy and Senator Kerry, to Congressman Moakley and Congressman McGovern and the other members of the Massachusetts delegation, I couldn't ask for stronger supporters and leaders for the cause of education.

Mayor, thank you for setting an example which I hope will be followed by every mayor in the country in terms of your commitment to education. (Applause.) I want to congratulate Boston on stealing your superintendent, Tom Payzant, from the Department of Education and my administration. (Laughter and applause.) I forgive you for that. (Laughter.) You have given a lot more to me than you have taken, and it is a gift to the children of this city.

I'd like to thank Dr. Joanne Collins Russell and Gail Zimmerman and the faculty and the students, the chorus here at Jackson Mann, all of you, for making us feel so at home. Thank you so much. (Applause.) I want to thank the legislators and the local officials, the others who are here.

I'm glad to be here. I heard a lot about this school. Tom Menino told me the last time he was here that you gave him pasta. (Laughter.) So I didn't eat lunch at the last event -- (laughter) -- just waiting. That's not true, but it's a good story. He liked the pasta. (Laughter.) It is true that he got pasta; it's not true I didn't eat lunch at the last event. (Laughter.)

But I also want to say to all of you, I was terribly impressed by what everyone said, but most impressed by what your principal and what your teacher said, because it convinced me that this is a school which is going to be able to do right by the children of 21st century America. And every now and then, while I'm going through this talk and tell you what I'm going to propose to Congress, just look up there -- there they are, that's America's future. That looks pretty good to me, but it is very different than our past. (Applause.)

When I spoke at the State of the Union last month -- to tell the American people that the state of our union is strong, that our economy is perhaps the strongest it has ever been -- I asked the American people to reflect upon what our obligations are in the midst of this economic success, with the social successes we've had -- the welfare rolls cut almost in half; the lowest crime rate in a generation. What are we going to do with this?

And I asked the American people to join together to

meet the great challenges of a new century -- things like the aging of America, helping families balance work and child rearing, helping communities and states and our entire country balance the need to grow the economy with the need to preserve the quality of life and the quality of our environment -- big challenges.

There is no challenge larger than giving every child in this country a world-class education; for, every child will be not only a citizen of the United States, but a citizen of the world. If you look at these children up here, you won't be surprised to know that all over America we not only have the largest group of schoolchildren in history, it is the most racially, ethnically, religiously, culturally diverse group in history.

Now, as the world grows smaller and our contacts with people all over the world on every continent become more frequent and more profound, there is no country in the world better positioned to preserve liberty and prosperity and to be a beacon of hope than the United States. Because as we look more like the world, we will have more advantages to have a positive influence in the world -- if, but only if we prove that we really can build a successful multiracial, multiethnic, multicultural democracy where we say we cherish, we enjoy, we celebrate our diversity, but what we have in common is more important.

And the challenge of this and every school is to make sure that all of our children understand, and are proud of, what is different about them, but also understand, and are proud of, what they have in common. And understand that all children can learn and all children must learn, and that it will be more important to their generation than to any previous generation of Americans.

The results you're getting here on your test scores, and just the feeling that one gets here in listening to what your principal and your teacher said, make me know that you are on the right track. I was so impressed with Ms. Zimmerman when she got through, I said, you did a good job, you ought to run for public office. (Laughter.) And she said, well, I might. (Laughter.) I hope she'll teach a few more classes of kids with that kind of skill and understanding, first.

There are lots of schools -- over the last 20 years, Secretary Riley and I used to be governors together, and I've spent a lot of time in public schools over the last 20 years. A lot of time. A lot of time as President. And this is actually unusual for me, just to come to the meeting like this. Normally when I come to a school, I also visit a class and talk to the teachers and talk to the students, and listen and observe.

And one of the things that I want the American people who aren't here to know and understand is that every single problem in American education has been solved by someone somewhere. And that many of these problems have been solved in schools where, if you didn't know anything about education, you could hardly believe it. Sometimes they're in the toughest neighborhoods, sometimes they have the most limited financial base. But with good principles, good teachers, a good culture in the school, high values, high standards, it is astonishing what I have seen in places where you wouldn't believe it.

The great trick and difficulty in American education is, and the thing that we have not solved, we have not yet figured out how we can accelerate the pace by which all schools do what works in some schools. And I think every teacher here, everyone who has ever been across the country or across the state, or maybe even across the city and had experience from school to school would say that that is sort of the nagging

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challenge.

Part of it, of course, is that all schools are different, all kids are different, all classes are different, all circumstances are different. Part of it is that there are internal resistances to doing what the Mayor is now trying to do citywide and the Governor is now trying to do statewide.

That's why this year, our continuing effort to promote educational excellence will be of special importance, because this year we're going to try to do something the national government has never done before. Every five years, we have a great debate in Congress on how we should spend the federal contribution to our public schools. What are the terms under which the states and the school districts get this money. It is called a reauthorization act, and we're going to have that debate this year.

This year, I am going to ask the Congress, for the first time, to invest more money than ever before in our schools, but to invest only in what the schools and the teachers and the parents have told us works and to stop investing in what doesn't work. (Applause.) Now, I don't think we should subsidize inadequate performance, I think we should reward results. And sure enough, more people will follow the lead of schools like this one, if it happens.

Now, this may seem self-evident. You all clapped. Believe me, this will be very controversial. After all, there are some people in Congress who don't believe we have any business investing in more -- more in public education, because it is a state constitutional function, and in every state most of the money is raised either at the local level or at the state level, but only nationwide about seven percent of the money comes from the national level. But it's a lot of money. I mean, \$15 billion -- \$15 billion is not chump change, it's real money. And it can make a real difference.

There's more than ever before. Last year, we got a bipartisan agreement in Congress, after a big debate, to make a big down payment on 100,000 more teachers in the early grades to help you deal with the problem of more teachers retiring as more kids come in. And the plain evidence is that smaller classes in the early grades make a special difference.

We did not pass last year -- I hope we will this year -- my proposal to build or modernize 5,000 schools, through the use of the tax credit. Now, we actually have -- Boston is the first city with all the schools hooked up to the Internet, you heard the Mayor say that. I hate to tell you this -- we have some cities where the school buildings are in such bad shape they are not capable of being hooked up to the Internet. And I have been in school districts, from Virginia to Florida to California, where there are so many kids that the outside is littered with house trailers where they're going to school.

So this is a big challenge. There are some who don't think we should be doing that. They think that's somebody else's job. But there's an even deeper debate you will see this year, about more than money. Some people argue that even though we spend \$15 billion a year on public education, the national government has no business whatever holding the system accountable for results. They say, if we say we're going to hold districts accountable for results, that we're trying to micro-manage the schools.

Nothing could be further from the truth. If I have learned one single, solitary thing in 20 years of going into schools, it is that, if you have a good principal and a good attitude among the faculty, and a decent relationship with the parents, you're going to have a successful school. If you're doing the right things; I've learned that.

So you will not find anybody who is more reluctant to micro-manage the schools than me. But keep in mind what I said - and you ask the teachers when I'm gone if this is not true -- every problem in American education has been solved by somebody somewhere. The problem is we are not very good at spreading what works to all the rest of the schools in a timely and efficient manner.

Therefore, what I propose to do is to write into the law what teachers and other educators have said to me are the critical elements of dealing with the challenges of this generation of young people, and the dramatic income and other differences we see from school district to school district, and say: if you want the money, you should do this -- not should, you must do this.

This will be very controversial. But I'm telling you, I have been frustrated for 20 years in trying it the other way. We had some school districts in my state that had done things that achieved national acclaim, and I put in a bill -- and I passed it -- to create a pot of money to pay the expenses of educators from other school districts in my state to go to these school districts to see what was going on, and a majority of them wouldn't do it when I offered to pay their way. We should have -- it wasn't because they weren't dedicated; it was just sort of, oh, well, you know, we do it our way, they do it their way.

And I believe that this is a very, very important debate. And I came here because I approve of what you're doing in this school and I'm proud of it. I came here because I'm proud of what the Mayor is doing. I'm proud here because of Massachusetts's historic commitment to excellence in education. I came here because your congressional delegation is as devoted to excellence in education as any in the land. That's why I'm here -- to say that every place should be like this, and that we can help. And I hope you will support that.

Can you imagine any company spending \$15 billion and saying, here, take the money; we don't care what the results are, and come back next year and I'll write you another check. (Laughter.) I don't think any child in America should be passed from grade to grade without knowing the material. I don't think we're doing children a favor. I don't think any child should be trapped in a failing school without a strategy to turn the school around or give the kid a way out. And I believe these should be national priorities, not to tell people how to do this, but to say that, you must have a strategy to do it that you implement that produces results. You decide how to do it.

From now on, I think we should say to states and to school districts, identify your worst-performing, least-improving schools, turn them around or shut them down. There's \$200 million in my budget to help school districts do that -- \$200 million. And we can do this. I'll talk more about it in a minute; I'll give you some evidence of that.

If we fail to do it, how many kids are we going to lose to low expectations? And every one of them can learn. You know it and I know it. If we succeed, our best years lie ahead.

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Their years will be America's best years.

I'll tell you, I've listened to this debate for two decades now, and half the time, when I hear people say we can't do something, what they're really saying is, those kids are different from my kids and I don't really believe they can learn. Well, that is not true. All of our children can learn and I intend to see that they do. (Applause.)

We're working to help every city follow Boston's lead and be hooked up to the Internet by early in the next century. We're working to expand Head Start. We're working to bring more tutors to elementary schools to help work with the teachers to help make sure our kids can read. And it's very important when their first language is not English to give more and more help in the schools. We're working to send college students as mentors into middle schools and high schools, where hardly any kids go to college, and convince all kids they can go to college.

If you look at the scholarships, the loans, the Pell grants, the tax cuts, the work study programs that this Congress has approved in the last four years, there's no excuse for anybody not going to college because of the money; you can afford to go now. We have put the money out there. And every 11- and 12- and 13-year-old kid in America needs to know this. They need to know that they can make their own future.

I know that some of our America Reads tutors are working at Jackson Mann and several AmeriCorps City Year members are working here too, and I want to thank them. (Applause.) Boston University AmeriCorps, thank you. (Applause.) And I want to get back to the point here. Our schools are doing better all over the country. Almost all the scores are up, the math scores are up, the SAT scores are up, but we have two big challenges, and I want you to focus on them.

Number one, reading scores have hardly budged. Now, that should not surprise you because our school population every year has a higher and higher percentage of immigrant children whose first language is not English. So it's harder just to stay in place; but it's not good enough, because these children are still going to have to go out into a world where they'll either be able to read and learn and think and reason in this country's main language, or they won't. So we have to do better.

Something that bothers me even more is that these international comparative scores in math and science -- this is fascinating -- American children, a representative group, by race, by income and by reason, rank at the top of the world in the international math and science scores in the 4th grade. You know, they're always first or second or third in the last couple of years. They drop to the middle by the time they're in the 8th grade. By the time they're in the 12th grade, they rank near the bottom.

Now, you can't say that the kids can't learn, otherwise, they never would have been at the top, right? So that means that we have to do some things in our system to make sure that their fast start speeds up, not slows down. There could be no more compelling evidence that our children can learn.

So in this year's budget -- I'll say again -- I not only want to finish hiring the 100,00 teachers, take another big step there, and fix the 5,000 schools and keep hooking up to the Internet, and also give you something to find on the Internet -- we're going to set up a digital library with hundreds of

thousands of books that schools can access -- (applause) -- so every school library in America -- literally, within a few years, every school library in America can have 400,000 books if the digital library works.

We also want to pass this bill that says, okay, here's the federal money. But here's what you have to do if you want to get it. First of all, you have to identify the worst-performing, least-improving schools and take responsibility for turning them around just like the Mayor is and the school people are here in Boston. Mr. Payzant is working on that. That's what you've got to do. Why is that? Because we've got to insist that the schools, no matter how difficult their circumstances, offer world-class education.

Now, under our plan, states and school districts would audit failing schools for educational weaknesses, find resources that would help, do what Ms. Zimmerman does on her own: go out and help the mentor teachers, make sure that all the teachers have been given the best development possible, provide reading tutors if they're needed, provide other kinds of help to get more parents involved, do whatever is necessary.

Then, if after two years the student achievement still doesn't improve, states and districts would have to take stronger action, including permitting students to attend other schools if they and their parents want to do so. Or reconstituting the school, making staff changes as appropriate. Or maybe even closing the school and reopening it, completely differently constructed.

Now, this can work. Let me just give you two examples. Six years ago, Houston listed 68 of its schools as low performers. Today, after much aggressive intervention and hard work, the vast majority of those are off the list. Because they're getting different results -- not because they're trying harder, but because they changed their results.

Dade County, Florida -- that's Miami, one of the most diverse school districts in America, had 45 critical, low-performing schools. They raised their math and science scores so much -- math and reading scores so much now that within two years, all 45 were off the list -- just by focusing on it and by refusing to accept the proposition that just because these kids were having a tough time financially or they live in tough neighborhoods, that their schools couldn't function and they couldn't learn.

Now, this is what Boston is committed to doing, but this is what every place in America should do. And in our budget, we have \$200 million to help them do it. We also call for ending social promotion, but we say -- and I want to reiterate that -- it's not the students who are failing, it's the system's failing them. So you don't want to punish the students, you want to change the system.

Therefore, among other things in this budget, we call for tripling the funds available for after-school and summer school programs to help kids learn more. In three years -- listen to this -- three years ago, Congress appropriated \$1 million for the federal contribution to after-school programs. Then, the year before last, it was \$40; then last year it was \$200, and this year I hope it's going to be \$600 and we'll have one million more children in every state in this country off the streets, in the classroom, learning more and having a better future. (Applause.)

We also have to give more support for teachers, more support for teacher development, more support for teacher education, more understanding of what's involved here. You have 53 million people and you're going to have a couple of -- according to Secretary Riley, a couple of million more teachers retire in the next few years.

It should not -- let me just say something. One of the big reasons that the test scores go down in math and science is that the teacher shortage has been so profound that there are a huge number of our teachers in America today in our junior and senior high schools, our middle schools and high schools, teaching courses in which they didn't have a college major or even a minor, because there was no one else available to teach them.

And we have to do more to support the recruitment and the support and the continuing teacher development of those people. One of the things in this budget that I think is particularly important, even though it's not a big number, is that we have funds for 7,000 college scholarships for young people where we pay their way to college in return for their commitment to teach for four years in an inner-city school or some other place where there's a serious teacher shortage of trained teachers. This is a big deal; it can make a significant difference.

I also believe that all parents should get report cards on all schools. That has worked. The Boston schools are doing it, it ought to be done everywhere. People are entitled to information. Most towns in this country, you can find out more about the local restaurants than you can about the local schools if you're a parent -- unless you just go there and hang around. It's important.

And finally, interestingly enough, do you know what the teachers' organizations and teachers at the grass-roots asked us to do to put into this bill? They said we should say that every school district should have a reasonable, comprehensive discipline code that is actually implemented -- teachers asked for that, and I think that's important. (Applause.)

So again I say, look at those kids, think about what you want America to be like in 20 years. Think about what we're going to do with this golden moment for our economy, with this first budget surplus we've had in 30 years. There a lot of things we need to do, but nothing is more important than giving our children a world-class education -- nothing. And I hope you will support it. (Applause.)

Thank you and God bless you. (Applause.)

END

4:10 P.M. EST

THE WHITE HOUSE  
WASHINGTON

February 9, 1999

**DATE:** February 10, 1999  
**LOCATION:** University of Maryland  
Ritchie Coliseum  
**TIME:** 1:50 p.m.  
**FROM:** Thurgood Marshall, Jr.  
Bruce Reed  
Anne McGuire  
Tanya Martin

**I PURPOSE**

To kick-off AmeriCorps' first national recruitment campaign and to call on Congress to expand the yearly participation level in AmeriCorps to 100,000 members by 2002.

**II BACKGROUND**

In the four years since the AmeriCorps launch, over 100,000 young people have joined to provide mentoring, tutoring, disaster relief, public safety and assistance to senior citizens and the homeless in their communities. Today you will announce that your budget proposes to expand AmeriCorps to nearly 70,000 members in the year 2000, on a path to 100,000 members each year by 2002. The FY 2000 budget request includes \$585 million for AmeriCorps, an increase of \$113 million over last year, to fund this growth.

You will also announce the launch of the AmeriCorps Call To Service campaign -- the first-ever national recruitment drive for AmeriCorps. You will challenge all Americans, especially young people, to get involved in service. The Call to Service campaign will provide young people with information on how they can serve in AmeriCorps to help strengthen local communities by tackling the nation's most serious problems, including illiteracy, poverty, health care, and crime. The campaign includes new television public service announcements, print advertisements, campus visits, and other local recruitment efforts.

As you already know, in just four years, more than 100,000 AmeriCorps members have served more than 4,000 communities through local and nation programs, including Habitat for Humanity, Big Brother/Big Sister and the American Red Cross. Since 1994, AmeriCorps members have served more than 32 million people, mobilized nearly 2 million volunteers, taught, tutored or mentored more than 2 million children, organized after-school programs for more than a half million at-risk youth, helped more than 200,000 senior citizens live independently, and built or rehabilitated more than 25,000 homes.

You will hear from five AmeriCorps members before you speak:

**Tara (T.J.) Trimmer** is an AmeriCorps member serving with Public Allies, D.C. and Mentors Inc. After a rough childhood that included running with gangs, and doing time in juvenile detention by age 15, T.J. graduated from Eagle Rock, an alternative school for at-risk youth founded by American Honda in Estes Park, Colorado. Last year, T.J. joined AmeriCorps and now serves with Public Allies, D.C., where she recruits adults to serve as mentors to at-risk youth and coordinates activities, providing support for the mentors and their proteges.

**Justin Ward** joined AmeriCorps in the summer of 1998 after graduating from University of Maryland at College Park. He serves as Volunteer Coordinator for Harford County Habitat for Humanity in Aberdeen. In just five months, Justin has revived the chapter and dramatically increased its productivity, recruiting more than 100 new volunteers who have finished one home and started another.

**Leslie Mayo**, a second year AmeriCorps member with Montgomery County Police Department's AmeriCorps program, touches the lives of more than 300 persons with mental illness or developmental disabilities everyday. A single mother with twins, Leslie says "My AmeriCorps service has taught me that change begins within and that we all have something to share. AmeriCorps has allowed me to see the difference that I can make."

**Susan Carrasco (Pepe)** graduated from Creighton University with a degree in chemistry. After working as a chemist with a branch of the Army Corps of Engineers, Susan joined AmeriCorps\*NCCC and moved to Washington, DC. Susan now specializes in disaster relief. Last spring she fought forest fires in Florida -- and this fall she led a team of members to Puerto Rico to help relief efforts following Hurricane Georges. Currently Susan's team is serving with the DC Housing Authority to improve public housing.

**Stephen Hellinger** who will introduce you, serves at Edgcombe Circle Elementary School in Baltimore, where he teaches art and pairs inner-city youth with elderly residents. A refugee from South Vietnam, he was raised in Lancaster, Pa. While in Vietnam, he contracted polio and was told that he would be confined to a wheelchair. He proved the doctors wrong and went on to complete though, and has made service to others a mainstay in his life. Just last week, for example, he assisted a victim of a drive-by shooting outside the elementary school where he serves.

### III. PARTICIPANTS

#### Pre-brief Participants:

Harris Wofford

Doug Sosnik

Thurgood Marshall, Jr.

Anne McGuire

Karen Tramontano

Ann Lewis

Bruce Reed

Tanya Martin

Shirley Sagawa

June Shih

Event Participants:

**YOU**

Harris Wofford

President U of MD

Governor Glendening

Lt. Governor Kennedy Townsend

Wayne Curry, PG County Executive

Stephen D. Hellinger, AmeriCorps member

Tara (T.J.) Trimmer, AmeriCorps member

Justin Ward, AmeriCorps member

Leslie Mayo, AmeriCorps member

Susan Carrasco (Pepe), AmeriCorps member

**IV. PRESS PLAN**

Open Press

**V. SEQUENCE OF EVENTS**

- **YOU** are announced off-stage accompanied by Harris Wofford, Stephen Hellinger, Tara (T.J.) Trimmer, Justin Ward, Leslie Mayo and Susan Carrasco (Pepe).
- Dr. Daniel Mote, President, University of Maryland, makes welcoming remarks and introduces Lieutenant Governor Kathleen Kennedy-Townsend.
- Kathleen Kennedy-Townsend makes brief remarks and introduces Governor Parris Glendening.
- Governor Glendening makes brief remarks.
- Harris Wofford, CEO, AmeriCorps, introduces AmeriCorps Public Service Announcement.
- Harris Wofford makes brief remarks.
- AmeriCorps members Tara (T.J.) Trimmer, Justin Ward, Leslie Mayo, and Susan Carrasco(Pep) each make 30-second remarks.
- Stephen Dellinger, AmeriCorps member makes brief remarks and introduces **YOU**.
- **YOU** make remarks.
- **YOU** work ropeline and depart.

**VI. REMARKS**

Provided by speech writers.

**PRESIDENT CLINTON:  
EXPANDING OPPORTUNITIES FOR NATIONAL SERVICE**

Today, at the University of Maryland, College Park, President Clinton called on Congress to expand the yearly participation level in AmeriCorps to 100,000 members by 2002. He also kicked-off AmeriCorps' largest national recruitment campaign to challenge young people to provide service to their communities.

**AMERICORPS EXPANSION.** When he came into office in 1993, President Clinton outlined a vision for a national service program that linked responsibility to opportunity by allowing young people to serve our nation while earning funds for a college education. The result of that vision is AmeriCorps, which is bringing people of different racial, ethnic and economic backgrounds together to solve community problems and improve the lives of Americans. AmeriCorps members give children the tools they need to succeed, including teaching them how to read, organizing quality after-school programs, mentoring students and they also strengthen communities by making schools and streets safer, building affordable housing, and mobilizing community volunteers.

The President seeks to build on this success by creating more opportunities for Americans to serve through AmeriCorps. President Clinton's budget proposes to expand AmeriCorps to nearly 70,000 members by the year 2000, with the goal of reaching 100,000 members serving each year by 2002. This expansion will also allow high school juniors and seniors to serve in AmeriCorps during the summers in exchange for college education awards. The FY 2000 budget request includes \$585 million for AmeriCorps, an increase of \$113 million over last year.

**A CALL TO SERVICE CAMPAIGN.** President Clinton announced the launch of the AmeriCorps Call To Service campaign, the largest-ever national recruitment drive for AmeriCorps. The President challenged all Americans, especially young people, to get involved in service. The Call to Service campaign will provide young people with information on how they can serve in AmeriCorps to help strengthen local communities. The campaign includes a new television public service announcement produced by MTV, print advertisements, campus visits and other local recruitment efforts.

**A PROVEN RECORD OF SUCCESS.** In just four years, over 100,000 young people have joined AmeriCorps to serve more than 4,000 communities. AmeriCorps provides needed human resources to schools churches, community groups and nonprofits, including Habitat for Humanity, Big Brother/Big Sister and the American Red Cross. A recent evaluation confirms that AmeriCorps strengthens communities in many ways: building leadership, citizenship, and other important skills; and making community organizations more effective. Since 1994, AmeriCorps members have served more than 32 million people, mobilized nearly 2 million volunteers, taught, tutored or mentored more than 2 million children, organized after-school programs for more than a half million at-risk youth, helped more than 200,000 senior citizens live independently and built or rehabilitated more than 25,000 homes. After a year of full-time service, AmeriCorps members receive education awards to help finance college or pay back student loans.

**AmeriCorps' Call To Service Campaign Event Q&A's**  
**February 19, 1999**

**AmeriCorps Expansion**

**Q: What is the President proposing in his budget for the expansion of AmeriCorps?**

A: President Clinton has called for a major expansion of AmeriCorps in his FY 2000 budget, giving thousands more Americans the chance to serve their country and help meet pressing social needs. The budget proposes \$533 million for AmeriCorps, an increase of \$106 million over last year. This level would support 69,000 AmeriCorps members next year, growing to 100,000 members per year by 2002. This expansion would include participation in AmeriCorps by high school students serving full-time in the summer and part-time during the school year. The proposal builds on growing bipartisan support for AmeriCorps: Congress has increased AmeriCorps funding two years in a row, by \$47 million in fiscal 1998 and \$16 million last year.

**AmeriCorps and Military Recruitment**

**Q: The New York Times reports that the military is having significant problems meeting its recruiting requirement. Will the AmeriCorps' recruitment effort worsen this problem?**

A: The Department of Defense examined this question and concluded in its 1998 Annual Defense Report: "The Department has looked at the potential impact of National Service on military recruiting, and believes that both programs can coexist successfully." The President is committed to strengthening opportunities for young people to engage in service to this country -- if not in the military, then in AmeriCorps, the Peace Corps or another national service programs.

**Q: Do the military and AmeriCorps coordinate their respective recruiting efforts?**

A: The Corporation for National Service and the Defense Department share information and coordinate efforts where it makes sense to do so. For example, the Defense Department shares information about AmeriCorps with applicants who may not meet the unique physical requirements for military service. In addition, the Corporation provides the military with access to its career nights and outreach events so that AmeriCorps members have a full appreciation of the military career choices available to them.

**Q: How do AmeriCorps' financial benefits compare with the military's financial benefits?**

A: Because each organization has particular needs, the benefits are different and they are generally set by law or regulations. During a term of service, military pay is generally

higher than the average living allowance afforded to national service participants. Moreover, most national service programs are not residential so members are responsible for their own food and housing. The post-service educational benefit for a national service participant is set by law at \$4,725 for a full year of service, with a maximum of two awards. The Department of the Army recently announced an increase in its maximum college tuition benefit to \$50,000.

### **AmeriCorps Program**

**Q: What do AmeriCorps members do?**

A: AmeriCorps, the domestic Peace Corps, gives citizens the opportunity to engage in full-time service to their community. Working through a grassroots network of more than 1,000 national and local non-profit and faith-based organizations, AmeriCorps members help build stronger communities. In four years, AmeriCorps members have taught, tutored or mentored more than 2 million youth; organized after-school programs for more than 500,000 at-risk youth; established 4,000 safety patrols; built or rehabilitated more than 25,000 homes; planted more than 52 million trees; arranged immunizations for nearly half-million people; and recruited, trained or supervised nearly 2 million volunteers.

**Q: Where do AmeriCorps members serve?**

A: Since it was established, AmeriCorps members have served in more than 4,000 communities. AmeriCorps members work with national nonprofits like the American Red Cross, Boys and Girls Club, the YMCA, Teach for America, Habitat for Humanity, and faith-based organizations like Lutheran Social Services, the Catholic Network of Volunteer-Services and the National Council of Churches and with hundreds of smaller community-based organizations.

**Q: How many people are part of AmeriCorps?**

A: Since it was launched four years ago, more than 100,000 men and women have served in AmeriCorps. This year alone, more than 40,000 AmeriCorps members are working with more than 600 organizations to serve more than 2,500 communities.

**Q: What is the average cost per AmeriCorps member?**

A: The average cost per member is \$16,000. This includes a living allowance, an education award and costs associated with program administration. As part of a bipartisan agreement reached in March 1996, with Senator Grassley, AmeriCorps is cutting costs significantly. The cost of AmeriCorps has dropped by \$1000 per member each year. The Corporation for National Service has already successfully lowered the costs per member to \$16,000 in the current grant year and is on track to cut the cost per member to \$15,000 next year.

# THE WHITE HOUSE

WASHINGTON

February 1, 1999

## EDUCATION EVENT IN BOSTON, MA

**DATE:** February 2, 1999  
**LOCATION:** Jackson/Mann Elementary School  
Boston, MA  
**TIME:** 2:20pm - 3:25pm (remarks)  
3:30pm - 3:40pm (overflow room)  
**FROM:** Bruce Reed

### I. PURPOSE

To announce a \$200 million initiative in your FY 2000 budget to ensure that states and school districts take corrective actions to turn around low-performing schools.

### II. BACKGROUND

You will address an audience of approximately 200 parents, teachers, students, community leaders, and educators from the Jackson/Mann Elementary School and Boston, MA community. The Jackson/Mann Elementary School serves students from K-5, and is attached to the Horace Mann School for the Deaf and Hard of Hearing, the oldest public day school for the deaf in the United States, and to an Early Learning Center serving children from age 3 through 5. The school has a very diverse student and teacher population.

Boston has just begun implementing a school accountability policy that holds schools accountable for improvement and requires each school to implement an improvement plan. Next year, Boston will begin taking corrective action in low-performing schools in a manner consistent with the policy you are announcing today. The Jackson/Mann Elementary School was identified by Superintendent Tom Payzant as a typical Boston school that is beginning to make atypical gains. The school has shown improvement in its Stanford-9 test scores over the last four years, and has implemented a comprehensive school plan focusing on literacy. The literacy program includes individual tutoring for 1st graders by volunteers involved in the Boston Partners in Education program, and intensive help from trained reading teachers, an after-school program for 4th and 5th grade students assisted by America Reads tutors. Later this month, Jackson/Mann will launch a second after-school program, in conjunction with the Bell Foundation at Harvard University, to serve all grade levels. All teachers at the school are certified, and 75 percent have more

than five years of experience.

### III. POLICY ANNOUNCEMENT

In your State of the Union Address, you called on all states and school districts to identify and turn around their worst-performing schools -- or shut them down. Today, in a visit to the Jackson/Mann Elementary School in Boston, you will announce a \$200 million initiative in the FY 2000 budget to ensure that states and school districts take the necessary corrective actions to improve low-performing schools.

**\$200 Million to Turn Around Low Performing Schools.** Your FY 2000 budget includes \$200 million in new funds for the Title 1 program, to be set aside for intervening in low-performing schools. Your proposal would require states and school districts to identify the schools with the lowest achievement levels and least improvement, assess each of their needs, and implement individual corrective action plans to turn these schools around. The corrective action plans could include such steps as intensive teacher training, disciplinary assistance, and implementation of proven school reforms. If these actions fail to improve student achievement within two years, your proposal would require states and school districts to take additional corrective actions, such as permitting all students to attend other public schools; reconstituting the school, by evaluating the staff (faculty and administration) and making appropriate changes; or closing the school and reopening it as a charter school or with an entirely new staff. The funds provided in your budget would support these interventions.

**An approach that works.** Experience demonstrates such interventions raise student achievement and improve schools when coupled with adequate resources to support change. After North Carolina sent assistance teams into its 15 worst-performing elementary and middle schools in 1997, 14 turned around within the year and met state standards in reading and math. Similar results have occurred in individual school districts across the country. The Miami-Dade School District identified 45 low-performing schools in 1995, implemented intensive three-year corrective action plans including schoolwide reading programs and improved technology, and determined last year that all of the schools had made progress. And in New York City, the Chancellor (superintendent) of the school system took direct control of the ten worst-performance schools in 1996 and determined just two years later that half the schools had made sufficient progress to be removed from his supervision.

**Making Common Sense Common Practice -- Now.** Holding every school accountable for results, providing extra help to schools that need it, and reconstituting or closing down schools that still fail to improve -- this is a common-sense approach to strengthening public education. Your proposal will dramatically accelerate efforts by states and school districts to turn around low-performing schools. In March 1996, you challenged every state and school district to take responsibility for intervening in low-performing schools. According to a recent Education Week study, 19 states currently have policies in place to help improve low-performing schools. A growing number of urban school systems,

including New York City, San Francisco, Dade County, Philadelphia, and Chicago, also are taking steps to intervene aggressively in schools with the lowest achievement levels and least improvement. The Boston Public Schools will begin next year to place their lowest-performing schools under intensive corrective action plans. Your proposal will speed and spread these efforts, ensuring that every state and school district takes responsibility to turn around low-performing schools and that more of our children get a quality education.

#### **IV. PARTICIPANTS**

Briefing Participants:

Bruce Reed  
Doug Sosnik

Event Participants:

Secretary Richard Riley  
Governor Paul Cellucci (R-MA)  
Senator Edward Kennedy (D-MA)  
Senator John Kerry (D-MA)  
Mayor Tom Menino (D-MA)  
Dr. Joanne Collins-Russell, Principal, Jackson/Mann Elementary School  
Gail Zimmerman, Teacher, Jackson/Mann Elementary School

Audience Participants:

Congressman Joseph Moakley (D-MA)  
Superintendent Tom Payzant, Boston Public Schools  
Also in attendance will be eight America Reads tutors from Boston University, and 10 students involved in the City Year program.

#### **V. PRESS PLAN**

Open Press.

#### **VI. SEQUENCE OF EVENTS**

- You are announced on-stage, accompanied by Dr. Joanne Collins Russell and Gail Zimmerman.
- Dr. Joanne Collins-Russell, Principal, Jackson/Mann Elementary School, makes welcoming remarks and introduces Mayor Tom Menino.
- Mayor Tom Menino makes remarks and introduces Governor Paul Cellucci.
- Governor Paul Cellucci makes remarks and introduces Senator John Kerry.
- Senator John Kerry makes remarks and introduces Senator Edward Kennedy.
- Senator Edward Kennedy makes remarks and introduces Secretary Richard Riley.
- Secretary Richard Riley makes remarks and introduces Gail Zimmerman, teacher, Jackson/Mann Elementary School.

- Gail Zimmerman makes remarks and introduces you.
- You make remarks, work a ropeline, and depart the auditorium.
- You then greet a group of 50 after-school students in an overflow classroom.
- Upon departure, you will greet the Jackson/Mann Elementary School Choir.

## **VII. REMARKS**

Remarks Provided by Speechwriting.

**THE WHITE HOUSE**

WASHINGTON

January 29, 1999

**ADDRESS TO THE NATIONAL SCHOOL BOARDS ASSOCIATION**

**DATE:** February 1, 1999  
**LOCATION:** Grand Hyatt Hotel  
**BRIEFING TIME:** 4:00pm - 4:20pm  
**EVENT TIME:** 4:30pm - 5:30pm  
**FROM:** Bruce Reed, Ben Johnson

**I. PURPOSE**

To build support for your education initiatives and budget, and to thank the National School Boards Association for its efforts in fostering excellence in public elementary and secondary education.

**II. BACKGROUND**

You will address approximately 800 participants in the National School Boards Association's Annual Federal Relations Network Conference. The audience will include NSBA leaders and approximately 700 local school board members from every congressional district in the nation. The theme for the conference is "The Federal Role: Collaboration for Student Achievement." The Federal Relations Network Conference began on Sunday, January 31, and will end on Tuesday, February 2 with participants spending the day on Capitol Hill meeting their representatives and senators.

NSBA has provided strong support for your education initiatives, and has worked closely with the Administration to secure their enactment. The participants in this conference will be especially interested in education appropriations and the upcoming ESEA reauthorization. They will be generally supportive of your accountability proposals, though concerned that they be given adequate flexibility to implement them. They are staunchly opposed to the voucher proposals the Republicans are expected to offer.

**III. PARTICIPANTS**

Briefing Participants:

Bruce Reed  
Mike Cohen  
Ben Johnson

Doug Sosnik  
Paul Begala  
Joe Lockhart  
Paul Glastris

Program Participant:

Barbara Wheeler, President, National School Boards Association

Stage Participants (seated only):

Senator Edward Kennedy

Senator John Kerry

Senator Gordon Smith

National School Boards Association Board of Directors (20)

**IV. PRESS PLAN**

Open Press.

**V. SEQUENCE OF EVENTS**

- You will be announced onto the stage.
- Barbara Wheeler, President, National School Boards Association, will make remarks and introduce you.
- You will make remarks, pose for a photograph with the stage participants, work a ropeline, and depart.

**VI. REMARKS**

Remarks Provided by Speechwriting.

Barbara Wheeler's Remarks  
President, NSBA

**We have had 2 very busy days!!!!!!**

**When I think of the people who attend this meeting I am reminded of something John F Kennedy said .....and that is "THINGS DON HAPPEN.....THINGS ARE MADE TO HAPPEN"**

**you are the people that make things happen for kids.**

**YESTERDAY**

**We head about the political realities of the 106th Congress.**

**We heard a discussion of 2 views of public education.....and finally we laughed together**

at the capitol steps.

**TODAY**

**We learned about the President's budget**

**ESEA**

**The V-word.....vouchers**

**Technology and the E-Rate**

**School construction**

**some schools OLD**

**some schools OVERCROWDED**

**some schools not good places to learn**

**some schools limit learning opportunities**

**We need to improve our infrastructure to keep**

/6/

our schools doors open. Victor Hugo said

“He who opens a school door closes a  
prison.” Our future depends on our  
schools.

We even talked of school based management  
systems.

We honored members of Congress for their  
work on behalf of young people

Rep Constance Morella

Rep Sherwood Boehlert

We listened to Senator Gordon Smith

Senator John Kerry of Mass

Senator Edward Kennedy

**WE have reach the CAPSTONE of our  
conference.**

**Over the years, many of you have heard me say  
that Boards of Education are the Rodney  
Dangerfield's of the Education Family.**

**WE CAN'T GET ANY RESPECT!!!!!!!!!!!!**

**Our special guest this afternoon has made me  
rethink that issue.**

**When the President Of the United States, The  
leader of the free world, MAKES time in his  
schedule to come and talk to School Board**

members Our Rodney Dangerfield Days are  
Over!!!!

The President and His administration Have  
consistently shown their concern for public  
education and the students we serve.

Sec Riley has always been there for us. We  
thank him for his leadership, concern and his  
always open door.

This President has fought for OUR issues. He  
knows our needs and our problems. He has  
taken the time to come to our schools to see the  
challenges and the successes.

/6

He has worked hard for increased funding to help us with our task.

He knows many of our schools need new classrooms, modernized facilities, technology enhancements for tomorrows education today!

This President understands the need for smaller classes, more teachers who are better prepared to enter the classroom. **AND NO VOUCHERS.**

This is a President he wants to our partner as we work together to raise standards, increase student achievement, through improved accountability.

This President supports HEADSTART and other preschool programs and he understands the need the need for children to come to school ready to learn.

This President knows that if this nation if going to continue to be the greatest place on earth to realize your dreams our communities and schools need to be safe and drug free places.

This is a President who understands that we, our society, our nation has the obligation to provide every child with equal access to a world class education.

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In another time, another President, a man from my own Illinois said..

“Upon the Subject of Education I can only say that I view it as the most important subject we as a people can be engaged in”

I believe President Clinton shares Abe Lincoln's view of education.

It is an honor and a privilege that I present to you a graduate of Hot Springs High School - A PUBLIC SCHOOL - The President of the United States.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 1, 1999

REMARKS BY THE PRESIDENT  
TO NATIONAL ASSOCIATION OF SCHOOL BOARDS

Grand Hyatt Hotel  
Washington, D.C.

4:55 P.M. EST

THE PRESIDENT: Thank you very much. First of all, Barbara Wheeler, thank you for your remarks. You covered everything I was going to say. (Laughter.) You talked about the Capitol Steps. (Laughter.) I think they're funny, too, but -- (laughter) -- you must surely know, having heard them, that it is not the School Boards Association that is the Rodney Dangerfield in this town. (Laughter and applause.)

Let me say I'm delighted to be on this platform with Ann Bryant (phonetic) and your other leaders behind me, and to be here with all of you. I see Delegate member of Congress, Robert Underwood, from Guam here. I'm delighted to see him. I was in Guam with him recently. If you haven't been, I recommend it. (Applause.)

And I want to thank you for the wonderful, wonderful welcome you gave to Secretary Riley. We have been working on education together since we first met, over 20 years ago, and he is not only the longest serving, I think clearly the finest Secretary of Education this country ever had. (Applause.)

We've had a very good day at the White House today, and I thought I would tell you about something we did at the beginning of the day that does not directly, but surely will indirectly impact on you and what you do. This morning, I presented my budget for this coming year, and there are a lot of good things in it for education. But the point I want to make is that we were illustrating today that with last year's surplus and the surplus we project this year, that if the Congress will do what I recommend and set aside over 75 percent of this surplus for 15 years, so that we can secure the retirement of the baby boomers with Social Security and Medicare -- since we won't need the money while it's being set aside for about, in the case of Medicare 11 years, in the case of Social Security more -- we will, while we're saving it, be paying down the national debt.

Now, when I took office, the national debt was 50 percent of our annual income, and it was projected to grow to 80 percent. When I took office, we were spending over 14 cents on the dollar of every tax dollar just servicing the debt. It's now down to 44 percent of our annual income, the debt -- we're spending a little over 13 cents on the dollar. But if we set it aside for 15 years, we will take the debt down to seven percent of our annual income, a third of what it was in 1981 when we started this deficit binge, the lowest it's been since 1917 before we got into World War I. And it will only cost 2 cents of every tax dollar you pay to pay interest on the debt.

That will, as compared with now, free up another 11 cents on the tax dollar every year from then on, that we could be investing in our children, and in education, and in the future.

It's an amazing statistic. (Applause.) It will also keep interest rates low and free up trillions of dollars to invest in the economy. And all of you know, running local school boards, that if the economy is strong, then you'll have your tax revenues coming in at the local and state level.

So this is a compact among the generations. It's not simply a way to save Social Security and Medicare, although that, too, is good for young people, because it means that when we baby boomers retire, our kids won't have to give money to us that they could be investing in their grandchildren -- in our grandchildren.

But it was a very good day. And it is a part of what I am trying to get our country to focus on, which is that we have opportunities now that people who came before us, over the last several decades, could only have dreamed of. And we have to decide how we're going to use those opportunities.

I think our most profound obligation is to say that, at a time like this -- with the economy running well, with the lowest peacetime unemployment rate since 1957, with all the economic indicators strong, but with trouble overseas which could affect our economy -- we have got to take this opportunity to deal with the long-term challenges our country faces -- finally, not only to have America working again, but to really build that bridge to the 21st century I've been talking about for so long.

And all of you know that education has to be a critical part of that. You know better than I all the problems that your President just mentioned. You know better than I that we have the largest group of school children we've ever had, and that it is more diverse in every way than it has ever been. The future of our whole country rests so much on how well we educate our children and you have been chosen in your communities to carry that torch into the new century. It is a great honor, and a heavy responsibility. And I thank you for assuming it.

I believe that here in Washington, our duty is to help to give you the tools you need to meet the challenge, and we've worked hard for six years, with all the economic challenges we faced at first, to do that duty.

In the last six years, while we have reduced the size of the federal government to its lowest point since President Kennedy was in office, and eliminated hundreds of programs in order to balance the budget, at the same time we have almost doubled our investment in education and training. We've helped states who adopted tougher standards; we've helped school districts to deal with the challenges of drugs and gangs and violence and guns. We've cut regulations in our federal programs affecting elementary and secondary education by two-thirds, thanks to Secretary Riley's efforts. We've granted dozens of waivers to states and school districts to give them the flexibility they need to try new approaches.

We've begun to organize an army of tutors, including young people in the America Reads program, from a thousand colleges to help in schools to make sure our young people can read at elementary school; and a new group of mentors in the Gear Up program to mentor middle school and high school students to prepare them for college and to make sure they know they can go.

We have increased our investment in early childhood, including Head Start, as Barbara said. We are making dramatic progress in connecting all our classrooms and libraries to the Internet by early in the next century. And this year the new E rate, the education rate, comes on line, and that should save about \$1 billion in the cost of hookups, something for which we've fought very hard. (Applause.)

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Also, something I think is very important that all the high school seniors and juniors, and maybe even earlier, know that in many different ways, we have basically opened the doors of college. Millions of young people this year will get the HOPE scholarship tax credit, which is worth about \$1,500 for the first two years of school. There are tax credits for junior and senior years of college, for graduate school. We've increased the size and reach of the Pell grant program, lowered the cost of student loans, added hundreds of thousands of work-study positions and tried to basically put you in a position to say to the children in your school districts, look, if you make the grades, if you don't have any money you can still go to college; no matter what the cost is, you can still go.

Last year, we got the first big down payment on our goal of helping you to hire 100,000 highly-trained teachers to lower class sizes in the early grades. And that, plus what all of you have been doing, is really paying off. I mean, the SAT scores are up, the math scores are up almost everywhere in the country. We see in some of the most difficult learning environments dramatic turnarounds where the proper attention has been paid the school.

But if you look at the country as a whole, there are still some very challenging problems. Number one, reading scores haven't budged. Now, I think that's pretty explainable when you consider the increasing percentage of our children whose parents don't speak English at home. You couldn't expect aggregate reading scores to be going through the roof. That doesn't mean that we can give up on making sure those kids are fluent in English. It just means we have to work harder, we have to work smarter, we have to do better.

Even more troubling to me is the fact that our relative standing on these test scores goes down as the kids go up in school. Our 4th graders were ranked in the top of the world last year in comparative math and science scores. And keep in mind, when we engage in this, we take a representative sample of kids, by income, by race, by region -- every demographic category -- and they're doing well. Our 8th graders are about the international average and our 12th graders rank near the bottom. That tells us that there are things we have to do if we expect to be globally competitive that we're not doing. And I believe we can do better.

Probably most of you heard my State of the Union address, in which I said that we, in my judgment, in the federal government, should change the way we invest federal funds to emphasize what you have proved to us works, and to stop investing in things that don't work. We will have an opportunity -- and, again, I believe, an obligation -- to do that this year, because Congress must reauthorize the Elementary and Secondary Education Act. I intend to send them, later this year, an Education Accountability Act to require states and school districts receiving federal help to take five steps that most of you are probably already taking, and that, I think, all of us would admit, have been shown to work.

The components of this bill basically came to us from educators. From people like you -- from principals especially; from teachers, in some cases; and from our own on-site observation -- not just mine and Secretary Riley's, but all of us -- of what we have seen working.

We believe that every district should have a policy of no social promotion, but not identifying the children as

failures, and therefore, there should be after-school and summer school programs to support their continued learning. (Applause.) All over America, teachers' groups -- not just the national organizations, but grass-roots teachers' groups -- have pleaded with us to say, if you're going to invest federal money, say that every school district must have a reasonable discipline code, and it must be enforced.

We believe that parents should get report cards on their children's schools. We believe there should be a strategy in every school district to turn around or shut down schools that fail.

I appreciated the comment you made about vouchers. You know, I have steadfastly opposed them. I believe -- (applause) -- I believed when I was a governor, I think we were the second state in the country after Minnesota to have a statewide public school choice bill pass the legislature, and I have steadfastly supported the charter school movement in America, and I still do.

But we must have a strategy that deals with failing schools. If you want to win the argument with people who don't do what you do every day -- on vouchers -- you must have a strategy that deals with failing schools. And it's very important. (Applause.)

I think we have to do more to ensure that all of our teachers are as well-trained as they possibly can be in the subjects they are teaching. Sometimes I think our teachers get a little bit of a bum rap with the schools exploding and all of you having to compete for bright people with other forms of work, not just teaching. It should hardly be surprising to people that we have, in many of our school districts, teachers teaching subjects which they don't have degrees in -- which they may not even have college minors in. But we have to do something about it. We have to do more to try to help support teachers. And the teachers, through their organizations, are clamoring for more investment to help develop skills and learning; to raise their qualifications in these academic subjects.

I'm going up to Boston tomorrow and I'll be able to discuss some of this in greater detail. But what I wanted to say to you today is we need your help. We need your help. We need Congress to understand that -- I do not believe the federal government should run the schools. I didn't wake up one morning and come up with these five ideas. (Laughter.) I believe that you were showing us what works, and that is what we should invest in. And I think that, both as taxpayers and as school board members, knowing the challenges we face, you should expect us to invest this money based on what you believe will work, and what you have seen will work.

Nothing we can do here involves picking this person or that person or the other person to teach; involves how you select your principals; involves how the climate of learning or the culture of the school is developed, school by school. We can't do any of that. But with limited federal funds, which I have done my best to increase, and an enormous challenge out there, we ought to be investing in what works and we ought to stop investing in what doesn't. And I ask for your help to persuade the Congress that that is in the interests of the local school districts of the United States. (Applause.)

Essentially, we ought to try to take what is common sense to all of you and make it common practice in all of our schools.

Today, as I said, I released my budget, and I wanted to talk a little bit about what it does. First of all, it calls upon Congress to invest \$1.4 billion to hire new, better-trained teachers to reduce class sizes in the early grades. This is a 17 percent increase over the budget I signed last fall, and it brings us another step closer to our goal of 100,000 new teachers. We have to make sure that Congress continues this financial support.

I might say there were some people who didn't want to do that, but the arguments I heard about this were the same arguments I heard in 1994 against my crime bill, when local police officers said, Mr. President, the violent crime rate has tripled in the last 30 years and the police forces have increased by 10 percent. It was not rocket science to think that if you have more police officers and they were walking the streets and working with neighborhood groups and others, that they could prevent crime from happening in the first place, catch criminals when they commit crimes, and drive the crime rate down. We now have the lowest violent crime rate in 30 years, the lowest overall crime rate in 25 years.

It is not rocket science to know that if you've got a teacher shortage now and a looming one in the future, that the federal government, if we have the resources, ought to be giving you the tools to hire more teachers. So I ask you to help us pass this through the Congress. (Applause.)

The budget also calls for investing \$35 million to provide 7,000 college scholarships for bright young people who commit to teach in places where the need is greatest -- in the poorest inner-city and rural schools. That's five times the investment that Congress made in these scholarships last year when we inaugurated the program. It increases by \$25 million funding to train bilingual and English as second language teachers. It contains \$30 million to train middle school teachers to use technology in the classroom. It calls for \$10 million to train 1,000 Native Americans to teach in Indian reservations and other public schools with large Native American enrollments. It has \$18 million to recruit and train retired military members to become teachers. (Applause.)

We had an event on this at the White House last week, and we had this marvelous retired Army sergeant who is teaching in the Baltimore schools come and make a presentation. He's a special education teacher in the Baltimore schools. It was an overwhelming, emotional event.

And I remember when I was in Korea recently I met a senior master sergeant there who gave me one of his little military coins. And I said, how long have you been in the service? And he said, 29 years. And I said, how much longer are you going to stay? He said, about a year. And I said, what are you going to do? He said, I'm going home to Kentucky to be a teacher. (Applause.) So I hope you will continue to support this.

The budget continues support for the master teacher program, to make sure our finest teachers get the recognition, the reward they deserve, and the opportunity to spread the skills they develop in going through the certification process with others in their schools. Our goal there is to try to get up to 100,000 board certified master teachers in the country, enough to make sure that, with your help, we can have one in every school building in America. And I think that would be a very good

thing, indeed.

The budget increases by \$26 million funding to mobilize tutors and trained teachers, to make sure all of our 3rd graders can read adequately. It doubles funding for our efforts to provide middle school students with tutors, with mentors, to spark their interest -- and their capacity -- in going on to college.

We also, again, will try to pass the provision of the budget that would use tax breaks to enable us to build or modernize 5,000 schools, and that is very important, indeed. (Applause.) Again, I heard the argument last year, well, this is really not something that the federal government ought to be doing. Well, the federal government puts a lot of money into state highways, and this is our road to the future. (Applause.)

I, frankly, wish we were doing more. I don't know how many schools I've been in where there were as many kids back in the house trailers as there were in the regular classrooms. I don't know how many I've been in where there were rooms closed off because the buildings were breaking down. We have school buildings in some of our cities now that are so old they literally cannot be hooked up to the Internet without a whole rewiring. (Applause.) I think this is very important.

But again, I say it's important that you understand that you've got to go out and talk to members of Congress of both parties and say, listen, this is not some cockamamie idea that the President had some person with a Ph.D. think up in a windowless office in the White House. (Laughter.) You know, you go out and stroll around the schools of America and it will come screaming back at you. We need some help here. (Applause.)

So I ask for your help. And finally, let me say, our federal after-school programs began just two years ago with \$1 million. That's all I could get for it. And we went to \$40 million. Then in the third year, in our last budget, that I signed just a couple of months ago, we went to \$200 million. This budget calls for \$600 million, and that's enough to keep one million children in school and off the streets, learning and safe, in after-school programs. I ask for your support for that. (Applause.)

So this budget comes from Secretary Riley and me, two old -- increasingly old -- (laughter) -- governors who believe deeply in education and its promise, who believe deeply in the leadership of people like you at the local level. We don't want to micromanage the schools. We don't want to take resources away from people who need it. But it is unconscionable to continue to support that which doesn't work and to fail to support that which does. So we ask for a partnership that will invest more in our public schools and to invest in ways that you, out on the front lines of change, have demonstrated will work so that our children will learn more. That's all we ask.

Again, I say, as I was thinking today when we started the day, Dick and I did, with the rest of the Cabinet and 31 members of Congress -- and we were looking at this line with the debt going down and what was going to happen in the future -- you just think about where America is and you think about people who were Presidents, Secretaries of Education, members of Congress, governors and school board members, 10 years ago, 15 years ago, 20 years ago. There were people who would have killed to have had an opportunity like this. This is a high-class dilemma we've got here. (Laughter.) You know? Why are we worried about the

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aging of America? Because before you know it our average life expectancy will be over 80 -- that's a big problem. I like it better as the days go by. (Laughter and applause.)

And the same thing with the surplus. But history is full of examples of people who had golden opportunities and squandered them because there was an easier, more well-trodden path to take. And so I ask you -- I don't think you know the influence you can have if you're determined to bring it to bear. This is a time for decisive action. Don't just go up to Congress and ask them to reauthorize the act the way it was and give you as much more money as you can get. You've got 53 million kids out there. They're from 200 or more different racial or ethnic groups, every religion in the world, every linguistic background in the world. And they are America's gold mine for tomorrow as the world becomes smaller and more and more interdependent.

This is a gift. It is a high-class challenge. And we have the resources and we have the knowledge to do what is right. We have to do it.

Thank you very much. (Applause.)

END

5:20 P.M. EST

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 7, 1999

REMARKS BY THE PRESIDENT  
ON EDUCATION

East Room

3:28 P.M. EST

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

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

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

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

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

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

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

We now have an economy in which the workplace is no

longer just for men, but also for women; the work day is no longer bound by the hours of 9:00 a.m. to 5:00 p.m.; and the workplace is increasingly at home. When I became President six years ago, only 3 million Americans were earning their living at home. When I ran for reelection, the number was 12 million. Today there are about 20 million Americans earning their primary income out of their homes. This is a stunning statistic.

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

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

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

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

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

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

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

We should be pleased and thankful, but we should not be fooled into complacency. Why? First, reading scores have hardly budged and many of our foreign competitors are improving their schools faster than we are. Secondly, while our children do very well on these international test scores in elementary school, and

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reasonably well in middle school, by the time they're in high school they're rankings have dropped dramatically.

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

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

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

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

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

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

She talked about that 8th grade test. Hillary and I, when we were working together in Arkansas on education, made our state the first state in the country to have an 8th grade exit exam. But I never saw it as a way of identifying children who were failing. I thought it would identify the schools that were failing and give the children a chance to succeed. And that's what they believe in in Chicago, and what we should believe in

everywhere. (Applause.)

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

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

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

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

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

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

Thank you very much. (Applause.)

END

3:43 P.M. EST