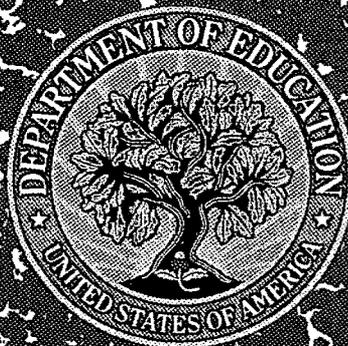
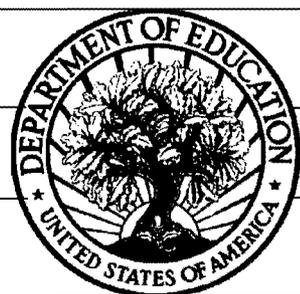


Raising
Standards for
American
Education



**A Plan for
Improving
American
Education**



- ✓ **Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.** To prepare ourselves for the 21st Century, we must open the doors of college to all Americans and make at least two years of college as universal as high school is today. The President's HOPE scholarship, a \$1,500 tax credit for college tuition, would be enough to pay for a typical community college tuition or provide a solid down payment for four-year colleges and universities. The President also is proposing a \$10,000 tax deduction for any tuition after high school, an expanded IRA to allow families to save tax-free for college, and the largest increase in Pell Grants for deserving students in 20 years.

- ✓ **Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant.** Learning must last a lifetime, and all our people must have the chance to learn new skills. Adults should take on the responsibility of getting the education and training they need, and employers should support their efforts to do so. The President's G.I. bill for workers would provide a simple skill grant that would enable eligible workers to get the education and training they need.

- ✓ **Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.** Our schools must now prepare for a transition as dramatic as the move from an agrarian to an industrial economy 100 years ago. We must connect every classroom and library to the Internet by the year 2000, so that all children have access to the best sources of information in the world. The President is proposing to double the funding for America's Technology Literacy Challenge, catalyzing private-public sector partnerships to put the Information Age at our children's fingertips. CEOs of some of America's most innovative technology and communications firms have already responded to the President's challenge to work with schools to get computers into the classroom, link schools to the Internet, develop effective educational software, and help train our teachers to be technologically literate.

A CALL TO ACTION FOR AMERICAN EDUCATION IN THE 21ST CENTURY

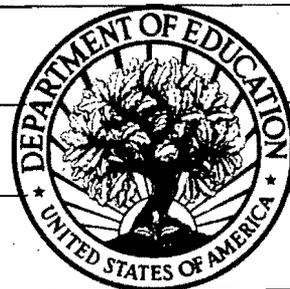
In his State of the Union address tonight, the President will make clear that his number one priority for the next four years is to ensure that Americans have the best education in the world. He will issue a 10-point call to action for American education in the 21st Century to enlist parents, teachers, students, business leaders, local and state officials in this effort:

- ✓ **Set rigorous national standards, with national tests in 4th grade reading and 8th grade math to make sure our children master the basics.** Every 4th grader should be able to read; every 8th grader should know basic math and algebra. To help make sure they do, the President is pledging the development of national tests in 4th grade reading and 8th grade math, and challenging every state and community to test every student in these critical areas by 1999. These tests will show how well students are doing compared to rigorous standards and to their peers around the country and the world. They will help parents know if their children are mastering critical basic skills early enough to succeed in school and in the workforce. Every state and school should also set guidelines for what students should know in all core subjects. We must end social promotion: Students should have to show what they've learned in order to move from grade school to middle school and from middle school to high school. We must make sure a high school diploma means something.
- ✓ **Make sure there's a talented and dedicated teacher in every classroom.** In addition to the talented and dedicated teachers already in the classroom, two million new teachers will be needed over the next ten years to replace retirees and accommodate rapidly growing student enrollments. We must take advantage of this opportunity to ensure teaching quality well into the 21st Century by challenging our most promising young people to consider teaching as a career, setting high standards for entering the teaching profession, and providing the highest quality preparation and training. We should reward good teachers, and quickly and fairly remove those few who don't measure up. The President's education budget will make it possible for 100,000 master teachers to achieve national certification from the National Board for Professional Teaching Standards over the next ten years.
- ✓ **Teach every student to read independently and well by the end of the 3rd grade.** Reading is the key to unlocking learning in all subjects. While America's 4th graders read on average as well as ever, more than 40 percent cannot read as well as they must to succeed later in school and in the workforce. Research shows that students unable to read

well by the end of the 3rd grade are more likely to become school dropouts and truants, and have fewer good options for jobs. The President's "America Reads" challenge is a nationwide effort to mobilize a citizen army of a million volunteer tutors to make sure every child can read independently by the end of the 3rd grade. Parents, teachers, college students, senior citizens, and others can all pitch in to give children extra help in reading during the afternoons, weekends, and summers. At the same time, schools must strengthen the teaching of reading in the school day, and the President's budget invests more in programs that address reading achievement in school.

- ✓ **Expand Head Start and challenge parents to get involved early in their children's learning.** A child's learning begins long before he or she goes to school. That's why the President's budget expands Head Start to cover one million children by 2002. Parents are their children's first teachers, and every home should be a place of learning. The President and First Lady will convene a Conference this spring to review recent scientific discoveries on early child learning and to show how parents, teachers, and policymakers can use this new knowledge to benefit young children. And in June, the Vice President and Mrs. Gore will host their sixth annual family conference, and focus on the importance of parents' involvement throughout a child's education.
- ✓ **Expand choice and accountability in public education.** The President has challenged every state to let parents choose the right public school for their children. Innovation, competition, and parental involvement will make our public schools better. We must do more to help teachers, parents, community groups, and other responsible organizations to start charter schools—innovative public schools that stay open only as long as they produce results and meet the highest standards. The President's budget doubles funding to help start charter schools so that there will be 3,000 charter schools at the dawn of the 21st Century, providing parents with more choices in public education.
- ✓ **Make sure our schools are safe, disciplined and drug-free, and instill American values.** Students cannot learn in schools that are not safe and orderly and do not promote positive values. We must find effective ways to give children the safe and disciplined conditions they need to learn, such as by promoting smaller schools, fair and rigorously enforced discipline codes, and teacher training to deal with violence. We should continue to support communities that introduce school uniforms and character education, impose curfews, enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs. We should also keep schools open later as safe havens from gangs and drugs, expanding educational opportunities for young people in the afternoons, weekends, and summers, and providing peace of mind for working parents.
- ✓ **Modernize school buildings and help support school construction.** Just as we face unprecedented and growing levels of student enrollment, a recent report by the General Accounting Office shows that a third of our nation's schools need major repair or outright replacement. To keep children from growing up in schools that are falling down, the Administration has proposed \$5 billion to help communities finance \$20 billion in needed school construction over the next four years.

**A Plan for
Improving
American
Education**



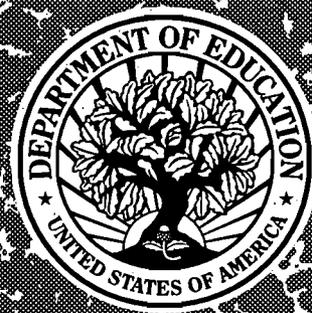


*A Plan for
Improving
American
Education*

F

**RAISING
STANDARDS FOR
AMERICAN
EDUCATION**

Raising Standards for American Education



Delay will mean the death of reform. We must work together to enact campaign finance reform, and we should do it by the day we celebrate the birth of our democracy, by July 4.

There is a third piece of unfinished business for us here: Last year we enacted landmark welfare reform. Now each and every one of us has to fulfill our responsibility to finish the job and lift the permanent underclass into our growing middle class.

Over the last four years, we moved a record 2.25 million people off of the welfare rolls. Now we must act to meet this new goal: to lift one million more people from the dependence of welfare to the dignity of work by the Year 2000.

To everyone here, whether you supported this law or opposed it -- but especially those of us who supported it -- I say: We have a moral obligation to make sure people who now must work, can work. We have torn the broken system down. We must give all our people the chance to raise themselves up through the dignity, the power and the ethic of work.

Here is my plan: Tax credits and other incentives to businesses that hire people off welfare. Incentives for job placement firms that create jobs for welfare recipients. Transportation and training and childcare to help people go to work.

This is the responsibility of every American. I challenge every state to turn welfare checks into private sector paychecks. I challenge every employer in this country who ever made a disparaging remark about the old welfare system: it's gone. Now do your part. Give someone on welfare a chance to work. Indeed, I challenge every business, every community non-profit organization, every religious congregation: hire someone off welfare.

Tonight, I am pleased to announce that five major corporations -- Sprint, Monsanto, UPS, Burger King, and United Airlines -- will join with my administration to lead a national effort to marshal America's businesses to hire people off welfare.

And, we must join together to do what Republican and Democratic governors have asked, to restore help for legal immigrants who work hard, pay taxes, and obey the law. They should not be deprived of human support when misfortune strikes.

We passed welfare reform. We were right to do it. But no one should walk out of this chamber with a clear conscience unless you are prepared to finish the job.

Then, the greatest step of all on the path to a new century -- the high threshold to the future we must now cross -- and my number one priority as President for the next four years -- is to help our people have the best education in the world. These must be our goals: Every 8 year old must be able to read, every 12 year old must be able to log on to the Internet, every 18 year old must be able to go to college, and every adult American must be able to keep on learning.

My balanced budget makes an unprecedented commitment to these goals -- \$51 billion next year, the largest ever. But far more than money is required.

I have an Education Plan for America's Future, based on ten principles, to which we must commit ourselves tonight. [*hold up booklet*]

First, we must set rigorous national standards for education, and help our children to reach them. For the first time in America, every school must say: Fourth graders must be able to read, and read well. Eighth graders must be able to do algebra. All our children must master the basics.

We must begin tonight a crusade for standards -- not federal government standards, but national standards of what students must master to succeed in the knowledge economy of the 21st century. Every state and school must develop a curriculum that reflects national standards, and train our teachers to teach them. Then, we must have national tests to measure our progress. There are lots of standardized tests; we need tests to measure national standards. Over the next two years, we will lead an effort to develop them.

Tonight, I issue a national challenge: Every state should adopt national standards, and by 1999 we should test every 4th grader in reading and every 8th grader in math.

Every state should require a tough standards-based exam in high school, so when seniors get a diploma, that diploma means something. And we should move towards national high school math and science tests, based on world-class standards.

Raising standards will not be easy. When we do, some of our children will not be able to meet them at first. But the point is not to put them down, it is to lift them up. Good tests will show us who to help, what changes in teaching to make, and which schools to improve. And they will help us end social promotion, because no child should move from grade school to junior high, or junior high to high school until he or she is ready.

These tests are far more than tests of our children. This is a test of our nation, of our will to meet the challenges of the global economy and the Information Age. Tonight, we have the strongest economy and the strongest democracy in the world. But we will not have them fifty years from now unless American education, like America itself, is the envy of the world.

We know our children can do this. Last week, I visited the Chicago suburbs, where students from 20 school districts, in a project they called "First in the World," took the Third International Math and Science Study, the TIMSS test. This test is given to 4th, 8th, and 12th graders around the world. And those Illinois students tied for first in the world in science, and second in math. Two of those students are here tonight, with their teacher. [*introduce Kristin Tanner, and Chris Getsla; teacher: Sue Winski*] When we aim high and challenge our students, they will be the best in the world.

The second principle of my Plan: to have the best schools, we must have the best teachers. For years, many educators, led by North Carolina Governor Jim Hunt and the National Board for Professional Teaching Standards, have worked hard to establish nationally accepted credentials for excellence in teaching. 400 of these master teachers have been certified since 1995. Under my budget, 100,000 more will be able to seek national certification. We should reward our best teachers, quickly and fairly remove those who don't measure up, and challenge our finest young people to consider teaching as a career.

Third: every state should let parents choose the right public school for their children. Innovation and competition will make our public schools better. Beyond public school choice, we must do more to encourage teachers and parents to start charter schools that set and meet the highest standards, and survive only as long as they do. My balanced budget doubles the funding to help start charter schools, so by the Year 2000, there will be 3,000 charter schools -- nearly seven times as many as today. We want parents to be more involved in their children's education: not just choosing schools, but every step of the way. This spring, the Vice President and Mrs. Gore will host their sixth annual family conference to talk about parents and learning.

Fourth: we must make sure character education is a part of every curriculum. We cannot raise standards if we fail to teach our children how to be good citizens. We should continue to promote order and discipline, supporting communities that introduce school uniforms, impose curfews, enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs.

Fifth: we cannot expect our children to raise themselves up in schools that are literally falling down. Traditionally, the federal budget has played no role in school construction. But as the student population climbs, and school buildings continue to deteriorate, this is a serious national concern. My budget includes \$5 billion to help communities issue bonds and spur \$20 billion in school construction over the next four years. [Moseley-Braun]

Sixth: we must do more to help all our children read. 40% of 8 year olds cannot read on their own. We have launched the America Reads initiative -- a national effort to build a citizen army of one million volunteer tutors to make sure every child can read independently by 3rd grade. We will use thousands of AmeriCorps volunteers to mobilize this citizen army. We want at least 100,000 college students in the work study program to help. And tonight, I am proud to announce that 60 college presidents have pledged that tens of thousands of their work study students will serve one year as reading tutors.

This is a challenge to every teacher and every principal -- to be honest enough to recognize when a child has trouble reading, and committed enough to do something about it. But especially to parents: Read to your children every night.

And that leads us to the seventh part of my plan: We can't start teaching our children too soon. That's why my plan expands Head Start to one million children by 2002. But new scientific research has taught us that young children's emotional and intellectual development

starts much earlier. Parents small moments with their children make a big difference throughout their lives. Parents are children's first teachers, and every home must be a place of learning. The First Lady has spent a lot of time studying and writing about early childhood learning. And I am pleased to announce that she and I will convene a White House Conference on Early Learning and the Brain this Spring.

Eighth: We must make the 13th and 14th years of education -- at least two years of college -- as universal in America as high school is today.

To do that, I propose America's HOPE scholarship, a \$1,500 tax credit for college tuition, enough to pay for the typical community college tuition, based on Georgia's HOPE scholarship started by Governor Zell Miller. I propose a deduction of up to \$10,000 for all tuition after high school; an IRA you can save in and then withdraw from tax free, as long as it's for education; and the largest increase in Pell Grant scholarships for deserving students in 20 years.

With this package, no working family need ever pay a nickel of taxes on money saved for college.

Ninth: learning must last a lifetime; all our people must have the chance to learn new skills. Nearly every American worker lives near a community college, offering a path to a better future. Government doesn't need to decide what kind of training workers need; they can decide for themselves. My G.I. Bill for Workers will transform the confusing tangle of federal training programs into a single, simple skill grant that will go directly into eligible workers' hands. For far too long, this bill has sat before you without action -- and I ask you to pass it now.

Tenth: we must harness the Information Age to make our schools worthy of the 21st Century. We are connecting every classroom and library to the Internet so that, for the first time in history, a child in the poorest inner city, the most isolated rural town, the most comfortable suburb, will all have access to the same universe of knowledge at the same time. My plan doubles funding to \$500 million to put this future at our children's fingertips.

Tonight, I pledge to take this Plan for American Education to the country. All Americans must enlist in this crusade for tomorrow's children. [*mention of Governors who might be present; legislature speeches?*]

To prepare America for the 21st century, we must harness the powerful forces of knowledge, science and technology -- not just for our schools, but to benefit all Americans.

This is the first State of the Union carried live over the Internet. But we have only begun to spread the benefits of the technology revolution to the lives of all our citizens.

But we cannot stop there. As the Internet becomes our new town square, a computer in every home -- a teacher of all subjects, a connection to all cultures -- is no longer a dream, but a necessity. And over the next decade, that must be our goal.

1. National standards and testing
2. Teachers
3. Choice and charters
4. Character education
5. Construction
6. Reading
7. Early learning
8. College
9. Training
10. Technology

Plan for American Education
PAPER

→ WRITE THE LETTER ^{PMS}

I. Elementary and Secondary Education

a. Helping Students Master Basic Skills and Core Subjects to High Standards

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1) The Problem

We know that we have the best system of higher education in the world. We know that our schools are doing a great job with a lot of our students, but we also know that compared to many other countries, Across our nation -- in our cities, suburbs and rural locations alike -- far too many students are still not meeting the standards that are necessary and adequate to the challenges of today.

For example, we know that what our students in general learned in math in the 8th grade is learned in Japan in the 7th grade. While each year students in Germany and in Japan learn 10 to 20 math subjects in depth, our students are asked to cover 35 math subjects, and therefore don't learn any of them in depth. And while America's fourth graders today read on average as well as ever, 40% cannot read as well as they should to prepare them to keep up with the complexities of today's jobs and society.

One major reason is that we are not even telling our students what they need to know to compete and win in the global economy of the 21st century, helping states determine whether their standards are rigorous and up to world class levels, providing parents the information so they can understand how well their own children are performing against national or international benchmarks.

2) A challenge to States and Communities to Promote public schools driven by demanding high standards for students

I believe the only way we can do better for everyone is with tougher standards and better assessments that match those standards. We must define excellence, to expect it, to demand it and then to measure it.

Therefore:

I challenge the nation -- in fact, perhaps my most important challenge to the nation -- is to establish the highest standards for what students should be expected to learn and achieve in the basics and core subjects and help our children reach them.

To accomplish this,

- **States must continue their work in developing challenging academic content standards in core academic subjects under the Goals 2000 Educate America Act.**

Many states and school districts have been working to develop better academic standards for students, including with the support provided by the Goals 2000: Educate America Act. Now is the time to speed up our efforts to gain a bottoms-up consensus in these other core subjects, with the help from organizations such as the governor's and business efforts, ACHIEVE, and other national and local organizations. I challenge every community, school and state to continue their work in developing challenging standards and high quality aligned assessments, measure whether schools are meeting those standards, cut red tape so that schools have more flexibility for grassroots reforms, and hold them accountable for results by embracing our Goals 2000 initiative.

- **I challenge every State and local school district by 1999 to participate in a national test to determine whether students have met national performance standards in 4th grade reading and to participate in an international test to determine the math skills of our 8th grade students.**

I believe this is one of the most important things we can do. In certain critical subjects -- notably math and reading -- for the first time, we have a growing consensus of national standards of excellence and concrete ways that local schools and communities can measure progress toward these standards. In these subjects we should have high standards that are not federal standars but national standards of excellence -- national in scope, measured by national and international standards, adopted locally, implemented locally, but nationally recognized and nationally tested through the United States. Until we do that, we will never know whether we have achieved our goal of international excellence in education for every student in the US.

Beginning with math and reading -- the two basics -- makes sense. Only if our students master the basics of reading by the end of grade 3 and the start of grade 4, can they read to learn for a lifetime. Students who fail to read well by grade 4 often have greater likelihood of dropping out and a lifetime of diminished chances of school successes. Students who master the basics of math and the essentials of algebra and even geomety by the end of grade 8 have the

foundation to get the kind of education and training to get ahead, take college prep courses in high school, and meet world class standards.

In focusing on these two subjects, States and districts can take advantage of test that will be developed with the advice of math and reading teachers and would be similar to the widely accepted National Assessment of Educational Progress (NAEP) and the math section of the Third International Math and Science Study (TIMSS) which has captured the interest of the American people and educators. By 1999, I challenge every state to require these national tests.

- **I challenge all states and communities to ensure that every diploma means something and that students pass tests to move, for example from elementary school to middle school, or from middle school to high school, or to have a full-meaning high school , or to have a full-meaning high school diploma. These tests should not just measure minimum competency, but what you expects these *standards to measure.**

Once we set high expectations for students, we must make them believe they can learn, to tell them they're going to have to learn really difficult, challenging things, to assess whether they're learning or not, and to hold them accountable as well as to reward them. Tests, such as the NAEP and TIMSS, can form part of an assessment system with consequences so that children move from grade to grade only when they are ready. Again, this will be difficult -- some children not be able to meet them at first. But the point is, this is how we will lift them up. There should be no more social promotions, no more free passes. If we want people to learn, learning has to mean something.

- **I challenge all of our schools, communities and parents to a broad national goal: Every child in America should be able to read independently and well by the 3rd grade.**

Reading is the key that unlocks learning in all subjects. The more you read, the more you can read, learn, and know. We can work on developing standards, but if children literally cannot read when they have to learn those other subjects or are not reading at a high enough level, then they can't achieve very much later on.

While schools must take the lead in making literacy and the basics a top priority, reading is a skill that is developed not only in the classroom but outside of school and in the home. reading

reinforcement must be provided outside of school as well. If students do not read over the summer, for example, they can lose three to four months of the reading gains they made the previous school year. If families, schools, community groups, employers and religious groups make improving the reading skills of children and adults a top priority, then America can attain the goal of being a reading, literate society.

3) What We Can/Are/Will Do.

The success of this drive toward high standards rests in the hands of business leaders and parents and community leaders, religious leaders and people at the grassroots level who are going to have to demand that these changes take place and keep up the effort even if things don't work out the first time.

But we have been helping and will continue to help in supporting these efforts.

⇒ Over next two years, we will support the development of a test similar to the widely accepted 4th grade NAEP reading test and the 8th grade TIMSS test of mathematics that provides scores for individual students. And we are going to make the tests available to states and local schools across the country who want to participate.

Although State constitutional responsibility and local control are the hallmark of our Nation's education system, it is increasingly apparent that our children are going to be judged by global standards. We need a national effort to assure world-class standards of excellence in America schools to help us compete internationally. A national test would give parents and local communities a tool to know how well their children and schools are doing compared to students and schools all across the nation. It would also accommodate the many many Americans who move from school to school and state to state each year. These tests will help show us who needs extra help, and which schools need improvement. And they would help us step up to the challenges of the global economy and the Information Age

Arguments abound against such national standards. But no one has yet made a compelling case to me for how calculus is different in Chicago from Little Rock, Arkansas or Cody, Wyoming or, for that matter, Germany or Singapore or any other place in the world. In a global society, being promoted ought to mean more or less the same thing wherever one lives. We cannot let our support of local control

of the schools become the excuse not to hold ourselves to high standards.

⇒ We will continue to fight for increased funding for Goals 2000 and the IASA to support the continuing efforts of states and communities to develop challenging standards and high quality assessments.

1983 effort to increase the numbers taking core courses -- since 1989 Charlottesville summit, states have been going back and raising standards so that they are not only trying to increase the enrollment in core courses, but trying to make the core courses mean more.

In almost every core subject area, we are better off today due to the work of national organizations, states and local school districts -- and those of educators, parents and business community leaders -- to define the essential knowledge, skills and understandings in subjects -- from math and science to the arts, civics and geography. Under the leadership, Work on voluntary national content standards have been completed Occupational standards are also being developed. We will continue to support these efforts.

The Goals 2000 Act -- we passed in 1994 -- has already begun making a difference. Goals 2000 essentially says states and school districts -- you must establish very high standards but have more flexibility school by school, district by district to decide how to meet those standards. supports the development of standards of excellence for students and encourages grassroots reforms to improve our schools. More than 45 states and thousands of schools participate in Goals 2000 and have developed their own strategic plans for educational improvement based on raising academic standards, improving teaching, increasing parental involvement and expanding the use of technology in the classroom.

IASA, signed by you on October 20, 1994, fundamentally restructured the existing Elementary and Secondary Education Act (ESEA) of 1965 to improve instruction and achievement for all students. The new ESEA gets rid of the old, watered-down curriculum found in too many previous federal education programs and places less reliance on narrow categorical programs. It emphasizes the use of federal funds to expand or "speed up" state and local reforms, and helps to ensure that those traditionally served by federal programs -- disadvantaged students, minority and limited English proficient (LEP) students, and migrant students -- make progress toward the same challenging standards as other children, rather than separate, minimum objectives.

Title I -- largest program -- The centerpiece of the reauthorized ESEA is **Title I**, which directs about \$7 billion to strengthen teaching of basic and advanced skills to approximately seven million children attending the highest poverty schools in all 50 states. Increases funding. Fought funding.

⇒ **Promote 2.75 billion to Support America Reads Challenge**

In August 1996, you announced your **America Reads** challenge to ensure that all children can read independently and well by the end of 3rd grade. You called on all Americans -- parents, teachers, libraries, religious institutions, universities, college students, the media, community and national groups, business leaders, senior citizens -- to become the frontline troops in the battle to meet this challenge.

As part of this challenge, the new initiative will help mobilize one million tutors -- America's Reading Corps -- to provide individual attention to more than 3 million young children before and after school, during the summer and on weekends. It also will offer "Parents as First Teachers" grants to support effective and proven efforts that help parents help their children learn to read and expand Head Start to one million children in FY 2002. This new "America Reads" initiative also builds on Administration efforts to work with the private sector in helping parents help their children learn to read, such as the Partnership for Family Involvement in Education and the Read*Write*Now! coalition. In your recent call for 100,000 college Work-Study slots for reading tutors, you moved to provide a unique opportunity for college students to serve their communities. Finally, strengthening Title I, bilingual, and special education programs to improve reading during the school day will also be part of our efforts to meet your reading challenge.

Recruit and train one million volunteers to make it possible for all four million eight year-olds to read independently by the end of third grade.

Examples:

We know our children can learn. But we have to make it possible for them to succeed. Raising standards is a challenge to every governor, every teacher, every educator, and every parent in America. We know, however, we can make this work, because we see examples of what works across the country.

- Success stories

b. Teachers

- What we've accomplished already
- What we propose to do

Foster high-quality teaching: encourage over one hundred thousand master teachers to attain National Board Certification

- What others should do
- Success stories

B. Outstanding teachers and teacher quality:

The Need: *Every community should have a talented and dedicated teacher in every classroom, at least one nationally-certified "master teacher" in every school, and the best and brightest of our young people getting encouragement and support to become teachers.*

Without quality teachers and teaching, school improvement efforts will not succeed. All of our efforts to improve schools depend on providing students access to talented, knowledgeable, dedicated, and caring teachers.

Moreover, we face a major national challenge of recruiting and preparing two million teachers over the next ten years in order to accommodate rapidly growing student enrollment, retirements from an aging workforce, and an alarming rate of attrition among young teachers.

What Schools, Communities and States Can Do: Schools, communities, and states need to build on their current efforts to ensure teaching excellence in every classroom and school.

- ▶ Do more to challenge talented young people and to help mid-career professionals to become teachers. Communities can start middle and high school academies for future teachers, and states can establish centers for teacher recruitment that recruit promising students into teaching. [States can make it financially easier for young people to teach in high-need areas through fellowships and loan forgiveness programs.] Most importantly, they can regularly honor teachers in every community.
- ▶ Identify and reward our most talented "master teachers". Schools, communities, and states can help at least one teacher in every school to get certification from the teacher-led National Board for Professional Teaching Standards. States and school districts can set rewards for these board-certified teachers [and for others who are proving themselves excellent teachers in some way defined locally or by a state....(this was in Palisades speech, but could raise concerns by some who worry about fairness of some of these plans)]. School districts can tap these master teachers to become mentors for other teachers in their school and community.
- ▶ Colleges and universities can reinvent teacher preparation, making sure our future teachers get the training they need to help students master the basics and reach high standards in the core academic areas.
- ▶ Set high standards for teachers, rewarding and honoring our best teachers and finding ways to quickly and fairly remove teachers who don't measure up.

Our Role/What We Will Do to Help:

- ▶ Increased support in order to help 100,000 teachers get national certification as master

teachers. We already have provided \$5 million (\$10? \$15?) for National Board, and propose \$16 million in FY 1998 to help 100,000 master teachers become board-certified.

- ▶ More support for high-quality teacher preparation and ongoing training, especially in high-need areas like math, science, and technology. Have already pushed for Eisenhower increase from \$250 in 93 to \$310 in 97. Also, special OERI teacher preparation grants (getting info)
- ▶ Provide examples of promising strategies for recruiting talented young people and others into teaching, rewarding good teachers, and quickly and fairly improving or removing teachers that don't make the grade. Will send out this spring
- ▶ [Provide financial help for people who will teach in high-need areas?].
- ▶ Honor our best teachers, beginning w/ White House celebration for teachers of the year in April.

C. Helping Communities Modernize Schools

1) Education Technology

Wire every American school to the Internet by the year 2000 to make it possible for every child to log on by age 12.

Help thousands of technology-savvy teachers to assist fellow teachers to learn how to use the Internet and other education technologies.

2) School Construction

Generate \$20 billion of construction to build new schools or repair old ones, modernizing thousands of learning environments.

3) School-to--Work

Help all 50 states implement school-to-work systems to increase options for moving from school to careers.

d. Public Charter Schools, Public School Choice and Accountability

- Encourage charter schools and other strategies to expand public school choice, such as magnet schools and schools-within schools:

By the year 2000, substantially increase the percentage of families able to choose the public school their child attends, on the way to the President's goal of all children having this opportunity.

By the year 2000, spur the creation of 3000 public charter schools.

The need: *Parents need to have more choices about what kind of public education their child receives, and schools need to be held accountable to parents and the public for results.*

One size does not fit all in American education, and students and their families need to be able to choose a public school that meets their needs and is held accountable for meeting high standards. Strategies for boosting choice and accountability in public education include the development of public charter schools, magnet schools, public school choice plans, and closing failing schools.

What Schools, Communities, and States Can Do:

-- *Establish public school choice plans* and report cards telling parents about their choices.

-- *Start new charter schools.* These schools can be created by teachers, parents, urban leagues and other community groups, businesses, universities, museums, etc.

-- *Close failing schools and reopen them in a way that meets needs of students and community.*
(NASDC design, charter school)

What we are doing to help:

-- Boosting start-up funding for charter schools

-- Funding for magnet schools

-- Goals 2000 helping start schools and providing standards, assessment, information to help parents choose.

e. Values and Student Discipline

1) Safety:

school uniforms

truancy

curfews

disruptive children

safe and drug free schools

2) character education -

teaching of civics and responsibilities and respect.

Support continued expansion of national service opportunities

3) religion in schools

directive help reduce religious tension and division

end thirty years of uncertainty

4) Support family and community involvement

5) Assist an additional thousand schools to remain open in the afternoons and summers as safe Neighborhood centers of learning

II. Widening Access to Postsecondary Education [and Lifelong Learning]

Make the first two years of college universally accessible.

Make postsecondary education more affordable for all Americans.

III. Widening Access to Quality Pre-School Education

Continue expanding Head Start to serve all eligible three- and four-year-olds, approximately 2 million students.

IV. Lifelong Learning and Training

- Make it possible for all Americans to strengthen their skills and improve their earning power throughout their lives.

Meeting with WH *Jessica Fer*
9/14 4353 002/002

Making Progress - not enough -
new demands that why **Plan for American Education**

I. Elementary and Secondary Education

budget - flexibility

a. **Standards/testing/achievement** - learning how well individual students perform
against national or international benchmark
- standards are against top world class levels

- What we have accomplished already
--e.g., promote higher standards through Goals 2000, overhauling Title I)
- What we propose to do (NAEP/TIMSS testing proposal, America Reads) *equity*
- What others should do
-- states and districts should make kids meet standards before promoting to next level of school
- Success stories

b. Teachers

- What we've accomplished already
- What we propose to do ~100,000 master teacher
- what others should do
- success stories

Modernize Schools
✓ **c. Schools for 21st Century - Education Technology/School Construction**

- internet - teach to internet
- consumer
- STW - preparing young people with clear parameters to water market ed

d. Charters, Choice and Accountability

✓ **e. Values and Student Discipline**

(truancy, school uniforms, curfews, character education, disruptive kids, religion in schools *discipline help reduce relaps* *parent inv* *community school is* *more attention* *teaching of civics & responsibilities*)

✓ **II. Higher Education**

- 2 yrs more accessible
- 2 yrs more affordable

✓ **III. Pre-School - continue HS**

lifelong
IV. Training

? lifelong learning
change for adults to continue

THE WHITE HOUSE
WASHINGTON

January 27, 1997

THE PRESIDENT HAS SEEN
1-28-97

MR. PRESIDENT:

This is a Geoff Garin/Peter Hart
poll on attitudes on education
that Rahm thought you would like
to see.

Todd Stern

To BC / Colin
CC Bauer / Rahm
gon laughey

Bauer! BC



KEY FINDINGS FROM THE NATIONAL

EDUCATION SURVEY

This report presents the key findings of an in-depth national survey of the public's attitudes on the issue of education. The interviews for this survey were conducted between January 21 and January 24, with a representative sample of 1,002 Americans who voted in last November's presidential election.

The results of this survey clearly suggest that ***education is the right issue for President Clinton to take as a defining priority for his second term.*** Improving education is at the very top of the voters' agenda for presidential leadership (Q. 3, Q. 5). Moreover, President Clinton comes to this issue with a solid measure of credibility and trust (Q. 8a).

What is especially striking about the response to education is the breadth of the audience for presidential leadership on this issue. Fifty-six percent of Democrats rate it as an extremely important goal for the President to work on, but so do 44% of Independents and 42% of Republicans. While voters under the age of 30 and mothers with school-aged children are the most likely to rank education as an extremely important priority, the emphasis on improving education and the schools cuts across occupational and income lines in a way that few other issues do.

THE PRESIDENT HAS
1-28-97

Americans believe that the country's educational needs can best be met by doing what is necessary to improve the public schools, rather than by promoting greater access to private alternatives (Q. 10). But Americans also believe that public schools have to change to make sure children are better prepared to meet the challenges they face in today's world. (Q. 6).

The policy initiatives that resonate most strongly with the public are the ones that respond most directly to the desire to have "strong schools with clear standards of achievement and discipline, to help instill the knowledge, values, and citizenship that are so important to our children and our society." The test for schools today is the degree to which they provide children with a solid foundation in basic skills, in a safe and disciplined environment.

For this survey, we tested voters' reactions to fourteen possible policy goals—asking voters to rate each one on a four-part scale ranging from "extremely important" to "less important" (Q. 13).

Six goals clearly rank above the other eight as top priorities—with 47% or more rating each one of these as being extremely important. These six initiatives are:

- *Making sure that all students have mastered the basics of reading, writing, and math by the time they complete elementary school (69% extremely important)*
- *Having an all-out commitment to literacy programs to ensure that all children are able to read by the third grade (59% extremely important)*

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Gruy
C.A. Leach
72
 ✓ • **Increasing the level of discipline and safety in the schools, with tough measures to keep guns and drugs out, and to remove disruptive students to alternative schools (57% extremely important)**
- ✓ • **Making sure that all students have up-to-date textbooks and school buildings that are safe and in reasonable repair (52% extremely important)**
- ✓ • **Establishing meaningful standards for student achievement and performance, and making sure that students reach them before being awarded a high school diploma (49% extremely important)**
- ✓ • **Getting schools more involved in emphasizing basic values, such as personal responsibility, respect, and good citizenship (47% extremely important).**

Items that deal with the education of children at the elementary and secondary level score far higher in this survey than items dealing with post-secondary education and lifetime learning. Moreover, items involving "getting the basics right" resonate far more strongly than those dealing with high technology and innovation.¹

There is a broad consensus that the federal government is doing too little when it comes to dealing with the issue of education (61%)—a view shared by Independents and Republicans, as well as Democrats (Q. 11a). However, there is an even division of opinion about whether the bigger danger for the long term

¹ The lowest rated items on this scale were: "instilling a spirit of reform and innovation in the public schools, with programs like charter schools to provide new alternatives and greater choice" (17% extremely important); "passing a new GI Bill for the 21st century that gives people lifetime access to training and skill development throughout their working careers" (19% extremely important); and, "making sure that every school has computers and is wired for the Internet by the year 2000, so students can benefit from the new information superhighway" (30% extremely important).

is too much federal interference in education or insufficient federal leadership in doing what is necessary to improve our schools (Q. 11b). This division follows party lines—with Democrats saying by 60% to 28% that the federal government will not be involved enough, Republicans saying by 66% to 28% that the federal government will interfere too much, and Independents evenly divided.

The one topic on which there is a broad consensus about the value of a federal role is **the establishment of meaningful national standards for what students should be expected to learn and achieve in basic skill areas such as reading and math.**

Indeed, the most important finding of this research is that there is a major opportunity for President Clinton to put his personal stamp on the issue of education by becoming the leading voice for meaningful national standards, and by encouraging states and local governments to participate in a national test to measure reading and math skills.

The public is far more receptive to the idea of national standards than the current political debate would suggest—even when the issue of federal involvement is raised. For example:

- Eighty-four percent express a favorable reaction to the idea of establishing meaningful national standards for what students should be expected to learn and achieve in basic skill areas such as reading and math; including fully 66% who are *very favorable* (Q. 14a).
- Despite the broad public interest in having national standards, Americans say by 59% to 26% that such standards do not now exist (Q. 14b).
- By a lopsided margin of 67% to 22%, voters say it is a good idea for the *federal government* to be involved in promoting national standards for students in basic skill areas such as reading and math (Q. 15a).
- Even when given the counter-argument that “federal involvement would mean too much interference with state and local control of public schools,” voters say by 58% to 35% that the federal government should be involved in promoting national standards (Q. 15b).

We asked respondents what their reaction would be if President Clinton proposed new efforts by the federal government to encourage states and local school districts to participate in a national test to measure reading skills for all 4th grade students and math skills for all 8th grade students. Overall, 77% say they would be favorable (including 48% who say they would be *very favorable*), 8% say they would be neutral, and just 14% say they would be unfavorable (Q. 16a). The response is positive across the range of demographic, partisan, and ideological groups—even among voters who earlier had expressed mixed feelings about federal interference with local prerogatives in education.

The best reason for moving toward a system of national testing is that “in a country where many people often move from state to state, we need a common standard of what students should be achieving in basic skills such as reading and math” (Q. 16c). The public believes most valuable uses for national

reading and math tests would be “identifying low-performing schools that need to be improved” and “making sure that students have mastered the basics before being promoting to the next level” (Q. 17b). Indeed, national standards take on greater prominence as a priority in the public’s mind when they are harnessed to “making sure students master the skills they need.”

Eight of out nine voters say that they would have confidence in the ability of reading and math teachers to develop and approve a national test—including 56% who say they would have a great deal of confidence in reading and math teachers. This is a far higher degree of confidence than voters would be willing to invest in governors, business leaders, testing experts, state and local school boards, or the U.S. Department of Education (Q. 17a).

At the end of this survey, we gave respondents the following argument *against* federal involvement in national testing: “Some people say that the federal government should *not* be involved in establishing a national test in reading and math, because this will give the federal government too much power to create a national curriculum and a one-size-fits all approach to education, when education should be under state and local control.” *Even with this as the last word on the subject, voters support by 55% to 33% the involvement of the federal government in encouraging states and local district to participate in a national reading and math test (Q. 17c).* In this final reading on the issue, voters who we have classified as being in the political center favor national testing by 61% to 27%. Support is also stronger than average among voters under the age of 40

(64% favor), upper-income voters (61%), mothers of school-aged children (62% favor), and public school parents with lower confidence in their schools (64% favor). Senior citizens oppose the national test by 49% to 39%. While white evangelicals are evenly divided on this question, Catholic voters favor national testing by 58% to 31%.

PETER D. HART RESEARCH ASSOCIATES, INC.
 1724 Connecticut Avenue, NW
 Washington, DC 20009
 (202) 234-5570

Interviews: 1002 interviews
 Dates: January 21-24, 1997

FINAL

Study #4838
 National Education
 January 1997

49 Male
 51 Female
[5]

AREA	TYPE	SAMPLE POINT	FORM		DATE
				January	
[6]	[7]	[9]	[12]		[13]
	[8]	[10]		1997	[14]

1a. Are you currently registered to vote at this address?

Registered	100	CONTINUE	[15]
Not registered	-	TERMINATE AND DO NOT	
Not sure	-	COUNT TOWARD QUOTA	

1b. Did you vote in the election for president this past November, when the candidates were Bill Clinton, Bob Dole, and Ross Perot? (IF "YES" ASK:) For whom did you vote - Bill Clinton, Bob Dole, or Ross Perot?

Yes, voted			[16]
Bill Clinton.....	42		
Bob Dole.....	33	CONTINUE	
Ross Perot.....	5		
Refused/Other (VOL)	20		
No, did not vote	-	TERMINATE AND DO NOT	
Not sure	-	COUNT TOWARD QUOTA	

1c. And in the election for U.S. House of Representatives this past November, did you vote for the Democratic candidate or the Republican candidate in your district?

Voted for Democratic candidate	43	[17]
Voted for Republican candidate	43	
Other (VOL)	3	
Did not vote (VOL)	2	
Not sure/can't recall	9	

2. Thinking about the way things are going in the country these days, would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the direction of the country these days?

Very satisfied.....	5	[18]
Somewhat satisfied	41	
Somewhat dissatisfied	33	
Very dissatisfied	19	
Not sure	2	

3. What do you feel are the most important issues, problems, or goals that you personally would like to see the President and Congress do something about? What issues do you think should be the top priorities for the President and Congress to work on?

(PROBE FOR MULTIPLE RESPONSES:) Are there any other issues, problems, or goals that you would like to see the President and Congress do something about? [19-22]

Education	21%
Crime, violence	14
Welfare reform	12
Balancing the budget	12
Health care	11
Social Security issues	10
<hr style="border-top: 1px dashed black;"/>	
Don't know; no response	3%

4. Generally speaking, do you approve or disapprove of the job Bill Clinton is doing as president? (IF "APPROVE" OR "DISAPPROVE," ASK:) Do you strongly (approve/disapprove) of the job Bill Clinton is doing as president, or just somewhat (approve/disapprove) of the job he is doing?

Strongly approve	18	[23]
Somewhat approve	46	
Somewhat disapprove	17	
Strongly disapprove	15	
Not sure	4	

5. I'm going to read you some goals that President Clinton might work on in his second term. For each one I mention, please rate how important you personally consider that goal to be--(a) an extremely important goal that's one of the top few priorities you want the President to work on; (b) a very important goal that's near the top of your priorities; (c) a somewhat important goal that you would put in the middle of your priorities, or (d) a less important goal you would put lower down in your priorities for the President to work on.

How would you personally rate the importance of (READ ITEM)--do you consider it to be: (a) an extremely important goal that's one of the top few priorities you want the President to work on; (b) a very important goal that's near the top of your priorities; (c) a somewhat important goal that you would put in the middle of your priorities, or (d) a less important goal you would put lower down in your priorities for the President to work on?

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE WHO SAY EXTREMELY IMPORTANT

	<u>Extremely Important</u>	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Less Important</u>	<u>Not Sure</u>	
Improving education and the schools	48	40	6	5	1	[25]
Reducing crime and violence**	48	37	11	3	1	[27]
Moving people from welfare to work *	44	39	14	1	2	[28]
Protecting Social Security and Medicare **	43	33	18	5	1	[31]
Balancing the federal budget	40	37	17	5	1	[26]
Improving health care coverage for children *	38	41	15	3	3	[30]
Reducing the federal tax burden on average families	36	37	21	5	1	[32]
Helping families afford college and vocational training **	26	40	23	10	1	[29]
Reforming the campaign finance laws * ..	15	29	35	18	3	[24]

* Asked of one-half the respondents (FORM A).
 ** Asked of one-half the respondents (FORM B).

6. Now, I'd like to get your opinion about how well different programs and aspects of our society are working. For each item I mention, please tell me whether you think: (a) it works pretty well as it exists now, (b) some changes are needed, but basically should be kept the same, (c) major changes are needed, or (d) a complete overhaul is needed.

When you think about (READ ITEM), do you think: a) it works pretty well as it exists now, b) some changes are needed, but basically should be kept the same, c) major changes are needed, or d) a complete overhaul is needed.

	Works Pretty <u>Well</u>	Some Changes <u>Needed</u>	Major Changes <u>Needed</u>	Complete Overhaul <u>Needed</u>	Not Sure	
Social Security.....	18	36	20	23	3	[33]
The federal income tax system.....	13	32	22	30	3	[34]
Medicare.....	18	37	23	15	7	[35]
The public education system.....	9	35	33	21	2	[36]

7. Turning specifically now to the issue of education, what are the most important things you'd like to see the President and Congress do when it comes to the issue of education? What do you feel the most important goals should be for the President and Congress in dealing with the issue of education?

(PROBE FOR MULTIPLE RESPONSES:) Are there any other things you'd particularly like to see the President and Congress do when it comes to the issue of education? * [37-40]

Education funding	16%
Raise the standards	11
Get back to the basics	9
Equal education for all students	8
More qualified teachers	8
-----	-----
Don't know; no response	8%

* Asked of one-half the respondents (FORM A).

- 8a. How much do you trust President Clinton to have the right kinds of policies for dealing with the issue of education -- do you trust President Clinton a lot, a fair amount, just some, or very little when it comes to dealing with the issue of education?

Trust a lot.....	22	[41]
Trust a fair amount.....	36	
Trust just some.....	17	
Trust very little.....	22	
Not sure.....	3	

- 8b. How much do you trust the Republicans in Congress to have the right kinds of policies for dealing with the issue of education -- do you trust the Republicans in Congress a lot, a fair amount, just some, or very little when it comes to dealing with the issue of education?

Trust a lot.....	9	[42]
Trust a fair amount.....	32	
Trust just some.....	29	
Trust very little.....	27	
Not sure.....	3	

9a. Generally speaking, how would you rate the quality of the public schools in the nation today--excellent, good, just fair, not so good, or poor? *

Excellent.....	1	[43]
Good.....	22	
Just fair.....	45	
Not so good.....	14	
Poor.....	14	
Not sure.....	4	

* Asked of one-half the respondents (FORM A).

9b. And how would you rate the quality of the public schools in your local community--excellent, good, just fair, not so good, or poor? *

Excellent.....	13	[44]
Good.....	39	
Just fair.....	27	
Not so good.....	8	
Poor.....	11	
Not sure.....	2	

* Asked of one-half the respondents (FORM A).

9c. Thinking about the country overall, how would you rate the quality of the education students receive in the public schools today--excellent, good, not so good, or poor? **

Excellent.....	2	[45]
Good.....	36	
Just fair.....	17	
Not so good.....	27	
Poor.....	16	
Not sure.....	2	

** Asked of one-half the respondents (FORM B).

9d. And thinking about your own local community now, how would you rate the quality of the education students receive in your local public schools--excellent, good, not so good, or poor? **

Excellent.....	13	[46]
Good.....	40	
Just fair.....	13	
Not so good.....	18	
Poor.....	12	
Not sure.....	4	

** Asked of one-half the respondents (FORM B).

10. When it comes to meeting the educational needs of the country, which one of the following approaches would you be more likely to favor: (a) doing what is necessary to improve the quality of education in the public schools, or (b) using tax-funded vouchers or tax deductions to help parents pay the cost of sending their children to private or religious schools, instead of public schools? *

Improve quality of education in public schools.....	69	[47]
Vouchers for private or religious schools.....	25	
Depends (VOL).....	3	
Not sure.....	3	

* Asked of one-half the respondents (FORM A).

10. When it comes to meeting the educational needs of the country, which one of the following approaches would you be more likely to favor: (a) doing what is necessary to improve the quality of education in the public schools, or (b) using some of the tax money we now spend on public schools to help parents pay the cost of sending their children to private or religious schools? **

Improve quality of education in public schools	69	[48]
Vouchers for private or religious schools	26	
Depends (VOL).....	2	
Not sure	3	

** Asked of one-half the respondents (FORM B).

- 11a. From what you know, do you feel that the federal government is doing too much, doing too little, or doing the right amount when it comes to dealing with the issue of education?

Doing too much.....	15	[49]
Doing too little	61	
Doing the right amount	15	
Not sure	9	

- 11b. Looking ahead, which concerns you more--a) that the federal government will get too involved in the issue of education and interfere with things that are better left to the states and local communities; or b) that the federal government will not be involved enough in doing what's necessary to improve our schools and meet the country's educational needs?

Federal government will get too involved	47	[50]
Federal government will not be involved enough.....	44	
Both/neither (VOL)	5	
Not sure.....	4	

12. I'm going to read you some statements about the importance of having national leaders, such as the President, make public education a top priority in the next few years. For each one, please tell me whether you think that statement gives a very convincing reason for making public education a top national priority, a fairly convincing reason, a somewhat convincing reason, or not that convincing a reason for making public education a top priority.

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE WHO SAY VERY CONVINCING REASON

	Very Convincing Reason	Fairly Convincing Reason	Somewhat Convincing Reason	Not That Convincing A Reason	Not Sure	
We need strong schools with clear standards of achievement and discipline to help instill the knowledge, values, and citizenship that are so important to our society *	65	19	10	5	1	[55]
Now more than ever, it takes a good education to get a good job, and we need to make sure that Americans can get the kind of education and training they need to get ahead **	62	20	10	7	1	[53]
Quality education is the key to America's success in the new global economy, and we need to make sure that our schools and universities are providing the world-class education and training we'll need to keep America's economy in the forefront *	60	21	13	5	1	[51]
Education is our country's way of providing real hope and opportunity for all Americans to improve themselves and live up to their potential, regardless of their economic circumstances *	58	24	11	5	2	[52]
We live in a time of rapid change, including new technology, and we need a clear national commitment to make sure that our schools are able to keep up with the changes and new demands for excellence as we head into the 21 st century **	57	22	12	8	1	[56]
The public schools have always been the place where new generations of Americans have learned about our nation's democratic values and traditions, and continuing that tradition is especially important now, as our society becomes increasingly diverse **	38	24	18	19	1	[54]

* Asked of one-half the respondents (FORM A).

** Asked of one-half the respondents (FORM B).

13. Now I'm going to mention some major goals that national leaders, such as the President, might have in the area of education and training. For each one I mention, please tell me how important you personally consider that goal to be-- (a) an extremely important goal that's one of the top few priorities you want the President to work on; (b) a very important goal that's *near* the top of your priorities; (c) a somewhat important goal that you would put in the middle of your priorities, or (d) a less important goal you would put lower down in your priorities for the President to work on.

How would you personally rate the importance of (READ ITEM)--do you consider it to be: (a) an extremely important goal that's one of the top few priorities you want the President to work on; (b) a very important goal that's *near* the top of your priorities; (c) a somewhat important goal that you would put in the middle of your priorities, or (d) a less important goal you would put lower down in your priorities for the President to work on?

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE WHO SAY EXTREMELY IMPORTANT

	Extremely Important	Very Important	Somewhat Important	Less Important	Not Sure	
Making sure that all students have mastered the basics of reading, writing, and math by the time they complete elementary school *	69	26	2	2	1	[57]
Having an all-out commitment to literacy programs to ensure that all children are able to read by the third grade **	59	33	4	3	1	[58]
Increasing the level of discipline and safety in the schools, with tough measures to keep guns and drugs out and to remove disruptive students to alternative schools **	57	30	8	3	2	[68]
Making sure that all schools have up-to-date textbooks and that school buildings are safe and in reasonable repair *	52	37	8	2	1	[69]
Establishing meaningful standards for student achievement and performance, and making sure that students reach them before being awarded a high school diploma *	49	39	8	4	-	[60]
Getting schools more involved in emphasizing basic values, such as personal responsibility, respect, and good citizenship **	47	34	10	7	2	[66]
Providing tax credits and deductions to help ensure that all qualified students are able to afford a college education *	41	38	16	4	1	[67]
Establishing meaningful standards for student achievement and performance, and holding the education system accountable for achieving those standards **	39	41	14	4	2	[61]
Increasing opportunities for non-college-bound students, by expanding apprenticeships and school-to-work programs*	36	42	17	4	1	[65]
Providing "Hope Scholarships" that makes two years of community college available to every student who works hard and achieves good grades **	35	36	18	9	2	[64]
Making a greater commitment to early childhood education, by expanding the availability of pre-kindergarten and Head Start programs *	32	35	20	12	1	[63]

* Asked of one-half the respondents (FORM A).

** Asked of one-half the respondents (FORM B).

THE PRESIDENT HAS LIES
1-28-97

Q.13 (cont'd)

	Extremely Important	Very Important	Somewhat Important	Less Important	Not Sure	
Making sure that every school has computers and is wired for the Internet by the year 2000, so that students can benefit from the new information superhighway **.....	30	34	21	12	3	[70]
Passing a new "G.I. Bill" for the 21 st century that gives people lifetime access to training and skill development throughout their working careers *.....	19	31	30	17	3	[59]
Instilling a spirit of reform and innovation in the public schools, with programs like charter schools to provide new alternatives and greater choice **.....	17	27	33	17	6	[62]

* Asked of one-half the respondents (FORM A).
** Asked of one-half the respondents (FORM B).

14a. What is your reaction to the idea of establishing meaningful national standards for what students should be expected to learn and achieve in basic skill areas such as reading and math--very favorable, somewhat favorable, neutral, somewhat unfavorable, or very unfavorable?

Very favorable	66	[71]
Somewhat favorable	18	
Neutral	8	
Somewhat unfavorable	3	
Very unfavorable	4	
Not sure	1	

14b. Would you say that we already have meaningful national standards for what students should be expected to learn and achieve in basic skill areas such as reading and math, or that we do not currently have these kinds of national standards?

We already have national standards	26	[72]
We do not currently have national standards	59	
Some of both (VOL)	6	
Not sure	9	

15a. And do you think it is a good idea or a bad idea for the *federal government* to be involved in promoting national standards for students in basic skill areas such as reading and math?

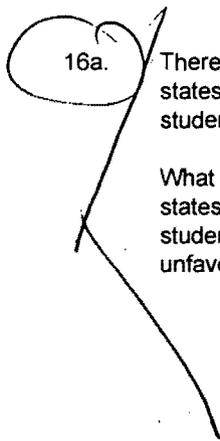
Good idea	67	[73]
Bad idea	22	
Some of both (VOL)	6	
Not sure	5	

15b. Let me read you two statements about having the federal government be involved in promoting **national** standards for students in basic skill areas such as reading and math. After you hear them both, please tell me one of these statements you agree with more.

Statement A: The federal government *should* be involved in promoting national standards, because we have a national interest as a country to encourage excellence in education for students wherever they live, and to hold schools more accountable for giving students the education they need.

Statement B: The federal government should *not* be involved in promoting national standards, because federal involvement would mean too much interference with state and local control of public schools.

Statement A/pro-involvement	58	[74]
Statement B/anti-involvement	35	
Some of both (VOL).....	6	
Not sure	1	



16a. There is some talk that President Clinton might propose new efforts by the federal government to encourage states and local school districts to participate in a national test to measure reading skills for all 4th grade students and math skills for all 8th grade students.

What would your reaction be if President Clinton proposed new efforts by the federal government to encourage states and local school districts to participate in a national test to measure reading skills for all 4th grade students and math skills for all 8th grade students--very favorable, somewhat favorable, neutral, somewhat unfavorable, or very unfavorable?

Very favorable	48	[75]
Somewhat favorable	29	
Neutral	8	
Somewhat unfavorable	7	
Very unfavorable	7	
Not sure	1	

16b. Why would you feel that way if President Clinton proposed new efforts by the federal government to encourage states and local school districts to participate in a national test to measure reading skills for all 4th grade students and math skills for all 8th grade students? To your way of thinking, what are the advantages or disadvantages of this kind of a national testing proposal?

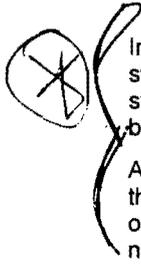
(PROBE:) Are there any other reasons why you think it might be a good idea or a bad idea for the federal government to encourage states and local school districts to participate in a national test to measure reading and math skills? ** [76-83]

Net Advantages	65%	Net Disadvantages	29%
Have all states, country on the same level	21	Federal government should not be involved	12
Need to know where we need to improve	17	It may not work for everyone	6
Focus people on where our children should be	7	The cost of the testing	4
It is a good idea	6	It is not needed	3
Will make teaching establishment more accountable	4	It is a waste of federal funding	2
-----		Don't know; no response	7%

** Asked of one-half the respondents (FORM B).

16c. I'm going to read you some reasons that people might give for supporting a new effort by the federal government to encourage states and local school districts to participate in a national test to measure reading and math skills. For each one, please tell me whether you think it is a very convincing reason, a fairly convincing reason, just somewhat of a convincing reason, or not that convincing of a reason.

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE WHO SAY VERY CONVINCING REASON



	Very Convincing Reason	Fairly Convincing Reason	Somewhat Convincing Reason	Not That Convincing A Reason	Not Sure	
In a country where many people often move from state to state, we need a common national standard of what students should be achieving in basic skills such as reading and math *	58	20	13	8	1	[85]
American students consistently score less well than students in Europe and Japan on measures of educational achievement, and we need a national effort to assure world-class standards of excellence in America's schools **	50	16	18	14	2	[87]
Our schools today are promoting too many students who do not have basic skills they need; a national test could help reverse this trend, and target extra help to the students who need it.....	49	20	16	14	1	[86]
Parents and taxpayers deserve to have a way of knowing how well their schools are performing, and a national test will help make schools more accountable for their performance **	48	16	17	18	1	[88]
A national test would give local communities a tool for knowing how well their schools are performing compared to schools all over the country *	44	28	16	11	1	[84]

* Asked of one-half the respondents (FORM A).
 ** Asked of one-half the respondents (FORM B).

17a. I'm going to mention some different kinds of people and groups that could be involved in developing and approving the kind of national reading and math test we have been talking about. For each one I mention, please tell me how much confidence you would have in that group being involved in developing and approving a national test—a great deal of confidence, a fair amount, just some, or very little confidence?

How much confidence would you have in (READ ITEM) when it comes to developing and approving a national test—a great deal, a fair amount, just some, or very little? *

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE WHO SAY A GREAT DEAL OR FAIR AMOUNT

	A Great Deal	A Fair Amount	Just Some	Very Little	Not Sure	
Reading and math teachers.....	56	32	7	3	2	[90]
The U.S. Department of Education....	26	35	19	16	4	[89]
State and local school boards.....	22	38	20	18	2	[91]
Testing experts.....	25	33	19	18	5	[92]
Business leaders.....	19	29	24	24	4	[93]
Governors.....	12	29	23	33	3	[94]

* Asked of one-half the respondents (FORM A).

17b. I'm going to mention some ways in which a national reading and math test might be used. For each one, please tell me whether you think this would be a very valuable use for a national test, a fairly valuable use, just somewhat of a valuable use, or not really a valuable use for a national test. **

THIS TABLE HAS BEEN RANKED BY THE PERCENTAGE WHO SAY VERY VALUABLE

	<u>Very Valuable</u>	<u>Fairly Valuable</u>	<u>Just Somewhat</u>	<u>Not Really Valuable</u>	<u>Not Sure</u>	
✓ A national test could help identify low-performing schools that need to be improved.....	59	14	16	11	-	[97]
✓ A national test could be used to make sure that students have mastered the basics before being promoted to the next level	56	17	14	12	1	[98]
✓ A national test could help identify low-performing students who need extra help and attention.....	48	19	17	14	2	[95]
✓ A national test could help raise the standards of excellence that students are expected to achieve.....	46	20	21	13	-	[96]

** Asked of one-half the respondents (FORM B).

17c. Finally, some people say that the federal government should **not** be involved in establishing a national test in reading and math, because this will give the federal government too much power to create a national curriculum and a one-size-fits-all approach to education, when education should be under state and local control.

Thinking back on everything we have discussed, who do you tend to agree with more--those who say that the federal government **should** be involved in encouraging states and local school districts to participate in a national reading and math test, or those who say that the federal government should **not** get involved in national student testing?

Federal government should be involved.....	55	[99]
Federal government should not get involved.....	33	
Some of both (VOL).....	9	
Not sure	3	

FACTUALS: These last few questions are for statistical purposes only.

F1. How old are you? (IF REFUSED, ASK:) Well, can you tell me which age group you belong to? Are you in the age group 18 to 24, 25 to 29, 30 to 34, 35 to 39, 40 to 44, 45 to 49, 50 to 54, 55 to 59, 60 to 64, or 65 and over?

18-24	5	[100]
25-29	9	
30-34	9	
35-39	11	
40-44	13	
45-49	11	
50-54	9	
55-59	8	
60-64	7	
65 and over	18	
Refused.....	-	

F2. What type of work do you do?

Professional/manager.....	21	[101]
White collar worker	21	
Blue collar worker	22	
Farmer.....	1	
Student.....	2	
Homemaker.....	7	
Retired.....	22	
Unemployed.....	3	
Never worked/not sure.....	1	

F3. What is the last grade you completed in school?

Grade school	2	[102]
Some high school	6	
High school graduate.....	25	
Some college, no degree	19	
Vocational training, 2-year college	9	
4-year college/bachelor's degree	20	
Some postgraduate work, no degree.....	4	
2-3 years' postgraduate work, master's degree.....	12	
Doctoral degree/law degree	3	
Not sure	-	

F4a. What is your current marital status?

Married	66	[103]
Single/never married.....	16	
Divorced	9	
Widowed	9	
Not sure/refused.....	-	

F4b. Do you have any children under age 18 living in your household at this time?

Yes, have children.....	38	CONTINUE	[104]
No, do not have children	62	SKIP TO Q.F5a	
Not sure	-		

(ASK ONLY OF RESPONDENTS WHO SAY THEY HAVE CHILDREN 18 OR UNDER IN HOUSEHOLD IN Q.F4b.)

F4c. Do the children in this household attend public school or private school, or are they not yet of school age?

Yes, Have Children In School		
Have children in public school.....	73	[105]
Have children in private/parochial school.....	10	
Have children in both public and private school.....	3	
Not sure what kind of school/refused	1	
No, Do Not Have Children In School	13	
Not Sure If Have Children In School	-	

(ASK EVERYONE.)

F5a. How would you describe your overall point of view in terms of the political parties? Would you say you are mostly Democratic, leaning Democratic, completely independent, leaning Republican, or mostly Republican?

Mostly Democratic	30	[107]
Leaning Democratic.....	12	
Completely independent.....	18	
Leaning Republican	15	
Mostly Republican	22	
Not sure.....	3	

F5b. Thinking about your general approach to issues, do you consider yourself to be liberal, moderate, or conservative?

Liberal	20	[108]
Moderate.....	41	
Conservative.....	35	
Not sure.....	4	

F6. How would you describe the area in which you live--a large city, a medium to small city, a suburb near a city, a small town that is not near a city, or a rural or country area?

Large city.....	21	[109]
Medium to small city	26	
Suburb near a city.....	21	
Small town that is not near a city.....	18	
Rural or country area.....	14	
Not sure.....	-	

F7. If you added together the yearly income of all the members of your family who were living at home last year, would the total be less than \$10,000, between \$10,000 and \$20,000, between \$20,000 and \$30,000, between \$30,000 and \$40,000, between \$40,000 and \$50,000, between \$50,000 and \$75,000, between \$75,000 and \$100,000, or would the total be more than that?

Less than \$10,000.....	6	[110]
Between \$10,000 and \$20,000.....	10	
Between \$20,000 and \$30,000.....	14	
Between \$30,000 and \$40,000.....	16	
Between \$40,000 and \$50,000.....	13	
Between \$50,000 and \$75,000.....	18	
Between \$75,000 and \$100,000.....	8	
More than \$100,000.....	6	
Not sure/refused.....	9	

F8. Finally, are you from a Hispanic or Spanish-speaking background? (IF "NO," ASK:) What is your race--white, black, Asian, or something else?

Hispanic.....	4	[111]
White.....	80	
Black.....	10	
Asian.....	1	
Other.....	4	
Refused.....	1	

F9a. In what religion were you brought up?

Protestant.....	55	CONTINUE	[131]
Catholic.....	28		
Jewish.....	2	SKIP TO	
Other.....	11		
None.....	2	VALIDATION	
Not sure/refused.....	2		

(ASK ONLY OF PROTESTANTS IN Q.F9a)

F9b. Would you describe yourself as either a fundamentalist or an evangelical Christian, or would you not describe yourself that way?

Yes, fundamentalist/evangelical/both.....	17	[132]
No, neither fundamentalist or evangelical.....	32	
Not sure.....	6	
Non-Protestants (Q.F9a).....	45	