

# Clinton brings his fight for education to Lansing

The president tells the Legislature to set aside politics to get the job done.

By Mark Hombeck  
and Kenneth Cole  
The Detroit News

1/7  
LANSING — President Clinton cajoled Michigan lawmakers Thursday to leave politics at the schoolhouse door and demand tough education reforms.

"Our schools are still turning out millions of young people who simply are not equipped for the new world of work," said Clinton, turning up the pressure for standardized school exams. "Today, our national security depends upon our ability to develop the capacities of all our people, so politics should stop at the schoolhouse door."

Clinton's address was the first speech by a sitting president to the Michigan Legislature since Teddy Roosevelt in 1907. It was part of his national campaign to persuade all 50 states to establish a common set of performance standards and tests that measure students' ability to compete in the world.

"Some of our children won't do very well at first," he conceded. "Sometimes out of the goodness of our heart, we exercise our compassion by expecting less of them. And we are selling their future right down the drain every time we do it."

The president's 45-minute address repeated points made throughout his re-election campaign last year and focused almost exclusively on his education agenda: classroom standards, expanded national testing and charter schools, and free public

education through the first two years of college.

While in Lansing, he announced that Michigan will receive \$8.6 million from the federal government to buy school computers and train teachers how to use them in the classroom.

Republican Gov. John Engler, who rode with Clinton aboard Air Force One from Washington, D.C., to Michigan, warmly greeted Clinton after the president entered the House chamber to loud applause and offered an exaggerated bow to Engler's wife, Michelle.

"Your visit is a significant event because we are focused on a significant challenge: improving the education of all our children," Engler said.

The governor, who made Bob Dole's short list of possible vice-presidential candidates last year, endorsed Clinton's call for education standards and testing.

"Michigan accepts your challenge," Engler declared. He later told reporters: "I thought it was a tremendous speech."

Clinton's one-day trip did little to deflect attention from his mounting fund-raising troubles, coming on the heels of the revelation that Hillary Rodham Clinton's top aide accepted a campaign check from a donor in the White House. Aides wondered privately why Maggie Williams didn't simply send the donor to the Democratic National Committee.

When asked aboard Air Force One about the fund-raising problem, Clinton answered reporters by saying, "Tomorrow." He has a news conference scheduled for today.

"I'm doing great," he said and added he doesn't feel his message was obscured by the controversies surrounding him. "I thought my message got through fine.

They got it," the president said.

Michigan leaders of both political parties agreed with Clinton's call for expanded national testing of reading in fourth grade and math in eighth grade. But they interpreted his comments on charter schools very differently.

Republicans said Clinton was urging legislators to lift the limit on charter schools, currently at 100. The state Senate on Wednesday voted to do just that.

"The president has given all of us the opportunity for more charter schools, more and bolder choices for kids and parents," said state school board member Clark Durant, R-Grosse Pointe, who said

he'll introduce a resolution at the next board meeting to strike the cap.

What the president actually was saying, said Democrats, was that charter schools — public schools that have additional curriculum freedom — must be closely monitored before the limit is eased.

Many Democratic leaders have been reluctant to embrace charter schools, fearing they will undermine traditional public education.

"He talked about accountability for charter schools," said state school board President Kathleen Straus, D-Detroit. "We can't create more until we're sure the ones we have are doing the job they're supposed to do. And some of them aren't doing so well on state tests."

Clinton is asking Congress to double startup money for charter schools to \$100 million next year so there can be 3,000 of the alternative, independent public schools by the turn of the century. Michigan, which has 77 charter schools serving 12,000 students, already has applied for \$24 million of the federal cash.

Engler said Clinton's backing of charter schools would make it hard for Democratic lawmakers to continue to oppose GOP efforts to remove the limit on the number of charter schools in Michigan.

"What's their argument? The president's wrong on that, too?" he said.

Republicans and Democrats also had different interpretations of Clinton's call for tougher standards.

Republicans said it means local communities should demand more of their schools. But Democrats interpreted Clinton's remarks as support for state-required core classes, which they support.

House Democrats expect to pass a mandated core curriculum as soon as next week.

The Associated Press contributed to this report.

## The highlights

In his address, the president called for:

- Expanding national testing to all students in fourth grade (reading) and eighth grade (math).

- Doubling spending on charter schools to \$100 million, creating 3,000 charter schools by the year 2000.

- Offering free public education to students through two years of community college.

- Connecting every classroom and library to the Internet by the year 2000.

# On Education Front, a Bipartisan Lesson

*Clinton Praised for Backing Standards by Michigan's GOP Governor*

By John F. Harris  
Washington Post Staff Writer

LANSING, Mich., March 6—With prospects for bipartisanship growing ever more tenuous in Washington, President Clinton traveled to Michigan today for a lavish embrace from this state's Republican chief executive.

John Engler, one of his party's most prominent governors and on other occasions a tough Clinton critic, praised Clinton's call for national educational standards. "Michigan accepts your challenge," he told the president. Engler said the state will begin testing fourth-graders in reading and eighth-graders in math to ensure that they are meeting the voluntary standards Clinton extolled in last month's State of the Union address.

The alliance between Clinton and Engler, however unlikely at first blush, has a certain logic. Both men have aligned themselves with issues such as overhauling welfare and imposing more rigorous academic and disciplinary standards on students.

Education is historically a local issue, but aides say this suits Clinton fine. He hopes to define himself increasingly in the second term by offering rhetorical leadership on non-Washington issues. And on this particular day, with congressional Republicans tormenting him over the Democratic fund-raising issue, he was only too happy to absent himself physically from the capital.

Traveling back to Washington on Air Force One this afternoon, Clinton declined to address fund-raising questions, including Wednesday's revelation that a top aide to first lady Hillary Rodham Clinton accepted a \$50,000 check for the Democratic National Committee, which some experts say may be a violation of law. He said he would take the questions at a Friday afternoon news conference.

But he said the furor is not hurting his mood—"I am doing great"—and disputed suggestions that it is eclipsing his other actions. "I thought my message got through just fine," he said of his speech to the state legislators. "They got it."

Clinton's remarks sometimes took on a lecturing tone. He said the national testing he has endorsed would be voluntary, but that he is counting on the power of embarrassment to goad states into new policies. "I want to create a climate in which no one can say no," he said, "in which it is voluntary but you are ashamed if you don't give your kids the chance to do this."

The Education Department will develop the reading and math tests over the next two years, and Engler pledged that Michigan students will take it. But Clinton warned that people should not be sentimental when some students fail.

"If they don't do very well at first," Clinton said, "it's probably more our fault than theirs. And a lot of it is because when we see people in difficult circumstances, sometimes out of the goodness of our heart, we exercise our compassion by expecting less of them. And we are selling their future right down the drain every time we do it."

That line got a standing ovation, his best applause line of the day. But

lawmakers were more subdued on several occasions when Clinton's remarks took an esoteric flight.

Emphasizing the importance of good child care early in life, the president asserted that children living with "two parents, even if they both work, that have reasonably good educations" will experience "700,000 positive interactions" in their first four years—or about 500 a day—leading to better brain development. But "a single parent with low self-esteem" and poor parenting skills will give a child only "150,000 positive interactions."

Clinton, who has joked that he may run for school board upon leaving the presidency, plunged into similar detail explaining why young people in many other countries do better in math: "In Germany or Singapore, students learn 15 to 20 math subjects in depth every year. Typically in the United States, we learn over 30 or 35 subjects in a superficial way."

Clinton today said he is directing the National Science Foundation to work with the Education Department to study ways to improve U.S. math performance.

Engler traveled to Lansing aboard Air Force One with Clinton. In his campaign for educational standards, Clinton is planning to speak frequently to state legislatures. Last month, he traveled to Annapolis to address the Maryland General Assembly, and next week he will go to Raleigh to speak to North Carolina legislators.



UNITED STATES DEPARTMENT OF EDUCATION  
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FYI article  
on MI visit

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MAR 4 1997

DETROIT FREE PRESS

# Test us, Engler suggests

## He offers Michigan for a national exam

BY JACK KRASNIAK  
Press Staff Writer

6/16

Gov. John Engler said Monday that Michigan should become a testing ground for a national student achievement exam and parents should welcome the chance to see how their children stack up against their peers.

"I believe deeply that our success will be on benchmarking how we're doing against the rest of the world. It's really as simple as: You've got the best schools, you win," Engler said in a wide-ranging interview on education and child welfare issues.

Engler also said the state would hire more Children's Protective Services workers soon to provide better protection for abused and neglected children, that he expects childhood immunization rates to surpass 90 percent in a few years and that the key to keeping children out of trouble is to get them to stay in school until they graduate.

To do that, charter schools and school districts must compete to provide the best education possible, he said.

"I think that it is a moral crusade," Engler said. "It is a campaign that has to be waged, and we can't have people opting out. Everybody ought to join in that. Certainly, you know, the religious community ought to join in that, but so should the community leadership at large."

The governor said he believes Clinton was drawn to Michigan in part because of Engler's bid to have the state test a new National Assessment of Educational Progress exam that Clinton supports.

Currently, NAEP testing is done in a few school districts in Michigan. Engler, who chaired the national educational goals panel last year for the National Governors' Association, would like to see all students participate.

"What I've been arguing is that there has to be a way ... to take the NAEP test and imbed that in our state test," Engler said, referring to the Michigan Educational Assessment Program.

"Then I could compare, and every parent could compare, their students' performance to the rest of the country. We'd like to be the pilot in the '98-'99 school year."

Engler said charter schools have had a dramatic impact on education in Michigan, though only about 12,000 of the state's 1.7 million public school students are in them. More competition for the privilege of teaching children inevitably will lead to better education, he said.

"I think you're going to see alternative public schools being developed; I think some may be developed by the Detroit public school system itself, I hope," Engler said.

"I hope that just as Romulus is now running programs for dropout students in Detroit, other suburban districts or districts wishing to expand their educational programming have the legal right to offer everything from elementary education to a high school education in the city of Detroit. And I certainly would encourage that."

To compete with charter schools, some astute superintendents have provided better and more classes, Engler said.

"That's what the marketplace is all about. That's what McDonald's is, trying to do when they cut their burgers to 55 cents."

Engler, who has suggested that the state may have to take over districts that consistently fail to educate children, said local control of schools is important but so is ac-

countability.

"It's local control with public accountability to the local community and to the state," the governor said.

DETROIT NEWS

MAR 4 1997

# State may grade Clinton's education crusade harshly

When he visits Thursday, he'll face those who back his agenda but criticize means for carrying it out.

By Carol Stevens  
Detroit News Washington Bureau

WASHINGTON — When President Clinton visits Michigan on Thursday to drum up support for his education initiatives, he will face a tough audience of grass-roots reformers who applaud his message — but are wary of his methods.

Those listening will include people such as Virgil Gulker, executive director of Kids Hope, a program that trains literacy volunteers from 22 churches across Michigan to tutor 329 elementary school students.

"Some of these children have made significant academic progress," said Pat Moreno, principal at Sunset Lake Elementary in Vicksburg, where Kids Hope volunteers tutor 32 students every week. "The tutors are exceptionally committed. That's what separates it from other volunteer programs."

Yet Gulker is uneasy about Clinton's promise to get every third-grader reading by the year 2000 through a new program that would spend \$1.75 billion to mobilize 1 million tutors nationwide.

"I'm entirely supportive of the need to find more caring adults to come into the lives of children," said Gulker, whose program is affiliated with the Christian relief organization International Aid. "But the answer is not to create another system. My plan to the president is that if he can't find people who are going to be faithful and committed to tutoring, he should not do this."

Proponents of charter schools in Michigan also will listen closely to Clinton's education plans, which include using \$49 million in federal funds to jump-start the creation of 3,000 more charter schools.

"Providing any amount of money to charter schools is very good for them," said Ormand Hook, executive director of the Michigan Resource Center for Charter Schools.

Hook said the money would help make competitive more than the charter schools being formed across Michigan. The alternative public schools often have more than double the funding capital costs than traditional schools, which can levy taxes and issue bonds.

But as much as he likes Clinton's educational agenda, Hook does not want to see it implemented by the federal government.

"When the government tries to do it, it gets too big," Hook said.

Less than a month after Clinton unveiled his 10-point program for improving education, reformers are mixed.

Educators, analysts and lawmakers across the political spectrum have given Clinton an "A" for efficacy. But many rate his plan for implementing the changes as — at best — incomplete.

"This is a pretty bold statement that Bill Clinton wants to be the education president," said Paula Fink, dean of education at Wayne State University and a member of a volunteer panel charged with reviewing Detroit schools.

Wood is particularly supportive of Clinton's decision to allocate \$1 billion in federal funds to help states such as Detroit renovate aging school buildings. And she views the national educational standards as an overdue attempt to shape a national curriculum.

"It is a push to standardize curriculum, and I think it is necessary," Wood said. "But you can also argue that

he is being careful not to step on states' toes. This is a power that is coveted by the states. They don't want to give it up."

In fact, the president's critics say the president's education agenda is a thinly veiled effort to expand his traditional role as a protector of the liability of states.

"Clinton is not an expert in the area of identifying problems, but he is a solutions inventor," said a senior aide to Washington.

Lahman, director of the Center for the Middle East and North Africa Policy, a conservative think tank.

"We can't expect to improve schools just by throwing money at them. Responsibility from the federal government to another set of people who are not the programs themselves is a mistake."

Clinton's education agenda is built around three pillars: ■ Ensuring that every child reaches the end of elementary school

■ Teaching every 10-year-old how to connect with the Internet.

■ Giving every 10-year-old the chance to spend at least one year of college through the Pell or deduction for low-income families.

The plan, which must be approved by Congress, has entered open debate among those who are skeptical of federal budget cuts and those who request more federal aid.

"I think the plan is a good one," comes to mind. "It is a good plan. Majority of the people have told a majority of the people that they are not in favor of it. But some of the people who are in favor of it have to be heard. It is going to be a good plan."

DETROIT NEWS

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Administration officials say some money will come from streamlining the guaranteed student loan program and eliminating corporate tax subsidies.

U.S. Rep. Pete Hoekstra, R-Holland, complained that many of Clinton's education plans duplicate existing federal programs although he supports freeing more money for local schools.

"The president is talking about standardized testing and literacy. But the federal government is already involved in that," Hoekstra said. "There are 760 existing federal education programs, with at least 14 dealing with literacy."

As chairman of the House education oversight subcommittee, Hoekstra was in Delaware on Monday to talk with local education officials about which federal education programs work and which are wasteful. Similar hearings are planned for Michigan this spring.

"We're talking to people on the local level and saying, 'Hey, are these federal programs effective?'" Hoekstra said.

Even organizations that support Clinton's education efforts have questioned some of his funding priorities.

Jane Hannaway, director of The Urban Institute education policy center, said she would have liked to see more focus on correcting the performance and quality gaps that separate low-income schools from more affluent districts.

"When you take a step back and look at the educational proposals on balance, a lot of it is focused on post-secondary education, where we don't have our biggest problems," Hannaway said.

The American Council on Education last week endorsed the president's proposal for HOPE scholarships and tax deductions to help defray the costs of college tuition. But not before expressing concern that the tax savings could be offset by college tuition increases.

The HOPE scholarships also were criticized in a new report by the Joint Economic Committee of Congress, which concluded the scholarships would create regulatory burdens for colleges and give birth to a federal entitlement program.

"It marks a shift in federal education policy by making the HOPE a major subsidy mechanism," the report concluded.

In spite of such criticism, Gov. John Engler has expressed enthusiasm for several parts of Clinton's education reform agenda, including national standardized tests and charter schools. That enthusiasm helps explain why Clinton called Engler's office last week to solicit an invitation to speak to the Michigan Legislature.

"The governor is very much in favor of much of what Clinton said during the State of the Union," said Engler spokesman John Truscott. "Some of these are things the governor has been calling for for a long time."

## What it means to Michigan

Here's a look at some of President Clinton's major education initiatives and how Michigan schools could benefit:

**Kindergarten-Grade 12:** Clinton has proposed spending more than \$49 million to fund 3,000 charter schools. Gov. John Engler has already filed an application to obtain federal funds to pay the start-up costs of charter schools in Michigan.

Clinton has also proposed spending \$1.2 billion on school construction and renovation, with much of the money targeted to the nation's 100 largest urban districts, including Detroit.

**College:** Clinton has proposed HOPE scholarships that provide \$1,500 in tax credits to finance two years of higher education for low- and middle-income families. As an alternative, families could take tax deductions for up to \$10,000 in college education or job training costs. Michigan college students would be eligible for part of an additional \$50 million in Pell Grants next year and about \$1 million more for federal work-study programs.

**Adult education:** Michigan schools would receive \$12.9 million in adult education grants, up from \$11.5 million this year. The president also proposes extending the tax exclusion for employer-provided education assistance and giving tax credits to small businesses that offer the benefit

to employees.

SOURCE: U.S. Department of Education

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State educators say they'll pay close attention to Clinton's message  
By The Associated Press

President Clinton plans to discuss his ideas about education and welfare during his scheduled visit to Michigan, and some local officials are promising to scrutinize his message.

"Clinton is right on track in terms of identifying problems, but all of his solutions involve sending more money to Washington," Joseph Lehman, director of communications for the Mackinac Center for Public Policy, told The Detroit News in a report published Tuesday.

"We can't expect to improve schools just by transferring responsibility from one set of politicians to another set, especially when it sends programs farther from home."

Clinton is scheduled to address the Michigan Legislature on Thursday. Gov. John Engler's office announced last week that the president would speak on topics including standardized testing for public school students and charter schools.

Clinton's call for nationwide educational standards is overdue, said Paula Wood, dean of education at Wayne State University.

"But you can also see that he is being careful not to step on states' toes," she said. "This is a power that is coveted by the states, and they don't want to give it away."

Many of Clinton's education plans duplicate existing federal programs, said U.S. Rep. Pete Hoekstra, R-Holland, chairman of the House education oversight subcommittee.

"The president is talking about standardized testing and literacy. But the federal government is already involved in that," Hoekstra said. "There are 760 existing federal education programs, with at least 14 dealing with literacy."

Clinton also has proposed using \$49 million in federal funds to create charter schools.

"Providing any amount of money to charter schools is very good for them," said Ormand Hook, director of the Michigan Resource Center for Charter Schools. But, he added, "When the government tries to do it, it gets too big."

Clinton's itinerary didn't extend beyond his scheduled address to the Legislature, but the president had no shortage of invitations to stop elsewhere in the Lansing area.

Ruth Brazee said she and other members of Central United Methodist Church would like Clinton to attend a weekly luncheon for the needy and visit the day care center at the church across the street from the Capitol.

"They're all the time telling churches to take a bigger part in getting people off of welfare. This is two good examples of it," Mrs. Brazee told the Lansing State Journal. "It would be so easy for him to walk across the street and see for himself."

AP J3092 rn mimi- MI-Needy Schools, Mich Bjt, 0703 03-04 1:21a  
Survey: half of state districts have buildings in serious need of repair

PONTIAC, Mich. (AP) - About half of Michigan's school superintendents report they have buildings in their districts in serious need of repair and 157 buildings are in urgent need, a survey indicates.

"You can ignore it. But we are placing our children and youth at risk by ignoring it," Dick Wilson, president of the School Equity Caucus, which conducted the survey, told The Oakland Press in a story published Monday.

"When you know something is wrong and you don't deal with it, that is gross negligence and then you lose your governmental immunity," he said.

Superintendents of 257 districts - about half the statewide total - reported 320 school buildings are in serious need of repair and 157 buildings are in urgent need.

Because the respondents were promised anonymity, there is no breakdown of where the schools are located.

Wilson, former superintendent of the Brandon district in Oakland County, pointed to an electrical fire a few weeks ago that destroyed the Lake Orion Administration Building, built in 1923, as an example of what could happen in some of the state's older schools.

"The Lake Orion Administration building was a high school. What if that had happened and kids had been in it? There are many schools in this state where children and youth go to today that are a lot older than that, maybe decades older than that," he said.

Wilson wants the state to provide financial help, especially to poor and intermediate school districts. He said those districts can't raise millages enough to finance needed repairs, because a 1-mill tax levied by a poor district generates much less money than a rich district.

For example, each mill levied in affluent Bloomfield Hills generates \$418,062 per pupil, the Press reported. But in Brandon that same mill would raise \$94,321 per pupil and, in Hazel Park, \$51,003 per pupil.

Wilson cites Hamtramck as an example of the worst that can happen in building debt.

The Detroit enclave's newest school buildings date back to the 1930s and the school district is leasing at least 48 classrooms from parochial schools, he said.

According to a letter from state Treasurer Doug Roberts dated Jan. 17, 1996, the state would not grant a loan from the state school bond fund because Hamtramck would have to levy 13 mills (at \$37,326 per pupil) to generate \$51 million.

The interest on the loan balance eventually would accrue faster than the loan repayments, Roberts wrote.

"The district's balance owed to the state increases into perpetuity. By the year 2050, the balance would be approximately \$300 million; by the year 2080, approximately \$1.0 billion," Roberts wrote.

Wilson has proposed a bill that would require the state to start up a pot of money with about \$79 million the first year and increase each year. Districts whose voters approved at least 2 mills for school repairs and renovations would be eligible for state reimbursement for the difference between the amount their mill generates per pupil and the amount the average state school mill generates per pupil - \$111,668.

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## THE TECHNOLOGY LITERACY CHALLENGE FUND

*"In our schools, every classroom in America must be connected to the information superhighway, with computers and good software, and well-trained teachers. I ask Congress to support this educational technology initiative so that we can make sure this national partnership succeeds."*

President Clinton, 1996 State of the Union Address

**A NATIONAL MISSION TO MAKE EVERY YOUNG PERSON TECHNOLOGICALLY LITERATE:** President Clinton and Vice President Gore have challenged the nation to assure that all children are technologically literate by the dawn of the 21st century, equipped with the communication, math, science, reading, and critical thinking skills essential for advancing learning and improving productivity and performance.

They have asked the private sector, schools, teachers, parents, students, communities and governments to work together to achieve the President's four goals for educational technology:

- ◆ provide all teachers the training and support they need to help students learn through computers and the information superhighway;
- ◆ develop effective and engaging software and on-line learning resources as an integral part of the school curriculum;
- ◆ provide access to modern computers for all teachers and students; and,
- ◆ connect every school and classroom in America to the information superhighway.

**A NEW TECHNOLOGY LITERACY CHALLENGE FUND:** The new Technology Literacy Challenge Fund was launched this October with a \$200 million appropriation. President Clinton proposed this funding as the first installment of a \$2 billion, five-year Technology Literacy Challenge Fund to catalyze state, local and private sector efforts to reach the four national goals for education technology. The challenge is designed to motivate states, local communities, the private sector, schools and individuals to work together to integrate technology into teaching and learning. While states are asked to come forward with a statewide strategy to accomplish this national mission, they will have maximum flexibility.

***To receive funds, states are developing strategic plans for educational technology.*** All 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, and the Bureau of Indian Affairs schools are eligible for funds, awarded on a rolling basis as their applications are reviewed this year. States have until March 31, 1997 to apply for first-year funds. To apply, states will:

- ◆ Develop a comprehensive set of strategies to enable every school -- rural, urban, and suburban -- to fully integrate technology into teaching and learning and achieve the President's four national goals for educational technology.
- ◆ Design a comprehensive set of strategies to finance educational technology throughout the state, including collaboration with business and industry, higher education, and libraries. Private sector partners can support educational technology through innovative partnerships such as in-kind donations, volunteer help, cost reductions and payments for Internet connections.
- ◆ Target assistance supported by the Technology Literacy Challenge Fund to communities with high rates of poverty and the greatest need for educational technology so that their students will have access to the benefits of educational technology.
- ◆ Report annually to the public on state progress toward implementing its plan.

***The maximum impact of the Technology Literacy Challenge Fund will be experienced at the school level.*** Ninety five percent of a state's award under the TLCF must go to local school districts. States will conduct grant competitions this spring and summer to award grants to school districts to implement comprehensive technology plans. States have flexibility to tailor their competitions to meet the unique conditions in their state. All local applications will include long range strategic plans for educational technology that address: equipment purchases; teacher training; strategies to integrate technology into the curriculum; collaborative activities throughout the community, including adult literacy providers; support services; timelines; budgets; strategies to promote educational equity, and evaluation strategies.

## MICHIGAN

### PEER REVIEW PANEL RECOMMENDATION FOR THE TECHNOLOGY LITERACY CHALLENGE FUND

On January 13, 1997, a team of four panelists reviewed the Michigan State plan for educational technology and Michigan's application for funding under the Technology Literacy Challenge Fund (TLCF). A list of the four reviewers is attached; Cathy Parise of the Washington State Department of Education chaired the panel. Reviewers examined the plan in advance of the meeting, and following extensive discussion, participated in a conference call to the State, during which they asked the State coordinator and staff a number of clarifying questions about the plan and application. After the conference call, the reviewers reconvened for further discussion, and met the following morning to again discuss the plan. The reviewers identified a number of strengths in the plan and in the State, made recommendations concerning approval of the plan and application, and recommended a number of specific actions for the State to consider in further developing its plan.

#### Strengths:

- The panel noted that Michigan has a strong **history of partnerships with business and industry**, and strong universities and technology resources across the State. Michigan's newly formed Tech Corps is growing fast, and could become an even more effective means for further involving business and industry leaders. Fourteen Michigan school districts, with the Henry Ford Museum and Michigan State University, successfully applied for a Challenge Grant award in 1996.
- Michigan has a well-established procedure in place for making **competitive awards to LEAs**, and plans to provide extra points for effective involvement of private schools and students with disabilities.
- Michigan has done a good job of **leveraging resources**, despite a disappointing lack of support from the State legislature. The panel was impressed that the Merit Network in Ann Arbor, a well-known resource for the development of the Internet, has a formal partnership to assist in the development of a higher education and K-12 network providing discounted telephone access (e.g., providing for dial-up access to the Internet for teachers), using funds from the Michigan Public Services Commission and Ameritech.
- Michigan has made a commitment to ensuring that **beginning teachers** are competent to use technology in the classroom. Since 1995, teacher education candidates have been required to have a working knowledge of modern technology and the use of computers for teaching and learning.

#### Areas for improvement:

- The reviewers were very concerned that the State's plan for educational technology was

**out of date**, since it ends in 1997. They made specific recommendations concerning the development and contents of the new State plan, recommending examination of plans from other States, such as those of Illinois, Texas, Washington, and Florida. The reviewers specifically recommended that Michigan, before the application deadline date of March 31, 1997, submit a detailed description of the process for, and participation in, developing a **new five-year plan**. This description should include:

**A mechanism for broadly-based participation**, that would include representatives from groups such as business and industry, public utilities, school boards, higher education, parent groups, students, superintendents/principals, teachers, network specialists, technology specialists, curriculum specialists, and library and media specialists. The Technology and Telecommunications Planning Advisory Group described in the application might serve as the basis for building such participation.

**A description of the process by which Michigan will provide for State-wide review and feedback on the plan** in order to gain support from constituents and local communities. Michigan's statewide educational technology meetings could provide one venue for this activity. By ensuring broad-based statewide level of participation in the planning process and in the review and provision of feedback on the plan, participants and stakeholders across the State become advocates for the plan.

**A vision for the use of technology in education**, a mission statement, and goals and recommendations on how to reach them.

**Benchmarks and timelines** that identify where the State is, where it needs to go and why, and how it will know when it gets there. The QED survey planned for 1997 would be a good beginning for this effort.

**A budget for achieving Michigan's goals over the five-year period**. This should included strategies for financing the budget. Even when funding and access to resources are uncertain, the existence of a goal can be an important strategy. In this context, the plan for financing should include not only funding, but resources of the kind that Michigan has excelled in using, such as contributions from business, universities, and individuals, and strategies for their inclusion, such as incentives.

- The reviewers recommended that the State consider the questions under Focus 4 of the review guidance in developing their **RFP for LEA** applicants. The panel pointed particularly to the last three questions. Those questions concern links between LEA performance and State funding, universal design for software to ensure access by students with disabilities (a good resource is the Trace website -- <http://trace.wisc.edu/>), and the use of evaluation information to test progress on the National Education Goals, and State and local academic content and performance standards.

**Recommendation:**

The Michigan application should not be approved until additional information is provided. The current Michigan State plan, while long range at the time it was written, runs from 1992 to 1997, and can no longer be considered a long-range plan for the future. Furthermore, the plan explicitly excludes estimates of costs and funding (see page I, 3). Michigan plans to write a new plan during the course of 1997.

The review panel recommends that Michigan further submit, as a supplement to its current plan, a description of the process it will use to update the plan. This supplement to the plan should, at a minimum, present a plan for the financing of educational technology in Michigan over a period of the next 3-5 years, and describe the process for participation in the implementation, ongoing planning and support of the plan by business, industry, and other public and private agencies, including libraries, library literacy programs, and institutions of higher education.

Michigan has provided the requested information, including a description and timeline for the process they intend to use to update the Michigan State Technology Plan. The 1998 award is contingent on receipt of that plan.

Michigan plans to identify high-need districts on the basis of the number or percentage of students exceeding the statewide average who are eligible for free or reduced lunch, and on the basis of the Michigan Educational Assessment Program data. However, Michigan plans to provide only technical assistance to the districts identified. The panel strongly recommends that financial assistance -- grant awards -- also be targeted to these districts, and that Michigan describe the process for doing so in the supplement to their plan.

Michigan has replied that it will give priority for finding to subgrant applicants based on the number or percentage of disadvantaged students greater than the statewide average eligible for free or reduced price lunch, scores on State criterion-referenced tests, lack of dial-up access to the Internet, and other relevant information provided by the applicant.

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF CONSTITUENT RELATIONS

FAX

TO: Mike Cohen  
CHRISTA ROBINSON  
Domestic Policy

FAX: 456-7028

FROM: FRITZ EDELSTEIN  
U.S. DEPARTMENT OF EDUCATION  
OFFICE OF CONSTITUENT RELATIONS

PHONE: 202/401-3595 FAX: 202/401-1971

# OF PGS: 3 (INCLUDING COVER SHEET)

COMMENT:

- Here is my best list in a short time frame.
- If you need more let me know.
- No students and missing 1 phone #

Fritz

## List of Potential Invitees for Michigan Speech

| Name             | Organization                                   | Phone #                                  |
|------------------|------------------------------------------------|------------------------------------------|
| David Whitwam    | CEO, Whirlpool                                 |                                          |
| Jay Van Den Berg | Vice Price, Community Affairs, Whirlpool       | 616-923-3545                             |
| Alex Trotman     | CEO, Ford Motor                                |                                          |
| Mike Schmitt     | Ford Motor                                     | 313-248-6833                             |
| Rene Lerche      | VP, Education, Ford Motor                      | 313-323-9455                             |
| Rollie Hopgood   | Michigan AFT President                         | 313-393-2200                             |
| Henry Linne      | Michigan AFT Secy-Tres                         | 313-393-2200                             |
| Rick Perry       | Michigan Occupational Education Association    | 517-372-8300                             |
| Julius Maddox    | Michigan NEA Pres                              | 517-332-6551                             |
| Jamille Jackson  | Michigan NEA Ex Dir                            | 517-332-6551                             |
| Blanche Fraser   | Mt. Clemens Superintendent/<br>AASA Bd. Member | 810-469-6100 x 1209                      |
| Gerard Keidel    | Michigan School Administrators Ex Dir          | 517-371-5250                             |
| Roger Elford     | Principal, Owosso HS<br>NASSP Board            | 517-                                     |
| Grace Preston    | Michigan PTA President                         | 810-652-7383 home<br>517-485-4345 office |
| Mary Jane Cipic  | Past President, Michigan PTA                   | 616-965-1066                             |
| Larry Snead      | Detroit Superintendent                         | 313-494-1075                             |
| Irma Clark       | Detroit School Bd. President                   | 313-494-1270                             |
| Margra Grillo    | President, Michigan School Boards Assoc.       | 517-371-5700                             |
| Justin King      | Ex Dir, Michigan School Boards Assoc.          | 517-371-5700                             |

|                         |                                                                        |                                                            |
|-------------------------|------------------------------------------------------------------------|------------------------------------------------------------|
| <b>Manly Miles</b>      | <b>Pres, Elementary School<br/>Principals Michigan</b>                 | <b>517-353-8770</b>                                        |
| <b>William Mays</b>     | <b>Ex Dir. Elementary School<br/>Principals Michigan</b>               | <b>517-353-8770</b>                                        |
| <b>Jerry Robbins</b>    | <b>Dean of Education<br/>Eastern Michigan Univ</b>                     | <b>313-487-1414</b>                                        |
| <b>Kelvi Comer</b>      | <b>Dean of Education<br/>Central Michigan Univ</b>                     | <b>517-774-6695</b>                                        |
| <b>Carole Ames</b>      | <b>Dean of Education<br/>Michigan State</b>                            | <b>517-355-1735</b>                                        |
| <b>Cecil Miskel</b>     | <b>Dean of Education<br/>Univ. Of Michigan</b>                         | <b>313-747-1637</b>                                        |
| <b>Arthur Ellis</b>     | <b>Chief State School Officer</b>                                      | <b>517-373-3354</b>                                        |
| <b>Kathleen Straus</b>  | <b>President, State Board of<br/>Education</b>                         | <b>313-341-3580 home<br/>517-373-3900 state bd. Office</b> |
| <b>Glenda Lappan</b>    | <b>Pres-elect, NCTM</b>                                                | <b>517-353-4657</b>                                        |
| <b>Peggy House</b>      | <b>NCTM Bd Member<br/>Marquette, MI</b>                                | <b>906-227-2002</b>                                        |
| <b>Jo-Ann Boepple</b>   | <b>Pres, Michigan Reading<br/>Association</b>                          | <b>616-663-3112</b>                                        |
| <b>Gail Caleca</b>      | <b>Science Teacher<br/>Sacred Heart Academy Elem.<br/>Mt. Pleasant</b> | <b>517-773-9530 wk<br/>517-772-1490 home</b>               |
| <b>Annis Hapkiewicz</b> | <b>H.S. Chemistry Teacher<br/>Okemos, MI</b>                           | <b>517-351-7900 x3181 wk<br/>517-332-0449 home</b>         |
| <b>Juliana Textley</b>  | <b>Superintendent<br/>Anchor Bay Schools<br/>New Baltimore, MI</b>     | <b>810-725-2861 wk<br/>810-725-1173 home</b>               |
| <b>Dwight Sieggreen</b> | <b>Science Teacher<br/>Cooke Middle School<br/>Northville, MI</b>      | <b>810-344-8493 wk<br/>810-348-9706 home</b>               |
| <b>Mozell Lang</b>      | <b>Science Consultant, Mich<br/>Dept of Educ.</b>                      | <b>517-373-4223</b>                                        |
| <b>Irvin Vance</b>      | <b>Mich. State Univ.<br/>Math Dept</b>                                 | <b>517-353-4693</b>                                        |



# FACSIMILE COVER SHEET

## UNITED STATES DEPARTMENT OF EDUCATION

600 Independence Avenue, SW

ROB-3 Room 4082

Washington, DC 20202-5100

OFFICE OF THE ASSISTANT SECRETARY  
FOR POSTSECONDARY EDUCATION

Phone: (202) 708-5547

Fax: (202) 708-9814

DATE 3/3/97

NO. OF PAGES (including cover) 3

TO Carol Raso

FAX NO. 401-6576

Bill Kincaid

456-7028

FROM David Longanecker Diane Rogers P.J. Sanders

Jill Riemer

Terri Scott

Richard Jameson

Dolly Stevenson

Matt Boggs

Patricia Pilkerton

Albertha McCord

Margaret Ward

SENT BY Alan

NOTES Per your request. We also checked  
schools for Title IV compliance problems.  
Call me if you have any questions

\*\*\*\*\*If there are any problems with this transmission please call (202) 708 5547 immediately\*\*\*\*\*

| Name                         | Type of Institution | Final 96/97 Award | Tentative 97/98 Award | Enrollment | Title IV Participation and Compliance Issues                                                          | Dir. Loans                                                |
|------------------------------|---------------------|-------------------|-----------------------|------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Michigan State University    | Public 4 yr         | 2,096,459         | 2,472,599             | 40,647     | no outstanding issues                                                                                 | yr 2                                                      |
| Michigan Tech. University    | Public 4 yr         | 269,527           | 312,153               | 6,390      | no outstanding issues                                                                                 | no                                                        |
| Northern Michigan University | Public 4 yr         | 785,203           | 851,947               | 7,593      | no outstanding issues                                                                                 | yr 2 ✓ in                                                 |
| Suomi College                | Private 2 yr        | 310,000           | 310,000               | 385        | no outstanding issues                                                                                 | no NO                                                     |
| University of Detroit Mercy  | Private 4 yr        | 810,074           | 943,814               | 7,524      | no outstanding issues                                                                                 | no ✓ in                                                   |
| University of Michigan       | Public 4 yr         | 2,540,133         | 3,724,730             | 36,687     | no outstanding issues                                                                                 | yr 1 ✓ in<br>Ag and to participate<br>Sent in tally sheet |
| Wayne County Comm. College   | Public 2 yr         | 606,237           | 600,000               | 9,914      | On reimbursement since 3/96 Prog. review pending outstanding issue: resolution of attendance records. | no                                                        |
| Wayne State University       | Public 4 yr         | 714,977           | 1,078,765             | 32,149     | no outstanding issues                                                                                 | yr 3                                                      |
| Western Michigan University  | Public 4 yr         | 801,795           | 1,014,522             | 26,537     | no outstanding issues                                                                                 | yr 1 ✓ in<br>enthus.                                      |
| Baker College                | Private 4 yr        | 259,839           | 599,905               | 3,836      | no outstanding issues                                                                                 | yr 2 ✓ in                                                 |

Eastern Michigan

Honor roll

in ✓

|                                      |              |         |         |        |                                                           |      |
|--------------------------------------|--------------|---------|---------|--------|-----------------------------------------------------------|------|
| <b>Calvin College</b>                | Private 4 yr | 421,510 | 457,339 | 3,963  | no outstanding issues                                     | yr 2 |
| <b>Central Michigan University</b>   | Public 4 yr  | 822,647 | 892,570 | 23,575 | no outstanding issues                                     | yr 2 |
| <b>Eastern Michigan University</b>   | Public 4 yr  | 814,508 | 883,737 | 23,557 | no outstanding issues                                     | no   |
| <b>Ferris State University</b>       | Public 4 yr  | 507,441 | 481,255 | 9,767  | no outstanding issues                                     | yr 2 |
| <b>Grand Valley State University</b> | Public 4 yr  | 899,249 | 975,682 | 13,887 | no outstanding issues                                     | yr 2 |
| <b>Kalamazoo College</b>             | Private 4 yr | 284,380 | 308,551 | 1,268  | no outstanding issues                                     | yr 2 |
| <b>Lansing Comm. College</b>         | Public 2 yr  | 330,538 | 364,341 | 16,404 | Reviewed 1995 ED in the process of assessing liabilities. | yr 2 |

83

in

in



FEB 25 10 28 AM '97

## SPEAKER OF THE HOUSE

**Curtis Hertel**

2nd District

February 19, 1997

Mr. Richard Riley  
Secretary of Education  
600 Independence, SW  
Washington D.C. 20202

Michigan House of Representatives  
State Capitol Building  
Lansing, Michigan 48913  
Phone: (517) 373-1983

Dear Secretary Riley:

As Speaker of the Michigan House of Representatives, I am writing on behalf of the House Democratic Caucus in support of the President's education agenda.

In his 1997 State of the Union address, President Clinton articulated a ten point plan designed to support the nation's public schools. Many of the issues contained in the President's agenda are also a priority for the new House Democratic Majority. Our caucus has worked to provide Michigan students with a quality education by supporting a mandatory core curriculum, teacher certification, advanced education tax incentives and adequate funding for our schools. However, one of the major battle grounds currently in our state is over the issue of charter schools.

As Democrats, we have always been supportive of innovative and creative proposals to improve our public schools - including charter schools. Our bottom line is increased student achievement. However, the current definition of charter schools in Michigan is problematic and we have seen evidence of decreased test scores and student failure. With the absence of a mandated core curriculum, and certified teachers, our charter schools have been a disappointment.

The President's charter school proposal combines all of the necessary elements to make them a success while strengthening our public schools. As I am sure you are aware, Michigan House Democrats have opposed the charter school initiative as instituted by Governor John Engler here in Michigan. In his 1997 State of the State address, Governor Engler declared his alliance with the President over this issue. It is our understanding that the charter schools proposed by the President are radically different than the Michigan system.

The President's charter school proposal, in conjunction with a mandated core curriculum and increased teacher certification, will empower American families and teachers to work for a stronger public school system. The Michigan model of charter schools does not call for the necessary tools to ensure a quality education for all students.

The charter school definition in Michigan has enabled the Governor to create a system that competes with public schools for funding and allows private schools an opportunity to collect Michigan tax dollars. Michigan's state law allows for the conversion of private students to public schools while at the same time placing a cap on the amount of funding a district can receive. As a result, many of our public schools are struggling with lower funding on an already limited budget. I urge your Department, as well as the President, to look at the mistakes of the Michigan system as you develop a funding plan for the charter school proposal.

As always, do not hesitate to contact my office if you require assistance in any way.

Sincerely,

A handwritten signature in black ink, reading "Curtis Hertel". The signature is written in a cursive style with a large, stylized "C" at the beginning.

Curtis Hertel  
Speaker of the House

04-Mar-97

**SRR BRIEFING DATA BASE****"HOT" EDUCATION ISSUES**

|                |        |             |                 |
|----------------|--------|-------------|-----------------|
| <b>REGION:</b> | 05     | <b>SRR</b>  | Stephanie Jones |
| <b>STATE:</b>  | MI     | <b>CITY</b> |                 |
| <b>DATE:</b>   | 3/3/97 |             |                 |

**ISSUES*****Will Introduce Bill To Allow State Control Of Poor-Performing Districts***

A bill that would allow the State to step in and appoint a receiver to take control of poor-performing school districts will be introduced in the State Senate. Gov. Engler wants Michigan to be able to take control in districts where the dropout rate exceeds 25 percent or where 20 percent or fewer students are passing the new high school proficiency test. Democrats in the House say the measure has little hope of passing that chamber, and want to see other approaches to improving performance.

04-Mar-97

**SRR BRIEFING DATA BASE****"HOT" EDUCATION ISSUES**

|                |         |             |                 |
|----------------|---------|-------------|-----------------|
| <b>REGION:</b> | 05      | <b>SRR</b>  | Stephanie Jones |
| <b>STATE:</b>  | MI      | <b>CITY</b> |                 |
| <b>DATE:</b>   | 1/23/97 |             |                 |

**ISSUES**

**BUDGET CUTS THREATEN ADULT EDUCATION:** At least 15 percent of participating Michigan school districts will not offer adult education next fall if legislators do not restore additional money, a State Board of Education official said on December 30. Four school districts have already dropped their adult education programs, said Ken Walsh, supervisor of adult education of the State Board. Only 256 of Michigan's 534 school districts now offer adult education. More than 10 percent of the remaining districts have told the State they will end programs by next September. State support for adult education has dropped from \$360 million in 1993 to \$85 million in 1996. Lawmakers also tightened eligibility requirements and limited the number of hours students could take.

04-Mar-97

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**SRR BRIEFING DATA BASE**  
**"HOT" EDUCATION ISSUES**

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|                |         |             |                 |
|----------------|---------|-------------|-----------------|
| <b>REGION:</b> | 05      | <b>SRR</b>  | Stephanie Jones |
| <b>STATE:</b>  | MI      | <b>CITY</b> |                 |
| <b>DATE:</b>   | 1/16/97 |             |                 |

---

**ISSUES**

**JUDGE APPROVES OUT-OF-DISTRICT DROPOUT SCHOOL IN DETROIT:** It is okay for one school system to make money operating a public school in another district, according to a Wayne (MI) circuit judge's initial ruling on December 19. Judge Kathleen MacDonald sided with the Romulus School District, which opened a for-profit school in downtown Detroit last September, enrolling former dropouts. MacDonald's refusal to grant a temporary injunction against the school "strikes at the heart of public education in this state," said Arthur Carter, deputy superintendent for Detroit Public Schools. "Next, there will be no more school boundaries." Detroit lawyers want to close the school, arguing it breaks a new State law and harms the city district. But MacDonald said nothing violates the law passed last summer to let students flow between districts to attend schools of choice.

**TUITION CREDIT IS SUCCESS:** A State tax credit designed to keep colleges from sharply raising their tuitions seems to be working. Thirty Michigan schools qualified for the credit this year, up from two schools in 1995. The program allows students, or whoever is paying college costs, to take a tax credit equal to four percent of tuition, up to a maximum \$250. To be eligible, students had to be registered during 1996 at a college or university which held tuition increases at or under three percent.

**CENTRAL MICHIGAN UNIVERSITY REVOKES 14 SCHOOL CHARTERS:** Central Michigan University (Mount Pleasant) has revoked 14 of the more than 40 charters the school has granted. The 14 revoked charters were awarded in 1995.

04-Mar-97

**SRR BRIEFING DATA BASE****"HOT" EDUCATION ISSUES**

|                |        |             |                 |
|----------------|--------|-------------|-----------------|
| <b>REGION:</b> | 05     | <b>SRR</b>  | Stephanie Jones |
| <b>STATE:</b>  | MI     | <b>CITY</b> |                 |
| <b>DATE:</b>   | 1/9/97 |             |                 |

**ISSUES**

**GOVERNOR SHIFTS EDUCATION LINEUP:** Gov. John Engler has stripped some duties of the board that forges Michigan education policy. On December 19, the Governor said that the executive orders he signed would let the State Board of Education focus on broad school policy rather than on the details of running the Department of Education. Engler's two order would make Schools Supt. Art Ellis responsible for administration for the Michigan Department of Education, starting March 10, and would transfer administrative powers relating to the department from the board to CSSO Ellis, effective July 1. The orders strip away 139 broad responsibilities, ranging from approving the names of community colleges to developing high school proficiency tests.

04-Mar-97

**SRR BRIEFING DATA BASE****"HOT" EDUCATION ISSUES**

|                |          |             |                 |
|----------------|----------|-------------|-----------------|
| <b>REGION:</b> | 05       | <b>SRR</b>  | Stephanie Jones |
| <b>STATE:</b>  | MI       | <b>CITY</b> |                 |
| <b>DATE:</b>   | 12/19/96 |             |                 |

**ISSUES**

**CORNERSTONE TO OPEN 4TH CHRISTIAN SCHOOL IN DETROIT:** A group of "Christ-centered" private schools plans to enroll more than 300 additional Detroiters in classes that mix morality with the three R's. It will be the fourth school for Cornerstone Schools, a chain that began in 1991 and features an 11-month academic year. The schools, which use lay teachers, are not affiliated with any church. The goal, said board chairman Clark Durant, is to provide a relatively inexpensive private education that stresses moral development. And parents must sign a "covenant of responsibility" pledging an active support role in their children's education. Cornerstone's \$1.9 million yearly budget comes from tuition and an annual drive that raises \$1 million in the form of \$2,000 contributions. Donors "adopt" students and meet with them four times each year.

**LANSING TAKES STATE'S BIGGEST HIT IN ENROLLMENT DUE TO CHARTERS, CHOICE:** The Lansing School District lost more students last year than any other district in the State, the Michigan department of Education said. Michigan public school enrollment increased 3.1 percent, but Lansing's student population fell by 726 -- from 20,103 students last year to 19,377 this year. Lansing schools were hurt by the opening of the State's two largest charter schools locally, and by the ability of students to choose another school within the same intermediate school district.

**SCHEDULE OF THE PRESIDENT**

**FOR**

**THURSDAY, MARCH 6, 1997**

**SCHEDULING DIRECTOR:**

**ANNE HAWLEY**

**HOME: 703-553-8940**

**OFFICE: 202-456-2823**

**WHCA PAGER: 4039**

**SCHEDULING DIRECTOR:**

**STEPHANIE STREETT**

**HOME: 202-332-5651**

**OFFICE: 202-456-2823**

**WHCA PAGER: 4033**

**TRIP COORDINATOR:**

**PATRICK STEEL**

**HOME: 202-462-1544**

**OFFICE: 202-456-2920**

**WHCA PAGER: 4076**

**PRESS COORDINATOR:**

**JEREMY GAINES**

**HOME: 202-362-5475**

**OFFICE: 202-456-5771**

**WHCA PAGER: 4194**

**ADVANCE LEAD:**

**SAM MYERS**

**CELL PHONE: 202-757-9512**

**SKY PAGE: 216-8142**

**TRIP CODE: 29**

**SCHEDULE OF THE PRESIDENT  
FOR  
THURSDAY, MARCH 6, 1997**

tba

**MORNING RUN**

8:20 am

**THE PRESIDENT** proceeds to the South Lawn

**Note: This departure is closed to staff and guests.**

8:25 am

**THE PRESIDENT** departs the White House via Marine One en route  
Andrews Air Force Base  
[flight time: 10 minutes]

8:35 am

**THE PRESIDENT** arrives Andrews Air Force Base

8:50 am

**THE PRESIDENT** departs Andrews Air Force Base via Air Force  
One en route Capital City Airport, Lansing, Michigan  
[flight time: 1 hour, 25 minutes]

10:15 am

**THE PRESIDENT** arrives Capital City Airport, Lansing, Michigan  
**OPEN PRESS**  
**CLOSED PUBLIC**

Greeter: Mayor David Hollister, Lansing

10:30 am

**THE PRESIDENT** departs Capital City Airport via motorcade en  
route the State Capitol  
[drive time: 15 minutes]

10:45 am

**THE PRESIDENT** arrives the State Capitol

11:00 am-  
12:00 pm

**ADDRESS TO A JOINT SESSION OF MICHIGAN  
LEGISLATURE  
HOUSE OF REPRESENTATIVES  
State Capitol  
Remarks: Terry Edmonds  
Staff Contact: Marcia Hale  
Event Coordinator: Patrick Steel  
OPEN PRESS**

- Curtis Hertel, Speaker, House of Representatives, makes remarks and introduces Governor John Engler.
- Governor John Engler makes remarks.
- Curtis Hertel introduces **the President**.
- **The President** makes remarks.
- Upon conclusion of remarks, **the President** departs.

12:05 pm-  
12:10 pm

**DRIVER PHOTOS  
HALLWAY  
State Capitol**

12:15 pm-  
1:00 pm

**MEET AND GREET WITH MEMBERS OF MICHIGAN  
LEGISLATURE  
SPEAKER'S CHAMBER  
State Capitol  
Staff Contact: Marcia Hale  
Event Coordinator: Patrick Steel  
WHITE HOUSE PHOTO ONLY**

- **The President** does a photo receiving line with 110 state representatives and 38 state senators.

1:05 pm-  
1:10 pm

**POLICE PHOTOS  
HALLWAY  
State Capitol**

1:15 pm

**THE PRESIDENT** departs the State Capitol via motorcade en route Capital City Airport  
[drive time: 15 minutes]

1:30 pm

**THE PRESIDENT** arrives Capital City Airport

|                       |                                                                                                                                                                  |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1:45 pm               | <b>THE PRESIDENT</b> departs Capital City Airport, East Lansing, Michigan via Air Force One en route Andrews Air Force Base<br>[flight time: 1 hour, 15 minutes] |
| 3:00 pm               | <b>THE PRESIDENT</b> arrives Andrews Air Force Base                                                                                                              |
| 3:15 pm               | <b>THE PRESIDENT</b> departs Andrews Air Force Base via Marine One en route the White House<br>[flight time: 10 minutes]                                         |
| 3:25 pm               | <b>THE PRESIDENT</b> arrives the White House                                                                                                                     |
| 3:30 pm-<br>3:45 pm   | <b>BRIEFING</b><br><b>RED ROOM</b><br>Staff Contact: John Hilley                                                                                                 |
| 3:45 pm-<br>4:45 pm   | <b>MEETING WITH THE WOMEN'S CONGRESSIONAL CAUCUS</b><br><b>STATE DINING ROOM</b><br>Staff Contact: John Hilley<br><b>CLOSED PRESS</b>                            |
| 4:45 pm               | <b>DOWN FOR THE DAY</b>                                                                                                                                          |
| <b>BC AND HRC RON</b> | <b>THE WHITE HOUSE</b>                                                                                                                                           |

DETROIT FREE PRESS

FEB 20 1997

# Engler stands firm on proficiency test

*He'll encourage diploma checks, official says*

BY PEGGY WALSH-SARNECKI *62*  
Free Press Education Writer

Gov. John Engler plans to take a personal interest in giving students a reason to take the state High School Proficiency Test, his spokesman said Wednesday.

The governor will pressure university officials and business leaders to ask for the diploma endorsements the test confers when they admit or hire graduates, John Truscott said.

His statement followed a report that more than half the parents of juniors in Birmingham's high schools and almost one-third of those at Troy High School signed waivers opting their children out of the test.

State officials say the waivers were intended for students with disabilities — not good students fearing failure.

"Obviously, the waiver process is being seriously abused," Truscott said. "It's certainly brought the problem to our attention and we plan to address it."

The 1-hour tests in math, writing, reading and science allow students scoring above a certain level to earn endorsements on their diplomas. But those who score below that level have "novice" stamped on their transcripts. Others who score below "novice" receive a "not yet novice" score, which is not stamped on their transcripts.

Many of the parents fear their

students could be labeled failures — despite good grades and high college admissions test scores — if they did not earn endorsements.

If a waiver is granted and the student does not take the test, nothing is stamped on the diploma or transcript. Only one-third of students earned endorsements in science and writing when the test was first administered last year. Less than half earned endorsements in math and reading.

The governor can influence the universities through the state's \$1.5-billion higher education budget. But university officials contacted Wednesday said they need more information before they will be convinced the year-old test is a valuable tool for them.

"What does it tell us about the student's background and potential performance? Moreover, what does it tell us that we don't already have?" asked William Turner, director of admissions at Michigan State University.

State Rep. Sharon Gire, chairwoman of the House Education Committee, said her committee will study testing issues after Easter. Members want more information, she said.

"We have many questions about it, on both sides of the aisle," Gire said.

*Education writer Tracy Van Moorlehem contributed to this report.*

# Lawmaker opposes new student test

BY PEGGY WALSH-SARNECKI  
Free Press Education Writer

A 13

An Ypsilanti lawmaker wants the high school proficiency test put on hold until the state can convince the public and educators the exam is worth the paper it's written on.

Rep. Kirk Profit, a Democrat, wants to delay the testing for at least a year and throw out the diploma endorsements earned by students graduating in 1997, the first class to take the test.

Profit said a delay would give schools time to make sure students are taught the material covered before they are tested.

"What I want to delay is branding students as novice when the test is not aligned with the subject matter that's been presented," Profit said.

Students earn scores of "proficient," "novice" or "not yet novice" based on 11 hours of testing in math, reading, writing and science. Only the proficient score earns a diploma endorsement.

Bob Harris, a spokesman for the state Department of Education, said the year-old test may need fine-tuning, but educators believe it can validly measure achievement.

Diane Smolen, head of testing and assessment for the department, said, "The tests are reliable, they reflect content validity and I stand behind the development of these tests." She spoke Wednesday in Ann Arbor, where she was among those holding workshops on testing for more than 300 Michigan educators at a two-day conference.

The proficiency test is the state's response to complaints that high schools were graduating students who couldn't write or do basic math. The test recognizes students who master advanced skills in math, reading, writing and science.

About 187,000 high school juniors and seniors have taken the test since it was introduced last winter.

Only one-third of the students who took the first test earned endorsements in science and writing; less than half earned endorsements in math and reading.

This year's juniors finished taking the test Feb. 14 and their scores will be available before June. Next year, about 112,500 juniors are to take the test.

Parents have questioned the test's value because colleges and businesses are not checking the endorsements. Some also said they fear their children risk a blot on their records if they don't attain the proficiency score.

State Board of Education member Dorothy Beardmore, speaking Wednesday at the testing conference in Ann Arbor, called on the public to support the test.

The value of endorsements de-

pends on public reaction," the Rochester Republican said. "The public says it wants skilled and knowledgeable people from its education systems. Will the public now actively support high standards and insist they be met?"

Deborah Parrish, a curriculum consultant for Fraser Public Schools, said the test has value, but isn't understood — by teachers or parents.

"It's a high-quality test, but I'm not sure the curriculum is in place to support it," Parrish said. "It's making teachers change the way they teach."

Whether Profit's proposed delay becomes law may depend on how much pressure the public can put on lawmakers, especially Republicans who control the Senate.

Spokesman John Truscott said Gov. John Engler is willing to consider changes in the test, but isn't interested in shelving it. "We just got off the ground," Truscott said.

*Staff writer Maryanne George contributed to this report.*

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Is your school falling apart? Senators want to know

WASHINGTON (AP) - Schools plagued by broken toilets, dirty water fountains and leaky roofs are being asked to send proof to Senate Democrats wanting to provide them with \$5 billion for repairs.

Videotapes, photographs or other evidence of crumbling schools were requested by more than 40 lawmakers Wednesday in letters mailed to thousands of elementary and secondary school principals.

"Children cannot learn in a classroom when they get rained on," wrote Sen. John Breaux, D-La.

The senators want the evidence to boost support in Congress for President Clinton's proposed \$5 billion in incentives for school repairs.

The aid - part of Clinton's 1998 proposed budget - would come as interest subsidies and make it cheaper for districts to borrow money to repair decaying structures.

"If your school is, in fact, crumbling, we invite you to show us," the senators wrote. "Such materials can provide powerful testimony to help demonstrate the need to respond to this growing crisis."

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## **Engler to President: Welcome to the Education State Michigan to Be First State to Assess Students on International Basis Governor Praises Michigan Math Teachers and Students for High Scores**

Governor John Engler today flew back to Michigan on Air Force One with President Clinton. In the Capitol, the two leaders addressed a joint session of the Michigan House and Senate. It was only the second time in Michigan history that a sitting president has addressed the Michigan Legislature.

"Mr. President," said Engler, "welcome to the Education State. Michigan has a passion for excellence in education."

### **Bipartisan Cooperation in Education**

"Your visit is a significant event, because we are focused on a significant challenge -- improving the education of *all* our children. No challenge confronting our state and nation is more urgent.

"Where our children are concerned, our search is not for a strictly Republican solution or a strictly Democratic solution, but an American solution -- a solution that unites rich and poor, parents and teachers, principals and employers," Engler said.

The Governor stressed that in recent talks with President Clinton and U.S. Education Secretary Richard Riley there was much common ground between the Engler administration and the White House regarding education.

"On a host of critically important issues -- ranging from more choice for our families, to greater discipline in the classroom, to the need to benchmark student achievement to the best in the world -- the President and I are singing from the same song-sheet," Engler said.

(more)

[In Michigan, we have a passion for excellence in education. We know, Mr. President, that you recognize our achievements, which is one of the reasons you are here. But we also know that this is no time to rest on our laurels. Our state and nation still lag in key international comparisons, and that just won't do. As Secretary Riley put it:

"The United States has no business being below average or thinking that being average is acceptable when it comes to giving all of our children a world-class education. Our economy -- the most productive in the world -- is creating new jobs every day, and many of these high-tech jobs demand a higher level of math skills."]

One final point. President Clinton, you have been exhorting governors and state legislators to make the most of the welfare reform law that transfers authority out of Washington to the states. Michigan is. We thank you, Mr. President, for the opportunities you have given families by signing that landmark legislation. Michigan's welfare reforms are working. Each month brings reports of more and more families declaring their independence. Significantly, welfare caseloads have decreased 34 consecutive months, and the number of recipients is at its lowest since September of 1971. These are great numbers, but the larger point is: When our schools do an even better job, there will be even fewer families needing welfare.

My friends, when President Roosevelt came to town in 1907, it was in many ways a different world. The President arrived by train. He came up Michigan Avenue in a procession of eight carriages. And spectators were using a new-fangled device -- the Kodak camera.

But some things haven't changed over these past 90 years -- like parents loving their children and hoping for a better future. Then, as now, public education played a central role in preparing children for that future. President Roosevelt summed it up this way:

"It is out of the question for our people as a whole permanently to rise by treading down any of their own number. The free public school, the chance for each boy or girl to get a good elementary education, lies at the foundation of our whole political situation."

Mr. President, thank you for coming to Michigan -- the Education State.

# # #

### Michigan First to Measure Students on International Basis

Engler emphasized the need to test students' mastery of basic academic skills.

"I strongly support the President's proposal to make national and international reading and math tests available to the states.

"This morning I am pleased to announce that Michigan accepts your challenge. We will be the first state in the nation to measure student achievement against the rest of the world. I pledge to work with you to make your proposal a reality here in Michigan, beginning with the 1998 school year," the Governor said.

### Engler Praises Michigan Math Teachers, Students

Engler also stressed the improvements Michigan students have made.

"Just last week, Education Secretary Riley announced that, over the past six years, Michigan 8th-grade math scores have shown the *second greatest improvement in the nation*.

"This is a tremendous achievement -- not only for our students, but also for the teachers who prepared them. So to Michigan's math teachers, I say thank you for a job well done!" Engler said.

### Welfare and Education

The Governor also stressed the relationship between welfare and education. He pointed out that states like Michigan are making state-based reforms work.

"We thank you, Mr. President, for the opportunities you have given families by signing that landmark legislation.

"Michigan's welfare reforms are working. Welfare caseloads have decreased 34 consecutive months, and the number of recipients is at its lowest since September of 1971.

"These are great numbers, but the larger point is this: When our schools do an even better job, there will be even fewer families needing welfare," Engler said.

# # #

Governor John Engler  
Education Address on the Occasion of President Clinton's Visit  
Lansing, State Capitol  
Thursday, March 6, 1997

"A Passion for Excellence in Education"

Thank you, Mr. Speaker. Mr. President, welcome to Michigan!

Mr. President, Governor Binsfeld, Mr. Chief Justice, members of the House and Senate, members of Congress, Governor Milliken, Governor Blanchard, ladies and gentlemen:

This day is historic. The only other time a sitting president addressed a joint session of the Michigan Legislature was 90 years ago, when Theodore Roosevelt came to town. Attorney General Frank Kelley tells me it was quite an occasion!

Governor Fred Warner, then serving his second of three terms, introduced President Roosevelt, who began by commenting on how deeply touched he was by the warm Michigan welcome. Mr. President, I hope you are equally touched by the warmth of your welcome.

Your visit is a significant event, because we are focused on a significant challenge -- improving the education of *all* our children. No challenge confronting our state and nation is more urgent. Where our children are concerned, our search is not for a strictly Republican solution or a strictly Democratic solution, but an American solution -- a solution that unites rich and poor, parents and teachers, principals and employers. Mr. President, you said as much when you rightly insisted that "politics must stop at the schoolhouse door."

In that spirit, you and I have had extremely productive talks about education reform, and it turns out we share much common ground. In your recent State of the Union message, you said: "Every state should give parents the power to choose the right public school for their children. Their right to choose will foster competition and innovation that can make public schools better."

Mr. President, we agree. Here in Michigan, our state law allows parents to send their children to schools regardless of where they live. And our charter public schools have become another means of fostering innovation and choice. In just three years, 77 of these public schools have opened their doors, the third largest number in the nation, and they enroll some 12,000 Michigan children. Our Great

Lakes State will do its part to help meet your goal of establishing 3,000 of these new schools by the turn of the century.

Mr. President, we also agree with your call to restore discipline and order in the classroom. Our state has the nation's toughest law when it comes to protecting students from classmates who bring weapons to school, and this session we will pass a law that protects every teacher from violence in the classroom.

Another area of common concern, Mr. President, is the need to test our students' mastery of basic academic skills. As I've indicated to you, I strongly support your proposal to make national and international reading and math tests available to the states. Your initiative builds on work begun at last year's National Education Summit, and challenges every state to benchmark itself against the best in the world. This morning I am pleased to announce that Michigan accepts your challenge. We will be the first state in the nation to measure student achievement against the rest of the world. I pledge to work with you to make your proposal a reality here in Michigan, beginning with the 1998 school year.

The timing of your proposal could not have been better. Just last week, Education Secretary Richard Riley announced that, over the past six years, Michigan 8th-grade math scores have shown the *second greatest improvement in the nation*. In singling Michigan out, Secretary Riley praised our 12-point jump in scores as a tremendous achievement. It is a tremendous achievement indeed -- not only for our students, but also for the teachers who prepared them. So to Michigan's math teachers, I say thank you for a job well done!

[Last week Secretary Riley also said, "If you look at the states that are on the way up -- states like . . . Michigan -- these are the states that have gotten excited about education, that have done the hard work of raising standards. Action leads to results."

Mr. President, in Michigan we are excited. We have taken action. And our actions, our reforms, have led to results. We've been a national leader in developing assessment tests, and getting the results out to the public. We annually publish test results, school-building by school-building. Any citizen can access our public education report on the Internet. Now with your initiative, our citizens can know how Michigan children are doing, not just compared to other states, but compared to the world.]

Now Mr. President, another bit of good news, especially for you: One of the Michigan districts showing terrific improvement over the past few years is the *Clintondale* district!