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

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

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

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b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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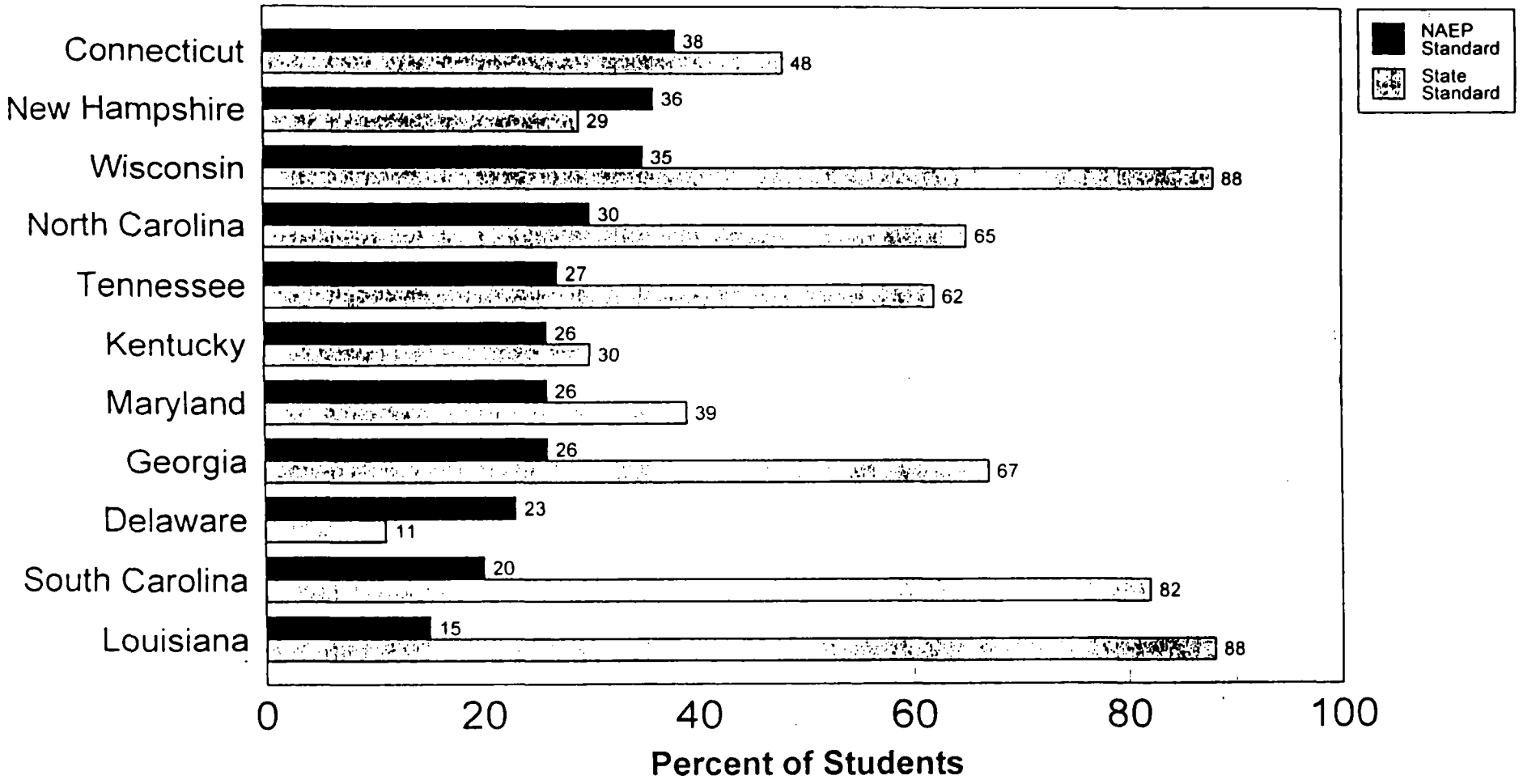
NAEP MEASURES H GH STAN)ARDS: State NAEP Scores for 4th Grade Reading Compared to States' Own Assessments



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: I Department of Education; State departments ducation; 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 Intentional 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 WHITE HOUSE AT WORK:
THE BEST EDUCATION, STRONGER FAMILIES, AND A MORE SECURE WORLD
Thursday, April 3, 1997

WEDNESDAY: CALIFORNIA ENDORSES NATIONAL EDUCATION STANDARDS

Yesterday, California joined with Maryland, Michigan, North Carolina and America's military schools in support of President Clinton's plan for national education standards.

- With the endorsement of California Superintendent of Public Instruction Delaine Eastin, states and school systems that educate nearly 20% of America's school children are now on the road to measuring their students against high national standards.

- 240 of America's high-tech industry leaders endorsed the President's plan as well -- and pledged to write to every governor, every state school board and every state education leader to urge the adoption of national standards across America.

- In the two months since the President challenged every state to adopt high national standards, testing every 4th grader in reading and every 8th grader in math, support has come from Republicans and Democrats, teachers and business people, parents and educators -- because we all have a stake in giving our children the best education.

TUESDAY: PROTECTING CHILDREN FROM HARMFUL INFLUENCES BY TAKING ACTION TO CURB LIQUOR ADS

In response to the liquor industry's reversal of their 50-year voluntary ban on TV ads, the President urges responsibility and takes action:

- The President urges the liquor industry to rethink its decision and keep the ban, for the sake of America's parents and young people.

- The President asks the FCC to explore the effects on children of the hard liquor industry's decision to advertise on television, and determine the appropriate action in response.

TOMORROW: WORKING TO ELIMINATE CHEMICAL WEAPONS

This Friday, the President will join with bipartisan leaders to urge Senate ratification of the Chemical Weapons Convention by the April 29 deadline:

- It will require other countries to do what we are already doing -- eliminate chemical weapons.

- Ratifying the Convention will protect our troops in the field, make it harder for terrorists to obtain chemical weapons, and help punish rogue states that use them.

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HEADLINE: Schools Chief, CEOs Back National Tests; Clinton Hails Endorsement as Sign of Widespread Support for Standards

BYLINE: Rene Sanchez, Washington Post Staff Writer

BODY:

President Clinton's campaign to give students new national tests in reading and math, the most controversial part of his second-term education agenda, picked up the support yesterday of two significant allies: the chief of public schools in California and a group of 240 prominent executives in the nation's technology industry.

During a short White House forum on education, Clinton and Vice President Gore hailed those endorsements as compelling evidence that his testing proposal, which is unprecedented in American schools, is being embraced nationwide.

"California and all of you who are here today have given powerful new momentum to the crusade for national education standards," the president said.

But even as Clinton praised the state's school superintendent, Delaine Eastin, for backing the national tests, aides to California Gov. Pete Wilson (R) said yesterday that the state has not decided if it will support the president's plan.

"The idea is still being reviewed," said Dan Edwards, a spokesman for Wilson on education. "Her endorsement does not speak for all of the education hierarchy of California. . . . It says nothing but that she personally supports the idea."

Clinton has vowed to make the voluntary tests a top priority of his second term and has traveled to several state legislatures in the past few months to promote the idea. It is one of the most politically sensitive issues in education because some officials fear it could lead to excessive federal intrusion in local schools.

While most other industrialized nations have strict national standards and tests for core academic subjects, standards and testing vary widely across the United States and are set largely by local school boards.

There have been several other high-profile attempts this decade by business and education leaders to develop voluntary national standards, but those initiatives often have produced more controversy than results.

Three states -- Maryland, Michigan and North Carolina -- have committed to Clinton's plan, and California's support would be quite significant. With more than 5 million students, it accounts for more than 10 percent of the nation's public school enrollment. Eastin, who is an elected official, vowed to fight

for it. "We'll work on this on a high-priority basis," she said, "to make this happen within the next couple of years."

Beginning in 1999, Clinton wants to test all fourth-graders in reading and all eighth-graders in math with two separate exams that are highly regarded among educators for academic rigor. Clinton has pledged to have the federal government pay for the first year of testing. Afterward, states may have to pick up the tab.

The 240 industry leaders who joined Clinton at the White House yesterday, many of whose companies are based in California, also pledged to begin campaigning for the tests in every state. "We all agree that we need national education standards," said John Doerr, a venture capitalist who is helping lead the group. "These companies that have endorsed this program employ a half-million people. More importantly, they've created 130,000 jobs over the last four years. And even more importantly, they have hundreds to thousands of high-wage job openings right now that they're trying to fill."

Clinton said the nation has put off the tests "for too long." He argued that they would give schools a framework to create higher academic goals and a better way to judge whether students are meeting them. "The most important thing of all is that we know whether we are learning what we need to know," he said.

GRAPHIC: Photo, ap/susan walsh, PRESIDENT CLINTON

LANGUAGE: ENGLISH

LOAD-DATE: April 03, 1997

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 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 Administrations'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 encouraging 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 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 benchmarks 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 tests are completely voluntary for states and districts and are not tied to any federal program or funding. Districts <u>will not</u> 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 and 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.

2. INVESTING IN EDUCATION AND TRAINING

I want to build a bridge to the 21st Century in which we expand opportunity through education, where computers are as much a part of the classroom as blackboards, where highly-trained teachers demand peak performance from our students, where every eight-year-old can point to a book and say, I can read it myself.

President Clinton
August 29, 1996

Today's most successful workers are those with skills and a firm educational footing who continue to learn throughout their careers in order to compete successfully in this fast-changing economy.

In recent years, education and wages have become increasingly intertwined. Generally, those with the best skills and education have made steady progress, enjoying higher living standards. Those without the requisite skills and education have fallen behind. Tomorrow's workers face an even greater challenge. As the very nature of work changes with technological innovation, employers will demand even more highly-skilled and flexible workers. The best-paying jobs increasingly will go only to those with education and training beyond high school.

For the most part, our Nation places responsibility for education and training on State and local governments, families and individuals, and the private sector. Nevertheless, the Federal Government plays a crucial, if limited, role in providing education for a lifetime—from pre-school to adult career training.

The President's goals are to help families, communities and States ensure that every child is prepared to make the best use of education; that the education system enables every child to learn to his or her potential; that those who need resources to pay for postsecondary education and training can get them; that those who need a second chance at training and education or a chance to improve or learn new skills throughout their working lives can get those opportunities; and that States and communities that receive Federal funds can use them more flexibly, with fewer regulations and less paperwork.

Federal resources help States improve the quality of education and training for the disadvantaged and for people with disabilities; support State- and locally-designed elementary and secondary school reform; and help low- and middle-income families gain financial access to postsecondary education and skill training through loans and grants. To help States raise student achievement, the President has worked hard to make schools safer, improve teacher quality, move technology into the classroom as quickly as possible, raise academic standards, and better prepare students for college and the new workplace.

The budget reaffirms the President's commitment to America's children by increasing the investment in Head Start and in Federal elementary and secondary education programs—focusing on innovation and technology—and launching a new effort to jumpstart needed school renovation and construction. In addition, the President has begun a national, volunteer-based challenge called America Reads, to ensure that all children can read well and independently by the end of third grade.

To ensure that all Americans have access to the high-skill training needed for today's workplace, the President proposes to make two years of postsecondary education universally available, through HOPE scholarship

ax credits of up to $1,500 for two years. And to encourage lifelong learning, the budget proposes: tax deductions of up to $10,000 for tuition and fees for college, graduate school, or job training; a $300 increase in the maximum Pell Grant college scholarship (to $3,000), marking the largest increase in two decades and providing grants for at least 348,000 more students; lower student loan fees and interest rates for parents and students; the G.I. Bill for America's Workers so they can choose where to get the best job training available; and new resources to help move welfare recipients from welfare to work (see Table 2–1 and Chart 2–1).

America Reads

Many of our children are falling short of meeting standard educational levels—a failure that they often have trouble overcoming later. In 1994, for instance, two-fifths of fourth-graders failed to reach the "basic" reading level on the National Assessment of Educational Progress and only 30 percent attained the "proficient" level. In response, the President has launched the America Reads Challenge, a multi-part effort to help States and communities ensure that all children are reading well and independently by the end of the third grade. Business and academic leaders already have pledged their support, and the budget proposes the Federal funding component. The Administration will measure the success of this effort on a national basis through the biennial administration of the National Assessment of Educational Progress fourth grade reading assessment.

America's Reading Corps: One-on-one tutoring is one key to better reading. America's Reading Corps will provide individualized after-school and summer help for over three million children in grades K-3 who want and need it. A five-year, $2.45 billion investment, through the Education Department and the Corporation for National and Community Service, would help communities mobilize 30,000 reading specialists and volunteer coordinators to recruit and train over a million tutors, including 100,000 college work-study students.

Parents as First Teachers: Nothing is more important to children's reading skills than the time parents spend reading to, and with, them. Research shows that the first three years of a child's life are crucial to his or her development. An early exposure to books, even for infants, is important to prepare children for pre-reading activities as toddlers. Reading to them for 20 minutes a day can make a big difference in their readiness for school. To give parents help and information in teaching their children, the Administration proposes a Parents as First Teachers Challenge Grant Fund of $300 million over five years, building on the current Even Start Family Literacy program to support effective, proven efforts that help parents help their children become successful readers.

Head Start

A healthy, caring family environment is the best preparation for school. For over 30 years, Head Start has helped low-income families create this environment by taking a comprehensive approach to child development—improving children's learning skills, health, nutrition, and social competency. Head Start involves parents in their children's learning, and links children and their families to a wide array of services in their communities. Over the last four years, the President has secured a 43-percent increase in funds for Head Start, enabling the program to serve 800,000 children in 1997.

The budget proposes $4.3 billion for Head Start, $324 million more than in 1997, to enable 86,000 more children to participate than in 1996 and raising program quality (see Chart 2–2). With this funding, the Administration would be well on its way toward meeting the President's commitment of a million children in Head Start by 2002.

In addition, the Early Start component of Head Start extends comprehensive early development services to infants aged 0 to 3 in a way that supports families, builds parenting skills, and extends a safe, nurturing, and stimulating environment to very young children.

Elementary and Secondary Education

The Administration has energized State and local efforts to raise student achievement by boosting funds for various programs that

Table 2–1. THE BUDGET INCREASES RESOURCES FOR MAJOR EDUCATION AND TRAINING PROGRAMS BY $15 BILLION, OR 56 PERCENT OVER 1993

(Dollar amounts in millions)

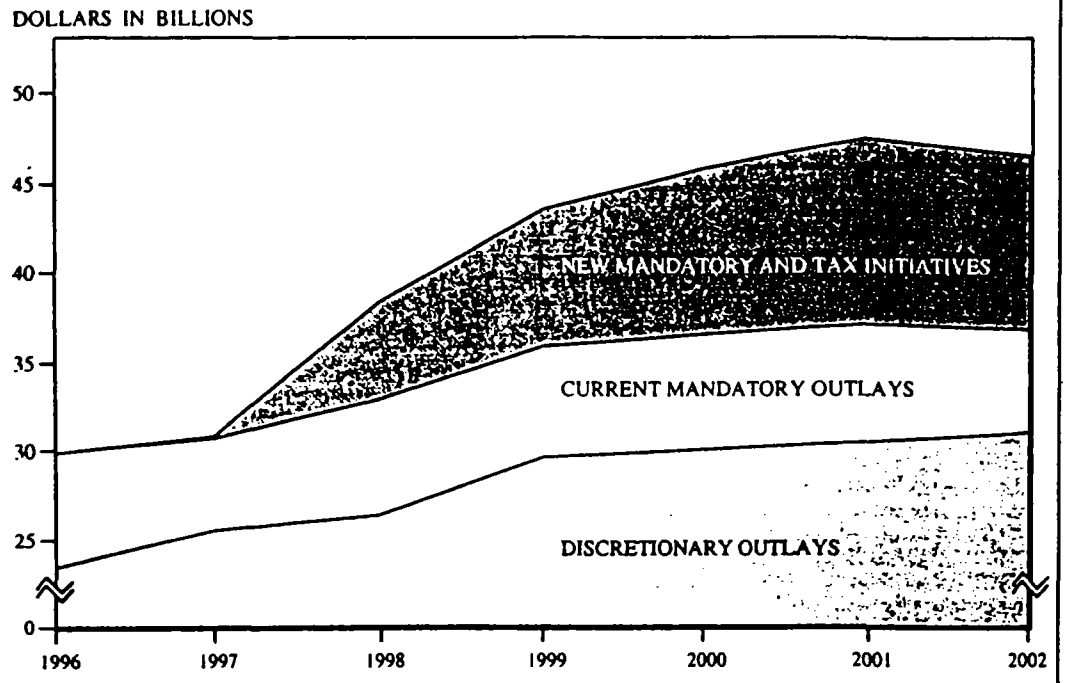
	1993 Actual	1997 Estimate	1998 Proposed	Percent Change: 1993 to 1998
MANDATORY OUTLAYS/TAX EXPENDITURES:				
HOPE scholarships tax credit/deduction	.....	100	4,100	NA
America Reads (Education Department)	.....	.....	31	NA
School construction	.....	.....	1,250	NA
Work Opportunity Tax Credit	.....	120	160	NA
Welfare-to-Work Jobs Challenge	.....	.....	600	NA
Total, mandatory outlays and tax expenditures	.....	**220**	**6,141**	**NA**
DISCRETIONARY BUDGET AUTHORITY:				
Head Start	2,776	3,981	4,305	+55%
Elementary and secondary education:				
America Reads (Corp. for National and Community Service)	.....	.....	200	NA
Goals 2000	.....	491	620	NA
Education technology	23	305	545	+2,270%
Title I Education for Disadvantaged	6,709	7,698	8,077	+20%
Eisenhower Teacher Training	289	310	360	+25%
Special education	2,966	4,036	4,210	+42%
Safe and drug free schools	582	540	620	+7%
Charter schools	.....	51	100	NA
After-school learning centers	.....	.....	50	NA
Postsecondary student aid:				
Pell Grants	6,458	5,919	7,635	+18%
College Work Study	616	830	857	+39%
Other campus-based aid	845	811	771	–9%
Presidential Honors Scholarships	.....	.....	132	NA
Training and employment:				
Vocational education	1,176	1,131	1,172	–* %
Adult education	304	354	394	+30%
School-To-Work (Education and Labor Departments)	.....	400	400	NA
Summer Jobs for Youth	849	871	871	+3%
Job Corps	966	1,154	1,246	+29%
Youth Opportunity Areas	.....	.....	250	NA
JTPA adult/dislocated worker training	1,666	2,181	2,415	+45%
Employment service and One-Stops	975	974	993	+2%
Total, budget authority	**27,200**	**32,037**	**36,223**	**+33%**
Total, mandatory outlays, tax expenditures, and budget authority	**27,200**	**32,257**	**42,364**	**+56%**
STUDENT LOAN VOLUME (loan amount):				
Direct loans	.....	9,938	12,037	NA
Guaranteed loans	16,029	16,965	16,774	+5%
Consolidation loans	1,527	6,803	7,729	+406%
Total, loan volume	**17,556**	**33,706**	**36,540**	**+108%**

NA = Not applicable.
* Less than 0.5 percent.

States and localities then combine with their own funds to help all students achieve at high levels in a safe, modern learning environment. The budget builds on this momentum by proposing additional funds for all major programs, and for the new America Reads initiative (discussed earlier in this chapter) and the new school construction initiative (discussed later).

The Administration's goal for elementary and secondary education is to help States and communities raise the quality of education

Chart 2-1. INVESTMENT IN EDUCATION DEPARTMENT PROGRAMS, HOPE SCHOLARSHIPS AND TAX DEDUCTIONS WILL INCREASE 56 PERCENT BETWEEN 1996 AND 2002



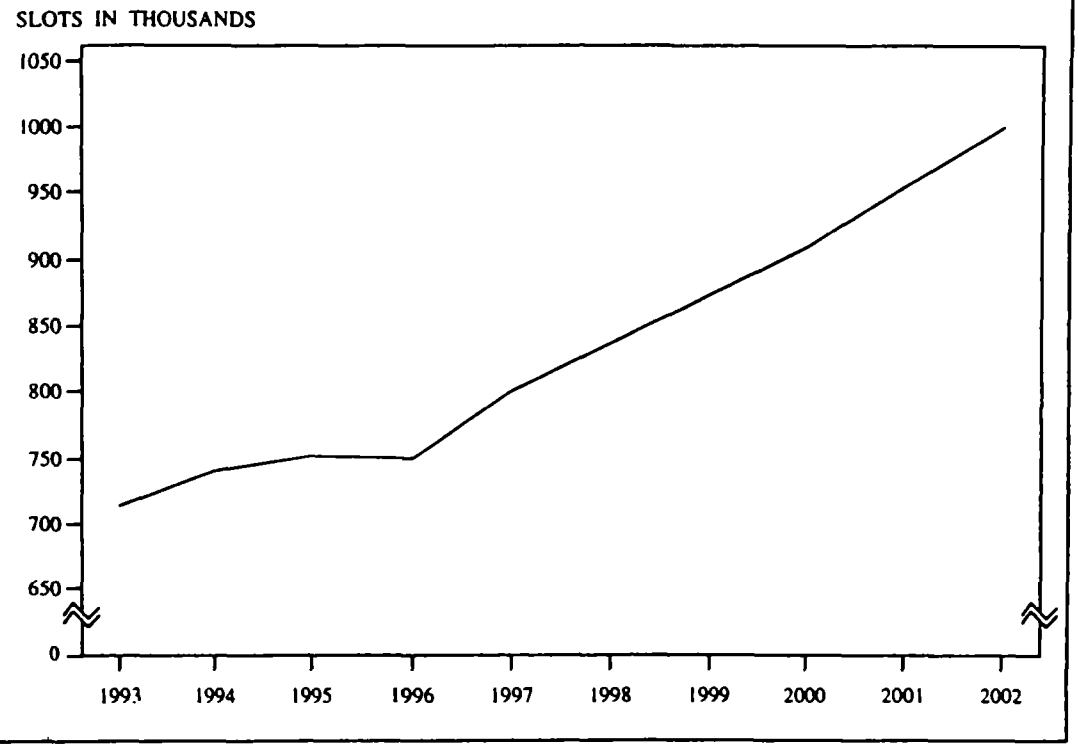
for all children. Administration initiatives launched in 1994 are designed to establish a framework for comprehensive reform and to help States finance their role in it. The goals include: high State standards for all children; new curriculum and teaching methods to help all children achieve those standards; teacher and administrator training to support the standards; assessments of each child's progress; and a safe, technologically up-to-date learning environment. The budget proposes to increase funds for programs that support these goals, and proposes more flexibility to enhance the success of State and community efforts.

School Construction: The General Accounting Office found that a third of all schools across the country, with 14 million students, have one or more buildings needing extensive repair. School districts also face the cost of upgrading schools to accommodate computers and modern technology, and of constructing new classrooms and schools to meet expected record enrollment levels over the next decade. The President proposes to leverage new construction or renovation projects through a $5 billion fund for school districts with substantial need. The fund would support interest subsidies or similar assistance to cut borrowing costs for States and localities in order to reach higher levels of infrastructure investment.

Goals 2000: Enacted in 1994, this Administration initiative helps participating States establish high standards for all children and plan and implement steps to raise educational achievement. It builds on the National Education Goals, first articulated by the Nation's governors (led by then-Governor Clinton) and President Bush in 1989, which provide clear national targets but encourage States to develop their own means to achieve them. All States have now chosen to receive Goals 2000 funding.

The program is working. In Maryland, 40 percent of all students met challenging State academic standards in 1995, a 25 percent gain over 1993. Over the next two years, the Education Department seeks to

Chart 2-2. 36 THOUSAND NEW HEAD START OPPORTUNITIES FOR CHILDREN IN 1998 OVER 1997; ONE MILLION BY 2002



ensure that at least half of all school districts are implementing reforms based on State-developed standards, and that the number of students meeting or exceeding their State's standards continues to rise. Goals 2000 also supports individual school reforms. The budget would finance aid for 4,000 more schools than in 1997—for a total of 16,000 schools. The budget provides $620 million for Goals 2000, 26 percent more than in 1997. It includes $15 million for parental information and resource centers in 42 States to help parents become more involved in their children's education and gain skills in child rearing through parent-to-parent training, hotlines, and other activities. Each center also provides information and training to parents of pre-school aged children, either through the Home Instruction Program for Preschool Youngsters or the Parents as Teachers program.

Charter Schools: One way to improve the quality of public schools is to introduce variety and competition into the system. Charter schools are public schools that parents, teachers, and communities create—and that States free from most rules and regulations and, instead, hold accountable for raising student achievement. Begun as a grassroots movement in 1991, and supported by Federal start-up funds since 1995, charter schools now number over 400, and some are now showing results in higher student test scores and lower dropout rates. For example, in the Vaughn Next Century Learning Center, a Los Angeles public charter school, median scores on a 4th-grade standardized reading test rose from the 19th to 37th percentile in one year. The budget proposes $100 million for public charter schools, nearly double the 1997 level, in order to fund start-up costs for as many as 1,100 schools and to make further progress towards the President's goal of 3,000 schools by 2001.

Title I—Education for the Disadvantaged: Title I provides funds to raise the educational achievement of disadvantaged children. In 1994, the President proposed, and Congress adopted, changes to focus Title I re-

sources more on low-income children, to set the same high standards for those children as for all others, to hold schools accountable for progress toward achieving those standards, and to give States and schools great flexibility in using Title I funds. The budget includes $8.1 billion for Title I, five percent more than in 1997.

Education Technology: Education technology can expand learning opportunities for all students, helping to raise student achievement, but many districts lack the resources to integrate technology fully into their school curricula. In February 1996, the President challenged the public and private sectors to work together to ensure that all children are technologically literate by the dawn of the 21st Century, with the communication, math, science, and critical thinking skills essential to succeed in the Information Age. The budget proposes substantial increases in two technology programs, for a total 1998 investment of $500 million.

First, the President has committed $2 billion over five years for the Technology Literacy Challenge Fund. For 1998, the budget proposes $425 million, more than doubling the $200 million that Congress provided in 1997. Second, the budget proposes $75 million, 32 percent more than in 1997, for the Technology Innovation Challenge Grant program, which gives matching Federal funds to school-centered, public-private partnerships to develop and implement innovative applications of technology in the curriculum.

Teacher Training: The Eisenhower Professional Development program helps States invest in training teachers and other educators so that they can help all children reach the State's challenging academic standards. The President proposed, and Congress enacted, major improvements in 1994 to ensure that the training is of high enough quality and sufficient duration to pay off in the classroom. The budget increases funding to $360 million, 16 percent more than in 1997.

Safe and Drug-Free Schools and Communities: Students can reach their full potential only in safe, disciplined learning environments. The Safe and Drug-Free Schools and Communities program helps 97 percent of school districts implement anti-drug and anti-violence programs in our schools. It helps students resolve conflicts before they escalate into tragedy, teaches them the dangers of drug use, and helps schools increase security. The budget proposes to spend $620 million for the program, 12 percent over the 1997 level, and to encourage States to adopt models of proven excellence.

Special Education: States have made real progress in giving children with disabilities a "free appropriate public education," as the Individuals with Disabilities Education Act (IDEA) calls for. The Administration will propose amendments that will help improve educational results for children with disabilities by promoting accountability for performance and focusing resources on teaching and learning. The budget provides $4.2 billion for special education, four percent more than in 1997.

Bilingual and Immigrant Education: The Bilingual Education program helps schools improve the quality of instructional services for limited English proficient (LEP) students, teaching them English and preparing them to meet the same challenging academic standards as all other students. The Immigrant Education program helps States with large concentrations of immigrant students who have recently arrived, helping to offset their financial impact on school systems. The budget proposes $199 million for Bilingual Education and $150 million for Immigrant Education, 27 percent and 50 percent more than in 1997, respectively.

Postsecondary Education and Training

Education beyond high school is increasingly a prerequisite for success in the rapidly changing job market. The rising rate of college attendance over the last half-century was fueled by State efforts to expand the public college system, and Federal efforts to help families pay for college. The post-World War II GI Bill was a watershed event in Federal investment in higher education, greatly increasing benefits for returning servicemen. Since then, through the Higher Education Act of 1965 and subsequent amendments, the Federal Government has vastly expanded grant and work-study aid to all low- and middle-income students, and made it possible for every American to borrow

enough money to attend college. The President wants to ensure that financial barriers to higher education continue to fall for all Americans. The budget provides substantial new support to low- and middle-income families through a new tax credit and tax deduction for education costs (see Chart 2–3).

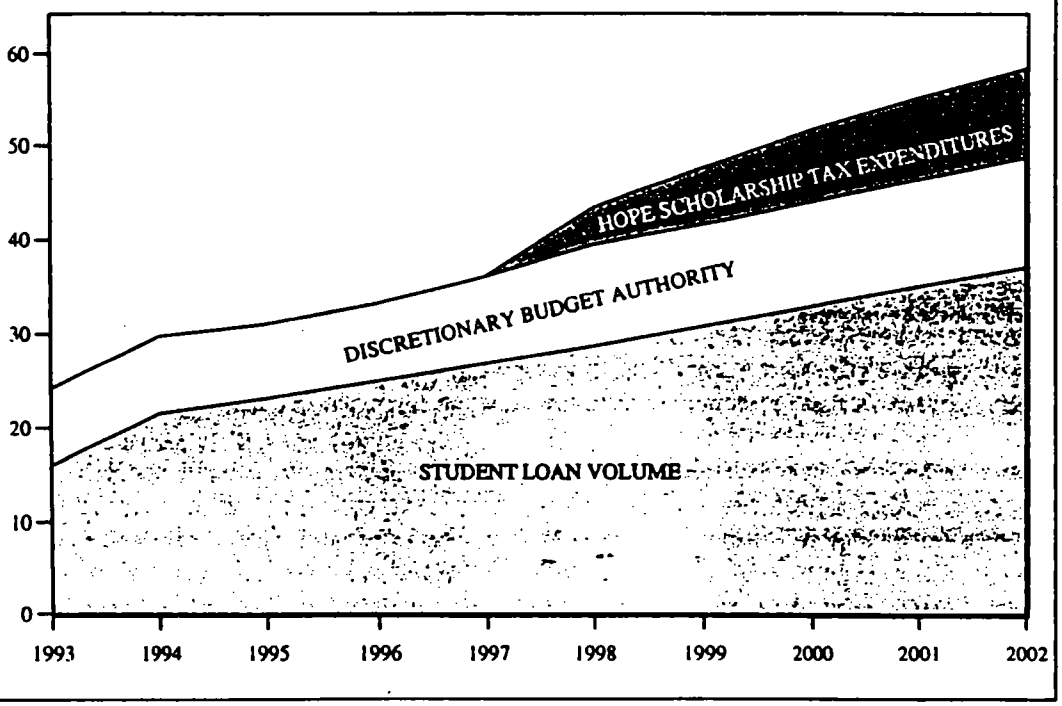
HOPE Scholarships: More than ever, today's employers look for job applicants with more than a high school diploma. HOPE scholarships would make the 13th and 14th years of education the norm for students by offering, to most working families, up to a $1,500 per student tuition tax credit for postsecondary education or training. Students would have to maintain at least a B average to receive the credit in the second year.

Tuition Deduction: To encourage Americans to pursue higher education and to promote lifelong learning, the budget proposes to give families a tax deduction for postsecondary tuition and fees of up to $5,000 in 1997 and 1998, and $10,000 starting in 1999. Together, the tuition deduction and HOPE scholarship would put over $36 billion back in the hands of Americans for education and training between 1997 and 2002.

Pell Grants: The President proposes to raise the maximum Pell Grant award by $300, to $3,000, marking the largest increase in two decades. The Administration's changes also would bring at least 348,000 more students into the program, reaching a total of over four million low- and middle-income undergraduates. Such help is particularly important to raise participation and graduation rates of low-income students. With Pell Grants, they are as likely to stay in school and earn a degree as middle-income students without grants.

Student Loans: An estimated 5.5 million individuals will borrow $37 billion through the Federal student loan programs in 1998. Families at any income level can receive loans, but students who show greater financial need receive greater interest subsidies. The loans finance study toward undergraduate or graduate degrees, or short-term vocational training programs. The annual maximum loan amount

Chart 2-3. THE FEDERAL GOVERNMENT WILL PROVIDE NEARLY $60 BILLION IN STUDENT AID IN 2002, MORE THAN DOUBLE THE 1993 LEVEL



varies from $2,625 for a first-year student financially dependent on his or her parents, to $18,500 for a graduate or professional program student. Under this Administration, the rate of student loan defaults within the first two years after borrowers leave college has reached an all-time low.

Before 1993, students and parents paid fees of up to eight percent of their loan proceeds. The Student Loan Reform Act of 1993, which the President initiated, cut the fees to four percent and has already saved families nearly $2 billion. The 1993 reforms also created the simpler, less costly, and more accountable Federal Direct Loan Program (FDLP), and gave borrowers a way to afford payments on their student loans based on their actual post-college income—which the existing guaranteed loan program could not do.

The budget proposes to cut the loan fees again—by half for needy students, and by a quarter for other students and parents. The budget also would continue to allow schools to choose to participate in either the FDLP or the guaranteed loan program—the Federal Family Education Loan Program (FFELP). In addition, it would reform FFELP to improve Federal management and give lenders and intermediaries financial incentives to prevent defaults. It also would ensure that all borrowers receive a variety of repayment options.

Presidential Honors Scholarships: The President proposes an achievement-based scholarship program, rewarding the best and the brightest of high school students. It would grant $1,000 honors awards to the top five percent of graduating students in every secondary school in the Nation, making clear the Government's commitment to excellence. The budget requests $132 million for this program.

College Work-Study: Work-study gives students additional aid through subsidized jobs, including an increasing number of community service positions. The budget proposes $857 million for Work-study, three percent more than in 1997, and continues the President's commitment to raise the number of Work-study recipients to a million by the year 2000, including 100,000 reading tutors to support America Reads.

G.I. Bill for America's Workers

For the past two years, the President has sought to dramatically overhaul the complex, inefficient structure of Federal job training programs through his proposed G.I. Bill for America's Workers. It would consolidate multiple programs into a single, integrated work force development system and provide Skill Grants (i.e., vouchers) to adults who need training so that they, not bureaucracies, choose where to get it. It also would streamline program administration, while improving accountability by freeing States and localities to focus on results, not process.

Although Congress did not enact these essential reforms, the Administration has pressed ahead to reform the job training system under current law. The Administration is making grants to establish One-Stop Career Center systems and School-to-Work systems; developing America's Labor Market Information System; expanding America's Job Bank to help match workers to jobs across the

The President's Principles for Work Force Policy Reform:

1. Give resources for training directly to adults so they can make informed choices, without bureaucratic interference.
2. Consolidate and streamline Federal programs for adults, organize them within the One-Stop Career Center delivery system, and ensure that the private sector is a full partner.
3. Ensure strong accountability to taxpayers by establishing high standards for program quality and giving States and localities responsibility for results.
4. Organize Federal programs for youth within the School-to-Work Opportunities Act systems being established in States and local communities.
5. Increase funding for work force development each year, commensurate with the needs of workers and the economy.

country; and implementing new authority to waive certain Federal legal and regulatory requirements in order to help States and local communities make changes to the job training system.

Comprehensive reform still requires legislation. The President will again seek legislation that reflects the principles of his G.I. Bill. Because enactment would not occur before the fiscal 1998 appropriations process begins in Congress, the budget presents funding proposals under the current program structure.

Youth Programs

The President is deeply committed to helping States and communities help young people make a successful transition to the world of work and family responsibility. As discussed earlier in this chapter, the budget includes major new proposals to eliminate financial barriers to postsecondary education and training for all youth. In addition, the budget continues to support the goal by helping States develop and implement their school-to-work systems. And it proposes additional resources to aid disadvantaged youth who have left school, or are on the verge of doing so, and have entered the labor force.

School-to-Work: This initiative, which the Education and Labor Departments fund and administer jointly, gives States and communities competitive grants to build comprehensive systems to help young people move from high school to careers or postsecondary training and education. School-to-Work supports reforms to the education system and its links to employers, so that young people can better prepare for high-skill, high-wage careers; receive top-quality academic and occupational training; and pursue more postsecondary education or training. Businesses get the trained workers they need to stay globally competitive. By 1996, 37 States and 133 local partnerships had already received grants to implement School-to-Work systems. The budget proposes $400 million, maintaining the 1997 level, in accord with the strategy of phasing in School-to-Work in all States by early in the next decade.

After-School Program: Young people need access to after-school activities that keep them off the streets and out of trouble. The Presidential initiative will provide $50 million to keep public schools open during non-school hours, giving students access to after-school tutoring and other educational and recreational activities in a crime-free environment within their own communities.

Youth Opportunity Areas Program: Recognizing the special problems of out-of-school youth, especially those in inner-city neighborhoods where jobless rates can exceed 50 percent, the budget proposes $250 million for new competitive grants to selected high-poverty urban and rural areas with major youth unemployment problems. The Labor Department would award funds to high-poverty areas, including designated Empowerment Zones or Enterprise Communities, based on the quality of the local applications—that is, those that show the best chance of substantially increasing employment among youth. These "seed" funds would leverage State, local, and private resources to sustain public-private efforts to train and employ youth in private sector jobs. (For more information on Empowerment Zones and Enterprise Communities, see Chapter 6.)

Summer Youth Employment and Training Program: The summer jobs program gives many urban and rural disadvantaged students their first work experiences, and localities may include an academic component that re-enforces the skills they have learned during the school year. The budget provides $871 million to finance 530,000 job opportunities for the summer of 1998, assuming that localities spend this flexible funding entirely on summer jobs.

Disadvantaged Youth Year-Round Program: The year-round program helps low-income youth who have dropped out of school, are at risk of dropping out, or are in families on public assistance. The Administration will expand upon ongoing efforts to refocus this program to stress local programs of proven effectiveness. Local service delivery areas that receive these funds under the Job Training Partnership Act can shift resources between the summer and year-round programs, as local needs dictate. The budget proposes $130 million for the year-round program.

Job Corps: The Job Corps provides intensive, work-related vocational skills training, academic and social education, and support services to severely disadvantaged young people in a structured residential setting. The budget proposes $1.2 billion to fund opportunities for 70,000 young people.

Adult Programs

Most adults change jobs and get new skills by themselves or through their employers. But, many others—particularly welfare recipients and those permanently laid off from jobs—need help to get the services and information they need to successfully manage their careers. The budget proposes sizable new support for grants to States and localities to finance a training and employment system that adequately serves these adults, and helps build the job skills of American workers and job seekers into the 21st Century. These activities are the core of the adult portion of the G.I. Bill for America's Workers.

Dislocated Workers and Low-Income Adult Training: The budget proposes $2.4 billion for Job Training Partnership Act programs that provide training, job search assistance, and related services to laid-off workers and economically disadvantaged adults, a $233 million increase over 1997. The dislocated worker program provides readjustment services, job search assistance, training, and other services to help dislocated workers find new jobs as quickly as possible. The program for disadvantaged adults helps welfare recipients and other low-income adults, giving them the skills and support to become employed. States and localities likely will continue to use a sizable portion of these resources to supplement training for welfare recipients under the new Transitional Assistance to Needy Families block grant. (For more information on this new block grant, and on the related Welfare-to-Work Challenge Fund and tax credit, see Chapter 7.)

Adult Education: The Adult Education program helps educationally disadvantaged adults develop basic skills (including literacy), achieve certification of high school equivalency, and learn English. In 1993–94, the program served over 3.75 million adult learners—over 1.4 million enrollments in adult basic education programs, about 1.1 million in adult secondary education programs, and over 1.2 million in English-as-a-second-language programs. The budget proposes $394 million, nine percent more than in 1997 (and over 50 percent more than in 1996), to meet the demand for literacy training that the new welfare and immigration laws have stimulated.

One-Stop Employment Service: The budget proposes $843 million for grants to the Employment Service—the Nation's public labor exchange—and $150 million to continue building One-Stop Career Center systems to streamline re-employment and career development service delivery. To date, 24 States have received grants to implement One-Stop systems and nine more States will receive grants in July 1997. The budget would permit One-Stops to expand to all States in 1998. While the One-Stop grants provide seed money for systems-building and increased automation, Employment Service grants provide the core operating funds for the new system. They help States to match employers and job seekers, and to provide counseling and re-employment assistance to unemployment insurance claimants and others who need more help finding jobs.

April 4, 1997

ADDRESS TO CHILDREN'S ADVOCATES

DATE:	**Monday, April 7**
TIME:	**1:45 pm - 2:45 pm**
LOCATION:	**Tallahassee Civic Center**
	Tallahassee, Florida
FROM:	**Brenda Costello**

I. PURPOSE

To address and encourage Florida children's advocates on the importance of their task to improve the health, education and safety of children and families.

II. BACKGROUND

On Monday afternoon you will address Florida children's advocates gathered at a training session as part of Children's Week. Thousands of advocates and organizations will gather for the week long celebration to speak out for children and families. Governor Chiles had invited you to participate in Children's Week in order to enhance efforts for children and families in the state legislature, which the Governor has made a top priority of his administration.

Children's Week
Florida will celebrate Children's Week 1997 April 7-10 in Tallahassee. 1997 marks the tenth year for Children's Day and Healthy Baby Day, and the second year the Florida Children's Forum and Florida Healthy Mothers, Healthy Babies have worked with statewide children's health and early child care and education agencies in a collaborative effort to focus the attention of Florida's Legislators on the critical needs of children.

Nearly 30 organizations are involved in this year's effort, including the Florida Department of Law Enforcement, March of Dimes, the Ounce of Prevention Fund, United Way/Success by 6, Florida School Boards Society, the Lawton and Rhea Chiles Center for Healthy Mothers and Babies, and numerous other family and early childhood groups.

Monday, April 7th, the first day of Children's week has been designated "One Voice for Children Day," and will include a variety of activities and sessions. You will be speaking at the Advocacy Training session, which will cover issues including maternal and child health and social services, child care, early intervention, and education. Several hundred children's advocates are expected for this training. Later that night a Legislative Reception will take place at the Old Capitol Senate Chamber.

Tuesday is "Healthy Baby Day," and will begin with a keynote address from Dr. James Renier, founder of United Way's Success by Six Program, followed by a march and rally at the Capitol,

legislative visits and breakout sessions. Wednesday is Children's Day, and will include more legislative visits, Healthy Start Meetings, a "Celebration of Children" in the Capitol Rotunda and will close with a Rally for quality child care, pre-kindergarten, early intervention and maternal and child health. Governor Chiles will address the rally. Thursday marks the last day of activities and will be dedicated to individual organization and group meetings. A detailed agenda is attached.

Format

Approximately 375 education advocates from around the state will be gathered in the Civic Center. You will arrive at the end of the opening session, and will be seated on stage next to Susan Munchow, Director of the Florida Children's Forum. Governor Chiles will deliver opening remarks and introduce you. Following your remarks you will be presented with a gift and then depart accompanied by Gov. Chiles.

Florida Children's Initiatives

Florida Healthy Kids Program is a not-for-profit corporation established by the Legislature in 1990. This school enrollment-based health insurance program subsidizes insurance for families with low incomes. The program is funded from state (50%), local (20%), and family contributions (30%) on a sliding scale, and is currently serving an estimated 30,000 children in 16 counties throughout the state. The current funding for FY 1996-97 is $13,018,852 which is expected to serve an estimated 47,500 children by the end of the year.

The Governor's Budget Recommendations for FY 1997-98 include an expansion of the current program, as well as, expanding eligibility to children ages 4 and 5. This will allow health insurance coverage to an additional 60,000 children. The House is also recommending an expansion of the existing program, however The Senate is proposing an expansion of the program by utilizing Federal Medicaid funds to match the program.

The Family Bill of Rights Act revises the law pertaining to criteria, procedure and proceedings relating to taking into custody a child alleged to be abused, neglected or abandoned. Family Bill of Rights bills are being sponsored by Senator Ostalkiewicz (SB 516) and Representative Wise (HB 1221) and remain in committee on both the House and Senate.

Florida's Healthy Start Program - Healthy Start legislation was passed in 1991 to reduce infant mortality and morbidity. Florida's infant mortality dropped from 9.6 per 1,000 live births in 1990 to 7.4 per 1,000 live births in 1995, which was below the national average of 7.6 per 1,000 live births. The program is currently serving 52,594 clients at a cost of $28,033,953 which meets approximately 74% of the estimated need. The Governor's Budget Recommendations for FY 1997-98 include an expansion of the current program to an additional 9,380 pregnant women and infants age 1-3 identified at-risk. Both the House Representatives and Senate are also proposing an expansion of the Healthy Start program.

Current Florida Legislative Issues
On April 2, 1997, Governor Chiles signed the Education Standards Bill, which requires a 2.0 GPA to graduate from high school. Last year the legislature passed a similar bill but amended it to include school prayer, and the Governor vetoed it.

House Republicans are proposing tuition vouchers for students in K-12 to attend private schools. Gov. Chiles opposes vouchers (but supports charter schools) and this is a hot issue this session.

Teacher tenure is another hot issue. Education Commissioner Frank Brogan is pushing a bill that puts teachers on a contractual basis, allowing them to be non-renewed without due process. There is concern that patronage will prosper, especially in districts that have elected superintendents.

Additional background on adoption legislation as well as an outline of children's initiatives in the Governor's budget proposal ("Governor's Recommendations: Children's Initiatives 1997-98") is attached.

III. PARTICIPANTS

-HRC
-Governor Lawton Chiles
-Susan Munchow, Director of the Florida Children's Forum

Group photo
HRC
Jack Levine, Director, Florida Center for Youth
Ted Granger, President, United Way of Florida
Susan Munchow, Director of the Florida Children's Forum
Kathy Cohn, Florida Healthy Mothers, Healthy Babies

IV. SEQUENCE OF EVENTS

- Off-stage announcement of HRC, accompanied by Governor Chiles
- HRC proceeds to chair stage left.
  NOTE: HRC is seated next to Susan Munchow
- Governor Chiles delivers opening remarks and intros HRC.
- HRC delivers remarks.
- Upon conclusion of remarks, Susan Munchow proceeds to podium and presents HRC with a gift
- HRC, accompanied by Governor Chiles, exits stage right.
- HRC works a ropeline from right to left.
- HRC, accompanied by Governor Chiles, poses for a group photo w/Jack Levine, Ted Granger, Susan Munchow and Kathy Cohn
- HRC departs

V. PRESS

Open press.

VI. REMARKS

Provided by June Shih.

CHILDREN'S FORUM

Pamela B. Davis
President

Joseph Barker
Vice President

Rhea B. Mike
Treasurer

Dorothy Dukes
Secretary

Phyllis Kalifeh
Immediate Past President

Guy Cooley
Past President

Susan Muenchow
Executive Director

Susan Muenchow

Ms. Muenchow administers the second largest statewide non-profit Child Care Resource and Referral Network in the nation. Additionally she directs research projects and coordinates advocacy activities at the state and local level for quality child care and work/family solutions. She also serves as an advisor to the Governor's Child Care Executive Partnership Board.

Ms. Muenchow's experience includes serving as assistant director of the Governor's Constituency for Children under Governor Bob Graham. Her activities included initiating a Children's Budget Conference which was instrumental in promoting the passage of the Prekindergarten Early Intervention Program and expansion of Subsidized Child Care. She has also served as Chief of Child Care at the Department of Health and Rehabilitative Services and as public education coordinator at the Bush Center in Child Development and Social Policy at Yale University. She is the author of numerous publications on child care, including a book on Head Start published by Basic Books.

East 7th Avenue
Tallahassee, Florida 32303
Telephone: (904) 681-7002
Fax: (904) 681-9816
http://www.fcforum.org

Florida's Children

☑ *PAY ATTENTION.*
☑ *TAKE ACTION.*

JACK LEVINE

BIOGRAPHICAL SKETCH

Jack Levine has served as Executive Director of the Florida Center for Children & Youth since 1979. He holds an M.S. in Child Development from Purdue University and a B.A. in English Literature from Hunter College.

A former teacher and urban youth counselor, Jack serves on the boards of numerous children's organizations including the National Association of Child Advocates, the Florida Committee for Prevention of Child Abuse, and the Florida Bar Commission for Children.

Jack is a recipient of the *Florida Juvenile Judges Media Award* and was named *Public Citizen of the Year* by the National Association of Social Workers/Florida Chapter. He received the *Voice for Children Award* from the Children's Home Society of Florida.

A graduate of Leadership Florida, Jack is the first recipient of Leadership Florida's Distinguished Alumnus Award. In 1990 he was named "Floridian of the Year" by The Orlando Sentinel.

Jack and his wife, Charlotte, have two sons - Aaron, 14 and Joshua, 11.

* *

The Florida Center for Children & Youth is a private not-for-profit citizens' organization which safeguards the interests of children. Created in 1976, the Center is supported by membership dues, foundation grants, and research contracts. The Center operates independent of funding from the State of Florida.

As Florida's child advocacy hub, the Center exists to provide a strong and effective voice for Florida's three million children and their families.

Contact: ***Jack Levine, Executive Director***
Florida Center for Children & Youth
P.O. Box 6646
Tallahassee, FL 32314
Phone: (904) 222-7140

THEODORE G. GRANGER

PRESIDENT, UNITED WAY OF FLORIDA, INC.
307 EAST 7TH AVENUE, SUITE 204
TALLAHASSEE, FL 32303
(904)681-9292 • FAX: (904)681-9137

BIOGRAPHICAL SKETCH

Ted Granger received his Bachelor of Science degree from Florida State University in 1978, and later received his Juris Doctor degree from the same esteemed institution. After "hanging his shingle" and engaging in general civil trial litigation for three years, he was hired by the Florida Senate as a legislative analyst with the Commerce Committee. In 1986, he joined the Florida Chamber of Commerce as the Vice President for Human Resources and, after four years, left to become President of the United Way of Florida. The United Way of Florida is a statewide association representing Florida's 37 United Ways on statewide legislation and administrative issues, policy development for the Florida State Employees' Charitable Campaign, and implementation of developmental programs for local United Way organizations. Among other things, Ted also currently serves as Chair of the State Coordinating Council for Early Childhood Services and sits on the Board of Directors of the Florida Alliance of Information and Referral Services; the Florida Interagency Coordinating Council for Infants and Toddlers; the State Policy Steering Committee, Family Preservation and Support Act; and the Florida Information & Referral Model (FIRM) Initiative.

Withdrawal/Redaction Marker
Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	Cathy Cohn [Personally Identifiable Information] [partial] (1 page)	nd	b(6)

COLLECTION:
Clinton Presidential Records
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OA/Box Number: 13523

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Tallahassee [2]

2014-0536-S
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RESTRICTION CODES

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

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

C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.

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

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

[001]

Cathy Cohn
Date of Birth: (b)(6)
Social Security Number: (b)(6)

Cathy Cohn currently serves as President of Florida Healthy Mothers, Healthy Babies and has been the Executive Director of Healthy Mothers, Healthy Babies of Palm Beach County since 1989. Ms. Cohn received a Bachelor of Arts degree from Denver University, Denver, Colorado, in 1974. From 1985 to 1989, Ms. Cohn worked for Planned Parenthood, developing the first prenatal program at a Planned Parenthood affiliate in the southern United States. As executive director of Healthy Mothers, Healthy Babies of Palm Beach County, Ms. Cohn has worked to implement programs to reduce the number of pregnant women in Palm Beach County who give birth without the benefit of prenatal care, decreasing the number from 20% of births to 1% of births in the county. She has developed programs in teen pregnancy prevention, educating more than 8000 students with peer counselors on the consequences of teenage pregnancy and male responsibility. Ms. Cohn has been married for 21 years, and is the mother of two children ages 17 and 19.

Monday, April 7

"One Voice for Children Day"

Children's WEEK

One Voice for Children

9:00 a.m.

Children's Art Display

Join us at the Capitol Rotunda and help prepare the impressive Children's Art Display for all to admire.

11:00 a.m. - 1:00 p.m.

Registration

Capitol Plaza DoubleTree Ballroom
Become familiar with this week's exciting events.

1:00 p.m. - 2:00 p.m.

Advocacy Training and Combined Children's Agenda

Capitol Plaza DoubleTree Ballroom
Learn how to effectively interact with the Legislature on behalf of Children to help create "One Voice."
Speakers from Florida's Center for Children and Youth, among others will be present.

2:15 p.m. - 3:15 p.m.

Breakout Sessions: Hot Issues Update

Capitol Plaza DoubleTree Ballroom
Choose One Session:

- Maternal Child Heath/Social Services/Early Intervention
- Child Care/Education

6:00 p.m. - 7:00 p.m.

"One Voice for Children" Legislative Reception

Old Capitol Senate Chambers
Advocates and Legislators come together to socialize and discuss important issues.

Tuesday, April 8 "Healthy Baby Day"

Children's WEEK
One Voice for Children

9:15 a.m. — *Governor's Press Conference*
Governor's Conference Room-Plaza Level

10:00 a.m. — *Keynote Address*
Capitol Plaza DoubleTree Ballroom
Topic: "Hear Our One Voice for the Children."
Keynote Speaker: Dr. James Renier, Retired Chairman & CEO, Honeywell Inc, Founder of United Way's Success by Six Program
Additional Speaker: Marina L. Weiss, Sr. Vice President, The March of Dimes

11:30 a.m. — *Lunch in the Park* - Park Avenue Parks (Duval and Park Avenue Parks)
Join the March of Dimes and enjoy lunch in this beautiful setting. (Admission:$5)

12:00 p.m. - 2:30 p.m. — *Late Registration* - Capitol Plaza DoubleTree Ballroom
For people who did not register on Monday, April 7th.

12:30 p.m. — *"Healthy Baby Day" March*
Join Honorary "Healthy Baby" Chairwoman Mrs. Chiles in a spirited march from the park to the front steps of the Old Capitol building, where we'll celebrate a special "Birth" Day Party.

1:00 p.m. — *Healthy Baby Day, Happy "Birth" Day Party*
Front Steps of the Old Capitol
Join the Governor, Mrs. Chiles, their daughter Rhea and Florida Healthy Mothers, Healthy Babies as we celebrate Healthy Births and advocate for protecting our Children's health through age three, because every ounce counts for a healthy third birthday. Be sure to stay for the "Birth" Day cake!

1:30p.m. - 5:00 p.m. — *Legislative Visits*
If you attended the Advocacy Training on Monday, then you're prepared and ready to participate in the legislative visits. Be sure to bring your issue papers and to share our "one voice" with those who can make a positive difference to our children's well being.

2:30p.m. - 3:30 p.m. — *Advocacy Training and Combined Children's Agenda*
Capitol Plaza DoubleTree Ballroom
For those of you who did not attend the Advocacy Training on Monday, this will be a second opportunity to learn how to effectively interact with the Legislature on behalf of children.
Speakers from Florida's Center for Children and Youth, among others will be present.

3:45 p.m. - 4:45 p.m. — *Breakout Sessions: Hot Issues Update*
Capitol Plaza DoubleTree Ballroom
For those of you who did not attend the breakout sessions on Monday, this is a second opportunity to attend the following repeated sessions: (Choose One Session)

- Maternal Child Heath/Social Services/Early Intervention
- Child Care/Education

7:00 p.m. — *Florida Children's Forum Business Awards Dinner*
Capitol Plaza DoubleTree Ballroom (Admission: $30)
Join the Florida Children's Forum as they honor outstanding Florida Businesses who demonstrate support for Florida's children and families.

Wednesday, April 9 "Children's Day"

Children's WEEK
One Voice for Children

8:00 a.m. - 9:00 a.m.

Late Registration

Capitol Plaza DoubleTree Ballroom
For people who did not register on Monday, April 7th or Tuesday, April 8th.

9:00 a.m. - 12:00 p.m.

Legislative Visits

If you attended the Advocacy Training on Monday or Tuesday, then you're prepared and ready to participate in the legislative visits. Be sure to bring your issue papers and to share our "one voice" with those who can make a positive difference to our children's well being.

10:30 a.m.

Florida Children's Forum: Celebration of Children

Capitol Rotunda
The Florida Children's Forum and other groups will celebrate the hanging of thousands of paper hands. Children's groups will sing and there will be other presentations.

?:00 p.m.

Children's Day Rally

Capitol Courtyard-Old Capitol Steps
A rally for quality child care, pre-kindergarten, early intervention and maternal and child health. Governor Chiles will address rally.

Healthy Start Meetings

Consult the Healthy Start Association of Coalitions for times and locations.

Thursday, April 10, 1997

Individual Organization/Group Meetings.

Special thanks to the following organizations who served as the Children's Week Planning Committee:

Florida Association of Healthy Start Coalitions
Florida Children's Forum
Florida Department of Law Enforcement
Florida Developmental Disabilities Council
Florida Easter Seal Society, Inc.
Florida Healthy Mothers, Healthy Babies
Kids, Incorporated of the Big Bend
March of Dimes
Ounce of Prevention Fund of Florida
Parent Resource Organization (PRO)
State Coordinating Council for Early Childhood Services
United Way of Florida/Success by 6

Children's WEEK

One Voice for Children

307 E. 7th Avenue
Suite 204
Tallahassee, FL 32303
Phone 904-681-9292
Fax. 904-681-9137

Planning Committee Partners:

Florida Association of Healthy Start Coalitions
Florida Children's Forum
Florida Department of Law Enforcement
Florida Developmental Disabilities Council
Florida Foster Seal Society, Inc.
Florida Healthy Mothers, Healthy Babies
Kids, Incorporated of the Big Bend
March of Dimes
Ounce of Prevention Fund of Florida
Parent Resource Organization (PRO)
...e Coordinating Council for Early Childhood Services
United Way of Florida/Success by 6

Sponsoring Partners:

American College of Nurse Midwives
Children's Home Society of Florida, Inc.
Florida Family Child Care Home Association, Inc.
The Family Source of Florida
Florida Association of Rehabilitation Facilities
Florida Center for Children & Youth
Center for Prevention & Early Intervention Policy
Florida Early Childhood Association
Florida Interagency Coordinating Council for Infants and Toddlers
Florida Network of Youth and Family Services
Florida Pediatric Society
Florida Perinatal Association
Florida School Boards Association
Florida School Health Association
Florida Head Start Director's Association
Lawton and Rhea Chiles Center for Healthy Mothers and Babies

ONE VOICE FOR CHILDREN

POSITION PAPER

Florida's ability to cultivate its future workforce - and reduce costly crime and disabling conditions - depends on whether it makes the investment:

- to strengthen families by supporting parents and helping them fulfill their parental responsibilities.
- to achieve Florida's #1 education goal: "Communities and schools collaborate to prepare children and families for children's success in school."
- to ensure that students graduate and are prepared to enter the workforce and post-secondary education.

The investment must be made by all of Florida - its government, business community, religious and fraternal groups, human service providers, consumers, and families. This investment can only be efficiently made if it supports the continuum of integrated services that has been legislatively recognized and constructed over the last decade. These services lay the foundation necessary for achieving our investment goals, and include prevention, health, family support, early intervention, and mental health and substance abuse services.

We join in one voice to urge the 1997 Florida Legislature to:

- **MAINTAIN** the quality of Florida's Pre-Kindergarten Early Intervention Program, particularly relating to per child funding, staff-to-child ratios, and funding application flexibility to enhance community efforts for all pre-school age children.
- **PROVIDE** sufficient funding for high quality Subsidized Child Care and before-and-after school care for children of working parents and parents transitioning from welfare to work, including financial incentives to achieve Gold Seal Quality Programs.
- **ENSURE** funding is available so that all families have access to community-based support and education services that reduce the risk of child abuse or neglect.
- **CONTINUE** funding for school health services which promote increased school attendance and academic success, and improve the health status of Florida's children.
- **PROVIDE** adequate funding for early intervention services for families who have infants and toddlers with developmental challenges, through Part H of the Individual With Disabilities Education Act.
- **ASSURE** access to health care for Florida's most vulnerable infants, children and women of childbearing age, especially by funding Healthy Start services through age three.

For more information please contact:
State Coordinating Council for Early Childhood Services
c/o Ted Granger, 307 E. 7th Avenue #204, Tallahassee, FL 32303
904/681-9292 • Fax 904/681-9137

One Voice For Children

SUPPORTING DOCUMENT

Pre-Kindergarten Early Intervention Program

- The PrekEI program is administered by school districts throughout Florida. During the 1996-97 school year, it is providing services to about 27,000 at-risk Florida three and four year olds at a total cost of almost $98 million paid for out of lottery revenues.

- Parents of PrekEI program children are more involved in their children's education in later years than parents of comparable nonprogram children. Parental involvement is a large - perhaps the largest - factor in determining if a child will succeed in school.

- Fewer of the children who attend PrekEI are retained in kindergarten or placed in costly special education programs than comparable children who do not attend the program.

- Participation in the PrekEI program enhances the physical well-being, emotional maturity, and social confidence of at-risk children, and results in cognitive gains over and above those expected by maturation alone.

Subsidized Child Care

- Subsidized Child Care in Florida is provided through thousands of child care centers and family child care homes to over 68,000 children at a 1996-97 cost to the state of $2,975 per child.

- Child care is the key to welfare reform. In 1994, 24,000 Florida families who had been on welfare obtained employment or training leading to employment as a result of child care assistance.

- More than $89 million is necessary to expand Subsidized Child Care to serve 28,000 children of welfare recipients required to go to work in the first year of welfare reform, plus $49 million to serve the 16,800 of the 24,000 children from low-income working families on the child care waiting list.

- Economically disadvantaged children enrolled in high quality child care programs are one-third less likely to be placed in costly special education, have better language and mathematics development, are more likely to be in the right grade for the right age in later years, and have higher high school graduation rates than disadvantaged children who are not provided quality care.

Child Abuse and Neglect

- In fiscal year 1995-96, 74,368 children were victimized by abuse and neglect in Florida.
- During the same period, 84 children died from abuse and neglect in Florida, 80 percent of whom were less than four years old. This means one child dies every four days from abuse and neglect.
- Among at risk families enrolled in an intensive home-visitation program over a four-year period, only 3.3 percent were reported for abuse and neglect.
- It costs from $179 to $2500 per family per year to provide support services for a family at risk of abusing or neglecting their children. This investment in prevention and family support services helps avoid future state costs for out-of-home care, delinquency, economic assistance, and public health.
- Florida must provide alternatives to detention for contempt of court and domestic violence cases by providing for a combination of residential and nonresidential services, including in-home interventions, counseling, and up to 35 days of temporary staff secure shelter care.
- Expanding shelter services in rural under-served areas, will result in the provision of safe shelter, meals, and individual counseling to all children served.
- A 90 - 120 day, staff secure residential program for lockouts and chronic runaways should be created. If at the end of this placement, family unification is still unachieved due to parents continued refusal to provide parental support, youth should be considered abandoned and jurisdiction would be transferred to the Department of Children and Families.

School Health Services

- Comprehensive School Health Projects (CSHP) were operated in 279 schools in 50 Florida counties in 1995, with over one million visits by students made statewide.
- Schools with CSHPs have teen birth rates significantly lower than national and state rates.
- Students who engage in high-risk behaviors are much more likely to visit the school health room, reinforcing the need to staff those rooms with trained personnel.
- 14 - 28 percent of all Florida children suffer from one or more undiagnosed and untreated health problems, ranging from vision and hearing loss to chronic illness and emotional distress. A school nurse is the only access to health services for many of these children.
- Eight components of comprehensive school health services that must be provided in order to fully serve Florida's children are: 1) adequate funding for school health services; 2) comprehensive school health education; 3) school physical activity instruction; 4) proper nutrition and nutrition education; 5) counseling and psychological services; 6) a safe, healthy school environment; 7) school worksite wellness; 8) family and community involvement.

Early Intervention

- The Early Intervention Program (EIP) is comprised of a network of human service professionals providing family-focused, community-based services to approximately 20,500 infants and toddlers up to three years of age who have physical or developmental disabilities.

- Early intervention services may include assistive technology, audiology, family training, counseling and home visits, health services, medical services for diagnostic or evaluation purposes, nursing services, nutrition services, occupational therapy, physical therapy, psychological services, service coordination, special instruction, speech/language services, transportation and vision services.

- Children receiving EIP services are more likely to be successful, contributing adults than children who do not receive services. Additionally, children who do not receive the services are more likely to need special education and continuing health intervention services at a significantly greater cost to taxpayers. The legislature should recognize the high return on investment in these services by restoring the $4 million in funding for the Part H program that was cut from the Medicaid budget over the last two years.

- Children who receive early intervention services often require less intensive services later in life; every $1 spent on early intervention services saves an estimated $4.54 in future special education costs alone.

- Florida must provide early intervention services for infants and toddlers through a coordinated network of community based organizations and strive to increase efficiencies in the service delivery system so that the maximum amount of funding goes toward direct early intervention services.

Healthy Start and Health Care

- A Birth Defects Registry and Surveillance System will allow Florida to identify trends in birth defects and malformations to assess prevention strategies, and to more effectively target resources for treatment, assessment, and education. An estimated 5,650 babies were born in Florida in 1995 with a major birth defect. The lifetime costs to the state of children born annually with spina bifida - a preventable birth defect - is more than $17 million.

- From October 1994 to September 1995, Healthy Start identified over 117,000 infants and pregnant women who were at risk and in need of intensive individualized services such as childbirth and parenting education and support, breastfeeding and nutrition services, smoking cessation assistance, and home visiting.

- Since the inception of Healthy Start, the infant mortality rate has decreased from 8.9 per 1,000 live births (1991) to 7.4 per 1,000 (1995). Yet only 46 percent of those eligible for services were fully served in 1995.

- Expansion of Healthy Start services will reduce infant illness and death, enable more children to enter school ready to learn, and allow more children to grow up in families free from abuse and neglect.

- The average annual cost for Healthy Start services is $565 per client for pregnant women and infants, and $434 per client for children ages 1 to 3 years. This compares to the average public cost of $27,732 for neonatal intensive care only, for a low birth weight baby requiring special services.

- Indemnity insurance policies are required to provide benefits to cover newborn children, child health supervision services, and extension of benefits to dependent handicapped children. Health Maintenance Organizations, which aren't currently required to cover those services, should be required to cover them.

- The medical delivery system for children is in a period of great transition as managed care and competitive forces exert pressure on facilities and professionals to provide children's services within their networks. The Legislature should assure that children's services meet uniform standards based on good outcomes. Standards will ensure that competition does not compromise quality of care for children.

- Automobile accidents in which injuries or death occur because the vehicle occupants are not wearing seatbelts cost the state over $300 million and cost each automobile insurance policy holder $580 per year. Law enforcement officers should be authorized to enforce Florida's seatbelt law as a primary offense.

April 5, 1997

FLORIDA DEMOCRATIC PARTY
MAJOR SUPPORTERS RECEPTION

DATE:	Monday, April 7, 1997
LOCATION:	The Governors Club - Main Dining Room 202 ½ South Adams St. Tallahassee, FL
TIME:	3:00 - 3:40 p.m.
FROM:	Craig Smith

I. PURPOSE

The purpose of this event is to raise funds for the Florida Democratic Party (FDP). The event is expected to raise $40,000 and service their trustees program.

II. BACKGROUND

The reception will help the Florida Democratic Party (FDP) pay off the debt it incurred helping the President win Florida in 1996. The FDP executed a comprehensive coordinated campaign, and incurred over $100,000 in debt. It was the first time a Democratic Presidential candidate won Florida since 1976.

III. PARTICIPANTS

Approximately 50-60 guests are expected at the reception. Governor Chiles and members of the statewide cabinet and legislative leadership are also expected to attend. A complete guest list is attached.

IV. PRESS PLAN

This event is open to the press.

V. SEQUENCE OF EVENTS

- YOU arrive and are greeted by Governor Chiles and FDP Chair Terrie Brady.
- YOU, Governor Chiles, and FDP Chair Terrie Brady enter the Main Dining Room.
- FDP Chair Brady introduces Governor Chiles (30 seconds).
- Governor Chiles introduces YOU (1 minute).
- YOU make brief remarks thanking the guests for their continued support of FDP and thanking the Governor, State Chair Brady and the Party for all their help in winning Florida.
- YOU proceed to a photo receiving line with the reception guests.

- YOU depart the reception.

VI. REMARKS

No formal remarks necessary.

VII. ATTACHMENTS

A. Expected attendees list is attached.

04-04-97 05:05PM FROM FLORIDA DEMOCRATIC TO 12024567929 P002

First Lady Reception

The Governor's Club - Tallahassee, Florida
Monday - April 7, 1997
2:30-4:00 p.m.

UNVETTED DRAFT

(VETTED FINAL LIST WILL BE READY MONDAY)

Name	Business	Business Title
Arrington, Marvin	Rogers, Towers, Bailey, Jones & Ga	Governmental Consultant
Ausley, Dubose	Ausley & McMullen	Chairman
Ausman, Jon	Florida Democratic Party	Vice Chair
Barnett, Martha	Holland & Knight	Partner
Bartee, Tara	Public Transit Office - FDOT	Administrator
Batchelor, Dick	Dick Batchelor Management	Owner
Bell, William	Florida Hospital Association	Sr. VP - General Counsel
Bibeau, Brian	Hopping Green Sams & Smith	Law Firm - Associate
Bibeau, Lynn	N/A	N/A
Blair, Curt	Henry, Buchanan, Suber & Williams	Govt. Consultant
Bloom, Elaine	House Leadership	
Brainerd, James	FLA Assn. of Insurance Agents	VP & General Counsel
Burdeshaw, Abbie	Jackson County Senior Citizen	Executive Director
Burleson, Bob	FLA Transportation Builders Assn.	President
Butler, R. Terry	FLA Assn. of Insurance Agents	Director - Regulation & Legislati
Cantrell, Marsha	Barnett Bank	Vice President, Govt Relations
Charles, Sheila H.	Hobby, Anderson & Grey	Legal Assistant
Chiles, Lawton	Governor	
Chiles, Mary	Senator Graham	
Collins, Clyde	Clyde Collins, Esq.	Law Firm
Cosgrove, John	House Leadership	
Crawford, Bob	Commissioner of Agriculture	
Cruz, Jorge	Howard & Associates, P.A.	Associate
Dyer, Buddy	Senate President Designate	
Elden, Binita	FL Dept. of Labor	Counselor
Foley, Barbara	Florida Hospital Association	Director - Government Affairs
Hall, Cindy	United Teachers of Dade	Legislative Director
Hammer, Margo B.	GTE Florida	Regional Manager - Govt. Affair
Harper, Donna	Florida Vocational Assoc.	Director

As of: 4/4/97
MASTER PRINT

4-04-97 05:05PM FROM FLORIDA DEMOCRATIC TO 12024567929 P003

First Lady Reception

The Governor's Club - Tallahassee, Florida
Monday - April 7, 1997
2:30-4:00 p.m.

Name	Business	Business Title
Hinson, Charles	TECO Energy	Director-State Govt. Affairs
Hobby, H. Clyde	Hobby, Anderson & Grey	Partner
Hollingsworth, M. A	CSX Transportation	Manager - Govt. Affairs
Horan, Debbie	House Leadership	
Howard, Jennifer	N/A	N/A
Howard, Tim	Howard & Associates, P.A.	Partner
Hubbard, Shari	Keiger & Associates	Account Manager
Huey, Debbie	Florida Dental Association	Director of Govt. Affairs
Jenne, Ken	Senate Democratic Leader	
Jones, Daryl	Senate Leadership	
Kitching, William L.	Retired	N/A
Krause, Lenka	Mitha Investment Company	executive assistant
Lenard, Marilyn	Florida AFL-CIO	President
Lipoman, Fred	House Leadership	
Logan, Willie	House Speaker Designate	
Lopez, Elsa	United Teachers of Dade	Senior Coordinator - Legislation
Lumpkin, Barbara	Florida Nurses Association	Director
Lyles, Karen	Barnett Bank	executive assistant
Mackenzie, Anne	House Leadership	
Miller, Les	House Leadership	
Minor, Joe	United Teachers of Dade	Legislative Coordinator
Mitha, Salim	Mitha Investment Company	President
Murrell, David	FLA Police Benevolent Assn.	Director of Legislative Affairs
Nam, David	David W. Nam, P.A.	Law Firm - Owner
Northrup, Grace	Florida Education Assn.	Legislative Assistant
Orlis, Frank	Machinists & Aerospace Workers	President - Florida Council
Randolph, Verneh	Florida Vocational Assoc.	Vice President
Rasmussen, Alice	FLA Transportation Builders Assn.	VP of Governmental Affairs
Raynor, Michael S.	BellSouth Telecommunications	Vice President
Reeves, Richard	Bill Nelson Campaign	Campaign Director

As of: 4/4/97
MASTER PRINT

First Lady Reception

The Governor's Club - Tallahassee, Florida
Monday - April 7, 1997
2:30-4:00 p.m.

Name	Business	Business Title
Reynolds, Dan	Broward Teachers Union	President
Riley, Eric	Florida Education Assn.	Political - Legislative Specialist
Ritchie, Buzz	House Democratic Leader	
Rossin, Tom	Senate Leadership	
Roth, Cari	Lewis, Longman, Walker	Attorney
Rutledge, Gary	Rutledge Ecenia, et al	Senior Partner
Sanders, Dr. Jack	Dr. Jack Sanders, M.D.	Owner
Segrest, Patricia	HRS - Private Partnership Program	Director - Early Childhood
Sutton, Autumn	Student	N/A
Taylor, Jennifer	Sen. Charles William's Office	Legislative Aide
Tidwell, Bil	Florida AFL-CIO	Executive Vice President
Tobin, Jack	House Leadership	
Tomillo, Donna	N/A	N/A
Tomillo, Geraldine	N/A	N/A
Tomillo, Geri	Florida Children's Forum	Resource & Referral Coordinato
Turner, Kathleen	City the Graceville	City Clerk
Uhlfelder, Steve	Holland & Knight	Managing Partner
Wainwright, Ann	Commissioner of Ag Staff	
Walker, Curtis	Retired	N/A
Wallace, Angel	N/A	N/A
Wallace, Arron	Florida Teaching Profession	President
Warriner, David	Tapper & Company	Owner
Warriner, Trish	N/A	N/A
Waters, Ken	GTE Florida	Regional Director - Govt. Affairs
Watson, Kevin	Florida Education Assn.	Political - Legislative Specialist

As of: 4/4/97
MASTER PRINT

04-04-97 05:05PM FROM FLORIDA DEMOCRATIC TO 12024567929 P004

STATE OF FLORIDA

Office of the Governor

THE CAPITOL
TALLAHASSEE, FLORIDA 32399-0001

BUDDY MACKAY
LIEUTENANT GOVERNOR

March 27, 1997

The Honorable William J. Clinton
President of the United States
The White House
1600 Pennsylvania Avenue, Northwest
Washington, D.C. 20500

Dear President Clinton:

It was good to see you in South Florida and to have a chance to talk to you about the issues facing Florida. I am sorry you had to miss your golf game.

Members of the Florida legislature and the Governor's Office are becoming increasingly concerned about the loss of benefits for legal non-citizens and recent litigation involving our Medicaid program. Enclosed is a letter from Representative Elaine Bloom expressing her thoughts about these two issues.

Governor Chiles and I hope you have a speedy recovery from your knee injury so you can return to Florida soon.

Sincerely,

Buddy MacKay

Buddy MacKay

KHM/mpb

Enclosure

Florida House of Representatives

Elaine Bloom
Representative, District 106
Speaker Pro-Tempore 1992-1994

☐ 300 71st Street, Suite 504
Miami Beach, Fl. 33141-3038
(305) 864-8648

☐ 212 Capitol
Tallahassee, FL 32399-1300
(904) 488-0690

Committees
Health Care Services
Health & Human Services
Transportation

March 26, 1997

Honorable William Jefferson Clinton
President of the United States of America
The White House
Washington, District of Columbia

Dear Mr. President,

First, Philip and I want to send you our best wishes (and our prayers) for a very speedy recovery from your injury.

Since I heard first-hand, during our dinner together at the DSCC event at Turnberry Country Club on March 13, how eagerly you were looking forward to your golf in Hobe Sound, we are confident that Greg Norman will host you once again very soon after your doctors allow you to return to your favorite sport. Don Soffer, of Turnberry, also invites you, and Philip (another obsessed golfer) is ready to protect you from all obstacles!

On a serious note, there were two issues about which you asked me to send you some notes:

1) Developing a form of sliding fee schedules ("graduated co-payments") to help pay for services to non-citizen, legal residents; while determining eligibility with consideration of children's and other relatives' ability to pay.

2) Creating a HCFA response to the problem which 20 states now have with paying Medicare reimbursement rates for dually-eligible Medicaid recipients as a result of state and/or local court decisions.

WELFARE REFORM - IMPACT ON RESIDENT ALIENS

Florida's problems regarding legal residents who are being cut from services could cost local governments huge amounts unless the state helps out to some extent. Since other states will be similarly affected, this could be the best time to introduce the concept of family responsibility. As parents are held responsible for their children, so adult children's ability to pay should be counted in assessing "graduated co-payments" for services. Other relatives, including brothers and sisters, within a logical support system, could also be expected to participate.

We tried a "sliding-fee schedule" in Florida for some of our totally state-funded programs for the elderly and found that recipients, as well as staff, were resistant. However, the term "graduated co-payment" was understood, and therefore more successful.

MEDICAID / MEDICARE DUALLY ELIGIBLE LAWSUIT

The second issue deals with a possible $600 million Medicaid fiscal impact ($270 million state and $330 million federal) from a lawsuit we just lost in federal and state courts, brought on behalf of Medicaid participating physicians serving people over age 65, who were also eligible for Medicare. If we in Florida ever have to reimburse these providers at Medicare rates, it will mean that the federal government will have to pay out even more - for us, as well as for the 20 other states which have lost similar suits in federal courts. This could mean billions of extra expense to the federal budget, thus harming the Balanced Budget plans!

Lt. Governor Buddy MacKay joins me in this concern and in submitting the attached recommendation urging HCFA to get involved in this issue.

1) We need HCFA to stand up for us in Court, since HCFA approved our reimbursement system many years ago.

2) This problem also leads us to ask for a change in federal law and/or regulation in order to allow Medicaid/Medicare recipients to be required to enroll in managed care programs. Please see the attached paper.

We will be in Session until May 2nd, so any word received on this in the next few weeks could greatly help our appropriations process. Thank you for your consideration of these suggestions and please send our best wishes to Hillary and Chelsea.

Sincerely,

Elaine Bloom

Elaine Bloom

cc: Lt. Governor Buddy MacKay

Enclosure

MEDICAID

Florida has just been hit with federal and state court decisions that could cost as much as $600 million ($270 million state and $330 million federal) to pay off retroactively. Florida has been paying up to the maximum allowable Medicaid fee, which, in most cases, is lower than the allowable Medicare fee. This payment method was approved by HCFA many years ago.

We believe that HCFA needs to speak out now and say that this was consistent with its regulations - and has been approved policy since 1978. Just because a few providers, who had originally accepted the payment arrangements, have become greedy, and have managed to convince both state and federal jurists -a fiscally responsible approach shouldn't be changed.

We assume that for those who are participants in a Medicare HMO, who pay no Part B co-payments, and who are dually eligible under Medicaid and Medicare, there is no extra cost to Medicaid. So, why should there be any additional fee if the dually eligible patient remains under a fee-for-service system?

Both fairness and economic reality would require HCFA to protect those states whose systems it has approved. As the attached memo indicates, 20 states have appealed adverse decisions in at least four appellate districts. We truly believe HCFA must stand up now and establish appropriate federal policy!

Medicare is very reluctant to mandate managed care for Medicare recipients. Therefore it is likely that they will continue offering recipients a choice between fee-for-service and HMOs. Federal policies should be consistent for both populations.

1) Fee-For-Service - The federal government should establish clear policy which permits the states to pay Medicare cross-over up to the state Medicaid level. If states must pay up to the Medicare rate, the federal government is in essence establishing state fees and fiscal responsibilities. For states, such as Florida, with a large numbers of elderly, the fiscal impact of HCFA failure to establish policy, is enormous.

2) HMOs - For recipients in Medicare HMOs, the state is not responsible for the cross-over payments. As the states begin to develop their own capitated models for Medicaid/Medicare dual eligibles, it becomes necessary for the state to require that the capitated providers also be a Medicare approved HMO. This will ensure integration of care. However HCFA has not been willing to allow states to make this a requirement. This policy should also be changed.

MEDICAID PHYSICIAN CROSSOVER PAYMENTS

FOR DUALLY ELIGIBLES

March 17, 1997

- There have been four legal actions brought against the Agency in regard to this: one in the Department of Administrative Hearings, two in the state courts, and one in federal court.

- Those actions all had similar complaints, that the Agency should pay the full amount of any Medicare Part B crossover physician payment without regard to any limitation of the current Florida Medicaid physician fee schedule.

- Florida Medicaid policy, approved by HCFA, has been since January 1, 1978, to limit the amount of crossover payment to the Medicaid fee schedule, i.e. if the Medicare fee schedule is $100 for a procedure, Medicare would pay 80% or $80 and the individual is responsible for the $20 difference. However, Medicare individuals under 100% of the poverty level are also eligible for Medicaid, therefore, Medicaid is responsible for the crossover payment. If the Medicaid fee schedule for the same procedure is $90, Medicaid would pay only $10 not $20, limiting the crossover payment to the Medicaid fee schedule.

- The DOAH declared our rule which limited these crossover payments invalid in July 1996.

- A federal court ruled on March 3, 1997 that from that date forward the Agency is prevented from limiting the crossover payment to the Medicaid fee schedule.

- A state court ruled on March 11, 1997 (verbal order) that the Agency is prevented from limiting the crossover payment to the Medicaid fee schedule, retroactively. A written order is expected to follow stating how far back payments are to be recalculated and paid. It is possible that the ruling would be retroactive five years from July 1996.

- The fiscal impact is approximately $87 million per year of which $39 million are state funds. Given the worst case scenario of retroactive payments back to July 1991, costs could exceed $600 million, including attorney fees, of which $270 million would be general revenue.

- This issue has been taken to federal appeals courts in at least four districts impacting approximately twenty states.

- A legal and legislative strategy must be developed to deal with this issue, which may include legal appeals and legislation at both the state and federal level which would allow the dually eligibles to be placed in managed care relieving the Medicaid program of crossover payments.

GOVERNOR LAWTON CHILES
A Champion For Children And Families
Biography

Governor Lawton Chiles has dedicated nearly 40 years of public service to standing up for Florida's children and families. A fourth-generation Floridian, Chiles has been a strong champion for our youngest citizens -- and a national leader on children's issues.

As governor, Chiles has dedicated his service to "building a constituency for children" that promotes the well-being of Florida's children and families. In 1996, Governor Chiles established a landmark Florida Children's Initiative to address the needs of the state's children and families.

"One of our most important duties as a community is to protect and nurture children -- our most precious natural resource," Governor Chiles said. "Our Children's Initiative focuses on the future by making a smart investment in programs that address our children's needs. This initiative serves as a blueprint to build an even greater Florida."

The Governor's Children's Initiative is moving forward in 1997 with a budget that further promotes and protects our children's health, education, safety and families. Helping Florida's children in the early, critical years of development by enhancing the landmark Healthy Start program, boosting child care, strengthening early childhood education and expanding the Healthy Kids program to provide more children with access to health care are the Governor's 1997 top priorities.

The Governor recognizes the need for programs that help children start school ready to learn -- like providing affordable child care programs for welfare mothers and Florida's work force. Because of his dedication to early child care issues, Governor Chiles is the spokesperson of the statewide "Help Them Thrive Birth to Five" campaign.

Governor Chiles proposes to establish the Tobacco, Education and Child Health (TEACH) Project to promote healthy minds for our children and keep kids off drugs and alcohol. To help build a better future for Florida's children, Governor Chiles plans to strengthen local schools and open the door to higher education. This plan:

- gives local schools more money;
- ensures that first-graders know how to read;
- promotes Safe Schools;
- enhances learning materials and classroom technology.

Over the years, Governor Chiles has invested a great amount of time traveling around Florida to visit the state's most successful and innovative children's programs. Governor Chiles also has worked to energize Florida's business community to support the Children's Initiative.

Governor Chiles' Children Biography -- Page Two

In 1996 Governor Chiles fought for and won an expansion of Florida's Healthy Kids program, to provide health insurance for nearly 20,000 previously uninsured children. Chiles also worked to:

- bolster pre-natal and infant care services;
- address the needs of at-risk youth;
- enhance child care services to help more families escape from dependence on government to self reliance; and
- strengthen the state's efforts to preserve families and protect children from abuse and neglect.

Governor Chiles, himself the parent of an adoptive daughter, Rhea Chiles-MacKinnon, has continued to bring attention to the needs of the state's foster children --the 1,700 children awaiting permanent, loving homes.

The Governor has received several awards marking his dedication to children and families, they include:

- Boys Town Spirit of Youth Award -- 1997
- Recognized as one of ten nation "Heroes for the American Family" presented by *Parenting* magazine -- 1996
- Outstanding Political Advocate for Young Children Award presented by the Early Childhood Association of Florida -- 1996
- Child Advocate of the Year Award presented by the Big Bend Coordinated Child Care -- 1995

Personal Background

Lawton Mainor Chiles Jr. was born in Lakeland on April 3, 1930. He attended Lakeland public schools, graduated from the University of Florida in 1952 and received his law degree from the University of Florida in 1955.

Chiles served in the U.S. Army as an artillery officer, 1953-1954. In 1955, he was admitted to the Florida Bar and started a Lakeland law practice. Chiles served in the Florida House of Representatives, 1958-1966, and in the State Senate, 1966-1970. He was Chairman of the Florida Law Revision Commission, 1968-1970. He was elected as a Democrat to the United States Senate in 1970, re-elected in 1976 and again in 1982. He retired from the Senate on January 3, 1989.

The Governor and First Lady, Rhea Chiles, have four adult children: Tandy Chiles Barrett, Lawton (Bud) Chiles III, Ed Chiles, and Rhea Gay Chiles-MacKinnon.

LAWTON CHILES
GOVERNOR

STATE OF FLORIDA
Office of the Governor
THE CAPITOL
TALLAHASSEE, FLORIDA 32399-0001

GOVERNOR LAWTON CHILES BIOGRAPHY

Lawton M. Chiles, Jr. became Florida's 41st governor in 1991. A fourth-generation Floridian, Chiles has been a strong champion for the state's children and families. Throughout his four decades of public service -- as a state legislator, as a United States Senator and as Governor -- Chiles has held children and families issues close to his heart.

From his legendary walk across the state, during the 1970 U.S. Senate campaign, to placing a $100 limit on individual campaign contributions during his two gubernatorial races, Chiles has demonstrated an uncanny sense of political style and timing. By demonstrating a genuine down-home manner, a strong work ethic and listening to his constituents and addressing their concerns, "Walkin' Lawton" Chiles worked his way into the hearts of Floridians -- and never lost an election. In 1994, after winning a second term as governor in one of the most memorable races in Florida history, Chiles became the only "big-state" Democrat to remain sitting as governor.

Throughout his political career, Chiles has used his clout, as one of the most influential leaders in Florida history, to promote the health, safety, education and families of the state's children. This dedication to children and families has led to some of Chiles' greatest accomplishments as governor including engineering a historic drop in the state's infant mortality rate and filing a landmark lawsuit against the tobacco industry. The tobacco lawsuit, one of the nation's strongest, was brought to protect Florida's children and taxpayers from falling victim to the dangers of tobacco.

Building a Constituency for Children

As governor, Chiles has dedicated his service to "building a constituency for children" that promotes the well-being of Florida's children and families. In 1996, Governor Chiles established a landmark Florida Children's Initiative to address the needs of the state's children and families.

"One of our most important duties as a community is to protect and nurture children -- our most precious natural resource," Governor Chiles said. "Our Children's Initiative focuses on the future by making a smart investment in programs that address our children's needs. This initiative serves as a blueprint to build an even greater Florida."

In an effort to raise awareness among the public about the issues that touch children and families, Governor Chiles has invested a great amount of time traveling around Florida to visit the state's numerous children's centers and programs. Seeing children's issues as vital economic issues, Chiles also has worked to energize Florida's business community to support the Florida Children's Initiative.

Governor Chiles made a strong push for his comprehensive children's program during the 1996 Legislative Session. During the 1996 session, Governor Chiles fought for and won an expansion of Florida's Healthy Kids program, to provide health insurance for nearly 20,000 previously uninsured children. Chiles also worked to:

- bolster pre-natal and infant care services;
- address the needs of at-risk youth;
- enhance child care services to help more families escape from dependence on government to self reliance; and
- strengthen the state's efforts to preserve families and protect children from abuse and neglect.

Improving education for Florida's school children was another important aspect of the Florida Children's Initiative. Governor Chiles fought for more dollars to provide books and computers for the state's school children. He also worked to strengthen pre-kindergarten to enable more at-risk children to enter school prepared to learn and worked to increase funding for the Governor's Safe Schools Program to provide safe and secure classrooms for students and teachers.

Governor Chiles, the parent of an adoptive daughter, Rhea Chiles-MacKinnon, has continued to bring attention to the needs of the state's foster children. Prior to delivering his 1996 State of the State address, Governor Chiles invited a group of brothers awaiting adoption to escort him into the chamber of the Florida House of Representatives.

Clearing the Air -- the Florida Tobacco Wars

In February, 1995, at the direction of Governor Chiles, the State of Florida filed suit against the tobacco industry. The state's lawsuit aims to recover billions in Medicaid dollars that state spends to treat patients suffering from smoking-related illnesses. The suit also aims to stop the tobacco industry from callously marketing its products to children in a shallow effort to hook a new generation of smokers -- to replace the one that is dying off.

In the 1996 Legislative Session, Governor Chiles successfully fought efforts by the tobacco industry to kill the state's lawsuit by repealing Florida's 1994 tobacco liability law. Governor Chiles' victory kept the state's lawsuit on track for trial in August, 1997.

Promoting Economic Opportunity

Governor Chiles and Lt. Governor Buddy MacKay led the effort to privatize the Florida Department of Commerce and establish Enterprise Florida and the Florida Tourism Industry Marketing Corporation as public/private partnerships to boost economic development and tourism in the state. This visionary strategy gives business people more of a say in the state's economic development efforts.

Welfare reform also played a critical role in the Chiles/MacKay effort to increase economic opportunity in Florida. In May, 1996, Governor Chiles signed legislation to establish a statewide work-based welfare reform program dedicated to moving people off of the welfare rolls and onto a payroll. The state wide reform built on the successful Family Transition Program welfare reform pilot programs started in 1994.

The He-Coon Walks -- the 1994 Chiles/MacKay Campaign

Chiles entered his second term as governor following a close campaign for re-election. Despite facing a well-financed opponent, the Chiles/MacKay team, in 1994, continued the $100 per individual limit on campaign contributions that became a centerpiece of the 1990 campaign.

Down in the polls, the Chiles/MacKay campaign caught fire in October, 1994. During the final debate with Republican challenger Jeb Bush, Chiles, displaying his keen sense of political timing, coined a phrase that will go down in Florida political history: "The old he-coon walks just before the light of day."

The *Tallahassee Democrat's* headline on the morning after election day 1994 read: "Undefeated Chiles Scrapes Out Win of His Political Life." It was the closest election for governor in Florida's history.

In an election that has become known as the "Republican Revolution," Governor Chiles' victory secured his position as a living legend in Democratic Party politics. The 1994 Chiles/MacKay campaign served as a blueprint to help President Bill Clinton become the first Democratic presidential candidate to win Florida since Jimmy Carter won the state in 1976.

Getting the Job Done -- Chiles/MacKay highlights 1991 - 1994

In 1994, the Chiles/MacKay team campaigned on its first-term record -- including strong achievement in the areas of children's health, public safety and building a better business climate in the state.

During his first term, Governor Chiles initiated the successful Healthy Start program. The program offers pre-natal care and medical screenings to every pregnant woman and infant in the state and has helped to bring Florida's infant mortality rate down from 9.6 per 1000 in 1990 to 7.4 per 1,000 in 1995 -- a 23 percent drop and the lowest infant mortality rate in Florida history.

During their first term in office, Governor Chiles and Lt. Governor MacKay also took significant steps to promote public safety. Under the leadership of the Chiles/MacKay team, Florida made a strong commitment to take violent criminals off the streets and increase the time criminals serve in prison. Governor Chiles also worked to reform the state's juvenile justice system by establishing a Department of Juvenile Justice and increasing efforts to prevent and punish juvenile crime.

In response to Florida's businesses being held down by skyrocketing workers' compensation rates, Governor Chiles championed workers' compensation reform. In 1993, Chiles called a special session on the issue and moved a plan through the Legislature to cut workers' compensation rates. The Chiles' workers' compensation reform plan had an immediate positive effect for Florida businesses, bringing rates down by 25.4 percent between 1993 and 1996.

<u>Florida's Voice -- Leadership in Washington -- 1971 - 1989</u>

Prior to his service as governor, Chiles made his mark on the national scene in the United States Senate. He won his 1970 race for the U.S. Senate in an unconventional way -- by hiking 1,033 miles in 91 days from the Florida Panhandle to the Keys. That hike earned Chiles the nickname "Walkin' Lawton." The walk helped shape a theme that would continue through the nearly three decades remaining in Chiles' public service career -- that the best answers don't come from Tallahassee of Washington, they come from communities.

The legendary walk took Chiles from the relative obscurity of the Florida State Senate to the United States Senate where he served 18 years (1971-1989). As Florida's "Senior Senator," Chiles was known among his colleagues on Capitol Hill as a hard-working, serious-minded Senator. Chiles' reputation as a workhorse paid off for Florida as he rose through the ranks and gained clout in the Senate.

In the 96th Congress (1979-1981) Chiles served as chairman of the Special Committee on Aging. In the 100th Congress (1987-1989) Chiles became the first Floridian to serve as the chairman of the prestigious Senate Budget Committee -- one of the Senate's most powerful positions.

As Budget Chairman, Chiles used his influence to draw national attention to the threat of the growing federal budget deficit. As a U.S. Senator, Chiles also became a strong voice on the national scene as a champion for children by helping to create the National Commission to Prevent Infant Mortality. Chiles also served as the group's chairman.

After leaving the Senate in 1989, Chiles returned to Florida. In 1990, with former U.S. Representative Buddy MacKay, of Ocala, as his running mate, Chiles defeated Governor Bob Martinez and won election to the state's highest office.

Personal Background

Lawton Mainor Chiles, Jr., was born in Lakeland on April 3, 1930. He attended Lakeland public schools; graduated from the University of Florida in 1952, and received his law degree from the University of Florida in 1955. Chiles was chosen for Florida Blue Key, the Hall of Fame, and Alpha Tau Omega.

Chiles served in the United States Army as an artillery officer during the Korean Conflict, 1953-1954. He was admitted to the Florida Bar in 1955 and started his law practice in Lakeland. His affiliations included Kiwanis, National Society of Sons of the American Revolution, and Polk County Association for Retarded Children. Chiles was a legislative counselor for Florida Boys' State and became the first Boys' State participant to return to Boys' State as a legislator.

Chiles served in the Florida House of Representatives in 1958-1966, and in the State Senate, 1966-1970. He was Chairman of the Florida Law Revision Commission, 1968-1970. He was elected as a Democrat to the United States Senate in 1970, re-elected in 1976 and again in 1982. He retired from the Senate on January 3, 1989.

Awards and Honors

Among various awards that the Governor has received, following are a few that mark his dedication to children and families:

- Child Advocate of the Year Award presented by Big Bend Coordinated Child Care -- 1995
- Outstanding Political Advocate for Young Children Award presented by the Early Childhood Association of Florida -- 1996
- Recognized as one of ten national "Heroes for the American Family" presented by *Parenting* magazine -- 1996
- Spokesperson "Help Them Thrive, Birth To Five" Campaign

Florida's First Lady, Rhea Chiles, is the former Rhea Grafton of Coral Gables. The Governor and Mrs. Chiles have four adult children: Tandy Chiles Barrett, Lawton (Bud) Chiles III, Ed Chiles, and Rhea Gay Chiles-MacKinnon. Governor Chiles and Mrs. Chiles may be regarded as interlocking parts of a team.

In his inaugural address, the Governor said of Mrs. Chiles: "On this platform today, I'm blessed to have my closest confidant - my best friend - my key political advisor - the Love of my life - my wife and the mother of my children. Rhea fills all these roles and she now is also your First Lady of Florida."

The Governor: Fast Facts

Legal basis for the office of the Governor: Article IV, Section 1, Constitution, and Chap. 14, Florida Statutes. *Methods of selection:* Elected by the qualified voters. *Qualifications:* When elected, shall be an elector, not less than 30 years old, and a resident of the state for the preceding seven years. *Term:* Four years. Term ends January 5, 1999. May be elected to one successive term. *Method of Removal:* Through conviction in the Senate on impeachment charges brought by the House of Representatives. *Compensation:* $104,817.00 a year, and perquisites, including the use of the Executive Mansion at Tallahassee.

FLORIDA

Rhea Chiles, the wife of Florida Governor Lawton Chiles (D), was born in Pittsburgh, Pennsylvania. Her family moved to Coral Gables, Florida, in 1937. She attended Coral Gables Elementary School, Ponce de Leon High School, and the University of Florida, where she served as president of Alpha Delta Pi sorority.

She married Lawton Chiles in 1951 and, upon her husband's graduation from law school in 1955, the couple and their three children, Tandy, Bud, and Ed, moved to Lakeland, Florida. In 1966 a daughter, Rhea Gaye, became a member of the family.

Rhea Chiles was active in developing strategies for the political campaigns of her husband when he was a candidate for the Florida House of Representatives in 1958, 1960, and 1962; the Florida Senate in 1966; and the U. S. Senate in 1970. During these years, she attended Polk Junior College, Florida Southern College, and Florida State University and studied painting under William Pachner of Clearwater. She was co-owner of the Paradigm Art Gallery in Lakeland and a founding member and program director of the Polk Museum of Art.

In 1970 she moved her family to Washington, D.C., where her husband served eighteen years in the U.S. Senate. During that time, she studied design, computing, and math. She was president of the Congressional Wives' Prayer Group and chaired the U.S. Senate First Ladies Luncheon. She was the principal innovator of Florida House, the first statehouse in the nation's capital, becoming president of the board of trustees at the founding meeting in 1972.

In 1988 the Chiles family moved to Tallahassee, where she assisted her husband by computerizing and organizing data at the Collins Center for Public Policy, where he served as director. In 1990 she developed and supervised a computerized system for the receiving and reporting of contributions for her husband's campaign for Governor.

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