

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Re: participants (partial) (2 pages)	03/17/97	P6/b(6)
002. list	Re: participants (partial) (1 page)	03/17/97	P6/b(6)
003. list	Re: participants (partial) (2 pages)	03/17/97	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

CCSSO [Council of Chief State School Officers]/POTUS Meeting 3/17

2012-0160-S

ry1208

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]
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COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431 • 202/408-5505 • FAX 202/408-8072
<http://www.ccsso.org>

MEMORANDUM

TO: Office of Vice President Albert Gore, Jr.

DATE: March 14, 1997

SUBJ: Briefing materials for meeting with Chief State School Officers, Monday, March 17, 1997, 1:30 pm

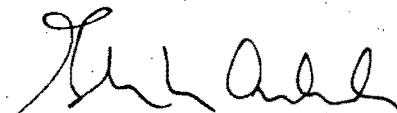
On behalf of the members of the Council of Chief State School Officers, I express our deepest appreciation for the opportunity to meet with Vice President Gore on Monday, March 17, 1997 1:30 pm at the White House. We are especially appreciative of this opportunity because of all of the schedule changes that are underway due to the President's surgery.

Enclosed you will find:

- ▶ A listing of the officers and members of the Board for the Council and a listing of the members of the Council who will be in attendance on March 17.
- ▶ A brief statement of the overall purpose and mission of our Council.
- ▶ Copies of our January 1997 brochure, *Federal Education Policy and Funding*. The major recommendations for federal legislation are included in this item.
- ▶ A copy of our press statement at the time President Clinton released the "Call to Action for American Education in the 21st Century."

We have provided Mike Cohen of the Office of Domestic Policy with agenda suggestions for the meeting with President Clinton. I assume Mike will be working through the agenda with you. If there are any items we can add in briefing the Vice President, please call me at 202.336-7002.

Sincerely,



Gordon M. Ambach

Council of Chief State School Officers

1997 Board

President

Dr. Henry R. Marockie
State Superintendent of Schools
West Virginia Department of Education

President-Elect

Dr. Wilmer S. Cody
Commissioner of Education
Kentucky Department of Education

Vice President

Dr. Robert E. Bartman
Commissioner of Education
Missouri Department of Elementary
& Secondary Education

Directors

Dr. Robert V. Antonucci
Commissioner of Education
Massachusetts Department of Education

Ms. Nancy Keenan
Superintendent of Public Instruction
Montana Office of Public Instruction

Dr. Douglas D. Christensen
Commissioner of Education
Nebraska Department of Education

Dr. Barbara S. Nielsen
State Superintendent of Education
South Carolina Department of Education

Mr. Peter McWalters
Commissioner of Education
Rhode Island Department of Education
Shepard Building

Ms. Norma Paulus
Superintendent of Public Instruction
Oregon Department of Education

Executive Director
Mr. Gordon M. Ambach
Executive Director
Council of Chief State School Officers

ALASKA

Dr. Shirley J. Holloway
Commissioner of Education
Alaska Department of Education

AMERICAN SAMOA

Mr. Laloulu Tagoilelagi
Director of Education
American Samoa Department of Education

ARKANSAS

Mr. Gene Wilhoit
Director
General Education Division
Arkansas Department of Education

CALIFORNIA

Ms. Delaine A. Eastin
Superintendent of Public Instruction
California Department of Education

COLORADO

Dr. Richard A. Laughlin
Acting Commissioner of Education
Colorado Department of Education

DELAWARE

Mr. Michael Ferguson
Acting Secretary of Public Instruction
Delaware Department of Public Instruction

DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY

Dr. Lillian Gonzalez
Director
Department of Defense Education Activity

DISTRICT OF COLUMBIA

General Julius W. Becton
Superintendent of Public Schools
District of Columbia Public Schools

IDAHO

Dr. Anne C. Fox
Superintendent of Public Instruction
Idaho Department of Education

ILLINOIS

Dr. Joseph A. Spagnolo
Superintendent of Education
Illinois Board of Education

INDIANA

Dr. Suellen K. Reed
Superintendent of Public Instruction
Indiana Department of Education

KANSAS

Dr. John A. Tompkins
Commissioner of Education
Kansas Department of Education

KENTUCKY

Dr. Wilmer S. Cody
Commissioner of Education
Kentucky Department of Education

LOUISIANA

Mr. Cecil J. Picard
Superintendent of Education
Louisiana Department of Education

MAINE

Mr. J. Duke Albanese
Commissioner of Education
Maine Department of Education

MARYLAND

Dr. Nancy S. Grasmick
Superintendent of Schools
Maryland Department of Education

MASSACHUSETTS

Dr. Robert V. Antonucci
Commissioner of Education
Massachusetts Department of Education

MICHIGAN

Mr. Arthur E. Ellis
Superintendent of Public Instruction
Michigan Department of Education

MISSOURI

Dr. Robert E. Bartman
Commissioner of Education
Missouri Department of Elementary
& Secondary Education

MONTANA

Ms. Nancy Keenan
Superintendent of Public Instruction
Montana Office of Public Instruction

NEBRASKA

Dr. Douglas D. Christensen
Commissioner of Education
Nebraska Department of Education

NEVADA

Ms. Mary L. Peterson
Superintendent of Public Instruction
Nevada Department of Education

NEW HAMPSHIRE

Dr. Elizabeth M. Twomey
Commissioner of Education
New Hampshire Department of Education

NEW JERSEY

Dr. Leo F. Klagholz
Commissioner of Education
New Jersey Department of Education

NEW YORK

Mr. Richard P. Mills
Commissioner of Education
New York Education Department

NORTH CAROLINA

Dr. Michael Ward
State Superintendent of Public Instruction
North Carolina Department of Public Instruction
Education Building

NORTH DAKOTA

Dr. Wayne G. Sanstead
Superintendent of Public Instruction
North Dakota Department of Public Instruction

OHIO

Dr. John M. Goff
Superintendent of Public Instruction
Ohio Department of Education

OKLAHOMA

Ms. Sandy Garrett
Superintendent of Public Instruction
Oklahoma State Department of Education

OREGON

Ms. Norma Paulus
Superintendent of Public Instruction
Oregon Department of Education

PUERTO RICO

Mr. Victor R. Fajardo
Secretary of Education
Puerto Rico Department of Education

RHODE ISLAND

Mr. Peter McWalters
Commissioner of Education
Rhode Island Department of Education
Shepard Building

SOUTH CAROLINA

Dr. Barbara S. Nielsen
State Superintendent of Education
South Carolina Department of Education

TENNESSEE

Dr. Ada Jane Walters
Commissioner of Education
Tennessee Department of Education

TEXAS

Dr. Michael A. Moses
Commissioner of Education
Texas Education Agency

UTAH

Dr. Scott W. Bean
Superintendent of Public Instruction
Utah State Office of Education

VERMONT

Dr. Marc E. Hull
Commissioner of Education
Vermont Department of Education

VIRGINIA

Dr. Richard T. La Pointe
Superintendent of Public Instruction
Virginia Department of Education

WASHINGTON

Dr. Teresa Bergeson
Superintendent of Public Instruction
Washington Department of Public Instruction

WEST VIRGINIA

Dr. Henry R. Marockie
State Superintendent of Schools
West Virginia Department of Education

WYOMING

Ms. Judy Catchpole
State Superintendent of Public Instruction
Wyoming Department of Education

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Mr. Gordon M. Ambach
Executive Director

Ms. Pamela L. Reynolds
Chief of Staff

Withdrawal/Redaction Marker

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Chief State School Officers Participating in Meeting
with President Clinton

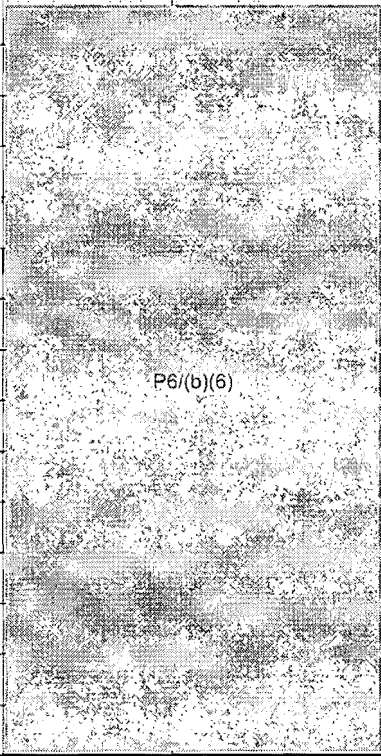
Monday, March 17, 1997 at 12:00 noon

NAME	ID	DOB	SSN
Albanese, J. Duke	ME	P6(b)(6)	
Ambach, Gordon M.	CCSSO		
Antonucci, Robert V.	MA		
Bartman, Robert E.	MO		
Bean, Scott W.	UT		
Becton, General Julius W.	DC		
Bergeson, Teresa	WA		
Catchpole, Judy	WY		
Christensen, Douglas D.	NE		
Cody, Wilmer S.	KY		
Eastin, Delaine A.	CA	P6(b)(6)	
Ellis, Arthur E.	MI		
Fajardo, Victor R.	PR		
Ferguson, Michael C.	DE		
Fox, Anne C.	ID		
Garrett, Sandy	OK		
Goff, John M.	OH		
Gonzalez, Lillian	DODEA		
Grasmick, Nancy S.	MD		
Holloway, Shirley J.	AK		
Hull, Marc E.	VT	P6(b)(6)	
Keenan, Nancy	MT		
Klagholz, Leo F.	NJ		
La Pointe, Richard	VA		
Laughlin, Richard A.	CO		
Marockie, Henry R.	WV		
McWalter, Peter	RI		
Mills, Richard P.	NY		

[001]

Chief State School Officers Participating in Meeting
with President Clinton

Monday, March 17, 1997 at 12:00 noon

NAME	ID	DOB	SSN
Moses, Michael A.	TX		
Nielsen, Barbara S.	SC		
Paulus, Norma	OR		
Peterson, Mary L.	NV		
Picard, Cecil J.	LA		
Reed, Suellen K.	IN		
Reynolds, Pamela L.	CCSSO		
Sanstead, Wayne G.	ND		
Spagnolo, Joseph A.	IL		
Tagoilelagi, Laloulu	AS		
Tompkins, John A.	KS		
Twomey, Elizabeth M.	NH		
Walters, Ada Jane	TN		
Ward, Michael	NC		
Wilhoit, Gene	AR		



COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431 • 202/408-5505 • FAX 202/408-8072
<http://www.ccsso.org>

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

The Council of Chief State School Officers (CCSSO) is a nationwide, nonprofit organization comprised of the public officials who head the departments of elementary and secondary education and, in some states, other aspects of education in the state, five U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Education Activity. The Council has served as an independent voice on federal education policy since 1927 and has maintained a Washington, D.C. office since 1948. Since 1908, chief state school officers have conferred with the U.S. Congress and federal agencies "to consider educational interests common to all of the states . . . which are furthered by a free comparison of views."

In representing the chief education administrators, the Council speaks on behalf of the state education agencies (SEAs), which have primary authority for education in each state, and carries national influence commensurate with this position. The Council's members develop consensus on major issues, which the Council advocates before the President, federal agencies, the Congress and the public.

The Council has three regular meetings each year—the Federal Legislative Conference in March, the Summer Institute in July, and the Annual Meeting in November. The meetings are for the development of Council positions and for the professional development of chief state school officers and state education agency leadership teams.

With the support of foundations and federal agencies, the Council undertakes projects that assist states with new policy and administrative initiatives and assist the federal agencies and foundations in implementing their programs. Research studies and reports developed by the Council are widely disseminated to chief state school officers, their staff, and others interested in education policy. Twice weekly, chief state school officers receive, through CHIEFLINE, electronic briefings on activities at the federal level and from around the nation that affect education.

Council members establish policy. Council leadership is provided by a nine-person Board of Directors, which includes three officers and six directors, each of whom serves a three-year term. Elections for the staggered terms are held in November at the Annual Meeting. The Council's committee and task force structure provides for a high degree of involvement and participation by members in the operation of the organization.

03/14/97



COUNCIL OF CHIEF STATE SCHOOL OFFICERS

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CONTACT: Paula Delo
(202) 336-7005
paulad@ccsso.org

For immediate release

PRESIDENT'S EDUCATION MESSAGE RIGHT ON FOR 21ST CENTURY

Washington, D.C., February 5, 1997—"President Clinton begins the 105th Congress with the strongest State of the Union address on education this century. The Council of Chief State School Officers applauds the President's target of ensuring 'all Americans have the best education in the world.' A strong agenda of federal actions is advanced; our Council will work with the U.S. Congress, President Clinton and Secretary Riley to build the bipartisan majority to make the 105th the most productive education Congress this Century," said Gordon Ambach, Executive Director of CCSSO.

"The President's agenda uses federal initiatives to support state and local responsibilities. It rightly emphasizes the need for challenging standards, tests that enable students to match their achievement with the world's achievement, and opportunities for continuous learning from earliest days throughout life. The President has eloquently stated the importance of education. 'America is far more than a place; it is an idea—the most powerful idea in the history of nations . . .' Making the promise of that idea real for all people is the work of education. We are prepared for that bipartisan work," Ambach said.

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FEDERAL
EDUCATION
POLICY
and
FUNDING

THE COUNCIL AGENDA

JANUARY 1997

CLINTON LIBRARY PHOTOCOPY

EDUCATION LEADERS COUNCIL

FOR IMMEDIATE RELEASE
February 27, 1997

CONTACT: Gary Huggins
202/822-9000

ELC URGES USE OF NAEP FOR NATIONAL TESTING

Washington, DC -- The National Assessment of Educational Progress (NAEP) is widely accepted as offering the most comprehensive analysis of student achievement available. It is also one of the few and most important educational tasks in which the federal government can and should be involved.

The President has proposed that states and school districts be permitted to voluntarily use a test based on the well respected NAEP to report on the progress of individual students.

The Education Leaders Council (ELC) is pleased that President Clinton is following the lead of our states and has recognized the need for rigorous academic standards. However, as state education chiefs and state school board members from Arizona, California, Florida, Georgia, Massachusetts, Michigan, New Hampshire, Pennsylvania and Virginia, we are concerned with the vagueness of the President's proposal. To say tests will be "based on NAEP" is insufficient assurance that the resulting product will be equally rigorous. A product based on steak can still give you hamburger.

Using a test based on standards less rigorous than those assessed by NAEP would undercut hard fought successful efforts to develop and implement rigorous academic standards of achievement on the state level. To do so would actually lower the bar for millions of students in the name of higher standards.

NAEP has long been a solid barometer of student achievement and we support its expansion to provide parents and education leaders alike with the school-to-school and student-to-student comparisons necessary to ensure our children indeed achieve higher standards of learning. This must be done on a voluntary basis and be flexible enough to be embedded in state tests which measure student progress in achieving state standards.

We also believe that the National Assessment Governing Board (NAGB), which has the authority to make policy for NAEP, must be made more independent in light of recent Department of Education intrusions on its authority and autonomy. National testing must be under the full authority of NAGB.

We call on Secretary Riley to acknowledge and confirm to the states that NAEP will remain the standard for national testing and that NAGB will be the administrative structure as well as the source from which content is derived.

TELEPHONE 202.822.9000

1001 CONNECTICUT AVENUE, NW • SUITE 204
WASHINGTON, D.C. 20036

FACSIMILE 202.822.5077

Council of Chief State School Officers Meeting Attendees

(1:30 pm, March 17, 1997)

Chiefs:	State:	Title:
Dr. Edward R. Richardson	Alabama	Superintendent of Education ³
Dr. Shirley J. Holloway	Alaska	Commissioner of Education
Mr. Laloulou Tagoielagi	American Samoa	Director of Education
Ms. Lisa Keegan	Arizona	Superintendent of Public Instruction
Mr. Gene Wilhoit	Arkansas	Director, General Education Division
Ms. Delaine A. Eastin	California	Superintendent of Public Instruction
Dr. Richard J. Laughlin	Colorado	Acting Commissioner of Education
Dr. Theodore S. Sergi	Connecticut	Commissioner of Education
Mr. Michael Ferguson	Delaware	Superintendent of Public Instruction
Mr. Julius W. Becton, Jr.	District of Columbia	Superintendent of Public Schools
Mr. Frank T. Brogan	Florida	Commissioner of Education
Mr. Joseph DeTorres	Guam	Director of Education
Dr. Herman M. Aizawa	Hawaii	Superintendent of Education
Dr. Anne C. Fox	Idaho	Superintendent of Public Instruction
D. Joseph A. Spagnolo, Jr.	Illinois	Superintendent of Education
Dr. Suellen K. Reed	Indiana	Superintendent of Public Instruction
Mr. Ted Stilwill	Iowa	Director of Education
Dr. Jophn A. Tompkins	Kansas	Commissioner of Education
Dr. Wilmer S. Cody	Kentucky	Commissioner of Education
Mr. Cecil J. Picard	Louisiana	Superintendent of Education
Mr. J. Duke Albanese	Maine	Commissioner of Education
Dr. Nancy S. Grasmick	Maryland	Superintendent of Schools
Dr. Robert V. Antonucci	Massachusetts	Commissioner of Education
Mr. Arthur E. Ellis	Michigan	Superintendent of Public Instruction
Ms. Irma McIntosh Coleman	Minnesota	Assistant Commissioner of Teaching & Learning
Dr. Tom Burnham	Mississippi	Superintendent of Education
Dr. Robert E. Bartman	Missouri	Commissioner of Education
Ms. Nancy Keenan	Montana	Superintendent of Public Instruction
Dr. Douglas D. Christensen	Nebraska	Commissioner of Education
Ms. Mary L. Peterson	Nevada	Superintendent of Public Instruction
Dr. Elizabeth M. Twomey	New Hampshire	Commissioner of Education
Dr. Leo F. Klagholz	New Jersey	Commissioner of Education
Dr. Alan D. Morgan	New Mexico	Superintendent of Public Instruction
Mr. Richard P. Mills	New York	Commissioner of Education
Mr. Mike Ward	North Carolina	State Superintendent of Public Instruction
Dr. Wayne G. Sanstead	North Dakota	Superintendent of Public Instruction
Mr. William S. Torres	Northern Marina Islands	Commissioner of Education
Dr. John M. Goff	Ohio	Superintendent of Public Instruction
Ms. Sandy Garrett	Oklahoma	Superintendent of Public Instruction
Ms. Norma Paulus	Oregon	Superintendent of Public Instruction
Dr. Eugene W. Hickok, Jr.	Pennsylvania	Secretary of Education
Mr. Victor R. Fajardo	Puerto Rico	Secretary of Education
Mr. Peter McWalters	Rhode Island	Commissioner of Education
Dr. Robert S. Nielson	South Carolina	State Superintendent of Education
Ms. Karen L. Schaack	South Dakota	Secretary of Education
Dr. Ada Jane Walters	Tennessee	Commissioner of Education
Dr. Michael A. Moses	Texas	Commissioner of Education
Dr. Scott W. Bean	Utah	Superintendent of Public Instruction
Dr. Mare E. Hull	Vermont	Commissioner of Education
Dr. Richard T. La Pointe	Virginia	Superintendent of Public Instruction
Ms. Carol Henneman	Virgin Islands	Acting Commissioner of Education
Ms. Terry Bergeson	Washington	Superintendent of Public Instruction
Dr. Henry R. Marockie	West Virginia	State Superintendent of Schools
Mr. John T. Benson	Wisconsin	Superintendent of Public Instruction
Ms. Judy Catchpole	Wyoming	State Superintendent of Public Instruction
Ms. Pamela L. Reynolds		Council of Chief State School Officers
Mr. Gordon M. Ambach		Executive Director, Council of Chief State School Officers
Dr. Lillian Gonzalez		Director, Department of Defense Education Activity



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One Massachusetts Avenue, NW • Suite 700 • Washington, DC 20001-1431 • tel. (202) 408-5505 • fax. (202) 408-8072

CONTACT: Paula Delo
(202) 336-7005

For immediate release

COUNCIL BOARD SUPPORTS BENCHMARKING OF INDIVIDUAL STUDENT ACHIEVEMENT

To open new ways for students to strive toward world class performance, The Board of Directors of the Council of Chief State School Officers states its support for development of voluntary tests which can enable students to benchmark their 4th grade reading and 8th grade mathematics achievement to scores of students throughout the nation and internationally.

The Board's action is based on the judgement that availability of these tests could enhance state efforts to expand assessment and accountability systems now in place or planned. The action is based on the understanding the tests would be used only at state discretion. Any state's decision would be taken only after extensive consultation with key stakeholders.

For more than a decade, members of the Council have promoted development of achievement tests in reading, mathematics and other subjects, which enable states to compare their performance with one another and with the nation as a whole. During this period, the states have made extensive efforts to develop their student standards and individual student tests and worked to link their tests with the National Assessment of Progress (NAEP). In 1988 the NAEP was opened up to enable state-by-state comparisons based on samples of students; more than 40 states have participated in these tests which provide the best available information on achievement trends. These NAEP tests, however, are not designed to yield individual student scores -- the 4th and 8th graders who take them cannot benchmark their own performance to either state or national NAEP results or to state and local test results.

President Clinton proposes to develop individual student tests of reading and mathematics based on the content and design of NAEP tests. These tests can open new options for the states. Each state's choice about using the tests will depend on whether they are aligned with the state's standards and have the technical merit to satisfy the state's assessment objectives.

State decisions to use the tests can be made only after test design and administrative procedures are completed. Our Council needs to be involved deeply in the design work. In particular, we need assurance the use of these tests does not duplicate state testing efforts or erode commitments to state testing; the schedule for development is sufficient to yield high quality tests; the cost of the testing is manageable; and the long term test schedule sustainable. These tests must genuinely complement state assessment efforts.

We look forward to working with President Clinton and Members of the United States Senate and House of Representatives in the development of these tests. Together we must make certain the tests are of highest quality and serve our students well.

March 16, 1997



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COUNCIL BOARD SUPPORTS BENCHMARKING OF INDIVIDUAL STUDENT ACHIEVEMENT

To open new ways for students to strive toward world class performance, The Board of Directors of the Council of Chief State School Officers states its support for development of voluntary tests which can enable students to benchmark their 4th grade reading and 8th grade mathematics achievement to scores of students throughout the nation and internationally.

The Board's action is based on the judgement that availability of these tests could enhance state efforts to expand assessment and accountability systems now in place or planned. The action is based on the understanding the tests would be used only at state discretion. Any state's decision would be taken only after extensive consultation with key stakeholders.

For more than a decade, members of the Council have promoted development of achievement tests in reading, mathematics and other subjects, which enable states to compare their performance with one another and with the nation as a whole. During this period, the states have made extensive efforts to develop their student standards and individual student tests and worked to link their tests with the National Assessment of Progress (NAEP). In 1988 the NAEP was opened up to enable state-by-state comparisons based on samples of students; more than 40 states have participated in these tests which provide the best available information on achievement trends. These NAEP tests, however, are not designed to yield individual student scores -- the 4th and 8th graders who take them cannot benchmark their own performance to either state or national NAEP results or to state and local test results.

President Clinton proposes to develop individual student tests of reading and mathematics based on the content and design of NAEP tests. These tests can open new options for the states. Each state's choice about using the tests will depend on whether they are aligned with the state's standards and have the technical merit to satisfy the state's assessment objectives.

State decisions to use the tests can be made only after test design and administrative procedures are completed. Our Council needs to be involved deeply in the design work. In particular, we need assurance the use of these tests does not duplicate state testing efforts or erode commitments to state testing; the schedule for development is sufficient to yield high quality tests; the cost of the testing is manageable; and the long term test schedule sustainable. These tests must genuinely complement state assessment efforts.

We look forward to working with President Clinton and Members of the United States Senate and House of Representatives in the development of these tests. Together we must make certain the tests are of highest quality and serve our students well.

March 16, 1997

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For immediate release

**CCSSO MEMBERS PRESENT
1997 LEGISLATIVE AGENDA FOR EDUCATION TO
PRESIDENT CLINTON, VICE PRESIDENT GORE AND SECRETARY RILEY**

Washington, D.C., March 17, 1997--The members of the Council of Chief State School Officers today met at the White House with President Clinton, Vice President Gore and Education Secretary Riley to discuss their education agenda for 1997.

On behalf of the Council, President Henry Marockie of West Virginia, State Superintendent of Schools, and the other state Superintendents and Commissioners, advanced a five point program to promote both the quality and equality of education for all students in America. Praising President Clinton for making education the top priority for this term, the Chiefs pledged their efforts to improve education in the United States and make it second to none.

The Council advanced these points:

- 1) Expand federal support for existing programs which help states and localities meet increased enrollment and service needs by a 15 percent increase in FY 1998 appropriations over FY 1997.
- 2) Reauthorize the Perkins Vocational Technical Education Act with 20 percent of funds for statewide exemplary programs.
- 3) Reauthorize the Individuals with Disabilities Education Act (IDEA) with 25 Percent funds for statewide services.
- 4) Reauthorize the Higher Education Act, Title V to strengthen the quality of preservice teacher education programs.
- 5) Expand the use of technology in teaching and learning by implementing universal services for schools and libraries under the Telecommunications Act of 1996 and increasing the Technology Literacy Challenge Fund.

The Council members stressed the importance of developing rigorous student standards and assessment in their states. In a special statement, the Council became the first national organization to support development of individual student 4th grade reading and 8th grade mathematics tests.

On behalf of The Council, President Marockie presented President Clinton with a "Speedy Recovery Scroll." The scroll reads "World Class Student Achievement Takes Great Support at the Top. Thank you Mr. President and Speedy Recovery."

Copies of the Council priorities presented to President Clinton are attached.

FY1998 BUDGET

ACTION: MAINTAIN INVESTMENT IN EDUCATION AS A NATIONAL PRIORITY. SUPPORT THE ADMINISTRATION'S OVERALL UNPRECEDENTED COMMITMENT OF RESOURCES TO EDUCATION IN ITS FY1998 BUDGET REQUEST. EXPAND EDUCATIONAL OPPORTUNITIES FOR AMERICA'S STUDENTS BY PROVIDING AN OVERALL BUDGET ADEQUATE TO SUPPORT NEW EDUCATION INITIATIVES AND A DOMESTIC DISCRETIONARY SPENDING LEVEL ADEQUATE TO INCREASE EXISTING EDUCATION PROGRAMS BY AN AMOUNT AT LEAST COMPARABLE TO THE 15% INCREASE FROM FY1996 TO FY1997.

STATUS:

President Clinton released his FY1998 budget request on February 6, 1997. The budget would eliminate the deficit by 2002 while increasing total education funding (mandatory and discretionary spending and tax expenditures) by more than 50%. In FY1998 alone, there would be a \$2.9 billion (+11%) increase in discretionary spending and more than \$5 billion in new school construction and literacy initiatives. Postsecondary tax initiatives would provide another \$4 billion in 1998 and about \$36 billion over five years. Leaders of the Congressional Majority are proposing their own initiatives, including tax reductions to assist families in saving for higher education and spending increases to fully fund the federal share of IDEA by 2004. Following the \$3.5 billion increase for discretionary education programs in FY1997, both the Administration and Congress now view education funding as a budget priority. Discussions between Congressional leaders and the White House were begun in an attempt to reach early agreement on a budget. However, no real progress toward overall agreement has been made and there remains wide disparity regarding programmatic priorities and the funding levels for education.

ISSUES:

- **Federal funding for education must increase over the next 7-10 years.** Federal investment should not only maintain current services, but must grow at a rate sufficient to address the challenges of record enrollments, growing numbers of disadvantaged students, technology access and training needs, and economic and demographic changes requiring that all students achieve world class standards.
- **Strategic investments in the productivity of the American worker are essential to expand the economy and work the nation out of debt.** Education is the key to the skills and knowledge necessary to raise the standards of living of all U.S. citizens and to enable fewer workers to support growing numbers of retirees. Federal investment is critical to meeting the economic imperative for highly skilled, high-performing workers.
- **We must not reduce the budget deficit by increasing the education deficit.** The federal budget can be balanced on a sensible schedule through spending cuts and maintenance of taxing power. Budget balancing must not be accomplished at the expense of investment in students, who will carry the major burden of the nation's current debt through their future earnings.
- **We have an historic opportunity to invest substantial new resources in our nation's future.** The federal share of elementary and secondary education funding has declined from 10 to 6

percent in the past 15 years. This trend must be reversed for America to provide a competitive high-skills high-wage workforce to compete in the 21st Century.

March 1997

FY1998 EDUCATION APPROPRIATIONS

ACTION: PROVIDE AN INCREASE FOR EXISTING DISCRETIONARY EDUCATION PROGRAMS AT LEAST COMPARABLE TO THE 15% INCREASE FROM FY1996 TO FY1997. EXPAND FEDERAL SUPPORT OF PROGRAMS WHICH ADVANCE ACCESS AND EQUITY, including Title I, IDEA, and Bilingual Education; and PROGRAMS WHICH LEVERAGE QUALITY, including Goals 2000, Title II Professional Development, Title VI Innovative Education Block Grants, and the Technology Literacy Challenge Fund.

STATUS:

The appropriations process is now underway, with the House Labor/HHS/Education Appropriations Subcommittee holding hearings on the Administration's budget. The budget includes a \$2.9 billion (+11%) increase for discretionary education programs. Of the \$2.9 billion, \$1.7 billion is targeted to increase Pell Grants by 29%. Of the remaining \$1.2 billion discretionary increase, about one-third is targeted to three key priorities: **Goals 2000**--a \$129 million (+26%) increase to \$620 million; the **Technology Literacy Challenge Fund**--a \$225 million (+112%) increase to \$425 million; and **Charter Schools**--a \$50 million (+100%) increase to \$100 million. Other core programs were not given as high priority in the Department of Education's FY1998 budget. For example: **Title I** grants--\$347 million (4.8%) increase to \$7.54 billion; **Title II Professional Development**--\$50 million (16.1%) increase to \$360 million; **IDEA** state grants--\$200 million (+4%) increase to \$3.95 billion; **Title VI**--zero-funded (a \$310 million cut); and **Vocational Education**--\$33 million increase (+2.9%) to \$1.17 billion.

Discussions between the White House and Congressional leaders were begun in an attempt to reach early agreement on a budget, but have not made real progress. Whether there is a negotiated budget agreement with the White House or a traditional Congressional Budget Resolution, it will set the broad parameters of spending on entitlements such as Social Security and Medicare, as well as discretionary programs. Once a budget is set, discretionary funding will then be divided among the 13 appropriations subcommittees, and the appropriations discussions will begin.

ISSUES:

- **Goals 2000 must be substantially increased to reach the five-year objective of helping all local districts and schools** to develop and implement comprehensive reform plans consistent with their standards and goals for higher student achievement. Currently, 49 states have applied for funds, and 12,000 schools in 4,500 school districts are benefitting from this bottom up reform initiative.
- **Title I must be sustained and increased to serve the growing number of eligible students and schools.** Title I provides critical resources to provide disadvantaged students with access to quality education. These funds are the "engine" of school change since they are tied to setting uniformly high state and local standards for all students.
- **Funds targeted to school improvement**--including Eisenhower Professional Development and Title VI Innovative Strategies--must be increased to support the key elements of educational quality. These vital programs are essential for state reform efforts and building state and local standards, assessments and accountability.

- **The Technology Literacy Challenge Fund is essential to ensure that all students have access to learning technologies and are equipped with skills for the 21st Century.** The federal initiative provides vital resources to both leverage state, local, and private resources and ensure that technology is integrated into comprehensive reform efforts aimed at high student achievement.
- **Fulfill the initial promise of IDEA.** The federal government provides less than one-sixth of its initial 40% commitment under the Individuals with Disabilities Education Act. The Congressional Majority has adopted a goal to fully fund the federal share of IDEA over seven years.

March 1997

COMPREHENSIVE EDUCATION INITIATIVES OF THE ADMINISTRATION AND THE CONGRESS IN ADDITION TO REAUTHORIZATIONS

ACTION: SUPPORT THOSE INITIATIVES WHICH STRENGTHEN FEDERAL LEADERSHIP AND RESOURCES IN ACCORD WITH THE CCSO POSITIONS IN "Federal Education Policy and Spending," January 1997.

STATUS:

President Clinton and the Congressional Majority and Minority have all placed education at the top of their legislative agendas for 1997. While part of the legislative agenda is to fund existing programs and reauthorize IDEA, Vocational Education, Adult Education, and the Higher Education Act, the initiatives of the Administration, the Senate Majority, and the Senate Minority will be an important part of 105th Congress deliberations.

President Clinton's initiatives are set forth in "The Call to Action for American Education in the 21st Century." The initiatives include major programs for reading literacy; school construction; tax credits and deductions for college tuition and increased tuition rewards. The Administration includes these proposals in its budget and is currently drafting legislation.

The Senate Majority's bill, the Safe and Affordable Schools Act (S.1), introduced by Senate Majority Leader Trent Lott (R-MS) and Senator Paul Coverdell (R-GA). It includes the following: (1) the Safe and Drug-Free Schools Initiative, including a voucher demonstration program and the use of federal funds for vouchers by students in violent and unsafe schools; (2) the Affordable College Act authorizing tax exempt education investment accounts and a tax deduction for student loan interest; (3) authorizing appropriations to fully fund IDEA by FY2004; and (4) a block grant for adult education and literacy.

The Senate Minority's bill, the Education for the 21st Century Act (S.12), was also introduced on the first day of the session and encompasses many of President Clinton's education initiatives. It includes the following: (1) a \$1,500 refundable tuition tax credit (Hope scholarships), a \$10,000 annual tuition tax deduction, and a tax deduction for interest on student loans; (2) \$5 billion for the Education Facilities Improvement Act to subsidize the interest costs of elementary and secondary school repair, renovation, and construction; (3) the America Reads Challenge to provide literacy tutoring assistance outside regular school hours for children between preschool and 3rd grade; and (4) a recommendation to invest an additional \$1.8 billion over the next five years in the Technology Literacy Challenge Fund.

ISSUES:

As Congress and the Administration deliberate on the parts of these comprehensive initiatives, these principles should prevail:

- **The federal role in the nation's elementary and secondary schools has been carefully defined over the years, with initiatives to promote both quality and equality. New initiatives should build on this record by providing emphasis for programs based on sound research and policy analysis.**

- **Federal legislation must strengthen the capacity of state and local education authorities, which have constitutional/statutory responsibility for education.** The federal education programs must be administered by state education agencies to provide efficient coordination of federal, state, and local education resources.
- **Target federal investment to achieve the National Education Goals.** All federal education programs should be organized around explicit and measurable objectives to advance excellence, target service to needy students, and ensure accountability.
- **Expanded use of telecommunications and technologies to improve student achievement is imperative.** The federal government should build out a major program which provides for telecommunications connectivity, equipment, preparation of teachers and administrators, and support for research and learning materials so that all students have access to communications technologies and the Internet.
- **Developing benchmarks for individual student testing provides an important extension of the capacity states now have to participate in the National Assessment for Education Progress.** Benchmarking for individual student scores to state-by-state, national and international results is needed. Additional national testing must be linked to state and local testing strategies and used at state and local discretion.
- **Legislative and judicial decisions, at both federal and state levels, limit the use of public funds to be used to serve children in nonpublic schools.** Any program must conform to the principles of constitutionality, state and federal, as already defined by the courts, thus limiting the use of public funds for any sectarian purpose or function.
- **A program to aid children in nonpublic schools should reinforce and not jeopardize the effectiveness of the public schools.** Such a program should contain safeguards against racial and social class isolation in nonpublic schools.

March 1997

INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)

ACTION: REAUTHORIZE IDEA TO ASSURE STUDENTS WITH DISABILITIES ARE PROVIDED OPPORTUNITY TO BENEFIT FROM HIGH STANDARDS AND APPROPRIATE ASSESSMENTS EXPECTED OF ALL STUDENTS. MAINTAIN THE 25% SET-ASIDE IN CURRENT LAW FOR STATE ACTIVITIES WITH UP TO 5% FOR STATE ADMINISTRATION. MAINTAIN STATE EDUCATION AGENCY (SEA) AUTHORITY FOR THE PROGRAM IMPROVEMENT PLAN. PROVIDE FOR FULL FEDERAL FUNDING OF PART B OF IDEA AT THE 40 PERCENT LEVEL AS AUTHORIZED IN CURRENT LAW.

STATUS:

The 104th Congress did not reauthorize IDEA. Both the House and Senate are seeking to move the Individuals with Disabilities Education Act (IDEA) through the legislative process early this year. IDEA bills virtually identical to the House-passed and Senate Committee measures from last year have been reintroduced. Both House and Senate versions would maintain the current 25% state set-aside, but the House measure would reduce state education agency (SEA) administrative costs from the current 5% to 3%.

With education a key issue for both Congress and the Administration this year, the Congressional Leadership is seeking to avoid last year's political stalemate on IDEA and has made IDEA reauthorization a top priority. Full funding of the 40% federal share of IDEA by 2004 is a key item in the Senate Majority's education bill (S.1). Senate Majority Leader Trent Lott (MS) has organized a consensus process for education and disability organizations to provide recommendations on reauthorization issues within a month.

House Chairman Bill Goodling (R-PA) and Senate Chairman Jim Jeffords (R-VT) have made it clear that the "status quo" for IDEA provisions is not acceptable. They urge all interested groups to take advantage of this "last" opportunity to shape a new bill. Among the hotly debated issues are state set-aside, state administrative costs, and state maintenance of effort. Local education organizations contend the 25% level for state set-aside is too high; representatives of the disability community support IDEA-funded state activities. The current state set-aside and administrative cap must be effectively justified to be reauthorized.

ISSUES:

- **Enable students with disabilities to be served by IDEA in consolidated programs under IASA and Goals 2000.** Currently, students with disabilities are explicitly excluded from the integrated planning and programming under Title I ESEA schoolwide projects. Provisions for standards, assessment and the state improvement plan in IDEA should be linked to each state's plan for use of the funds for Goals 2000 and the Improving America's Schools Act. While continuing the protections of an individualized education plan, IDEA students should benefit from the standards and integrated federal programming of teaching and learning for all students under Goals 2000 plans and IASA provisions.

- **Continue SEA responsibility for IDEA with up to 25 percent set-aside for statewide services including 5 percent (one-fifth of the SEA funds) for state administration.** The state set-aside provides an essential funding mechanism to target resources efficiently to the local level using state technical assistance and economies of scale. Up to 25 percent must be earmarked for SEAs to fulfill responsibilities for statewide activities and regional services such as special high cost services for severe and low incidence disabilities, curricula, and professional development. With increasing burdens on the states, up to the current 5 percent of IDEA Part B funds are needed to fulfill federal regulations for administration and compliance monitoring. These provisions are necessary for accountability to the U.S. Department of Education for federal funds used at the state and local levels.
- **Require SEAs to develop and implement the state improvement plan, as well as to administer IDEA discretionary funds.** SEAs should plan for and administer all education components of IDEA in order to link all federal funds with state and local education programs. The many discretionary funds under IDEA should be combined and focused on major elements of improvement such as professional development. Consultation with key constituencies and professionals in developing a plan for these funds should be required, with the actual development and responsibility for the state improvement plan assigned to the SEA.
- **Fully fund the federal share of IDEA, Part B, by appropriating P.L. 94-142's authorized level of 40 percent of state and local costs by a specific date.** When Congress passed P.L. 94-142, the Education of the Handicapped Act of 1975, the federal government accepted the target of 40 percent of total costs for IDEA students. Although IDEA was increased by over \$700 million in FY1997, the federal share still only accounts for 7 percent of the total. This imbalance shifts the cost of providing the services to states and localities, forcing other appropriated programs to complete IDEA's funding mandate. Provisions for full funding of Part B of the IDEA at the 40 percent federally-authorized level by a specific date should be added.
- **Improve the administrative efficiency of IDEA.** Cost effective changes include reimbursing supplemental services costs of state and local education agencies; focusing categories on student educational needs rather than types of disabilities; increasing reliance on mediation for individualized education program (IEP) development; and requiring that all IDEA-related federal policy statements and interpretations be subject to the rules of public notice and comment of the General Education Provisions Act.

March 1997

VOCATIONAL TECHNICAL EDUCATION

ACTION: REAUTHORIZE THE PERKINS VOCATIONAL EDUCATION ACT WHICH SUPPORTS THE KEY IN-SCHOOL COMPONENT OF A COMPREHENSIVE AND COORDINATED WORKFORCE PREPARATION SYSTEM. PERKINS FUNDS MUST CONTINUE TO BE DIRECTED TOWARD IMPROVING VOCATIONAL-TECHNICAL EDUCATION IN THE NATION'S SECONDARY AND POSTSECONDARY INSTITUTIONS THROUGH THE INTEGRATION OF ACADEMIC AND OCCUPATIONAL EDUCATION. ASSURE THAT UP TO 20% OF PROGRAM FUNDS MAY BE USED FOR STATE EDUCATION AGENCY (SEA) ADMINISTRATION AND STATEWIDE PROGRAM IMPROVEMENT, INCLUDING LEADERSHIP ACTIVITIES, TECHNICAL ASSISTANCE, AND PROFESSIONAL DEVELOPMENT.

STATUS:

The 104th Congress did not pass a workforce development block grant bill. Now both the House and Senate are seeking a relatively quick and simple reauthorization of the Perkins Vocational Education Act. However, with IDEA as the first priority, neither has formally scheduled hearings nor introduced bills. Senator Jim Jeffords (R-VT), Chairman of the Senate Labor and Human Resources Committee, hopes to begin hearings in March or April and mark up a bill during the summer. Similarly, Representative Frank Riggs (R-CA), Chairman of the House Subcommittee on Early Childhood, Youth and Families, will begin hearings in April or May.

While last Congress the House CAREERS bill, Senate Workforce Development bill, and conference draft bills each placed vocational education in a block grant with adult education and job training, neither chamber is likely to reintroduce such comprehensive bills this year. In fact, both the Senate Labor and Human Resources Committee and the House Committee on Education and the Workforce have assigned vocational education and job training to different subcommittees. However, efforts toward linkage or even integration with workforce development programs leave governance of vocational education a key issue. The 20% state level allocation is also under question.

ISSUES:

- **Provide a separate authorization to ensure that vocational education remains a "first-chance" system focused on integrating academic and occupational education in school-based and work-site settings for secondary and postsecondary students.** Vocational education provides students not immediately seeking a four-year college degree with the workplace and academic skills necessary to compete in the job market of the 21st Century. Federal support for vocational-technical education is key to secondary school reform and secondary-postsecondary articulation.
- **Provide explicit authorization to use up to 20% of vocational education funds for statewide program improvement, including up to 5% (1/4 of the SEA share) for program administration.** These state funds provide resources to encourage innovation and integration of academic and occupational education at the local level, including development of standards and assessments, curriculum design, professional development, and direct technical assistance.
- **Ensure state sovereignty for education by providing that the existing legally-authorized**

state education agency maintains responsibility for vocational education programs. This provision ensures efficient integration of federal, state, and local resources to best leverage education innovation and student achievement.

- **Enable state and local education agencies to better link funds supporting academic and occupational skills in total school improvement efforts.** Standards and accountability measures for vocational education must be consistent with those under non-vocational programs to assure that all students have the opportunity to achieve high standards.
- **Connect the renewed Vocational Education Act with other employment training and business/industry strategies, without requiring new, duplicative and cumbersome governance structures at local, state or federal levels.**

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Superintendent of Public Instruction
Oregon Department of Education

PUERTO RICO

Mr. Victor R. Fajardo
Secretary of Education
Puerto Rico Department of Education

RHODE ISLAND

Mr. Peter McWalters
Commissioner of Education
Rhode Island Department of Education
Shepard Building

SOUTH CAROLINA

Dr. Barbara S. Nielsen
State Superintendent of Education
South Carolina Department of Education

TENNESSEE

Dr. Ada Jane Walters
Commissioner of Education
Tennessee Department of Education

TEXAS

Dr. Michael A. Moses
Commissioner of Education
Texas Education Agency

UTAH

Dr. Scott W. Bean
Superintendent of Public Instruction
Utah State Office of Education

VERMONT

Dr. Marc E. Hull
Commissioner of Education
Vermont Department of Education

VIRGINIA

Dr. Richard T. La Pointe
Superintendent of Public Instruction
Virginia Department of Education

WASHINGTON

Dr. Teresa Bergeson
Superintendent of Public Instruction
Washington Department of Public Instruction

WEST VIRGINIA

Dr. Henry R. Marockie
State Superintendent of Schools
West Virginia Department of Education

WYOMING

Ms. Judy Catchpole
State Superintendent of Public Instruction
Wyoming Department of Education

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

Mr. Gordon M. Ambach
Executive Director

Ms. Pamela L. Reynolds
Chief of Staff

1. The 4th and 8th grade tests are very important because they provide:

-- parents, students and teachers with information about student performance, against widely accepted national and international standards, that is not available in any other way. These tests provide a benchmark for state standards.

-- a clear focus for nationwide efforts to improve achievement in these basic skill areas.

That is why President Clinton has challenged every state to administer these tests when they are available in 1999.

2. These tests are not designed to replace tests in place or under development by the states. We are not asking any state to abandon the work it has already done, or to throw out its own academic standards or tests. We want to make sure that these new tests, in the basic skill areas, can be effectively incorporated into state testing programs, and the Education Department will seek your advice in how best to accomplish this.

Briefing for VP for CCSSO meeting

1. The group is the state commissioners of education; some 40+ states as well as DC., PR, territories and Defense schools will be represented. Most are nonpolitical appointees of elected/appointed state boards of education; some are elected in their own right, or appointed by gov.
2. As a whole, this group has been very supportive of Administration efforts in education over the past 4 years and at present
3. Group has been meeting for day and a half; yesterday's meeting was focused almost entirely to discussion of administration 4th and 8th grade testing initiative. This morning, Secretary Riley addressed them, and they also met with Deputy Secretary Mike Smith and Assistant Secretary Gerald Tirozzi.
4. The chiefs requested this meeting to discuss a number of issues, including Goals 2000 and technology -- specifically, to praise our efforts in these areas and give President positive feedback.
5. From our point of view, the most critical issue for us to talk to the chiefs about is the national standards and testing initiative -- 4th grade reading and 9th grade math -- because these individuals are most able to influence whether the states participate.

While we have good support (Maryland, Michigan and North Carolina publicly committed, Cal. and NY chiefs also supportive), and we will receive an endorsement from CCSSO exec. Committee, there are a number of sensitive issues which have come to the fore in the last 24 hours:

- political concerns about national vs. state standards,
- technical concerns about design of test,

Key Point:

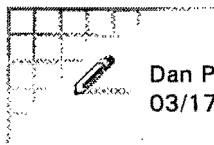
Chief State School Officers and Educational Technology

Jane Walters, Tennessee Commissioner of Education, is going to bring up educational technology in your meeting. Specifically, she will probably ask that the administration urge the FCC to provide the e-rate for state education systems like those networks run by Tennessee and West Virginia. This is a state vs. local issue. The question is if states submit one technology plan for the state, then do individual schools get to submit a plan. She will argue that it does not make sense to negotiate the best deal district by district when they can get a better deal for the state as a whole.

The school boards, school administrators and Congress are on the other side of this issue. They argue that state's shouldn't force states into particular technologies. Furthermore, they argues that one size does not fit all schools when it comes to technology.

Talking Points

- First, I'd like to acknowledge your particular leadership in making Tennessee a shining example of how educational technology can make a real difference. Many of you here have led the way in your states in bringing 21st technology to our children.
- As you know, we have four goals for educational technology-- computers, connections, professional development and content. We have asked states to be our partners in meeting each of these goals.
- The state role in educational technology is very important. But each state, as they develop and submit their own technology plans and strategies, is going about this in very different ways. We need to recognize the individuality of states and provide sufficient flexibility.
- Although the administration has already filed our official comments on Snowe Rockefeller with the FCC, I am told that you have already been in touch with the FCC and that they are looking seriously at giving states some role.
- Whatever your state plan, as Snowe-Rockefeller moves forward, states will have a very important role in providing the technical expertise to schools and helping to ensure that every school can take advantage of the e-rate and help us meet our goal of every classroom connected to the Information Superhighway by the year 2000.



Dan Pink @ OVP
03/17/97 09:39:28 AM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc: Jim Kohlenberger/OVP @ OVP, Elaine C. Kamarck/OVP @ OVP

Subject: School Chiefs meeting

Here's a very quick draft for today's closed-press meeting. The VP won't likely use it word-for-word, but he should probably have it with him for general guidance. Please give me any comments before 11:30 am. Thank

Talking Points

Vice President Al Gore Meeting with Council of State School Officers Washington, DC March 17, 1997

[Acknowledgments from advance]

- As all of you know, I'm standing in -- literally -- for President Clinton this afternoon. And it's a bit sobering. At times like these I realize . . . I'm just one kneecap away from the Presidency.
- Thank you all for being here. And thank you for what you're doing in your states to rebuild and recharge America's public schools.
- The President has laid out a 10-point action plan for American education. Here's the goal: by the Year 2000, every 8 year old can read; every 12 year old can log onto the Internet; every 18 year old can go to college; and every American can keep learning for a lifetime.
- A critical component of that plan is for every state to adopt high national standards -- and by 1999, to test every 4th grader in reading and every 8th grader in math.
- These national tests, of course, would be voluntary. But the President and I believe they are critically important for our nation's future. And we want to challenge you to participate. You are the people who can make standards happen in your states.
- I know many of you have been out front, pushing for high standards. And the President and I thank you for your early commitment. Let's spread this movement nationwide, and prepare all our students for the future.
- Another way we can prepare our students for the future is by bringing the best technology into our nation's schoolhouses. And on that score, I want to reissue the President's challenge to establish a discounted communications rate -- an e-rate -- for America's schools. Too many of our classrooms are being priced out of cyberspace. But the FCC has a plan before it to dramatically lower Internet rates for America's schools.

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- I challenge you to urge the FCC -- and the state regulators and the businesses who have a say -- to do the right thing by our children and make the e-rate a reality for our schools.
- In addition, many of your states have applied for our Technology Literacy Challenge grants. Those grants are moving forward. The President and I know that you're the ones with the expertise to put these funds to their best use.
- Again, thank you for all you're doing. *(If appropriate, open the floor for discussion.)*

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THE WHITE HOUSE
WASHINGTON

March 14, 1997

MEETING WITH COUNCIL OF CHIEF STATE SCHOOL OFFICERS

DATE: March 17, 1997
LOCATION: The Roosevelt Room
TIME: Briefing 1:15pm-1:30pm (West Wing Office)
Event 1:30pm - 2:00pm
FROM: Bruce Reed
Michael Cohen

I. PURPOSE

To meet with the members of the Council of Chief State School Officers on a number of Administration priorities, and to receive the group's endorsement for the President's national standards and testing initiative.

II. BACKGROUND

You will be meeting with the top state education officials, for elementary and secondary education, from 40 states, D.C., Puerto Rico, and American Samoa. The Council consists of the officials who administer state education agencies and provide day-to-day education leadership within each state. Because of their responsibilities, including designing and implementing each state's academic standards and tests, this is perhaps the most critical group in determining how individual states will respond to the President's challenges for education reform.

The Council will be holding its Annual Legislative Conference in Washington on March 17 and 18. Prior to your meeting, the Council members will have voted to pass a resolution supporting our standards and testing proposal. In addition to receiving this endorsement, this is also an opportunity to gain the feedback of chief school officers on Goals 2000 and on the Administration's technology initiative. This group has been extremely supportive of both.

Attached is a memo recently submitted to the President that provides an overview of the President's plan for national standards and testing in 4th grade reading and 8th grade math, and a summary of reactions to date.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley
Bruce Reed
Mike Cohen
Elaine Kamarck

Event Participants:

Secretary Riley
President of the Council of Chief State School Officers Henry Marockie (West Virginia)
Tennessee Commissioner of Education Jane Walters

Other Attendees:

Assistant Secretary of Education Gerry Tirozzi
Executive Director of the Council Gordon Ambach
43 Superintendents and Commissioners of education. (See attached list).

IV. PRESS PLAN

White House Photo to be released.

V. SEQUENCE OF EVENTS

- You will enter with Secretary Riley and both of you will take seats at the table.
(Chiefs will be seated theater style facing you.)
- Secretary Riley makes brief opening remarks and introduces you.
- You will make brief remarks and call on Henry Marockie, the President of the Council.
(Marockie will be seated in the front row.)
- Henry Marockie makes brief remarks presents the endorsement of the standards and testing initiative and asks Jane Walters, Tennessee Commissioner of education, to speak.
- Commissioner Walters makes brief remarks on education technology issues.
- You will make closing remarks thanking them for their support.

*If time permits, you could call on one or two additional Chiefs to speak. Following are suggestions:

1. **Richard Mills**, New York State Commissioner of Education
2. **Norma Paulus**, Oregon Superintendent of Education
3. **Robert Antonucci**, Massachusetts Commissioner of Education

VI. REMARKS

Talking Points Provided by Speechwriters.

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002. list	Re: participants (partial) (1 page)	03/17/97	P6/b(6)
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FOLDER TITLE:

CCSSO [Council of Chief State School Officers]/POTUS Meeting 3/17

2012-0160-S

ry1208

RESTRICTION CODES

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

b(1) National security classified information [(b)(1) of the FOIA]
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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Chief State School Officers Participating in Meeting
with President Clinton

Monday, March 17, 1997 at 12:00 noon

NAME	ID	DOB	SSN
Moses, Michael A.	TX	P6/(b)(6)	
Nielsen, Barbara S.	SC		
Paulus, Norma	OR		
Peterson, Mary L.	NV		
Picard, Cecil J.	LA		
Reed, Suellen K.	IN		
Reynolds, Pamela L.	CCSSO		
Sanstead, Wayne G.	ND		
Spagnolo, Joseph A.	IL		
Tagoilelagi, Laloulu	AS		
Tompkins, John A.	KS		
Twomey, Elizabeth M.	NH		
Walters, Ada Jane	TN		
Ward, Michael	NC		
Wilhoit, Gene	AR		

[002]



COUNCIL OF CHIEF STATE SCHOOL OFFICERS

One Massachusetts Avenue, NW, Suite 700, Washington, DC 20001-1431 • 202/408-5505 • FAX 202/408-8072
<http://www.ccsso.org>

March 13, 1997

Via Facsimile: 202.456-7028

Mike Cohen
Special Assistant to the President for Education
Domestic Policy Council
Old Executive Office Building, Room 218
Washington, DC 20502

Dear Mike:

We are delighted with the progress being made for the chiefs' meeting with President Clinton. I have talked with Christa Robinson about the room and arrangements. I thought it might be useful to sketch out my conception of how the time and dynamics of the meeting would work. A draft layout is on the accompanying page.

We have made adjustments with Secretary Riley, Mike Smith and Gerry Tirozzi with respect to their participation in our overall program. The three of them will be joining us at the Westin Hotel at 10:00 am or shortly thereafter. We will be planning to depart from the hotel no later than 11:15 am in order to be cleared for the meeting. If you would like to join in the session with Secretary Riley, we would be pleased to have you.

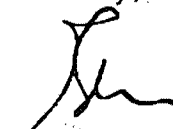
I enclose a list of the chiefs attending the session. I anticipate having no staff other than myself in attendance, except perhaps our Chief of Staff Pamela Reynolds. Please advise me as to whether we should have our press officer with us because of the announcement and potential press interviews.

Many thanks.

*Mike - Note This was drafted
before news of the President's
injury and our phone
conversation.*

GMA:djb

Sincerely,


Gordon M. Ambach

**Suggested Agenda
Meeting of President Clinton with the Members
of the Council of Chief State School Officers
March 17, 1997**

Monday, March 17, 1997

12:00 noon Room _____

[First part of the meeting is open to press. Council members assembled in meeting room. Two easels placed behind the President's chair showing a couple of questions from the NAEP books on 4th grade reading and 8th grade mathematics. Headers on the charts -- benchmarking individual student achievement]

President Clinton enters the room and greets members of the Council, provides brief opening remarks.

CCSSO President, Hank Marockie, State Superintendent of West Virginia, thanks President for the opportunity to meet, congratulates the President and commends him for the establishment of education as the priority for his second term; and, praises the President's "Call to Action for American Education in the 21st Century." President Marockie summarizes the statement of Council in support of developing reading and mathematics tests as benchmarks for individual student achievement. Marockie presents President Clinton with a copy of the resolution.

[Depending upon the number of chiefs prepared to make individual commitment to recommend use of the tests in their states, President Marockie will provide an indication, in words or on paper, of the commitments.]

President Clinton receives the statement and comments about the importance of this proposal.

New York Commissioner Rick Mills, California State Superintendent Delaine Eastin, as Co-Chairs of the Council Task Force on Standards and Assessments, are ready to make brief comments about intended use of the tests in their states. This would add examples to the identification of the states indicating intention to participate.

[Press is escorted from meeting room.]

President Clinton comments further on items of his agenda and/or requests chiefs to introduce other topics.

President Marockie commends President Clinton and Secretary Riley on the initiative of Goals 2000: Educate America Act and notes the tremendous value of this program for state and local standards, assessments and school improvement strategies. Marockie thanks President for Goals 2000 appropriations increases. Chiefs prepared with two or three very short statements re: value of Goals 2000 -- Massachusetts Commissioner Bob Antonucci, Oregon State Superintendent Norma Paulus, and Kentucky Commissioner of Education Bill Cody.

Discussion and comments by President Clinton.

President Marockie commends the President, Vice President Gore, and FCC Chair Reed Hundt for leadership on "universal services" for schools and libraries. He indicates how important these provisions are for the states and informs the President of state leadership in West Virginia and other states to assure all students are connected to the Internet. Brief examples of key state actions provided by Tennessee Commissioner of Education Jane Walters, Utah State Superintendent Scott Bean and South Carolina State Superintendent Barbara Nielsen. (The message is the importance of state-wide implementation of telecommunications services for education and the necessity for the FCC to assure that states can be major applicants for "discounting" under the universal services provision.)

President Clinton introduces any additional topics for discussion or comment.

NOTE: We assume the President would want to discuss the *America Reads* initiative. Several of the states have major initiatives underway which should be connected to the President's initiative. Missouri Commissioner Bob Bartman and Texas Commissioner Mike Moses will be prepared for brief comments.

President Clinton, after taking up any other topics, closes the session. President Marockie once again thanks President Clinton for this important opportunity to meet with the President and to pledge continuing cooperation to carry out federal initiatives through in the federal-state partnership.

[NOTE: Meeting closes. The chiefs need to know whether the White House intends to plan individual press contacts for chiefs following the meeting.]

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ry1208

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Chief State School Officers Participating in Meeting
with President Clinton

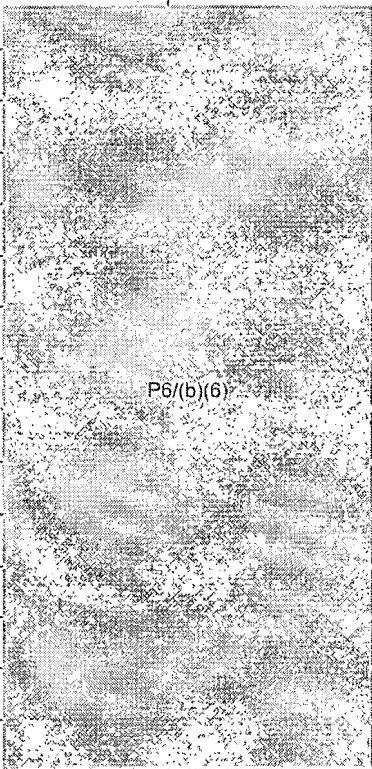
Monday, March 17, 1997 at 12:00 noon

NAME	ID	DOB	SSN
Albanese, J. Duke	ME	P6/(b)(6)	
Ambach, Gordon M.	CCSSO		
Antonucci, Robert V.	MA		
Bartman, Robert E.	MO		
Bean, Scott W.	UT		
Becton, General Julius W.	DC		
Bergeson, Teresa	WA		
Catchpole, Judy	WY		
Christensen, Douglas D.	NE		
Cody, Wilmer S.	KY		
Eastin, Delaine A.	CA	P6/(b)(6)	
Ellis, Arthur E.	MI		
Fajardo, Victor R.	PR		
Ferguson, Michael C.	DE		
Fox, Anne C.	ID		
Garrett, Sandy	OK		
Goff, John M.	OH		
Gonzalez, Lillian	DODEA		
Grasmick, Nancy S.	MD		
Holloway, Shirley J.	AK	P6/(b)(6)	
Hull, Marc E.	VT		
Keenan, Nancy	MT		
Klagholz, Leo F.	NJ		
La Pointe, Richard	VA		
Laughlin, Richard A.	CO		
Marockie, Henry R.	WV		
McWalter, Peter	RI		
Mills, Richard P.	NY		

[003]

Chief State School Officers Participating in Meeting
with President Clinton

Monday, March 17, 1997 at 12:00 noon

NAME	ID	DOB	SSN
Moses, Michael A.	TX		
Nielsen, Barbara S.	SC		
Paulus, Norma	OR		
Peterson, Mary L.	NV		
Picard, Cecil J.	LA		
Reed, Suellen K.	IN		
Reynolds, Pamela L.	CCSSO		
Sanstead, Wayne G.	ND		
Spagnolo, Joseph A.	IL		
Tagoilelagi, Laloulu	AS		
Tompkins, John A.	KS		
Twomey, Elizabeth M.	NH		
Walters, Ada Jane	TN		
Ward, Michael	NC		
Wilhoit, Gene	AR		

Council of Chief State School Officers

1997 Board

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State Superintendent of Schools
West Virginia Department of Education

President-Elect

Dr. Wilmer S. Cody
Commissioner of Education
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Vice President

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Montana Office of Public Instruction

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Dr. Barbara S. Nielsen
State Superintendent of Education
South Carolina Department of Education

Mr. Peter McWalters
Commissioner of Education
Rhode Island Department of Education
Shepard Building

Ms. Norma Paulus
Superintendent of Public Instruction
Oregon Department of Education

Executive Director
Mr. Gordon M. Ambach
Executive Director
Council of Chief State School Officers

Council of Chief State School Officers

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ALASKA

Dr. Shirley J. Holloway
Commissioner of Education
Alaska Department of Education

AMERICAN SAMOA

Mr. Laloulu Tagoilelagi
Director of Education
American Samoa Department of Education

ARKANSAS

Mr. Gene Wilhoit
Director
General Education Division
Arkansas Department of Education

CALIFORNIA

Ms. Delaine A. Eastin
Superintendent of Public Instruction
California Department of Education

COLORADO

Dr. Richard A. Laughlin
Acting Commissioner of Education
Colorado Department of Education

DELAWARE

Mr. Michael Ferguson
Acting Secretary of Public Instruction
Delaware Department of Public Instruction

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Director
Department of Defense Education Activity

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Superintendent of Public Schools
District of Columbia Public Schools

IDAHO

Dr. Anne C. Fox
Superintendent of Public Instruction
Idaho Department of Education

ILLINOIS

Dr. Joseph A. Spagnolo
Superintendent of Education
Illinois Board of Education

INDIANA

Dr. Suellen K. Reed
Superintendent of Public Instruction
Indiana Department of Education

KANSAS

Dr. John A. Tompkins
Commissioner of Education
Kansas Department of Education

KENTUCKY

Dr. Wilmer S. Cody
Commissioner of Education
Kentucky Department of Education

LOUISIANA

Mr. Cecil J. Picard
Superintendent of Education
Louisiana Department of Education

MAINE

Mr. J. Duke Albanese
Commissioner of Education
Maine Department of Education

Council of Chief State School Officers

Page 2

MARYLAND

Dr. Nancy S. Grasmick
Superintendent of Schools
Maryland Department of Education

MASSACHUSETTS

Dr. Robert V. Antonucci
Commissioner of Education
Massachusetts Department of Education

MICHIGAN

Mr. Arthur E. Ellis
Superintendent of Public Instruction
Michigan Department of Education

MISSOURI

Dr. Robert E. Bartman
Commissioner of Education
Missouri Department of Elementary
& Secondary Education

MONTANA

Ms. Nancy Keenan
Superintendent of Public Instruction
Montana Office of Public Instruction

NEBRASKA

Dr. Douglas D. Christensen
Commissioner of Education
Nebraska Department of Education

NEVADA

Ms. Mary L. Peterson
Superintendent of Public Instruction
Nevada Department of Education

NEW HAMPSHIRE

Dr. Elizabeth M. Twomey
Commissioner of Education
New Hampshire Department of Education

NEW JERSEY

Dr. Leo F. Klagholz
Commissioner of Education
New Jersey Department of Education

NEW YORK

Mr. Richard P. Mills
Commissioner of Education
New York Education Department

NORTH CAROLINA

Dr. Michael Ward
State Superintendent of Public Instruction
North Carolina Department of Public Instruction
Education Building

NORTH DAKOTA

Dr. Wayne G. Sanstead
Superintendent of Public Instruction
North Dakota Department of Public Instruction

OHIO

Dr. John M. Goff
Superintendent of Public Instruction
Ohio Department of Education

OKLAHOMA

Ms. Sandy Garrett
Superintendent of Public Instruction
Oklahoma State Department of Education

OREGON

Ms. Norma Paulus
Superintendent of Public Instruction
Oregon Department of Education

PUERTO RICO

Mr. Victor R. Fajardo
Secretary of Education
Puerto Rico Department of Education

Council of Chief State School Officers

Page 3

RHODE ISLAND**Mr. Peter McWalters**Commissioner of Education
Rhode Island Department of Education
Shepard Building**VERMONT****Dr. Marc E. Hull**Commissioner of Education
Vermont Department of Education**SOUTH CAROLINA****Dr. Barbara S. Nielsen**State Superintendent of Education
South Carolina Department of Education**VIRGINIA****Dr. Richard T. La Pointe**Superintendent of Public Instruction
Virginia Department of Education**TENNESSEE****Dr. Ada Jane Walters**Commissioner of Education
Tennessee Department of Education**WASHINGTON****Dr. Teresa Bergeson**Superintendent of Public Instruction
Washington Department of Public Instruction**TEXAS****Dr. Michael A. Moses**Commissioner of Education
Texas Education Agency**WEST VIRGINIA****Dr. Henry R. Marockie**State Superintendent of Schools
West Virginia Department of Education**UTAH****Dr. Scott W. Bean**Superintendent of Public Instruction
Utah State Office of Education**WYOMING****Ms. Judy Catchpole**State Superintendent of Public Instruction
Wyoming Department of Education**COUNCIL OF CHIEF STATE SCHOOL OFFICERS****Mr. Gordon M. Ambach**

Executive Director

Ms. Pamela L. Reynolds

Chief of Staff

AUTOMATIC COVER SHEET

DATE: MAR-14-97 FRI 10:50

TO:

FAX #: 4567028

FROM: AC

FAX #: 2024088072

10 PAGES WERE SENT

(INCLUDING THIS COVER PAGE)

FEB 25 1997

2281

SCHEDULE PROPOSAL

DATE: February 24, 1996

____ ACCEPT

____ REGRET

✓
____ PENDING

TO: Anne Hawley
Stephanie Streett

FROM: Bruce Reed

REQUEST: Meeting with the President and members of the Council of Chief State School Officers, who are state commissioners of education

PURPOSE: This meeting will give the President the opportunity to make the case for his education agenda -- especially his call for national tests -- to the state education officials most directly involved in determining how states will respond. The meeting will also give the chief state school officers an opportunity to update the President on the status of state efforts to develop standards and tests, and on the implementation of Goals 2000.

BACKGROUND: The Council of Chief State School Officers will be holding its Annual Legislative Conference in Washington on March 17 and 18, and has requested a meeting with the President during their conference. It is expected that 40-45 chief state school officers will attend the conference.

PREVIOUS PARTICIPATION: None

DATE AND TIME: March 17-18. Preferred time is late morning March 17, but anytime on March 17 or the morning of March 18 would be possible.

DURATION: One hour

LOCATION: East Room

PARTICIPANTS: POTUS
Secretary Riley
Chief State School Officers (Approximately 40-45 are expected)

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