

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	List of Potential Invitees for Michigan Speech (partial) (2 pages)	02/01/97	P6/b(6)

COLLECTION:

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

FOLDER TITLE:

Michigan [2]

2012-0160-S
ry1220

RESTRICTION CODES

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

- 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]

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- RR. Document will be reviewed upon request.

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

- 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]



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen

ORGANIZATION: _____

PHONE NUMBER: 456-5575

FAX NUMBER: 456-7028

FROM: Jon Schnur

PHONE NUMBER: _____

MESSAGE: Sorry about the delay. Let me know what else
you need. At first, pls. find me 2 paras. for
speech, if still helpful.

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3 PAGE(S) TO FOLLOW

CHARTER SCHOOLS IN MICHIGAN

Legislative history: In December 1993, Michigan became the ninth state in the country to enact charter school legislation. After considerable controversy over a local school district's decision to approve a 99-year charter to fund an network of 2,000 home-schoolers, the former state superintendent blocked funding for the school. Michigan courts soon ruled not only that the proposed "school" was ineligible for public funding, but that the initial Michigan charter school violated the state's constitution because it essentially permitted public funding of non-public schools. A modified charter school was enacted by the state legislature to address concerns expressed by the court, and it was signed into law by Governor Engler -- the state's leading advocate of charter schools -- in January, 1995. Relatively minor modifications were also made to the law during the summer of 1996.

Current status: Michigan has been moving quickly to start charter schools over the past two years, with 78 charter schools now operating in the state. More than half of the state's charter schools have been approved and are overseen by Central Michigan University, and the others have been approved by other public universities and school districts. With forceful support from Governor Engler and a permissive charter school law, Michigan now has the third largest number of charter schools -- after California and Arizona -- of any state in the nation.

Federal funding: In 1995, the Michigan State Department of Education applied for and received a three-year federal charter school grant. Michigan used its first-year grant (FY 95) of \$360,000 to award subgrants and loans of about \$25,000 apiece to 14 charter schools. The state has received \$772,000 in its second-year grant (FY 96) and expects to make additional subgrants and loans to charter schools this spring. Michigan is currently scheduled to receive its initial request of \$366,000 for its third and final year of the grant (FY 97), but Governor Engler has signaled his interest in taking advantage of the major increase in federal charter school appropriations to ask for a significant increase in that amount. While Engler has been quoted in Michigan newspapers as saying the state could receive \$24 million in federal charter school funding, it seems unlikely that a grant supplement would be that high. Michigan is also using a portion of its Goals 2000 grant to support charter schools.

Ongoing controversy: Michigan's charter school initiative is closely associated with Governor Engler and is continuing to spark opposition by teacher unions, school boards, and many leading Michigan democrats. The debate in Michigan over charter schools is dividing more sharply along partisan lines than almost anywhere else in the nation, due to a combination of Engler's personal involvement, the way the issue became defined during the controversy over the home schoolers, and ongoing criticism that Michigan's charter schools drain funds from the public education system to support essentially private schools that can be elitist, covertly religious, and not accountable to the public for common academic standards or their general operations.

With Engler using the President's support for charter schools to bolster his own effort, Speaker of the House Curtis Hertel recently wrote Secretary Riley, saying "As Democrats, we have always been supportive of innovative and creative proposals to improve our public schools -- including charter schools." While expressing support for the President's charter school effort, Hertel said "the current definition of charter schools in Michigan is problematic", creating "a system that competes with public schools for funding and allows private schools to collect Michigan tax dollars."

We also need to work together to give parents more choices of what public schools their children attend, and help teachers, parents, museums, universities, and others create new publicly accountable charter schools. Creating these public schools and making them work takes tremendous hard work, starting with the sweat equity of the people who start them. But we must all do our part to help.

I have proposed doubling the size of our public charter school program to \$100 million to help these public schools succeed. But we must also work together to ensure that these schools reach the highest state and national standards, and that they are truly public schools and open to all students. Moreover, we can help charter schools set an example for expanding accountability in public education by opening and freeing up charter schools with great promise for educating all kinds of children well, supporting schools that do so, and shutting down those that are not up to standard.

Specific areas of controversy: While critics of Michigan charter schools usually describe their concerns in general terms (about supporting allegedly private schools at the expense of the public school system), criticism relates to six individual areas, and the interaction among all of them.

- ▶ Michigan has one of the few charter school laws in the country that permits private schools to become charter schools. While most charter school laws permit both newly formed charter schools and existing public schools to become charter schools, Michigan is one of the few states to permit private schools to "convert" to charter status -- if the private school agrees to operate under the laws and regulations governing other charter schools and adopts an open admissions policy. Critics worry that this will siphon off public funds to support students who had previously been in private schools, and that these schools will discourage new applicants in order to continue serving primarily current students. In fact, 20 out of Michigan's 78 charter schools were "conversions" from private schools.

While the Department has not taken a general position on the issue of private school "conversions" to charter schools, it is critical that these schools have open admissions policies, be subject to other state requirements ensuring the public nature of any charter school, and conduct aggressive outreach to encourage a wide array of new students to apply to the school. While it is helpful that Michigan law requires private school "conversions" to be subject to the open admissions policies and other requirements of the charter school law, anecdotal evidence is mixed on how well private schools are reaching out to new students.

- ▶ Michigan also has one of the few charter school laws in the country allowing charter schools to be approved and overseen by public universities and community colleges, and therefore "are not accountable to democratically elected boards." One of the most hotly debated issues across the country is what public agencies should be permitted to approve and oversee charter schools. While some suggest that only local school boards be given this authority, others say an appeals process or "alternate" sponsor is important in permitting charter schools where local boards may not be interested. Many states permit an appeals process to the state board of education, or let the state board of education also approve charter schools. Michigan is one of the few states to go further, giving this authority to any public university or community college. The Department has not taken a position on this issue, but a number of schools authorized by Michigan universities are receiving federal start-up grants.

This concern is probably inflamed by the fact that Central Michigan University -- run by close allies of Governor Engler -- has approved more than half of the charter schools in the state.

- ▶ "Michigan charter schools will be elitist, leaving the public schools as a dumping ground for problem students." Critics list a number of possible factors that could lead to elitist charter schools, including: explicitly selective admissions policies, covert strategies to recruit successful students or counsel out disadvantaged students, and failure to provide

**Colleges and Universities in Michigan Committed to the President's
America Reads Challenge**

- Baker College
- Calvin College
- Central Michigan University
- Eastern Michigan University
- Ferris State University
- Grand Valley State University
- Kalamazoo College
- Lansing Community College
- Michigan State University
- Michigan Technological University
- Northern Michigan University
- University of Detroit-Mercy
- University of Michigan
- Washtenaw Community College
- Wayne County Community College
- Western Michigan University

→ * Will be contacted at 6:30 pm
and again first thing in
the morning by Carol Pasco.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION: _____

FAX NUMBER: _____

FROM: JENNIFER DAVIS, Special Assistant to the Secretary

PHONE NUMBER: (202) 401-3049

FAX #: (202) 401-0596

MESSAGE: _____

MI stuff
(Technology Library Challenge Fund)

If you have trouble receiving this transmission, please call Sherri Lattisaw at 202-401-3003. Thank You.

5 pages to follow

THE TECHNOLOGY LITERACY CHALLENGE FUND

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

President Clinton, 1996 State of the Union Address

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

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

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

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

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

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

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

MICHIGAN

PEER REVIEW PANEL RECOMMENDATION FOR THE TECHNOLOGY LITERACY CHALLENGE FUND

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

Strengths:

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

Areas for improvement:

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

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

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

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

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

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

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

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

Recommendation:

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

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

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

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

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

SPEAKER OF THE HOUSE

Curtis Hertel
2nd District

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

FAX COVER SHEET

TO: Mike CohenFROM: RebeccaDATE: 3-5-97NUMBER OF PAGES (including cover): 4

If problems call:

Rebecca At 517 373-5811

MEMORANDUM

To: Speaker Curtis Hertel
From: Kristen McDonald-Stone
Subject: MEA Education Poll
Date: March 4, 1997

Many of the issues revealed in the MEA poll as key to the citizens of Michigan will come as no surprise to the House Democratic Caucus. The primary issues were Education and Crime - which is consistent with the House Democratic Campaign Message and 90 day agenda. However, suggestions made by the MEA pollster recommend fine-tuning our Education message to articulate the bottom line voters are looking for.

The individual components of our Education Agenda are right on track with the wants and needs of the Michigan voter. It is the way in which we present the individual ideas that needs to be fine tuned. The key to our Education Agenda is standards. Voters are in favor of a required core curriculum, teacher certification and a zero tolerance for violent students. But the message that brings them in is an increase in the required standards for our public schools. All of the House Democratic Education points fall into this category. The poll seems to imply that any proposal that imposes rigorous standards on our public schools will receive a favorable response. If school districts meet these standards, most voters are in favor of increased funding. (Provided taxes do not go up.)

Stan Greenburg emphasized the point that although Education tests higher in Michigan than in any other state and is the number one issue, if education is the sole focus of our message, we will lose seniors in droves. It is extremely important in preserving our base to include Crime in our focus for state-wide reform. Thus far, the majority caucus has done an excellent job in keeping both issues at the fore-front of our message.

1. **State-wide Climate** - Generally speaking, voters in Michigan (58%) believe that Michigan is on the right track. The two top issues of concern are Education and Crime & Drugs both by almost 20%. Following at a close third at 16% is moral decline and Health care at 14%. Voters are very close to evenly split regarding which party they believe will do the best job in dealing with these issues with a slight edge to the Democrats. There still exists a large number of voters that believe that neither party will be effective (22%) in responding to these issues.

2. **Party Opinions** - Currently, Democrats and Republicans have identical favorability ratings in the State Legislature. (36%) However, Republicans have a much stronger unfavorable rating.

House Democrats show 43% of the electorate unsure of their job performance. This is a wide margin of voters to influence over the coming months.

Democrats in Michigan have the confidence of the public in dealing with the issue of education. 42% of voters prefer Democrats to a 31% total GOP lead in handling the issue. Other than strengthening families, which is close to equal, this is the one issue tested that the public believes Democrats will handle better than their Republican counterparts.

3. **Engler Performance** - Possibly the most interesting thing about the results of this poll is the attitudes regarding the Governor's education agenda. Although he has a 53% approval rating his job performance regarding education is only at a 40% positive rating. Further, when the individual components of the Engler plan are broken down and represented as independent from the Governor, support for the agenda falls dramatically.

4. **Local School districts** - While most voters in Michigan feel that the education system is seriously flawed, they do not hold these views for their local districts. They believe that taxes are too high when compared to what they get for their education dollar but by the same token believe that their local district does not receive enough funding.

5. **Education Problems** - Respondents to the survey listed a variety of issues they believed were wrong with the public school districts. Three issues broke the double digit mark: Lack of discipline, Drugs, and Lack of money. 80% of voters believe their local districts are safe but again, safety is a statewide concern of the majority of voters. According to Stan Greenburg, data from the poll points favorably to a zero tolerance position for drugs and violence in our schools. Although most of those polled wanted a crack down on violent students, they did not want any tax dollars going to special schools for expelled students. Even after the explanation is given that educating expelled students often keeps them from committing more violent crimes in the future, voters did not want them to have access to public schools.

6. **Statewide Support for the House Democratic Education Agenda**

Statement of Democratic Agenda as : The Democrats say that education is the biggest challenge facing Michigan families, and we need a renewed commitment to invest in education and raise standards. They support a required academic core curriculum to improve reading, writing, science and math skills, and they support a major new bonding effort to modernize our aging schools and make computers available to every student. - 50% total support

Schools of Choice	61% in favor	33% opposed
Vouchers	48% in favor	43% opposed
Mandated Core Curriculum	82% in favor	13% opposed
Required Core Curriculum	87% in favor	9 % opposed
Non-certified Teachers	23% in favor	73% opposed
Non-certified Teachers II	33% in favor	63% opposed
MET program end	36% in favor	38% opposed

Adult Ed funding cut	26% in favor	67% opposed
Teacher Training Funding Cut	19% in favor	73% opposed
State Charter School oversight end	23% in favor	59% opposed
Public School take over	27% in favor	67% opposed
Full funding for Adult Ed	77% in favor	18% opposed
Bonding technology equipment	80% in favor	14% opposed
Required parent-teacher conference	84% in favor	13% opposed
Teacher Certification (even Charters)	90% in favor	7% opposed
At Risk Program Funding Increase	80% in favor	15% opposed
Tuition tax credit	89% in favor	7% opposed
Zero Tolerance	91% in favor	6% opposed
Required after school day care	78% in favor	15% opposed

Representative Hanley has asked that I send a copy of this memo to his office as well as the rest of the Post-term Limit Leadership. Please let me know if you would like me to send them this information.

On Education Front, a Bipartisan Lesson

Clinton Praised for Backing Standards by Michigan's GOP Governor

By John F. Harris
Washington Post Staff Writer

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

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

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

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

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

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

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

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

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

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

Clinton, who has joked that he may run for school board upon leaving the presidency, plunged into similar detail explaining why young people in many other countries do

better in math: "In Germany or Singapore, students learn 15 to 20 ninth subjects in depth every year. Typically in the United States, we learn over 30 or 35 subjects in a superficial way."

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

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



PHOTOCOPY
PRESERVATION



President Clinton is welcomed by state Rep. Nick Caramitro to a joint session of the Michigan state legislature, where he spoke about education. Between the two is Gov. John Engler (R).

BY PAUL J. RICHARDS—AGENCE FRANCE PRESSE

PHOTOCOPY
PRESERVATION

U.S. DEPARTMENT OF EDUCATION
OFFICE OF CONSTITUENT RELATIONS

FAX

TO:

Mike Cohen
CHRISTA ROBINSON

Domestic Policy

FAX:

456-7028

FROM:

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

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

OF PGS: *3* (INCLUDING COVER SHEET)

COMMENT:

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

Fritz

Withdrawal/Redaction Marker

Clinton Library

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

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List of Potential Invitees for Michigan Speech

Name	Organization	Phone #
David Whitwam	CEO, Whirlpool	
Jay Van Den Berg	Vice Price, Community Affairs, Whirlpool	616-923-3545
Alex Trotman	CEO, Ford Motor	
Mike Schmitt	Ford Motor	313-248-6833
Rene Lerche	VP, Education, Ford Motor	313-323-9455
Rollie Hopgood	Michigan AFT President	313-393-2200
Henry Linne	Michigan AFT Secy-Tres	313-393-2200
Rick Perry X	Michigan Occupational Education Association	517-372-8300
Julius Maddox	Michigan NEA Pres	517-332-6551
Jamille Jackson	Michigan NEA Ex Dir	517-332-6551
Blanche Fraser	Mt. Clemens Superintendent/ AASA Bd. Member	810-469-6100 x 1209
Gerard Keidel	Michigan School Administrators Ex Dir	517-371-5250
Roger Elford	Principal, Owosso HS NASSP Board	517-
Grace Preston	Michigan PTA President	P6(b)(6) home 517-485-4345 office
Mary Jane Cipicic	Past President, Michigan PTA	616-965-1066
Larry Snead X	Detroit Superintendent	313-494-1075
Irma Clark X	Detroit School Bd. President	313-494-1270
Margra Grillo	President, Michigan School Boards Assoc.	517-371-5700
Justin King X	Ex Dir, Michigan School Boards Assoc.	517-371-5700

Det. Ed. Tel. 11

Manly Miles		Pres, Elementary School Principals Michigan	517-353-8770
William Mays	X	Ex Dir. Elementary School Principals Michigan	517-353-8770
Jerry Robbins	X	Dean of Education Eastern Michigan Univ	313-487-1414
Kelvi Comer	X	Dean of Education Central Michigan Univ	517-774-6695
Carole Ames	X	Dean of Education Michigan State	517-355-1735
Cecil Miskel	X	Dean of Education Univ. Of Michigan	313-747-1637
Arthur Ellis		Chief State School Officer	517-373-3354
Kathleen Straus		President, State Board of Education	P6/(b)(6) home 517-373-3900 state bd. Office
Glenda Lappan		Pres-elect, NCTM	517-353-4657
Peggy House		NCTM Bd Member Marquette, MI	906-227-2002
Jo-Ann Boepple		Pres, Michigan Reading Association	616-663-3112
Gail Caleca	X	Science Teacher Sacred Heart Academy Elem. Mt. Pleasant	517-773-9530 wk P6/(b)(6) home
Annis Hapkiewicz	X	H.S. Chemistry Teacher Okemos, MI	517-351-7900 x3181 wk 517-332-0449 home
Juliana Textley	X	Superintendent Anchor Bay Schools New Baltimore, MI	810-725-2861 wk P6/(b)(6) home
Dwight Sieggreen	X	Science Teacher Cooke Middle School Northville, MI	810-344-8493 wk P6/(b)(6) home
Mozell Lang	f	Science Consultant, Mich Dept of Educ.	517-373-4223
Irvin Vance	f	Mich. State Univ Math Dept	517-353-4693

3/5/97 4:30pm

**PRESIDENT WILLIAM J. CLINTON
ADDRESS TO THE MICHIGAN STATE LEGISLATURE
STATE CAPITOL
LANSING, MICHIGAN
MARCH 6, 1997**

Acknowledgments: Mr. Speaker, Governor Engler [more to come]

I am especially honored to become only the second sitting President ever to have addressed this legislature. Ninety years ago, Teddy Roosevelt, on his way to give a speech at what was then Michigan Agricultural College, now Michigan State, stopped here to address a joint session of the Michigan legislature at this same rostrum. You have since renovated this building to restore the charm and artistry that was in place when Roosevelt visited. In 1907, America was at the dawn of the Industrial Era. This building had only been wired for electricity two years before. And President Roosevelt went from here to the college campus in a brand new automobile, built by a Lansing company that was then just 10 years old. This year, Oldsmobile celebrates its centennial.

This too is a rare moment in American history. Peace and prosperity abound. We have just completed four years where we produced more new jobs than in any other presidential term in our history. And we are looking toward a world that is full of exciting new opportunities -- a true Age of Possibility. Only a few times before -- after World War II and at the start of this century when we were entering the Industrial Era as a powerful and wealthy country at peace -- have we experienced anything like this. We have an incredible responsibility -- in America and in Michigan. Thanks to the hard work of all of you here and across the state, your unemployment rate has literally turned around -- from 7.4 percent in 1993 to 4.7 percent today. You have added more than 380,000 new jobs. Your welfare rolls have dropped 30 percent. And student achievement has risen as more schools are meeting the high standards you have set. Things are good and getting better.

But this is a time for us to build a new century. We cannot afford to squander it, in complacency and division. That is why I am pleased that a Republican Governor and a bipartisan state legislature have invited me here today. For we will meet our new challenges only if we reach across party lines -- acting together, Democrats and Republicans, people from every point on the political spectrum, coming together as One America.

The message I bring today is the same one I carried to the Maryland legislature last month -- the same one I will carry to other state legislatures, communities, and forums in the months to come. I am asking for a new kind of partnership -- with the people in this chamber, and people all across America. The era of big government is over. But the era of big national challenges is not. And while national leadership can point the way, the real responsibility is one we all share.

Today, I want to talk about what we must do in two critical areas where the responsibility rests at least as much with you as with the national government: giving our children the best education and raising standards so our children master the basics, and breaking the cycle of dependency by finishing the job of welfare reform, and moving millions to work. Taken together, these issues are at the core of what we must do to prepare America for the new Century. We must help all Americans have the tools to make the most of their own lives in this knowledge economy -- and have the opportunity to do so.

As I said one month ago in my State-of-the-Union Address, we must never forget that one of the greatest sources of our strength throughout the Cold War was a bipartisan foreign policy. Because our future was at stake, politics stopped at the water's edge. Now we need a non-partisan commitment to education -- because education is the critical national security issue for our future, and politics must stop at the schoolhouse door.

What we must do is to prepare our children and all our people to know what they must know to navigate the world ahead. Between 1992 and 2000, 89% of the new jobs created in this economy will require post-high school levels of literacy and math skills. But only half the people entering the work force are prepared for those high-paying jobs. Our schools are still turning out millions of young people who simply are not equipped for the new world of work.

That is why our number-one priority must be to make our public education the best in the world. Our goals must be: every 8-year-old can read; every 12-year-old can log on to the Internet; every 18-year-old can go to college; and every adult can keep learning for a lifetime.

In my State of the Union address, I laid out a ten-point plan, a Call to Action for American Education [*hold up booklet*], that describes the steps we must take -- and the State of Michigan is already doing many of the right things.

Many of those points relate to what we must do for our people before they start school, and how we help them in college and beyond. We must begin with the youngest children, by expanding early childhood learning. We must open the doors of college wider than ever, making the 13th and 14th years of college as universal as high school is today. In my balanced budget plan, I have proposed education tax cuts to help more families afford the fine colleges such as those here in Michigan. We must give our workers the ability to learn and to earn for a lifetime through my G.I. Bill for Workers -- transforming the tangle of federal training programs into a simple skill grant that goes directly into workers' hands.

But today, I want to spend special time talking with you about what we must do to prepare our students in our schools for the 21st Century.

We must rebuild our nation's crumbling schools; we cannot raise our children up in schools that are literally falling down.

We must harness the forces of technology, connecting every classroom in America to the Internet by the Year 2000.

And our schools must teach discipline and character -- and serve as safe havens for our children. So I have proposed funding 1,000 new community schools programs across this country to help keep our school doors open after school, on the weekends and in the summer.

We must recognize that the best schools are only as good as the teachers in their classrooms. For years, educators have worked to establish nationally accepted credentials for excellence in teaching -- through the National Board for Professional Teaching Standards, headquartered in Detroit. Michigan has the third highest number of board certified master teachers in the country. My new budget will enable 100,000 teachers across America to seek certification as master teachers.

adding state & public school
We need to give parents and communities more freedom and flexibility in education. We should work together to give parents more choices of what public schools their children attend, and help teachers, parents, museums, and others create new public charter schools. I have proposed doubling the size of our public charter school program to \$100 million. We can help charter schools set an example for expanding accountability in public education by holding them to the same state and national standards we expect of all our schools, making sure they are open to children from all backgrounds, supporting those that work, and shutting down those that are not up to standard.

All of this is important. But the most basic thing we can do -- the most important thing we must do -- is to make sure that all our children master the basics that will be the foundation of success in the 21st Century.

When 40% of our fourth graders do not read as well as they should -- when students in Germany or Singapore learn 15 to 20 math subjects in depth each year, while our students often race through 30 to 35 without really learning them at all -- we are not doing what we should to prepare our children for a knowledge economy.

Let's understand why these basics are so important. The point is not merely to teach our children facts and figures, but to teach them the ability to think and reason and analyze -- to give them the tools and skills that will serve them in jobs and careers we cannot even contemplate today. We are not doing right by any of our students when we set low expectations. We must put an end to social promotions, and make sure education means something.

We must have a high standard of excellence that all states can agree upon. That is why, I have challenged our country to meet national standards of excellence in the basics --not federal government standards, but national standards, representing what all our students must know to succeed in the 21st Century. I am calling on every state to test every 4th grader in reading and every 8th grader in math by 1999, to make sure these basic standards are met.

We already have widely-accepted, rigorous national standards in both reading and math -- and widely-used tests based on those standards. Michigan and more than 40 other states have participated in a test called the National Assessment of Educational Progress -- which measures the state's overall performance against a high national standard of excellence. Just last week, we released the annual assessment of math performance, and it shows that across the country our 4th, 8th, and 12th graders are doing better. Michigan's score was among the most improved in the nation.

Tens of thousands of students across the country have also taken the Third International Math and Science Study --a test that reflects the world-class standards our children must meet for the new era. The headquarters for that test is just down the road at Michigan State. I want to thank Dr. William Schmidt at Michigan State for his leadership of this important study, and I am pleased that he is here with us today.

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

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

I am pleased that today Governor Engler has endorsed our plan to test all 4th graders to make sure they are meeting the challenge in reading and all 8th graders to ensure they are measuring up in math. We have plenty of standardized tests; now it is time to test for standards. Together, we are saying, this is not about partisanship. There is no Democratic or Republican way to teach. There is no Maryland or Michigan way to learn. Reading is reading and math is math. If we are serious about holding our children to the highest standards, every state in America must follow Michigan's lead -- put politics aside, work in a bipartisan fashion, take up our challenge, and test our children in the same rigorous way.

Raising standards will not be easy. Some of our children will not be able to meet them at first. But good tests will show us who needs help, what changes in teaching we must make, and which schools need to improve. We are not talking about winners and losers; we are not talking about tearing anyone down, but about lifting them up. But you cannot lift them up if you don't know what the score is.

Our responsibility must be to do what we can so our children can meet these standards.

When it comes to reading, I want to remind everyone that this past August, during my train trip in Wyandotte, with the help of two elementary school students, Justin Whitney and Elizabeth Schweyn [SCHWINN], I announced our America Reads Challenge. We set a goal of mobilizing a million volunteer tutors to help every 8 year old read independently. We will use 11,000 of our AmeriCorps members to mobilize this army -- and we should enlist at least 100,000 college work study students to join in this effort. You here have already launched a similar statewide tutoring effort. Let's make sure that every child can say what Justin and Elizabeth said after they read *The Little Engine that Could*: "I read it myself." They showed us that when our students are held to high standards they can excel. I am pleased that Justin and Elizabeth are able to join us here today.

And I want to do more to help our young people be ready to be tested in math. Today I am directing the Department of Education and the National Science Foundation to identify and coordinate resources throughout the Federal government and through the non-profit and private sectors that can be used to help students meet the math standards.
[details on directive to come]

Throughout my career in public life --as a Governor, and as President --I have worked harder on education than on any other issue. That is because renewing education, raising our standards, and lifting up our schools is the embodiment of everything we must do to prepare for the 21st Century --to promote opportunity, demand responsibility, and build community.

When it comes to providing the tools to succeed, our other great challenge is helping to move the permanent underclass into our growing middle class. And here, too, the only way to do it is by reaching across party lines and working together, Democrats and Republicans, national government and state government, business and labor and religious institutions.

Working together, we ended the old welfare system. Over the past four years, we worked with 43 states to launch welfare reform experiments, which helped move a record 2.25 million people off our nation's welfare rolls. Here in Michigan, a strong economy and your efforts have helped move more than 208,000 people off the welfare rolls, a 30 percent drop. You have also realized a 21 percent increase in child support collections. These are all accomplishments you can be proud of.

But this is not the end of welfare reform, it is a new beginning. Now that we have demanded that those on welfare take responsibility, we must all take responsibility to see that the jobs are there, so people on welfare can become permanent members of the workforce. Our goal must be to move people from welfare to work so that two million more Americans are off the welfare rolls by the year 2000.

I have challenged the nation's businesses to join in this effort, and I have offered a plan to help them: Tax credits and other incentives for businesses to hire people off welfare; incentives for job placement firms and states to create more jobs for welfare recipients; training,

transportation, and child care to help people go to work. I urge Michigan's businesses, non-profits, and religious organizations -- large and small -- to heed this important call. Each and every one of us must fulfill our responsibility -- indeed, our moral obligation -- to make sure that those who now must work, can work.

The most direct and effective steps must be taken by the states. The legislation we passed gives states the authority, for the very first time, to take the money that had been used on welfare checks, and subsidize private sector paychecks. Missouri began doing this under one of our waivers -- and it is working. Now I challenge every state to follow their example. Use the new flexibility you have been given. Turn those welfare checks into paychecks. That is what we need to do to help welfare recipients find jobs and keep them.

Second, I urge you to use the money saved from moving people from welfare to work to make sure that even more people can make that transition. Your model program, Project Zero, is a good example -- investing in child care and transportation with the goal of getting everyone on welfare to earn a paycheck.

Finally, I urge every state and every Governor, Republican or Democrat, to join with me to get Congress to restore basic health and disability benefits when misfortune strikes immigrants who came to this country legally, who work hard, pay taxes and obey the law. To do otherwise is simply unworthy of a great nation of immigrants.

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

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

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

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

Detroit Free Press

Test us, Engler suggests

*He offers Michigan
for a national exam*

BY JACK KRESNAK
Free Press Staff Writer

3.4.97

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

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

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

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



said.

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

Engler's comments come a few days before President Bill Clinton is to arrive in Michigan to address the Legislature on Thursday on education reform.

The governor said he believes Clinton was drawn to Michigan in part because of Engler's bid to have

the state test a new National Assessment of Educational Progress exam that Clinton supports.

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

pate.

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

"Then I could compare, and every parent could compare, their students' performance to the rest of the country. ... We'd like to be

the pilot in the '98-'99 school year."

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

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

"I hope that just as Romulus is now running programs for dropout students in Detroit, other suburban districts or districts wishing to expand their educational programming have the legal right to offer every-

thing from elementary education to a high school education in the city of Detroit. And I certainly would encourage that."

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

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

burgers to 55 cents."

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

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

Michigan Department of Education**FAX MEMORANDUM**

To: Mike Cohen
Office of Domestic Policy
The White House, OEOB
Fax Number: (202) 456-7028

From: Janet L. Ellis
Office of the Superintendent
Phone Number: (517) 373-9391

Subject: Alliance for Children's Education School Status Report

Date: March 3, 1997

I thought you might like an update on the Alliance for Children's Education (ACE) in case the program might be appropriate to include in the President's remarks Thursday.

Since the ACE announcement this past September, the State Board of Education and the Department's efforts have encouraged nearly 80 schools located in 45 districts to implement or expand structured tutorial programs like HOSTS (Helping One Student To Succeed) that have impressive records of substantially improving student's reading, writing and math achievement.

ACE has been working with many of these schools requiring additional volunteer support and has identified and placed new volunteer tutors in over a dozen schools. It is reasonable to believe by the end of this year, ACE will have linked several hundred new volunteer tutors with students requiring individualized help to improve their basic skills.

In addition, ACE has been actively recruiting additional corporate partners. As a result, several new corporate partners have joined ACE including: Baker College; Greater Detroit Chamber of Commerce, Blue Cross/Blue Shield; Amway Corporation; Michigan Sugar; MAC Steel, Target, Big Rock Nuclear Plant, SOROC's Plastics and, both the Michigan State Chamber of Commerce and the Michigan Business Leaders for Education Excellence (MBLEE) have made ACE a major program focus.

I also have a complete school and corporate status report if you require additional information. If you have any questions regarding this update, I can be reached at the number outlined above.

Attachment

The Alliance for Children's Education

Michigan State Board of Education • School Districts • Schools • Students • Businesses • Universities • Volunteers
Joining together to help students succeed

"In years to come, as a corporation or as individuals, it will not matter what product we produced, job we held or service we provided. What will matter, is that we were important in helping each other do better." Clark Durant, State Board of Education

Helping Children

In Michigan each year, many school children fall behind their classmates in reading, writing and math. These students risk failing and dropping out of school. Often, these children suffer from a lack of individualized help.

To help children improve their academic performance and basic educational skills, the Michigan State Board of Education has launched the Alliance for Children's Education (ACE.) The Alliance is a major statewide effort to call on schools, businesses and volunteers to help give children the extra one-on-one attention and encouragement they need to become better students and contributing members of society.

What is the Alliance for Children's Education?

The Alliance for Children's Education is an effort to bring people in communities together as tutors to help children who have fallen behind in their reading, writing and math skills.

Beyond teachers, the most successful method schools can implement to improve individual student performance is through a structured mentoring-tutorial program specifically designed for each child. This type of program has permitted many children to gain as much as 2-3 years of academic growth, annually.

To build on the proven success of these programs, the Alliance for Children's Education will actively:

- Encourage schools to expand or begin structured volunteer mentoring-tutorial programs;
- Assist interested schools by providing information on mentoring-tutorial programs, funding options, discounts and volunteer resources and recruitment activities;
- Enlist businesses to encourage employees to become volunteer tutors and link volunteers with local students in schools with structured mentoring-tutorial programs; and,
- Increase public awareness, support and involvement of many community groups in school mentoring/tutorial programs.

When did the Board begin this program?

The State Board of Education began to formulate this program almost a year ago, and passed a resolution creating this concept in March of 1996. Since that time members of the Board and the Michigan Department of Education have met with numerous school districts and corporations to encourage their support and involvement. The support from the schools and businesses we have approached has been outstanding. Already, many of our largest school districts and corporations have expressed their support for ACE.

How does the ACE program work?

The ACE initiative helps pair interested companies and volunteers with students who need help in reading, writing and math at a nearby participating school.

Each participating ACE school begins by engaging a company or organization specializing in mentoring-tutorial efforts like the HOSTS Corporation (Help One Student To Succeed) and others which have a proven record of success at:

- Improving elementary and middle school students' basic educational skills;
- Developing individualized student lesson plans based on a student's age, assessed needs, reading level and learning style;
- Achieving lasting results by regularly measuring student success; and,
- Training and utilizing volunteers who willingly give a gift of time to help a student succeed, including parents, relatives, seniors, business employees and others.

At school, a volunteer tutor simply follows the daily lesson plan, carefully designed for his/her student's age, assessed needs, reading level and learning style. The ACE tutor also records what the child has learned during each session for the school's ACE coordinator.

What are the other mentoring-tutorial programs the Department supports?

While the Department recognizes that the HOSTS Corporation has a widely used and highly successful mentoring-tutorial program, the State Board and the Department are also firmly committed to providing schools with a variety of profit and non-profit program choices that could substantially help students improve their reading, writing and math skills. While the Department is still in the process of evaluating various programs, we have initially identified two additional program options that may be helpful to schools -- City-As-School National Network and the Coca-Cola Valued Youth Program.

Who can volunteer?

Volunteering with ACE is easy! Any person who wants to help a student succeed in school and is willing to volunteer 1 hour per week for 1 school year can apply to be an ACE tutor. Interested volunteers can contact the Department's volunteer toll-free hotline at (888) JOIN-ACE.

While at school, volunteers will be guided and given help throughout their tutoring experience to ensure a successful program for both student and tutor.

How much time do volunteers spend tutoring each week?

It is up to the individual to decide how much time to spend. To maximize results most volunteers spend about 1 hour per week tutoring a student. Schools will coordinate the student's and volunteer tutor's schedules to accommodate busy agendas, and will work to establish a strong and continuing relationship between student and tutor.

Why volunteer?

The success of our communities, our businesses and our future generations depends on the education that young people receive today. ACE tutors will play a vital role in opening the world of learning and a lifetime of opportunity for students.

Which schools could benefit from a mentoring-tutorial program?

Nearly half of Michigan's fourth and seventh grade students scored less than satisfactory in this year's state's reading test, the Michigan Educational Assessment Program (MEAP.) Many schools have various programs to help improve a child's ability to read, however few programs have the student success obtained by a structured mentoring-tutorial program. ACE would like to invite all schools to evaluate the student success rate of their existing programs, and determine if expanding or beginning a mentoring-tutorial program could benefit their students.

How many schools or school districts have joined the ACE initiative?

As the result of initial meetings and the enormous student success rate of mentoring tutorial programs, over 100 school districts and schools have expressed their support for this initiative. ACE school listing attached.

What businesses and organizations have joined ACE?

Many of the largest employers in Michigan have pledged their support including; Amway Corporation, Baker College, Big Rock Nuclear Power Plant, Blue Cross/Blue Shield of Michigan, The Chrysler Corporation, Comerica Inc., Consumers Power Corporation, Delphi Automotive Systems, EDS, The Flint Journal, Ford Motor Company, General Motors Corporation, Greater Detroit Chamber of Commerce, Herman Miller Inc., Kmart Corporation, MAC Steel, Michigan Business Leaders for Education Excellence (MBLEE), Michigan National Bank, Michigan Chamber of Commerce, Michigan Sugar Corporation, Northwestern Dodge, SOROC Plastics, Steelcase, Valassis Communications, Whirlpool Corporation, and World Faith International Christian Center.

What would a business, organization or university be expected to do as an ACE partner?

The most important resource a business, organization or university has are its employees or human resources. All that is required is to:

- 1) Fax or mail a letter formally joining ACE;
- 2) Identify one or more cities in which you maintain a strong employee, membership or student base from which to recruit volunteers;
- 3) Work with ACE staff to select actual school(s) which need volunteer tutors, and establish a reasonable volunteer goal and timetable for each selected location; and,
- 4) Encourage your employees, members or students (in your selected geographic locations) to become volunteer tutors-mentors and give the gift of time to help a nearby student to succeed.

Invitation to join ACE

The Alliance would like to invite all schools, businesses, community organizations, universities and others who are concerned about children's education to become a part of this initiative. For additional information on joining ACE, contact the our volunteer toll-free hotline at 1-888-JOIN-ACE. Information is also available on the Department's web server, State Board of Education's folder at: <http://www.mde.state.mi.us/>

Is this program similar to President Clinton's reading effort?

Michigan is the first state in the nation to respond to President Clinton's reading challenge. Both programs recognize the large number of children unable to read satisfactorily, the success of tutoring programs and the value and need of increasing community involvement to address this critical problem.

In addition, the ACE initiative utilizes: existing departmental and local resources and therefore requires no new funding; non-paid volunteers particularly through business and community support; focuses on reading, writing and math for elementary and middle school children; actively enlists business and community support; and, utilizes a structured mentoring-tutorial program, specifically designed for each student.

2/20/97

ACE School Districts and Schools

Airport Community Schools
(Caretton)
- Sterling Elementary School

Albion Public Schools
- Caldwell Elementary School
- Crowell Elementary School

Ann Arbor Public Schools
- Pattengill Elementary School

Battle Creek Public Schools
- Ann J. Kellogg Elementary School
- Lincoln Elementary School

***Benton Harbor Area Schools**
- Fair Plain Elementary
- Benton Harbor High School

Britton-Macon Area School
(Lenawee)
- Britton-Macon School

Burton-Bendle Schools (Flint)
- West Bendle Elementary School

Carrollton Public Schools
(Saginaw)
- Carrollton Elementary School

Cassopolis Public Schools (Cass)
- Frank Squires Elementary School
- Sam Adams Middle School

Clare Public Schools
- Clare Middle School

Clinton Community Schools
(Lenawee)
- Clinton Elementary School

Columbia School District
(Jackson)
- Brooklyn Elementary School
- Miller Elementary School

***Covert Public Schools**
(Van Buren)
- Covert Elementary School
- Covert Middle School

***Detroit Public Schools**
- Carstens Elementary School
- Cerveny Middle School
- Emerson Elementary School
- Guest Middle School
- Hutchinson Elementary
- Murphy Middle School
- Vetal Elementary School
- Winship Elementary School

Fennville Public Schools
(Allegan)
- Anna Michen Elem. School
- Fennville Middle School

***Ferndale School District**
- Ferndale High School

Fitzgerald Public Schools
(Warren)
- Mound Elementary School
- Schofield Elementary School
- Westview Elementary School

Flat Rock Community Schools
- Ethel Bobcean Elementary School

Flint Community Schools
- Carpenter Road Elementary School
- Scott Elementary School
- Williams Elementary School

Flint-Beecher Community School District
- Dailey Elementary School
- Summit Middle School
- Dolan Middle School

Grand Rapids Public Schools
- Coit Elementary School
- Jefferson Elementary School

***Hamtramack Public Schools**
***Highland Park Public Schools**
- Cortland Elementary School
- Ford Middle School

Jackson Public Schools
- Allen Elementary School
- Parkside Elementary School
- Wilson Elementary School

***Kalamazoo Public Schools**
- Hillside Middle School
- Lincoln International Studies School

Lansing Public Schools
- Allen Elementary School
- Grand River Elementary School
- Northwestern Elementary School

Leslie Public Schools
- Woodworth Elementary School

Madison School District (Adrian)
- Madison Elementary School

Michigan Center Public Schools
(Jackson)
- Arnold Elementary School
- Keicher Elementary School

Monroe Public Schools
- Custer Elementary School

Morrice Area Schools (Shiawassee)
- Morrice Elementary School

***Mt. Clemens Community Schools**
***Mt. Pleasant Public Schools**

Muskegon Public Schools
- Mc Laughlin Elementary School
- Nelson Elementary School

Muskegon Heights Public Schools
- Muskegon Heights Middle School
- Muskegon Heights High School

Napoleon Community Schools
(Jackson)
- Eby Elementary School

New Haven Community Schools
- New Haven Middle School

Northwest School District (Jackson)
- Northwest Elementary School
- Parnall Elementary School

Olivet Community Schools
- Fern Persons Elementary School
- Olivet Middle School

Pontiac Public Schools

Saginaw City School District
- Coulter Elementary School
- Heavenrich Elementary School
- Houghton Elementary School
- Rouse Elementary School
- Longstreet Elementary School

***Saugatuck Public Schools**
(Allegan)
- Douglas Elementary
- Saugatuck Junior/Senior High School

Saginaw-Buena Vista School District
- Claytor Elementary School
- Ricker Middle School

***Taylor Public Schools**

Waterford School District
- Riverside Elementary

Wayne-Westland Community Schools
- Elliott Elementary School

*** Interested or in process of implementing tutorial program**

EMBARGOED FOR RELEASE
11:00 a.m., March 6, 1997

CONTACT: John Truscott
(517) 335-NEWS

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

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

Bipartisan Cooperation in Education

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

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

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

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

(more)

Engler and President

March 6, 1997

Page 2

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

Welfare and Education

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

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

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

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Governor John Engler
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Lansing, State Capitol
Thursday, March 6, 1997

"A Passion for Excellence in Education"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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State of Michigan



Executive Office

JOHN ENGLER

Governor

Governor's State Government Affairs Division

Manny Lentine, Director; Stephanie Comai-Page, Deputy Director

DATE:

3/11/97

TIME:

OF PAGES

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(Including cover sheet)

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MESSAGE:

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JOHN ENGLER

Governor

Governor's State Government Affairs Division

Manny Lentine, Director; Stephanie Comai-Page, Deputy Director

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(Including cover sheet)
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MESSAGE:

Our Families, Our Future

By

*John Engler
Governor of the
State of Michigan*

Majority Leader Posthumus, Speaker Hertel, colleagues in government, citizens of Michigan:

I stand here tonight at the midpoint of my term, proud of what we have accomplished, optimistic about what we will do together.

I am proud to report to the people of Michigan that in terms of reform and results, the last legislative session is unmatched in state history.

Thus, the state of our state is better than ever.

For it has been a quarter century since welfare was needed by so few . . . a quarter century since the rate of violent crime was down so far . . . and a quarter century since unemployment was so low.

My friends, America knows that Michigan is back as a state of basic values, big ideas, and bold leadership.

State after state is copying Michigan -- reforming school funding, reorganizing government and reducing taxes.

We have strengthened Michigan's foundation -- now, our greatest challenge is to secure Michigan's future for our families.

Securing our future means making sure that our children have every chance to be safe, smart and successful.

Over the past six years, we have taken many steps that are making a difference for Michigan's families.

We are on the right course.

We will not turn back.

We must forge ahead.

We must forge ahead so every child can attend a high quality school . . . so every child is protected from violence and abuse . . . so every worker has the skills to compete and succeed . . . so every family is safe in their homes and neighborhoods . . . and so every generation to come is assured a Michigan as beautiful and bountiful as the Michigan we enjoy today.

Our families, our future -- let those words be our inspiration as we work together -- today, tomorrow, forever.

IMPROVING OUR SCHOOLS

My fellow citizens, nothing is more important to the future of families than the quality of our children's education.

Education is the ladder from poverty to prosperity. Education makes equal opportunity possible. Education is the key to the American dream. And it is the lack of education, or poor quality education, that too often makes welfare and prisons necessary.

Let me tell you where Michigan stands when it comes to public education.

We know firsthand that some of our public schools and many of our teachers are the very best in the world.

But we also know that too many schools are failing our children and that some teachers feel threatened in their own classrooms.

We know that Michigan students score above average on national tests.

But we also know that we can do better and our children deserve better.

We know that parental involvement is the key to student success.

But we also know that too many parents feel shut out and ignored. In particular, less than one-third of African-American families give their local schools high marks.

We know that Michigan spends \$11 billion a year on public education, that spending on our schools has quadrupled over the past 20 years and that we are more generous with our schools than 42 other states.

But we also know that money alone does not raise student performance.

We know that Proposal A has dramatically increased equity in school funding, and that next year, for the first time, every school district will receive more than \$5,000 per pupil.

But we also know that the performance gap between urban and non-urban districts is intolerable.

In addition to knowing where Michigan stands, it is important for you to know where I stand as governor. I am for public education.

Being for public education has meant increasing funding for public schools 25 percent in just five years.

Being for public education means that in the 1998 general fund budget I will send you next week, school spending, for the first time, will amount to more than everything else combined -- more than prisons, police, agriculture, courts -- everything else combined.

Being for public education means giving our 1.6 million students and their parents and teachers more quality school choices. Today, with 77 charter public schools and more than two hundred school districts participating in our landmark school choice program, Michigan is a national leader.

I am pleased to announce that the National Conference on Quality in Education has accepted my invitation to come to Dearborn this November. As a result, Michigan will have a chance to show America what we're doing and learn lessons from our sister states.

Being for public education means backing President Clinton's call for more charter schools. Last week, the President announced the doubling of federal support for charter schools.

I propose that Michigan be the first state to take advantage of this national public school initiative. Further, I invite members of the president's own party in this legislature to join us as partners in opening the doors to more charter public schools. Let's work together!

Being for public education means holding all of our schools accountable -- accountable to parents, to employers and to taxpayers.

Being for public education means insisting on high standards and rigorous tests to measure our progress.

Being for public education means empowering teachers, defending local control and disclosing to parents how their schools measure up -- with other area schools, with schools statewide, nationwide, worldwide.

Being for public education means making sure that every school, every classroom, every teacher, every student is safe.

Being for public education means keeping education our top priority!

One key to quality education is quality teachers. Proud, passionate -- these professional men and women are making a difference in the lives of students every day. That's why I was outraged to read in the *Detroit News* that in one high school this year nine teachers have been assaulted.

When teachers are attacked in their own classrooms, academic performance is also a casualty. I may be old fashioned, but it seems to me, if a student lays a hand on a teacher, that student is gone.

If a basketball player pushes a referee, that player is out of the game. If a student assaults a teacher, that student should be out of the school.

We've already taken a successful step forward by expelling students who bring weapons to school. As a result, we're moving bad kids out of class and helping good kids move to the head of the class.

Now it's time for the next step. I am proposing the immediate expulsion of any student who assaults a teacher.

This legislation will be sponsored by Senator Leon Stille and Representative Jessie Dalman and will also protect bus drivers, security personnel and all other school employees as well.

Let's do the right thing. Let's stand up for our teachers and kids who play by the rules. Let's pass this bill in 30 days.

Further, I invite the leadership of the Michigan Federation of Teachers and the Michigan Education Association to join with us in developing and passing this legislation.

I have just stressed the importance of protecting teachers from bad kids who disrupt their classrooms, but what should we do when the school is bad?

For too long, the reaction has been: "It's somebody else's school. It's somebody else's problem."

It may be somebody else's school but it is our problem.

If I told you that 99 percent of the 11th-graders in one southwest Michigan school district failed their state proficiency test in science and that 95 percent of the 11th-graders in our largest school district failed their science test, you would say: "That's an outrage -- something must be done."

I agree. We must act to help the children in Benton Harbor, in Detroit and in other failing school districts.

Last week, Detroit School Board member Dr. Margaret Betts said, "We need help. We're educating some kids, but we're losing too many." She's right. It's time we stand shoulder to shoulder to help these kids.

My friends, how in good conscience can we look the other way when thousands of children trapped in failing public schools have no other choice and no other chance?

Already, the state can hold school districts accountable when they fail to meet strict financial standards. However, nothing happens when school districts fail year after year to meet even minimal performance standards.

To me, a system of accountability that focuses only on dollars and cents makes no sense and shortchanges our children. We have no choice. We must change the system!

So to help our children, I propose the School District Accountability Act to be sponsored by one of Michigan's most able advocates for school reform and a public school parent himself -- Senator Dan DeGrow.

This new Accountability Act would allow state intervention in any school district if either of the following minimal standards is not met:

- ☐ first, when more than 80 percent of the students fail the state proficiency test;
- ☐ second, when the dropout rate is higher than 25 percent.

In addition, I support authorizing the State Board of Education to establish other criteria that would allow for state intervention.

I realize that some will recoil at the thought of state intervention. They will argue that local control means they should be in charge.

As I said earlier, I defend local control, but I cannot defend failure. The standards that will trigger state intervention -- 80 percent failing or 25 percent dropping out -- are proof that something is seriously wrong and we cannot sit by and ignore the problems in the name of local control.

No one -- no one in this room, no one in this state -- can stand up and defend a school district that fails 80 percent of our kids.

Make no mistake about it -- I will not, and this legislature should not, turn away from children in need. We must act to put the children first and fix their schools.

All of us took an oath to uphold Michigan's Constitution which says, "... schools and the means of education shall forever be encouraged."

Let's stand by that oath and do what it takes to educate our children.

REFORMING WELFARE AND PROTECTING CHILDREN

Ladies and gentlemen, we are doing what it takes to break the cycle of dependency. As families go to work and incomes rise, welfare reform in Michigan continues to be a national model. The key to our success has been a requirement that all families work, and that policy will continue.

Welfare caseloads have dropped by more than one-quarter over the last three years. In Project Zero test areas, the number of families without income from employment dropped by more than one-quarter in just three months! Now, more than half of all Project Zero participants are working and earning a paycheck.

For Family Independence Agency social workers like Ann Hunt, who are now making housecalls to work with their clients, satisfaction from beating paperwork deadlines is being replaced by satisfaction at seeing families achieve success.

Tonight, I propose we build on the success of Project Zero -- our full employment initiative which I announced last year. We will double this program and continue to move social workers into the community and welfare recipients into the workforce.

We reform welfare not just because it gives parents a helping hand to independence but because it gives children a helping hand to a better future.

Children -- their health, safety, education and quality of life -- have been our priority from day one. I am proud of our accomplishments:

- ☐ the number of adoptions -- doubled;
- ☐ the number of abortions -- down;
- ☐ more than 100,000 welfare families -- independent;
- ☐ teen pregnancy -- down;
- ☐ infant mortality -- at a record low;
- ☐ immunization rate -- up dramatically;
- ☐ health insurance for kids -- top ten in the nation;
- ☐ welfare families working -- more than 30 percent statewide; and,
- ☐ number of child deaths -- down by 25 percent.

These accomplishments are making a difference in the lives of many Michigan families and improving the prospects for many Michigan children.

While fewer children are threatened by poverty and illness, unfortunately, too many children are threatened by adults, sometimes their own parents.

There is no excuse for child abuse. Every child deserves a chance at childhood.

No one in Michigan has worked harder for reform than our Lt. Governor, Connie Binsfeld. Last year, Connie chaired a special Children's Commission to recommend ways to make Michigan a better place for children to live and to be loved. It is Connie's dream and mission for every child to find what she most appropriately calls "a forever family."

Connie is not alone in caring for Michigan's children. There are hundreds of committed caseworkers and thousands of foster and adoptive parents who want nothing more than for each child in their care to find and keep that forever family. Like the elderly couple who, since 1991, has found homes for 19 children, including four sets of brothers and sisters and two teenagers with special needs.

While we have already begun to implement key recommendations of the report, tonight I am pleased to announce even more progress:

- ☐ First, we seek to change both state and federal laws to allow protective service workers access to information necessary to safeguard children from exposure to hazards like drug abuse or criminal behavior. At the same time, the FIA director should also be given the authority to release information to the public when it is in the best interest of the child.
- ☐ Second, we will undertake a new, coordinated campaign to recruit adoptive families and to raise public awareness about the benefits of adoption.
- ☐ Third, to strengthen accountability, the state will publish an annual report card for each agency and court, including each county FIA office regarding their performance in finding permanent homes for children. We will also continue to press all public and private agencies to shorten the time it takes to find permanent homes.
- ☐ Fourth, to assure appropriate and consistent medical treatment, a medical passport, including immunization records, will be developed and implemented for children in foster care.
- ☐ And finally, in cases where abuse ends the life of a child, special review teams will investigate in order to prevent such tragedies from occurring in the future.

Our children's agenda has saved lives. Now, more children will get a chance at childhood.

As we're working to save the lives of children, medical research is telling us more about the basic building blocks of life itself.

Scientists around the world, including top-notch researchers at the University of Michigan, are creating an incredibly detailed map of our genetic information. Already, the genetic bases for more than 4,000 diseases have been identified, and new genes are being discovered at a rate of two per week.

My friends, this research creates an unbelievably exciting potential to prevent, delay or minimize disease

that is absolutely unprecedented in human history. As the University of Michigan's Dr. Francis Collins, one of world's leading genetic researchers, has said:

"This information carries the potential to do enormous good for people, in terms of reducing illness and suffering. Yet I am deeply concerned that this information can also be turned around to be used against people."

To safeguard that information and to develop a model state policy regarding the use of genetic information, I will soon appoint a Governor's Commission on Genetic Privacy and Progress to recommend ways to protect genetic privacy, prevent discrimination and maximize the beneficial uses of new medical knowledge.

If we are prepared to act now, we will not be forced to react in the future.

CREATING JOBS AND TRAINING WORKERS

One area where we have acted decisively is in revitalizing Michigan's economy and helping families provide for their children.

Michigan's economic renaissance has proven that to create better jobs, raise take-home pay and strengthen families -- cut taxes, cut taxes, cut taxes.

To build on our record, tonight I am announcing tax cuts of \$350 million over the next two years.

The good news is you don't have to pass any bills. These tax cuts are already law and will be phased in this year and next.

There's more good news:

- ☐ 21 tax cuts have already saved taxpayers more than \$6.5 billion.
- ☐ \$1.1 billion is on deposit in our Rainy Day Fund.
- ☐ The nation's only tax-free Renaissance Zones are up and running.
- ☐ Michigan has America's best record of creating manufacturing jobs.
- ☐ Income growth in Michigan since 1990 has been the fastest in the entire nation -- up more than 25 percent.
- ☐ And unemployment is at the lowest level since 1969 -- when man first walked on the moon.

Cutting taxes and controlling state spending have contributed to economic conditions that are the best in three decades.

Since we began working together to launch our "Taxpayer's Agenda," more than 500,000 Michigan men and women have found new jobs.

Take a look at Sunday's "Employment" section of the paper -- 24 pages of opportunities. In fact, we have so many good jobs, we can't fill them fast enough.

The University of Michigan projects that the Big Three will hire well over 100,000 new workers right here in Michigan over the next five years.

High-paying jobs like these are the backbone of Michigan's economy -- bread and butter jobs for Michigan's families. These jobs range from work our grandparents might have done -- as carpenters, bricklayers and electricians -- to jobs our grandparents never imagined, involving computers, robots and lasers.

TIME magazine called these jobs "gold collar" since they can pay as much as \$30 to \$40 an hour. Interestingly, most of these gold collar jobs don't require a four-year college degree. What they do require is extensive training, especially work-based education.

In fact, better than seven out of ten jobs in America today don't need a college degree. But more and more high school graduates are attending college -- about two out of three do enroll in a college program. Only about half ever earn a degree.

For students who don't go to college or decide that college isn't right for them, there aren't enough choices and opportunities. For too long, these young people -- who want a good job in a career that has a future -- have been forgotten and left behind.

Tonight, I am taking two actions to insure they won't be forgotten anymore.

First, an executive order based on the excellent work done by Representative Glenn Oxender to establish a statewide framework for career preparation.

Second, legislation to fund a career preparation system based on high standards with maximum local collaboration so the training fits the jobs. In addition, I will recommend a \$30 million increase to reward schools that take up this challenge.

A successful partnership that is paving the way is the Kent Advanced Manufacturing Academy in Grand Rapids. This school responds to the need for world-class employees in manufacturing by bringing together local employers and the community college in a program for high school students that integrates academic and technical instruction with work-place training.

Beyond the two concrete steps I just mentioned, we must also take a step forward in changing attitudes as well. First, the words "vocational education" must vanish from our vocabulary. Those words reflect a system and a mindset that don't get the job done today and won't fit in the 21st century. Instead, we must focus on "career preparation" and teaching our children that success in a career means learning must never stop.

Working together, employers and educators will develop regional career preparation plans and a curriculum that integrates academic and technical skills, including worksite learning and employment for graduates.

It is no longer good enough for a high school to simply have a shop program or a career day. In this era of high tech and high skills, we must create new options for all students, especially those who are not college bound.



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2-28-97

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TOPIC: EDUCATION

Math scores rising nationwide

But educators stress
U.S. students still trail
youths in other nations

By Rene Sanchez
The Washington Post

WASHINGTON — The nation's latest report card in math is promising.

From elementary to high school, student scores are steadily rising.

The Education Department reported Thursday that 64 percent of fourth-graders nationwide are demonstrating at least basic math skills on the National Assessment of Educational Progress, a test highly regarded for its rigor.

In 1990, only half of the students that age had mastered the basics. Eighth-graders and high-school seniors have made similar strides in the last six years.

The elementary math coordinator for the Lansing School District isn't

surprised.

Math teachers are stressing problem solving and hands-on activities over simple calculations, and it's helping students better understand the subject, said Betty Javoroski, principal at Verlinden Elementary School.

When today's math students get the right answer, they know why, she said.

"It's kind of the same with the math and science because they are related," Javoroski said. "I think the trend is to teach less, but to teach it better."

Even as they cheered the progress, educators Thursday warned that the performance of the nation's students in math is still mediocre and often trails the work of students in Asian and European countries.

"Our national scores may be rising, but we still have a long way to go," Education Secretary Richard Riley said. "We are still far behind world-class standards, and certainly that is not good enough."

President Clinton — who will visit Lansing next week to talk about education — also seized on the math results Thursday to promote his call for new national tests in reading and math.

"The scores are getting better, but they also show us why every child should be tested based on these standards," Clinton said.

The progress that students nationally are making in math stands in contrast to the stagnant, and often quite low, scores they have earned in recent years on the same assessment test in other vital subjects such as reading or history.

Educators credit the rising math scores this decade to steps many schools have taken to toughen their curricula, including new requirements that algebra be taught before high school.

Staff writer Mark Mayes contributed to this report.

front page
Lansing Journal
2/28/97

Presidential Capitol visit a rare thing

By Chris Andrews
and Greg J. Borowski
Lansing State Journal

President Clinton's planned visit to the Capitol next week generated a whirlwind of excitement Thursday.

Clinton will be the second sitting president to address the Michigan Legislature, said Jerry Lawler, Capitol building manager.

President Theodore Roosevelt spoke to state lawmakers in 1907.

Clinton has made several trips to the Lansing area as a candidate and president. He came here most recently in August on a campaign train trip to the national Democratic convention in Chicago.

Democrats said they expect Clin-

ton to focus primarily on education.

"We're honored to have President Clinton come to Michigan, where Democrats are already working toward the goals he has outlined for the schools of the 21st century," said state House Speaker Curtis Hertel, D-Detroit.

He and Senate Minority Leader John Cherry cited Democrats' efforts to reinstate a core curriculum that was eliminated by the Republican-controlled Legislature in 1995.

Gov. John Engler's spokesman, John Truscott, said the governor and Clinton have common ground on educational issues.

"We have supported a number of things the president has called for," Truscott said. "Michigan has been a

leader as far as the charter school effort. The governor has been a strong supporter of national standardized testing."

Truscott said Clinton called the governor Thursday morning to say he wanted to come to Michigan. Engler then extended a personal invitation.

In addition to Clinton and Engler, Lansing Mayor David Hollister has made education a top priority. Earlier this month, he appointed a special committee to work on the issue.

"I'm really pleased it's starting from the top," said Felicitas Moreno, a committee member. "The involvement of the president, the mayor, the governor is great. I do believe it will make a difference."

Lori West of Lansing voted for

Clinton last fall and is glad he is coming to talk about education.

"I think he should focus on the social aspects, things like Head Start and adult education," said West, who has two sons in the Lansing school system — one a high school senior, the other in kindergarten.

West has been pleased with the school system, especially Everett High School, which last year won a national award for excellence. She doesn't like Engler's plan to allow the state to take over some struggling districts.

"If you look at the districts that do well with test scores, those are the districts where people have more money, where the parents may have a computer in the homes," she said.

Clinton coming to Lansing

By Chris Andrews
and Greg J. Borowski
Lansing State Journal

President Clinton will come to Lansing next week as part of a national campaign to improve public schools and reform welfare.

Clinton will address a joint session of the Legislature on Thursday. White House spokesman Jon Murchinson said. The time had not been set.

"This is one of several similar trips where he's going to address the challenges of all levels of government in addressing education and welfare," Murchinson said.

Clinton made education his top priority in his State of the Union address last month. Among other things, he called for national testing, expansion of charter schools and a crusade for literacy.

He has also praised Michigan's efforts in reforming its welfare system.

U.S. Rep. Debbie Stabenow, D-Lansing, said she had invited Clinton to the capital city two weeks ago and learned earlier this week that he would be coming.

She said she talked on Tuesday with the president about the visit at a meeting with other freshman members of Congress.

"He's very interested in coming and

"He's very interested
in coming and
presenting his
education agenda ..."

U.S. Rep. Debbie Stabenow

presenting his education agenda and the challenge to the community and the state in terms of reaching out to mobilize the community," Stabenow said.

"I told him I thought Lansing would be a perfect place, given this initiative by the mayor and his blue ribbon commission and a major commitment to schools," she said.

Earlier this month, Lansing Mayor David Hollister appointed a special committee to look into improving Lansing schools. City officials had been working to bring Vice President Al Gore to town as part of that effort.

Hollister said the White House called him Thursday afternoon to discuss the visit. He said he hopes it will include a stop at a local school.

"We're trying to work that out," said Hollister. "We've got a lot of stories to

tell, but we've also got some troubled schools."

Hollister said it is encouraging to see Clinton and Gov. John Engler also making education a top priority.

"Focusing on how to improve schools is a relatively new idea," said Hollister. "This is not just an education issue, this is a community issue."

Wexford Elementary School Principal Melvin Villarreal agreed.

"It's interesting that the governor has been promoting charter schools and standards in schools, and the president has been doing the same thing," he said. "To get the two together, I think, is a first in this area."



Clinton

Inside

■ Controversy not hurting president in polls. **Page 3A**
■ Clinton to be first president to address Legislature in 90 years. **Page 8A**



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OFFICE OF THE ASSISTANT SECRETARY FOR CIVIL RIGHTS

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Compliance Review of the Michigan Department of Education

On April 15, 1994, the Office for Civil Rights (OCR) of the U.S. Department of Education initiated a review of the Michigan Department of Education (MDE) to determine MDE's compliance with Title VI of the Civil Rights Act of 1964 with respect to limited-English proficient (LEP) national origin minority students. The review focused on a consistent pattern of not serving LEP students where small numbers of students appeared in a district (less than 20 of the same language group) or where students needed more than 3 years to advance to all-English programs. Preliminary estimates are that language-assistance services are not being provided to more than 20,000 LEP students in Michigan. To date, OCR has conducted investigations in the cities of Dearborn, Detroit, Capac, Flint, Grand Rapids, Troy, Southfield, Bloomfield Hills, West Bloomfield, Berkley, Hazel Park, Royal Oak, Ferndale, Birmingham and Farmington. In each instance, OCR concluded that the district was in noncompliance with Title VI, in part, because of Michigan Department of Education policies and procedures.

OCR's direct contacts with the Michigan Department of Education included obtaining data from MDE and interviewing MDE and local district personnel. On June 7, 1995 OCR met with and advised MDE of OCR's preliminary findings that MDE was in noncompliance with Title VI. On February 2, 1996, OCR issued a letter to Michigan's Department of Education setting forth OCR's preliminary findings and a proposed settlement agreement. By letter dated July 3, 1996, the Michigan Attorney General's Office rejected OCR's proposed agreement and questioned MDE's legal obligation to ensure that local districts provide LEP students nondiscriminatory education services. MDE has resisted settlement because of a state constitutional requirement (the Headlee Amendment) that the state pay the entire costs of state programmatic initiatives not otherwise required by Federal mandates. (The legal argument proposed by the Michigan AG parallels the state argument rejected by the Seventh Circuit in Gomez v. Illinois Board of Education.)

On February 3, 1997, OCR sent by fax a letter to the Attorney General's Office, explaining the basis for MDE's responsibility under Title VI and attaching a revised Settlement Agreement. Relying on case law, the Title VI regulations, and the terms of assurances MDE provides in return for Federal funds, the letter states that MDE is responsible for exercising statewide leadership and supervision to ensure that sub-recipient school districts do not discriminate against limited English proficient national origin minority students.

OCR will schedule settlement negotiations with the Attorney General's Office shortly. We anticipate the negotiations will focus on Headlee issues and the State's Title VI responsibilities.

DETROIT FREE PRESS

FEB 20 1997

Engler stands firm on proficiency test

He'll encourage diploma checks, official says

BY PEGGY WALSH-SARNECKI
Free Press Education Writer

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

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

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

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

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

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

Many of the parents fear their

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

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

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

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

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

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

Education writer Tracy Van Moor-
laken contributed to this report.

Continuing Progress Toward Raising Standards and Improving Reading and Math

DRAFT March 6, 1997

MICHIGAN SECOND STATE TO ACCEPT CHALLENGE ON NATIONAL STANDARDS OF EXCELLENCE IN MATH AND SCIENCE.

Last month, in his State of the Union address, President Clinton challenged states and school districts to participate in a new, voluntary national test for individual students in fourth-grade reading and eighth-grade students mathematics to be administered beginning in the spring of 1999. Today, Governor Engler will announce that Michigan intends to participate in the new national tests. This makes Michigan the second state, after Maryland, to make this commitment.

FOCUSING FEDERAL RESOURCES ON HELPING STATES AND SCHOOL DISTRICTS IMPROVE MATH EDUCATION

Today the President is directing the Department of Education and the National Science Foundation, working with other agencies, to develop an action strategy for using federal resources and involving the math, scientific, and technical communities in helping states and school districts prepare students to meet challenging standards in eighth grade math, as well as raise achievement in science. The action strategy, to be completed within 90 days, will include recommendations for the use of federal resources to help states, local school districts and schools to improve teaching, upgrade curriculum, integrate technology and high-quality instructional materials into the classroom, as well as motivate students and help them understand how math concepts are applied in the real world.

TECHNOLOGY GRANT AWARDED TO MICHIGAN

The President also announced today that the U.S. Department of Education is awarding Michigan \$8.6 million under the President's Technology Literacy Challenge Fund. Under the award, funds will go to local schools to help teachers gain training in the use of technology, and also help fund software and hardware, as well as Internet access, to help students connect with the information superhighway and learn to high standards.

MORE COMMITMENTS TO AMERICA READS

In a sign of progress on his America Reads initiative, the President also announced today that 16 colleges and universities in Michigan had committed more than 1500 work study students to serve as reading tutors over the next 5 years.

March 6, 1997

MEMORANDUM FOR THE:
SECRETARY OF EDUCATION
DIRECTOR OF THE NATIONAL SCIENCE FOUNDATION

SUBJECT: Preparing Students to Meet National Standards of Excellence in Eighth Grade Math and Improving Math and Science Education

Since the early 1980's, U.S. elementary and secondary school students have begun taking tougher courses, and we are starting to see the results. National Assessment of Educational Progress scores have improved in math and science, with gains in mathematics equal to at least one grade level. On the SAT, average math scores are at their highest in 25 years, even as the number and diversity of test-takers have increased. However, the eighth-grade results of the 41-Nation Third International Math and Science Study (TIMSS), released this fall, show that the U.S. is below average in math and just above average in science. That isn't acceptable; in this technology-rich information era, our students need to perform much better in both subjects, but especially in math, if they are to excel at higher level math and science courses that are the gateway to college and to citizenship, productive employment, and lifelong learning.

The first step in raising achievement is lifting expectations and setting high standards for what students should know and be able to do. TIMSS, our National Assessment of Educational Progress, and the standards developed by the National Council of Teachers of Mathematics give us a solid framework to build on. Last month, to help parents and teachers learn who needs help, what changes in teaching to make, and which schools need to improve, I asked the Secretary of Education to develop a voluntary national test for individual eighth-grade students based on widely-accepted, challenging national standards in mathematics. The national test will be available to states and local school districts to give to their students in the spring of 1999, and will measure whether students have reached a high level of mathematics proficiency.

The primary responsibility for achieving high standards rests with students, teachers, parents, and schools in local communities across America. However, it is imperative that we work to ensure that federal resources support student success as well. We must ensure that federal programs, research, and human resources are used as effectively as possible to help improve teaching and learning.

Therefore, I direct the Department of Education and the National Science Foundation, together with other agencies identified in cooperation with the Office of Science and Technology Policy and the Domestic Policy Council, to develop an action strategy for using key federal resources to assist states and local school systems prepare students to meet challenging math standards in eighth grade, and for involving the mathematics, scientific, and technical communities in support of these efforts.

The action strategy should include recommendations for the use of federal resources to help states, local school districts and schools to improve teaching, upgrade curriculum, integrate technology and high-quality instructional materials into the classroom, as well as motivate students and help them understand how math concepts are applied in the real world. The strategy should identify significant federal programs, activities, and partnerships available to improve teaching and learning, ensure that these resources are appropriately focused on helping students reach challenging math standards, and determine how these resources can best support state and local reforms. In developing this strategy, the inter-agency group should review the current status of improvements in math education, and identify and address critical areas of need, drawing on research and input from educators and professional organizations.

Because teaching and learning in math and science are so integrally related, and because success in both subjects is vitally important in this information era, the working group should also review how federal resources and partnerships with other organizations can help improve student achievement in science.

The working group should make its recommendations and submit its action strategy to me within 90 days.

WILLIAM J. CLINTON

cc: ASSISTANT TO THE PRESIDENT FOR DOMESTIC POLICY
ASSISTANT TO THE PRESIDENT AND DIRECTOR OF THE OFFICE OF SCIENCE
AND TECHNOLOGY POLICY

DRAFT -- March 5, 1997

HOW THE ACTION STRATEGY WILL HELP IMPROVE MATH AND SCIENCE EDUCATION

The working group led by the Department of Education and the National Science Foundation (NSF) will identify and recommend key strategies for coordinating federal resources to help states and school districts upgrade teaching and learning in math, as well as in science. For example, the working group could recommend...

Easy Access to Resources for Teaching to High Standards:

- An easy-access joint Department of Education -- NSF Internet site where teachers could go to get challenging, classroom-tested instructional units or materials that are linked to national standards.

Spreading the Word on Best Practices:

- A strategy for producing and disseminating products (such as videos and CD-roms that compare classroom teaching approaches in the U.S., Germany and Japan) that states and local school systems could use to compare their instructional practices with those used in high-performing countries and outstanding districts in the U.S.

Preparing Teachers for World-Class Teaching and Learning:

- A plan for using Department of Education and NSF programs to foster closer collaboration among school districts, colleges of education, and math and science faculties to incorporate the insights of TIMSS and ensure that teachers graduating from pre-service programs are prepared to excel in real classrooms.

Textbooks that Challenge Students to High Math Achievement:

- A privately-funded, nationwide competition for the development of a high-quality middle school math textbook that embodies the high standards of the national exam.

A Public Service Campaign Linking Academic Performance With Work Success:

- A highly visible, nationwide public service campaign that would help parents and children understand the real-world importance of basic and advanced math and science skills for success in the 21st Century economy.

Creating a New Partnership for Math and Science Learning

- A new partnership among federal agencies, laboratories, higher education, and community organizations to promote greater involvement of professionals with strong

math and science backgrounds in consulting with teachers to help students and parents understand the real-world applications of what students are learning.

Fostering Community Schools that Promote Math Excellence

- Develop principles for new community schools focusing on math instruction geared to high standards, with after-school, weekend and summer programs to enrich classroom learning, strong parental involvement, and ongoing opportunities for teachers to stay abreast of the latest developments in their field.

PRESIDENT CLINTON ADDRESSES MICHIGAN STATE LEGISLATURE

March 6, 1997

Today, President Clinton travels to Lansing, Michigan to address a special session of the State Legislature. In his remarks, the President will underscore the importance of a bipartisan commitment to education. As in his address to the Maryland State Legislature, he will emphasize the need to adopt school standards and highlight steps taken in Michigan to reach that goal. The President will also announce additional efforts at the federal level to coordinate improvement of math and science skills

The program for today is as follows:

- Lt. Governor Connie Binsfield calls the session to order.
- Reverend Wendell Anthony of Fellowship Chapel, Detroit, MI gives the invocation.
- Lt. Governor Binsfeld introduces House Speaker Curtis Hertel.
- Speaker Hertel makes remarks and introduces Governor John Engler.
- Governor Engler makes remarks.
- Speaker Hertel introduces the President.
- The President makes remarks.

The Michigan State Legislature

Michigan's legislature is currently divided 16 Democrats and 22 Republicans in the Senate and 58 Democrats and 52 Republicans in the House. Both chambers are up for election in 1998. For the first time in Michigan's history, the Parliamentarians in both Houses (the Clerk of the House and the Secretary of the Senate) are women.

The current Capitol is Michigan's third, the first two being lost to fire. Completed in 1878, the statehouse was instrumental in establishing the domed capitol as a national symbol. The decorative painting of the Capitol's walls and ceilings exemplifies some of the most notable Victorian art in the United States today. On October 9, 1992, the restoration of the Capitol was awarded a National Preservation Honor Award from the National Trust for Historic Preservation, the highest preservation award in the country. In 1996, the American Institute of Architects awarded the Capitol their highest honor, the Honor Award for Architecture.

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March 6, 1997

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Spreading the Word on Best Practices:

- A strategy for producing and disseminating products (such as videos and CD-ROMs that compare classroom teaching approaches in the U.S., Germany and Japan) that states and local school systems could use to compare their instructional practices with those used in high-performing countries and outstanding districts in the U.S.

Preparing Teachers for World-Class Teaching and Learning:

- A plan for using Department of Education and NSF programs to foster closer collaboration among school districts, colleges of education, and math and science faculties to incorporate the insights of TIMSS and ensure that teachers graduating from pre-service programs are prepared to excel in real classrooms.

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- A new partnership among federal agencies, laboratories, higher education, and community organizations to promote greater involvement of professionals with strong math and science backgrounds in consulting with teachers to help students and parents understand the real-world applications of what students are learning.

Fostering Community Schools that Promote Math Excellence

- Develop principles for new community schools focusing on math instruction geared to high standards, with after-school, weekend and summer programs to enrich classroom learning, strong parental involvement, and ongoing opportunities for teachers to stay abreast of the latest developments in their field.

**COLLEGES AND UNIVERSITIES IN MICHIGAN COMMITTED TO THE
PRESIDENT'S AMERICA READS CHALLENGE**

March 6, 1997

Baker College
Calvin College
Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Kalamazoo College
Lansing Community College
Michigan State University
Northern Technological University
Northern Michigan University
University of Detroit-Mercy
University of Michigan
Washtenaw Community College
Wayne County Community College
Western Michigan University



White House Press Release

Remarks By The President To The Joint Session Of The Michigan Legislature

The White House

Office of the Press Secretary
(Lansing, **Michigan**)

For Immediate Release
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Remarks By The President
To The Joint Session Of The
Michigan Legislature

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The President: Thank you. Thank you very much, Mr. Speaker, Governor. Thank you all for that wonderful welcome in this magnificent Capitol. I'm delighted to be here today with so many of your state officials -- Lieutenant Governor Binsfeld; your State Board of Education president, Kathleen Strauss. I don't know if Frank Kelley met Theodore Roosevelt, but he did meet me when I became Attorney General. (Laughter and applause.) And some days I feel about that old. (Laughter.)

I want to thank the Mayor of Lansing, Mayor Hollister, for meeting me at the airport, and all the other state officials and dignitaries who are here -- Representative Sikkema, thank you, sir; and Senator Cherry and Senator Posthumus.

I want to thank the members of Congress and others who flew down here with me today -- your former Governor, Jim Blanchard and his wife; Congressman Dingell; your Congresswoman

from here, Congressman Debbie Stabenow; Representative Levin; Representative Kilpatrick; Representative Conyers; Representative Stupak; Representative Camp; and Representative Hoekstra and Representative Barcia. Did I get them all? (Laughter.) Nine, yes, we only had nine here.

I could only muster nine, but that's a quorum -- (laughter) -- even in the state legislature of the **Michigan** delegation. I thank them for coming down. Thank you, Wendell Anthony, for your invocation, and thank you for making me feel so welcome.

When I came in, the Speaker and I were looking up at this magnificent ceiling, and I noticed that the seal of the State of **Michigan** was right next to the seal of my home state of Arkansas. And maybe one reason for that is that the Congress approved us coming into the Union at the same time.

I was reading also the account of Theodore Roosevelt coming here 90 years ago. I know you have partisan differences today. You might be interested to know that 90 years ago there were 32 Republicans and no Democrats in the Senate. (Laughter and applause.) If you clap too much, I've got a great closing line -- Governor, you'll get mad at it. (Laughter.) There 95 Republicans and five Democrats in the House. And it was the aftermath of the Civil War.

I say this because our two states have been entwined in an interesting way over the course of time. We were allowed

together into the Union because **Michigan** was a free state and Arkansas was a southern slave state, and **Michigan** became the party -- adhering to the party of Abraham Lincoln, of freedom, and the party of Theodore Roosevelt, which the Governor

explained. And most of us Democrats are pretty proud of those folks, too. They represent the best in America.

Then, after the Great Depression, **Michigan** basically became the home of tens of thousands of people from my state who simply could not make a living anymore on the farm, and the factories of **Michigan** gave people from Arkansas, black and white together, the chance to come up here and build a decent middle class life and educate their children and be a part of what was then America's future. So anybody from my roots must be exceedingly grateful to the people of **Michigan** and the history and the heritage of **Michigan**.

When Theodore Roosevelt was here, he was going to **Michigan** State to address the graduates there, just as I did a couple of years ago. And I might say the President of **Michigan** State is here, and I told him today that he gave me a picture of Theodore Roosevelt's address to the graduates at **Michigan** State, and it now hangs on my office wall at the White House -- at the entrance to my little private office off the Oval Office and I look up there and see Teddy Roosevelt speaking every day that I go to work.

Before that, he came here and when he spoke here I suppose the place looked about like it does now, thanks to your

magnificent renovation, and I applaud you for doing this. People all over America should remember it's worth investing a little money to protect your roots and your heritage, and the beauty and meaning of what we were, as well as what we hope to be.

In 1907 when Teddy Roosevelt came here we were at the dawn of the Industrial Era. This building had been wired for electricity only two years before he showed up. And when President Roosevelt left here to go to the college campus, he got in a newfangled contraption called a Reo automobile. I read the newspaper article from your local paper from 1907 this morning, and it said that it was something of a risk for him to get into the car, but it was probably the wave of the future, who knew what would turn out. (Laughter.)

Then, like a good politician, I read that when he was at **Michigan** State, at the campus, he learned that there were, in fact, two different car manufacturers competing with one another in Lansing, so he took the other one back. (Laughter.) He took a Reo out and an Olds back.

That was a rare moment. Just think what happened from that moment to this one. Think about the century that that moment and this one spans -- all but ten years of this century -- and why it became the American Century, what a big part of it **Michigan** was. Building the great middle class, offering a haven to people from all over America, and to immigrants who would come here from other lands to work, to make their way. Building an industrial power that could prevail in two world wars and overcome a great Depression. Building an ethical power that could live up to the meaning of its Constitution in the civil rights revolution, and expanding opportunities to young people to vote and to women to fully participate in the life of America. Just think what has happened in the 20th century.

When Roosevelt was here in 1970, it was a rare moment. We were moving on to the stage as a world power. Everyone recognized it. We had, by then, been a nation for more than 100 years, and everybody knew there was something unique about America -- a free democracy, where people could vote and decide and make their judgments. And it was growing and being nourished. We were exceedingly prosperous by the standards of the time.

And Roosevelt knew that you had to make the most of peace and prosperity and leadership, and he did. And so did his successor, Woodrow Wilson. And because of them together and the

work they did with like-minded members of both parties, we built an era that set the framework for America's leadership, growth and prosperity, and the explosion of people into the middle class, which became the hallmark of **Michigan's** greatness.

When I was a kid in Arkansas our per capita income was barely half the national average. We all knew if you could find your way up here and got a job, you could still make a good living. That all began at the beginning of this century. It is a very rare thing for a country to have peace and prosperity and the possibility of shaping its own future. Abraham Lincoln said in the Civil War, my policy is to have no policy; I'm controlled by events. If I said that, I would be ridiculed, rightly so.

But he was controlled by events. He did have a policy -- it was to keep the union together, and then to liberate us from the scourge of slavery. But he was controlled by events.

When the Depression came on and President Roosevelt called for an era of bold experimentation, he was controlled by events to some extent. He couldn't say, the major issue in America is the climate, or even education or anything else. He was controlled by events, and the war did that. And to some extent, the Cold War did that for us. When Sputnik went up and we got into the space race and wound up winning it, we were almost forced into it. Now we have peace and prosperity on the edge of an era of unimaginable possibility.

We just finished four years where our country, for the first time during one administration has produced 11.5 million jobs. **Michigan**, the unemployment rate has dropped, and the Governor said your welfare rolls are down 30 percent. You see this kind of progress, this energy, this movement, this possibility in America -- dramatic, new advances in science and technology occurring. This is a rare time.

What happens to people, usually, when they are prosperous and unthreatened? Well, they usually get complacent, and then they normally find some reason to fall out with one another, usually over something incredibly petty, just in the nature of human events. And I come here to say to you today, we here in America, and you here especially in **Michigan** who have done so much for so long, we cannot afford to do that. We owe something better to our children. We have been given this unique opportunity -- the same sort of opportunity we had when your predecessors were listening to Theodore Roosevelt here 90 years ago, except one on an even grander scale. And we have to make the most of it. We have to build America in the new century. And we also have to know that we have to do it as one America.

I am gratified that Governor Engler said what he did about the education program today. I am gratified that this bipartisan state legislature has given me such a warm welcome --for, we have to forge a new partnership for a new time.

While the era of big government is truly over -- the federal government now has 285,000 fewer people working for it than it did on the day I took the Oath of Office -- the era of big challenges for our nation is not over. And now, we know that national leadership can and must point the way, but the real responsibility is one we all share.

Especially, there are two areas I want to discuss today -- educational excellence, high standards for all students; and welfare reform, breaking the cycle of dependency for everyone capable of independence in America -- for these issues are at the core of what it means to prepare America for the 21st century, giving all Americans not only the opportunity, but the tools they need to make the most of their own lives in this new global knowledge economy.

The Governor referred to this in his remarks. When I gave The State of the Union address, I said that during the Cold War, because our national security was threatened by

communism, politics stopped at the water's edge. Today, our national security depends upon our ability to develop the capacities of all of our people, so politics should stop at the schoolhouse door.

Between 1992 and 2000 -- think of this -- 89 percent of the new jobs created in this economy will require more than high school levels of literacy and math skills. But only half the people entering the work force are prepared for these high-paying jobs, even though about 80 percent of them are high school graduates. Our schools are still turning out millions of young people who simply are not equipped for the new world of work. That is why our number one priority must be to make our system of public education the best in the world, and you must believe we can do this. (Applause.)

A few years ago, almost eight years ago now I had the honor of joining the other governors then serving with President Bush at the University of Virginia to write the national education goals. I still think they're pretty good goals. If you ask me what the consequences would be if they were implemented, we could say bluntly that it would mean that every 8-year-old would be able to read independently, every 12-year-old could now log on to the Internet, every 18-year-old could go to college, and every adult American could keep on learning for a lifetime. That is what I want to be the reality in this country.

In the State of the Union address, I laid out a 10-point plan, a Call to Action for American Education that describes the steps I believe we must all take -- beginning with the youngest children, expanding and improving early childhood learning. The First Lady and I will be having a conference on early childhood learning and the brain to try to deal with these enormously significant new findings over the last couple of years, what we know about not only when children learn, but how they learn, and what happens if we don't do for them what they should do.

An enormous percentage of the capacity of the brain to absorb information to operate is developed in the first four years. I'll just give you one statistic: The average child that grows up in a family with two parents caring for that child, even if they both work, that have reasonably good educations and deal with the basic developmental tasks, will give that child 700,000 positive interactions in the first four years. The average child being raised by a single parent with low self-esteem and low self-confidence and no training in parenting will get 150,000 positive interactions and spend roughly seven times as much time before a television doing nothing, in the first four years. This has enormous consequences for the way we become. So we're going to talk about that.

We have to open the doors of college wider than ever. If 90 percent of the jobs require more than a high school education, and the 1990 census shows that the only group of younger workers whose incomes went up instead of down after you adjust for inflation were those that had at least two years of some kind of training after high school, we ought to make the 13th and 14th years of education just as universal by the year 2000 as a high school education is today. (Applause.)

I know that for years **Michigan** has been in the forefront of that, helping people to save for college. I have a proposal to provide tax credits for the cost of a typical community college for two years, and tax deductions up to \$10,000 a year for the tuition cost in any post-high school education, and an expanded Ira that can be used for the same purpose. We have to do this.

We also have to give more of our workers the ability to keep on learning for a lifetime. For four years, through a Democrat Congress and a Republican Congress, I have been given equal opportunity to fail to pass the G.I. Bill for American

Workers. But it seems to me to be a simple idea. I just want to take the 70-odd programs that were developed with the best of intentions over the years, for this training program, that training program and the other one, put them in a big fund, and when a worker becomes eligible for help through unemployment or underemployment, send them a skills grant and let them take it to the local community college or the nearest education institution. They can find out for themselves what they need to do to improve their education. We don't need all that stuff in the middle of them, between them and the money. Send them the money, let them get the education. I hope you will help me pass that in the Congress. I think it is a good thing. (Applause.)

I want to help for the very first time through an innovative program to use federal funds to lower the interest rates on local bond issues to help schools with enormous building problems to repair their broken infrastructure, or build new facilities when they are doing their part. This is a very important thing.

We have the largest number of schoolchildren -- as Secretary Riley never lets me forget -- we have the largest number of schoolchildren in history in our schools this year, the first time we've ever had a bigger group than the Baby Boom generation. I have been to schools where the buildings were falling down. My wife was in a school this week where some of the floors were closed, and the kids were going to school on some floors and couldn't go into other floors or other rooms because they didn't comply with the building codes. I have been into other schools with beautiful old school buildings surrounded by temporary facilities to hold the children.

So I think it's an appropriate thing for us to do -- not to try to take over this function, and not to try to substitute for people assuming responsibility, but when there's a terrible problem and people are doing their own work, if we can, by a prudent and limited investment, lower the cost of that so that more people can afford to do more construction and repair, I think we should. (Applause.)

I'm also strongly committed -- the Vice President and I have been working on this very hard -- to getting every classroom and every library in the country hooked up to the Internet by the year 2000. And I want to thank your Congresswoman, Debbie Stabenow, for the work that she's done in supporting that. (Applause.)

Secretary Riley has awarded **Michigan** a grant of \$8.6

million for the technology literacy challenge to help your classrooms move into the 21st century, and I ask all of you to support that. There is enormous willingness in the private sector to help us get this done, and it can revolutionize -- just think of it -- if we can hook up every classroom and every library to the Internet by the year 2000, for the first time in the history of the country ever -- ever -- children in the poorest district, the richest districts, the middle-class districts -- all of them will have access to the same learning in the same way in the same time.

And those of you who have children or know children who are already proficient in using the Internet, it's a stunning thing. The other day, my daughter picked a topic to do a research paper on and she said, Dad, can you get me a couple of books on this out of the library? I came home with four books, and she had eight citations she had gotten off the Internet -- eight articles on things. So my labors were one-third of her research project.

This is an incredible thing. If we make this available to all children, it will change in a breathtaking way what people can become, what our children can imagine themselves becoming. And I ask you to help us do that.

I thank you, Governor, for what you said about our support for greater discipline and safety and character education in the schools. I have proposed funding 1,000 new community school programs across the country to help our schools stay open after school, on the weekends in the summertime, to try to give those children who need some positive place to go, some support, some help to stay out of trouble, a place to do that.

I have studied very carefully this problem of rising juvenile crime when overall crime has been going down dramatically in America. And the communities that are reversing that trend, that had juvenile crime going down are the places that make sure that all those kids have something positive to say yes to, even as they're being told to say no to the wrong things. So I want the schools to be able to do that in every community where it's needed in the United States. (Applause.)

We have to make sure that we do everything we can to help our classroom teachers be the best they can be. For years, educators worked to establish nationally accepted credentials for excellence in teaching through the National Board for Professional Teaching Standards, which is headquartered here in Detroit, **Michigan**.

Now, **Michigan** has the third highest number of board-certified master teachers in the country, and that's a good thing. But there are still only a few hundred who have been board-certified. My new budget will enable 100,000 teachers all across America to seek certification as master teachers. And our goal should be to have one certified master teacher in every single school in America. That will make more master teachers we need for those schools, and I hope we can do it. (Applause.)

As has already been said today, I do believe that we need a strong system of public education that gives parents and

communities more freedom and flexibility. I think we should work together to give parents more choices for what public schools their children attend all across America. I think we should help teachers, parents, museums and others to create new public charter schools.

I have proposed to double the budget of the program so that we can increase by tenfold the number of charter schools we have by the year 2000, to create -- (applause) -- and I think it's important to emphasize what we want. We want high standards, schools that are open to all children regardless of their backgrounds. We want an example of accountability which will then spread to all other public schools. But we want to say to them, you can stay open only as long as you do a good job. That's what the charter means; that's what a charter is.

Ultimately, what we want to do is to prove that we have a model here that can be used everywhere else. It is simply not true that if you have a few public schools that all the rest of them can't be good; if some of them are good that they all can't be good. That is not true. It is not true that because it's a public institution we can't achieve excellence everywhere. If that were true, we'd have some good Army units and some bad Army units. And we'd be afraid to go to war and you wouldn't sleep well at night. Isn't that right?

So you do not have to accept the feeling that you know this wonderful principal, and if only everybody else could be that way. That is simply not true. Leadership can be taught, leadership can be trained, and 90 percent of the children in this country plus -- 99 percent of them -- can learn what they need to know to succeed and triumph in the modern world. They can do it and we have to do it. (Applause.)

Now that you've clapped, I will say they care capable of it, but they don't know it today. Let's face the fact. The truth is that 40 percent of the 4th graders in this country still cannot read a book on their own. In Germany or Singapore, students learn 15 to 20 math subjects in depth every year. Typically in the United States, we learn over 30 or 35 every year in a superficial way. Then we have this comparative tests, they normally win -- especially since they stay in school longer than we do, day-in and day-out, year-in and year-out.

But without these skills, children will not be able to develop the capacity to think and to reason and to analyze complex problems. All these skills will be essential to succeeding in the world of the 21st century in jobs that have not been invented or even imagined yet.

Now, what do we have to have? We have got to have high standards, high expectations, and high levels of accountability. That is why I have challenged our nation to meet these national standards in the basics -- not federal government standards, but national standards, representing what every child, wherever he or she lives, however poor, rich, or middle class he or she is, must know to do well in the world of the 21st century. And I think we should begin by having every state test every 4th-grader in reading and every 8th-grader in math by 1999 to

make sure these basic standards are met.

We already have widely accepted rigorous standards in both reading and math, and widely used tests that are based on these standards. They're just not given to everyone or designed to be given to everyone. **Michigan** and more than 40 other states have participated in a test called the National Assessment of Education Progress. The Education Committee members in the audience call it the Naep test. It measures a state's overall performance against a high national standard of excellence.

Just last week we released the annual assessment of math performance and it shows, across the country, that are 4th-, 8th-, and 12th graders are doing better. And as the Governor said, the **Michigan** score is among the most improved in the nation.

Tens of thousands of students across the country have also taken the Third International Math and Science Survey, a test that reflects world-class standards our children must meet in math and science. The headquarters for that test is just down the road at **Michigan** State. And I want to thank Dr. William Schmidt at **Michigan** State for his leadership of this important study. I think he's here with us today. Where are you, Dr. Schmidt? (Applause.) He's here somewhere. Thank you very much, sir.

If you saw the State of the Union address, you know there are a group of children in northern Illinois that took this test in 20 school districts north of Chicago, and they finished tied for first in science and tied for second in math, I think. Very impressive.

Unfortunately, these test also don't provide scores for individuals, they simply measure how an entire area or group of people are doing. What we need are exams that will literally measure the performance of each and every student in each and every school. That way, parents and teachers will know how every child is doing compared to other students in other schools, other states, and other countries. And most important of all, they will know how the child is doing compared to what you need to know to go forward.

And I want to make it clear what the difference is. It doesn't matter if your child makes the highest grade in the class if nobody gets over the standards bar. Conversely, in this test it doesn't matter if your child makes the lowest grade in the class if everybody gets over the standards bar. That's the difference. We have a lot of these standardized test. We need tests that test to the standards, that say whether you crossed the threshold of what you must know to do well in the world of tomorrow.

That's why I'm presenting a plan to help the states meet and measure these standards. Over the next two years, the Department of Education will support the development of new test for the 4th grade reading and the 8th grade math, to show how every student measures up to high and widely accepted standards. They'll be developed by independent experts in consultation with

leading math and reading teachers. The federal government will not require them, but these tests will be made available to every state that chooses to administer them. That is the significance of the announcement that the Governor made. I want to create a climate in which no one can say no; in which it's voluntary but you are ashamed if you don't give your kids the chance to do this. (Applause.)

Together, we are saying this. This is not a partisan issue. There is no Democratic or Republican way to use. There is no Maryland or **Michigan** way to learn. Reading is reading, math is math. No school board or state legislature can rewrite the rules of algebra in Alaska to make them different than they are in Arkansas. It cannot be done. Every state must put politics aside, work in a bipartisan fashion, test our children in the same rigorous way. Politics should stop at the schoolhouse door.

This will not be easy. Some of our children won't do very well at first. We don't need to make them feel like failures, we need to make them understand we're doing this so we can know how to measure their success. If they don't do very well at first, it's probably more our fault than theirs. And a lot of it, I will say again, is because when we see people in difficult circumstances, sometimes out of the goodness of our heart, we exercise our compassion by expecting less type of them. And we are selling their future right down the drain every time we do it. (Applause.)

I can tell you, over the last several years -- you know, I was a governor a long time -- I served with Governor Engler, I served with Governor Blanchard, I served with Governor Milliken. I have been all over this country to schools. I have seen schools in areas with high murder rates, where it was unsafe to get in the school, where there were no guns, no knives, no dope, no dropout, and test scores were above the state average. I could go through example after example after example. And every time I see one, I get more hopeful and more angry. Because if you can have one good school where the kids are learning against all the odds and all the obstacles, then you know when you leave that school there is no excuse for that not happening everywhere. This will help that happen everywhere. This will help that happen everywhere. (Applause.)

Let me make a comment now about one other part of this education program that I think is very important, and that's our America Reads program. We announced it here in **Michigan** last August in Wyandotte, when I was there on my train trip. And I did it with the help of two elementary school students, Justin Whitney and Elizabeth Schweyn. We announced the America Reads challenge, we set a goal mobilizing a million volunteer tutors to help every 8-year-old learn to read independently. We're going to use 11,000 of our AmeriCorps volunteers to mobilize and train

the Army, we're going to get at least 100,000 college students to help, and I might say in the last budget we added 200,000 more work-study slots, and there's another 100,000 in this budget, so we'll go to a million kids on work-study, and I want 100,000 of that extra 300,000 to help teach our children to read. And I'm pleased that 16 **Michigan** college presidents have already pledged

to provide their fair share of those students. (Applause.)

I don't know if you remember what we did that hot August day, but Elizabeth and Justin read "The Little Engine That Could" to me, and I said I want every child to be able to do this and say, here's this book and I can read this all by myself.

Today, Elizabeth and Justin are here with us and I would like to ask them to stand up. Where are they? They're out there -- there they are. (Applause.) Thank you. I will do what I can to help your young people be ready to be tested. I am asking the Department of Education and the National Science Foundation to identify and coordinate resources throughout the federal government and through the nonprofit sector that can be used to help students to meet the math standards. I want to help young people learn more science as well and to make the government a resource.

The federal government has some of the world's most esteemed laboratories and research institutions. We ought to make sure every high school math and science teacher has easy access to the work of these laboratories and the experts there through the Internet, and we're going to do our best to set up that kind of system and make it available to all of your teachers so they can in turn make it available to your students. (Applause.)

We can do this. We can do this. We can also meet the challenge of welfare reform, and I can't leave here without talking to you about it for a couple of minutes, because I want to make it clear where we are now, and this is something else we've got to do together. In the last four years, the welfare rolls went down by 2.5 million people, the largest drop in the history of the country. (Applause.) Now, how did that happen? And **Michigan** was -- had a reduction of 30 percent -- above the national average. How did that happen?

We know that about half the drop was the result of the economy producing 11.5 million jobs. We know about 30 percent to a third of it was the result of the fact that 43 of our states had vigorous welfare experiments, and the ones that were statewide, like yours, had better results. We know that there were some result from the fact that we increased child support collections, working together to get really tough. Within the states and across lines, child support collections went up by 50 percent in the last four years, and we know that helped some people to get off welfare.

Now we have a new law, and the new law says there should be time limits for how long the person could be on welfare; there should be time limits for how long a person could be on welfare consecutively -- two years before getting a job. There are tough work requirements. We leave the medical aid and food aid to poor children and their families in place. We increase the aid going in child care at the federal level, and then we give the states the flexibility to decide how to design the program to move people from welfare to work and support them at an appropriate level in the meantime.

Now, that's what it does. I signed the bill and I thought it was the right thing to do. But I also want you to

know that we have to do now something else -- we have to make it

work. That law was not the end of welfare reform, it was the beginning. It gave this problem to you. You remember what that

old country musician, Chet Atkins, said -- you got to be careful what you ask for in this old life, you might get it. And so now you have it.

Now, we have been telling poor people they have to be more responsible; if you can work, you have to work; you've got to succeed at home as parents and in the work force. Now we have a responsibility. You're telling people they've got to go to work; we've got to make sure there's a job there for them if they go to work. (Applause.)

Let me say precisely what this means, because I want to be precise. I think it's very important that since the states have responsibility, every state needs to know exactly how many jobs have we got to create in **Michigan** only for people to move from welfare to work, how many jobs in Arkansas, how many jobs in Arizona, how many jobs. And how many jobs would that mean we'd have to do by county, and how are we going to do this.

Basically, if you look at the law's requirements and the fact that it's phased in, the requirement for states to put a certain number of people at work, you will have to -- as a nation, we will have to create about another million -- a little bit less, maybe 900,000 jobs for welfare recipients only, and move approximately another 2.5 million people off welfare in the next four years to meet the requirements of the law.

Now, in the last four years, we did it with 43 of the 50 states having welfare reform experiments, but only some of them were statewide. But we also had 11.5 million jobs. We never had that many before. Maybe we'll do it again. I'd like that a lot, and I'll work on it hard. (Applause.) But no one can predict with any certainty what will happen.

So you must imagine, how will we make it more -- and we don't have the money to have big public service employment. I do have some money in my budget to give to the urban areas especially and to isolated rural areas with high impact unemployment to help them do work that needs to be anyway in their cities. But that won't get the job done. Most of this will have to be done by private employers.

Our plan will give tax credits of up to 50 percent of the salary up to \$10,000 a year for people that hire people right off the welfare roll and do not replace someone else, they hire them for a real new job.

It will give other incentives for businesses to hire people off welfare, and incentives for job placement firms and for states to create more jobs for welfare recipients. You'll get more money if you create more jobs for them. And if your past is any indication, you'll be one of those that will be claiming the incentives -- and that's a good thing. And it does provide more money for training and for child care; and in our

budget for the new transportation bill; more money for transportation, because that's a big issue in a lot of places for moving people from welfare to work. (Applause.)

But you are going to have to get help. And the private employer community and the community nonprofits community and the religious community, they're all going to have to help. You also have the option to do something else -- you can, totally at your own discretion, let people take some or all of the welfare check and you can give it to the employer as an employment and training subsidy. And some states are going to have to do that because their training dollars are inadequate so they're going to have to depend on on-the-job training. Missouri

is doing this now in the Kansas City area, Florida has adopted a version of it, a number of other states have. I urge you to look at that. I think it's a legitimate thing to give a private employer, for a limited period of time, a subsidy for training

and for hiring people who are otherwise very hard to hire.

That's another point I want to make. Keep in mind, about half the welfare caseload gets off on their own; it's the other half that we have to liberate from permanent dependency and it's harder for them to get into the work force and harder for them to stay and harder for them to learn the basic things. And so we're going to have to go out to our employers and say, hey, we want to help you. Or in the case of the churches and the nonprofits, the tax credit is not worth anything to them because they don't pay taxes anyway. But the wage subsidy would be worth something to them to get them to enlist.

So, you know, I have really collected -- how many employers are there in America with more than 100 employees? How many nonprofits are there? How many religious institutions are there with more than 100 members in the congregation, or more than 200 members? Every state needs this information. Every community needs this information and those folks need to be hit up to do their part -- especially if you ever heard anybody in your local neighborhood cussing the welfare system who works people. Go back and say, okay, we got rid of it, now what are you going to do? What are you going to do? We need your help. (Applause.)

The last thing I wanted to say is -- and this may be a moderate problem in **Michigan**, will be a huge problem in some states -- I signed the welfare reform bill, but I said when I signed it I thought we made a mistake to eliminate all aid to legal immigrants. Now, when an immigrant comes to America, they say -- they have to promise that they won't try to get on welfare and they won't take any public money. That is true. But it's also true it takes five years to become a citizen, meanwhile you work and you pay taxes. And in a country like ours that lets in a significant number of immigrants -- in your largest county now, you have people from over 140 different racial and ethnic groups -- bad things are going to happen to good people just when they show up every day. There will be car wrecks, there will be serious illnesses, there will be crime victims, and I personally think it's wrong to either dump that problem on the door of the state legislature or, in the alternative, just tell them to do without.

And this is a great nation of immigrants. I think this is unworthy of us and I'm going to try to change it, and I hope that you will support that. It would be good for you if you do. (Applause.)

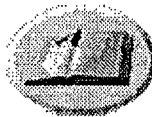
Thank you for making me feel so welcome today. Let me say again, you ought to go back and get the local paper and read the article about Teddy Roosevelt. You ought to think about what happened in the intervening 90 years. You ought to realize that we have an even greater opportunity now, and with it a greater responsibility to forge a new partnership to deal with the new possibilities of this bright new era. And if we seize this responsibility of ours, there is no telling what can happen -- good and wonderful and positive for America.

So it is our duty, but it is our good fortune. You ought to go home tonight and thank God that you got a chance to serve the public at this moment in time. It is a rare time. And you ought to wake up tomorrow determined to do it with greater energy and enthusiasm and dedication than ever before.

Thank you and God bless you.

End

12:23 P.M. Est



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