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May 1st

**THE TRIP OF
THE PRESIDENT
TO
ANNAPOLIS, MARYLAND**

February 10, 1997

Staff Copy

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Monday, February 10, 1997

ANNAPOLIS, MARYLAND

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Distributed
Separately

THE WHITE HOUSE

WASHINGTON

97 FEB 8 9:51:45

February 7, 1997

MEET WITH MEMBERS OF THE MARYLAND EDUCATION COMMUNITY

DATE: February 10, 1997
TIME: 10:40 am - 10:55 am
LOCATION: Maryland State House
CONTACT: Michael Cohen

I. PURPOSE:

To meet the heads of the key education groups in Maryland.

II. BACKGROUND:

Prior to your speech, you will briefly meet approximately 20 leaders in the Maryland education community. This group is inclined to be very active in supporting your call for new national standards given the progress Maryland has made in this area. This is an opportunity to encourage these educational groups to endorse your initiative.

III. PARTICIPANTS:

The President

Dr. Nancy S. Grasmick, State Superintendent of Schools

Christopher Cross, President, State Board of Education

*(*Formerly an Assistant Secretary of Education in the Bush Administration, who worked on standards initiatives. He is supportive of your standards proposal.)*

Robert Kirkley, President, Maryland Association of Boards of Education

Dr. Paul Scott, President, Maryland Association of Elementary School Principals

Sherri-Le Bream, President, Maryland Association of Secondary School Principals

Deborah Montgomery, President, Maryland Middle School Association

Kenneth Lawson, Associate Superintendent, Anne Arundel County Public Schools

Student: Jeremy Hsieh (prnnc.: sha), 8th grade student, Severna Park Middle School

Teacher: Mary Beth White, 8th grade Math teacher, Severna Park Middle School

Carmella Veit, President, MD Congress of Parents and Teachers

Bill Middleton, Vice President, Public School Superintendent's Association of MD

Karl Pence, President, Maryland State Teachers Association

Marcia Brown, President, Baltimore Teachers Union

David Williams, Nat'l Foreign Language Teacher of the Year, Dumbarton Middle School

Ms. Alex Pruner, President, Maryland Association of Student Councils

Ron Pfeiffer, Assistant Maryland State Superintendent for School and Community Outreach

Edward F. Mitchell, Immediate Past President, Maryland Chamber of Commerce

Susan Traiman, Director of the Education Initiative, National Business Roundtable

*(*Formerly the Assoc. Director and then Director of Education at the NGA).*

Buzz Bartlett, Director of Corporate Affairs Lockheed Martin

IV. SEQUENCE OF EVENTS:

- The President shakes hands and briefly meets each individual.

V. PRESS PLAN:

Closed Press. White House Photo.

VI. REMARKS

None required.

THE WHITE HOUSE
WASHINGTON

197 FEB 7 PM 3:20

February 7, 1997

ADDRESS TO THE MARYLAND STATE LEGISLATURE

DATE: Monday, February 10, 1997
LOCATION: Maryland State House
TIME: 11:00 am - 12:00 pm
FROM: Marcia L. Hale *MLH*
John P. Hart

I. PURPOSE

To address the members of the Maryland State Legislature concerning education and welfare.

II. BACKGROUND

This session will provide you with an opportunity to continue highlighting your initiatives for education and welfare reform. *Detailed memos regarding your proposals on education and welfare reform are included in this briefing notebook.*

Maryland's legislature is currently divided 32D/15R in the Senate and 100D/41R in the General Assembly. Both chambers are up for re-election in 1998. Both chambers are dominated by Democrats, but the Maryland state legislature is less partisan than most state legislatures. There are several "moderate" Republicans who vote with the Democrats. Assembly Democrats are a very diverse group with a heavy mix of Western Maryland and Eastern Shore conservatives and Suburban Washington and Baltimore liberals. There have been reports of Speaker Casper "Cas" Taylor (D) running in the primary for governor against Governor Glendening, but no decision has been made.

The Maryland House Chamber is the oldest state capitol still in continuous legislative usage in the nation. The present dome was designed by the prominent colonial architect Joseph Clark and at its completion in 1794, it was established as the oldest and largest wooden dome of its kind in the United States. The State House was the first peacetime capitol of the United States and is the only state house ever to have served as the nation's capitol.

BRIEFING MEMO FOR THE PRESIDENT
PAGE TWO

The Continental Congress met in the Old Senate Chamber from November 26, 1783, to August 13, 1784. During that time, General George Washington came before the Congress to resign his commission as Commander-in-Chief of the Continental Army. Additionally, the Treaty of Paris was ratified in the Chamber, marking the official end of the Revolutionary War. The Maryland State House was designated a National Historic Landmark by the Department of the Interior in July, 1968.

III. PARTICIPANTS

Governor Parris Glendening (D)
U.S. Senator Barbara Mikulski (D)
U.S. Senator Paul Sarbanes (D)
U.S. Representative Wayne Gilchrest (R-Annapolis)
U.S. Representative Ben Cardin (D)
U.S. Representative Elijah Cummings (D)
U.S. Representative Al Wynn (D)
Speaker of the House Casper "Cas" Taylor (D)
Senate President Thomas "Mike" Miller (D)
Approximately 188 members of the Maryland State Legislature

IV. PRESS PLAN

Open press

V. SEQUENCE OF EVENTS

- House Speaker Casper "Cas" Taylor (D) and Senate President Thomas "Mike" Miller (D) are announced into the Chamber
- There is an off-stage announcement of you and Governor Parris Glendening (D-MD)
- You enter the Chamber with Governor Glendening
- Senate President Thomas "Mike" Miller (D) proceeds to the podium and speaks [1 - 2 minutes]
- Governor Glendening speaks [3 - 4 minutes]
- You are introduced by House Speaker Casper "Cas" Taylor (D) [1 - 2 minutes]
- You deliver remarks

VI. REMARKS

To be provided by Speechwriting

BIOGRAPHIES OF PRIMARY PARTICIPANTS

In speaking order

Hon. Thomas "Mike" Miller, President of the Senate (D)

Senator Thomas V. "Mike" Miller, Jr. is a native of Clinton, Maryland. He is a graduate of Surrattsville High School, the University of Maryland (B.S. 1964) and the University of Maryland School of Law (LL.B., J.D. 1967). Admitted to the Maryland Bar in 1967, Senator Miller is a member of local, state and national bar associations.

In 1970, Senator Miller was elected to represent Prince George's County in the Maryland House of Delegates, and in 1974, he was elected to the Maryland State Senate. He has been re-elected to the State Senate in 1978, 1982, 1986, 1990, and 1994.

Senator Miller was elected President of the Maryland Senate at the beginning of the 1987 Session of the General Assembly. Since the Revolutionary War, only one Senate President has been President longer than Senator Miller. From 1983 to 1986, he served as Chairman of the Senate Judicial Proceedings Committee.

Senator Miller is the oldest of ten children and has practiced law in Clinton, Maryland, for the past twenty-seven years. He and his wife, Patti, have five children.

Governor Parris Glendening (D)

The Honorable Parris N. Glendening is Maryland's 59th Governor. Governor Glendening's primary legislative priorities include improving public education, creating jobs, making Maryland's communities safer, and protecting Maryland's environment. During the 1996 Legislative Session, the Governor implemented many new programs, including a targeted tax reduction totaling \$15 million and allocation of more than \$140 million for elementary and secondary school construction. Although the Governor increased investment in education, economic development, and public safety, his 1997 operating budget of \$14.6 billion was lower than the previous budget.

Governor Glendening graduated from Florida State University, where he received a bachelor's degree (1964), a master's degree (1965), and in 1967 became the youngest student in FSU history to receive a Ph.D. in political science. He went on to teach at the University of Maryland at College Park for 27 years, until his election as Governor. During that time, the Governor was a City Hall Councilman in Hyattsville (1973), a Councilman for Prince George's County (1974), and served three terms as County Executive for Prince George's County (1982-1994). His leadership, innovation and effectiveness were recognized by *City and State* magazine, which in 1990 named him the "Most Valuable County Official" in the nation.

The Governor is currently the Chairman of the Southern Regional Education Board, serves on the Executive Committee of the National Governor's Association, and is a member of the Democratic Governor's Association and the Southern Governor's Association. The Governor and his wife Frances Anne live in University Park with their son, Raymond, a senior at DeMatha High School.

Speaker of the House Casper "Cas" R. Taylor, Jr. (D)

The Honorable Casper R. Taylor has served as Speaker of the House since 1994. He was first elected to the Maryland House of Delegates in 1974. He was Chairman of the Economic Matters Committee from 1987 to 1994. His legislative achievements include the passage of Maryland's Health Care Reform Act of 1993. During his 20-year career in public service, Speaker Taylor has held numerous leadership roles, including Co-Chairman of the Joint Committee on Economic Strategies and Vice-Chairman of Economic matters from 1978-1986. He also served as the Chairman of the Western Maryland Delegation for five years beginning in 1982.

Speaker Taylor was born in Cumberland, Maryland on December 19, 1934. He attended Allegany County parochial schools and later graduated from the University of Notre Dame in 1956. His civic affiliations include the Elks, Eagles, Knights of Columbus, Chamber of Commerce, N.R.A., Dapper Dan Club, and the Maryland Wildlife Federation. He is also past President of the Academy of Political Science at Notre Dame.

MARYLAND EDUCATION EFFORTS

Standards: As a result of state education reform initiatives over the last five years, Maryland has become known for having high standards. Education Week's report card gave Maryland in Standards and Assessments a 100% rating. Part of the state's education reform efforts included developing a test called the Maryland School Performance Assessment Program (MSPAP), which measures how well students are meeting these standards by testing their reading, writing, language, math, science, and social studies skills. The Administration's proposal for national voluntary tests in reading and math is very compatible with the MSPAP.

Charter Schools: There are no serious charter schools bills pending in the legislature, although there are advocates for charter schools legislation in the legislature and on the State Board of Education. Chris Cross, the President of the Maryland State Board of Education and several other Board members have been attempting to promote charter schools legislation for the past year. However, this proposal ran into opposition from the Public School Superintendent's Association of Maryland and the Maryland Association of Boards of Education. A Task Force appointed by the State Board of Education concluded that local school boards already had sufficient authority to establish charter schools -- and several have been established in Baltimore City. Consequently, there are no current proposals in the legislature to authorize charter schools, though most advocates of charter schools believe legislation is needed in order to see any widespread development of new charter schools.

Hope Scholarship: Governor Glendening introduced legislation to create the Maryland Hope Scholarship which will provide tuition, mandatory fees, and a book allowance to students who graduate from a Maryland high school with a "B" average and whose family income is below \$60,000.

NOTE:

Baltimore City funding controversy: The state legislature will soon have to decide whether to approve a proposed settlement of a suit brought by Baltimore against the State, alleging unlawful disparities in school financing. Under the terms of the settlement, Baltimore will receive an additional \$40 million per year from the state in each of the next five years. In exchange, Baltimore will accept a new school board, which will be jointly appointed by the Mayor of Baltimore and the Governor of Maryland from a pool of candidates recommended by the State Board of Education. Legislators from Montgomery and Prince George's Counties have objected to the proposed settlement, arguing that it gives too much money to Baltimore. It is currently impossible to predict whether the state legislature will approve the settlement.

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Md. Educators Weigh Rate Of Failure for Planned Exams

Students May Have to Pass 10 Tests to Graduate

By Dan Beyers and Lisa Frazier
Washington Post Staff Writers
Sunday, February 2 1997; Page B01
The Washington Post

It was just a tiny note to explain a budget estimate, but few comments in the 363-page report delivered to the Maryland State Board of Education last week seemed to sum up so succinctly the stakes involved in the state's decision to develop a set of final exams required for high school graduation.

"Assumes 50 percent repeat rate during the first five operational years and 20 percent thereafter," the note said in justifying costs that could reach \$23 million a year.

The prospect that half of all Maryland high school students might fail one of the 10 new final exams the state wants to develop is driving much of the debate over how to launch the testing program. State education officials are scheduled next month to decide what shape the testing will take, and parents, school officials and even the state's consultants already have appealed to board members to consider starting with a simpler, less rigorous set of tests or delaying the whole thing.

"The worst-case scenario is to set the bar extremely high, then in the face of protests or legal challenges have to retreat," said Wayne J. Camara, a research scientist with the New York-based College Board, a nonprofit group that oversees national standardized testing. He was hired by the state to analyze the testing proposal. "You risk losing some of the political support you had for the tests."

Maryland's struggle to design the new tests reflects the difficulties faced by many states throughout the country as they start similar campaigns to raise academic standards.

Maryland is basing much of its reform effort on requiring students to pass 10 exams at the end of courses in English, math, science and history. The mandate would take effect with the graduating Class of 2004, which is now in the fifth grade.

Only New York, which last year announced plans to raise testing standards by requiring all students to pass the state's more rigorous honors exams established by the state Board of Regents by 1999, is

attempting a testing program comparable to Maryland's. Virginia, by contrast, is planning to require only 11th-graders to take one graduation exam that will include questions from all the basic subject areas.

"This is really uncharted territory," said Daniel Koretz, senior social scientist for the Rand Institute on Education and Training in the District. "Even if Maryland is phenomenally successful in its education reform, you're still going to have a lot of kids who fall below the threshold due to the wide variability of student performance in any school or system."

Determining where to set passing rates for the new tests "is obviously of prime importance," said Christopher Cross, president of the State Board of Education and executive director of the District-based Council for Basic Education. "But so is having a diploma that demonstrates you have mastered the core learning goals we've established."

Cross said he does not expect the exams to stop large numbers of students from getting a diploma because they will be given multiple chances to pass each test. But the need to balance the desire for high standards against concern about failure rates may lead the board to offer different types of diplomas, he said. One might reflect basic competency based on test scores, while a so-called "meritorious" diploma might reflect a higher level of proficiency.

The state board's consultants suggested other options. The board could phase in the number of tests so that students are required to pass only, say, three at first, giving school districts time to adjust to the change. Or the state could set passing scores lower in the initial years and ratchet up their standards over time. The state could even play with the way graduation is determined: Instead of requiring students to pass all the tests, the state could allow students to combine their scores to meet some threshold. That would allow students who do poorly on one exam to recover with a high score on another.

Cross noted, however, that the concerns are similar to the ones expressed in the early 1980s when Maryland instituted functional exams measuring basic competency in reading, math, writing and citizenship for ninth-, 10th- and 11th-graders. No one complains about the functional exams anymore because passing rates exceed 80 percent, he said. Similar performance gains are possible with the new exams, he said, adding that he hopes any student receiving a diploma can step right into college.

But many parents and school officials question the assumption that high school needs to prepare every student for college. And many are skeptical that the state will provide school districts with all the resources they need to deal with the potentially large numbers of students who would fail the exams and need remedial help.

"We think it can have a detrimental effect," said Leroy Tompkins, chief administrator for instruction in Prince George's County. "It almost certainly will increase the dropout rate."

Prince George's County Board of Education member Alvin Thornton (District 7) put it this way: "If we are willing to hold our children accountable, we can hold our children accountable. As long as the gap exists between the wealth of the state of Maryland and the amount it spends on its children, how can we justify holding children accountable?"

There are other concerns about the new tests beyond their effect on graduation rates. Montgomery County school officials said they worry that the state's tests could force them to revamp their curriculum -- stripping them of the control they have over what is taught in county schools. Montgomery, for instance, traditionally has required students to take two semesters of algebra with a final exam at the end of each semester. The single algebra exam mandated by the state could effectively force the county to discard its two-exam regimen, which county officials said covers more material than the state is contemplating.

"We had hoped to fold their test into ours and work as partners," said Joy Odom, coordinator for student exams in Montgomery.

"We're headed for a state-mandated curriculum," said Joseph I. Headman Jr., principal at Winston Churchill High School in Potomac and co-chairman of a team of Montgomery educators studying the state exam program. "I'm very concerned we are moving ahead too fast."

Camara, of the College Board, said there are practical reasons for not developing different tests for different school systems. Such variety could open the state to challenge by a parent who argues that one test is easier than another.

Karl Pence, president of the Maryland State Teachers Association, said he remains concerned about what kind of questions the test will ask. The state currently uses performance-based tests for grades 3, 5 and 8 that require students to work in groups and that feature open-ended questions for assessing whether students know how to put what they learn to practical use. The tests are intended to reform elementary school and middle school instruction.

But state test officials are leaning toward multiple-choice exams for the high school tests because they can be scored faster and are less subjective to administer.

"I'm afraid we might have a malfunction junction if we're not careful," Pence said.

@CAPTION: CHRISTOPHER CROSS

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MASTERING THE BASICS: NATIONAL TESTS IN 4TH GRADE READING AND 8TH GRADE MATH

Overview

February 10, 1997

Tonight, I issue a challenge to the nation: 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. President Clinton, State of the Union Address, Feb. 4, 1997

A CHALLENGE TO EVERY STATE: MAKE SURE EVERY STUDENT MASTERS THE BASICS IN READING AND MATH. Every parent has the right to know how well his or her child is doing compared with students in other schools, states, and countries. The U.S. Department of Education will give every state, school district and parent the opportunity to use voluntary national 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 in every classroom, and provide parents with accurate information about their children's academic performance. These rigorous tests will provide scores for individual students, measured against widely accepted national standards, that show whether students have mastered critical basic skills. **This will be the first time rigorous tests of reading skills at grade 4 and math knowledge and skills at grade 8, tied to national standards, are available to measure individual student and school performance throughout the nation.**

WIDELY RECOGNIZED TESTS BASED ON WIDELY RECOGNIZED NATIONAL AND INTERNATIONAL STANDARDS. These new tests will be based on two existing, widely accepted tests: the National Assessment of Educational Progress (NAEP) 4th grade reading test, and the Third International Math and Science Study (TIMSS) 8th grade math test. Currently, these tests are used to assess the overall performance of the nation as a whole or of interested states. In their current form, they cannot be used to measure the academic performance of individual students.

The NAEP reading test is based on widely accepted national content standards -- developed by local teachers, reading specialists, curriculum specialists, parents, and researchers -- reflecting a national consensus on what students should know and be able to do when they reach the 4th grade.

The TIMSS test is also based on widely accepted content standards -- in this case developed by representatives of the 41 participating countries -- reflecting an international consensus on what students should know and be able to do in mathematics by the eighth grade. In addition, these international standards are highly consistent with the national math standards developed by the National Council of Teachers of Mathematics (NCTM), which are used extensively by virtually every state.

A NEW GENERATION OF TESTS MEASURING INDIVIDUAL STUDENTS AS WELL AS STATES. The current NAEP and TIMSS tests are designed to assess how the entire nation, or individual states, perform in these subject areas. They do not show how individual students perform. The tests are administered to a sample of students in participating states or districts, rather than to all students. Each student in the sample takes only a portion of the total test questions. As a result, no student receives a score for these tests.

President Clinton's plan is to develop a new generation of the NAEP 4th grade reading test and the TIMSS 8th grade math test, that can be given to all students in the appropriate grades, and which will provide meaningful scores comparing individual student performance to these widely accepted national standards. These new tests will be ready for use in schools by the Spring of 1999.

4TH GRADE READING AND 8TH GRADE MATH ARE KEY. Reading and math skills provide foundation for future learning. Research shows that students who fail to read English well by the end of grade 3 have a greater likelihood of dropping out, and risk a diminished chance of success in school and in life. Students who master the basics of math, including the essentials of algebra by the end of grade 8 have the foundation to take tough math and science courses in high school to prepare for college and high-skill jobs.

THESE TESTS WILL BE RIGOROUS AND CHALLENGING. Though the focus is on basic skills, these tests are challenging, not low level. While many U.S. fourth graders perform well on the NAEP reading assessment, 40% of our students do not reach the "basic" achievement level. In TIMSS, the U.S. average score for 8th grade math is below the international average, and only 5% of U.S. eighth grade students score in the top 10% internationally.

THESE TESTS WILL ASSIST TEACHERS, PARENTS, STUDENTS, AND LOCAL AND STATE LEADERS. While most states assess their students in reading and math, they generally set their proficiency levels lower than the challenging levels in the NAEP. These voluntary national tests will give parents and communities reliable benchmarks for student performance which will show how well their students are progressing toward meeting challenging national standards of excellence. These new standard measures of excellence can help parents hold schools accountable for improved performance, can help teachers and principals improve curriculum and instruction, and can give students a guide for charting their own progress. They can identify students and schools that need extra help.

DEVELOPMENT AND ADMINISTRATION OF THESE TESTS. The new tests will be based on NAEP and TIMSS, and will measure the performance of individual students and schools. The U.S. Department of Education will contract with independent test developers to produce the new tests, which will be available for the first time in the Spring of 1999. The test will be updated each year. Guidance for the test development will come from the most successful math and reading teachers from across the country, parents, governors, and local and state education, civic and business leaders. Interested test publishers, states, and local school districts will be licensed to administer the tests each year.

States and school districts can administer the test as part of their local testing program. After each test's administration, the entire test (along with answers, scoring guides) will be released to the education community. At that time, the test along with supporting materials will be available on the Internet so that students, parents and teachers can know what is expected to reach standards of excellence in reading and math. A new test each year will keep the content of the test current. These tests will help show who needs extra help, what changes schools need to make in teaching and the curriculum, and which schools need to be improved.

TESTING TO IMPROVE TEACHING AND LEARNING. President Clinton challenges the nation not only to take these new rigorous tests of reading and math but also to do the hard work of preparing schools, teachers, and students to reach these high standards. We will work with schools, school districts and states as they move forward to meet this challenge. The President's America Reads initiative will help mobilize an army of 1 million volunteer tutors to help children reach the basic level of performance on the NAEP reading test. His education budget -- with investments in teacher preparation, teaching the basics and advanced skills, technological literacy, choice and charter schools, and grass roots education reform -- will help improve teaching and learning in schools throughout the nation.

MARYLAND WELFARE REFORM EFFORTS

The total number of AFDC recipients in Maryland decreased by 16 percent between January 1993 and October 1996. Child support collections increased by 47 percent during the same period of time. These statistics show reasonably good -- but by no means extraordinary -- success in caseload reduction and child support enforcement.

HHS certified Maryland's TANF plan as complete in January. The plan, called the "Family Investment Program," incorporates and builds on two waivers that this Administration granted to the State. Under the plan, all parents, except those with children under one year or disabled children under 16 years, are required to participate in work or work activities. Noncompliance with this work requirement will cause the entire family's benefit to be terminated.

Perhaps most notably, the plan devolves responsibility to counties to develop programs and benefit packages that will meet particular area needs. Urban areas, for example, might focus on subsidizing employment, whereas rural areas might focus on providing transportation to employment sites. The State will hold counties accountable for moving people from welfare to work by passing on the appropriate share of any penalties levied on the State for failure to meet the welfare law's work participation requirements.

Maryland is currently considering legislation, which is expected to pass, requiring welfare applicants to submit to an interview about drug use and withholding benefits from any substance abuser who declines treatment. (An earlier version of the bill required all welfare applicants to submit to a urine test, but this proposal has been dropped.) Assuming the legislation passes, Maryland would become the first State in the nation to require a substance abuse examination as a condition of receiving benefits. The legislation also would ensure that eligible legal immigrants -- even those who enter the country after enactment of the welfare law -- continue to receive temporary cash assistance and other benefits.

Maryland has made particularly noteworthy efforts to improve child support collection and decrease the incidence of teen pregnancy. Just one week ago, Maryland began suspending the driver's license of any parent who is behind in his child support payments by more than 60 days; already Maryland has suspended over 4,000 licenses. Maryland's focus on teen parents includes linking benefits to school attendance and operating an innovative teen parent demonstration project in Baltimore.

Finally, Maryland has an excellent health program called "Thriving by Three," which extends coverage to all uninsured pregnant women and children under the age of four living in families with income up to 250 percent of the federal poverty level.

97 FEB 9 PM 1:56

PRESIDENT WILLIAM J. CLINTON
MARYLAND STATEHOUSE, ANNAPOLIS, MD
Monday, February 10, 1997

Acknowledgments: Gov. Parris Glendening; Lieutenant Gov. Kathleen Kennedy Townsend; Speaker Cas Taylor; President of the Senate Mike Miller; Sen. Barbara Mikulski; Sen. Paul Sarbanes; Rep. Wayne Gilchrest (represents Annapolis); Rep. Ben Cardin (served as Speaker of this body); Rep. Al Wynn and Rep. Elijah Cummings (both served in this body); President of Maryland State Board of Education Christopher Cross; State Superintendent of Education Nancy Grasmick.

I'm pleased to be here today, in the building that served as our nation's first peacetime capitol, to talk about one of the greatest challenges in our peacetime history: preparing America for the 21st Century, and ensuring that all Americans have the tools to make the most of their lives.

It is appropriate that we gather here today, at an important turning point in our history. It was in this statehouse that George Washington resigned his commission as General of the Continental Army -- in fact, it was right down the hall in the Lieutenant Governor's office that Thomas Jefferson wrote General Washington's words of resignation. It was here that the Treaty of Paris was prepared and ratified -- ending the Revolutionary War, and beginning the greatest experiment in democracy and opportunity the world has ever known.

As a country, once again, we face a moment of peace, prosperity, and extraordinary opportunity -- having won the Cold War, reversed the tide of crime and welfare and budget deficits, and built the strongest national economy in a generation. Thanks to Governor Glendening's leadership, there is much to celebrate in Maryland as well: unemployment is at a six-year low. Family incomes here have risen to fourth in the nation. Maryland's welfare rolls have dropped almost a quarter since 1995. Student achievement has risen, with more schools meeting the high standards Maryland had the courage to set.

But today's peace and prosperity is not something we can rest on -- it is something we must build on. That is why I stood before the Congress last week, and issued a call to action. For the first time in decades, we are strong enough to truly prepare ourselves for the 21st Century -- to help all our people seize the promise of the global economy, the Information Age, and life-enhancing new technology. But if we do not all take responsibility, and rise to this challenge -- if we do not summon the energies of all our people, from our statehouses to our schoolhouses, from our homes to our houses of worship -- we could lose this opportunity to shape our future.

That is why I am here today -- with a message I will carry not just to this state legislature, but to other state legislatures, communities, and forums in the months to come. To prepare America for the 21st Century, I am asking for a new kind of partnership -- with the people in this chamber, and people all across America. The era of big government is over. But the era of big national challenges is not. And while national leadership can point the way -- while national leadership can remove some of the barriers that had prevented our states and our people from solving their own problems -- the real responsibility is one we all share. As President, I am prepared to point the way -- to shine a light on what is working -- and to leverage the efforts of

all Americans to meet our challenges. But you must be prepared to work with me, to seize this moment of opportunity while America stands strong enough to do so.

Today, I want to talk about what we must do in two critical areas: giving our children the best education, and breaking the cycle of dependency by moving millions from welfare to work. Taken together, these issues are at the core of what we must do to prepare America for the new Century. We must help everyone have the tools to succeed in this knowledge economy -- and that means high-quality education and training. And we must make sure everyone willing to use those tools -- everyone willing to work hard and take responsibility -- has a chance to do so. Education reform and welfare reform are about bringing all Americans to the starting line of this new economy, and then making sure they are ready to run the race.

Our number-one priority -- the high threshold of the future we must cross -- must be to ensure that all Americans have the best education in the world: that every 8-year-old can read; every 12-year-old can log on to the Internet; every 18-year-old can go to college; and every adult can keep learning for a lifetime.

Education has always been the heart of opportunity in this country. As we prepare for unimagined new work and careers, the best investment we can make is not in land or factories or equipment, but in our minds -- the one asset we can carry with us no matter what the future holds, so we can make and remake our lives at every turn.

We must never forget that one of the greatest sources of our strength throughout the Cold War was a bipartisan foreign policy. Because our future was at stake, politics stopped at the water's edge. Now we need a non-partisan commitment to education -- because education is the critical national security issue for our future, and politics must stop at the schoolhouse door. That is why America's states and businesses, parents and teachers must work with us, above and beyond the old divisions, to renew our schools -- and I am pleased that a number of parents, teachers, and business people could join us today.

In my State of the Union address, I laid out a ten-point plan, a Call to Action for American Education [hold up booklet], that describes the steps we must take -- and the State of Maryland is already doing many of the right things. We must help every child to read by the third grade -- and I am pleased that the University of Maryland at College Park has already pledged more than 2,300 students to work as reading tutors over the next five years. We must expand public school choice -- as Baltimore City is doing through its new charter schools. We must rebuild crumbling schools -- a priority for Governor Glendening as well.

We must open the doors of college wider than ever before -- and I am pleased that the Governor is proposing state HOPE scholarships to open the doors to college. They will complement my national HOPE Scholarships to make the first two years of college as universal as high school -- a \$1,500 tax credit for the first two years of college and a \$10,000 tax deduction for all college costs, plus expanded IRA's to save for college and the largest increase in Pell Grants in 20 years. We must give more of our workers the ability to learn and to earn for a lifetime through my G.I. Bill for Workers -- transforming the tangle of federal training programs

into a simple skill grant that goes directly into workers' hands.

We must teach our children to be good citizens as well as good students -- and thanks to Lieutenant Governor Kathleen Kennedy Townsend, you have begun a comprehensive, statewide program of character education. You have developed a statewide code of discipline, and are removing and helping disruptive students, so all our children have a chance to learn. You have heeded my call to promote community curfews, as part of your plan to prevent youth violence. Again under the leadership of the Lieutenant Governor, Maryland is the only state in America that requires community service to graduate from high school, with the first class of those seniors graduating this year.

My education plan is a comprehensive one. But any education plan can only be as strong as the things our children learn each day. That is why our success depends upon holding our students to the highest standards -- making sure they learn the basics that will be the foundation of success in the 21st Century. When 40% of our fourth graders do not read as well as they should -- when students in Germany or Singapore learn 15 to 20 math subjects in depth each year, while our students often race through 30 to 35 without really learning them at all -- we are not doing what we should to prepare our children for a knowledge economy.

Let's understand why these basics are so important. The point is not merely to teach our children facts and figures, but to teach them the ability to think and reason and analyze -- to give them the tools and skills that will serve them in jobs and careers we cannot even contemplate today.

Maryland is making a good start. You have developed clear standards for what our children should learn by the 3rd, 5th, and 8th grades, in particular in reading and math, and clear tests to measure them, school district by school district, and school by school. You are holding schools accountable for making the grade, rewarding excellence, and intervening in schools that are not performing. Because you have set high standards, Maryland has seen five years of steady, sustained progress in meeting those standards.

But Maryland, and all states, must do more. To compete and win in the 21st Century, we must have a high standard of excellence that all states can agree upon. That is why, in my State of the Union address, I called for national standards of excellence in the basics -- not federal government standards, but national standards, representing what all our students must know to succeed in the 21st Century. I called on every state to test every 4th grader in reading and every 8th grader in math by 1999, to make sure these basic standards are met.

We already have widely-accepted, rigorous national standards in both reading and math -- and widely-used tests based on those standards. In reading, Maryland and more than 40 other states have participated in a test called the National Assessment of Educational Progress -- which measures the state's overall performance against a high national standard of excellence. In math, tens of thousands of students across the country have already taken the Third International Math and Science Study -- a test that reflects the world-class standards our children must meet for the new era. Last month, I visited Northern Illinois, where 8th grade students from 20 school

districts took that test, and tied for first in the world in science and came in second in math. We know it is the right standard -- and we know our children can meet it if they are challenged to do so.

Unfortunately, the current tests don't provide individual scores; they only measure how an entire state is doing. What we need are tests that will measure the performance of each and every student, and each and every school. That way, parents and teachers will know how every child is doing compared to students in other schools, other states, and other countries.

That is why I am presenting a plan to help states meet and measure the highest standards. Over the next two years, our Department of Education will support the development of new tests for 4th grade reading and 8th grade math to show how every student measures up to the existing, widely-accepted standards. The tests will be developed by independent test experts in consultation with leading math and reading teachers. The federal government will not require them, but these tests will be available to every state that chooses to administer them. I believe that every state must participate, and that every parent has a right to honest, accurate information about their child's performance.

To anyone who says that in a country as big as America, we can't possibly have common national tests in the basics, I say: from Maryland to Michigan to Montana, reading is reading and math is math. We have plenty of standardized tests in America today; what we need are tests that reflect standards -- and they are two very different things. If we are serious about holding our children to the highest standards, every state in America must take up our challenge, and test our children in the same rigorous way.

If anyone understands the importance of high standards, it is the businesses that will depend upon our children in the 21st Century. They know that only by ensuring that we have the best-educated, the best-trained, the best-skilled workforce in the world can we compete and win. **Today, I am pleased to announce that National Business Roundtable is endorsing our call for national tests in 4th grade reading and 8th grade math. Together with America's parents, teachers, and lawmakers, they will join our crusade to make American education the best in the world.** I want to offer a special word of thanks to Norman Augustine, CEO of Lockheed Martin and head of the Business Roundtable's Education Task Force, who has done so much to help reform Maryland's schools.

To reach high standards, we must also have the best teachers. For years, educators have worked to establish nationally accepted credentials for excellence in teaching. Just 500 of these teachers have been certified since 1995. My new budget will enable 100,000 to seek national certification as master teachers. We should reward and recognize our best teachers -- quickly and fairly remove those few who don't measure up -- and challenge more of our finest young people to consider teaching as a career.

Raising standards will not be easy. Some of our children will not be able to meet them at first. But good tests will show us who needs help, what changes in teaching we must make, and which schools need to improve. We're not doing right by our students when we set low

expectations. For too long, too many students have moved through our schools who could not read and write at the most basic levels. That is why, in addition to the 4th and 8th grade national tests we are urging, states should develop their own comprehensive benchmarks of what student should know to move up in school, and to graduate from high school. It's time to put an end to social promotions, and make sure a high school diploma really means something -- not to put our children down, but to lift them up.

Throughout my career in public life -- as a Governor, and as President -- I have worked harder on education than on any other issue. That is because renewing education, raising our standards, and lifting up our schools is the embodiment of everything we must do to prepare for the 21st Century -- to promote opportunity, demand responsibility, and build community. Nothing will do more to open the doors of opportunity to every American. Nothing will do more to awaken a sense of responsibility from every American, as they work to make the most of their education. And nothing will do more to build a strong, united community of all Americans -- for if every American has the tools to succeed, we can move forward together, as one America.

When it comes to providing the tools to succeed, our other great challenge is helping to move the permanent underclass into our growing middle class. Working together, we ended the old welfare system. Over the past four years, we worked with 43 states to launch welfare reform experiments, moving a record 2.25 million people off our nation's welfare rolls. Here in Maryland, you used your waiver to move 51,000 people off the welfare rolls in the past two years alone -- placing a special focus on teen parents by linking benefits to school attendance, breaking the cycle of dependency and making responsibility a way of life, not an option. You have answered my call to revoke driver's licenses from those who don't pay child support, to demand responsibility from all parents. Now we have enacted landmark national welfare reform, to make responsibility a way of life all across America.

That legislation brought an end to the old welfare system -- but it was really a new beginning. Now that we have demanded that those on welfare take responsibility, we must all take responsibility to see that the jobs are there, so people on welfare can become permanent members of the workforce. Our goal must be to move two million more Americans off welfare by the year 2000.

I have challenged the nation's businesses to join in this effort, and I have offered a plan to help them: Tax credits and other incentives for businesses to hire people off welfare; incentives for job placement firms and states to create more jobs for welfare recipients; training, transportation, and child care to help people go to work. I urge Maryland's businesses, non-profits, and religious organizations -- large and small -- to heed this important call. Each and every one of us must fulfill our responsibility -- indeed, our moral obligation -- to make sure that those who now must work, can work. I am especially pleased that Maryland's religious community is playing a strong role in providing child care, transportation, and job placement, and working closely with the State to make sure that welfare reform succeeds here.

The most direct and effective steps must be taken by the states. The legislation we passed gives states the authority, for the very first time, to take the money that had been used on welfare

checks, and subsidize private sector paychecks. Missouri began doing this under one of our waivers -- and it is working. Now I challenge every state to follow their example. Use the new flexibility you have been given. Turn those welfare checks into paychecks. There is no better way to find jobs for welfare recipients, or to keep them employed.

Second, I urge you to use the money saved from welfare reform to make sure that even more people can move from welfare to work. I know that Maryland has taken its considerable savings from its own welfare reform efforts, and put them into a special "rainy day" fund to create jobs and move people from welfare to work. If welfare reform is to succeed, all states should use those savings on efforts such as child care, wage subsidies, employment incentives, and other ways to help create private sector jobs for welfare recipients.

I also applaud Maryland for using its own money to continue providing benefits for legal immigrants -- even after the federal bans have taken effect. That's the right thing to do, but you shouldn't have to bear that burden alone. That is why every state and every Governor, Republican or Democrat, should join with me to get Congress to restore basic health and disability benefits when misfortune strikes immigrants who came to this country legally, who work hard, pay taxes and obey the law. To do otherwise is simply unworthy of a great nation of immigrants.

We passed historic welfare reform -- giving states the authority and flexibility they had asked for for years. We were right to do it. Now states must live up to their responsibility, and help us finish the job.

On education reform, on welfare reform, on all our major challenges -- let us build new partnerships across old lines of responsibility. Preparing for the 21st Century is not a job for any one level of government alone. Many of our greatest challenges do not fall under the authority of Washington, nor should they. The power to solve our problems rests with all levels of government, and all sectors of society -- and that is where we must forge our solutions as well.

Together, we must seize this moment of opportunity, and prepare our people for the changes and challenges of a new century. Together, we must renew our basic bargain of opportunity, responsibility, and community, and give everyone the tools to make the most of their own lives. If we rise to that challenge, we will enter the 21st Century full of new promise and possibility, for all who share a stake in the American dream.

Thank you, God bless you, and God bless America.

ECONOMIC PROGRESS IN MARYLAND UNDER PRESIDENT CLINTON

President Clinton's strategy to strengthen the economy is based on reducing the federal budget deficit, lowering trade barriers, and empowering workers, families, businesses and communities to succeed. Here are some of the results for Maryland after the first 47 months of the Clinton Administration:

Improved Economic Conditions in Maryland:

- The unemployment rate has dropped from 6.5% to 4.4%.
- 101,300 new jobs added in 47 months -- after 47,700 lost during the previous 4 years combined.
- 92,500 new private-sector jobs added in 43 months -- after 56,700 lost during the previous 4 years combined.
- 6,400 new construction jobs in 47 months vs. 43,900 lost in previous 4 years.
- Last year, real median household income increased \$732 and the poverty rate dropped from 10.7% to 10.1%.
- Bank lending has increased by \$5.5 billion -- after declining by \$7.6 billion during the previous 4 years.
- Consumer confidence has increased 65%.
- The Help Wanted Index has increased 30%.

What President Clinton's Accomplishments Have Achieved for the People of Maryland:

\$15,000 OF REDUCED FEDERAL DEBT FOR EVERY FAMILY OF FOUR IN MARYLAND: The national debt will be **more than \$1 trillion** lower over 7 years than was projected before the passage of the President's economic plan. That's about \$15,000 of reduced federal debt for each family of four in Maryland.

8 TIMES MORE MARYLAND FAMILIES RECEIVE A TAX CUT THAN A TAX INCREASE: As a result of the expanded Earned Income Tax Credit, 241,505 working families in Maryland will receive a tax cut. This compares to an increase in the income tax rate for only the 32,161 wealthiest taxpayers in Maryland.

TAX CUT FOR 24,535 SMALL BUSINESSES IN MARYLAND: The President helped entrepreneurs, proprietors, and other small businessmen and women by expanding the annual expensing allowance from \$10,000 to \$17,500. About 24,535 small businesses in Maryland are likely to benefit from the expansion of the expensing allowance this year alone *and many more will benefit over the coming years.*

785,000 MARYLAND WORKERS PROTECTED BY FAMILY AND MEDICAL LEAVE ACT: The Family and Medical Leave Act allows workers to take up to 12 weeks of unpaid leave for the birth of a child, to care for a sick family member, or if they become too sick to work. This law covers about 784,951 workers in Maryland, and protects the jobs of 47,155 workers in Maryland who are likely to use unpaid leave this year alone.

296,600 STUDENTS AND FORMER STUDENTS IN MARYLAND WILL BE ABLE TO BENEFIT FROM STUDENT LOAN REFORMS: Approximately 296,600 Maryland borrowers -- 207,600 current borrowers and 89,000 new borrowers in the next few years -- can take advantage of the new direct student loan program by participating directly in the program or by consolidating guaranteed loans into direct loans. Some will benefit from lower interest rates, and all will benefit from more repayment options, including income contingent repayment.

THE WHITE HOUSE

WASHINGTON

February 7, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: KITTY HIGGINS 

SUBJECT: HOT ISSUES -- MARYLAND

Baltimore School Funding: A controversial plan supported by Governor Glendening would settle three lawsuits by giving the state a bigger role in running Baltimore's schools in return for \$254 million in extra aid over five years. The plan is contingent on approval by the state legislature, which held its first hearings on the issue January 30. The plan has raised some class, racial and regional tensions. Legislators and local officials in Maryland's DC suburbs have voiced opposition to the plan, stating that they, too, need more state support for public schools. The cost of the plan is also a concern, especially given the projected cost of the Governor's other initiatives in education and other areas. (EDUC)

Baltimore School Privatization: On January 23, Baltimore's school board approved a plan to allow nonprofit groups with close ties to parents to operate nine public schools. The plan has been compared to a charter schools plan, but Maryland has no charter schools legislation. (EDUC)

Group Urges Public Funding for Private Schools: On February 3, more than 1000 parents of private school students rallied in Annapolis to urge Governor Glendening to pay for transportation and textbooks for private schools. (EDUC)

Graduation Testing Program: A report delivered to the Maryland State Board of Education suggests that 50 percent of high school students may have to retake one or more of the ten graduation tests to be required starting with the class of 2004 under the state's education reform law. Parents, school officials and the board's consultants have urged the board to start with less stringent standards, according to a February 2 *Washington Post* article. (EDUC)

Welfare Reform: Maryland legislators have dropped plans to require chemical drug tests of all welfare applicants, proposing instead to have applicants interviewed about possible drug use and to withhold benefits if substance abusers decline treatment. Members of the General Assembly's Joint Committee on Welfare Reform said that they dropped the urinalysis proposal because it would be costly and might prompt lawsuits to challenge test results. The panel's new proposal would still make Maryland the first state to require a substance abuse examination of any kind as a condition of receiving benefits. (HHS)

Child Support Enforcement: On February 3, Maryland began suspending driver's licenses of child support obligors who are behind in their payments by more than sixty days. Over 4,000 licenses have been suspended this week. (HHS)

Poplar Island - Beneficial Use of Dredged Material: You have been personally involved in making Army Corps of Engineers funding available to Maryland (at the Governor's request) to restore an 1,110-acre island in the Maryland portion of the Chesapeake Bay using clean sediments dredged from approach channels to Baltimore Harbor. Half of this island will be restored with intertidal wetland habitat. The project has broad support from state and federal agencies because it will help keep the Port of Baltimore open and competitive and provide an opportunity for large-scale habitat restoration. The Maryland General Assembly has been cool to the project because of its high long-term cost. (DOC)

Annapolis, Maryland

Relevant Crime Rates:

	<u>1994</u>	<u>1995</u>	<u>Percent Change</u>
Murder -	3	2	- 33.3%
Forcible Rape-	19	18	- 5.2
Robbery-	178	177	- 0.5%
Total Crime-	2,825	2,911	+ 3%

Source: Uniform Crime Reports

COPS:

The COPS Program has funded 1050 new police officers in communities across Maryland.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	The Trip of the President to Annapolis, Maryland February 10, 1997 (16 pages)	02/10/97	P6/b(6), b(7)(C), b(7)(E), b(7)(F)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13363

FOLDER TITLE:

[Annapolis, Maryland Trip] [1]

2012-0160-S
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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]