

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Re: School officials (partial) (1 page)	01/31/97	P6/b(6)
002. schedule	Schedule of the President for Wednesday, February 5, 1997 (partial) (1 page)	02/05/97	P6/b(6)
003. schedule	Schedule of the President for Wednesday, February 5, 1997 Final (partial) (1 page)	02/05/97	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Georgia Trip [1]

2012-0160-S

ry1213

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]
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financial information [(a)(4) of the PRA]
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and his advisors, or between such advisors [(a)(5) of the PRA]
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b(9) Release would disclose geological or geophysical information
concerning wells [(b)(9) of the FOIA]

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.

Camp Trip

Mike Fah
770 272-6456

Bruce:

In case you are called upon at the morning meeting with respect to the Georgia Hope Scholarship trip, here is the latest scoop:

1. Gov. Miller asked that we go to Augusta or Columbus for the event.
2. Neither city has an actual community college; they both have 2-year technical institutes, which don't award degrees. These are not good models for HOPE. They both have 4-year state colleges, which are commuter schools.
3. We have recommended Augusta State College for the event. Education Department has vetted the school and there are no problems with it. From an event standpoint, this is a better campus than Columbus State College.
4. There has been some suggestion (from Marsha Hale) that we should go to whatever college is in Athens Ga, since that is a real college town. In addition to the fact that AF1 can't land there, I've rejected that because a commuter school, with local people working their way into the American Dream is a better setting than an idyllic residential campus where people screw off for four years.
5. Elizabeth will be handling the trip meetings and other stuff, and will keep me up to date as necessary. We are not making any policy announcement, so I don't think there will be too much more to do.
6. I have no idea how it came to be that NEC is in charge of HOPE policy and we are responsible for HOPE events. It's no big deal in this case, but do you know how it turned out this way?

On a more important point...I can't imagine a better outcome than what we got out of this evening's meeting,.....except for all the work ahead of us. Talk to you tomorrow about this, though if you want to talk this evening, feel free to call me at home.

Mike.

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Dr. Gary Field, Principal
College Park Elementary School (Fulton County School System)
2075 Princeton Avenue
College Park, Georgia 30337
Ph: (404) 669-8040

*Memo Atlanta
At Risk kids
Year-round calendar
Showing improvement on
test scores
Community supportive*

Ms. Charlotte Jones, Principal (Lottery Funded Prekindergarten Program Participant)
Metter Elementary School (Candler County School System)
East Lillian Street
Metter, Georgia 30439
Ph: (912) 685-2058

1993 - model program

Robert A. Cresswell, Principal
Salem High School
3551 Underwood Road
Conyers, Georgia 30208-2901
Ph: (770) 929-0176/Extension 8
Fax: (770) 922-1292
Hm: P6/(b)(6)

*great speeches, voice
innovative high school
Rockdale Co - East of Atlanta
120 m.*

[001]

Jerry Smith, English Teacher (also Drama Coach) *Recommended by Robert Cresswell*
Salem High School
Ph: (770) 929-0176
Hm: P6/(b)(6)

Sara Sanford, Media and Network Director *distance learning*
Salem High School
Ph: (770) 929-0176
Hm: P6/(b)(6)

Invitation List

Dr. Linda Schrenko, State Superintendent of Schools
Georgia Department of Education
Room 2066
Twin Towers East, 205 Butler Street, W.W.
Atlanta, Georgia 30334
Ph: (404) 656-2800

*from Augusta, graduates
of Augusta*

Mr. Johnny Isakson, Board Member
Sixth Congressional District
Northside Realty
Corporate Office
6065 Roswell Road
Atlanta, Georgia
Ph: (404) 252-3393

Students:

Dr. Charles G. Larke, Superintendent
Richmond County Schools (Augusta)

Ph: (706) 737-7200

Located two high school students from Richmond County:

Kimberli T. Darden (Black Female)

Westside High School

Ms. Gayle McGee, Principal

Ph: (706) 868-4030

1002 Stelling Road

Augusta, Georgia 30907

*HOPE students,
very articulate
Good in technology*

Benjamin Stalcup (White Male)

A. R. Johnson Health, Science, and Engineering High School (Magnet School)

Horace Lambach, Principal

Ph: (706) 823-6933

1324 Laney-Walker Blvd.

Augusta, Georgia 30901

Business Leaders:

Oz Nelson

Ph: (404) 828-6240

*Former Chair, GA Partnership for Excellence in Educ.
CEO, UPS (about science)*

Carl Swearingen, President-Georgia

BellSouth Telecommunications

Ph: (770) 391-2424

Former Chair, GA Partnership

Practitioners:

Mr. Chris Henry, Principal (Past PAGE President) *white*

Hephzibah Middle School (Richmond County School System)

2427 Mims Road

Hephzibah, Georgia 30315

Ph: (706) 592-4534

School of at risk kids

Mr. Preston Howard, Project Success

Jefferson County High School

1157 Mennonite Church Road

Louisville, Georgia 30434

Ph: (912) 625-9991

*Vocational program -
Innovative program
AA.*

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SCHEDULE OF THE PRESIDENT

FOR

WEDNESDAY, FEBRUARY 5, 1997

SCHEDULING DIRECTOR:

ANNE HAWLEY

HOME:

P6/(b)(6)

[002]

OFFICE:

202-456-2823

WHCA PAGER:

4039

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME:

P6/(b)(6)

OFFICE:

202-456-2823

WHCA PAGER:

4033

TRIP COORDINATOR:

NICOLE ELKON

HOME:

P6/(b)(6)

OFFICE:

202-456-6481

WHCA PAGER:

PRESS COORDINATOR:

ANNE EDWARDS

HOME:

P6/(b)(6)

OFFICE:

202-456-2921

WHCA PAGER:

**SCHEDULE OF THE PRESIDENT
FOR
WEDNESDAY, FEBRUARY 5, 1997**

tba

MORNING RUN

9:55 am

THE PRESIDENT proceeds to the South Lawn

10:00 am

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

10:10 am

THE PRESIDENT arrives Andrews Air Force Base

10:25 am

THE PRESIDENT departs Andrews Air Force Base via Air Force
One en route Bush Field, Augusta, Georgia
[flight time: 1 hour, 30 minutes]

12:00 pm

THE PRESIDENT arrives Bush Field, Augusta, Georgia
OPEN PRESS
CLOSED PUBLIC

12:15 pm

THE PRESIDENT departs Bush Field via motorcade en route Augusta
State University
[drive time: 15 minutes]

12:30 pm

THE PRESIDENT arrives Augusta State University

12:40 pm-
1:20 pm

(T)

ROUND TABLE DISCUSSION
ROOM TBA
Augusta State University
Staff Contact: Bruce Reed
Event Coordinator: Nicole Elkon
PRESS TBD

1:40 pm-
3:00 pm

REMARKS
SITE TBA
Augusta State University
Remarks:
Staff Contact: Bruce Reed
Event Coordinator: Nicole Elkon
OPEN PRESS

3:15 pm	THE PRESIDENT departs Augusta State University via motorcade en route Bush Field [drive time: 15 minutes]
3:30 pm	THE PRESIDENT arrives Bush Field
3:45 pm	THE PRESIDENT departs Bush Field via Air Force One en route Andrews Air Force Base [flight time: 1 hour, 20 minutes] OPEN PRESS OPEN TO BASE PERSONNEL??
5:05 pm	THE PRESIDENT arrives Andrews Air Force Base
5:15 pm	THE PRESIDENT departs Andrews Air Force Base via Marine One en route the White House [flight time: 10 minutes]
5:25 pm	THE PRESIDENT arrives the White House
5:30 pm	DOWN FOR THE DAY AND EVENING
BC AND HRC RON	THE WHITE HOUSE

Mike - good
article -
I hope you
can read -
see p. 3.

GEORGIA



Gubernatorial Guidance

► Strong state leadership has helped Georgia schools usher in education reforms.

Georgia doesn't spring to mind as a pioneer in school reform, but the Peach State has experimented over the past decade with a number of innovative ideas and programs for its schools. Unfortunately, many have been hampered, even derailed, by inadequate funding and political jousting. And some observers complain that the state has little to show for its efforts.

Critics point out, for example, that Georgia students score below the national averages on both the math and reading sections of the National Assessment of Educational Progress. Still, they have shown significant progress when measured against the state's past performance. In fact, some make the case that the state has done much better than expected given its high percentage of disadvantaged students.

The roots of reform in Georgia date back to January 1985, when then-Gov. Joe Frank Harris spoke to the legislature on the sorry state of Georgia's schools and the need for improvement. It was the first time a Georgia governor had ever addressed the legislature specifically on education. In the speech, Gov. Harris unveiled a \$1 billion school-reform package based on the recommendations of a two-year study by a state commission. That panel had found that Georgia's students and schools were not performing well. On most 50-state comparisons, Georgia hovered near the bottom on measures of educational achievement. Just over half of the state's students graduated from high school.

"For too many years," Mr. Harris said at the time, "we have let 'minimum' or 'adequate' be our standards. But after today, we will accept nothing less than quality as our standard and excellence as our goal."

Like many other states at that time, Georgia moved on three fronts: It put state requirements in place, monitored student performance, and demanded accountability.

Three months after the governor's speech, the legislature unanimously passed the sweeping Quality Basic Education Act. It included mandatory, full-day kindergarten paid for by the state, the development of competencies that each student must master to graduate, and the creation of a statewide core curriculum based on those competencies. To measure the progress of students, the state established an annual testing program that included state criterion-referenced tests in grades 1, 3, 6, 8, and 10 and a national norm-referenced test in grades 2, 4, 7, and 9. Students were told they had to pass the Georgia Basic Skills Test to graduate.

The QBE, as the reform act became known, also raised teacher salaries by 10% and bumped up the pay of beginning teachers from \$14,329 to \$16,000—to bring them closer to the starting salaries of other graduates of the Georgia university

system. In exchange for the raises, lawmakers demanded evidence of higher teacher quality.

Even before the QBE, Georgia was seen as a national leader in teacher credentialing. Teachers had to pass a test of the subjects they wished to teach and earn a positive performance review in their first year of teaching. The QBE went further, requiring all new teachers seeking certification to pass a general-knowledge test, a subject-matter test, a writing test, and a performance assessment. The state even turned the screws on classroom teachers, requiring for the first time that they pass a subject-matter test every five years to renew their licenses.

To provide accountability, districts were required to undergo comprehensive evaluations at least once every five years. Teams of state residents, education professors, and teachers fanned out to schools across Georgia to ensure that they were meeting state standards.

The QBE carried a big stick. It authorized the Georgia board of education to withhold funds from districts failing to meet state standards. But policymakers didn't realize how tough it would be for many districts to clear the higher hurdles. Only seven school systems passed the first comprehensive evaluation outright. And 56 of the state's 181 school districts failed to meet state standards even after a grace period.

By 1988, the poorest district in the state had not been able to correct deficiencies in 18 areas, and the Georgia board of education voted to withhold \$577,000 in state aid—two-thirds of the district's budget—if it did not make speedy improvement. Although the board never followed through on the threat, people began to view the accountability measures as overly burdensome on struggling districts and educators.

"QBE was a masterful piece of legislation, but even the chief framers will tell you that they erred," says Kay Pippin, the director of government relations for the Georgia Association of Educators. "They should have had reform bottom up instead of top down."

The fate of Georgia's Quality Core Curriculum, a compilation of 72 basic competencies that all students must master before completing high school, shows just how difficult top-down reform can be. The competencies were adopted in 1988, and districts were given five or six years to fully integrate them into their curricula. But variation in the capacities of local school districts impeded widespread implementation. Some districts simply didn't have the resources to put them in place.

The state is now revising the core curriculum with the help of a panel of 100 educators, including teachers who have felt frustrated by the current standards. Many believe they do not mesh closely enough with what is covered on the statewide tests. Although a new state board of education may delay the approval process, the department hopes to publish the revised standards early this year.

Some critics complain that Georgia has been overzealous at times in its pursuit of accountability. When it became the first state in the nation requiring kindergartners to pass a standardized test to go on to 1st grade, many early childhood experts cried foul. They argued that standardized tests are an un-

REPORT CARD

GEORGIA

Student achievement	A
Teacher quality	B
Facilities	C
Programs and services	B
Quality of teaching	B
State funding	C
Local funding	B
Resources	B
Adaptability	B
Equity	B
Accountability	B
Government	B

Population: 7,201 million

Public school districts: 181

Public schools: 1,767

K-12 enrollment: 1,271 million

Minority: 41%

Pupils with disabilities: 9%

Urban: 20%

Suburbs and large towns: 32%

Rural and small towns: 48%

Children in poverty: 23%

Single parent families: 29%

K-12 expenditures, annual:

\$5.940 billion

GEORGIA

reliable predictor of achievement for young children and that retaining children in kindergarten does not improve their chances for later success. In the two years that the test was in place, more than 10% of kindergartners were retained, most because they failed the test. Finally, the state abandoned the requirement, replacing the test with an assessment based largely on teacher observation and judgment.

After a few years, Georgia also backed away from its performance-based teacher-certification system. The evaluation, which rated novices on 120 teaching behaviors over three class periods, stirred resentment. Of the 30,000 teachers evaluated, only 25% passed the first time, but only 200 didn't pass after six tries—the maximum number allowed. (Another 13% quit along the way.) The evaluation system was the target of an unsuccessful lawsuit by a teacher who repeatedly failed.

In 1990, the state board decided to award a renewable teaching certificate to any graduate of an accredited teacher-training program who could pass a written subject-matter test. Candidates no longer had to prove they could teach. A new evaluation system did require principals to conduct yearly on-the-job reviews, but it was not linked to licensing. Since implementation, 29% of the teachers have passed the evaluation.

Many Georgians believe that the most important contribution of the QBE was in the area of school funding. Georgia is one of the states that have actually won lawsuits challenging their systems for financing public education. When the Georgia Supreme Court upheld the funding system in 1981, the public schools were less dependent on local property taxes than those in most other states. Though the court found "serious disparities in educational opportunities" among schools, it did not blame the state, which at the time contributed two-thirds of all public school expenditures, compared with a national average of slightly more than half.

Still, the QBE included sweeping school-finance reform. It revised the state-aid formula to provide funding to districts on a per-pupil basis according to students' grade levels and needs. It also required districts to contribute the equivalent of a five-mill property tax to education; poor districts that exceeded this rate would get additional state money.

Though the QBE earmarked more funding to public education and ensured that those funds would be distributed more equitably, money earmarked for specific programs was, in some instances, slow in coming. "The biggest problem in our state," says one observer, "is not writing a reform bill but funding a reform bill."

In the first three years, many programs included in the act were only partially paid for, if at all. As a result, many were not launched on schedule. For example, the law included a program that provided for smaller classes in kindergarten and 1st grade, more hands-on learning opportunities, and increased interaction between teachers and parents of low-income children. The program wasn't funded until

1989, when the legislature approved the first major tax increase in 18 years.

Funding problems persisted into the first term of Gov. Zell Miller, a former teacher and strong education advocate. When Mr. Miller took office in 1991, he inherited a recession and no rainy-day money to cover lost revenue. Georgia faced a \$400 million shortfall from lower-than-expected sales and income tax collections. As a result, QBE spending was cut by \$66 million. A number of initiatives—including a pre-kindergarten program for disadvantaged 4-year-olds, elementary school foreign-language instruction, and a pay raise for some teachers—fell victim.

Mr. Miller fought hard to shelter schools from even bigger cuts. While other states were cutting programs and teaching jobs, he managed to freeze teacher salaries and hold funding almost steady. State aid to schools fell only 2.7% that year.

With a partial economic recovery the next year, Gov. Miller was able to restore funding that had been cut and more. The public-school budget increased 5%; teacher salaries rose 3%.

When he ran for his second term, the governor promised to bring the salaries of Georgia's teachers up to the national average. "Never had a Georgia governor strove for the national average in anything and definitely not for something in education," says Kay Fippin of the state teachers' association. Since Mr. Miller's re-election, Georgia teachers have received annual 6% raises, and many in the state think their teachers will hit the national average by the end of the governor's term next year.

One of the most recent and visible indications that Georgia is doing

something right in education came when President Clinton proposed a college tuition-tax-credit program modeled on the Georgia HOPE scholarship plan. HOPE, or Helping Outstanding Pupils Educationally, grew out of a state lottery championed by Mr. Miller during his first run for governor. Voters approved the lottery in 1992, and the proceeds were earmarked for a number of education initiatives, including a pre-kindergarten program for at-risk children, technology upgrades for schools, and the HOPE scholarships.

Through HOPE, any Georgia student who has maintained a B average or better in high school can attend a state college or university tuition free. Those who attend private colleges in Georgia can receive up to \$3,000 toward their tuition. The idea is to give students an incentive to work hard in school.

In its first year, the lottery raked in \$360 million, which paid for 400 HOPE college scholarships, pre-kindergarten for 12,000 children, and satellite dishes for nearly every school in the state. Despite criticism that the HOPE scholarships promote grade inflation and waste college aid on students who don't need it, the state has thus far handed out grants to more than 200,000 students.

A wide range of other education-oriented initiatives have been put in place during "Miller Time," as

some Georgia educators refer to Gov. Miller's tenure.

- The general diploma has been phased out to ensure that more students take challenging academic courses.

- High school students now have the option of enrolling in postsecondary classes, with the state picking up the tab.

- \$50 million has been set aside for a telecommunications network to link rural schools with urban colleges and universities.

- Teachers vying for national certification from the National Board for Professional Teaching Standards have their fees paid and will see an automatic 5% pay increase if they succeed.

- Teachers are eligible for \$2,000 bonuses if their schools meet goals the teaching staff maps out in school improvement plans.

- School safety zones have been created with increased penalties for crimes committed near schools.

What's more, Georgia was one of the first four states to enact charter school legislation and the first to adopt such legislation without restricting the number of charters available.

Thomas Upchurch, the president of the Georgia Partnership for Excellence in Education, a school-business partnership, acknowledges that the casual observer may not be aware of all the state has accomplished. But important changes have taken place, he insists. Mr. Upchurch lives in the same Georgia county he grew up in. Back in the 1960s, he says, 80% of adults in his county did not have a high school diploma. Today, that figure has dropped to 40%.

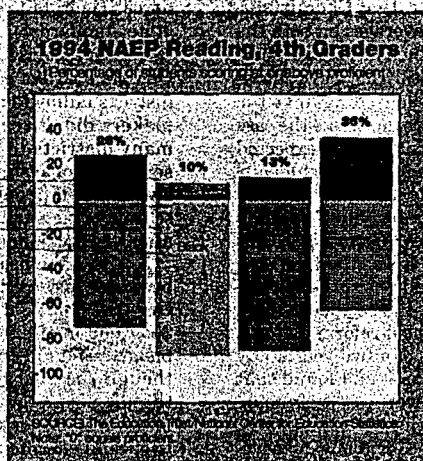
"We've moved from a society that did not value education to one that does," Mr. Upchurch says. "In the past, our good citizens worked hard with their hands, they contributed, they went to church. But now those jobs are gone, and we know that for our future we need to educate our whole population."

Data suggest that more than just attitudes are changing. In 1995, the Georgia Fund for Education, an affiliate of the Georgia Chamber of Commerce, tried to measure whether the QBE was meeting its goals. Among other things, lawmakers had hoped the sweeping reform law would reduce the number of students not finishing high school, raise SAT scores, and increase the number of students mastering the basic skills.

From 1980 to 1990, the study found, the proportion of Georgia 16- to 19-year-olds who are not in school or have not received a high school diploma dropped from 17% to 14%. Between 1983 and 1993, the state's combined math and verbal SAT score rose 26 points, even as the percent of the population taking the college-entrance exam increased by 20%. As for mastery of the basics, the study reported that students in grades 1-8 showed "small but persistent" gains on state tests between 1984 and 1990. In addition, more Georgia students than ever before are taking and passing Advanced Placement exams. Since 1987, the number taking the tests has jumped 167%.

Georgia also fares well in analyses that control for demographic characteristics over which the schools have no control. For example, a recent analysis by a RAND Corp. researcher found Georgia to be one of the top 10 "value added" states. That means the state helps youngsters who usually don't do well in school achieve more. Indeed, Georgia students do better than expected given such factors as parents' education, family income, and family size.

Although Georgia still lags on a wide range of national education comparisons, many in the state believe that will soon change. "We are going to shine,"



says Ms. Pippin of the state teachers' association. "But it takes time to turn a major institution around."

Still, policymakers in the state are not all speaking with one voice when it comes to education. Changes in the governance of public education at both the local and state levels have brought both controversy and acrimony. In 1992, voters passed an amendment to the state constitution requiring that all local school boards be elected bodies that appoint local superintendents. Since the change, superintendencies in more than half the districts in the state have changed hands.

In a governance twist at the state level, Linda C. Schrenko was elected state superintendent of schools in 1994, becoming the first Republican to hold that post since Reconstruction. As a result, gridlock has come to education policymaking, with the state department of education headed by Ms. Schrenko squaring off against the state school board, which is appointed by Democratic Gov. Miller.

"The state superintendent, the state board of education, the governor, local school boards, and system superintendents are all speaking to the public about education," one state observer says. "But there is no common theme, no common focus, no unity."

The state assessment system is one major point of contention. In 1991, Mr. Miller, still in his first term as governor, honchoed a bill to give the state, as he put it, "fewer but tougher tests." The measure reduced the number of grades in which testing is required from nine to four. Students in grades 3, 5, and 8 are now tested to see whether they've mastered the state's curriculum goals and to find out how they stack up against national norms. In grade 11, students must pass a high school exit exam. Under the assessment law, individual student scores cannot be reported; scores are only released by school, district, and the state as a whole.

The state superintendent, however, wants to move away from tests linked to the state curriculum and standards toward a system in which students take national norm-referenced tests each year. Such a move, Ms. Schrenko says, would make it possible to report individual scores for every student, something she supports. She also believes the change would save the state money.

Many of the battles between the state chief and governor aren't nearly so substantive. Indeed, petty bickering is quite common, observers say. In an effort to stop the fighting and get down to business, Gov. Miller in October asked for the resignations of his entire state board of education. The governor likes to compare state policy to a turtle on a fence post. If you see a turtle sitting on a post, he says, you know it didn't get there by itself. The point, Mr. Miller says, is that he can't make reform happen single-handedly, and he is willing to do what has to be done to move the agenda.

The governor and other state policymakers know that Georgia has a long way to go to get world-class schools. Academic standards still need to be raised; children need more individualized instruction; the state needs to draft a long-range plan for technology; school funding needs to be increased and equalized; school buildings need to be upgraded; teachers need more and better professional development. The list goes on.

The fact that so many people in Georgia recognize that so much more needs to be done is less a sign of failure than evidence of a healthy ambition.

ELIZABETH SCHULZ

How do good education policies become best practice in schools?

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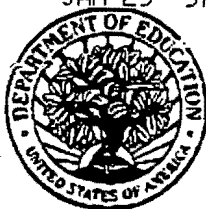
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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

FAX TRANSMITTALTO: Mike Cohen
Kris Balderston

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: _____

FROM: Frank S. Holleman III, Chief of StaffTELEPHONE: 202-401-6143FAX NUMBER: 202-401-2098MESSAGE: This is for**CONFIDENTIALITY NOTICE**

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1 PAGE(S) TO FOLLOW

AUGUSTA STATE UNIVERSITY

FY 96	Perkins	\$17,601
	FSEOG	\$217,690
	FWS	\$204,712

Default Rates	1994	8.1
	1993	9.8
	1992	7.0

Never been reviewed

Athen

COLUMBUS STATE UNIVERSITY

FY 96	Perkins	
	FSEOG	\$100,000
	FWS	\$139,658

Default Rates	1994	9.8
	1993	12.3
	1992	17.2

Loan Volume	\$8.1 million in Direct Loans (about 2/3 of total loan volume)
	2700 loans (Direct Loans)
	Year 2 school

- Nicole Elkem Zel Miller

Eugene Lang
Hansen philanthropist

CLINTON LIBRARY PHOTOCOPY

- Graduate from HS - W.B. Lang no tuition
- War's benefit from POWS plan
- Gene has talked to Miller about the work

362-0493

Bruce:

In case you are called upon at the morning meeting with respect to the Georgia Hope Scholarship trip, here is the latest scoop:

1. Gov. Miller asked that we go to Augusta or Columbus for the event.
2. Neither city has an actual community college; they both have 2-year technical institutes, which don't award degrees. These are not good models for HOPE. They both have 4-year state colleges, which are commuter schools.
3. We have recommended Augusta State College for the event. Education Department has vetted the school and there are no problems with it. From an event standpoint, this is a better campus than Columbus State College.
4. There has been some suggestion (from Marsha Hale) that we should go to whatever college is in Athens Ga, since that is a real college town. In addition to the fact that AF1 can't land there, I've rejected that because a commuter school, with local people working their way into the American Dream is a better setting than an idyllic residential campus where people screw off for four years.
5. Elizabeth will be handling the trip meetings and other stuff, and will keep me up to date as necessary. We are not making any policy announcement, so I don't think there will be too much more to do.
6. I have no idea how it came to be that NEC is in charge of HOPE policy and we are responsible for HOPE events. It's no big deal in this case, but do you know how it turned out this way?

On a more important point...I can't imagine a better outcome than what we got out of this evening's meeting,.....except for all the work ahead of us. Talk to you tomorrow about this, though if you want to talk this evening, feel free to call me at home.

Mike.

Steve Pyles

Mike Fulmer

George Hope

⑥ • Average at 1 HS - public coll fresh fr
2-4 yr

⑦ • Technical insttutes/diploma progr (mech, elec, comp. m)
- no academic prereq.

⑧ • Mult College Comput
- scholarship program - \$,000 per yr 1st year

⑨ • dropout - fed receipt - CEO coll

Augusta

Augusta State University

= beautiful a
- campus school - no dorm
- free Augusta area

Augusta Technical Instt

Mel. College of Georgia

Paine College - small mult coll - mult. white

Columbus

- Columbus State University - 4 yr cont sh

- Columbus Techn Institute

(Economic Dev. Package
Banking Program)

- Private College ?

Columbus High School

- ch of Columbus

- good mix of white
urban high school

(Arlington)

Chadwick

HOPE 215

- ~~Don~~ Columbus vs. Augusta | Com. code

- Community College Ref

d. lms
Car
Shift
Both

Riley 215

Augusta

Mid Cal de

Nick
A

Steve - Mike Fulmer found on Harper
Mar

6104

651-7715

604 651-7434

Heem

1800 493-7243

AW 045-591

Columbus
Augusta

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. schedule	Schedule of the President for Wednesday, February 5, 1997 Final (partial) (1 page)	02/05/97	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Georgia Trip [1]

2012-0160-S
ry1213

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]

Mila - enjoy

SCHEDULE OF THE PRESIDENT

FOR

WEDNESDAY, FEBRUARY 5, 1997

FINAL

SCHEDULING DIRECTOR:

ANNE HAWLEY

HOME:

P6/(b)(6)

[003]

OFFICE:

202-456-2823

WHCA PAGER:

4039

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME:

P6/(b)(6)

OFFICE:

202-456-2823

WHCA PAGER:

4033

TRIP COORDINATOR:

NICOLE ELKON

HOME:

P6/(b)(6)

OFFICE:

202-456-6481

WHCA PAGER:

PRESS COORDINATOR:

ANNE EDWARDS

HOME:

P6/(b)(6)

OFFICE:

202-456-2921

WHCA PAGER:

4208

WEATHER:

Washington, DC

Mostly cloudy and breezy with chance of rain.

Wind south at 12 to 20 knots. Low 38 to 45.

High 50 to 55.

Augusta, Georgia

Partly cloudy. Wind south at 5 to 10 knots.

Low 45 to 50. High 60 to 65.

**SCHEDULE OF THE PRESIDENT
FOR
WEDNESDAY, FEBRUARY 5, 1997
FINAL**

NOTE:	THE UNIVERSITY OF ARKANSAS VS. THE UNIVERSITY OF TENNESSEE NCAA COLLEGE BASKETBALL GAME WILL BE TELEVISED AT 8:05 PM EST ON CHANNEL 29.
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NOTE:	Staff vans depart from West Executive Basement at 9:15 am.
--------------	---

9:30 am- 9:45 am	MEETING OVAL OFFICE Staff Contact: Erskine Bowles
9:55 am	THE PRESIDENT proceeds to the South Lawn
10:00 am	THE PRESIDENT departs the White House via Marine One en route Andrews Air Force Base [flight time: 10 minutes]
10:10 am	THE PRESIDENT arrives Andrews Air Force Base
10:25 am	THE PRESIDENT departs Andrews Air Force Base via Air Force One en route Bush Field, Augusta, Georgia [flight time: 1 hour, 30 minutes]
12:00 pm	THE PRESIDENT arrives Bush Field, Augusta, Georgia OPEN PRESS CLOSED PUBLIC
	Greeters: Lt. Governor Pierre Howard Agriculture Commissioner Tom Irvin State Senator Don Cheeks State Senator Charles Walker State Representative Ben Allen State Representative Alberta Anderson State Representative Henry Howard Mayor Larry Sconyers Former Representative Don Johnson

12:15 pm

THE PRESIDENT departs Bush Field via motorcade en route Augusta State University
[drive time: 20 minutes]

12:35 pm

THE PRESIDENT arrives Augusta State University, Physical Education Building

Greeters: William Bloodworth, Jr., President, Augusta State University
Julia Bloodworth
Paul Bloodworth
Nicole Bloodworth
Tom Allgood, Sr., Chairman, Board of Regents, Augusta State University
David Neal, President, Student Government, Augusta State University
Wynsome Bryant, Vice President, Student Government, Augusta State University
John Flower, Vice President, University Advancement, Augusta State University
Fred Barnabei, Vice President for Business and Student Affairs, Augusta State University
Bill Bompart, Vice President for Academic Affairs, Augusta State University
Francis J. Tedesco, President, Medical College of Georgia

12:40 pm-

12:45 pm

POLICE PHOTOS

HALLWAY

Physical Education Building, Augusta State University

WHITE HOUSE PHOTO ONLY

12:50 pm-
1:40 pm

**ROUND TABLE DISCUSSION ON K-12 EDUCATION
REFORMS**

DANCE STUDIO

Physical Education Building - Augusta State University

Remarks: Jordan Tamagni

Staff Contact: Bruce Reed

Event Coordinator: Nicole Elkon

POOL SPRAY (At the top)

- Governor Zell Miller makes brief opening remarks.
- **The President** makes brief remarks.
- A discussion begins.
- Upon conclusion of the discussion, **the President** departs.

1:45 pm-
1:50 pm

DRIVER/VOLUNTEER PHOTOS

HALLWAY

Physical Education Building - Augusta State University

WHITE HOUSE PHOTO ONLY

2:00 pm-
3:20 pm

REMARKS ON THE HOPE SCHOLARSHIP PROGRAM

ARENA

Physical Education Building - Augusta State University

Remarks: Carolyn Curiel

Staff Contact: Bruce Reed

Event Coordinator: Nicole Elkon

OPEN PRESS

- Off-stage announcement of **the President**, accompanied by Secretary Richard Riley, Department of Education, Senator Paul Coverdell, Senator Max Cleland, Governor Zell Miller, William Bloodworth, President, Augusta State University and Tanya Davis, Chair, Student Senate, Augusta State University, to "Ruffles and Flourishes" and "Hail to the Chief".
- William Bloodworth makes brief welcoming remarks and introduces Secretary Richard Riley, Department of Education.
- Secretary Richard Riley makes brief remarks and introduces Senator Max Cleland.
- Senator Max Cleland makes brief remarks and introduces Senator Paul Coverdell

- Senator Paul Coverdell makes brief remarks and introduces Governor Zell Miller.
- Governor Zell Miller makes brief remarks and introduces Tanya Davis
- Tanya Davis makes remarks and introduces **the President**.
- **The President** makes remarks.
- Upon conclusion of remarks, **the President** works a ropeline and departs.

3:25 pm **THE PRESIDENT** departs Augusta State University via motorcade en route Bush Field
[drive time: 20 minutes]

3:45 pm **THE PRESIDENT** arrives Bush Field

4:00 pm **THE PRESIDENT** departs Bush Field via Air Force One en route Andrews Air Force Base
[flight time: 1 hour, 20 minutes]
OPEN PRESS
CLOSED PUBLIC

5:20 pm **THE PRESIDENT** arrives Andrews Air Force Base

5:30 pm **THE PRESIDENT** departs Andrews Air Force Base via Marine One en route the White House
[flight time: 10 minutes]

5:40 pm **THE PRESIDENT** arrives the White House

6:00 pm-
6:15 pm **BRIEFING**
RESIDENCE
Staff Contact: John Hilley

6:15 pm-
7:00 pm **CONGRESSIONAL MEETING**
RESIDENCE
Staff Contact: John Hilley
CLOSED PRESS

EVENING OFF

BC AND HRC RON

THE WHITE HOUSE

THE WHITE HOUSE

WASHINGTON

February 4, 1997

ROUNDTABLE DISCUSSION OF GEORGIA K-12 EDUCATION REFORMS

DATE: February 5, 1997
LOCATION: Dance Studio, Physical Education Building
Augusta State University
TIME: 12:50-1:40
STAFF CONTACT: Bruce Reed / Mike Cohen / Elizabeth Drye

I. PURPOSE

This meeting provides an opportunity for you to reinforce your K-12 education reforms announced in the State of the Union and to learn from Georgia education leaders, practitioners, and students.

II. BACKGROUND

Georgia has made a sustained commitment to primary and secondary education reform over the past decade. Under the leadership of former Governor Joe Frank Harris, the legislature unanimously passed reform legislation in 1985, the Quality Basic Education Act (QBE). The legislation established mandatory, state-financed full-day kindergarten, the development of a more rigorous and uniform curriculum across the state, annual state and national-referenced tests in grades 1-10, higher teacher standards and greater accountability for school systems. It also raised teacher pay.

Under Governor Miller's leadership, the state has built on these reforms. Voters approved a lottery in 1992 and earmarked the proceeds for education programs, including a pre-kindergarten program for at-risk children, technology upgrades for schools, and the HOPE Scholarships. Under Governor Miller, the state has provided high school students the option of enrolling in state-funded post-secondary courses; set aside \$50 million for a telecommunications network linking rural schools to colleges and universities; provided teachers financial incentives to seek national certification and meet teaching goals; and created school safety zones.

The private sector has also provided leadership. For example, business leaders from the Georgia Chamber of Commerce, the Georgia Economic Developers Association, and the Georgia Alliance for Public Education established the Georgia Partnership for Excellence in Education after identifying education as a pressing economic concern. The Partnership's mission is to be "Georgia's foremost change agent and a significant leader in the journey to higher standards and increasing academic achievement for all students." The Georgia Partnership has worked to form "community based collaboratives" focused on meeting national and state educational goals, and

has worked to establish 30 "Next Generation Schools" that incorporate "best practices" in education. (Mr. Carl Swearingen, the current Chair of the Georgia Partnership, will moderate the roundtable discussion.)

Georgia's commitment to public education has produced results. Although Georgia students still score below the national average on both math and reading sections of the National Assessment of Educational Progress, they have shown significant progress. Between 1980 and 1990, SAT scores increased 26 points even as the percent of the population taking the exam increased by 20%, and the number of 16-19 year olds who had dropped out of school or not received a high school diploma declined from 17% to 14%. Overall, Georgia students do better than expected given their parents' education and other socioeconomic factors that influence school performance.

In his January 16 legislative budget address, Governor Miller stated his continued commitment to HOPE Scholarships, increasing teacher salaries, and other existing reforms, and advocated for new initiatives, including a pilot dropout prevention program, increasing funding to reduce class size from 23 to 20 students, and making InterNet access available to every K-12 school.

III. PARTICIPANTS

Governor Zell Miller

Mr. Carl Swearingen -- President, Georgia BellSouth Telecommunications (BST), and Chairman, Georgia Partnership for Excellence in Education.

Benjamin Stalcup (Ben) -- Student, 18, A.R. Johnson Health, Science and Engineering High School, Augusta.

Dr. Barbara Christmas -- Vice Chair, Georgia School Improvement Panel (Goals Panel), and Executive VP of the Professional Association of Georgia Educators (PAGE), the largest teachers union in Georgia.

Ms. Janice Cox -- President, Georgia PTA.

Mr. Robert Cresswell -- Principal, Salem High School, Conyers, GA (metro Atlanta).

Kimberli T. Darden (Kim) -- Student, 17, Westside High School, Augusta.

Ms. LeAngela ("LeeAngela") Lawton -- First Grade Teacher, Peter H. Craig Elementary, Augusta.

Secretary Richard Riley, Senator Max Cleland, Senator Paul Coverdell
(No speaking role)

Annotated list attached.

IV. PRESS PLAN

Pool press for your remarks.

V. SEQUENCE OF EVENTS

- o Governor Miller welcomes participants, makes brief remarks, and introduces you.**
- o You make brief remarks.**
- o The press depart.**
- o Governor Miller introduces Carl Swearingen, the moderator.**
- o Mr. Swearingen sets forth the format -- each participant will speak for a couple of minutes, followed by discussion -- and introduces the first speaker, Benjamin Stalcup.**
- o Participants speak in the order listed above (clockwise around the table). You may want to ask the Senators and Secretary Riley if they have anything to add.**
- o General discussion.**
- o You depart.**

VI. REMARKS

To be provided by speechwriter.

Attachment: Participant list with short bios and topics for discussion.

ROUNDTABLE DISCUSSION PARTICIPANTS (clockwise around the table)
(with questions for participants, if needed)

Governor Zell Miller

Mr. Carl Swearingen – President, Georgia BellSouth Telecommunications (BST), and Chairman, Georgia Partnership for Excellence in Education. Mr. Swearingen will discuss the Partnership's activities.

Q. What has motivated the business community to make a sustained commitment in Georgia, and how can we encourage similar efforts in other states?

Benjamin Stalcup (Ben) – Student, 18, A.R. Johnson Health, Science and Engineering High School, Augusta. Ben is a senior engineering student at this magnet school. He plans to attend a Florida naval academy next Fall. Since he is attending an out-of-state school, he will not benefit from Georgia's HOPE Scholarship program, but would from the President's plan. Ben plans to talk about the importance of high expectations for students, and the benefits of his magnet school. *Question: What helped you get motivated to work hard in school, and how can we inspire all students?*

Dr. Barbara Christmas – Vice Chair, Georgia School Improvement Panel (Goals 2000 Panel), and Executive VP of the Professional Association of Georgia Educators (PAGE), the largest teachers union in Georgia (unaffiliated with NEA or AFT). She was formerly a teacher and elementary school principal in Tattnell County public schools. She plans to talk about how Goals 2000 school improvement grants have helped schools strengthen academic standards and about the importance of high academic standards. *Q. How have you accommodated and bridged differences as you have implemented Goals 2000?*

U.S. Senator Paul Coverdell

Mrs. Janice Cox – President, Georgia PTA. Mrs. Cox is also on the National PTA Board, Early Childhood Education Committee. Mrs. Cox has worked as an accounting manager and bookkeeper. She has two children, ages 23 and 20, both at the University of Georgia. She plans to discuss the PTA's efforts to improve parents' and children's literacy skills – a PTA priority for the past four years. *Q. What is the PTA doing to encourage parents to read to their children.*

Mr. Robert Cresswell – Principal, Salem High School, Conyers, GA (suburb of Atlanta). Salem is a Next Generation School. Mr. Cresswell has received numerous awards in the state for his leadership at the school, including Georgia Association of Educational Leaders Principal of the Year (1990). He plans to discuss the school's emphasis on teaching problem solving, team work, and technology skills. *Q. How have you evaluated how well your program is working?*

U.S. Senator Max Cleland

Kimberli T. Darden (Kim) – Student, 17, Westside High School, Augusta. Kimberli plans to use a HOPE Scholarship to attend a Georgia university next year. She plans to be a veterinarian. She will talk about a new technology class at her school and about the importance of the Georgia HOPE Scholarship program. *Q. How have your parents and teachers helped you do your best?*

Secretary Richard Riley

Ms. LeAngela (LeeAngela) Lawton – First Grade Teacher, Peter H. Craig Elementary, Augusta. LeAngela has taught in Georgia for nine years, beginning in 1988 as a second grade teacher at College Park Elementary in College Park (near Atlanta), a year-round school that serves primarily at-risk kids. She will talk primarily about the many changes College Park Elementary made to improve student and teacher performance, including extensive and successful efforts to increase parent involvement. *Q. What strategies to involve parents in their children's schooling worked best?*

THE WHITE HOUSE

WASHINGTON

February 4, 1997

REMARKS ON THE HOPE SCHOLARSHIP PROGRAM

DATE: February 5, 1997
LOCATION: Arena, Physical Education Building
Augusta State University
TIME: 2:00 - 3:20 pm
STAFF CONTACT: Bruce Reed / Mike Cohen / Elizabeth Drye

I. PURPOSE

The purpose of the speech is to reinforce your commitment to HOPE Scholarships as part of your larger life-long learning agenda.

II. BACKGROUND

Augusta State University is the leading higher education institution in Augusta, Georgia's second largest city. The University grew out of the Academy of Richmond County, chartered in 1783. In 1925 it became the Junior College of Augusta, the first public junior college in the state. It changed its name to Augusta College in 1958 when it joined the University System of Georgia, and in June, 1996, became Augusta State University.

The College offers more than 50 associate, bachelor, master, and specialist degree programs. Its students are diverse in age, race, and nationality. The school has 5,561 students, 3,583 of whom are female. The median undergraduate age is 22. Over 900 students receive HOPE Scholarships.

As you probably remember, Georgia's HOPE scholarship program is funded by state lottery funds, is available for four years, and provides full tuition at public institutions or \$3,000 toward tuition at private schools. Students must achieve a B average in high school to qualify for the first year and maintain a B average to qualify for successive years.

III. PARTICIPANTS

William Bloodsworth, President, Augusta State University
Secretary Richard Riley
Governor Zell Miller
U.S. Senator Paul Coverdell
U.S. Senator Max Cleland
Tanya Davis, Chair, Student Senate

The audience is drawn from a broad cross-section of the four-county area. About half the

audience is from one of four schools -- Augusta State University, Augusta Technical Institute, the Medical College of Georgia, and Payne College (a black Methodist school). The remaining audience is made up of high school seniors from Richmond, Columbia, McDuffy, and Burke Counties; county, city, and state officials, and the general public (10 %).

IV. PRESS PLAN

Open press.

V. SEQUENCE OF EVENTS

- o The speech will be preceded by a preprogram event where the following individuals will speak: the President of the University, the Chancellor, the Chairman of the Board of Regents, the State Superintendent Linda Schrenko, and the Mayor of Augusta.
- o William Bloodworth makes welcoming remarks and introduces Secretary Riley.
- o Secretary Riley makes remarks and introduces Senator Max Cleland.
- o Senator Cleland makes remarks and introduces Senator Coverdell.
- o Senator Coverdell makes remarks and introduces Governor Zell Miller.
- o Governor Miller makes remarks and introduces Tanya Davis.
- o Tanya Davis makes remarks and introduces the President.
- o You make remarks.
- o You work a rope line and depart.

You should be aware of two people seated in the front row of the audience: (1) Mr. Jamie Turner, a policeman who received the Top Cop award from a national police organization in 1995 (he was shot in the face and chest in the line of duty in 1993); and (2) David Martin, a 14 year old student at Langford Middle School who wrote to you and asked you to visit his school recently. A local television station just ran a story about him and your pending visit.

VI. REMARKS

To be provided by speechwriter.

GEORGIA PARTNERSHIP FOR EXCELLENCE IN EDUCATION

Local Partnerships

- The establishment of a statewide network of community and education based partnerships was one of the original recommendations of GPEE.
- This network was jump started in 1992 when the Governor worked with GPEE to form Georgia 2000 Partnerships, based on the then six national education goals, to communities across Georgia.
- Since 1992 over 100 communities have worked with GPEE to build community based collaboratives focused on improving education, many of them utilizing the Georgia 2000 model.
- The Next Generation School Project grew out of the Georgia 2000 model into its own community based improvement model.
- Over 70 communities still identify themselves as Georgia 2000 Partnerships.
- Several of the original Georgia 2000 communities are still flourishing (Macon, Albany, Emanuel, Cartersville/Bartow, Pickens County) while others are in various states of development.
- Dalton/Whitfield Co. became a Georgia 2000 community in November, 1996 with a proclamation from the Governor.
- In the past two years the LPSC has held two Georgia 2000 Directors' Workshops to help communities in all stages stay encouraged and inspired. Over 50 communities have been represented at the two workshops.
- The Local Partnerships Steering Committee continues to work with communities throughout Georgia to identify priorities, develop strategies and implement improvement efforts.
- A recent trend has been that communities that developed the steering committees around the national education goals, and then did not follow through on recommendations are looking to rebuild collaboratives that include whole communities.

- The greatest request the LPSC receives is for examples and contacts from other systems. Community reps want to learn from their counterparts.
- We highlight best practices and encourage networking through the Bus Trip and the Directors' Workshop. Over the past four years the Bus Trip has visited more than 70 communities statewide that are working on collaborative efforts to improve local education.

The Next Generation School Project

- The Next Generation School Project is a statewide school improvement effort supported by Governor Zell Miller, the Georgia General Assembly, the State Board of Education, Georgia businesses and foundations as partners with local school systems.
- Projects are created and controlled locally, designed around 9 principles which were identified by over 300 educators, business, and government leaders after a year of research on "what works."
- Projects focus on significant student learning based on a rigorous curriculum and high expectations for each student.
- The Next Generation School Project has a strong evaluation and accountability component.

Evaluation is focused on the impact of NGSP on students and schools.

NGSP followed 4,665 students in 31 groups over two and three years on a nationally norm-referenced test in grades two through eleven, representing 15 Georgia school systems.

Accountability for state and private dollars focuses on the effective use of state, private, and local funds.

- **Results:** Students in The Next Generation School Project are performing significantly better than the national average. A larger percentage of NGSP students are performing in the above average range of achievement than are students nationally, and a smaller percentage of NGSP students are performing in the below average range of achievement than are students nationally. NGSP students learn one year and one

month worth of knowledge for every one year in the classroom - well above the national average.

- **Facts:**

- 36 Grant Sites all over Georgia
- Over \$7 million in state and private/foundation funds matched with over \$11 million in local funds
- Currently in 4th year of grants

Education Agenda

- To create a framework for academic and school improvement, the Partnership worked with the Georgia Chamber of Commerce in putting together its education agenda. Recommendations developed focused on some of the toughest issues facing Georgians. Actions resulting from this work included --

Standards and assessment -- The School Improvement Panel is now in the midst of a comprehensive review and revision of the Quality Core Curriculum (Identifying what our kids absolutely must know before graduating).

Funding -- Through legislative action a Blue Ribbon Study Committee on QBE Funding was created to look at equity and adequacy issues of school funding.

Choice -- The Georgia Chamber Board at its last annual meeting advocated public school choice.

Intervention and Readiness - AAA (Academic Advancement Act) legislation was introduced last year and will be reintroduced to provide incentives for low-achieving school systems to improve.

Advisory Role

- In its advisor capacity to other organizations and groups the Partnership fills its most important role. The Partnership is a catalyst for change by working with multiple groups representing business, education and government.

- It is through this work that the Partnership has developed a credibility for providing "best practice" advice on key education issues to the Governor's office, the Senate and House Education Committee, the State Board of Education, and others.

THE NEXT GENERATION SCHOOL PROJECT

The Next Generation School Project is a school improvement process that has proven successful in large part due to one crucial characteristic - it is created and controlled by individual school systems. Nine field tested principles, called criteria, form the backbone of the project, but school systems interpret them according to their needs.

The program is focused on achievement for students and teachers alike - while it centers on a rigorous curriculum for students, it recognizes the importance of continuous staff development.

Upon Governor Zell Miller's recommendations, the General Assembly has approved \$3.5 million in funding since the project's beginning in 1993. The Georgia Partnership for Excellence in Education secured more than \$3 million in private funds to match state dollars. Grant sites, which were required to match half of their grant with locally raised funds, far exceeded the requirement. [See Table II in the appendices for a list of grant sites, a breakdown of grant amounts, and local matches for each year.]

The Georgia Partnership for Excellence in Education is a nonprofit, nonpartisan organization that unites leaders from business, education, and state government to work on improving education at the state and local levels.

The Georgia Partnership for Excellence in Education began in 1990, when business leaders from the Georgia Chamber of Commerce, the Georgia Economic Developers Association, and the Georgia Alliance for Public Education identified education as a pressing concern for economic development in Georgia. The result was the formation of an alliance of leaders who share a commitment to improve education.

The mission of the Georgia Partnership for Excellence in Education is to be Georgia's foremost change agent and a significant leader in the journey to higher standards and increasing academic achievement for all students.

The Next Generation School Project is one of the means to achieving this stated mission.

The project has nine components, referred to as "criteria," which were identified by over 300 educators, business and state government leaders, and others from all over the state after a year of research on "best practices." The nine criteria are:

- Establish a Community Collaborative
 - Emphasize World Class Performance
 - Personalize Instruction and Emphasize Continuous Progress
 - Emphasize Vocational Skills
 - Reorganize the Learning Environment
 - Use Telecommunications and Computing Technology as Tools
 - Attend to At-Risk Children and Youth and Their Families
 - Adopt Continuous Improvement and Evaluation Processes
 - Provide Continuous Staff Development
- [See appendices for a description of the nine criteria.]

Two factors set this project apart from others. For one, it focuses on the classroom, specifically, on significant student learning based on a rigorous curriculum and on high expectations for each student. Additionally, it emphasizes local control, in that schools and school systems that apply to be grant sites must use teacher, parent, and community input to design and manage their own plan, and must raise money to match allotted funds.

Georgia Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our five major areas.

- ☐ [Student Achievement](#)
- ☐ [Standards & Assessments](#)
- ☐ [School Climate](#)
- ☐ [Quality of Teaching](#)
- ☐ [Resources](#)

Georgia Student Achievement Data

For more information about these measures, see our [Student Achievement](#) page. N/A = State did not participate in NAEP testing. ? = Information not available.

	Fla.	Ga.	N.C.	S.C.
4th graders proficient or advanced in reading, 1994	23	26	30	20
8th graders proficient or advanced in math, 1992	15	13	12	15
4th graders reading at basic, NAEP 1994	27	26	29	28
4th graders reading below basic, NAEP 1994	50	48	41	52
8th graders in math at basic, NAEP 1992	34	35	35	33
8th graders in math below basic, NAEP 1992	51	52	53	52
	Fla.	Ga.	N.C.	S.C.
4th graders in math at proficient or advanced, NAEP 1992	13	15	13	13
4th graders in math at basic, NAEP 1992	39	38	37	35
4th graders in math below basic, NAEP 1992	48	47	50	52
State-funded preschool for disadvantaged, 1995	yes	yes	no	yes
Public high schools with AP courses, 1996	82	82	88	96
8th graders taking algebra, 1992	23	18	22	17

	Fla.	Ga.	N.C.	S.C.
Students taking upper-level math, 1994	?	?	45	?
Students taking upper-level science, 1994	?	?	24	?
16-19 year-olds not in school & not grads, 1993	12	10	11	11
1994 grads enrolling in college	49	59	51	58

Georgia School Climate Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our School Climate category. For more information about these measures, see our [School Climate](#) page.

	Fla.	Ga.	N.C.	S.C.
Score	62	73	66	68
Grade	D-	C	D	D+
% elem. teachers w/fewer than 25 students	27	64	41	72
% secondary English teachers w/ fewer than 80 students per day	44	58	44	31
State permits site-based management	yes	yes	yes	local
% schools w/ decision-making body that includes teachers	73	48	63	53
	Fla.	Ga.	N.C.	S.C.
State grants waivers of education regulations	yes	yes	yes	yes
State open-enrollment program	limited	yes	no	yes
% secondary teachers who think physical conflicts among students is problem	58	52	41	49
% secondary teachers who think student possession of weapons is a problem	34	27	25	25
% principals who have great influence on hiring	88	84	87	92

% teachers in schools where teachers share beliefs about school's mission	81	88	88	89
	Fla.	Ga.	N.C.	S.C.
% teachers in schools with great deal of cooperation among teachers	77	82	79	76
% teachers in schools with clear goals, priorities	87	88	89	89
% teachers who report that student absenteeism is not serious problem	83	86	87	90
% teachers who report that student apathy is not serious problem	78	73	73	71
	Fla.	Ga.	N.C.	S.C.
% teachers who report that lack of parent support is not serious problem	67	67	71	65
% students in elem. schools with 350 students or fewer	2	8	13	13
% students in high schools with 900 students or fewer	6	17	33	33
State allows for charter schools	yes	yes	yes	yes

Georgia Resources Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our Resources categories. For more information about these measures, see our [Resources](#) page.

ADEQUACY

	Fla.	Ga.	N.C.	S.C.
Score	81	80	80	80
Grade	B-	B-	B-	B-
Spending per pupil adjusted for regional costs, 1995	\$5,490	\$4,976	\$5,369	\$4,903
% change in inflation-adjusted spending, 1985-95	22	31	49	21

State's relative (%) fiscal effort in 1993	69	76	65	75
ALLOCATION				
	Fla.	Ga.	N.C.	S.C.
Score	75	83	78	67
Grade	C	B	C+	D+
% of 1994 expenditures spent on instruction	58	62	61	59
QED measure of investment in technology	High	High	High	Medium
% schools with at least 1 building in major disrepair	31	26	36	37
EQUITY				
	Fla.	Ga.	N.C.	S.C.
Score	79	86	90	89
Grade	C+	B	A-	B+
Relative equity in per-pupil spending among all state districts	79	86	90	89
ADDITIONAL INFORMATION				
	Fla.	Ga.	N.C.	S.C.
Unadjusted education spending per pupil, 1995	\$5,224	\$4,595	\$5,200	\$4,457
Education spending per \$1,000 in per capita income, 1995	\$34	\$38	\$41	\$41
Gap between districts at 5th & 95th percentiles in spending per pupil, 1992	\$1,202	\$1,628	\$1,221	\$1,494
Average 1995 teacher salary, adjusted for cost of living	\$35,598	\$35,688	\$34,340	\$34,169
Teachers as % of total staff, 1995	49	48	52	53
Pupils per multimedia computer, 1996	39	16	24	38

Georgia Standards & Assessments Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our Standards & Assessments category. For more information about these measures, see our [Standards & Assessments](#) page.

? = Information not available. I = Incomplete.

	Fla.	Ga.	N.C.	S.C.
Score	86	94	100	85
Grade	B	A	A	B
State has adopted standards in core subjects	yes	yes	yes	3 subjects
Standards set high expectations	?	?	?	?
How state measures performance, 1995	Norm-Ref. Test; Criterion-Ref. Test; Writing Assessment	Norm-Ref. Test; Aligned Criterion-Ref. Test; Writing Assessment	Norm-Ref. Test; Aligned Criterion-Ref. Test; Performance and Writing Assessment	Norm-Ref. Test; Criterion-Ref. Test; Writing Assessment
If all four core subjects are assessed, 1995	2 of Core	More than Core	More than Core	3 of Core
	Fla.	Ga.	N.C.	S.C.
Mastery of standards will be linked to graduation/promotion	yes	yes	yes	yes
Schools and/or districts held accountable for student performance through public reporting, 1996	yes	yes	yes	yes
Schools and/or districts held accountable for student performance through consequences, 1996	yes	yes	yes	yes
Schools and/or districts held accountable for student performance through rewards, 1996	no	yes	no	yes
Participated in 1996 NAEP testing	yes	yes	yes	yes

Georgia Quality of Teaching Data

This table shows Georgia's scores, along with those of some of its neighboring states, in our Quality of Teaching category. For more information about these measures, see our [Quality of Teaching](#) page.

* = State requires some teachers to have a noneducation degree.

	Fla.	Ga.	N.C.	S.C.
Score	75	82	76	74
Grade	C	B-	C	C
% of teacher graduates from NCATE-accredited institutions	85	96	100	75
Incentives for teachers to seek national board certification through flexible hiring	no	yes	yes	no
Incentives for teachers to seek national board certification through license renewal	no	yes	yes	no
Incentives for teachers to seek national board certification through fee supports	no	yes	yes	no
	Fla.	Ga.	N.C.	S.C.
Incentives for teachers to seek national board certification through pay supplements	no	yes	yes	no
State belongs to INTASC	no	yes	yes	yes
State contributes to INTASC's assessment development	no	yes	no	yes
% secondary teachers who hold degree in subject they teach	62	68	66	63
% teachers inadequately licensed	8	4	5	6
Requires a major other than ed. for teaching license	no	no*	no	no*
	Fla.	Ga.	N.C.	S.C.
Independent professional standards board has been established in the state	no	yes	no	no

Requires K-12 standards in teacher ed.	yes	no	no	no
Courses in technology required for certification	no	yes	yes	yes
Number of weeks state requires for student teaching	12	10	10	12
Requires and funds new-teacher induction	partial	yes	proposed	no
% prof. dev. participants receiving support	80	76	84	74
	Fla.	Ga.	N.C.	S.C.
State requires assessment for teaching license	yes	yes	yes	yes
At least 9 hours of training (1994 data) in education technology	20	18	22	11
At least 9 hours of training (1994 data) in teaching methods	28	26	34	24
At least 9 hours of training (1994 data) in student assessments	13	8	15	8

Go to Georgia Report Card

For a complete list of sources of data, see "Data Sources and Notes"

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REPORT CARD

GEORGIA

Click on the terms for more information about our indicators; click on grades to see the data behind them.

State Summary
State Data
Other States

Student Achievement (NAEP scores out of 100%)

Proficient readers - 4th grade: **26%**

Proficient in Math - 8th grade: **13%**

Standards and Assessments:

A

Quality of Teaching:

B-

School Climate:

C

Resources

Adequacy: **B-**

Equity: **B**

Allocation: **B**

COMMENT: Strong education governors have moved the state forward. Despite a few missteps, Georgia has put promising policies in place and now must resist efforts of some to reverse direction.

OTHER INFORMATION:

Population: **7.201 million**

Public school districts: **181**

Public schools: **1,767**

Children in poverty: **23%**

Single parent families: **29%**

Annual K-12 spending: **\$5.840 billion**

K-12 enrollment: **1.271 million**

☐ Minority: **41%**

☐ Pupils with disabilities: **9%**

☐ Urban: **20%**

☐ Suburbs and large towns: **32%**

☐ Rural and small towns: **48%**

This report card is part of Quality Counts, a special report from Education Week on the Web.

**STATE OF GEORGIA**

OFFICE OF THE GOVERNOR

ATLANTA 30334-0900

Zell Miller
GOVERNORRick Dent
DIRECTOR OF COMMUNICATIONS**REMARKS BY GOVERNOR ZELL MILLER**
State of the State Address, 1/14/97
Embargoed until 11 a.m.

I am pleased to come before you this morning and report that the State of Georgia -- host of the greatest Olympics ever, home of the heavy-weight champion of the world and the newest member of the Baseball Hall of Fame -- the State of Georgia is great!

We are now the tenth largest state in the nation. We are a place where people and businesses want to be.

In the six years since January 1991, Georgia's population has grown by 13.5 percent. We have been the 7th fastest growing state by percentage, and by number of people, only Texas, California and Florida added more.

Even more significant, the number of jobs in Georgia grew by 22 percent during the same time. And Georgia's unemployment rate has been dropping over the past five years to its lowest annual average in more than two decades.

The pay's getting better, too. In 1995, our per capita income reached 94 percent of the national average. And our total personal income has increased by 37 percent since 1991.

Atlanta's growth has been especially strong, and the Olympics were an important contributing factor. For the past several years, we were focused on the 1996 Olympics as Georgia's chance for international attention and name recognition.

And I can stand here today and say that the 1996 Olympics here in Georgia were indeed the largest peacetime event in world history -- bigger than the prior two Olympics combined, bigger than the Games will be in the year 2000. And six of every ten people on the planet watched them on television. Our name is known.

Our state public safety personnel performed magnificently last summer. It was a superb team effort, and our officers showed the world just how great Georgia is. To paraphrase Churchill, it was their finest hour.

Dozens of Georgia communities hosted teams, and the venues around the state were outstanding. Many of our citizens continue to be in personal contact with athletes around the world.

I personally met with hundreds of foreign dignitaries and business executives who came to Atlanta in conjunction with the Olympics, and we will feel the positive effects on our growing international trade and investment for many years to come.

But, even as the Olympics were dominating the news of the day, Georgia was quietly garnering attention throughout the nation and around the world for another achievement that some might have thought as unlikely as hosting the Olympics -- education.

Barely had the athletes left town and the banners been taken down, when CNN turned its attention to a "Future Watch" special on our pre-kindergarten program. And they will feature it again in about a week on a program called "Parenting Today."

Peter Jennings, on the ABC Evening News, devoted a five-minute "Solutions" segment to it. And it was also featured on the "Jim Lehrer Report" on PBS.

A dozen states as far away as Alaska and Hawaii have requested information. Connecticut flew our program director up there to get a firsthand report.

England and Ireland want to know more, and Zimbabwe is sending a representative here this month to see it in action.

The HOPE Scholarship Program was generating a high level of amazement and interest around the nation, even before President Clinton set out to emulate it on the national level.

Our P-16 Council is also getting a lot of national attention. At last count, more than 15 other university systems were trying to figure out how to copy it.

Imitation, they say, is the most sincere form of flattery. And it is great for Georgia to be in a position where others want to imitate our education programs.

But there is more to be done. And that is why we are here, at the start of a new legislative session.

I am now in the late autumn of my political career, my administration as Governor, and my life. It is a time when one reflects and thinks seriously about what is really important, what really matters.

In my own life, it is my family. Today Shirley and I are celebrating our 43rd wedding anniversary. She has been the motor and mainspring of my life, the wind beneath my wings.

We are looking forward to the arrival of our second great-grandchild next month. Then in April, our oldest grandson will turn 15 and want to start driving.

As I have been preparing for this, my seventh session as Governor, I've been thinking a lot about what's important in the State of Georgia. And I come back to the same thing -- the family.

The family is the fundamental building block of our communities and our society. It is what holds us together and makes us strong, stable and productive.

And the unifying theme of the bills and budget I will bring to you in the coming days, more than anything else, is to protect and promote Georgia's families.

My grandson Justin, who is coming up on 15, loves cars. We go to the Atlanta 500 together, and his heroes are Dale Earnhart and Bill Elliott. He is going to need a little "tough love" as he learns to drive and gets out on the highway.

It terrifies me to realize that one out of every 24 Georgia teenagers was involved in a vehicle crash last year. 179 of those teenagers were killed.

They'll never have a chance to get a HOPE Scholarship or thrill their parents with a grandchild. They're dead. Vehicle crashes are the leading cause of death between the ages of 16 and 20.

So I will bring you the Young Driver's Safety Act to provide a gradual process by which young drivers earn full driving privileges. It would work like this:

At age 15, Justin's age, those who pass a written test and a vision test can get a learner's permit. They can only drive if a person over age 21 is beside them in the front seat, and all passengers are wearing seat belts. And there would be zero tolerance for alcohol in these young drivers.

If that 15-year-old then has had no wrecks, no moving violations and no illegal use of alcohol or drugs by the time they turn 16, they may take a road test. And if they pass it, they get an intermediate permit.

The driver with an intermediate permit could drive alone except between the hours of one and six A.M., when they would have to be with an adult over age 21, going to work or in a medical emergency.

All passengers would be required to wear seat belts at all times, and there would continue to be zero tolerance for alcohol.

Then at the age of 18, if their permit has not been suspended within the prior 12 months, and if they've had no wrecks, no moving violations and no illegal use of alcohol or drugs within the prior 12 months -- then they receive a regular driver's license, still with zero alcohol tolerance until they reach age 21.

This bill sends a clear message to teenagers and their parents that driving is not a right. It's a privilege that has to be earned through responsible behavior.

And I'd also like to point out that if we fail to adopt zero alcohol tolerance for young drivers by October of 1998, we will lose \$16 million of our federal highway funds the first year, increasing to \$32 million the second year.

As Governor, I have talked with many families whose loved ones were killed by drunk drivers... parents who have lost an infant or a teenager, children who have lost a father or mother.

I've talked with the family of a police officer who was run over and killed while on duty.

Anyone who spends five minutes with any of these families, will understand why, for the seventh year in a row, I will bring you a bill to strengthen our DUI laws.

Like last year, this DUI bill has four parts: First, the nolo plea.

Incredible as it may sound, a nolo plea, which is nothing but a way to get around admitting guilt, clears your criminal record and gets your suspended license back.

If anyone other than a lawyer or a drunk can explain that to me, I'd like to hear it. And so would the general public.

I am proposing that even with a nolo plea, your driver's license remains suspended for the time provided by law.

Second, provide for mandatory jail time — at least 24 hours for the first offense and 72 hours for the second.

So many things I've brought to you over the years have come from my long life of hard knocks and experience.

I know what it's like to grow up in a single-parent family, because I did. I know it's possible to learn some "corps" values at boot camp, because I did.

I know what it's like to want to go to college and get a special scholarship that makes it possible, because the GI Bill did it for me.

I also know what it's like to spend the night in jail on a drunk charge, because I've done that, too.

So again, this old voice of experience who's been there and done that, says: Put those drunks in jail and let them see what it's like; let them discover how miserable and degrading it is, and how good that sunlight feels and how good that fresh air smells the next morning.

Third, once again I propose we impound the license plates from the vehicles of habitual offenders, since taking their driver's licenses isn't enough to keep these dangerous, unguided missiles off the road.

And fourth, privatizing the use of interlock ignition systems as a condition of probation.

These systems that keep someone who's drunk from starting up that unguided missile, have proved effective in other states, but are getting little use in Georgia because cities and counties are required to buy the equipment.

Innocent Georgians are being slaughtered on our highways; Georgia families are being cruelly ripped apart by drunk driving. Georgia's DUI laws are still nowhere near tough enough.

With every ounce of my being, I beg you to put aside partisan interests, give up the defense of legal loopholes, and give Georgia's citizens the protection they need and deserve.

Probably the best news for our families today is that 3.6 million Georgians have jobs... more than at any time in our history.

We've seen phenomenal job growth -- an average of over 2,000 new jobs a week since 1990. Last year industrial investments totaling nearly \$6.3 billion were announced in Georgia. They will create over 33,000 jobs.

According to Forbes Magazine, Georgia has created more new jobs than all but two other states.

And a recent report by Dun & Bradstreet said that Georgia is "the biggest winner (ranked #1) in the battle to retain companies and jobs."

Dun & Bradstreet attributes much of our success to Georgia's "moderate tax rate." And during this administration, we have cut taxes for Georgia's families...

First giving them a break on their state income tax and now removing the state sales tax from groceries. The third cent will come off in October, and the final cent next year.

There's no question that our Department of Industry, Trade and Tourism has done a significant job in this expanding economic development. But like all of us, they can always do better.

So we are going to reorganize the Department to continue improving coordination among our economic development initiatives.

The state was a partner in the public-private Operation Legacy, which used the leverage of the Olympics to bring CEOs from more than 400 companies around the nation to Georgia. So far, 18 new locations have resulted from this effort, creating over 3,000 jobs.

I want to continue Operation Legacy as a public-private partnership under auspices of a stronger state industry marketing effort in the Department of Industry, Trade and Tourism.

I also propose that we bring the Governor's Development Council under the Industry and Trade umbrella in a new Strategic Planning and Research Division.

And we will continue to encourage regional planning initiatives, with a \$2.5 million grant program that supports multi-county, regional collaboration for economic development.

Despite all of this economic growth and all the new jobs, we still have too many Georgia families that are unemployed and need help.

And we are going to do that with a completely new welfare program that began two weeks ago on January 1st. It is called Temporary Assistance for Needy Families, or TANF.

We are going to stop the decades-old practice of simply putting checks in the mail, month after month, year after year, in some cases generation after generation. Cash assistance in Georgia will be limited to a total of four years.

Instead, we are going to focus on two things: One, helping people get the skills for the jobs they need to become self-sufficient and support their families. And two, pregnancy prevention, especially among teenagers.

We are going to provide assistance with transportation and other needed support services to help recipients find and hold down jobs.

We are going to require teen mothers to stay in school, and we will provide child care for their babies. And we are going to target adult recipients under age 26 with assistance to complete their GED.

Parents will be required to take an active role in their children's education, making sure they attend school and participating in parent-teacher conferences.

It's a tough approach, but it is also a hopeful approach. We're saying to those on welfare, we have faith that you can work and be self-sufficient just like the rest of us.

We began restructuring our welfare program in Georgia some time ago to put more emphasis on work. I reported to you in last year's State of the State, for example, that the Macon DFACS office at that time was steering more than a third of its welfare applicants into jobs rather than onto the welfare rolls.

Our WorkFirst program has already reduced our welfare rolls by 20,000 families over the past four years, saving taxpayers \$52 million. So we're already farther along in this respect than many other states.

In addition to helping people get the skills they need for productive employment, the second major thrust of TANF is pregnancy prevention, especially among teenagers.

It takes only a few broad brush strokes to paint a picture that explains why the problem of teen pregnancy has grown so disturbing. And it goes to the heart of the family.

The common denominator you find among pregnant teens, rich or poor, from all different socio-economic categories, is the absence of a father in that teenager's home.

Second, even if we could wave a magic wand and render every single teenage male in Georgia sterile, it would reduce teen pregnancy by only 25 percent.

Third, fully 60 percent of the girls who have had sex before age 15 say they were pressured into it against their will.

The old traditional stereotype of two kids getting carried away in the backseat of a car no longer holds.

Too many of our teenage girls are emotionally vulnerable because they have no father at home. And also -- and this is very important -- they are being exploited by men in their 20s and 30s. In general, the younger the girl, the greater the age gap between her and the father of her baby.

That is why I worked so hard last year to pass a law requiring a minimum prison sentence of 10 years for anyone who is 21 or older and has sexual relations with a child under age 16.

It's also why we are working so hard to identify fathers and force them to support their children.

This year, we are going to approach the problem of teen pregnancy from another angle as we reform Georgia's welfare program.

The plain fact is we have a lot of sexually active teenagers out there who, if they become pregnant, will go on the welfare rolls.

And once they get on the rolls, unwed teenage mothers tend to stay on the rolls.

significantly longer than average. Pregnancy prevention is welfare prevention. It is that simple.

TANF includes five initiatives to combat teen pregnancy. The first is to create 15 clinics in non-traditional sites, like DFACS offices, substance abuse centers and even housing projects.

They will be concentrated in communities that have a combination of high teen pregnancy rates and high welfare caseloads.

I also want to expand the family planning services in county health departments. And we are going to fund more outreach and mentoring workers at the county level.

Finally, we are going to expand two successful, community-based pregnancy prevention programs. One is targeted at teenage males, and it is already in operation in 15 Georgia communities.

The other is Grady Hospital's abstinence-based program for teens called "Postponing Sexual Involvement."

These changes are the beginning of a whole new era of welfare in Georgia. It is a long overdue change, and it is an opportunity to make an historic turn-around... ending welfare as we know it and creating a program that works to the benefit of its recipients and the satisfaction of the taxpayers who foot the bill for it.

As Shirley and I celebrate our 43rd anniversary today, I think of the many Georgia families who are not as fortunate, because they are being torn apart by domestic violence -- violence of spouse against spouse, parent against child, child against parent.

It happens more than 15,000 times a year in Georgia. Last year there were over 30 fatalities.

Far too often judges let them off with a slap on the wrist for inflicting serious injury -- broken bones, even permanent disabilities. And I'm tired of allowing people to regard their own family as possessions that they can knock around as they wish in the privacy of their home.

Last year we passed our very first criminal family violence law, recognizing "family violence battery" as a misdemeanor. That was a step in the right direction, but it was only a baby step toward where we really need to be.

I have another bill to recognize the family violence crimes of assault, aggravated assault and aggravated battery, in addition to the "family violence battery" we created last year.

And it provides for stronger penalties, requiring mandatory jail time ranging from five days to five years, depending on the severity of the act and the number of prior offenses.

You always hear the argument that mandatory minimum sentences interfere with a judge's discretion. And that may be true for some things.

But family violence is so volatile and unpredictable. And I believe we need a mandatory minimum sentence, even if it is only a short time for the first offense, to get the attention of those who abuse their own families.

Family violence is one of the factors that has brought nearly 17,000 foster children into state custody. And the pressure is unrelenting to find more foster care placements, often with little advance notice.

But the urgency of placing children coming into foster care, often keeps us from giving enough attention to getting children out of foster care as they become eligible for adoption.

As a result, too many children are stuck in foster care for too long. And too many of them end up being "aged out" of the foster-care system as teenagers.

They are left to navigate life completely on their own with no home or family, and many of them end up in shelters for the homeless.

As a short-term response, foster care is absolutely essential, and we are deeply grateful for the families who provide it. But it should not end up being any human being's entire childhood.

That's why we've created a separate Office of Adoptions within the Department of Human Resources.

And on Thursday, I am going to tell you about several initiatives to promote adoption and assist foster children who are "aged out" of the system.

As the Millers look ahead to a new arrival next month, we are praying, like all families, for a healthy baby. But, like all families, if there is a problem, we want to find out about it as quickly as possible.

So I'm asking you to expand my Children First Program, which we started with your help in 1992 to screen newborn babies. Right now we are screening about a third of our newborns for problems that put their health and development at risk.

I want to screen every baby born in this state to ensure that we identify at birth every at-risk child. And then we will track them from birth until they enter pre-kindergarten at age four.

Medical research clearly shows that those first three years, when a lot of crucial developments occur, have a long-lasting impact on a child's health, well-being and ability to learn.

Identifying at-risk newborns, and then tracking them to make sure they get the special services they need during those critical early years, is a wise and humane investment.

It will enable our children to grow up healthy and ready for school, and it will save us a lot of money in the coming years.

One of the most pressing concerns of Georgia's families today, and one of the most important responsibilities of state government, is public safety.

And the first thing I want to say on this subject is that I hope you will immediately pass a bill that I will bring to you to fix the "two strikes" law.

Last year legislation was passed that unintentionally removed rape and aggravated sodomy from the list of violent crimes under the two strikes law. This bill will restore them.

Georgia has been among the states who have led the way in enacting legislation on child support collection, sex offender notification and victim compensation.

Widespread action by the states is now being reflected by new federal laws in these three areas. And I will bring you bills to bring Georgia's state laws into conformity with federal law, providing for seamless enforcement.

Above and beyond the legal requirements for public notification about sex offenders, I want to announce today that Georgia is establishing a state-of-the-art, automated calling center for registered victims of all kinds of crimes.

It is called VINE, which stands for Victim Information and Notification Everyday.

Whenever an offender is released, the system will automatically call all of the registered victims of that inmate.

And it works the other direction, too. Any registered victim can call in at any time from any phone and get a status report on their offender.

It gives Georgia's victims a chance to be pro-active in protecting themselves and their families.

Illegal drugs continue to be a significant problem for too many of our families, and I believe we need to become as creative in our approaches as drug dealers are if we are to stem the tide.

So I'm going to ask you to pass a drug dealer liability law. I want Georgians who are harmed by illegal drugs to be able to sue the drug dealers who lit the fuse that resulted in the damage.

And not only the person who actually used the drugs, but also their parents, spouses or children, their employer and even the medical facilities who treat them.

I believe all of them ought to be able to sue drug dealers to recover their costs.

This could be a start to shifting the huge cost of the damage caused by illegal drugs, back onto the dealers who are profiting from the sale of the stuff.

The other side of the coin from passing public safety laws, is dealing with the convicted offenders. And I welcome this opportunity to say a few words about that.

If there is any one clear message from the citizens of Georgia, it is that they do not want us to coddle criminals, and the Miller Administration is not going to. This is a governor who believes that the root cause of crime is.... criminals.

Today, you can enter a Georgia prison, and you will find the inmates clean-shaven and orderly, their cells and dormitories Spartan, and the facilities neat. And you will not find a cleaner place in the state. I've seen floors you could eat off of. But today it would have to be a cold sandwich at lunch.

Regular searches have sent a clear message to inmates that weapons and contraband simply will not be tolerated. And if you want to tear up property, you have to pay for it.

We have also ended the process of letting criminals out of prison to go have a good time just because a holiday has come along.

The Medical College of Georgia is going to begin providing inmate medical care. Their sophisticated telemedicine system will save taxpayers the cost of unnecessary transportation of prisoners.

And the money we spend for inmate health care will stay in Georgia and be reinvested in medical education.

Taxpayers have benefitted from a law, which you passed last year, to assess inmates a \$5 fee to see a doctor or dentist.

If it's an emergency, or they are indigent, or the prison staff orders them to go, then it's free. This has really cut back on the number of those claiming to be sick to avoid work detail.

Our prison inmates rise early in the morning, and walk four and a-half miles. Then they work eight-hour days.

And in the evening they may work on their GED. For several years, some prisons have had teachers on the staff, some costing up to \$82,000 a year, working during the regular day.

However, as I just pointed out, under this administration every able-bodied inmate is out working all day. And very few inmates are around to take their classes.

So we are reorganizing our prison education program to contract with teachers to provide evening classes. And we are going to augment their efforts with distance learning technology.

This change will greatly expand the number of inmates who receive basic education, and at the same time save \$8 million for our taxpayers.

We have also privatized the constitutionally mandated responsibility to provide legal services to indigent inmates. In doing so, we have saved taxpayers \$600,000 a year with no reduction in the quality of legal services.

What is wrong with all that I have just described? I don't think anything is.

Unfortunately, there are a number of folks -- some of them well-meaning -- who want us to treat criminals like victims, and victims like criminals.

The truth of the matter is that despite more inmates than ever before, escapes are down, use of force to restrain violent prisoners is down, and complaints by inmates about prison staff are down.

That's the bottom line, and Wayne Garner is responsible. I support him; I'll bet your constituents support him, and you should support him, too.

There's always room for improvement, and I welcome your help. I won't oppose the 100 percent or 85 percent, or whatever you want to do to make the sentences longer.

But if you're looking for a criminal justice issue -- make sure you look in both directions.

For violent crimes in this state, there is less than a 50 percent arrest rate. And for property crimes, like burglary and robbery, the arrest rate is only about 15 percent!

Folks, you can't have a prisoner to parole if there's never even been an arrest.

Until this problem is dealt with, there will continue to be places in Georgia where one cannot walk or live without fear. And the voters at the coffee clatches and Rotary clubs will still be complaining.

Georgians also care about the natural environment. And I want to mention two issues briefly. First, I am going to bring you a bill to create a Coastal Zone Management Program. Georgia is the only ocean-front state that does not participate in this 24-year-old program.

It would bring additional federal funding into our state to help protect our natural resources, and it would give us more authority to review and approve federal activity along our coast.

No matter what anybody tells you, it will not add any new restrictions or bureaucratic layers, but instead would require greater cooperation among existing agencies and programs.

Then second, an issue we have been dealing with for several years -- the allocation of water among Georgia, Alabama and Florida.

We three states have been in formal negotiations for some time now, and we have come up with two interstate water compacts:

One between Alabama and Georgia for the Coosa, Tallapoosa and Alabama River Basins, and one among Georgia, Alabama and Florida for the Chatahoochee, Flint and Apalachicola River Basins.

These compacts are now before the state legislatures of each of these states for ratification. And since we do not have a compact to provide for interstate conference committees, they can only be adopted without change.

I believe these compacts are fair to all the states involved and protect Georgia's interests. And I join with the Speaker and Lieutenant Governor in asking for your support and early passage of these compacts.

I would also like to thank Speaker Newt Gingrich publicly, as I have privately, for his crucial help with these compacts. What he did Saturday was incredible, and I'm deeply grateful.

Our Attorney General Mike Bowers has also been of tremendous help. This is truly a bipartisan effort.

I know I've been talking a long time. And I've only mentioned briefly the issue I care most about -- the passion of the Miller Administration -- education. It comes back to the family again.

Parents are their children's first teachers, and we must never forget it. And then our schools become partners with parents in helping our children grow and learn.

One of my goals for education, as you already know, is to make Georgia's teacher salaries competitive on the national market, so that we can hire and keep the best teachers possible for our

kids.

I made a commitment to provide a six percent salary increase for Georgia's teachers every year for four consecutive years. My goal was to put Georgia's teacher salaries at the top of the region and at the national average.

With your help, we have already enacted the first two increases. We are passing other states, and we are on track to achieve our goal to be able to compete nationally for outstanding teachers. And with your support, we are going to continue.

I'm going to talk more about my goals for education and how the budget moves us toward them on Thursday.

So until then, I'll close by saying that I want and need your help. For some of you, we've been together a long time. I've enjoyed the ride with you; it's been a good one. And we'll soon be getting off this old highway up at the next exit ramp.

You've probably already found out, as I have, that as life shortens, misgivings magnify. Let's not miss this opportunity, and later be sorry we did.

For those of you whose exit is way on up the road, but who have worked with me for a few sessions, I want to say thank you. We've made an enormous difference. We've made some landmark decisions. And we now have the opportunity to further that progress.

For those of you who are just starting out, I want to draw your attention to the bipartisanship that has accompanied some of our most significant accomplishments in recent years.

I want very much for that spirit to continue, and I will bend over backwards to do my part.

Jean Monnet once said that all people of great achievement are ambitious. But the key question is whether they are ambitious to be, or ambitious to do.

My friends, please join me in being ambitious to do.

**STATE OF GEORGIA**

OFFICE OF THE GOVERNOR

ATLANTA 30334-0800

Zell Miller
GOVERNORRick Dent
DIRECTOR OF COMMUNICATIONS**REMARKS BY GOVERNOR ZELL MILLER**
Legislative Budget Address, 1/16/97
Embargoed until 11 a.m.

If this speech had a title, it would be "A Forced March to Reality." And if it had a musical score, it would be "The Bridge on the River Kwai" -- not to be confused with the bridge to the 21st century.

Tuesday, I reported that the State of the State is great. Jobs are up, unemployment is down. Our economy is strong, at least by comparison to most everybody else's.

Today I am pleased to add that state government's finances are equally sound. But I also want to emphasize to you that it didn't just happen. And it will not stay that way unless we are vigilant.

Left to their own devices, expenditures never creep down. They always creep up. Especially in government, where there is rarely competition to provide an incentive to hold them down.

And the only reason the state's finances are in good shape today, is because we have deliberately worked over the years to keep them that way, especially the last six years.

When I became Governor, I was faced with a slowing economy and no money at all in the state reserves.

We began "a forced march to reality," and we have kept right on marching -- right through the budget that is before you today -- and until the day I leave office, we will still be marching.

Because the citizens of Georgia need and want better services from government on the things that are important to them. But right now they are not willing to pay more taxes to get those services, because they do not believe they are getting maximum benefit for the taxes they already pay.

So we are constantly focusing our attention on the results we want to accomplish with those tax dollars.

In this administration, we do that with a process called "budget redirection." Every year, I require each department head to evaluate their ongoing programs, and identify at least five percent of their budget to be cut from low priorities and redirected to high priorities.

And, once they identify that five percent, they don't always get to keep it in their department. There might be a higher priority somewhere else.

Last year, we used budget redirection to shift nearly \$600 million. This year we are redirecting another \$350 million. That is almost a billion dollars in cuts across two budgets, that were redirected to other uses.

This is how we have been able to make significant, long-term investments in education and economic development, while at the same time cutting taxes.

We also continue to privatize aspects of state government that ought to be in the private sector or can be done more efficiently by outsourcing them.

Our very first initiative -- the War Veterans Home in Milledgeville -- is successfully saving taxpayers \$7 million a year.

The resort hotel and water park at Lake Lanier Islands is now under private operation, and will bring more than \$315 million into the state treasury over the course of the lease.

Bids are about to be awarded for two private prisons in Wheeler and Coffee counties, which will save millions each year.

But I didn't want to do privatization just to save money. I wanted to change the culture of state government.

When it makes sense and saves money to privatize something or to outsource support services, that should be standard operating procedure. It should not take a special privatization commission to do it.

We are also reforming welfare and Medicaid, which both involve massive amounts of our taxpayer's money.

On Tuesday I described how we are overhauling welfare to make it do more, and I'm going to get back to it again a little later in this speech.

In Medicaid, we are implementing some of the recommendations of the Georgia Coalition for Health in this budget.

And we are aggressively seeking out fraud. We have convicted 40 Medicaid providers for fraud, and 30 more providers have been indicted and are awaiting trial.

We've scared the hell out of some folks. And you can see it in a noticeable drop in their billings.

Fraud and abuse in this program were rampant. I happen to think that it is an issue that deserves national attention. Increased access to health care is important -- we all know that -- but so is cost containment. It is another "forced march to reality."

We are also re-examining our reimbursement rates, and moving toward managed care, which is quality care at a lower cost.

As a result, we have flat-lined the Medicaid budget. And that is significant, because Medicaid used to be the Pac-Man of the budget, consuming more than its fair share of available funds, and taking up an ever larger portion of our budget.

We have also flat-lined the growth of state employees. If you exclude bed growth in Corrections and for juvenile offenders, the number of state employees is down 2 percent since I became Governor. It had been increasing at a rate of 10 percent every two years before I took office.

Most of our taxpayers are scrimping and saving to make ends meet. They've got dreams of what they'd like to accomplish with the money they earn.

And we have no right to take any more money from them than we need to give them the results they are looking for.

So as we have made state government more efficient, we have cut more taxes. We have cut taxes by a total of nearly \$700 million during this administration.

Right now, we continue to remove the state sales tax from groceries -- not only the biggest tax cut in Georgia history, but one of the largest tax cuts by any state in recent years.

The budget before you today accounts for the cost of removing the third cent of sales tax on October 1st.

And the supplemental budget sets aside an additional \$129 million to cover the cost of the fourth and final cent next year. So the money is now in the bank to cover the full cost of this tax cut.

Speaking of money in the bank, we have rebuilt our reserves from absolutely zero when I took office, to nearly \$550 million.

We have steadily built up our Revenue Shortfall Reserve, which is our "rainy day fund," from zero to a full statutory balance of \$313 million. It has taken discipline to set that money aside. But our "forced march to reality" kept us on track.

And today our reserves include not only the "rainy-day fund" and the Midyear Adjustment Reserve, but also two lottery reserves.

And, if we really and truly are fiscally responsible, as we like to say we are, we will establish a \$12 million reserve for our new state welfare program.

I intend to leave all of these reserves completely full for the next Governor.

The strong management we have exercised enables us to emphasize the state's top priorities in the budget for Fiscal Year 98. Its total of \$11.8 billion represents only a 4.6 percent growth rate over the FY 97 budget.

It includes a \$508 million bond package that keeps our debt ratio at about half of our Constitutional limit, where we have kept it for years, and is consistent with the criteria of the Debt Management Advisory Committee.

The most important priority for our future is education. So let me start there.

Georgia's lottery continues to provide a significant source of revenue -- to date, more than \$2 billion.

On Tuesday I told you about the incredible national and international attention our pre-kindergarten program is generating. And when you open your budget today, you will find lottery funds to keep it at around 60,000 children.

Since the HOPE Scholarship program began in September 1993, it has benefited 234,000 Georgia students at a cost of \$291 million.

Students who did not have a B average or did not go to college straight from high school have been able to earn a HOPE scholarship by compiling a B average over 90 quarter hours, or two years of academic work.

With this budget, I propose reducing that to 45 hours, or one year.

Of the technology funds, close to \$40 million, which is \$30 per FTE, will go to local schools to be used at their discretion either for equipment or technology training for teachers. And then another \$25 million will provide teacher technology training for our schools.

Georgia's lottery for education has become a national model not only because of what it has done, but also because of what it has not done. It has not supplanted any general fund money for education.

In fact, at the same time we have been implementing these lottery programs that are the envy of so many states, we have also been increasing not only the general fund dollars going for education, but the proportion of the budget we devote to it.

In FY 94, when the lottery started, we were devoting 50.1 percent of the budget to education.

In the budget before you today, nearly 54 percent of the general funds are devoted to education. And then the lottery is on top of that.

Of course, this budget contains the third 6 percent salary increase for teachers, keeping us on track to make Georgia first in the southeast and competitive on the national market.

Remember, the whole point of raising salaries is to have the best teachers in our classrooms.

Continued enrollment growth in our schools means we need to add \$116 million to the QBE formula.

And I want to make a more deliberate effort to tackle one of the toughest problems we've got in education in Georgia: dropouts.

Most educators will tell you that today you can spot a potential dropout by the third or fourth grade. Pre-kindergarten is going to help with that, because our children will enter school ready to learn. And they will be less likely to fall behind early.

But in the meantime, I want to do something about the students who are falling by the wayside.

Very few dropouts stop to consider how it will affect their future life. Our challenge is to find a firm but gentle way to send a wake-up call to those students and to their parents.... To make them stop and think about what they are doing.

And I'm ready to try just about anything to see what might work.

In Oregon, they have a dropout diploma that the students and their parents sign that reads: "By signing this disclaimer, I show that I realize I will not have the necessary skills to survive in the 21st century."

In North Carolina, Governor Jim Hunt last week had a high school student at his inauguration who had instituted a "no dropout pact" with his ninth grade classmates.

We have got to have more information about what happens to these kids. Do they find a job sometimes? Are they just hanging out on the streets?

What's the time frame before some of them end up in our criminal justice system? How many of them quickly see the light and begin to work on a GED? We know that half of the GEDs earned in this state go to Georgians under age 24.

Georgia is fortunate to have a lot of retired military personnel living in our state. They could be a lot of help with these youngsters, working with them on a part-time basis.

And I still like the idea of the governor or a legislator showing enough interest to be personally involved in these young lives.

We need some answers. So, I want to pilot a dropout prevention program in eight school systems, which will be laboratories where we can try out innovative ideas.

Superintendent Schrenko proposed that we redirect \$60 million in existing funds within the QBE formula, to reduce the class size in our high schools from 23 students to 20 students. I agree that this is a good idea.

And another \$5.3 million for a new school data system. So that when we redirect existing money to fund a high school class size of 20 students, as we're proposing, we can follow up and find out whether class size actually goes down in our local schools...

Or whether that money gets sidetracked somewhere along the way, which I have a sneaking suspicion it does.

And then in the University System budget you will find \$2 million for a new initiative called Partners in Success.

None of us -- not you nor I -- like having to spend money on remedial education. It's paying for something we already paid for once. This program will reach down into our high schools to improve students' readiness and reduce the need for remedial work after they get to college.

An economics professor at the University of Illinois recently posed this question: Which investment pays a better return on the dollar -- a 30-year treasury bond or a college student?

If you said a college student, you're right. That is why I believe education is the best economic policy there is.

My goal as Governor has been to create a culture of higher expectations in this state. I want the question for our students to be not "whether" to go to college or technical school, but "where" to go.

Thanks to the HOPE Scholarship Program, that is possible.

We now have the fourth largest university system in the nation, and it continues to grow. So the budget adds \$23.5 million to the System's funding formula for enrollment growth.

We also need space on our campuses to put all these students. So in next year's budget, I am recommending \$126 million in bonds for 20 construction projects at 17 campuses, which will bring University System construction to nearly a billion dollars in this administration.

The marriage of education and technology is where the future lies. Our massive electronic library called Galileo, already provides a cost-effective way for units of the University System to share library resources.

And then it provides access to those resources for all our technical institutes and all our regional public libraries.

Galileo has been getting heavy usage. In November, it marked its one-millionth log-in.

In this computer age, I think we've got to expand access beyond Galileo.

So I propose to make InterNet access available to every single one of our K-12 schools -- from Waleska to Willacoochee -- all 1,818 of them hooked up to the InterNet.

Also all 157 public libraries, all technical institutes and all public colleges and universities in Georgia.

Through the PeachNet computer network of our University System, even the smallest and most remote school or library will have access not only to Galileo, but also to the other resources available on the InterNet.

We're talking about something historic here. It is a coordinated attempt by all of our educational systems to work together and provide equal and systematic access to the InterNet.

In addition, I am recommending \$8 million in lottery and general funds to upgrade technology in the University System and to provide training for future classroom teachers and faculty members to use it well.

Georgia's University System has become a national trend setter in building economic development partnerships with private sector business. And the Georgia Research Alliance is an economic development partnership that is producing results.

Since the Research Alliance was formed in 1990, sponsored research at its six member universities has nearly doubled. And the number of Georgia firms sponsoring research has increased by almost four-fold.

Time and time again as I recruit industry and talk with CEOs around the world, I've seen the assets of the Research Alliance make a big difference.

So in addition to the lottery-financed labs in the supplemental budget, I want to provide for two more eminent research scholars in the big budget.

Textiles, forestry and food processing have been the backbone of our manufacturing economy, and with a little help they can continue to thrive in the high-tech economy of the future. So you will find a total of \$8.4 million for our Traditional Industries Research program, which serves them.

Our economic development partnership called ICAPP -- the Intellectual Capital Partnership Program -- is the first of its kind in the nation.

It identifies specific workforce needs in specific Georgia communities, then focuses University System resources on educating Georgians for those jobs.

ICAPP is helping Columbus meet a greater workforce demand for computer analysts, and is helping Augusta residents laid off from the Savannah River plant.

Our technical institutes also make a significant contribution to our economy. Of last year's tech school graduates, 83 percent went straight into jobs that were directly related to their program of study. Most of the rest went on to further education.

Enrollment of credit students at our tech schools has increased by nearly 50 percent in the past six years. It is now at an all-time high of more than 43,000 students.

We are in the final stages of the most extensive technical education expansion in Georgia history, and with the completion of the facilities that are presently under construction, Georgia will have a technical school within a 40-minute drive of every citizen in the state.

This kind of access, in combination with the HOPE Scholarship Program, gives every Georgian the opportunity to learn a skill and prepare to join our growing, educated workforce.

And over the next two years, I want to bring the local tech schools in Atlanta and Savannah into the state system.

Over the course of this administration, Georgia has become one of the top states in the nation in the number of GEDs our citizens are earning.

Shirley's worked hard on adult literacy, and I'm proud of her efforts. More than 20,000 Georgia citizens now get their GEDs every year.

More and more Georgians are finding from personal experience that what you learn determines what you earn.

This budget completes a three-year initiative to put an adult literacy teacher and computer

lab in every county in Georgia.

Sooner or later in politics, the obvious becomes apparent. That is what has happened with welfare in this country. So as of January 1st, the old AFDC entitlement program in Georgia was completely replaced by a new program called Temporary Assistance for Needy Families, or TANF.

Michael Thurmond has done a superb job in developing this program that concentrates on helping people get the skills and jobs they need to become self-sufficient, and on pregnancy prevention, especially among teenagers.

The bottom-line expenditure of state funds is virtually unchanged. What changes, and changes drastically, is how that money is spent.

We anticipate that the new TANF program, combined with our WorkFirst program, will continue to reduce the welfare rolls, and the money that is freed up will be used for the programs I described to you Tuesday.

More than \$16 million will be added to enhance the education, job training and job placement efforts as part of our welfare reform.

The pregnancy prevention initiatives begin in the supplemental budget, and continue with \$3.5 million in this budget.

And for the first time, \$1 million from our substance abuse block grant is dedicated to get pregnant and postpartum welfare recipients off of drugs.

\$2.7 million will strengthen child support enforcement. Georgia has doubled our annual child support collections over the course of this administration. It doesn't solve the welfare problem, but it helps.

Unlike most states, Georgia was ahead of the curve in the increases we have been providing for child care to enable recipients to attend school or work.

And we are in the enviable position of already having enough resources committed for child care at least through the budget that is before you.

But I am recommending \$3.5 million in this budget to give county-level DFACS offices the staff they need to monitor this child care, and make sure quality care is reaching the families who really need it.

Our federal funding for welfare is capped under the new block grant. It will not go above a certain level. And as I have already said, I believe it is fiscally responsible to create a \$12 million reserve.

That federal cap also means that we cannot afford to waste any of our welfare funds, or have recipients who abuse or take advantage of the assistance they receive.

I, like you, want to ferret out and track down fraud and abuse. So this budget includes \$1.7 million for 50 new welfare investigators to double our efforts.

On Tuesday I explained why the State of Georgia needs to be more pro-active in encouraging the adoption of more than 1,000 of our foster children who are eligible.

Today I'm going to tell you how we do it. I propose \$1.2 million to contract with private adoption agencies for the placement of children.

And then to make adoption possible for more families, I want to increase the adoption supplement per diem to the same level as for foster children -- \$10.50 per day -- for families who need financial assistance to adopt a special-needs child.

Another \$2.8 million in the supplemental budget will enable us to set up a statewide tracking system to keep up with the 17,000 children we have in state custody.

And then for foster children who are "aged out" of the system, I recommend \$1.5 million for an independent living service program to teach foster children age 16 and above the skills they need to manage on their own.

The program would also assist foster children who want to go on to college but lack the financial support a family provides.

Mental health provides a great example of what budget redirection means. Too many of our Severely Emotionally Disturbed children are being hospitalized, when they could be treated in the community if services were available.

To date this administration has provided \$17.6 million for community-based SED services -- including \$1.4 million in this budget to complete Phase One services in Whitfield, Walker, Sumter, Emanuel and Bulloch County service areas.

We also have Chronically Mentally Ill patients in our state psychiatric hospitals who could be treated in their own communities, with better result to them and lower cost to taxpayers.

In the supplemental budget, I propose that we redirect \$14.7 million from hospital-based services to community based services, fully funding CMI core services in Gwinnett Clarke and Thomas County services areas, and expanding services in seven other areas.

Our shift to community-based services is also reflected in my proposal to close the Brook Run institution.

I know how controversial and emotional this issue is. But if you look at the hard question of what's best for the most people, I do not see how you can help but agree.

To keep Brook Run operating, with its heavy cost, really keeps many of those who need help right now from getting it.

Basically, we can take the same level of funding and serve over 500 individuals in the community, compared to only 326 at Brook Run.

Public safety is an important area where our citizens are looking for results. And we continue our quest to keep violent criminals behind bars for a long, long time.

Our "forced march to reality" through budget redirection is helping us achieve this goal.

Across the remainder of this fiscal year and into next fiscal year, we are going to open more than 3,800 new prison beds.

In addition to expansions at five existing prisons, we are increasing the capacity of our existing prisons by double bunking cells that have been single-bunked... which is giving us more than 1,800 new beds without the cost of building anything.

And you will see, it costs only \$2.5 million in operating funds to make these additional beds available.

One of the most alarming aspects of corrections is the surge we are seeing in violent crime by teenagers and even younger children.

The number of juvenile offenders coming into DCYS custody has more than doubled in just the past five years.

It has created incredible stresses and challenges for our Department of Children and Youth Services, which by the way we propose to rename the Department of Juvenile Justice. Gene Walker has done an outstanding job, as I knew he would.

We have to provide bed space for these troubled kids. So I am asking you to fund 611 new beds, bringing our total capacity to almost 4,000 beds.

And I want to move forward with the new Youth Development Center in Sumter County, and an expansion at the Macon YDC.

For the GBI, I want to help local law enforcement officers fight crime by giving them access to crime labs on a regional basis. I propose upgrading and expanding our facilities in Columbus and Macon.

The Macon expansion will include a morgue, which will give us four sites with autopsy capacity -- one each in north, south and middle Georgia in addition to Atlanta.

I also want to expand our DNA database for sexual assault cases, and establish a statewide registry of violent sexual offenders and notify local authorities when they are released from prison.

Each and every day, I focus a lot of my attention on economic development and creating jobs.

Education is important; we all agree on that. So is a good transportation system, and we have one of the best. Few states have the network of airports that we do -- not just the world-class Hartsfield, but all over Georgia.

And our highway system, for two years in a row, has been rated first in the nation by The Road Information Program in Washington, D.C.

We've got to keep investing in it. I am proposing another \$110 million in bonds to continue our work on the economic development highway network. Then \$28.5 million in motor fuel tax revenues is for the off-system State Fund Construction Program.

The DOT budget also includes \$3.2 million for upkeep of the dredged areas of the

Savannah Harbor, which brings us to another critical piece of our transportation and economic development infrastructure -- our ports at Savannah and Brunswick.

The Port of Savannah is one of the premier ports on the Atlantic coast, with service by more than 50 different international shipping lines. Last year over 13 million tons of cargo moved through that port.

I am recommending \$27.8 million in bonds to purchase two more cranes and expand Berth 13 at Ocean Terminal in Savannah.

As usual, the Ports Authority will pay the principal and interest on these bonds.

Talking about creating jobs, I want to say this: Across this country, the convention industry is very competitive. If we want to remain one of the nation's leading convention destinations and keep those jobs that go with it, we must plan ahead.

Several of our regular trade shows have now outgrown our existing space, and may soon be moving elsewhere.

So you will find \$10.5 million in the budget to plan and design Phase Four of the World Congress Center.

This expansion will attract half a million additional visitors to Georgia each year. It will have an economic impact of \$1 billion, generate tax revenues of \$53 million and mean up to 19,000 new jobs.

So, folks, you may do with this what you wish. But for me it boils down to this: Either we protect our investment and capture these additional economic benefits for Georgia, or we pull the plug on our convention industry and lose its economic benefits to our competitors.

In the area of natural resources, I am proud to report that Preservation 2000 achieved its goal of preserving 100,000 acres of natural land.

We have now turned our attention to the streams and rivers which are a critical, but vulnerable natural resource.

I created RiverCare 2000 to acquire sensitive river-corridor properties, and work together with local communities and private landowners to improve the management of this critical resource.

And under natural resources, you will find a proposal of \$10 million in bonds to continue our acquisition of natural land in our river corridors.

In addition, we need to devote \$1.4 million to establishing adequate total maximum daily loads for 423 segments of our rivers and streams. This addresses a court ruling against the federal Environmental Protection Agency.

I've talked a lot about what we are going to do with state revenues in this budget. Let me talk just a little about collecting those revenues.

Our taxpayers expect us to be efficient and effective in what we do with their money. They

also expect us to be efficient and effective in collecting their money and making sure every taxpayer pays their fair share.

The problems that have emerged in recent years in the Revenue Department make it clear that our management structure and processing systems have fallen behind the times.

So last summer I created a public-private steering committee of business and government executives for the overhaul of this department.

And we hired the nationally respected firm of KPMG Peat Marwick to give us a long-term "Blueprint for Modernization." They will complete this study next month.

It is already clear that we need significant changes in management approaches, technology, workforce preparation within the Department and privatization of several functions.

The complete overhaul will take several years, and it is going to require a significant expenditure of funds. The supplemental budget includes the first installment of \$15 million, and this budget for next year has another \$6 million.

It is a wise investment that will pay for itself through greater efficiency and more effective collection of back taxes.

In fact, it will start paying for itself before it is even fully implemented, and will recover its entire cost soon after the changes are completed.

Thank you for listening to another long speech. And thank you for not "falling out" during the "forced march to reality."

This march has not been an exercise for the timid and faint-hearted. It's not easy to resist the siren's song of simple answers.

But we have discovered that tightening the belt is great for focusing the mind. And, unlike some governmental entities, this state is not a "citadel of champagne wishes and caviar dreams."

Rather, for us, it's a new day with a new way. And I believe the people of Georgia appreciate it.

EDUCATION WEEK

American Education's Newspaper of Record

MEDIA ADVISORY

For Immediate Release

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202/467-8344

***Education Week To Release State-by-State Report Card on January 16, 1997;
States Graded and Ranked on Standards, Teaching, Funding, School Climate***

**Some States—WV, KY, VT, GA, IN, ME, NJ, NC, VA, TN, NY, CT—Come Out on Top;
But No State Can Boast a School System Adequate To Its Needs, Study Says**

School Systems "Riddled With Excellence But Rife With Mediocrity," Report Concludes

EDITORS: GRADES AND TEXT SUMMARIES AVAILABLE FOR EACH STATE

WASHINGTON, DC—In spite of more than a decade of reform activity and a myriad of promises by state policymakers, public education remains mired in mediocrity, according to *Quality Counts*, the first *Education Week/Pew* report on the status of public education in the 50 states. If improvement doesn't come soon, the report predicts, either "our democratic system and our economic strength...will be eroded, or alternative forms of education will emerge to replace public schools as we have known them."

The comprehensive 240-page analysis, produced by the nation's newspaper of record for precollegiate education, assesses and ranks each state on more than 75 key indicators. The indicators were selected on the basis of what research suggests makes schools effective. In addition, the report includes individual 2,500-word summaries of each state's educational progress and problems.

"In four categories that most affect student achievement—rigorous academic standards, a commitment to high quality teaching, a school culture that supports learning, and adequate and equitable funding—the states earn grades that no student would rush home to show Mom," says Ronald A. Wolk, the report's editor.

The report cards will be released on Thursday, January 16, 1997 at 10 a.m. in the First Amendment Lounge at the National Press Club, 529 14th Street, NW, Washington, DC.

Speakers at the event will include:

- Ronald A. Wolk, Publisher of *Education Week*;
- Joan Dykstra, President of the National PTA;
- Willis Hawley, Dean, School of Education, University of Maryland;
- Robert Sexton, Executive Director of the Prichard Committee for Academic Excellence, Kentucky; and
- Emerson Elliott, Former Director of the National Center for Education Statistics.

Education Week • 4301 Connecticut Avenue, N.W. • Suite 250 • Washington, D.C. 20008

Quotes Taken From Education Week's Study "Quality Counts"

Source: (Schulz, Elizabeth; *Education Week*; Georgia: Gubernatorial Guidance; January 22, 1997.)

- "Since Mr. Miller's re-election, Georgia's teachers have received annual 6% raises, and many in the state think their teachers will hit the national average by the end of the governor's term next year."
- "One of the most visible indications that Georgia is doing something right in education came when President Clinton proposed a college tuition-tax-credit program, modeled on the Georgia HOPE scholarship plan."
- "A wide range of education-oriented initiatives have been put in place during 'Miller Time':
 - The general diploma has been phased out to ensure that more students take challenging academic courses.
 - High school students now have the option of enrolling in postsecondary classes, with the state picking up the tab.
 - \$50 million has been set aside for a telecommunications network to link rural schools with urban colleges and universities.
 - Teachers vying for national certification for the National Board for Professional Teaching Standards have their fees paid and will see an automatic 5% pay increase if they succeed.
 - Teachers are eligible for \$2,000 bonuses if their schools meet goals the teaching staff maps out in the school improvement plans.
 - School safety zones have been created with increased penalties for crimes committed near schools."
- "Georgia was one of the first four states to enact charter school legislation and the first to adopt such legislation without restricting the number of charters available."
- "For example, a recent analysis by a RAND Corp. researcher found Georgia to be one the top 10 'value added' states. That means the state helps youngsters who usually don't do well in school achieve more."
- "The fact that so many in Georgia recognize that so much more needs to be done is less a sign of failure than evidence of a healthy ambition."
- Georgia's grades regarding educational policies were among highest marks given to any state. Georgia received an "A" in the area of standards and assessments, "B-" in the quality of teaching, and a "C" in school climate. In terms of funding for education Georgia received a "B-" in adequacy of funding, "B" in equity, and a "B" in allocation of resources.

**Georgia PTA
1997
Legislative Priorities**

At its November 1996 Board meeting, the Georgia PTA Board of Managers adopted the following legislative priorities:

EDUCATION

THE GEORGIA PTA supports public funding for trained health professionals in all public schools to ensure the physical safety and well-being of our children.

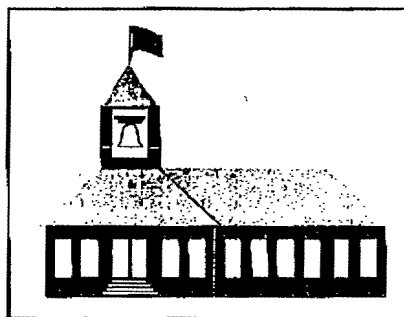
THE GEORGIA PTA supports a comprehensive health curriculum that provides age appropriate information regarding human sexuality and HIV/AIDS prevention.

THE GEORGIA PTA supports parental involvement in education and opposes any legislation that would create barriers to parental involvement, encourage litigation, and remove education decisions from the local communities and local boards of education.

THE GEORGIA PTA supports the inclusion of a parent involvement curriculum in each of the state's preservice teacher training programs.

THE GEORGIA PTA opposes all voucher proposals that would divert taxpayer dollars from public education.

THE GEORGIA PTA supports the election of state and local school board members on a nonpartisan basis, and the appointment of the state school superintendent by an elected state board of education.



HEALTH AND SAFETY

THE GEORGIA PTA supports legislation that would restrict underage access to alcohol and tobacco products and would prohibit the targeted advertising and promotion of such products to minors.

THE GEORGIA PTA supports legislation that would establish a graduated drivers license for teenage drivers, including a mandated 6 month period at the learning level followed by additional supervised driving periods and curfews.

THE GEORGIA PTA supports legislation that would protect children from firearm accidents and injuries.

THE GEORGIA PTA supports legislation that would encourage the HIV/AIDS testing of pregnant women and newborns.

PTA & ADVOCACY

PTA is, first and foremost, an advocacy organization. An advocate is someone who speaks on behalf of another. Thus, PTA members speak on behalf of children, who are unable to speak for themselves.

PTAs can and should work to secure adequate laws for the care and protection of children and youth, and to inform the public about issues affecting children.

Although PTAs may never support or oppose candidates who are seeking election to public office, it is perfectly legitimate and highly appropriate for PTAs to support (or oppose) the passage of legislation that would further (or hinder) the accomplishment of the PTA Objects and Mission. As long as a PTA complies with its bylaws and the lobbying limitations under the Internal Revenue Code, such activity is allowed, and encouraged.

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The Georgia PTA is a tax exempt, non-profit organization under Section 501 (c) (3) of the Internal Revenue Code.

The PTA Mission

- ◆To support and speak on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;
- ◆To assist parents in developing the skills they need to raise and protect their children; and
- ◆To encourage parent and public involvement in the public schools of this nation.

Objects of the PTA

- ◆To promote the welfare of children and youth in home, school, community and place of worship.
- ◆To raise the standards of home life.
- ◆To secure adequate laws for the care and protection of children and youth.
- ◆To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth.
- ◆To develop between educators and the general public such united efforts as will secure for all children and youth the highest advantages in physical, mental, social and spiritual education.



Georgia PTA
114 Baker Street, N.E.
Atlanta, Georgia 30308

Georgia PTA

1997

Legislative Priorities



GEORGIA



Gubernatorial Guidance

► Strong state leadership has helped Georgia schools usher in education reforms.

Georgia doesn't spring to mind as a pioneer in school reform, but the Peach State has experimented over the past decade with a number of innovative ideas and programs for its schools. Unfortunately, many have been hampered, even derailed, by inadequate funding and political jousting. And some observers complain that the state has little to show for its efforts.

Critics point out, for example, that Georgia students score below the national averages on both the math and reading sections of the National Assessment of Educational Progress. Still, they have shown significant progress when measured against the state's past performance. In fact, some make the case that the state has done much better than expected given its high percentage of disadvantaged students.

The roots of reform in Georgia date back to January 1986, when then-Gov. Joe Frank Harris spoke to the legislature on the sorry state of Georgia's schools and the need for improvement. It was the first time a Georgia governor had ever addressed the legislature specifically on education. In the speech, Gov. Harris unveiled a \$1 billion school-reform package based on the recommendations of a two-year study by a state commission. That panel had found that Georgia's students and schools were not performing well. On most 50-state comparisons, Georgia hovered near the bottom on measures of educational achievement. Just over half of the state's students graduated from high school.

"For too many years," Mr. Harris said at the time, "we have let 'minimum' or 'adequate' be our standards. But after today, we will accept nothing less than quality as our standard and excellence as our goal."

Like many other states at that time, Georgia moved on three fronts: It put state requirements in place, monitored student performance, and demanded accountability.

Three months after the governor's speech, the legislature unanimously passed the sweeping Quality Basic Education Act. It included mandatory, full-day kindergarten paid for by the state, the development of competencies that each student must master to graduate, and the creation of a statewide core curriculum based on those competencies. To measure the progress of students, the state established an annual testing program that included state criterion-referenced tests in grades 1, 3, 6, 8, and 10 and a national norm-referenced test in grades 2, 4, 7, and 9. Students were told they had to pass the Georgia Basic Skills Test to graduate.

The QBE, as the reform act became known, also raised teacher salaries by 10% and bumped up the pay of beginning teachers—from \$14,329 to \$16,000—to bring them closer to the starting salaries of other graduates of the Georgia university

system. In exchange for the raises, lawmakers demanded evidence of higher teacher quality.

Even before the QBE, Georgia was seen as a national leader in teacher credentialing. Teachers had to pass a test of the subjects they wished to teach and earn a positive performance review in their first year of teaching. The QBE went further, requiring all new teachers seeking certification to pass a general-knowledge test, a subject-matter test, a writing test, and a performance assessment. The state even turned the screws on classroom teachers, requiring for the first time that they pass a subject-matter test every five years to renew their licenses.

To provide accountability, districts were required to undergo comprehensive evaluations at least once every five years. Teams of state residents, education professors, and teachers fanned out to schools across Georgia to ensure that they were meeting state standards.

The QBE carried a big stick. It authorized the Georgia board of education to withhold funds from districts failing to meet state standards. But policymakers didn't realize how tough it would be for many districts to clear the higher hurdles. Only seven school systems passed the first comprehensive evaluation outright. And 56 of the state's 181 school districts failed to meet state standards even after a grace period.

By 1988, the poorest district in the state had not been able to correct deficiencies in 18 areas, and the Georgia board of education voted to withhold \$577,000 in state aid—two-thirds of the district's budget—if it did not make speedy improvement. Although the board never followed through on the threat, people began to view the accountability measures as overly burdensome on struggling districts and educators.

"QBE was a masterful piece of legislation, but even the chief framers will tell you that they erred," says Kay Pippin, the director of government relations for the Georgia Association of Educators. "They should have had reform bottom up instead of top down."

The fate of Georgia's Quality Core Curriculum, a compilation of 72 basic competencies that all students must master before completing high school, shows just how difficult top-down reform can be. The competencies were adopted in 1988, and districts were given five or six years to fully integrate them into their curricula. But variation in the capacities of local school districts impeded widespread implementation. Some districts simply didn't have the resources to put them in place.

The state is now revising the core curriculum with the help of a panel of 100 educators, including teachers who have felt frustrated by the current standards. Many believe they do not mesh closely enough with what is covered on the statewide tests. Although a new state board of education may delay the approval process, the department hopes to publish the revised standards early this year.

Some critics complain that Georgia has been overzealous at times in its pursuit of accountability. When it became the first state in the nation requiring kindergartners to pass a standardized test to go on to 1st grade, many early childhood experts cried foul. They argued that standardized tests are an un-

REPORT CARD

GEORGIA

Population: 7,201 million

Public school districts: 181

Public schools: 1,767

K-12 enrollment: 1.271 million

Minority: 41%

Pupils with disabilities: 9%

Urban: 20%

Suburbs and large towns: 32%

Rural and small towns: 48%

Children in poverty: 23%

Single parent families: 29%

K-12 expenditures, annual:

\$5.840 billion

GEORGIA

reliable predictor of achievement for young children and that retaining children in kindergarten does not improve their chances for later success. In the two years that the test was in place, more than 10% of kindergartners were retained, most because they failed the test. Finally, the state abandoned the requirement, replacing the test with an assessment based largely on teacher observation and judgment.

After a few years, Georgia also backed away from its performance-based teacher certification system. The evaluation, which rated novices on 120 teaching behaviors over three class periods, stirred resentment. Of the 30,000 teachers evaluated, only 25% passed the first time, but only 200 didn't pass after six tries—the maximum number allowed. (Another 13% quit along the way.) The evaluation system was the target of an unsuccessful lawsuit by a teacher who repeatedly failed.

In 1990, the state board decided to award a renewable teaching certificate to any graduate of an accredited teacher-training program who could pass a written subject-matter test. Candidates no longer had to prove they could teach. A new evaluation system did require principals to conduct yearly on-the-job reviews, but it was not linked to licensing. Since implementation, 89% of the teachers have passed the evaluation.

Many Georgians believe that the most important contribution of the QBE was in the area of school funding. Georgia is one of the states that have actually won lawsuits challenging their systems for financing public education. When the Georgia Supreme Court upheld the funding system in 1981, the public schools were less dependent on local property taxes than those in most other states. Though the court found "serious disparities in educational opportunities" among schools, it did not blame the state, which at the time contributed two-thirds of all public school expenditures, compared with a national average of slightly more than half.

Still, the QBE included sweeping school-finance reform. It revised the state-aid formula to provide funding to districts on a per-pupil basis according to students' grade levels and needs. It also required districts to contribute the equivalent of a five-mill property tax to education; poor districts that exceeded this rate would get additional state money.

Though the QBE earmarked more funding to public education and ensured that those funds would be distributed more equitably, money earmarked for specific programs was, in some instances, slow in coming. "The biggest problem in our state," says one observer, "is not writing a reform bill but funding a reform bill."

In the first three years, many programs included in the act were only partially paid for, if at all. As a result, many were not launched on schedule. For example, the law included a program that provided for smaller classes in kindergarten and 1st grade, more hands-on learning opportunities, and increased interaction between teachers and parents of low-

1989, when the legislature approved the first major tax increase in 18 years.

Funding problems persisted into the first term of Gov. Zell Miller, a former teacher and strong education advocate. When Mr. Miller took office in 1991, he inherited a recession and no rainy-day money to cover lost revenue. Georgia faced a \$400 million shortfall from lower-than-expected sales and income tax collections. As a result, QBE spending was cut by \$66 million. A number of initiatives—including a pre-kindergarten program for disadvantaged 4-year-olds, elementary school foreign-language instruction, and a pay raise for some teachers—fell victim.

Mr. Miller fought hard to shelter schools from even bigger cuts. While other states were cutting programs and teaching jobs, he managed to freeze teacher salaries and hold funding almost steady. State aid to schools fell only 2.7% that year.

With a partial economic recovery the next year, Gov. Miller was able to restore funding that had been cut and more. The public-school budget increased 5%; teacher salaries rose 3%.

When he ran for his second term, the governor promised to bring the

salaries of Georgia's teachers up to the national average. "Never had a Georgia governor strove for the national average in anything and definitely not for something in education," says Kay Pippin of the state teachers' association. Since Mr. Miller's re-election, Georgia teachers have received annual 6% raises, and many in the state think their teachers will hit the national average by the end of the governor's term next year.

One of the most recent and visible indications that Georgia is doing

something right in education came when President Clinton proposed a college tuition-tax-credit program modeled on the Georgia HOPE scholarship plan. HOPE, or Helping Outstanding Pupils Educationally, grew out of a state lottery championed by Mr. Miller during his first run for governor. Voters approved the lottery in 1992, and the proceeds were earmarked for a number of education initiatives, including a pre-kindergarten program for at-risk children, technology upgrades for schools, and the HOPE scholarships.

Through HOPE, any Georgia student who has maintained a B average or better in high school can attend a state college or university tuition free. Those who attend private colleges in Georgia can receive up to \$3,000 toward their tuition. The idea is to give students an incentive to work hard in school.

In its first year, the lottery raked in \$360 million, which paid for 400 HOPE college scholarships, pre-kindergarten for 12,000 children, and satellite dishes for nearly every school in the state. Despite criticism that the HOPE scholarships promote grade inflation and waste college aid on students who don't need it, the state has thus far handed out grants to more than 200,000 students.

A wide range of other education-oriented initiatives have been put in place during "Miller Time," as

some Georgia educators refer to Gov. Miller's tenure.

- The general diploma has been phased out to ensure that more students take challenging academic courses.

- High school students now have the option of enrolling in postsecondary classes, with the state picking up the tab.

- \$50 million has been set aside for a telecommunications network to link rural schools with urban colleges and universities.

- Teachers vying for national certification from the National Board for Professional Teaching Standards have their fees paid and will see an automatic 5% pay increase if they succeed.

- Teachers are eligible for \$2,000 bonuses if their schools meet goals the teaching staff maps out in school improvement plans.

- School safety zones have been created with increased penalties for crimes committed near schools.

What's more, Georgia was one of the first four states to enact charter school legislation and the first to adopt such legislation without restricting the number of charters available.

Thomas Upchurch, the president of the Georgia Partnership for Excellence in Education, a school-business partnership, acknowledges that the casual observer may not be aware of all the state has accomplished. But important changes have taken place, he insists. Mr. Upchurch lives in the same Georgia county he grew up in. Back in the 1960s, he says, 80% of adults in his county did not have a high school diploma. Today, that figure has dropped to 40%.

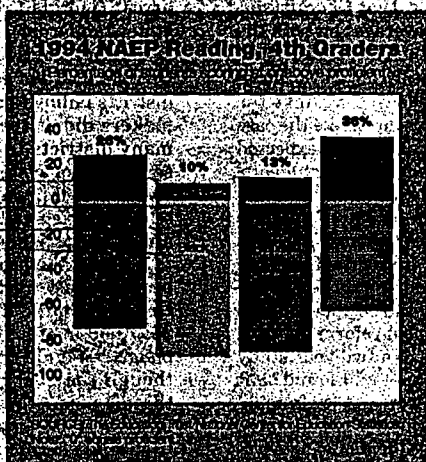
"We've moved from a society that did not value education to one that does," Mr. Upchurch says. "In the past, our good citizens worked hard with their hands, they contributed, they went to church. But now those jobs are gone, and we know that for our future we need to educate our whole population."

Data suggest that more than just attitudes are changing. In 1995, the Georgia Fund for Education, an affiliate of the Georgia Chamber of Commerce, tried to measure whether the QBE was meeting its goals. Among other things, lawmakers had hoped the sweeping reform law would reduce the number of students not finishing high school, raise SAT scores, and increase the number of students mastering the basic skills.

From 1980 to 1990, the study found, the proportion of Georgia 16- to 19-year-olds who are not in school or have not received a high school diploma dropped from 17% to 14%. Between 1983 and 1993, the state's combined math and verbal SAT score rose 26 points, even as the percent of the population taking the college-entrance exam increased by 20%. As for mastery of the basics, the study reported that students in grades 1-8 showed "small but persistent" gains on state tests between 1984 and 1990. In addition, more Georgia students than ever before are taking and passing Advanced Placement exams. Since 1987, the number taking the tests has jumped 167%.

Georgia also fares well in analyses that control for demographic characteristics over which the schools have no control. For example, a recent analysis by a RAND Corp. researcher found Georgia to be one of the top 10 "value-added" states. That means the state helps youngsters who usually don't do well in school achieve more. Indeed, Georgia students do better than expected given such factors as parents' education, family income, and family size.

Although Georgia still lags on a wide range of national education comparisons, many in the state believe that will soon change. "We are going to shine,"



says Ms. Pippin of the state teachers' association. "But it takes time to turn a major institution around."

Still, policymakers in the state are not all speaking with one voice when it comes to education. Changes in the governance of public education at both the local and state levels have brought both controversy and acrimony. In 1992, voters passed an amendment to the state constitution requiring that all local school boards be elected bodies that appoint local superintendents. Since the change, superintendencies in more than half the districts in the state have changed hands.

In a governance twist at the state level, Linda C. Schrenko was elected state superintendent of schools in 1994, becoming the first Republican to hold that post since Reconstruction. As a result, gridlock has come to education policymaking, with the state department of education headed by Ms. Schrenko squaring off against the state school board, which is appointed by Democratic Gov. Miller.

"The state superintendent, the state board of education, the governor, local school boards, and system superintendents are all speaking to the public about education," one state observer says. "But there is no common theme, no common focus, no unity."

The state assessment system is one major point of contention. In 1991, Mr. Miller, still in his first term as governor, honchoed a bill to give the state, as he put it, "fewer but tougher tests." The measure reduced the number of grades in which testing is required from nine to four. Students in grades 3, 5, and 8 are now tested to see whether they've mastered the state's curriculum goals and to find out how they stack up against national norms. In grade 11, students must pass a high school exit exam. Under the assessment law, individual student scores cannot be reported; scores are only released by school, district, and the state as a whole.

The state superintendent, however, wants to move away from tests linked to the state curriculum and standards toward a system in which students take national norm-referenced tests each year. Such a move, Ms. Schrenko says, would make it possible to report individual scores for every student, something she supports. She also believes the change would save the state money.

Many of the battles between the state chief and governor aren't nearly so substantive. Indeed, petty bickering is quite common, observers say. In an effort to stop the fighting and get down to business, Gov. Miller in October asked for the resignations of his entire state board of education. The governor likes to compare state policy to a turtle on a fence post. If you see a turtle sitting on a post, he says, you know it didn't get there by itself. The point, Mr. Miller says, is that he can't make reform happen single-handedly, and he is willing to do what has to be done to move the agenda.

The governor and other state policymakers know that Georgia has a long way to go to get world-class schools. Academic standards still need to be raised; children need more individualized instruction; the state needs to draft a long-range plan for technology; school funding needs to be increased and equalized; school buildings need to be upgraded; teachers need more and better professional development. The list goes on.

The fact that so many people in Georgia recognize that so much more needs to be done is less a sign of failure than evidence of a healthy ambition.

ELIZABETH SCHULZ

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