

PRESS MATERIALS ON THE PRESIDENT'S INITIATIVE ON NATIONAL STANDARDS OF EXCELLENCE INCLUDING THE CREATION OF NATIONAL TESTS IN READING AND MATHEMATICS

- ▶ Mastering the Basics Once and For All: Reaching for High Standards in Reading and Math
- ▶ The National Assessment of Educational Progress (NAEP)
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MASTERING THE BASICS: NATIONAL TESTS IN 4TH GRADE READING AND 8TH GRADE MATH

Overview

February 10, 1997

Tonight, I issue a challenge to the nation: Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met. President Clinton, State of the Union Address, Feb. 4, 1997

A CHALLENGE TO EVERY STATE: MAKE SURE EVERY STUDENT MASTERS THE BASICS IN READING AND MATH. Every parent has the right to know how well his or her child is doing compared with students in other schools, states, and countries. The U.S. Department of Education will give every state, school district and parent the opportunity to use voluntary national tests of 4th grade reading and 8th grade math, beginning in 1999. These tests will help states and local communities raise standards of excellence for teaching and learning in every classroom, and provide parents with accurate information about their children's academic performance. These rigorous tests will provide scores for individual students, measured against widely accepted national standards, that show whether students have mastered critical basic skills. **This will be the first time rigorous tests of reading skills at grade 4 and math knowledge and skills at grade 8, tied to national standards, are available to measure individual student and school performance throughout the nation.**

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

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

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

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

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

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

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

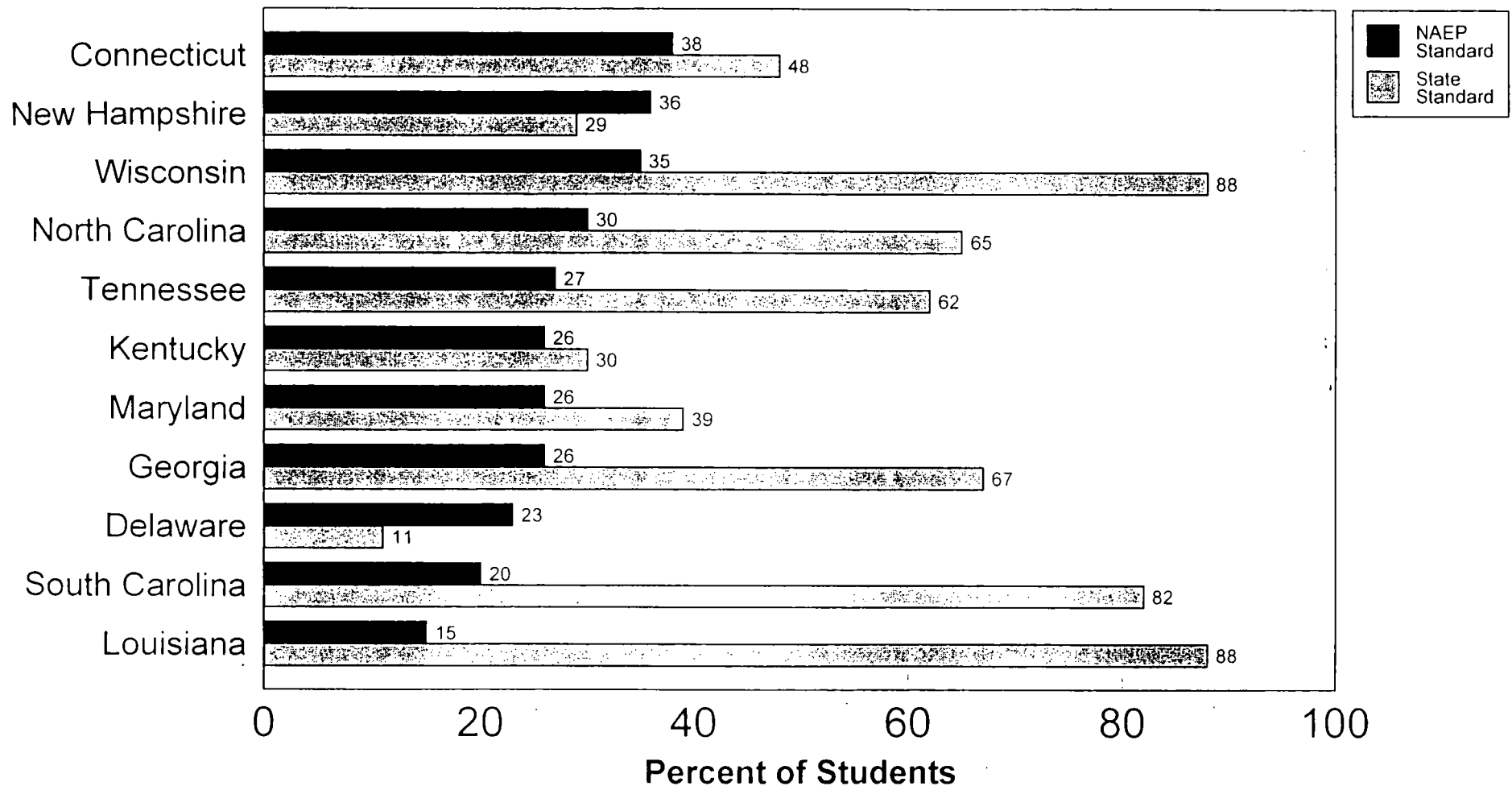
THESE TESTS WILL ASSIST TEACHERS, PARENTS, STUDENTS, AND LOCAL AND STATE LEADERS. While most states assess their students in reading and math, they generally set their proficiency levels lower than the challenging levels in the NAEP. These voluntary national tests will give parents and communities reliable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

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

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

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

NAEP MEASURES HIGH STANDARDS: State NAEP Scores for 4th Grade Reading Compared to States' Own Assessments



For many States, NAEP proficiency levels are more challenging than the States' own. The percentages of students reaching the proficient level on NAEP are generally lower than those on the States' own assessments.

Source: U.S. Department of Education; State departments of education; National Education Goals Panel.

NATIONAL STANDARDS OF EXCELLENCE IN READING AND MATH

	READING	MATH
	4th Grade	8th Grade
Students should...	Be able to read independently and well	Master the basics and have a good introduction to algebra and geometry
New individual student test based on...	National Assessment of Educational Progress (NAEP)	Third International Math and Science Study (TIMSS)
Aspire for every U.S. student to reach...	At least the basic level (60% currently do)	At least the international average (45% currently do)
Aspire for many more U.S. students to achieve...	At the proficient level (30% currently do)	In the highest ten percent of students internationally (5% currently do)

TECHNICAL INFORMATION ON THE NATIONAL READING AND MATH TESTS

Introduction

The President proposes a new, voluntary, annual reading test in English at grade 4 and math test at grade 8 that will, for the first time in history, provide parents and teachers with information about how their students are progressing compared to other states, the nation, and other countries. An individual student's reading achievement level in the fourth grade, and his or her mathematics achievement level in grade eight, will be related directly to information obtained from two state-of-the-art educational assessment surveys -- the National Assessment of Educational Progress (NAEP) and the Third International Math and Science Study (TIMSS). Parents can thus see how their own children measure up to the highest standards of performance at the national and international levels.

The tests will be based on challenging content criteria already established through national or international consensus processes. In the case of reading, the test content will be based on the framework developed for the NAEP. In the case of mathematics, it will be based on the framework established for the Third International Math and Science Study (TIMSS). Although the U.S. Department of Education will fund the development of the new examinations and provide continued technical assistance, it will not administer, score or report individual test results.

Key Differences Between the New National Tests and NAEP/TIMSS.

Although the new tests will be based on the NAEP and TIMSS frameworks, unlike NAEP and TIMSS (which test a random sample of students in order to produce estimates of overall State and national level student achievement) the new tests will be expressly designed to produce student-level scores. Some of the differences between the two tests are as follows:

NAEP and TIMSS	New Reading and Math Tests
Only a random sample of students is tested	All students in participating communities are tested
No student takes all of the items on the test	All students take all of the items on the test
Each student takes a different test booklet	Each student takes the same test booklet
Includes multiple choice and performance items	Is about 80% multiple choice, with 20% constructed response (students produce their own answers), including one extended constructed response item
45-60 minutes of achievement item testing per student	Up to 90 minutes of achievement item testing
Yields a TIMSS or NAEP score for countries and states	Yields a student test score plus a predicted student TIMSS or NAEP score

Users of the New Tests

The new tests will be used primarily by States, districts, schools, teachers, and other individuals to assess students in the Spring of every year. Many commercial test publishers will likely offer the tests as a component of their product line, typically as an addendum to their existing tests. Use of the tests will be strictly voluntary and decisions whether or not to participate would not affect continuing participation in Federal programs. The tests will be licensed to states, school districts and test publishers. These licensees will be responsible for administering and scoring the tests to insure that standards of validity and reliability are met. It is expected that reasonable accommodations for students with disabilities or with limited English proficiency will be provided by the school administrator. With each year's administration of NAEP and TIMSS, linking studies will be conducted to relate the scores on these national tests to the NAEP and TIMSS scales. After each administration, the entire test (along with answers, scoring guides and other materials) will be released to the press and the education community and placed on the Internet. The test will then be used by teachers or parents for a variety of purposes.

Operational Plan and Time Lines

The new tests would be developed during 1997 and 1998 with a full administration planned in the spring of 1999. Beginning in 1999 the test would be made available to test publishers, States, districts, schools and others under a licensing agreement or similar compact.

Cost

In 1999 the Department of Education will reimburse licensees (for example, States, school districts, and testing companies) who wish to administer the new tests. After 1999 the Department will continue to fund the development of new tests as well as provide the technical support and assistance needed to continue annual testing over many years.

An additional booklet of performance type items will also be made available to users. The booklet could be used for further supplemental testing but would not be a part of the national test. Scoring guides and test administration guidelines would be made available but the federal government would not fund the scoring costs associated with the use of the supplement.

Independent Guidance for the Activity

All of the activities related to the new test would be monitored by two types of advisory groups. The first would be a permanent standing panel that is broadly representative of potential users and consumers of the test. This group would include some of the most successful local math and reading teachers from across America, parents, and local and state educators, civic and business leaders, as well as representatives of the testing industry and at least one member of the National Assessment Governing Board. In addition a technical advisory group would be established consisting of the best testing experts and reading and math specialists in the country.

THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

What is NAEP?

The National Assessment of Educational Progress - NAEP - is mandated by Congress to survey the educational accomplishments of U.S. students and to monitor changes in those accomplishments. Often referred to as the Nation's Report Card, NAEP tracks the educational achievement of 4th, 8th, and 12th-grade students over time in selected content areas (reading, math, writing, science, US history, geography, civics). For over 27 years, NAEP has been collecting data with the aim of providing accurate and useful information to educators, policymakers and the public. Since 1990 NAEP has collected student achievement data at the state level. Participation in NAEP is voluntary.

Who sponsors NAEP?

NAEP is funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education. The project is governed by the National Assessment Governing Board that is appointed by the Secretary of Education but independent of the Education Department. NAGB oversees the development of subject frameworks through a national consensus process in which a broadly representative panel of local teachers, education specialists, and members of the general public, comes to agreement on what is important for all students to know and be able to do. In addition, the Governing Board identifies achievement levels for each subject and grade tested.

How Does NAEP Assess Student Performance?

Student performance is measured through written tests that include multiple choice questions and a variety of open-ended questions, including performance assessments. In reading, 4th graders were asked to complete two 25-minute sets of reading passages and comprehension questions. Rather than providing information on individual level achievement, NAEP tests a random sample of students in order to produce estimates of overall State and national level student performance. In addition to subject specific test questions, NAEP collects data from students, their teachers and their principals that relate to students' schooling backgrounds and educational activities.

How Do States Use NAEP Now?

For over 6 years, NAEP has provided States with important baseline and trend data on student achievement in core subjects and a comparison across states on student progress. Surveys that accompany NAEP also provide insights into teaching practices, curriculum, and school resources, information that helps inform policy decisions.

FOURTH GRADE READING SUCCESS

By the end of the fourth grade, students should be using the reading skills developed in early grades (K-3) and reading to learn in all subjects: literature, math, science, and history. Students should demonstrate comprehension with both literature (books, short stories, poems) and informative texts (encyclopedias, chapters in textbooks, and magazines). Students should continue to expand their vocabularies and read more challenging books.

RANGE OF FOURTH GRADE READING ACHIEVEMENT

Results from the National Assessment of Educational Progress (NAEP) are reported by three levels of fourth grade reading: basic, proficient, and advanced. These levels help to explain what it means to read well in the fourth grade. The most recent NAEP showed that 40 percent of all fourth grade students are reading below basic level.

The following sample passage is from *Charlotte's Web*, by E.B. White. Similar to NAEP items, it helps illustrate the kinds of skills expected of students at each level:

Having promised Wilbur that she would save his life, she was determined to keep her promise. Charlotte was naturally patient. She knew from experience that if she waited long enough, a fly would come to her web; and she felt sure that if she thought long enough about Wilbur's problem, an idea would come to her mind. Finally, one morning toward the middle of July, the idea came. "Why how perfectly simple!" she said to herself. "The way to save Wilbur's life is to play a trick on Zuckerman. If I can fool a bug," thought Charlotte, "I can surely fool a man. People are not as smart as bugs."

- ▶ Students at the **basic** level are able to read the passage and then tell what Charlotte promised Wilbur.
- ▶ Students at the **proficient** level are able to describe why Charlotte thought she could fool Zuckerman.
- ▶ Students at the **advanced** level recognize that Charlotte compares waiting for ideas to entrapping a fly.

THIRD INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)

The Third International Mathematics and Science Study, or TIMSS report, is the most thorough international study of mathematics and science education ever conducted. During the 1995-1996 school year, TIMSS compared the performance of 500,000 students in 41 countries worldwide, including 40,000 Americans, at levels corresponding to U.S. grades 4, 8, and 12. In addition to tests and questionnaires, it included a curriculum analysis, videotaped observations of mathematics classes, and case studies of policy issues.

TIMSS was coordinated by the International Association for the Evaluation of Educational Achievement (IEA), a Netherlands-based organization of ministries of education and research institutions in its member countries. Each country participating in TIMSS paid for its own national data collection. TIMSS in the U.S. was supported by more than \$30 million from the National Center for Education Statistics (NCES) of the U.S. Department of Education and the National Science Foundation (NSF).

KEY FINDINGS FROM THE 8TH GRADE STUDY

Last Fall the 8th grade results of TIMSS were released. Results from the 4th and 12th grade portion of the study will be released later.

Achievement

- o Among the 41 countries participating in TIMSS, U.S. 8th graders scored below the international average in mathematics and above the international average in science.
- o In comparison to our key trading partners, the scores of U.S. students in math were similar to those in England and Germany, while behind scores in Japan, France and Canada. The scores of U.S. students in science were above those in France, similar to scores in England, Canada and Germany, and behind those in Japan.

Curriculum

- o The content taught in U.S. 8th grade math classrooms is at a 7th grade level in comparison to other countries.
- o The 8th grade math curriculum is less focused in the U.S. compared to other countries such as Japan and Germany. However, the 8th grade science curriculum is similar to that of other countries.
- o U.S. 8th grade students actually spend more hours per year in math and science classes than German and Japanese students.

Teaching and Teachers

- o U.S. mathematics classes require students to engage in less high-level mathematical thought than in Germany and Japan.
- o U.S. mathematics teachers' typical goal is to teach students mathematical procedures.

while Japanese teachers' goal is to help them understand mathematical concepts.

- o Japanese teachers widely practice what U.S. mathematics reformers (e.g., National Council of Teachers of Mathematics) recommend, while U.S. teachers do so infrequently.
- o Unlike new U.S. teachers, new Japanese and German teachers undergo long-term structured apprenticeships.
- o U.S. teachers have more college education than their colleagues in all but a few of the 41 countries participating in TIMSS
- o Japanese teachers have more opportunities to discuss teaching-related issues with colleagues than do U.S. teachers.

Students

- o In Japan and Germany, all 8th grade students are expected to learn the same material in mathematics, while in the U.S. students in different ability groups study very different material.
- o Heavy TV watching is as common among U.S. eighth graders as it is among their Japanese counterparts.

TIMSS IS AN IMPORTANT TOOL FOR IMPROVING TEACHING AND LEARNING

o **TIMSS has established international benchmarks of world-class student achievement in math and science.** Because of TIMSS, we now have for the first time clear information about what other countries expect their student to learn in math and science, and how well they actually achieve. We know now what world-class standards of excellence are. And, as a result of President Clinton's First in the World Challenge, states and communities around the country can now compare their academic standards and performance with the highest performing nations in the world, and develop concrete plans for meeting international benchmarks of performance.

o **TIMSS shows the importance of high expectations.** TIMSS shows a link between having higher expectations for students and getting better results. High performing countries introduced more challenging material, in earlier grade levels, than the U.S. The topics taught to eighth graders in the U.S. math curriculum are comparable to those taught in the 7th grade in other countries.

o **TIMSS provides a roadmap for improvement.** The TIMSS findings pinpoints specific areas where American education can improve: the need for higher standards, including giving more students algebra in the 8th grade; better teacher preparation and increased opportunities for professional development for teachers; a more focused curriculum and more focused textbooks, to enable students to study subject matter in greater depth; and, instructional practices that help students more deeply understand mathematical and scientific concepts as well as master procedures.

EIGHTH GRADE MATHEMATICS SUCCESS

By the end of eighth grade, students should be learning algebra and geometry and using the basic skills of addition, subtraction, multiplication and division to solve problems. Students should be able to use the basics to solve more complex mathematical problems requiring multiple steps. Students should demonstrate a thorough understanding of arithmetic and develop solutions to complex problems requiring algebra, geometry, estimation, and probability.

RANGE OF EIGHTH GRADE MATHEMATICS ABILITY

Results from the Third International Mathematics and Science Study (TIMSS) set international benchmarks for mathematics achievement in fractions and number sense, geometry, algebra, understanding data, measurement, and proportionality. In 1995, most of U.S. eighth-graders scored below the international average of students in the 41 TIMSS countries. Students at the international average can:

- solve single-step problems
- understand the basics of algebra (like equivalence between simple expressions)
- understand geometric terms (like symmetry)

The following sample questions show what a student at or above the international average should know and be able to do.

1. A rubber ball rebounds to half the height it drops. If the ball is dropped from a rooftop 18 feet above the ground, what is the total distance traveled by the time it hits the ground the third time?

- A. 31.5 feet
- B. 40.5 feet
- C. 45 feet
- D. 63 feet

2. The table shows the values of x and y , where x is proportional to y .

What are the values of P and Q ?

x	y
3	7
6	Q
P	35

- A. $P = 14$ and $Q = 31$
- B. $P = 10$ and $Q = 14$
- C. $P = 10$ and $Q = 31$
- D. $P = 14$ and $Q = 15$
- E. $P = 15$ and $Q = 14$

In 1995, only 5 percent of U.S. eighth graders would have been selected in a talent search for the top ten percent of students in the 41 TIMSS countries. Students in the international top ten percent can:

- solve multi-step problems
- solidly understand algebra (like developing algebraic equations based on patterns)
- understand the properties of geometric shapes (like congruent triangles)

The following sample questions show what a student in the international top ten percent should know and be able to do.

3. The following two advertisements appeared in a newspaper in a country where the units of currency are *zeds*.

Building A Office Space available 85-95 square feet 475 <i>zeds</i> per month 100-120 square feet 800 <i>zeds</i> per month	Building B Office space 35-260 square feet 90 <i>zeds</i> per square meter per year
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If a company is interested in renting an office of 110 square feet in that country for a year, at which office building, A or B, should they rent the office in order to get the lower price? Show your work.

4. The figure consists of 5 squares of equal size. The area of the whole figure is 405 cm².



Find the area of one square.
 Answer _____ square centimeters.

Find the length of the side of one square.
 Answer _____ centimeters.

Find the perimeter of the whole figure in centimeters.
 Answer _____ centimeters.

APPENDIX

SCHOOLS WITH EXEMPLARY READING PROGRAMS

SCHOOLS WITH EXEMPLARY MATH PROGRAMS

Schools with Exemplary Reading Programs

Magruder Primary School

Newport News, Virginia

Eugene Pointer, Director of Title I and Instructional Services
(804) 591-4545

Magruder, an urban school of 735 serving preschool through second grade, uses its Title I funds to support whole school improvements. Eighty-four percent of the students receive free or reduced lunch. Of the twenty-six elementary schools in Newport News in 1992, Magruder was last in reading achievement. Past failures have been turned into successes because of greater parental involvement, assistance from a home school coordinator, and renewed high expectations. Magruder is especially proud of its Parent Institute and Father Child Breakfast; family participation has grown from 150 in the first year to 508 in 1995. In addition, local business partners sponsor a home reading program, special assembly programs and parent activities. After three years of its reform effort, grade level or above readers soared to 80%. Magruder Primary School is now fifth in the division in reading achievement.

Reading skills among second-graders at Magruder have improved dramatically. In 1991-92, only one percent of second-graders scored at or above grade level. In 1993-94, 67 percent scored at or above grade level, and in 1995-96, 76 percent reached that performance level.

Hilliard Elementary School

Houston, Texas

Rufus Allen, Principal
(713) 635-3085

Hilliard -- a very high poverty, predominantly African American, urban school -- runs an intensive after school, weekend and summer school reading program. For four afternoons each week throughout the school year, six teachers and six to eight parent volunteers work with students on their reading skills -- emphasizing hands-on activities to reinforce what students learn during the day. The parent volunteers work closely with and receive training from classroom teachers. Eight Saturday mornings during the year, 125 students also participate in reading classes led by a team of teachers and parents. The students who participate in these programs also take advantage of a summer school program centered around thematic units. One special project is the creation of storybooks by and for the students. Parents and volunteers also participate in the Make All Reading Successful (MARS) program by attending classes and listening to the students read stories on a weekly basis. This approach has resulted in improved reading scores for the school over the past five years. In the spring of 1995, 80 percent of Hilliard third graders met the state's expectations on the state assessment in reading, an increase from 20 percent five years prior.

Samuel W. Mason Elementary School**Boston, Massachusetts**

Joaquim Baptista, Title I Coordinator

(617) 635-6570

Mason School, once cited by a 1990 Boston Herald, with its then enrollment of 133, as "The Least Chosen Elementary School In The City", turned itself around through a variety of innovative approaches. The school has 296 students (43% African-American, 23% Cape Verdian, 14% Latino, 13% white, 3% Asian-American, 2% Native American.) Twenty-four percent of the homes are non-English speaking. Reading has been a primary emphasis of Mason's improvement efforts. Teaching teams include Reading Recovery and Resource Room teachers. These teachers work with grade-level clusters in the morning to reduce the student-teacher ratio from 26:1 to 13:1. In the afternoon, the team works with the kindergarten and early childhood teachers in the early literacy program, "Bright Start," in groups of nine students. Title I reaches all students and doubles the time in reading instruction. Special attention is paid to learning styles, with emphasis on accelerated reading instruction and problem-solving activities. In 1995, Boston College's Urban District Assessment Consortium Project found that Mason's reading performance exceeded the average score for the City of Boston and for the other 11 urban school systems in the project.

Grovetown Elementary School**Grovetown, Georgia**

Carole Jean Carey, Title I Coordinator

(706) 863-1748

Sixty-eight percent of Grovetown's 717 students qualify for free or reduced lunch. While in the past, the school has ranked last in the county, it has improved dramatically. The Accelerated Reader Program uses an Olympic theme with students receiving bronze, silver and gold medals for their outstanding reading performance. The Junior Great Books and Einstein Math Club promote skills and confidence in reading and math. Students are peer facilitators, school ambassadors, and book buddies to lower grade students.

Reading scores at Grovetown have improved significantly. Mean reading scores on the ITBS for the entire school increased 5.4 NCEs (normal curve equivalents, a standard unit for test measurement) in 1993, 1.4 NCEs in 1994, 10 NCEs in 1995, and 8.1 NCEs in 1996. Fifth-graders now score in the 52nd percentile in reading. When Grovetown's Iowa Test of Basic Skills scores were announced for 1994-95, the community rejoiced at the school's advances, with the mayor announcing test score improvements on a billboard outside his office.

Montview Elementary School
Aurora, Colorado
Colleen Rickert, Title I Coordinator
(303) 344-8060

Aurora's 725 students, 76% of whom receive free or reduced lunch, flourish in this year-round schoolwide program. Although transiency, poverty and the number of LEP students have increased over the past two years, Montview's Balanced Literacy Program has allowed students to achieve tremendous success in reading, writing, spelling, listening and speaking. During daily two-hour blocks of time, students schedule independent activities in peer revision of writing samples, paired reading, cross grade level reading buddies, sharing published works, spelling, and listening to teacher readings. Montview has received support from state colleges and universities, as well as the local community. Family Literacy Nights are held regularly and parents are given learning activities to use at home. "Book It" and "October Read Aloud" further encourage reading as does a senior citizen organized book giveaway to help build home libraries. Achievement for all students is increasing, with 83% of Title I students reaching proficient levels in reading and 92% in math.

John F. Kennedy Elementary School
Kingston, New York
Fred Wadnola, Principal
(914) 331-3174

Eighty-two percent of this inner city's school's 340 students are on free or reduced lunch, yet they thrive under the school's integrated curriculum and literacy emphasis. Kennedy School is a regional training site for Reading Recovery. Reading Recovery, an accelerated reading program, works one-on-one with the lowest 20% of first graders. After an average of 20 weeks, students graduate to grade level. Most never again need remedial reading. Kennedy Kids/Adults Together pairs adults and children weekly for reading and literacy activities. For many kids from troubled families, this is the only bonding they have with an adult other than their teacher. An impressive array of reading programs has resulted in 97% of fifth graders scoring above the state reference point, compared to 80% three years ago.

Washington Elementary School

Lancaster, PA

Timothea M. Kirchner, Coordinator of Federal Funds and External Funding

(717) 291-6121

Washington Elementary School is the largest elementary school in its district, with 834 children aged three through 12, 84 % of them from low-income families. The first-grade level has been targeted for the most comprehensive intervention. All first grade classes have full Reading Recovery Program implementation; one-on-one reading instruction is a daily practice. Teachers also use portfolios, audiotaped logs of oral reading, small cooperative learning groups, and other innovative approaches. Three-year-olds enter the school with an average developmental age of 18 months. Eight months later they are assessed at an average developmental age of 38 months, a gain of 111%. At the end of 3rd grade, students have an average reading grade level equivalent of 4.4, compared to the district average of 3.5.

Ka'Iulani Elementary School

Honolulu, Hawaii

Mrs. Charlotte White, Principal

(808) 832-3162

Eighty-four percent of the 511 students in this k-5 school get free or reduced lunch and twenty-two percent are LEP. The school stresses literature, with interdisciplinary theme units, such as a simulated space shuttle launch that was the climax of a semester of space study. Taking advantage of grant funds, the school installed a local area network (LAN) to provide schoolwide email and access to the Internet, and created Project R.E.A.D. through which older students serve as reading buddies to younger students. Several ongoing community partnerships have helped the school provide extra reading resources. Through a partnership with the local Rotary Clubs the school refurbished its library and is able to provide reading partners for all students. A partnership with the U.S.S. Louisville, a nuclear submarine, brings tutors to the school on a regular basis.

Through the enthusiastic interactions of staff, families, and community, scores have improved. The percentage of Ka'Iulani third-grade students scoring above the national norm in reading improved from 34 percent in 1994 to 53 percent in 1996.

Schools with Exemplary Math Programs

Orwell Village School

Orwell, Vermont

Charles Usher, Assistant Superintendent

(802) 265-4905

Richard Beriau, Principal (interim)

(802) 948-2871

Orwell Village School in rural southwestern Vermont serves 157 elementary school children, 14% of whom live in poverty. Orwell Village has placed in the top 3% of the state at grade 4 on the New Standards Mathematics Reference Exam. The school attributes its success to its faculty's commitment to a uniform, school-wide mathematics program since 1991—the Everyday Mathematics Program, one of the nation's first programs written to the National Council of Teachers of Mathematics standards. The University of Chicago School Mathematics Projects (UCSMP) developed Everyday Math with support from the National Science Foundation and private donors. UCSMP focuses on upgrading the mathematics experience of the average student. Everyday Mathematics encourages teachers and students to investigate, informally but systematically, the basics of data gathering and analysis, probability, geometry, and algebra, while taking advantage of the young child's ability and desire to explore and learn.

Jere Baxter Middle School

Nashville, Tennessee

Richard Rust, Principal

(615) 262-6710

Jere Baxter Middle School serves 430 5th and 6th graders, 72% of whom are eligible for free lunches. Some 63% of students are African-American; 35% are white. Baxter has implemented the Jasper Woodbury Problem Solving Series developed by Vanderbilt University with funding from the National Science Foundation. The series uses videodisc-based "adventures" that provide multiple opportunities for problem formulation, problem solving, reasoning, communication, and making connections to other subject areas, such as science and history. The program entails collaborative learning and challenges students to engage in meaningful discussions of mathematical concepts. Baxter students have dramatically increased their scores on standardized math tests in the last year; educators at the school attribute this to the Jasper series and to Baxter's consistent emphasis on collaborative learning, on engaging students in active, hands-on activities, and on approaches that enable students to construct meaning from what they are learning.

First in the World Consortium

Northbrook, Illinois

Paul Kimmleman, Consortium President

847-272-6880, ext. 223

Twenty school districts in suburban Chicago joined forces to meet the challenge of providing their students with a world class education in mathematics and science. Their first challenge was to find out what a "world class" education looked like, measure their current performance against that benchmark, and develop an improvement strategy. They took the TIMSS assessment in Spring 1996 at the 4th, 8th, and 12th grade level. Their 8th grade results, announced by the President last month, placed them among the top performing countries in the world, well exceeding U.S. performance. Initial data indicate that their high achievement is based on: 50% of their students taking algebra or geometry compared to 20% of students nationally, high expectations for students and teachers, and broad-based community support for improved student performance.

Brinkley Middle School

Jackson, Mississippi

Shey Robinson, Principal

(601)987-3573

The Robert Moses Algebra Project is in its third year in several middle schools in Jackson, Mississippi. In 1993-94, the project had its fullest implementation in the Brinkley Middle School. The goal of the Algebra Project is to address equity of opportunity by assisting students in inner city and rural areas to achieve mathematics literacy. An essential first step is that all students complete algebra as early as possible to ensure their access to college preparatory high school curriculum. A supportive learning environment is fostered by an infusion of young college-age students into the school, the work of individuals to provide after-school activities, and the connection of the Algebra Project to other avenues that give students a chance to pursue other interests such as theater.

Tab B

Q& A's for Testing Proposal

February 26, 1997

I. GOAL OF THE PROPOSAL

Q. How did the President arrive at this decision to call for these national tests? What is so important about these tests? What kind of effect do you see this having?

This new effort is consistent with all of the President's past efforts to raise standards. As a Governor he raised standards for both students and teachers. The President participated in the 1989 Education Summit with President Bush that led to establishment of our national education goals. When he became President his first education initiative was to ask the Congress to pass the Goals 2000 program.

As you look across the country you see progress when it comes to standards. More young people are taking the core academic courses. The trend line in terms of math and science scores has been going up for some time. More young people are going to college.

But the President's biggest concern is that we aren't making progress fast enough. We are leaving too many young people behind. 40% of our young people aren't reading as well as they should. Our students score below the international average when it comes to 8th grade math.

The President made the decision to offer these voluntary tests because he is determined that every American child should master the basics once and for all. We owe it our children. We need to stop plodding forward and make a big jump when it comes to getting excellence into every classroom and we need to start earlier.

Children can't do much of anything in school if they can't read English by the 4th grade. And 8th grade math is a pivotal point in terms of making sure that a student is ready for high school work so they can go to college.

Q. How much will this proposal cost?

We currently estimate a five year price-tag of about 90 million dollars. About \$40 million will be used for developmental costs, and about \$50 million will be needed to give the test "free of charge" in 1999 to states and local school districts that want to participate. Funding is already available in our budget to cover the cost of development. ~~After 1999 we will pay for development costs and technical assistance but not for the administration of the exam, which will be made available through licensing arrangements to commercial test publishers, states, and others.~~

Q. Will you need legislation to implement this?

A. The Department has the authority to conduct this new assessment under its current legislation. Secretary Riley, however, will certainly be consulting Congressional leaders to gain broad bi-partisan support for this new initiative.

Q. Is there a separate line-item for the new tests in your budget?

No, there is no separate line-item. We will absorb the 1997 cost of developing these tests within our existing 1997 appropriations. Our 1998 request includes sufficient funds to cover the 1998 costs of developing these tests. Some of the materials describing the 1998 budget request will need to be revised. We will need a larger appropriation in 1999 to make this test available to states and local schools.

Q. Do you have any plans to test other subjects like science or history?

No. We want to keep a sharp focus on the basics and we think that the American people will agree with this approach. If a child has the basics down everything else follows.

Q. Why didn't you include writing as part of this test, isn't that one of the 3R's?

There is a very strong consensus to focus in on reading and math. We have a very good idea about how to test these two subjects. We are not discounting the importance of writing.

Q. Why these subjects and grade levels?

Children go to school for the first three years to learn how to read, so they can spend the rest of their school years reading to learn. Reading is the very first basic. Every child simply has to have this basic down pat.

Compared to the rest of the world we do quite well in teaching our children to read. There is, however, a strong link between low reading skills, falling behind in school, disruptive behavior, and dropping out. Too many young people are struggling given the increasing demand for higher levels of literacy. We want to close that gap.

When it comes to math -- algebra and geometry are strong indicators of whether or not the student will take the core courses that lead to college. And we do know that compared to the rest of the world we are behind when it comes to math at 8th grade. We are below the international average. Only 20 % of all American 8th graders take some algebra. In many other countries including Japan, 100% of all 8th grade students take algebra. We just need to do better.

Q. Won't this proposal add to the testing burden students face?

This test will take less than 2 hours for 4th and 8th graders once a year. That's not a lot considering 12 years of schooling. Consider it this way -- 43 percent of 4th graders watched television 4 or more hours *daily*. If they are studying for these tests they might be watching less television and I don't see any harm in that. States and districts can use this test as a supplement or as a replacement to parts of their existing testing programs.

I think Governors and education leaders in the states are going to want to know how their students compare to national and international standards. It's a great selling point if you're doing well and a great incentive if you need to improve.

Q. How will schools, communities/districts, or states be expected to use the results?

The tests will certainly identify students and schools that need extra help. The test will give parents, teachers, principals a clear standard of how their students are doing compared to national and international standards.

And they will give parents as they move from place to place around the country a very good sense of how their children are doing in the basics wherever they live. Ultimately local school boards, principals and teachers will have to decide how to use the results to improve their schools, consistent with civil rights requirements regarding valid use of tests. The federal government will not dictate a course of action and will not collect individual test results.

Q. Does this proposal mean that state standards aren't strong enough and the federal government has to step in?

States are moving forward at a very rapid rate. Governors like Jim Hunt, Roy Romer and Christy Todd Whitman are national leaders. Almost every state in the country is well on their way to thinking through the standards process. (According to the National Education Goals Panel in 1996, 45 states have statewide assessment systems.) It's not easy.

However, states' standards and assessments vary. The special report by Education Week gave only 22 states A's and 13 states B's for their standards and assessments. We can give every state a national goal in these two key basics that they can shoot for -- that reflects the best when it comes to excellence. And we want to give parents the opportunity to understand where their children compare when it comes to standards of excellence -- how their children match up with the rest of the country and even the world.

Q. What will happen to students who fail these tests?

If a child doesn't do well that means parents and teachers are getting an early signal that the child needs help. That's the big advantage of these tests. They send a message to get help early. A child who can't read may have vision problem or dyslexia, or a hearing problem that has gone unnoticed.

Getting children the help they need early is so important. But how to help a student is something for parents and the teachers. We are not going to dictate or tell parents or the teacher in the classroom what is best for an individual child.

Q. What is the relation of these tests to Goals 2000?

Both have the same goal -- high standards -- and we are encouraged by the growing public support for standards. We are also encouraged by the number of states that are using their Goals 2000 money to focus in on mastering the basics. Pete Wilson in California has a major reading initiative underway using \$33 million in Goals 2000 money. Governor Bush in Texas is using his Goals 2000 money for the same purpose. States can use their Goals 2000 money in the way they see fit. We don't dictate direction here. The Goals 2000 program has no regulations and use of Goals 2000 funds will not be tied to these funds.

Q. Critics of this proposal say this plan will just lead to more federal regulation?

We have spent the last four years cutting federal education regulations -- 79% of all education regulations for elementary and secondary education have been cut. (this excludes civil rights regs). We want schools to have more flexibility not less so they can find the solutions that work for them.

Q. What is the relationship between this test and the America Reads Challenge?

This test will help us target the resources from the President's Reading Challenge to the schools and communities that need the help the most. If a child does badly on this test it may give parents a very strong incentive to put them into this tutoring program or get them some other form of help so they can get the individual attention that they need.

America Reads will give grants to local reading partnerships to help low-achieving students get after-school, weekend and summer help to read better. America Reads will provide extra support to communities where children may not at first be reaching standards of reading proficiency.

Q. What is the relationship between these tests and federal education programs?

This test will not be required of any school that is participating in any federal education programs. There are no strings attached. This test is completely voluntary.

II. QUESTIONS ABOUT PUTTING THE PROPOSAL TOGETHER

Q. Why is the President proposing this national test at this time?

A. We are at a critical juncture in our nation's history—our education system will be a key factor in how we perform in the global economy. As we head toward the 21st century, our students simply have to have their basic skills down. There is no way around it. A student who can't read isn't going to be able to use or cruise the Internet. An 8th grader who can't add or multiply or do basic algebra isn't really learning the skills they need to take the college prep courses in high school.

The President is absolutely determined to make sure that every American child has mastered the basics once and for all. We have too many young people coming out of high school who are taking remedial courses when they get to college. That's got to change.

Q. Given the limited role that the federal government has little if any role in elementary school education isn't this really an over-reach?

If our students are going to be able to compete in an increasingly global economy, they need to be able to measure up.

The President isn't about to step over the boundary of state and local control. Both The President and the Secretary are both very sensitive to this issue given their experience as former Governors. The solutions are at the local level.

But people shouldn't hide behind the local control issue and use that as an excuse to sell our children short and not reach for high standards. These tests are an opportunity not a requirement. The Department's funding is limited but it is targeted to those young people who need the help the most in doing well on these tests.

Q. Did the President consult with any education experts before he decided to make this proposal and if so who? Who are the people behind this new proposal?

The President is always talking to education experts. It's an ongoing conversation. Secretary Riley issued the call for a greater national focus on literacy over a year ago in his annual state of education speech. The President joined Secretary Riley in supporting that call last August when he announced his new reading challenge.

The recent results of the Third International Math and Science test were quite dramatic and the President was really struck by the results. He wants to make sure our young people are meeting the international standard. Being below the international average just isn't good enough.

Q. Did the President consult with the teachers unions?

The President has been consulting with the late Al Shanker of the AFT for years when it comes to raising standards. Secretary Riley and his staff has talked to some of the leaders of the NEA. I think we are all on the same wave length when it comes to making sure all of our children master their basics once and for all.

III. GETTING TEACHERS AND SCHOOLS READY TO TAKE THE TESTS

Q. Will there be any special effort to help schools prepare for these tests?

We will do all we can to help schools get ready. The President has made major new investments in education.

In the past decade, the federal government has spent millions of dollars to strengthen math and science education. As a result, math and science scores are now up one full grade level. That is a significant achievement. But we need to do much more to be internationally competitive.

Programs such as Goals 2000, Title I, and the Eisenhower Professional Development Program have a strong and constant focus on improving teaching and learning. Title I is our major effort to help young people learn the basics. This is a \$7 billion program that helps the most impoverished schools in the nation.

The National Science Foundation also supports significant activities to enhance math and science education.

Also — In reading, America Reads Initiative and in math the President's directive to the Department of Education and the National Science Foundation on improving math & science education.

Q. How will you ensure that teachers are prepared to help students meet these high standards?

We have the best teachers in the world here in America. But they need our help. Too often they are over worked, and as a nation we don't do a very good job in preparing our new teachers for all of the demands of the classroom. Two recent reports -- the report of the National Commission on Teaching and America's Future and the report of the Third International Mathematics and Science Study -- have told us -- in no uncertain terms -- that we need to do a lot more to prepare new teachers and give teachers who are in the classroom now more support and more of an opportunity to keep learning.

President Clinton issued a directive to Secretary Riley last year to review what the Department can do to improve teacher quality. Secretary Riley is working on that now, and he will make some recommendations as part of the Administration's effort to reauthorize the Higher Education Act this year. He has also called for a summit on improving teaching to take place this Spring. The Department also has several programs that focus in on teacher quality -- including Eisenhower professional development, Title I, and Goals 2000.

Q. If you have a national test for students, why not a national test for teachers?

We are not advocating a national test for teachers.

We support the goals established by the National Board of Professional Teaching Standards. We want to encourage and support the board certification of over 100,000 master teachers -- at least one in every school in the next ten years.

We also encourage states to set high standards for new teachers. We need hundreds of thousands of new teachers because of the baby-boom echo. They need to teach to high standards. States need to make that happen. They should align their teacher entry examinations, licensing, and certification requirements with the standards that they are developing for their students.

Q. How can you have these types of tests when students in poorer schools don't get the trained teachers and other resources they need to be able to meet these standards? What is the administration doing to help poor schools to get ready for these tests? What will you do to help schools that do badly on these tests?

Some schools that take this test will have students who will do poorly. We expect that. We intend to help them. The President has been making major new investment in our Title I programs for the last four years.

This is a \$7 billion program that goes primarily to schools with high levels of poverty. The entire program was completely revamped four years ago to set high standards and we

are starting to see some early results.

We don't believe in dumbing down the curriculum. Given young people in poor schools a watered down curriculum really is a statement that you are writing them off. That's not acceptable. We will also use the President's Reading Challenge to get help to schools that need it most.

Parents need to know the truth about what type of education their children are receiving. Students' grades are sometimes deceptive. We know, for example, that on average, "A" students in high-poverty schools in math perform about as well as "C" students in low-poverty schools on the same math test. That tells you some schools have standards that are too low.

IV. FEDERAL ROLE AND STATE RIGHTS

Q. The President says that he does not intend to take power from local school boards yet this seems to be the first step toward a national curriculum?

The President's proposal is entirely consistent with his idea that the best solutions are solutions that the American people define by themselves. We are setting a national priority, not a national curriculum.

We will offer these high quality tests to the states and local school districts. It's up to local school officials to decide whether they want to use these tests. The tests will be locally administered and the individual scores will be used by parents and teachers. The federal government will not collect individual scores.

Q. Isn't this a vote of no-confidence that our public schools can't even teach the basics and the federal government has to step in?

A. Not at all. We know that many schools are successfully teaching the basics. The President visited a group of public schools in Illinois a few weeks ago that were among the best in the world when it comes to math and science. We simply want to give other schools the opportunity to test themselves against national and international benchmarks. This is a vote of confidence that when given good information parents, teachers, principals and parents will act on it.

Q. Will this proposed national test take the place of state tests that are already being administered? If so, since many states are already giving these types of tests isn't this national test redundant?

A. This short test will be a supplement that allows states to benchmark their tests against national and international standards of excellence. We are going to offer this test to

test publishers so that it can be used by states and local schools in conjunction with their own tests.

Q. You seem to be saying that the federal government knows more about improving education than Governors and you seem to be implying that state standards aren't strong enough and that the federal government has to step in?

A. One of the clear and very established roles of the federal government when it comes to education is to do the research that states by themselves can't do. We spent over \$25 million, for example, so that the United States could participate in the recent TIMSS test. Our research tells us that getting children to read well by the 4th grade and taking more difficult math subjects like Algebra in the 8th grade is absolutely the right way to prepare our children for the future.

The President has enormous respect for the many effort at the local level and the effort that so many Governors have been making to improve standards. He attended the last Governor's Summit on education and he will do all he can to work with the Governors to improve standards. Governors Romer, Hunt, Engler and Christy Todd Whitman are just a few of the Governors who are setting the agenda in their states when it comes to high standards.

But we do know that standards vary from state to state. The Southern Regional Education Board did a recent comparison of 4th grade standards in the South and how those standards matched the results of our recent 4th grade NAEP test. The SREB found a wide variation in the results. Some students did very well based on the state standards but less well on the NAEP test.

So this test will give parents a very sound way to compare results. Parents will be able to match local results, to states results, to national results, and even international results. That will really be quite powerful.

Q. Are these tests voluntary for states, districts, students? If they don't participate, will they lose funds? Even though you say these are voluntary, won't you be tying federal funding or other strings to these tests making them essentially mandatory?

A. These tests are completely voluntary for states and districts and are not tied to any federal program or funding. Districts will not lose funds if they choose not to participate. There are no mandatory requirements at the federal level.

Q. How many states and districts do you think will choose to use this test? Have you spoken to many already? What kind of response are you getting?

We believe that the response will be positive. Secretary Riley has received very strong support in the last year in setting the goal of making sure that every child can read well by the end of the third grade. There is really a lot of movement in that direction at the local and state level. This is not something out of the blue. Most experts will tell you that this type of early intervention is exactly what we need.

Some states and locals may choose to adopt this as their own assessment system, others may choose to supplement assessments they are developing in additional grades and subject areas. And it is very clear that the American public wants to see movement when it comes to improving American education. Six in 10 Americans (61%) say academic standards are too low in their own local schools.

Q. Won't this lead to a national curriculum? Doesn't this undermine the work states and districts have already done to develop their own standards and assessments?

This test will not lead to a national curriculum. We are setting a national priority, not a national curriculum. There is a big difference.

Over a decade ago the Dept of Education issued its "Nation at Risk report" and urged states to raise the core academic curriculum. Many states have done just that. We set the goal. Every state set out to meet that goal in their own way. It is the same thing with this test.

The President is making higher standards a national priority. He wants to make sure that all of our young people have mastered the basics once and for all. He will support the states any way he can to achieve that goal, and he is making major new investments in education.

But ultimately it is up to the states to find the solutions at the local level. What is taught in the classroom is a state and local decision. We are simply offering states and local school districts an independent check on the quality and rigor of their own tests.

Q. Will the federal government require teachers teach to a specific curriculum? For example, will teachers teach either phonics or whole language when it comes to preparing for the reading section of this test?

A. No. Curriculum is a state and local matter. The national and international assessments from which the tests derive broadly cover curricula that are used across our

country and indeed in other countries as well. They take a balanced approach in testing the kinds of skills

students will need to be successful in reading and math and school generally. They borrow from the best research on successful strategies for teaching reading and math that combine multiple approaches to produce high performance.

Q. So you say participation in this test is voluntary. That's fine for now, but what will you say next year or two years from now? Isn't this the first step to the federal government setting standards and requiring tests?

States and locals would decide if they wished to use these tests, just as they make decisions about other assessment programs. The tests would provide states and locals with an independent check on the quality and rigor of their own educational testing programs. There would be nothing to compel states and locals to participate, other than responding to the desire of parents, teachers and communities to know how well their students are performing.

Q. If there is such a need for a new test, why are the test publishers not developing such a test. Why does the federal government need to get involved?

The U.S. Dept of Education supports the front-end work of test development and would link these test with assessment programs that Department already funds. This linking is a logical extension of the work the Department has undertaken to be provide valid and accurate assessments. What the Department offers is the link between local, state, national and international levels of achievement.

V. Fairness and Civil Rights Questions

Q. Who determines the standards -- the knowledge and skills -- that will be measured by this test?

The knowledge, skills, and abilities measured in this test will be based on well developed content frameworks already in use at the national and international levels.

In the case of reading, we will use the framework developed by the National Assessment Governing Board (NAGB). It was developed through a national consensus effort in which ideas were sought from hundreds of teachers, parents, and others involved and interested in this country's reading education.

The mathematics framework of the Third International Math and Science Study (TIMSS) was similarly developed at the international level. Both frameworks are based on high standards.

Q. How will we know that these tests are fair? For example, how will we know that these reading tests are “good?” How will we know that they balance whole language and phonics? How will we know that these tests are not culturally biased or too politically correct?

As with any standardized test, during the test development stage, a considerable amount of time will be spent on the review and revision of the items by teams of content experts. They will focus on curriculum relevance, as well as bias.

Then using large samples of students, the test will be undergoing rigorous field testing to determine the technical soundness of the items, and to verify the absence of subgroup bias through statistical tests. In addition, once released to the public, the test will be monitored for its applied integrity using meaningful external standards as a measure of validity.

We want to have an extensive out reach effort -- possibly an advisory board -- to oversee the development and implementation of the test. This board would be broadly representative of the best reading and math teachers in the country, parents, local and state education leaders, Governors, civil rights leaders and test experts.

Q. Will non-public school students be included?

Yes, at the option of the school. Similar to NAEP and TIMSS, we will work with non-public school organizations and interest groups to ensure comprehensive distribution of the test. In addition, after each administration, the test (along with answers, scoring guides and other materials) would be released to the press and placed on the Internet for access by anyone.

Q. Will children with disabilities and limited English proficiency be included in this test?

Yes, although the reading test will be provided only in English. Provisions will be made for schools to exclude from the reading test recent immigrant and other children who have had a very limited opportunity to be instructed in reading English. Administrators of the tests will be expected to provide reasonable accommodations for students with disabilities or with limited English proficiency.

Q. Why is the reading test only in English?

Developing the ability to read in English is a basic that every child simply has to have to be part of the American experience. We believe in the value of bilingual education that helps so many children make the transition from their native language to English. In fact the President is asking the Congress for a bigger investment in bi-lingual education.

This test is simply one of many measures that schools can and should use to determine the performance of their students. Schools need to be especially sensitive to this principle in assessing children with limited English proficiency. The Department plans to develop a Spanish language version of the math test and to provide accommodations to facilitate the taking of the math test by eight graders who use other languages.

Administrators of the tests will be expected to provide reasonable accommodations for students with disabilities or with limited English proficiency. The Department is continuing to work on issues of how to include in the testing process children with limited English proficiency or with disabilities.

Q. Isn't your decision to test reading only in English inconsistent with Title I requirements that State assessments provide for the assessment of limited English proficient children, to the extent practicable, in the language most likely to yield reliable information on what the students know and can do?

No, there is no inconsistency. The subject requirements on testing in Title I relate to testing limited English proficient children to determine their mastery of skills in subjects other than English. Our proposed reading test does not fall into that category. Rather, its very purpose is to determine English reading skills. I previously described the reason for that purpose. Our hope is that in the future, with further developments in correlating assessment results, it may be possible to link results on reading tests in other languages to those in English, so that any Title I or other assessments that may be given in other languages can be correlated to our proposed test.

Q. How will you protect the privacy rights of individual students? Will the Federal government keep a record of how students do on these tests?

Individual results of the tests will not be reported to the Federal Government. The test users will have the responsibility for test administration, scoring, analysis, and reporting of these new tests.

State directors, school districts, and schools will be expected to follow their local laws and regulations, as well as the Federal Educational Rights and Privacy Act, regarding privacy rights of individual students.

Also at the national level, when we separate studies are conducted to link student responses in the new tests to NAEP and TIMSS scores, special Federal confidentiality laws apply. All government and contractor employees who will work on these linkage studies will be sworn to uphold confidentiality and subject to criminal penalties if they fail to do so. The Federal Government will not retain names of any students once these linking procedures (e.g., to teacher, school, or other tests) have been completed at the local level.

VI. TECHNICAL QUESTIONS ABOUT THE TESTS

Q. How does this test compare to the types of tests that most students take now? Will the test be multiple choice, true and false, and fill in the bubble? Or will it require students to write?

They will be challenging in the sense that they will set a high standards. But that is the point of it all -- to set a goal that our children can reach if they work hard. We shouldn't underestimate the ability of our children.

These tests will include both multiple choice and constructed response items (e.g., items requiring students to produce their own answers). Specially, the test will include about 80% multiple choice. The other 20% will have a different mixture of questions. These tests will represent state-of-the-art testing standards

Q. How does the test differ from the current NAEP and TIMSS tests?

The test will differ from NAEP and TIMSS in several ways.

First, not every student takes every item on the NAEP and TIMSS tests. Students' knowledge and abilities are sampled across books containing different sets of items. In the proposed new tests, all students would take every item on the test, and each student would take the exact same test booklet.

Second, the proposed test will take about 30 minutes longer to administer than the NAEP or TIMSS tests. The proposed test will take about 90 minutes to complete, while NAEP and TIMSS typically take about 45-60 minutes.

Third, the proposed test will yield an individual score—NAEP and TIMSS can only produce reliable group estimates (e.g., state and national data) about student performance.

Fourth, all items from the proposed test will be released annually following each administration. NAEP and TIMSS typically release only a few items following each administration. The rest of the items are retained for future assessments.

Q. When will these tests be ready? Who will develop them? Who will administer them? How will they be made available to states and districts? Why aren't they available now?

The new test will be developed during 1997 and 1998 with a full administration planned in the spring of 1999. The development of the test will be funded by the U.S. Department of Education's Office of Educational Research and Improvement.

A public or private organization will be competitively selected to develop the test and make it available to test publishers and schools for their use. It is also expected that a representative advisory board will be created to oversee the development and implementation of the test.

Regarding administration, the test will be licensed to states, local school districts and test publishers. Organizations that have such a licence will be responsible for administering and scoring the test to insure that standards of validity and reliability are met.

Q. Will this test be administered every year?

Yes.

Q. Who will pay for the development of the test? Who will pay for administering the test? Who will pay for analysis and interpretation of the test?

The test will be given “ free of charge” in 1999 with the Dept. of Education picking up all the expenses of states, local school districts or test publishers who administered the test.

After 1999, the Department would fund continued development, as well as provide the technical support and assistance needed to continue annual testing

Q. At what level will results be reported? By state? By school district? By individual schools?

Results of individual students will be reported to parents, teachers and schools. The federal government will not get these scores.

Assuming appropriate statistical, methodological, and administrative standards have been upheld, test users at the state, district, and school levels could report on their own data.

Test publishers could report national norms, and the Department could report national and state data linked to NAEP and TIMSS.

Q. Will this be some kind of matrix sampling, or will every 4th grader in a participating district be tested? If the latter, will results for individuals be available?

The new test will *not* use matrix sampling. Every student will take the same test, yielding individual scores available to the teacher and parent, consistent with applicable privacy protection. There will be a continuation of NAEP and TIMSS each year to norm the results and maintain trend data.

Q. How much additional teacher time will be required to score the tests, and how will this time be compensated? Aren't teachers overburdened already?

The time demands will not be great or excessive. States and local school districts will decide how to carry out the scoring and analysis of the test data.

Q. How will you ensure that there will not be objectionable material (e.g. reading passages) on the test? Will parents be given information about the type of passages and math questions before deciding to have their child participate?

The tests will be reviewed by teams of teachers, test experts, and parents prior to delivery. Every test will also be released directly after it has been administered so all parents will have access to all previous year tests. This includes the trial tests given in 1998 which will be released so parents can review these items before the tests are given in 1999.

Q. Can districts and schools opt to give the test to only some of their students rather than all?

We will strongly urge districts and schools to include as many students as possible in the administration of the test. We will build in accommodations for disabled students and for limited English proficient students.

Q. What is this "advisory board" that you have talked about? Who will sit on it and how and by whom will its members be appointed? Is this another NAGB? What will the Board's authority be?

Talking about an advisory board is our way of saying that we will be reaching out to consult with a wide range of Americans. Our thinking about the board is only just firming up. We intend to reach out wide range of Americans, especially the best math and reading teachers in the country.

We will also reach out to include parents, state and local leaders, Governors, other education leaders, civil rights leaders, and of course testing experts. The group would be a solid sounding board as we developed the test to make sure that it both fair and of a high standard.

VII. BACKGROUND ON MATH AND READING

Q. How do our students fare in international comparisons of reading and math? Isn't the reason that our students perform poorly on international comparisons of reading and math because we educate more of our students and have a more diverse student body?

Our students do *not* perform poorly on international comparisons of reading. The recent IEA International Reading Literacy Study found that U.S. fourth and ninth graders are exceeded only by their counterparts in Finland. But given today's literacy demands, the U.S. must do better. The IEA TIMSS study showed that our eighth-graders do perform below average in international comparisons of mathematics. TIMSS data on fourth-grade mathematics performance will be announced in June, 1997.

- In both the reading and math international assessments, virtually all of the nations that participated educate all of their students through the ninth grade. It cannot be said that at these age levels the U.S. educates more of its students than other industrialized countries. Student diversity is also regarded as a major challenge by teachers in England and Germany. For example, unlike typical U.S. practice, Japanese eighth-grade teachers instruct both high and low achievers in the same classroom.
- The recent TIMSS study comparing our eighth grade math achievement with that of forty other countries reveals the US to be below the international average. We are also under represented in the percentage of our students in the international top 10% of achievement. NAEP results do show that the nation has made slow but steady progress in math since the early 1980s, but evidently such progress has not been fast enough to propel us to be among world's highest performers.

Tab C

I. DISCIPLINE-BASED MODEL ACADEMIC STANDARDS

Arts -- Released March 1994*

Civics and Government -- Released November 1994*

Economics -- Released in February 1997

English Language Arts -- Released March 1996*

Foreign Languages -- Released December 1995*

Geography -- Released October 1994*

History -- Initial release November 1994, revised and re-released April 1996*

Mathematics - Released 1989

Physical Education - Released 1995

Science

*National Science Education Standards - Released January 1996**

Benchmarks for Science Literacy - Released 1989

Social Studies - Released April 1994

II. SKILL STANDARDS

The Department of Education and Department of Labor have funded 22 industry based skill standards projects.

* Projects funded in full or partially by the Department of Education and/or other federal agencies.

I. DISCIPLINE-BASED MODEL ACADEMIC STANDARDS

Arts -- Released March 1994

Developed by Consortia of: Music Educators National Conference, American Alliance for Theater and Education, National Art Education Association, National Dance Association. Funded by Department of Education at \$875,000, NEH and NEA at \$125,000. Used by many states to develop their arts standards.

Civics and Government -- Released November 1994

Developed by Center for Civic Education. Funded by Department of Education at \$580,000 and Pew at \$200,000. Have been used by states developing separate civic standards; also by many Eastern European countries as a basis for democracy studies.

Economics -- Released in February 1997

Developed by National Council on Economic Education without Department of Education support. Little interest outside economics community; typically not a subject emphasized in high school.

English Language Arts -- Released March 1996

Developed by National Council of Teachers of English and International Reading Association. First year development funded by Department of Education (\$960,000); defunded by Department in March 1994. Completed with NCTE and IRA funds. Standards remain controversial inside and outside of reading community. Most states developed their own standards before national standards were completed.

Foreign Languages -- Released December 1995

Developed by American Council on the Teaching of Foreign Languages with Department of Education funding of \$1.3M. Standards are supported by teachers of foreign language community, but few states or local districts are interested in separate foreign language standards. The standards did not take up the issue of bilingual education.

Geography -- Released October 1994

Developed by consortia of National Council for Geographic Education, American Geographical Society, Association of American Geographers, and National Geographic Society with Department of Education funding of \$850,000 and \$30,000 from NEH. States with separate geography courses have used the standards; there is an on-going advocacy and professional development to have more states establish separate geography courses.

History -- Initial release November 1994, revised and re-released April 1996

The history standards were developed by the National Center for History in the schools with Department of Education funding of \$1.4M and NEH funding of \$1M. The revised standards have been less controversial but, as is the case with civics and geography, most states are developing social studies standards.

Mathematics - Released 1989

The National Council of Teachers of Mathematics took about ten years to develop the math standards with their own funds. They have also issued standards for teaching mathematics and assessment standards. NCTM intends to revise their standards with a completion date of 2001.

Physical Education - Released 1995

Developed by the National Association for Sport and Physical Education with their own funds.

Science

There are two sets of science standards.

National Science Education Standards - Released January 1996

Developed by the National Research Council of the National Academy of Sciences with Department of Education funding of \$3M, NSF funding of \$4M, and NASA and NIH funding of \$800,000.

and

Benchmarks for Science Literacy - Released 1989

Developed by the American Association for the Advancement of Science with funding from private and foundation sources.

Social Studies - Released April 1994

Developed by National Council for the Social Studies (NCSS) with private support. The standards include geography, civics, sociology, psychology, and some history.

II. SKILL STANDARDS

The Department of Education and Department of Labor have funded 22 industry based skill standards projects.

Tab D

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White House Press Release

Remarks By The President To The Maryland State Legislature

The White House

Office of the Press Secretary

For Immediate Release

February 10, 1997

Remarks By The President
To The Maryland State Legislature

State Capitol

Annapolis,
Maryland

11:20 A.M. Est

The President: Thank you all for that wonderful reception. Thank you, Mr. Speaker, for what you said. Thank you, Senator Miller, for that 10-year walk down memory lane. (Laughter.)

It is true that when I met his mother I fell in love with her, even before I found out she had 10 kids. (Laughter.) It's not often you meet a person who can elect you if her family votes for you. (Laughter.)

Thank you, Governor Glendening, for your leadership here on so many issues. Lt. Governor Kathleen Kennedy Townsend, Attorney General Curran, Treasurer Dixon, my old friend, Comptroller Louie Goldstein. I was in the first grade when he became Comptroller. (Laughter and applause.) The walking argument against term limits, you know. It's amazing. (Laughter and applause.)

I'd like to thank so many members of your very distinguished congressional delegation for joining me today -- Senator Sarbanes, and Senator Mikulski; Representative Wayne Gilchrest, your Congressman; Representative Connie Morella; Representative Ben Cardin, Representative Al Wynn and Representative Elijah Cummings.

Now, I know that Ben was formerly the Speaker here, and that Al and Elijah and Connie and Senator Sarbanes were all members of this body. It kind of makes you wonder how Senator Mikulski and Congressman Gilchrest got elected to Congress. (Laughter.) It's obviously a good training program here. (Laughter.)

I'd like to thank the President of the Maryland State Board of **Education**, Christopher Cross, for being here. When he worked for President Bush, he and I stayed up all night one night, writing the national **education** goals, which began the process which bring us to this point today. Thank you, sir, for being here. And I'd like to thank your State Superintendent of **Education**, Nancy Grasmick, for being here.

Then, there are two people who are not here, who are here with us in spirit, and I would like to ask that we all remember them today -- our good friend, Congressman Steny Hoyer and his late wife, Judy, who was one of the finest **educators** this state ever had. And I know we miss them today. Steny and his family are in our prayers, and we are grateful for the dedication of Judy Hoyer's life to the children and the people of Maryland.

I would also like to say I'm very glad to be here with two members of my Cabinet, Secretary of **Education** Dick Riley and the Secretary of Health and Human Services Donna Shalala. They have served our administration and, more importantly, the American people, exceptionally well, and I thank them for their presence here today.

And when I finish talking, if you want anything else, call them.
(Laughter.)

I should also say, since Senator Miller mentioned it, that my college roommate, who lived on the Eastern Shore, Tom Kaplan, is here. And he's still my friend after all these years, which is either a great tribute to his patience or to the roots and values of the people of Maryland. So I'm glad he's here.

I wanted to come here today to talk in greater detail about the issues I discussed in the State of the Union that require us to prepare America for the 21st century. It is important that we gather here at this turning point in our history. It was, after all, in this state house that George Washington resigned his commission as General of the Continental Army. In fact, it was right down the hall in the Lieutenant Governor's Office that Thomas Jefferson wrote George Washington's words of resignation.

It was here that the Treaty of Paris was prepared and ratified, ending the Revolutionary War and beginning the greatest experiment in democracy and opportunity the world has ever known.

Just think what began here in this building. What an experiment it has been. All the turmoil we have survived -- the Civil War, the two world wars, the Cold War, the social upheaval -- all the triumphs of our country in civil rights and women's rights, the environmental movement, workers' rights, bringing in all the immigrants, the explosion in science and technology, the political, the economic, the social achievements of this country. What an incredible experiment it has been since the events of so long ago when the treaty ending the Revolutionary War was signed and ratified here.

At each step along the way, how did we keep growing, how did we overcome, how did we work through, how did we reach higher? We always had responsible citizens. We were always able to come together as one country. And we were always driven by a clear vision.

I would argue to you that we are at another turning point today and we need responsible citizens, a united country, and a clear vision. We face a moment of peace and prosperity, and it gives

us an extraordinary opportunity to actually decide what kind of future we want for America in the 21st century, and then go to work to build it. It is very important that we understand that such moments are extremely rare in our history.

We have perhaps had only one before. After World War II, we dominated the world economically. We were the most powerful country in the world militarily. We had some ability to decide our future and, thank goodness, we did the right thing with the Marshall Plan and rebuilding Europe and Japan, our former friends and our former foes. But we were constrained by the Cold War.

At the beginning of this century probably is the time most like this one when we entered the Industrial Era as a powerful and wealthy country at peace. But never have we been quite like this, as the world's only superpower, just completing four years where we produced more new jobs than at any other four-year period in our history, looking toward a world that is full of troubles, to be sure, but so full of explosive opportunities.

We have an incredible responsibility -- we in America and you in Maryland. Thanks to the leadership of your Governor, and the work that all of you have done, unemployment's at a six-year low, things are going well for you here. Your family incomes have risen to fourth in the nation. Your welfare rolls have dropped almost 25 percent since 1995. Student achievement has risen and more schools are meeting the high standards you have set. We are well positioned.

But it is a moment of choice. We cannot afford to squander this moment in complacency or division. That's normally what happens to people when they sort of get happy and satisfied. They get complacent or they fall out over little things. And this is not a time for us to squander in petty bickering or small ambitions. This is a time for us to build a new century.

We have to meet all the challenges we still have. There are still too many poor children in this country and too many lives of children being lost on the streets of America every day. There are still too many of our areas in our cities and isolated rural areas that have not felt the uplift of the economic recovery. We still have not balanced the budget. We still have not finished all the unfinished business of the Cold War. Not everybody who works hard is feeling the opportunities that are available in America. We have unfinished business.

Then we have new challenges that we have to face. We have to prepare for the aging of the baby boomers. I know I'm the oldest one; that's a self-interest plea here, I think. (Laughter.) We have to prepare for the aging of the baby boomers. We have to make sure that we're ready for this new worldwide competition. We have to meet the new security threats of the 21st century, in terrorism and ethnic and religious and racial conflicts. We have to meet the new environmental challenges of the 21st century, most of which will be global in nature.

So there are challenges out there. But the most important thing is, there are staggering opportunities. More people will have more chances to live out their dreams than any people who ever lived in the history of the Earth if we do the right things. (Applause.) If we do the right things. (Applause.)

We have worked for the last four years essentially to try to make sure America works again, that we are functioning at a reasonable level of proficiency so that we can have the freedom to do that, to shape our future. And we changed the economic course of

this country away from supply-side economics to investment economics, to move toward a balanced budget, to reduce the deficit, the interest rates, to expand our trade around the world and to invest in our people. The results have been good.

We've tried to move the debate over social policy in Washington away from rhetoric to reality, centered on families and communities. You've got now five years of declining crime. You've got the biggest drop in welfare rolls in history. You've got real efforts being made through the family leave law and other things to help people succeed in raising their children and in the workplace. We're in a position now to know what works and to know that we can have confidence that if we work together we can make a difference in assaulting our most profound challenges here at home.

We've tried to define the role of government away from the old fight that's dominated America almost ever since World War II, to say government is not the problem, government is not the solution; government's job is to create the conditions and give people the tools to solve their problems and make the most of their own lives. (Applause.)

So now we have this chance. And it's hard when you're not threatened by a foreign enemy to whip people up to a fever pitch of common, intense, sustained, disciplined endeavor. But that is what we must do, my fellow Americans. That is what we must do.

We are strong enough to shape a future that will take advantage of all this life-enhancing technology, of these new economic opportunities, of the new opportunities we have to build a structure of peace around the world, of the new opportunities we have to put the Information Age at the fingertips of the poorest, as well as the wealthiest children in our country, and we had better do this. Our children and our grandchildren will never forgive us if we blow this chance to make their future the best future -- (applause).

It is obvious that to prepare our people for the 21st century we will need a new, more far-reaching, deeper partnership in America. The era of big government is over, both because we can't go on running national deficits till the end of time and because the nature of our problems requires a different approach. But the era of big national challenges is far from over. It will never be over. And the ones we face are very big, indeed.

National leadership can point the way. It can move barriers out of the way that have prevented our states, our cities, and our people from solving their own problems. But the real responsibilities of building this future are ones we all must bear together. I will do my part. I will do what I can to see that the national government does its part. But, in turn, you must work with me and with others to make sure that we seize this opportunity while we stand strong enough to do so.

Today I want to talk about two critical areas: giving our children the best **education**; and finishing the job of welfare reform, breaking the cycle of dependency, moving millions of more people from welfare to work. Taken together, these issues really are at the core of our national mission to prepare America for the 21st century.

Everyone must have the tools to succeed in the knowledge economy; that means **education** and training. Everyone willing to work hard with those tools must have a chance to do so. That means finishing the job of welfare reform. **Education** and welfare reform are about bringing all Americans to the starting line of the economy, then making sure all of them are ready to run the race. Our number

one priority must be to ensure that America has the best **education** in the world. (Applause.)

I cannot add much to the statement we made so long ago in the National **Education** Goals seven years ago now, almost eight years ago. But my shorthand statement is every eight-year-old has to be able to read, every 12-year-old should be able to log on to the Internet, every 18-year-old should be able to go to college, and every adult American should be able to keep on learning for an entire lifetime. That should be our goal. (Applause.)

Because our future was at stake in the Cold War, we had a bipartisan foreign policy. Politics stopped at the water's edge. Well, now our future is at stake, in large measure depending upon whether we can give all of our people world-class **education**. Therefore, we must have a nonpartisan commitment to **education**, and politics should stop at the schoolhouse door in the 21st century. (Applause.)

It is not enough for members of Congress and members of the state legislatures and elected executives to embrace this commitment. Our businesses, our **educators**, our parents, all our citizens must make the same commitment. I'm gratified that you have a number of Maryland parents and teachers and businesspeople committed to **education** here today. I thank them for being here and I thank you for inviting them.

In my State of the Union address, I laid out a 10-point call to action for American **education**, which is embodied in this booklet. And I want to say just a few words about a number of issues today and then focus on one in particular. And I want to thank the State of Maryland for taking the lead in doing so many of the right things. A lot of you have worked with me going back long years in the past when I was a governor on these **educational** issues, and I thank you for what you've done.

First, every child has to be able to read independently by the third grade. I'm pleased that the University of Maryland at College Park has already pledged more than 2,300 of its students to work as reading tutors over the next five years. That is a great thing. (Applause.) We're going to use 35,000 of our AmeriCorps volunteers to help to try to mobilize a million of these students. We think we can get at least 100,000 out of the new work-study students approved by Congress in the last budget. Then all the schools have to make use of volunteers once they are trained. But we have to do this.

You just think about it. If 40 percent of our children can't read at grade level, how in the wide world do we expect them to learn algebra, trigonometry, calculus, physics, biology, chemistry. It is very important. Unless we get this done, the rest cannot happen. And it is going to take a national effort of monumental proportions to do it. But we can do it, because the children can do it. The children can do it. They just need for us to do our job and they then will do the rest. So I want you to help us to finish that job. (Applause.)

We must expand public school choice. And Baltimore City has done that through its charter schools. We must rebuild crumbling schools. And you heard the Governor say that's a priority for him as well. We must make it possible for all of our children to have access, the same access, in the same time, to the same knowledge. That's what hooking up all these classrooms to the Internet is all about. And I thank Maryland for its commitment to that objective. (Applause.)

In the last four years we have opened the doors of college wider than ever before -- through the direct college loan program and expanded Pell Grants, 200,000 more work-study positions, and the AmeriCorps program. But we have to do more. And I am very pleased, Governor, that you have proposed these state Hope Scholarships to open the doors of college.

I just came back from Georgia -- Secretary Riley and I went to Augusta -- 230,000 people in the state of Georgia who maintained a B average have had their tuition and their schoolbooks paid for by the state Hope Scholarship program. In a representative crowd there, I had person after person after person of all ages, telling me, I was a Hope scholar; I had a chance to go to college; I never could have done it otherwise; I wouldn't have made it otherwise.

There is no better expenditure of our money. It will raise the per capita income of this state more quickly, it will get over inequalities in income groups more quickly, and it will bring people together for a stronger future more quickly than anything else.

So I applaud the proposal you have put before the legislature here, and I also tell you I will do my best to pass our national version of the Hope Scholarship to give a tax credit of \$1,500 for two years -- that's the typical cost of community college tuition -- and a tax deduction of up to \$10,000 a year for the cost of tuition for any **education** after high school. This will make a difference. (Applause.)

We also propose making the Ira available to more savers, and then let people withdraw from their Ira tax-free if the money is used to pay for **education** -- and the biggest increase in Pell Grant scholarships for needy students in 20 years. And our G.I. Bill for America's Workers would take the 70 different federal programs for job training, put them in one block, and send a skill grant to an unemployed or an under-employed worker and say, here, you take it to the nearest institution of **education** and get the training you need. Nearly every American lives within driving distance of a community college or another community-based university or **educational** institution that can provide the training today that all people know they need to have a better future.

So we need to do these things together, and they will make a big difference. I also believe we have to teach our children to be good citizens as well as good students. And I'd like to thank the Lt. Governor for supporting the statewide program of character **education** you have here, to have a statewide code of discipline, to remove disruptive students from the classroom, to promote community curfews. And again, I thank you for being the only state in America to require community service to graduate from high school. You have the first class of seniors graduating today -- that's a good thing. That's a good thing. (Applause.)

To give you some idea how long it takes for some of these things to catch on, 10 years ago, in 1987, the then Republican Governor of New Jersey, and now the president of Drew University, Tom Keane, and I co-chaired a Carnegie Commission study on middle school, and one of our recommendations was that national service should be a requirement for public school students. People should learn that they are connected to others in their community and make it a positive, good, wholesome thing. Only Maryland has done it so far. But I certainly hope -- perhaps my presence here will help -- I hope other states will follow your lead. This is an important part of

building a common future for America. (Applause.)

Let me say the most important thing we can do in **education** is to hold our students to high standards. Children will grow according to the expectations we have of them. They cannot be expected to know what it is they should know, or even how high they can soar until we give them the right set of expectations. When 40 percent of our 3rd graders are not reading as well as they should -- or to put it in plain language, when 40 percent of 8-year-olds cannot read a book on their own that they ought to be able to read, we have a lot to do.

When students in Germany or Singapore learn 15 to 20 math subjects in depth each year, while our students typically race through 30 to 35 without learning any in depth in a given year, we aren't doing what we should be doing to prepare them for a knowledge economy that demands that they be able to think and reason and analyze -- in short, demands that they be able to learn for a lifetime of working in ways that have not yet been invented, perhaps not yet even imagined. This is impossible without a good foundation in the basics.

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

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

We already have widely accepted rigorous national standards in both reading and math, and widely used tests based on those standards. In reading, Maryland and more than 40 other states have participated in a test called the National Assessment of **Education** Progress, or all of us **educational** junkies call it the Naep test. It measures a state's overall performance against a high national standard of excellence. It's a good test. In math, tens of thousands of students across our nation have already taken the Third International Math and Science Survey, called the Timss test, a test that reflects the world-class standards our children must meet for the new era.

As I said in my State of the Union, last month Secretary Riley and I visited northern Illinois, where 8th grade students from 20 districts took the test and tied for first in the world for science, and second in math. We know it is the world standard, and we know the world standard is the right standard to which we should all hold ourselves.

Unfortunately, these kinds of tests -- both the Assessment of **Education** Progress for the 4th grade reading test, and the Third International Survey in Math and Science for the 8th graders -- do not provide individual scores; they only measure how an entire state is doing. What we need are tests that will measure the

performance of each and every student, each and every school, each and every district, so that parents and teachers will know how every child is doing compared to other students in other schools, in other states, in other countries -- not just compared to them, but, more importantly, compared against what they need to know.

It is a false thing to compare all kids against one another unless all children are first held to a high standard. That's what we want to know. That's the only thing that really matters. That is why I'm presenting a plan to help all students in all states meet these standards and to measure them.

Over the next two years our Department of **Education** will support the development for new tests for 4th grade reading based on the National Assessment of **Education** Progress, and 8th grade math based on the International Math and Science Survey, to show how every student measures up to existing, widely accepted standards. These tests will be developed by independent test experts in consultation with leading math and reading teachers. The federal government will not require them, but they will be available to every state and every school district that chooses to administer them. I believe every state must participate and that every parent has a right to honest, accurate information about how his or her child is doing based on real, meaningful national standards. (Applause.)

Now, already in the last week I have heard some people saying, sounds like a federal power grab to me. That's nonsense. We will not attempt to require them, they are not federal government standards, they are national standards. But we have been hiding behind a very small fig leaf for very long, and the results are not satisfactory. Anybody who says that a country as big and diverse as ours can't possibly have national standards in the basics -- I say from Maryland to Michigan to Montana, reading is reading and math is math. No school board is in charge of algebra, and no state legislature can enact the law of physics. And it is time we started acting the way we know we should. (Applause.)

There's another thing that will be said, now, and that you will have to confront, because I know how much -- I've been through a zillion state legislative sessions; everybody's got a new idea and everybody wants more money and there's never enough to go around. And you will be told -- and it is true -- that we have lots of standardized tests. That's true, there are lots of standardized tests, but there is no national test testing the standards. That's a very different thing. There is no national exam given to all of our children that says, here's what a good fourth grader ought to learn.

Keep in mind we don't want Johnny to make a better score than Mary on this test. We want 100 percent of our kids to pass this test. And then, when a lot of them don't, we don't want to give them an F, we want to give them a hand up. We want to say, we haven't done what we should, and we're going to do this. (Applause.)

It is amazing -- you know, we take it for granted we have the best military in the world. Think how silly it would be if everyplace in America where we do basic training, they said, well, you know, Louisiana is a long way from Georgia; we couldn't have possibly have uniform standards for basic training in the military; just sort of come up with whatever you think will be good, and we'll hope it works the next time we're in the Persian Gulf. (Laughter.) You're laughing. That's what we do. And even if you do the very best you can, we don't know the truth. It's wrong for these children not to know the truth. This is not a put-down, now, this is a lift-up.

We've got the most diverse democracy in the world. We have four school districts now where the children's first languages comprise over 100 different languages -- in four school districts in America. Who are we kidding that we're going to create the kind of country we want, where everybody's got a chance to make it, when we haven't even taken the first elemental step to say, here's how everyone should read by the 4th grade, here's the math everybody ought to know by the 8th grade.

There is more to do after that, but let's start with something that really matters. We've never done it. This has nothing to do with local control of **education**. Secretary Riley has done more to get rid of federal rules and regulations, to give states and local school districts more control without the rules and more flexibility than anybody has in a long time. But no matter how much flexibility you have, sooner or later your children are going to have to face the fact that they either can read or they can't, they either can do math or they can't, they know algebra or they don't. And if we play around with all these games and hide-and-seek excuses, in the end the only people that are going to be hurt are those kids, and the rest of the country will pay the price from now on. And we've got to stop it. (Applause.)

I want to give you two pieces of good news, one of which you can be especially proud of. You all know that the business community has been calling for this for a long time. Governor Glendening was recently with the other governors last year at an **education** summit in New York with the business community, and they were saying we have to have standards. Today I'm proud to say that the National Business Roundtable is endorsing our call for national tests for 4th grade reading and 8th grade math. They will join our crusade to make American **education** the best in the world. And I want to thank especially Norm Ogstein, who is the Ceo of Lockheed Martin and the head of the Business Roundtable's **education** task force, and who has done a lot to help you in Maryland with your schools. (Applause.)

Just before the speech today, your State Board of **Education** Chairman Chris Cross told me that the State Board of **Education** intends to incorporate these new tests of national standards into your state's program. And I thank you, sir, for that, and I thank you for that. (Applause.)

Let me say that throughout my public career I have been very interested in this whole issue of **education**. There are lots of other things I'd like to talk to you about today. I hope you will support the work that we are doing with the National Board of Certification for Master Teachers, to certify teachers in **educational** excellence. Governor Hunt from North Carolina has been working on that for years, and we certified the last teachers -- the first teachers in 1995, but only 500 since 1995. We believe we need at least one master teacher in every school district, hopefully in every school in America -- someone who has been through the special, rigorous program of training and evaluation here so that then that teacher can share what he or she has learned with all the other teachers in the school. Our budget contains enough funds -- and it's a relatively low-cost program -- to provide for another 100,000 master teachers in the next four years. So I hope you will support that as well.

But let me say -- I guess you can tell I feel strongly about this, but I have spent a lot of time in our schools, a lot of time listening to teachers, a lot of time listening to parents. I've worked harder on this issue over the course of my public life than anything else because it has a unique role in our history and an even

more powerful role in our future. It is, of course, the key to individual opportunity. It is also the key to responsible citizenship. I am convinced it is the key to giving us the understanding we need to live together as one nation in the midst of all of our diversity. It is also the key to maintaining our world leadership for peace and freedom and prosperity. Only if every American has the full use of his or her mind can our country move forward together.

So I hope that all of you will keep this in mind. I hope that you will push this, and I hope you will lead the way. I want to be able to take this crusade across the country and tell people if they don't believe we can do it, call Maryland. You have the courage to do it. Stand up. (Applause.)

Now, let me just say a couple of words about welfare reform, because that's very important. For years and years and years, all the governors -- I was one of them -- said we want more control over the state's welfare system; we want to do that. We could reform the welfare system. We could make it work. We could end the culture of poverty and dependency. Well, you got it. (Laughter.) And this has got to be a focus of your efforts now, because this is very, very important.

We ended the old welfare system basically in two steps. First of all, in the last four years, Secretary Shalala and I worked with 43 of the 50 states to launch welfare reform experiments which, along with a growing economy and a 50 percent increase in child support collection -- something I'm very proud of -- helped to reduce the welfare rolls by 2.25 million; that's the biggest drop in welfare rolls in the history of the country -- an 18 percent drop. You can be proud of that and proud of what you did. (Applause.)

Here in Maryland you did better than the national average. You used your waiver to move 51,000 people off the welfare rolls, and you had about a 25 percent drop. And you can be proud of that. (Applause.)

You also answered my call to revoke the driver's licenses of people who deliberately -- who can and don't pay their child support. And I think that's a good thing. We're going to do more to collect child support. We can move 800,000 more people off welfare tomorrow if people just paid the child support they owe and that they are capable of paying. So I thank you for that. (Applause.)

Now we come to the hard part. The new law, supported by the governors and all state associations, says that every able-bodied person on welfare must move to work within two years; that the states can have a little cushion fund to support those who can't move into the work force either because they're disabled or because the economy is not so hot.

But now, think of this challenge. In the last four years, 2.25 million people moved from welfare to work in an economy that produced 11.5 million jobs. That's a record for any four-year administration. We have to do at least that well in the next four years. That reduced the welfare rolls by about 20 percent, 18 to 20 percent.

So you've got about 10 million people left and about -- maybe a little more than 10 million -- and about 4.5 million of them are adults, and about 4 million, anyway, are going to be able-bodied and able enough to physically work. And then there will be some moving in and out of the work force. There always is, as

people retire and all. But through deliberate efforts we're going to have to create at least 2 million jobs. And if we don't do it, what will happen?

Keep in mind, this welfare reform bill has this ringing declaration: Everybody who can work, everybody who's able to work has to take responsibility for their own lives. No more permanent dependency. Full of moral precepts. Well, the morality shoe is now on the other foot. Those of us who supported that, we now have a moral obligation to say, everybody we told, "you have to go to work" actually is able to work. Because if we are not able to do that, then the law's consequence will not be to liberate people from dependency, but to make people who are dying to go to work even worse off just because they couldn't find a job.

This is a serious, stiff challenge. And the challenge is primarily on you and the employer community, which is the way you said you wanted it. But it's there now. You know that great old country music star, Chet Atkins, used to say, you got to be careful what you ask for in this life; you might get it. So here it is. What are we going to do? Is there a way out? Yes, there is. Can we do this? You bet we can. You bet we can. We can do it, but we have to do it together. And we have to do it with discipline.

And we need a plan. And it needs to go down to every community. And we're going to have to ask people to help. And you need to really closely follow your numbers and make sure you're doing what it takes to be done.

How are we going to do it? First, we have to pass the federal program that I recommended, which will give tax credits to private employers of up to 50 percent up to \$10,000 to hire people -- only if they hire people from welfare to work. And then we have to support the provisions of the welfare reform law which continue the health care, continue the nutrition, and provide much more money for child care than the previous law. That's the good news.

This legislation also gives you the authority for the first time to take money that had been used on welfare checks and give it to private employers as a wage or training supplement. Now, this can be very important in convincing nonprofit employers, who don't pay taxes anyway, to hire people off welfare and make an extra effort. All the community nonprofits, every church or other religious organization in the state of Maryland, of any size, without regard to their faith, they're all under an admonition to care for the poor. Now you can say, we'll give you a little money to help if you will do the rest.

Missouri had a program like this in Kansas City, where they gave the welfare check to private employers for more than a year -- they could keep it for a couple years -- as a wage and training premium if they would hire people off welfare. I met a man who had a data processing storage company with 25 employees, and five of his employees he'd hired from the welfare rolls, and he loved it. And they loved it.

And if we can do it, it is better to hire people in small groups or one on one, because you're trying to lift people out of a culture of dependency into a mainstream culture of work. But this man was willing to do that. And they have to pay about \$1.75 above the minimum wage to get the wage subsidy there and to give people a living income. But still it costs them less than the minimum wage to do it.

Florida has just decided to follow suit. And I hope

other states will follow that lead. You've got to -- believe me -- to meet these job targets, your employer community is going to need every last option you can give them. And somebody's got to have a plan, I mean a game plan, that challenges every sector and every community to do what has to be done. So I urge you to use the flexibility you have been given to do that.

Secondly, I urge you to make sure that the money you have saved from welfare reform will be used to move even more people to work. I know Maryland has taken its considerable savings from welfare reform efforts and put them into a special rainy-day fund to create jobs and to move people from welfare to work. And that's something other states ought to copy, because if welfare reform is going to succeed in the beginning, all states are going to have use those savings on efforts like child care, wage subsidies, employment incentives, or other ways to create private sector jobs.

Let me just say one other thing. I hope as you do this, you will not forget sort of a parallel population not on welfare, and those are young, single men who are unemployed who are eligible for food stamps but not welfare. Keep in mind, their loss to the work force is an enormous loss to our society. It leads to higher crime. It leads to fewer two-parent families. It leads to robbing them of the potential of what they might become. And a lot of places now are beginning to try to -- instead of talking just about the welfare population -- the young unemployed population so that these young single men can be treated in the right way, too.

And in Missouri, what they did, we gave them a waiver, and they actually took the food stamp payments for the young single men and gave them to employers with the same sort of incentive as the welfare payments for young women going from welfare to work. So I urge you to think about that.

Finally, let me say, what is our vision? I can tell you what my vision -- why do we do all this? Here's my vision. Here's where I hope we'll be in a few years. I hope all over America in a few years, we will have a community-based employment family support system for people who are out of work, and people will come into this system whether they come off the welfare rolls or off the employment rolls through the unemployment rolls, and we won't make a distinction. It will just be good people with kids or without kids, depending, who are out of work who need to get back into the work force. And we'll have a system for moving them back in, and we'll have a system of subsidies for people at the margins so that employers will be encouraged to make that extra effort to restore people to the dignity of work. And meanwhile, we'll always be helping people support their children in fulfilling their first and most important job.

Now, that's my vision. That's what I hope we would get out of this welfare reform effort. But the next two years are going to be critical, because about two years from now, people are going to start running out of their two-year time limit, and then the spotlight will shift from all of them to all of us. And we will be asked, what did we do when the welfare reform bill passed. What did we do to make sure that those we told you have to go to work had the chance to go to work. So I urge you to think about this.

This is exciting, but it's bracing; because our society has never done anything like this before in ordinary times. And I do not believe that when the bill passed, people had really focused on the dimensions of the challenge. I had, and I was willing to make it. I'm willing to try to -- to jump off this cliff, to hold up this high standard. I think we can do this. I think we can develop a

work-based society that does not have people trapped in permanent dependence. But it's going to take everybody thinking about it, working on it, and doing things they had not done in the past. And so I ask you to do that. (Applause.)

I just want to make one final point the Governor's already mentioned. I know Maryland is considering using its own money to continue providing some basic benefits for legal immigrants who have lost federal aid now that the federal bans have taken effect. That's the right thing to do, but you shouldn't have to do it all by yourself. That's why every state and every governor -- Republican or Democrat -- I hope will join with us to try to persuade the Congress to restore just the basic health and disability benefits that used to be available until this new law passed when misfortune strikes them. (Applause.)

The argument made by the majority when they passed this was, when an immigrant comes to America, you've got to sign a piece of paper that says you're not going to take public benefits. Now, that's an understandable policy. We shouldn't be inviting people to come here just to get on welfare or to get on Medicaid or Medicare. But we can solve that, and did, by simply saying that every immigrant has a sponsor, and the sponsor's income will be deemed the immigrant's income until the immigrant becomes a citizen. That's the way to solve that.

But if you have all these immigrants coming here, and even before they can become citizens -- suppose an Indian from New Delhi comes to Maryland to develop computer software programs for one of your growing businesses, and stays here three years, and has a one-year-old child and a three-year-old child. What does that person do if he or his spouse gets hit by a car, or is the victim of a crime, or one of the children is born with cerebral palsy, and they don't have regular health care that will take care of all these things.

So what do we say? Tough luck? You had misfortune? Yes, you've worked hard; yes, you've paid your taxes; yes, you've been perfectly legal; yes, you've complied with every provision of the law; yes, you didn't try to sneak in our country, you waited your turn just like everybody else. But I'm sorry. Yes, we took the benefit of your brain. You made us a richer, stronger country. We wanted you in here. You had skills we needed. But I'm sorry. This is wrong, folks. This is unworthy of a great nation of immigrants and we ought to fix it. (Applause.)

When you get right down to it, all this business about **education** reform and welfare reform, and what do we have to do to prepare our country for the 21st century, and will we have the discipline, strength and courage to take advantage of this unique moment in history -- it really comes down to two questions: What does America mean, and what does it mean to be an American?

America must always be a nation becoming. We're never there; we're always becoming -- becoming a more perfect union, full of new promise for our own people and new hopes for the world. And what does it mean to be an American? We're the ones who have to make that happen.

Thank you and God bless you. (Applause.)

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Tab E



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Subject: 1997-3-6 Remarks of President to Michigan State Legislature

THE WHITE HOUSE

Office of the Press Secretary
(Lansing, Michigan)

For Immediate Release
6, 1997

March

REMARKS BY THE PRESIDENT
TO THE JOINT SESSION OF THE
MICHIGAN LEGISLATURE

The State Capitol
Lansing, Michigan

11:36 A.M. EST

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 are 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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