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Long Beach Will Create Academic High School

■ **Education:** Curriculum will be more demanding, and students will wear uniforms.

By DOUGLAS P. SHUTT **BF**
TIMES STAFF WRITER

The Long Beach Board of Education, continuing its efforts to establish stronger standards on academic achievement and dress, Tuesday night approved the creation of an all-academic high school similar to the highly regarded Boston Latin Grammar School.

The school board, which pioneered the use of school uniforms in elementary schools, also voted in a stricter dress code for more than 20,000 high school students in the state's third-largest school district. Details of the dress code have yet to be decided.

The six-member school board unanimously approved both measures, overriding opposition by dozens of parents, students and teachers.

The classical high school will not require students to learn Latin, as does the Boston school, but will make study of the language available to all students. Students will be required to take four years of a language, as well as four years of science, math, English, history and humanities-fine arts.

On top of the more demanding, higher-expectation courses, students will have to wear uniforms, and both students and their parents will sign a contract agreeing to meet high attendance, conduct and homework requirements.

While a number of schools have established special programs for gifted students, the Long Beach program will be open to all average or better-than-average students who are willing to sign the contract. The program will be phased in over four years at Wilson High School, on the city's eastside, beginning with the ninth-grade class this fall.

Wilson serves the Belmont Shore and Naples beach communities and many of its students, as well as its teachers, reflect the casual, laid-back lifestyle of California beach areas.

Students are said to show up in everything from oversize baggy pants and sandals for the boys to bikini tops and bare-midriff shirts for the girls.

"You don't have any credibility to establish new rules when you don't enforce the old ones," said Mary Lou Cook, the mother of a Wilson student who is against requiring uniforms, in comments to the school board before the vote.

Some parents also complained that the district, in setting up a special all-academic high school, was establishing an elitist school that would drain the best teachers and students from the district's other high schools.

District Supt. Carl A. Colin said stricter dress codes are necessary because the existing ones are too vague.

School board member Karin Polacheck disputed the contention that an elitist school would be created. She said the hope is that the classical school will be so successful, the concept will spread to the district's five other high schools. "We are trying to create one of many," she said. "It's not that we are trying to exclude anyone."

"No one said this was going to be easy," said conservative school board member Ed Eveland, a retired school principal and onetime deputy superintendent for high schools in Long Beach, before the meeting. "There is criticism that our public schools aren't worth a damn. Well, a lot of that is our fault. We have to start doing the job."

Eveland said he would like to see male students in "shirts, ties and coats" at Wilson.

Currently, the school district requires only elementary school students to wear uniforms.

At the classical high school, which is expected to have a beginning ninth-grade class of 850 to 900 students, there will be seven classes a day, one more than at regular high schools. All students in the program will be required to take the same classes.

Wilson High was chosen because it is located in the area where the school uniform policy was first tried in elementary schools.

Uniforms for elementary students and the classical high school are two of the latest initiatives undertaken by the school district.

In addition to requiring uniforms in the elementary grades, the district has established minimum academic requirements for lower school grades.

Third-graders who do not show minimum reading skills are going to be required to go to summer school beginning this summer.

SAN JOSE MERCURY NEWS

FEB 21 1997

Proposed high school standards applauded, but fate is in doubt

BY SARAH LUBMAN
AND LORI ARATANI
Mercury News Staff Writers

38

University of California regents Thursday praised proposed new high school graduation standards but had one key question: When will they take effect?

The answer: maybe never, if a state-appointed commission doesn't approve them.

State Superintendent of Public Instruction Delaine Eastin, for one, is worried.

"They don't have to accept them, but we hope they will," said Eastin, who is also a UC regent. "There are a couple of members (on the commission) who are saying they'll oppose anything associated with me, which is unfortunate."

Eastin, along with a number of people who helped draw up the new standards over the past year, are concerned they could end up meeting the same fate as the state's now-defunct achievement tests. The California Learning Assessment System, or CLAS, died in 1994 amid a storm of protest from conservative groups and complaints from educators about scoring errors.

The proposed high school graduation requirements, developed under the direction of the California Education Round Table, spell out what high school students should be expected to know and be able to do in math and English. They were presented at the regents' monthly meeting.

Students would be required to read the equivalent of 25 books a

year and take a year of algebra before graduating — a considerable step up from the current system. California now requires only two years of math in high school and lets districts set their own standards — standards that one Round Table task force head described Thursday as "abysmally low."

Three regents asked when the new requirements would take effect. The answer depends on what a state-appointed commission decides to do. The 21-member commission, established in 1995 as part of California's push to revamp its statewide testing program, is supposed to help determine what students need to know at every grade level. Among commission members are several advocates of a very traditional approach to education.

Eastin and others specifically cited commission member Bill Evers, a research fellow at Stanford's conservative Hoover Institution, as a potential opponent.

But Evers noted that the Round Table's proposal is only one of many plans the commission is reviewing, and he denied that he had singled it out for criticism. "Anyone who said that I've said anything on the subject is imagining it," he said.

Last month, the Round Table — which includes heads of all of California's public education systems — endorsed the standards and forwarded them to the commission. The commission will review them and then pass on its recommendations to the state

Board of Education, which has final authority on all education standards.

So far, the state board has only seen a draft of the new standards, but some trustees were bothered by the fact that the math requirement isn't as tough as California State University's demand that all entering students have two years of algebra.

"We felt the English language arts standards were excellent," said state board member Marion McDowell, a deputy superintendent with the Sequoia Union High School District. "There was some concern that the math standards were not as rigorous, but at the same time we recognize that they were still much higher than what the standards for high school graduation are now."

One professor who helped develop the math section said the consensus was that it was unrealistic to demand that all students be ready for college.

"The truth is, we're writing expectations for all students, and the truth is, many students don't go to college," said Scott Farrand, a math professor at CSU-Sacramento.

Farrand added that advocates of the new standards are pinning their hopes on the state Board of Education — even if the commission decides to ignore the recommendations.

"We're hoping that the Board of Education would look at ours and say, 'These are the ones to go with,'" he said.

**PRESIDENT CLINTON PARTICIPATES IN
CALIFORNIA EDUCATION ROUND TABLE DISCUSSION**

April 2, 1997

The President will be hosting a round table discussion with California educators and high tech CEOs in front of an audience of 150 members of the education and business communities. The Vice President and Secretary Riley will also be participating. This event will highlight the broad support for the President's national standards and testing proposals; and, specifically, the endorsement of Delaine Eastin, the California State Superintendent of Public Instruction, and over 200 high tech industry leaders.

Attached is a fact sheet on the round table and a statement of endorsement from over 200 high tech industry leaders from across the country.

Round Table Participants

The President

The Vice President

Secretary Riley

Delaine Eastin - California State Superintendent of Public Instruction.

As an elected official and the highest ranking education official in the state she has been part of elevating standards at the state level.

John Doerr - Partner in the venture capital firm of Kleiner, Perkins, Caufield & Byers.

He will announce that a group of over 200 high-tech industry leaders who hire graduates from across the country are endorsing the President's standards and testing initiative.

Jim Barksdale - Jim Barksdale, CEO & President of Netscape Communications.

Jim Barksdale will participate in the roundtable discussion via audiofeed from a satellite site at the Stonegate School in San Jose, California. He will be joined by elected officials and students of the Stonegate School.

Carmen Cortez - First Grade Teacher from the Olive Street School in Porterville, CA.

She has been a Reading Specialist and elementary school teacher for 20 years. She is a member of the statewide coordinating committee on standards.

Lydia Perez-Howard - Parent of a 3rd grade daughter who attends Cleveland Elementary School in Pasadena. Lydia is the PTA Vice President and is active on the School Advisory Council and Neighborhood Strengthening Project.

RAISING STANDARDS AND PREPARING STUDENTS FOR THE 21ST CENTURY ECONOMY

CALIFORNIA SCHOOLS CHIEF EASTIN ACCEPTS THE PRESIDENT'S CHALLENGE: HIGH-TECH INDUSTRY LEADERS CALL ON OTHER STATES TO FOLLOW SUIT

California State Superintendent Eastin Responds to the Challenge. Today California Superintendent of Public Instruction Delaine Eastin will accept the President's challenge to support the establishment of voluntary national tests to measure the performance of 4th graders in reading and 8th graders in math. Eastin will make her commitment to work to make sure that students throughout California can participate in these tests. By taking this action, California will insure that its students, parents and teachers will have honest, accurate information about whether students are mastering basic skills. Eastin will be accompanied by supportive educators and parents from California.

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

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

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

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

April 2, 1997

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

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

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

Jim Barksdale
CEO & President
Netscape Communications

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

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

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FOR HIGH NATIONAL EDUCATION STANDARDS IN READING AND MATH**

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Pardner Wynn	President & Founder	Stanford Testing Systems, Inc.
Gerald J. Yakatan	President & CEO	IriSys R&D
John Young	Retired, CEO	Hewlett Packard



Rick_Miller @ ed.gov

04/07/97 12:29:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Eastin

Rick,

I understand you were looking for stories about the reaction to Delaine Eastin supporting President Clinton's testing plan.

Other than a Los Angeles Times story, which I understand you may have, the only thing I found from this weekend were two April 5 UPI stories.

It takes a couple of days for most of the newspapers to load their material into Dow Jones and Nexis. So there may be other stories that appeared that we don't yet know about.

Jim

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April 5, 1997, Saturday, BC cycle

SECTION: Regional News

DISTRIBUTION: California

LENGTH: 239 words

HEADLINE: Calif. educator scolded for endorsement

DATELINE: LOS ANGELES, April 5

BODY: Delaine Eastin, California's top elected school official who has endorsed a pioneering Clinton administration testing plan, is now being sharply criticized for her actions by the State Board of Education. The Los Angeles Times reported Saturday that in a letter to U.S. Secretary of Education Richard W. Riley, Board President Yvonne W. Larsen said Eastin's endorsement "exceeded her authority...on behalf of the state." Larsen wrote, "I must apologize for any embarrassment this causes you." Eastin, along with other California parents, educators and business leaders, met Wednesday with President Clinton to discuss his plan, which calls for national reading tests for fourth graders and math tests for eighth graders. Eastin claims she told Clinton her endorsement did not guarantee the state's participation in his program. But some media reports and comments from Clinton did not make it clear that the State Board of Education would make the final decision -- not Eastin. The newspaper says California is developing its own set of academic standards and tests, and Larsen's letter may have been issued in response to concerns that Gov. Pete Wilson's office is falling behind schedule in those plans. Eastin said Larsen's letter was "a bomb

from the governor's office, and I'm not going to pick it up." ---

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Los Angeles Times

April 5, 1997, Saturday, Home Edition

SECTION: Part A; Page 21; Metro Desk

LENGTH: 409 words

HEADLINE: EASTIN REBUKED FOR ENDORSING NATIONAL TESTS

BYLINE: RICHARD LEE COLVIN, TIMES EDUCATION WRITER

BODY:

The president of the State Board of Education on Friday issued a sternly worded rebuke of California's top elected school official, accusing her of exceeding her authority in an appearance this week at the White House.

The criticism of state Supt. of Public Instruction Delaine Eastin had to do with her endorsement of a Clinton administration plan for national tests of fourth-graders' reading skills and eighth-graders' math skills.

"Any endorsement given you by Eastin on behalf of the state exceeded her authority," board President Yvonne W. Larsen of San Diego wrote in a letter to U.S. Secretary of Education Richard W. Riley. ". . . I must apologize for any embarrassment this causes you."

Eastin was among a delegation of California parents, educators and business leaders who met Wednesday with President Clinton, and she said she made it clear that she did not have the final authority on whether the state eventually would participate in the pioneering testing program.

But some press accounts and even some comments by Clinton did not explain that it was the state board, not Eastin, who would make the decision whether to give the tests when they are available in 1999.

Larsen's letter said California is developing its own set of academic standards and tests and some staff members at the State Board of Education said it was issued partly in response to concerns that that process is falling behind schedule. Some in Gov. Pete Wilson's office, as well as members of the state board, are concerned that Eastin's endorsement of the Clinton plan could divert attention from the state's efforts.

Eastin said Friday that she "never committed the state" to participating in the Clinton program. She said the letter was "a bomb from the governor's office and I'm not going to pick it up."

More than anything, the letter, as well as the apparent confusion over Eastin's role, exposed the complexity of the mechanism for making education policy in the state. Although the state superintendent is elected statewide, she must take a back seat on some issues to the Board of Education, which is appointed by the governor.

Los Angeles Times, April 5, 1997

Beyond that, the letter demonstrated the tenuous working relationship between the state board and Eastin. Despite their differences on some issues, notably some aspects of reading and math instruction, Eastin and the board have worked hard to maintain civility and calm in their working relationships.

LANGUAGE: English

LOAD-DATE: April 5, 1997

6TH STORY of Level 1 printed in FULL format.

Copyright 1997 Times Mirror Company
Los Angeles Times

April 3, 1997, Thursday, Home Edition

SECTION: Part A; Page 3; Metro Desk

LENGTH: 962 words

HEADLINE: EASTIN BACKS CLINTON PLAN ON STANDARD TESTS;
EDUCATION: OFFICIAL VOWS TO GET STATE SUPPORT FOR NATIONWIDE EXAMS. GOV. WILSON
SAYS PRESIDENT'S ANNOUNCEMENT IS PREMATURE.

BYLINE: ELIZABETH SHOGREN and RICHARD LEE COLVIN, TIMES STAFF WRITERS

DATELINE: WASHINGTON

BODY:

Delaine Eastin, California's schools superintendent, committed herself Wednesday to securing the state's backing for President Clinton's proposal for national tests in reading for fourth-graders and math for eighth-graders.

"I believe we will in fact prevail," Eastin said after meeting with the president at the White House.

Although Clinton said California's schools were on board, Eastin's confident endorsement was more a battle cry than a guarantee that California schoolchildren will take the tests, which would be given for the first time in 1999.

A spokesman for Gov. Pete Wilson, a Republican, said the announcement was premature.

Dan Edwards said the governor favors the development of demanding academic standards and tests, but that it should be a state, not federal, responsibility.

"It's good for the president to use the bully pulpit to talk about high standards, but we're actually doing it in California," Edwards said, referring to a commission that is putting together grade-by-grade academic standards, due next fall, to be followed by statewide tests.

Clinton's initiative, unveiled in his State of the Union address two months ago, would for the first time give schoolchildren and their parents a national yardstick against which to measure performance. Now, states can measure performance on the National Assessment of Educational Progress, but districts and individual students cannot.

So far, Michigan, Maryland and North Carolina have endorsed the testing proposal, which is voluntary.

But before students in California see the tests, the State Board of Education--which is appointed by Wilson--would have to vote for participation. And the Legislature would have to approve the cost of \$ 10 to \$ 12 per pupil

Los Angeles Times, April 3, 1997

for administering the tests after the first year.

Eastin predicted that the board and the Legislature will approve the plan, but Wilson's office was skeptical. Even if the board and the Legislature were to reject the national tests, individual districts could decide to administer them to students.

"This is not about the political ideology of adults," Eastin said. "This is about the success of children in the next century."

Failing to provide students with tools needed to compare themselves with those across the country--and the world--would leave American children at a disadvantage in the increasingly competitive international workplace, Eastin said.

"In a global economy, after all, it is not unreasonable for parents to ask, how do their kids measure up compared to those in Germany or in Korea or anywhere else in the world," she said.

Clinton appeared eager to count the state as a supporter of his initiative. California's 5.5 million schoolchildren represent 11% of the nation's public school enrollment.

"Today, with California's endorsement, states and school systems that educate nearly 20% of America's schoolchildren are now on the road to measuring their students against those high standards," Clinton announced, perhaps prematurely. "If any state understands the challenges we face in the 21st century in the global economy and an Information Age, it is surely California, our gateway to much of the world and the home of many of the industries that will shape our future."

Also joining Clinton at the White House on Wednesday were representatives of California teachers unions, a parent from Pasadena, a reading teacher from Porterville and representatives of other state education groups.

To further bolster his program, Clinton invited representatives of the state's high-tech industries--many of whom gathered at a school in San Jose to participate in the White House event via satellite--to get on board.

"Finding enough educated employees is our greatest challenge. It's an acute issue," said Marc Andreessen, co-founder and vice president of technology of Netscape Communications, one of 200 industry leaders who said they will help Clinton campaign for national standards and tests.

"It's hard to improve something if you can't measure it," Andreessen said. "If we tried to run a business like this without standards and testing, we clearly would fail."

Andreessen and his colleagues said national tests would create the kind of competition needed to produce graduates qualified to hold the higher-wage jobs of the future.

"It will give parents a yardstick to judge their children's progress," said Kim Polese, CEO of Marimba, an applications technology company in Palo Alto.

Los Angeles Times, April 3, 1997

But testing experts cautioned that the 90-minute tests would be too short to measure the range of skills needed to read well or attain mathematical competency. They also fear that the tests would overemphasize basic skills, causing teachers to put less time into lessons that require students to think critically or apply what they know.

Although the tests will be developed by private testing firms under contract with the U.S. Department of Education, they will be administered by states or individual school districts--or parents who choose to school their children at home.

To deflect concerns that the testing program represents a federal intrusion into education, test scores will not be collected nationally. Instead, scores would be reported by states and local districts that administer the tests.

The purpose of the testing program is to create a check on the standards that have been set by 48 states, which administration officials said are far too low.

They also hope that the standards will spur changes in teacher training, textbooks and other areas. "The purpose is not to give a test, the purpose is to motivate changes to increase opportunities for kids," said Marshall Smith, acting deputy secretary of education. "The test is a lever to get there."

GRAPHIC: PHOTO: Delaine Eastin PHOTOGRAPHER: Los Angeles Times

LANGUAGE: English

LOAD-DATE: April 3, 1997

8TH STORY of Level 1 printed in FULL format.

Copyright 1997 McClatchy Newspapers, Inc.
Sacramento Bee

April 3, 1997, METRO FINAL

SECTION: MAIN NEWS; Pg. A4

LENGTH: 854 words

HEADLINE: STATE BACKS CLINTON'S NATIONAL TESTING PLAN

BYLINE: Herbert A. Sample, Bee Washington Bureau

DATELINE: WASHINGTON

BODY:

California's top public schools official and dozens of the state's high-tech executives Wednesday endorsed President Clinton's proposal for a national, voluntary testing standard for students.

State Superintendent of Public Schools Delaine Eastin joined Clinton, Vice President Al Gore and several Californians in lauding a national academic benchmark they asserted would lead to better-educated schoolchildren.

California follows Maryland, Michigan and North Carolina in backing the proposal.

"With California's endorsement, states and school systems that educate nearly 20 percent of America's schoolchildren are now on the road to measuring their students against those standards," Clinton said during a 45-minute round-table discussion in the White House.

"We need high national standards," Eastin said, "just as we need many other national goals. Then we can measure progress. Then we can prove to parents we're getting the job done and prove to the general public that public education is still America's highest-yielding investment."

The president has proposed a set of performance standards and tests that would examine the reading skills of fourth-graders and the math knowledge of eighth-graders.

Clinton's plan is a voluntary program that states and local school districts need not adopt.

Mandatory testing is controversial within education circles and would likely generate opposition from Republicans in Congress. Some in the GOP, though, have embraced the voluntary plan. Clinton addressed the Michigan Legislature last month as the guest of GOP Gov. John Engler, who supports it.

Watching the East Room discussion were two dozen executives of high-tech firms, including many from California, who back the president's testing proposal.

"It's the biggest, broadest bipartisan endorsement ever from the high-technology industry," said John Doerr, a partner in the venture capital

Sacramento Bee, April 3, 1997

firm of Kleiner, Perkins, Caufield & Byers. "We all agree that we need national education standards."

Among the 200 high-tech executives nationwide who support the proposal are Jim Barksdale, chief executive officer and president of Netscape Communications; Gilbert Amelio, chief executive officer and chairman of Apple Computer; and Steve Case, chairman and president of America Online.

Barksdale and students at San Jose's Stonegate Elementary School watched the White House event via satellite. National standards, he asserted, would improve academic achievement and provide better-skilled students for firms that now cannot find enough qualified job applicants.

A parent and a teacher from California also participated in the discussion. Carmen Cortez, a first-grade teacher from Porterville, said national standards would raise expectations of students, while Lydia Perez-Howard, the mother of a third-grader in Pasadena, said they would also improve teachers.

"The truth is that there are students at this point that are underperforming and teachers that are teaching at the lower levels . . . and one feeds off the other," she said. "We must break this cycle."

LANGUAGE: ENGLISH

LOAD-DATE: April 4, 1997

9TH STORY of Level 1 printed in FULL format.

Copyright 1997 The Chronicle Publishing Co.
The San Francisco Chronicle

APRIL 3, 1997, THURSDAY, FINAL EDITION

SECTION: NEWS; Pg. A5

LENGTH: 752 words

HEADLINE: Californians Back Clinton Exam Plan
Educators, high-tech industry push for national standards

BYLINE: Louis Freedberg, Chronicle Washington Bureau

DATELINE: Washington

BODY:

Leading California educators and high-tech executives gave a big boost yesterday to President Clinton's proposal for national standards and testing of students, pledging to persuade others in the state and around the nation to support the idea.

Clinton welcomed the strong expressions of support from California, which educates more than a tenth of the nation's schoolchildren.

"If any state understands the challenges we face in the 21st century in the global economy and an information age, it is surely California," Clinton told an East Room roundtable of parents, teachers and business leaders.

In his State of the Union speech in February, Clinton floated the idea of administering a reading test to all fourth-graders and a math test to all eighth-graders in 1999. So far, only three states -- Michigan, North Carolina and Maryland -- have formally endorsed the plan.

Superintendent of Public Instruction Delaine Eastin said there is a dire need to be able to accurately assess how young people are doing by comparison not only to their peers in California, but to those around the nation and the world.

"Even hot dog vendors have standards," said Eastin, describing education as "the least quality-controlled area in the nation."

"Just because a kid gets an A, that does not necessarily mean anything," she said. "I want to know how my kids stack up against kids in Connecticut and Kentucky."

MORE HURDLES

Despite Eastin's backing, the test will still have to pass through several hurdles before it is formally adopted by California, including approval from the State Board of Education, which is appointed by Governor Wilson.

In addition, the test must still be developed. Backers anticipate that it will last 1 1/2 hours and will be administered during the same week to participating schools and students across the nation.

The San Francisco Chronicle, APRIL 3, 1997

Sean Walsh, a spokesman for the governor, said Wilson was reluctant to endorse the concept of a national test without knowing what would be in it. "We are very hesitant to sign on to a test that could set a very low bar and might not have the rigor and quality that we in California could establish ourselves," he said.

There is currently no single test that measures how students are doing compared to others around the country, other than the Scholastic Aptitude Test, which is taken by a minority of students. The National Assessment of Educational Progress randomly tests about 4,000 students each year in California, but the results are only given for the whole state, not for each student who takes it.

Clinton rejected criticism that his proposed test will simply reveal that low-income students are performing poorly.

"I'm so sick and tired of people assuming on the front end that children's learning is limited because of their racial, ethnic or income background," he said. "Their conditions create greater hurdles for them, and we should clear away those hurdles."

Juanita Haugen, president of the California School Boards Association, said the test would not undermine local control of schools, a fundamental feature of American education, and said criticism of the test was being used as "an excuse for children not to achieve, rather than working to have all children achieve."

S.F. CONNECTION

A key person at the U.S. Department of Education working on the test will be Ramon Cortines, the former San Francisco schools superintendent who most recently headed the New York public schools. Cortines was appointed this week to be an acting assistant secretary to U.S. Secretary of Education Richard Riley.

"This is not a test about who will pass or fail," he said. He added that children would not be given a grade or a score on the test but would be rated on four levels of competency. The test would allow parents and teachers to diagnose a child's strengths and weaknesses, Cortines said.

John Doerr, a partner in the venture capital firm of Kleiner, Perkins, Caulfield and Byers, announced that more than 200 high-tech firms have endorsed the initiative, including IBM, Hewlett-Packard, Intel and 3Com.

He said high-tech backing emerged out of a series of meetings with Vice President Al Gore, who also attended the White House event yesterday. "We're going to call on every governor, in every state, on every state school official and every school board chair and ask them to join in, to voluntarily adopt national education standards," he said.

LANGUAGE: ENGLISH

LOAD-DATE: April 3, 1997

Q: Didn't you imply that California had officially endorsed your national tests?

A: The strong support of Delaine Eastin and leading members of California's business community for national tests in 4th grade reading and 8th grade math is an important step forward for California and the nation.

These leaders, along with the President of the California School Boards Association and the President of the California Federation of Teachers, stated their bipartisan desire to help parents know whether their students have mastered the basics and how their students and schools compare to other states and nations. Superintendent Eastin committed herself to work with others in the state, including the State Board, the Governor, and the Legislature to secure California's participation in these tests, and we look forward to working closely with the state as these tests are developed.

Q: Is the President of the State Board correct that, without a change in the law, there is no way for California to participate in these national tests?

A: The new tests of 4th grade reading and 8th grade math will be designed so California and other states can readily incorporate them into their overall standards and assessment system. California, along with 40 other states, already participates in the National Assessment of Educational Progress, upon which the new voluntary tests would be based. Test results would be used by local school boards, parents, teachers and principals to improve academic achievement in the state. Superintendent Eastin, the State Board, the Governor and the Legislature need to come together to determine what, if any changes will be required in order for the state to participate in 1999, and we will do whatever we can to assist them.

ADD

APR. 4. 1997 4:13PM

OFFICE OF SECRETARY

NO. 0131 P. 1

002

DRAFT

STATEMENT BY SEC. RILEY

The letter from Yvonne Larsen, President of the California State Board of Education, regrettably misinterpreted an important announcement this week by State Superintendent of Public Instruction Delaine Eastin, prominent business leaders from California, and the association of local school boards from throughout the state.

use the
official name
for this group

These leaders indicated ^{brod bipartisan} their interest in giving California's students the opportunity to participate in a fourth grade national reading test and an eighth grade national math test so that California's parents and teachers would know if their students had mastered the basics and how their students and schools compared to other states and nations. Certainly California, as a state on the Pacific Rim, has every interest in finding out how well prepared their students are to meet the economic challenges of the twenty-first century.

It is inaccurate to portray this announcement as an endorsement of a "national system of educational standards and assessment." These voluntary national tests are not unfamiliar to California. They will be based on the National Assessment of Education Progress (NAEP), which ~~has been widely used~~ and is well accepted, ^{and has been widely used in more than 40 states, including California.}

The results from these national tests would be used by local school boards, parents, teachers, and principals in California as they see fit to improve academic achievement in the state.

~~While I believe the people of California would benefit from their state's participation in these tests, it is important to point out that Delaine Eastin has made very clear that she was not committing the state but was committing herself to work with others in the states, including the State Board, the Governor, and the Legislature, to secure California's participation in these tests at these two critical points in a student's education.~~

~~Delaine Eastin cannot commit the state, but I am proud of her commitment and foresight on this issue. We should listen to what the state's employers and locally elected school boards need and want to build a strong future for their state, and we look forward~~

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Delaine Eastin cannot commit the state, but I am proud of her commitment and foresight on this issue. We should listen to what the state's employers and locally elected school boards need and want to build a strong future for their state.

1ST STORY of Level 1 printed in FULL format.

Copyright 1997 Times Mirror Company
Los Angeles Times

April 5, 1997, Saturday, Home Edition

SECTION: Part A; Page 21; Metro Desk

LENGTH: 409 words

HEADLINE: EASTIN REBUKED FOR ENDORSING NATIONAL TESTS

SUBLINE: RICHARD LEE COLVIN, TIMES EDUCATION WRITER

BODY:

The president of the State Board of Education on Friday issued a sternly worded rebuke of California's top elected school official, accusing her of exceeding her authority in an appearance this week at the White House.

The criticism of state Supt. of Public Instruction Delaine Eastin had to do with her endorsement of a Clinton administration plan for national tests of fourth-graders' reading skills and eighth-graders' math skills.

"Any endorsement given you by Eastin on behalf of the state exceeded her authority," board President Yvonne W. Larsen of San Diego wrote in a letter to U.S. Secretary of Education Richard W. Riley. "... I must apologize for any embarrassment this causes you."

Eastin was among a delegation of California parents, educators and business leaders who met Wednesday with President Clinton, and she said she made it clear that she did not have the final authority on whether the state eventually would participate in the pioneering testing program.

But some press accounts and even some comments by Clinton did not explain what it was the state board, not Eastin, who would make the decision whether to give the tests when they are available in 1999.

Larsen's letter said California is developing its own set of academic standards and tests and some staff members at the State Board of Education said it was issued partly in response to concerns that that process is falling behind schedule. Some in Gov. Pete Wilson's office, as well as members of the state board, are concerned that Eastin's endorsement of the Clinton plan could divert attention from the state's efforts.

Eastin said Friday that she "never committed the state" to participating in the Clinton program. She said the letter was "a bomb from the governor's office and I'm not going to pick it up."

More than anything, the letter, as well as the apparent confusion over Eastin's role, exposed the complexity of the mechanism for making education policy in the state. Although the state superintendent is elected statewide, she must take a back seat on some issues to the Board of Education, which is appointed by the governor.

Los Angeles Times, April 5, 1997

Beyond that, the letter demonstrated the tenuous working relationship between the state board and Eastin. Despite their differences on some issues, notably some aspects of reading and math instruction, Eastin and the board have worked hard to maintain civility and calm in their working relationships.

LANGUAGE: English

OAD-DATE: April 5, 1997

DRAFT**STATEMENT BY SEC. RILEY**

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These leaders indicated their interest in giving California's students the opportunity to participate in a fourth grade national reading test and an eighth grade national math test so that California's parents and teachers would know if their students had mastered the basics and how their students and schools compared to other states and nations. Certainly California, as a state on the Pacific Rim, has every interest in finding out how well prepared their students are to meet the economic challenges of the twenty-first century.

It is inaccurate to portray this announcement as an endorsement of a "national system of educational standards and assessment." These voluntary national tests are not unfamiliar to California. They will be based on the National Assessment of Education Progress (NAEP), which has been widely used and is well accepted.

The results from these national tests would be used by local school boards, parents, teachers, and principals in California as they see fit to improve academic achievement in the state.

While I believe the people of California would benefit from their state's participation in these tests, it is important to point out that Delaine Eastin has made very clear that she was not committing the state but was committing herself to work with others in the states, including the State Board, the Governor, and the Legislature, to secure California's participation in these test at these two critical points in a student's education.

Delaine Eastin cannot commit the state, but I am proud of her commitment and foresight on this issue. We should listen to what the state's employers and locally elected school boards need and want to build a strong future for their state.

STATE OF CALIFORNIA

PETE WILSON, Governor

CALIFORNIA STATE BOARD OF EDUCATION

721 Capitol Mall, P.O. Box 944272
Sacramento, CA 94244-2720



April 3, 1997

Honorable Richard W. Riley, *Secretary*
United States Department of Education
600 Independence Avenue, S. W.
Washington, DC 20202

Dear Secretary Riley:

It is with deep regret that I must inform you that the State of California has *not* endorsed the national system of educational standards and assessment proposed by President Clinton. Any endorsement given you by State Superintendent of Public Instruction Delaine Eastin on behalf of this state exceeded her authority. On behalf of the California State Board of Education, I must apologize for any embarrassment this causes you or the President, but respectfully I must ask that you no longer indicate that California is among the states that have formally endorsed in this effort.

We certainly appreciate the endeavor to focus attention on improvement of the public schools. However, in the area of standards and assessment, California is committed *by law* to develop and implement a comprehensive set of *state* academic content and student achievement standards (kindergarten through grade 12) and a new *state* assessment system based on those standards. Without a change in law, there is simply no way for us to entertain a commitment to a national standards and assessment process. Moreover, such a commitment would not be advisable, in my view, until we can see exactly what the national standards and assessment system would be and how it would be aligned with our state standards and assessment system.

Our apologies again for any embarrassment that Superintendent Eastin's action may cause you or the President. As any national effort on standards and assessment proceeds, the California State Board of Education will look forward to evaluating it in comparison with our state effort and recommending any changes in state law that may be appropriate based on that analysis.

Sincerely,

A handwritten signature in cursive script that reads "Yvonne W. Larsen".

YVONNE W. LARSEN, *President*

cc: Members, California State Board of Education
Honorable Delaine Eastin, State Superintendent of Public Instruction
Honorable Pete Wilson, Governor, State of California
Marian Bergeson, Secretary of Child Development and Education

STATE OF CALIFORNIA

PETE WILSON, Governor

CALIFORNIA STATE BOARD OF EDUCATION

721 Capitol Mall, P.O. Box 944272
Sacramento, CA 94244-2720



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United States Department of Education
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A handwritten signature in cursive script that reads "Yvonne W. Larsen".

YVONNE W. LARSEN, *President*

cc: Members, California State Board of Education
Honorable Delaine Eastin, State Superintendent of Public Instruction
Honorable Pete Wilson, Governor, State of California
Marian Bergeson, Secretary of Child Development and Education



	from CALIFORNIA FEDERATION OF TEACHERS	
Phone #: 510/832-8812 • Fax #: 510/832-5044		
TO: <u>Bill Kincaid</u>		
FROM: <u>Fred Glass</u>		
Message: _____		
No. of Pages: <u>1</u>		Date: <u>4/4/97</u>

News Release

April 2, 1997

CONTACT: Fred Glass
510/832-8812 or
Jamie Horwitz
202/879-4447

**Statement by Mary Bergan
President of the California Federation of Teachers
on President Clinton's National Testing Initiative
and California's Education Standards**

I was very pleased with President Clinton's remarks at the White House today about California and his National Testing Initiative. We need to get these tests off the ground. It's not that we need another test, we need a good test, one that is benchmarked to high standards. Too often our tests have measured the minimum competency. The President's initiative ties assessment to high academic standards and high expectations for all our students; this is a good thing. We can't allow school districts to keep going out and buying the cheapest test they can find or the test that provides the best window dressing. Testing can shape the curriculum. And, I think, this test will lead to higher academic standards. Likewise, California's standards should incorporate the President's testing initiative. This was a good push for higher standards. I hope the President's initiative draws bipartisan support. It's time for all of us to pull together to challenge our students to do better.

The California Federation of Teachers represents 45,000 teachers and education support personnel at all levels of public education in California. The CFT is affiliated with the American Federation of Teachers.

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cft29:ml/vrlo



April 3, 1997

MEMORANDUM

TO: Mr. Mike Cohen

FROM: Kevin Gordon, Assistant Executive Director
California School Boards Association (CSBA)

RE: CSBA President, Juanita Haugen's Statement on
President Clinton's Education Policies Regarding National
Standards and Student Assessment

The attached statement was released yesterday, April 2, 1997, in relation to President Clinton's Initiative on Standards and Assessment.

Please let me know if CSBA's President, Juanita Haugen or I can be of further assistance.

Thank you.



**STATEMENT BY JUANITA HAUGEN, PRESIDENT OF THE
CALIFORNIA SCHOOL BOARDS ASSOCIATION REGARDING
ANNOUNCEMENTS BY PRESIDENT CLINTON OF EDUCATION
POLICIES REGARDING NATIONAL STANDARDS AND STUDENT
ASSESSMENT**

APRIL 2, 1997 -- THE WHITE HOUSE

On behalf of school board members across California, I am pleased to be in Washington, D.C. to support President Clinton's initiatives on voluntary standards and his proposals for greater national leadership in student assessment. Some of the most outspoken critics of the President's leadership in education have used the issue of local control as the centerpiece of their rhetoric, and I'm here to tell you that those arguments are extremely misplaced. As the guardians of local control, school board members know the difference between national leadership which provides local leaders with more tools to solve our challenges and top-down mandates with no resources. The proposals presented in today's announcements represent meaningful national leadership toward improving our public schools.

The California School Boards Association strongly supports the standards movement and the critical role of student assessment in a comprehensive effort toward improving the academic achievement of our kids. CSBA initiated a coalition effort by education groups in California which pushed for an entirely new pupil assessment system in our state. Backed by our Superintendent of Public Instruction Delaine Bastin, the new assessment system was passed into law and holds the promise of becoming one of the most important education reform elements of this decade. Like the assessments called for by the President, these tests will give parents, teachers, schools and school districts the kind of individualized data to ensure greater academic accountability at every level, from the pupil all the way to the State Legislature.

The President's interest in using widely recognized tests and corresponding content standards as a model for the proposed new tests is right on target. The National Assessment of Educational Progress (NAEP) was the instrument which gave our state its wake-up call on fourth grade reading scores which were alarmingly low and triggered the state's emphasis on assessment, reading and now math.

NAEP scores released in September of 1993 were confirmation that our fourth graders were reading at levels far below the national average. CSBA immediately established a special task force to develop recommendations to turn this performance around. By the conclusion of its work, CSBA was able to hand its recommendations to Superintendent Eastin and other state policy makers as they moved to respond to the just-released 1994 NAEP scores which reinforced the earlier findings.

All of these efforts resulted in significant new investments in reading instruction and a sweeping reform of the methodology for instruction.

We believe that this kind of state leadership will result in improved academic performance by our students and the President's efforts will extend these kinds of opportunities to schools across the nation.

CA / Standards Event
w/ Eastin & CEO's

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc:

Subject: 1997-04-02 President's Remarks at Education Roundtable

Here's the transcript.

----- Forwarded by Joshua Silverman/WHO/EOP on 04/02/97 05:19 PM



SUNTUM_M @ A1
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Subject: 1997-04-02 President's Remarks at Education Roundtable

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 2, 1997

REMARKS BY THE PRESIDENT
AT EDUCATION ANNOUNCEMENT/ROUNDTABLE

The East Room

2:48 P.M. EST

THE PRESIDENT: Let me welcome all of you here to the East Room of the White House today for this very important announcement and this important roundtable. And by extension, let me welcome Mayor Susan Hammer and the CEO of Netscape, Jim Barksdale,

and others who are with us via satellite today from the Stonegate School in San Jose, California.

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

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

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

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

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

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

importantly, for the cause of educational advancement and reform and standards.

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

* * * * *

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

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

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

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

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

* * * * *

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

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

So it is obvious, to take this one step further, that

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

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

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

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

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

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

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

standards movement and her daughter's future and how it will affect it.

* * * * *

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

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

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

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

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

And again, I say having teachers who believe in high expectations and having parents who believe that if their schools

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

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

Mr. Secretary.

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

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

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

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

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

END

3:25 P.M. EST

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COGDELL_C @ A1@CD@LNGTWY
MCHUGH_L @ A1@CD@LNGTWY
backup @ wilson.ai.mit.edu@INET@LNGTWY
wh-outbox-distr @ clinton.ai.mit.edu@INET@LNGTWY
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BLINKEN_A @ A1@CD@LNGTWY
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NAPLAN_S @ A1@CD@LNGTWY

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1=US@2=WESTERN UNION@3=@5=ATT.COM@*ELN\62955104@MRX@LNGTWY
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CITY OF SAN JOSÉ, CALIFORNIA

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SUSAN HAMMER
MAYOR

April 1, 1997

To: Tim Newell
Office of Science and Technology Policy
The White House

From: Gary Robinson
Chief of Staff

The President's announcement on Wednesday will be video-linked to a Silicon Valley audience at the Stonegate School in southeast San Jose.

Stonegate was built in 1971 and is a year-round K-8 facility with approximately 900 students. Students of Asian and Hispanic descent comprise roughly 80% of the student body.

The Stonegate event is hosted by Mayor Hammer. In attendance will be approximately 250 students and teachers, elected officials and numerous Silicon Valley business leaders (list of confirmed participants attached).

Participating in the discussion with the White House from the Stonegate site will be Mayor Hammer and Jim Barksdale, CEO of Netscape.



SUEAN HAMMER
MAYOR

CITY OF SAN JOSÉ, CALIFORNIA

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(408) 277-4237
FAX (408) 277-3868

Confirmed Participants Business Executives

Gil Amelio, CEO, Apple
Mel Badgett, President, Homesoft Corporation
Jim Barksdale, CEO, Netscape
Brett Bullington, EVP, Excite
Dan Eilers, CEO, Cidco
Dave Ellington, President, NetNoir
Gary Fazzino, Dir. Gov't. Relations, Hewlett Packard
Jeff Garver, Attorney at Law
Bill Hambrecht, Chairman, Hambrecht & Quist
Joe Kraus, EVP, Excite
Floyd Kvamme, Partner, Kleiner, Perkins
David Laws, President, IMP
John Perr, President, JP Consulting
Howard Smith, CEO, Clarity Software
Chuck Trimble, CEO, Trimble Navigation
John Young, Retired CEO, Hewlett Packard

Roundtable Participants and Suggested Questions

(IN SPEAKING ORDER)

The President - makes opening remarks.

Delaine Eastin - California State Superintendent of Public Instruction.

Delaine is very supportive of national standards. As an elected official and the highest ranking education official in the state she has been part of elevating standards at the state level.

The Vice President - makes remarks and introduces John Doerr.

John Doerr - Partner in the venture capital firm of Kleiner, Perkins, Caufield & Byers.

He will announce that a group of over 200 high-tech industry leaders who hire graduates from across the country have endorsed your standards and testing initiative. He will then introduce Jim Barksdale.

Jim Barksdale - Jim Barksdale, CEO & President of Netscape Communications.

Jim Barksdale will speak to you via satellite from San Jose. He will be joined by Mayor Susan Hammer, and students of the Stonegate School.

QUESTION: *From your perspective, as a leader in the technology industry, what do you see as the most important benefits of national standards?*

The President - You will then say goodbye to those attending the event Satellite Site, and return to ask a question of Carmen Cortez.

Carmen Cortez - First Grade Teacher from the Olive Street School in Porterville, CA.

She has been a reading Specialist and elementary school teacher for 30 years. She is a member of the statewide coordinating committee on standards.

QUESTION: *In your experience as a teacher, do you find that students perform better when you expect more of them?*

Lydia Perez-Howard - Parent of a 3rd grade daughter who attends Cleveland Elementary School in Pasadena. Lydia is the PTA Vice President and is active on the School Advisory Council and Neighborhood Strengthening Project. She works for an Investment Management Firm, Scutter, Stevens & Clark in Los Angeles.

QUESTION: *Why are high national standards important to you as a parent?*

Secretary Riley - will make remarks about the Administration's ongoing efforts on standards.

The Vice President - will make closing remarks.

Special Tabulation of the percent of total, grade 4 and grade 8 public enrollment
and total private enrollment in 4 selected states and the DOD, Fall, 1994.
(Includes 50 States, DC, and the Territories)

State	Enrollment					
	Total Public & Private	Public				Private 1/
		Total	4th+8th grades	4th grade	8th grade	
California	11.3	11.3	11.9	12.3	11.6	11.8
Maryland	1.8	1.8	1.7	1.8	1.7	2.3
Michigan	3.6	3.6	3.5	3.6	3.5	3.9
North Carolina	2.5	2.6	2.6	2.6	2.6	1.4
1 state total	19.2	19.2	19.8	20.2	19.3	19.4
US Total (without DODS)	100.0	100.0	100.0	100.0	100.0	100.0
DODS 2/	0.2	0.2	0.2	0.2	0.2	N/A
US Total (with DODS)	100.0	100.0	100.0	100.0	100.0	N/A

Source: National Center for Education Statistics, Digest of Education Statistics, 1996.

1/ Private enrollment from Fall 1993, includes only 50 States and DC.

2/ Limited to schools outside of the United States.

Special Tabulation of the percent of total, grade 4 and grade 8 public enrollment
and total private enrollment in 4 selected states and the DOD, Fall, 1994.

State	Enrollment					
	Total Public & Private	Public				Private 1/
		Total	4th+8th grades	4th grade	8th grade	
California	11.5	11.4	12.1	12.5	11.8	11.8
Maryland	1.8	1.8	1.8	1.8	1.7	2.3
Michigan	3.7	3.7	3.6	3.6	3.6	3.9
North Carolina	2.5	2.6	2.6	2.6	2.6	1.4
4 state total	19.5	19.5	20.1	20.5	19.7	19.4
US Total (without DODS)	100.0	100.0	100.0	100.0	100.0	100.0
DODS 2/	0.2	0.2	0.2	0.2	0.2	N/A
US Total (with DODS)	100.0	100.0	100.0	100.0	100.0	N/A

Source: National Center for Education Statistics, Digest of Education Statistics, 1996.

1/ Private enrollment from Fall 1993.

2/ Limited to schools outside of the United States.

Special Tabulation of the percent of total, grade 4 and grade 8 public enrollment
and total private enrollment in 4 selected states and the DOD, Fall, 1994.

State	Enrollment					
	Total Public & Private	Public				Private 1/
		Total	4th+8th grades	4th grade	8th grade	
California	11.5	11.4	12.1	12.5	11.8	11.8
Maryland	1.8	1.8	1.8	1.8	1.7	2.3
Michigan	1.7	1.7	1.6	1.6	1.6	1.9
North Carolina	2.5	2.6	2.6	2.6	2.6	1.4
State total	19.5	19.5	20.1	20.5	19.7	19.4
% Total (without DODS)	100.0	100.0	100.0	100.0	100.0	100.0
DODS 2/	0.3	0.3	1/	1/	1/	N/A
% Total (with DODS)	100.0	100.0	1/	1/	1/	N/A

Source: National Center for Education Statistics, Digest of Education Statistics, 1996.

1/ Private enrollment from Fall 1993.

2/ Estimated.

3/ Grade detail not available.

Special Tabulation of the percent of total, grade 4 and grade 8 public enrollment
and total private enrollment in 4 selected states and the DOD, Fall, 1994.

State	Enrollment			
	Public			Private 1/
	Total	4th grade	8th grade	
California	21.4	12.5	11.8	11.8
Maryland	1.8	1.8	1.7	2.3
Michigan	3.7	3.6	3.6	3.9
North Carolina	2.6	2.6	2.6	1.4
4 state total	19.5	20.5	19.7	19.4
US Total (without DODS)	100.0	100.0	100.0	100.0
DODS 2/	0.3	3/	3/	N/A
US Total (with DODS)	100.0	3/	3/	N/A

Source: National Center for Education Statistics, Digest of Education Statistics, 1996.

1/ Private enrollment from Fall 1993.

2/ Estimated.

3/ Grade detail not available.

P. 02

FAX NO. 2022191736

MAR-31-97 MON 10:47 AM US DEPT. OF ED/ NCES

- Dykstra
- Remick
- Quintan
- Bryant
- Kenny acc'd
→ Anderson accepted
→ Davis regrett
of Missouri

401-0048; 401-0953

April 1, 1997

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

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

I. PURPOSE

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

II. BACKGROUND

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

California Superintendent Endorsement:

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

High Tech Industry's Endorsement:

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

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

III. PARTICIPANTS

Briefing Participants:

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

Event Participants:

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

IV. PRESS PLAN

Open.

V. SEQUENCE OF EVENTS

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

- The President says goodbye to the Satellite Site, and asks a question of California First Grad Teacher Carmen Cortez.

- California First Grade Teacher Carmen Cortez makes remarks.
- The President asks a question of Parent Lydia Perez-Howard.
- California Parent Lydia Perez-Howard makes brief remarks.
- The President asks Secretary Riley to make remarks.
- Secretary Riley makes remarks.
- The Vice President thanks everyone for their time and closes the program.

VI. REMARKS

Prepared by Speechwriting.

VII. ATTACHMENTS

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

Roundtable Participants and Suggested Questions

(IN SPEAKING ORDER)

The President - makes opening remarks.

Delaine Eastin - California State Superintendent of Public Instruction.

Delaine is very supportive of national standards. As an elected official and the highest ranking education official in the state she has been part of elevating standards at the state level.

The Vice President - makes remarks and introduces John Doerr.

John Doerr - Partner in the venture capital firm of Kleiner, Perkins, Caufield & Byers.

He will announce that a group of over 200 high-tech industry leaders who hire graduates from across the country have endorsed your standards and testing initiative. He will then introduce Jim Barksdale.

Jim Barksdale - Jim Barksdale, CEO & President of Netscape Communications.

Jim Barksdale will speak to you via satellite from San Jose. He will be joined by Mayor Susan Hammer, and students of the Stonegate School.

***QUESTION:** From your perspective, as a leader in the technology industry, what do you see as the most important benefits of national standards?*

The President - You will then say goodbye to those attending the event Satellite Site, and return to ask a question of Carmen Cortez.

Carmen Cortez - First Grade Teacher from the Olive Street School in Porterville, CA.

She has been a reading Specialist and elementary school teacher for 30 years. She is a member of the statewide coordinating committee on standards.

***QUESTION:** In your experience as a teacher, do you find that students perform better when you expect more of them?*

Lydia Perez-Howard - Parent of a 3rd grade daughter who attends Cleveland Elementary School in Pasadena. Lydia is the PTA Vice President and is active on the School Advisory Council and Neighborhood Strengthening Project. She works for an Investment Management Firm, Scutter, Stevens & Clark in Los Angeles.

***QUESTION:** Why are high national standards important to you as a parent?*

Secretary Riley - will make remarks about the Administration's ongoing efforts on standards.

The Vice President - will make closing remarks.

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Paul Allaire	CEO	Xerox
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Charles Berger	CEO and President	Radius
Philip Berman	Chairman & CEO	CompuRAD
Jeff Bezos	CEO	Amazon.com
David Binkley	CEO	Argonaut Technologies
Philip J. Bioia	President	Zeus Communications
Jaleh Bisharat	Senior Vice President of Marketing	Pointcast
Julie Blanchard	Vice President Human Resources	Heartport
Charles Boesenberg	CEO	Ashtech, Inc.
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Dan Eilers	CEO	Cidco
Arthur Einstein	President	AEA
David Ellington	President	NetNoir
Bob Epstein	Chief Technical Officer	Sybase
Judy Estrin	President & CEO, Co-founder	Precept Software
Gary Fazzino	State Government Affairs Director	Hewlett Packard
Buck Feltman	President & CEO	Nextwave Design Automation, Inc.
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Katrina Garnett	CEO	CrossRoads Software
Garrett Garrettson	CEO	Spectrian
Louis V. Gerstner, Jr.	Chairman & CEO	IBM Corporation
Charles Geschke	President	Adobe Systems
Majid Ghafghaichi	President	Accurel Systems International Corp.
Peter Giles	President	The Tech Museum of Innovation
Phillip Gioia	CEO	Zeus Communications Systems
Michael Goldberg	CEO	OnCare
David Gollaber	President	CHI
Dominique Goupil	President	Claris Software Inc.
Thomas Greaves	President & CEO	NetSchools
Chris Greene	President	Greene Engineers
Dan Greening	CEO	Chaco Communications Corp.
Robert Grosshandler	CEO	EyeCash Co.
Andrew Grove	CEO & President	Intel
Garrett Gruener	Partner	Alta Partners
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Brian Halla	CEO	National Semiconductor
William Hambrecht	Chairman	Hambrecht & Quist
Judith Hamilton	CEO	First Floor Software
J. Emmett Hammond	CEO	Wireless Data Corp.
Richard Hansen	President & CEO	Silicon Engineering, Inc.
James Harris	CEO	Redwood Microsystems, Inc.
Kevin Harvey	Partner	Benchmark Capital
R. Peter Henschel	Executive Director	Institute for Research on Learning
Danny Hillis	Chief Technology Officer	Walt Disney Co.
Scott H. Holmberg	President & CEO	Image Quest Technologies
James Hornthal	CEO	Preview Travel
Dr. Irwin Jacobs	Chairman of the Board	Qualcomm, Inc.
Robert Jagunich	President & CEO	NewAbilities Systems Inc.
N.W. "Bill" Jasper, Jr.	President	Dolby Laboratories Inc.
Kathryn Johnson	President & CEO	The Health Care Forum
Reese Jones	Chairman	Farallon Communications
Tom Jorde	President	LEC G
Robert Kagle	Partner	Benchmark Capital
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Richard Levy	Executive Vice President	Varian Associates
Alan Lewis	President & CEO	Signal Pharmaceuticals
John C. Lewis	Chairman & CEO	Amdahl Corporation
Marla S. Ligeti	President & CEO	Uniteq Applications Systems, Inc.
Paul Lippe	Vice President, Business Development	Synopsys
Thomas Loarie	CEO	KeraVision, Inc.
Hal Logan	President & CEO	Vicinity Corp.
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Don MacLennan	CEO	DynaChip Corporation
Lloyd Malchow	President & CEO	Penederm, Inc.
Arjun Malhotra	Chairman	HCL American, Inc.
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Mike McConnell	President & CEO	Visioneer Communications
Ed McCracken	Chairman & CEO	Silicon Graphics
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J. Emmett Hammond	CEO
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Curtis Wozniak	CEO	Eletroglas, Inc.
Pardner Wynn	President & Founder	Stanford Testing Systems, Inc.
Gerald J. Yakatan	President & CEO	IriSys R&D
John Young	Retired, CEO	Hewlett Packard

**CALIFORNIA SCHOOLS CHIEF EASTIN ACCEPTS THE PRESIDENT'S
CHALLENGE TO RAISE ACADEMIC STANDARDS;
HIGH-TECH CEOs CALL ON OTHER STATES TO FOLLOW LEAD**

Eastin responds to the challenge. Today, California Superintendent of Public Instruction Delaine Eastin will accept the President's challenge to support the establishment of voluntary national tests to measure the academic performance of 4th graders in reading and 8th graders in math. Eastin will make her commitment to work with California's governor and legislative leadership to support the use of these new tests.

By taking this action, California will ensure that its students, parents, and teachers will have honest, accurate information about whether students are mastering basic skills. Eastin will be accompanied at the White House event by educators and parents from California.

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

#####

Post-It™ brand fax transmittal memo 7671		# of pages >	
To	Bill Kincaid	From	Dana Stone
Cn	White House	Co	CDE
Dept	Domestic Policy	Phone #	916/657-3027
Fax #	202-456-7028	Fax #	916/657-5101

**U.S. Department of Education,
National Center for Education Statistics, NCES**

FAX

Date: 4/1

Number of pages including cover sheet: _____

To: B.II Kincaid

Phone: _____

Fax phone: _____

CC: _____

From: Tom D. Snyder

Phone: _____

(202)219-1689Fax phone: (202)219-1575

REMARKS:

☐

Urgent

☐

For your review

☐

Reply ASAP

☐

Please comment

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Cn	White House	Co.	CDE
Dept	Domestic Policy	Phone #	916/657-3027
Fax #	202-456-7028	Fax #	916/657-5101

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

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

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

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

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

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

A: Administration officials are talking with Members and staff to help them better understand the President's plan and to work through issues such as oversight of the test. There is a good, frank dialogue underway.

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

A: Superintendent Eastin was elected statewide by the citizens of California to take a leadership role on educations like higher standards. But Eastin wasn't here alone. Instead, she was accompanied by a parent and a local educator who described why they feel that the President's initiative is so important to students and communities throughout California.

Q's and A's on the California Sign-On/CEO Event -- DRAFT

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

A: Eastin is the elected Superintendent of Public Instruction in California and has the legal authority to make this commitment on behalf of the state. Moreover, she intends to work with other elected public officials in California to broaden support for this initiative. Governor Wilson has been notified of Eastin's decision; we are not aware that he has made any public statement at this time.

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

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

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415-437-
7540



Michael Cohen
03/27/97 02:15:39 PM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc:

Subject: Coordinates for California education standards event

Sorry I didn't get a chance to do this earlier.

----- Forwarded by Michael Cohen/OPD/EOP on 03/27/97 02:14 PM



Laura D. Schwartz

03/26/97 06:56:25 PM

Record Type: Record

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

cc: MCHUGH_L @ A1 @ CD @ LNGTWY

Subject: Coordinates for California education standards event

The following are the coordinates that will carry our event live and unrestricted on satellite next Wednesday beginning at 2:30pm EST.

Tim, please let me know when you have a technical contact at the California location so I can arrange the audio into the roundtable and assist them with their downlink.

All of you are free to give these out at will if any other CA state/local officials/schools would like to organize "watch parties" or other downlink locations. Television stations will be notified next Monday that the feed will be available through Media Affairs' media advisory and calls to stations that may have a vested interest i.e. CA affiliates.

Please call me if you have any questions.

Thanks,

Laura

C BAND
GE 2
TRANSPONDER 21 HORIZONTAL
DOWNLINK FREQUENCY 4100mHz HORIZONTAL

AUDIO 6.2/6.8

Orbital slot for GE2 is located at 85' West

Message Sent To:

Timothy L. Newell/OSTP/EOP
Ann M. Cattalini/WHO/EOP
Ann F. Lewis/WHO/EOP
Emily Bromberg/WHO/EOP
Michael Cohen/OPD/EOP
PALMIERI_J @ A1 @ CD @ LNGTWY
SILVERMAN_J @ A1 @ CD @ LNGTWY
Jim Kohlenberger/OVP @ OVP

TO: STAFF

FROM: Maria Echaveste

RE: Staff responsibility by issues

The following is a list of issues and the staff members responsible for taking the lead in keeping track of the issues and communicating that information to the rest of the staff:

WELFARE REFORM	BETSY MYERS 6-7300 CHERI CARTER 6-2682 FLO MCAFEE 6-7701
HEALTH INSURANCE	BARBARA WOOLLEY 6-2155 LISA ROSS 6-7300
EDUCATION	BILL WHITE 6-7032 SUZANNA VALDEZ 6-6659 ANN EDER 6-5161
CAMPAIGN REFORM	MARILYN DIGIACOBBE 6-2721 FLO MCAFEE 6-7701
BUDGET	BEN JOHNSON 6-5189 PETER O'KEEFE 6-7702 BARBARA WOOLLEY 6-2155
TRANSPORTATION	RICHARD HAYES 6-5074 BETSY MYERS (PROCUREMENT) 6-7300
JUVENILE JUSTICE	JAY FOOTLIK 6-5283 SUZANNA VALDEZ 6-6659 BOB JONES (CRIMINAL JUSTICE) 273-4845
UNITY	BEN JOHNSON 6-5189 RICHARD SOCARIDES 6-1611 DORIS MATSUI 6-5197
SUMMIT	DORIS MATSUI 6-5197 JAY FOOTLIK 6-5283 ANN EDER 6-5161
DC	LISA ROSS 6-7300 CHERI CARTER 6-2682
ENVIRONMENT	SUZANNA VALDEZ 6-6659

Projected public school enrollment in the 4th and 8th grades: fall 1998

State or other area	4th and 8th grade		4th grade		8th grade	
	Enrollment, in thousands	Percentage distribution	Enrollment, in thousands	Percentage distribution	Enrollment, in thousands	Percentage distribution
United States	7,096	100.0	3,587	100.0	3,509	100.0
4 states, total ..	1,478	20.8	770	21.5	708	20.2
California	907	12.8	478	13.3	429	12.2
Maryland	131	1.8	68	1.9	63	1.8
Michigan	248	3.5	126	3.5	123	3.5
North Carolina ..	191	2.7	98	2.7	93	2.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Projections of Education Statistics to 2006, unpublished data. (This table was prepared March 1996.)

**U.S. Department of Education,
National Center for Education Statistics, NCES**

FAX

Date:

3/31/97

Number of pages including cover sheet:

To:

B. H. Kincaid

Phone:

Fax phone:

CC:

From:

Tom D. Snyder

Phone:

(202)219-1689

Fax phone:

(202)219-1575

REMARKS:

☐

Urgent

☐

For your review

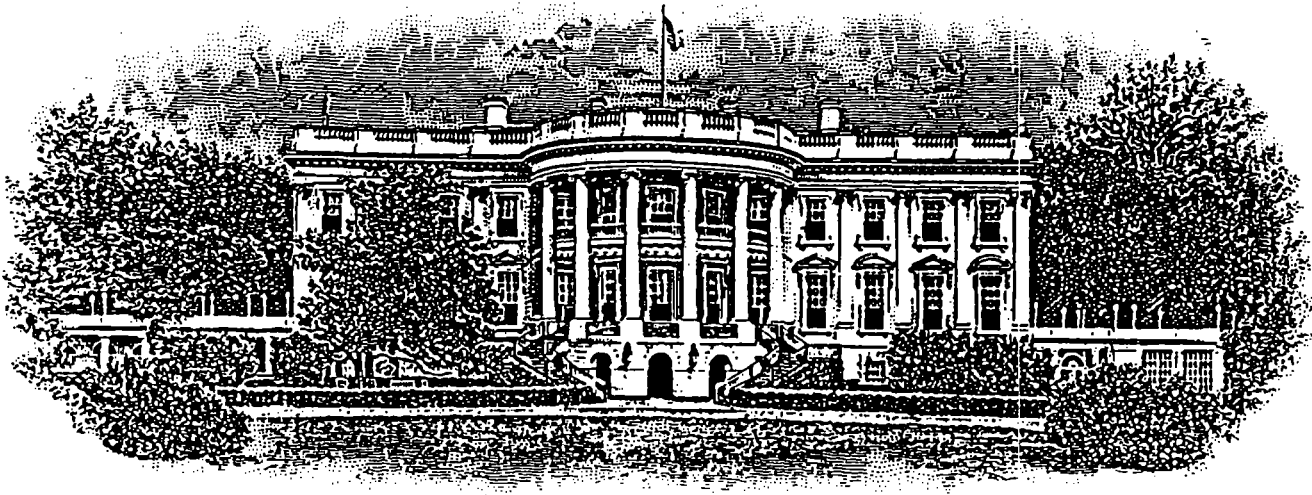
☐

Reply ASAP

☐

Please comment

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Richard Whitmore

FAX NUMBER: 916-657-4975

TELEPHONE NUMBER: 916-657-2644

FROM: Bill Kincaid

TELEPHONE NUMBER: 202-456-2857

PAGES (INCLUDING COVER): 2

COMMENTS: Please review the attached one-

pager for our press packet, especially
the starred portion. Please contact me if
you recommend any changes.
Thanks.

RAISING STANDARDS AND PREPARING STUDENTS FOR THE 21ST CENTURY ECONOMY

CALIFORNIA RESPONDS TO THE PRESIDENT'S CHALLENGE: HIGH-TECH CEO'S CALL ON OTHER STATES TO FOLLOW SUIT

DRAFT March 31, 1997

California Responds to the Challenge. Today, Superintendent of Public Education Delaine Eastin will announce that California accepts the President's challenge to states and localities to measure the performance of their students against widely accepted national standards in 4th grade reading and 8th grade math, using voluntary national tests based on those standards. By doing so, California will insure that its students, parents and teachers will have honest, accurate information about whether students are mastering the basic skills. Eastin will be accompanied by supportive local educators and parents from California.

Over One-Fifth of the Nation's Students Committed to Participate. Superintendent Eastin's announcement makes California the fourth state, after Maryland, Michigan, and North Carolina, along with the Department of Defense schools, to commit to participate in the national tests. California public schools serve over five million students, representing over 11% of the nation's public school enrollment. California raises the percentage of the nation's students committed to participating in the test to nearly 20%.

High-Tech CEO's Endorse Tests, Call on Other States to Participate. U.S. Students must meet world class standards in order to thrive in the technology-rich 21st Century economy. John Doerr, partner in the venture capital firm of Kleiner, Perkins, Caufield & Byers, will announce that a group of over 100 high-tech CEO's who hire graduates from across the country have endorsed the President's standards and testing initiative. Moreover, the CEO's will be sending a letter to all governors, chief state school officers, and state board of education chairs calling on them to accept the President's challenge as well. Doerr will be joined via audio feed from San Jose's Stonegate School by Jim Barksdale, CEO & President of Netscape Communications, Mayor Susan Hammer, and students who will participate in the tests in 1999. Other CEO's will participate in the event at the White House and from San Jose.

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

**U.S. Department of Education,
National Center for Education Statistics, NCES**

FAX

Date:

3/31

Number of pages including cover sheet: _____

To:

B.I. Kirkaid

Phone: _____

Fax phone: _____

CC: _____

From: Tom D. Snyder

Phone: _____

(202)219-1689Fax phone: (202)219-1575

REMARKS:

☐

Urgent

☐

For your review

☐

Reply ASAP

☐

Please comment

CALIFORNIA EVENT
DRAFT--March 28, 1997

1. POTUS: Big Picture

- education is important
- raising standards is important
- national standards and tests in basics: 4th grade reading and 8th grade math
- Introduce Eastin announcement

2. Delaine Eastin: California Participation Announcement *2 minutes*

- California plans to participate in tests
- This will help move education forward in California because...

3. POTUS (very brief)

- Along with Maryland, Michigan and NC (and defense schools), now [20%] of kids in country will participate

4. VPOTUS:

- Global economy context
- High standards important for high-tech future
- CEO's a nationwide group that represents this future

5. John Doerr: Technology Industry Executives Endorsement *2 minutes*

- Representing 150 high tech companies, who compete fiercely with each other around the world and in US, but are united on importance of education
- We are the future economy -- we've created x million jobs, we hire from around the globe
- POTUS and VP on the right track -- need to prepare for 21st Century
- Endorse testing proposal and will be working to make it happen
- Will send letter to every governor, chief state schools officer and state board of education chair urging them to make commitment like California
- Introduce California school site

5a. no POTUS introduction here.

6. Jim Barksdale (at Stonegate School in San Jose w/ Mayor Hammer) *2 minutes*

- Here with kids who will take the 4th grade and 8th grade tests in 1999; this is critical to their future
- If these kids and their teachers know what's expected of them, they can achieve it
- As part of effort to help kids meet high standards, we will be pitching in on NetDay later this month

7. POTUS

- To the CEO's, thank you for your historic commitment
- To the students -- this is about you and your futures, and that's why I have a plan for improving American education; you'll have to work hard, but you can do it

- To teachers and parents -- we are ready to work with you to help all students succeed
- With us here are two school leaders from local communities in California, and then Secretary Riley will speak

8. Superintendent/Teacher/Principal

- We support this effort and we will do everything we can to help kids get ready

9. Parent/Community Activist

- These new tests will challenge our kids and let them know we expect a lot from them
- We agree, this is important to their future

10. Secretary Riley

- This marks an important milestone in our long-term efforts to raise standards
- We are making major efforts to help students excel on these tests in 1999 and beyond, such as the President's America Reads Initiative and directive on improving math education
- Teachers, school boards, administrators, and other school leaders need to get behind this national effort to improve education
- * -- Parents should talk to local school officials and ask if they are participating in these tests

11. POTUS

- Q&A with the group

interspersed as we go along

11. VP

- Thank you
- Closing remarks.

RAISING STANDARDS AND PREPARING STUDENTS FOR THE 21ST CENTURY ECONOMY

CALIFORNIA RESPONDS TO THE PRESIDENT'S CHALLENGE, HIGH-TECH CEO'S CALL ON OTHER STATES TO FOLLOW SUIT

DRAFT March 31, 1997

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Still to add...

[Local folks?

[Riley?

[Reminder background on the national tests and stress on getting ready for those tests.

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EDUCATION STRATEGY MEETING AGENDA

March 31, 1997

I. Upcoming Events

- California testing endorsement/CEO's (4/2)
- DC NetDay (4/4)
- FLOTUS Secret Service school visit (4/4?)
- FLOTUS education speech in Florida (4/7?)
- Al Shanker memorial (4/9)
- Zero-3 conference (4/17)
- Teacher of the Year/National Conference (4/18)

II. Call to Action

A. HOPE/Pell/Student Loans

- Op Eds
- Response Strategies
- Student group activities

B. America Reads

- Changes to legislation?
- Transmittal/Reading is Fundamental event 4/22, 23, or 25?
- Bipartisan involvement
- College work study/commitments status
- Service summit

C. School Construction

- Update
- GOP Co-sponsors?

D. National Standards/Testing Initiative

E. Choice and Accountability

- Charter Schools Products

F. Safe & Drug Free Schools/Character Education

- Community Schools Guide

G. Early Learning

- Head Start standards?

H. School-to-Work/Skill Grants/Lifelong learning

I. Technology Literacy

III. Other Issues

A. Hispanic Education

B. Voting Rights

RAISING STANDARDS AND PREPARING STUDENTS FOR THE 21ST CENTURY ECONOMY

CALIFORNIA RESPONDS TO THE PRESIDENT'S CHALLENGE; HIGH-TECH CEO'S CALL ON OTHER STATES TO FOLLOW SUIT

DRAFT March 29, 1997

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Local folks
Riley

how to work in?

Reminder background on the national tests and stress on getting ready for those tests.

Kollenberg
Newell
Cohn

CA mtg 3/28
w/ Lewis, et al

- 1 pm meeting w/ Dan Baer at CA -
~~Baer's~~ office

Minute

Q's A's for President

Boxer likely to be in San Jose
@ Lincoln.

Logan will be there.

State out following

RWR

Guthrie

couple of CEOs.

Callie following -

Media advising Tues

Minute s/w's Tues.

CALIFORNIA EVENT
DRAFT--March 28, 1997

1. POTUS: Big Picture
 - education is important
 - raising standards is important
 - national standards and tests in basics: 4th grade reading and 8th grade math
 - Eastin has a big announcement to make
2. Delaine Eastin: California Participation Announcement
 - California plans to participate in tests
 - This will help move education forward in California because...
3. POTUS (very brief)
 - Along with Maryland, Michigan and NC (and defense schools), now [20%] of kids in country will participate
4. VPOTUS
 - Global economy context
 - High standards important for high-tech future
 - CEO's a nationwide group that represents this future
5. John Dorr
 - Representing 150 high tech companies, who compete fiercely with each other around the world and in US, but are united on importance of education
 - We are the future economy -- we've created x million jobs, we hire from around the globe
 - POTUS and VP on the right track -- need to prepare for 21st Century
 - Endorse testing proposal and will be working to make it happen
 - Will send letter to every governor, chief state schools officer and state board of education chair urging them to make commitment like California
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 - Here with kids who will take the 4th grade and 8th grade tests in 1999; this is critical to their future
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 - To the CEO's, thank you for your historic commitment
 - To the students -- this is about you and your futures, and that's why I have a plan for improving American education; you'll have to work hard, but you can do it
 - To teachers and parents -- we are ready to work with you to help all students succeed

-- With us here are two school leaders from local communities in California, and then Secretary Riley will speak

8. Superintendent/Teacher/Principal

-- We support this effort and we will do everything we can to help kids get ready

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-- We agree, this is important to their future

10. Secretary Riley

-- This marks an important milestone in our long-term efforts to raise standards

-- We are making major efforts to help students excel on these tests in 1999 and beyond, such as the President's America Reads Initiative and directive on improving math education

-- Teachers, school boards, administrators, and other school leaders need to get behind this national effort to improve education

-- Parents should talk to local school officials and ask if they are participating in these tests

11. POTUS

-- Q&A with the group

California Event

1. POTUS: Big Picture
 - education is important
 - raising standards is important
 - national standards and tests in basics: 4th grade reading and 8th grade math
2. Delaine Eastin: California Participation Announcement
 - California plans to participate in tests
 - This will help move education forward in California because...
3. POTUS (very brief)
 - Along with Maryland, Michigan and NC (and defense schools), now 20% of kids in country will participate
4. VPOTUS
5. John Dorr
 - Representing 150 high tech companies, who compete fiercely with each other around the world and in US, but are united on importance of education
 - We are the future economy -- we've created x million jobs, we hire from around the globe

FACSIMILE TRANSMISSION COVER SHEET

The following are the coordinates that will carry our event live and unrestricted on satellite next Wednesday beginning at 2:30pm EST.

C BAND

GE 2

TRANSPONDER 21 HORIZONTAL

DOWNLINK FREQUENCY 4100mHz HORIZONTAL

AUDIO 6.2/6.8

Orbital slot for GE2 is located at 85° West