NATIONAL GOVERNORS' ASSOCIATION

91st Annual Meeting
August 8, 1999
The Adam's Mark Hotel
St. Louis, Missouri

REPORT OF PROCEEDINGS
PLENARY SESSION

SPEAKERS:

Senator Don Nickles............... 22
President William Jefferson Clinton..... 66

Reported By:
Debra M. Musielak, CSR, RDR

Rankin Reporting & Legal Video, Inc.
1015 Locust Street, Suite 911
St. Louis, MO 63101
August 8, 1999

PLENARY SESSION

CHAIRMAN CARPER: Ladies and gentlemen, would you begin taking your seats, please? I'd especially appreciate Governors beginning to take their seats. And I would especially appreciate Governor Carnahan joining me here at the front of the room. And if somebody could make sure that our host, Governor -- ah, here he comes, Governor Carnahan. Let's give Governor Carnahan a real big round of applause. Thank you very much for letting us come to your state, the "Show Me State."

(applause)

CHAIRMAN CARPER: Before I call on Governor Carnahan, let me just welcome each and every one of you to this the 91st Annual Meeting of the National Governors' Association. I'm tempted to ask those of you in the audience who were at the first one to raise your hand. There might be one or two. And we've met some veteran Governors here who've come back to join this group. And nobody from the first meeting. But we've had some who were Governors as far back as 1965, and it's been great to see them.

We're going to be joined shortly by two very special guests, Senator Don Nickles of Oklahoma, and we'll be
joined by the President of the United States for some remarks from the executive branch and from the legislative branch of our country.

During the course of this meeting, we’re going to be following a number of critical issues, most of which focus on education, and you see on the table around this room a number of boxes. They look something like this. They’re toolboxes. We’ll be talking a good deal more about that later as we get into the notion of ideas that are raising student achievement around the country. But we’ve literally been going throughout the United States holding forums. Over 40 states have participated in those forums to provide us with good ideas to raise student achievement, on harnessing technology, and providing extra learning time and introducing accountability into our schools. Today, later on in this session, we’ll spend some time on accountability and be hearing from a number of Governors who have been leading the charge in accountability in their own states. We’ll find out what they’ve done and what’s working, and maybe just as importantly what is not working.

Yesterday a number of us were able to join Governor Carnahan and some terrific young students and teachers and parents at a school here in St. Louis called the Gateway School to see how technology is being used to infuse learning and to inspire learning to take those kids to the
Mel and Jean Carnahan planned to enlighten us with respect to the beauty and the splendor of this great state of Missouri and exciting city of St. Louis. I'd never been here before, Governor Carnahan, and this is quite a -- quite a place. Even when Mark McGwire and the Cardinals are out of town, this is still an exciting city.

I want to call to order this the 1999 Annual Meeting of the National Governors' Association, and I would look to a well-intentioned Governor in this room who would like to make a motion for the adoption of the rules of procedures for the meeting. Normally I would turn to Governor Leavitt to make that motion, but he's not here. I would turn to Governor Kempthorne, a member of the Executive Committee, to make the motion for the adoption of rules of procedures for the meeting.

GOVERNOR KEMPTHORNE: Mr. Chairman, I so move.

CHAIRMAN CARPER: It's been moved. Is there a second?

GOVERNOR KEATING: Second.

CHAIRMAN CARPER: It's been moved and seconded. Any discussion? Hearing none, all in favor of the motion say aye.

(Aye)

CHAIRMAN CARPER: Opposed, nay? The ayes have
Part of the rules, our rules require that any Governor who wants to submit a new policy or resolution for adoption at this meeting will need a three-fourths vote to suspend the rules. I say again, a three-fourths vote to suspend the rules. And I would ask that any of you who have such a motion that you'd like to submit, submit that to Frank Shafroth, Director of State-Federal Relations of the NGA by 5 p.m. tomorrow afternoon. That's Monday afternoon at 5 p.m.

I'd now like to announce the appointment of the following Governors to the nominating committee for the 1999-2000 NGA Executive Committee. I've asked Governor Graves of Kansas to Chair this committee. Thank you for your willingness to do that, Governor. Also serving with you will be Marc -- Governor Marc Racicot from Montana, Governor Schafer of North Dakota, Governor Shaheen from New Hampshire and Governor O'Bannon from Indiana. And again, Governor Graves, thank you for serving as our Chair.

Let me next simply go back to say a real special thanks to Governor Carnahan and to the First Lady of Missouri, Mrs. Carnahan, for your willingness to host this session today. Governor Carnahan and I and Governor Leavitt and Governor Rossello and some others joined this organization in 1992-93 as brand new governors. And he has
chaired -- Governor Carnahan has gone on to Chair the Human
Resources Committee, one of three standing committees of this
organization, and to serve on the NGA Executive Committee; to
do so with real distinction. His wife, Jean Carnahan, has
been a long time advocate of issues supporting children and
families, and we salute and applaud her.

Before Mel makes his welcoming remarks I'm
just going to ask him and ask each of you to join me in
showing to them our sincere appreciation for the wonderful
hospitality that they and people in this community have
extended to all of us. Governor Carnahan, please come
forward.

GOVERNOR CARNAHAN: We do wish to extend a
welcome to everyone attending this summer conference of NGA,
and I've been looking forward to this for a number of years.
So, we have made extensive preparation and we hope that the
logistics, the security, the hospitality, all that the host
committee and the volunteers have done is meeting your
expectation. But someone asked me what was my primary
objective out of this NGA conference, and I will quickly say
that it's a little different than it's been other years. My
objective this year, that of Jean, and all of us from
Missouri is that you enjoy your hospitality here, that you
have an enjoyable meeting, and that if there is anything else
you need that we can provide for you, either something you
know about or have heard about in Missouri that you’d like to see, know more about, maybe to experience, I hope you’ll just speak up, because I think we’ve got people who can meet your needs, who can respond to you, so that we hope when we’re through with this conference you’ll feel like it’s the best conference you’ve ever attended.

Again, welcome to Missouri. We’re awfully glad your here. Thank you.

(applause)

CHAIRMAN CARPER: Well, Governor Carnahan, we’re glad that we’re here, too, and my children are glad that they’re here as well, and a number of Governors have children, young and not so young. Some of us even have grandchildren that are here. A terrific children’s program has been put together that is fun, exciting, educational, and whoever worked on that, I just want to say a real special thank you from Martha and from me and from all the other governors and spouses.

Our first order of business this afternoon is a special one. And that is presenting the National Governors’ Association’s Distinguished Service Awards. The awards program which was established, I think, in 1976 by the NGA Executive Committee is a way for all of us as Governors to bring national recognition to our states’ most valuable civil servants and our most valuable private citizens. The
awards we'll be presenting here in a moment focus attention on the commitment of state administrators and the importance of contributions that our private citizens are making to state government and the arts, as well.

The individuals that we've recognized today truly represent the best that our states have to offer in public service, community activism and in the arts. I want to thank each of the Governors who submitted nominations for this year's awards program. All the nominees -- all of the nominees were just outstanding.

In addition, I want to thank you Bob Byrd who chaired the Selection Committee, as well as other members of that committee. They did not have an easy job. I want to thank the members of the Art Review Panel, especially Mrs. Francie Glendening, the spouse of Governor Glendening of Maryland who chaired the Review Panel this year -- that Review Panel this year.

The awards will be presented in the State Official, in the Private Citizen and in the Arts Category.

As I announce each of the winners that are here, I'm going to ask you come forward, and if your Governor is present, I will ask your Governor to come forward as well. We'll take a photograph and then we'll turn to the next awardee.

We're going to start with the State Official category. These are the people who are state servants, civil
servants in our respective states who have just done exemplary things. We want to recognize them this afternoon.

First, from Hawaii, is Fay Nakamoto, Chief of the Women, Infant and Children Services Branch of the Hawaii Department of Health. Through her work in public health, Mrs. Nakamoto has made an outstanding contribution to the people of Hawaii. She has reorganized the infrastructure of administrative, clinical and program support section of the WIC program there to bring Hawaii's programs up to USDA standards. She has initiated the modernization of a paper-intensive manual system to better ensure services to her people. She's managed to keep the program within budget without cutting services, no small deed even though the caseload has increased, I'm told, dramatically.

Governor Cayetano, who is here with us today says, and I quote, "Fay is a fine example of a government manager who possesses excellent management skills, vision, ability as well as dedication and commitment to public service."

Ladies and gentlemen, a big round of applause for Fay Nakamoto of Hawaii.

(applause)

CHAIRMAN CARPER: And, Fay, as we say in Delaware, aloha. We can tell what state you're from. We're glad you're here. Ben, thank you for joining us as well.
Our next winner in the State Official category is Major General Darrell V. Manning, former administrator of the Director of Financial Management in the State of Idaho. General Manning has served for four governors. In Idaho they have a saying, Governors come and go, but this fellow stays around. And he really does. We probably all have people like that in our respective states, but General Manning has served four governors in a truly bipartisan fashion in numerous capacities and has distinguished himself as a legislator and as a director of no fewer than five separate agencies. He has also served in the United States Air Force, the Air Force Reserve, in the Idaho Air National Guard, and I'm told in his next life he wants to be in the Navy, he wants to be a Seal, maybe a Naval Flight Officer, I'm not sure.

He was a major contributor to the first Surface Transportation Act, and several of the programs he developed in Idaho have been used as models for other states. Governor Kempthorne says that, and this is a quote, "Alone, any of these accomplishments is commendable, together they demonstrate a commitment to excellence that is extraordinary." I could not agree more.

Let's give General Manning a big round of applause from the NGA. General Manning. Governor Kempthorne.
CHAIRMAN CARPER: General Manning, we salute you. Congratulations.

The last winner in the State Official category is Dr. Luther F. Carter, not Carper, Carter, former Executive Director of the Budget and Control Board in the State of South Carolina. Dr. Carter has earned the respect of this board, the state legislature and agency directors alike with his timely input in a variety of areas. His management reform efforts have included consolidating 12 computer data centers into two for better delivery of services and simplifying the number of job classifications and pay grades for employees. He also serves on the State Performance Audit Review Committee, which implements recommendations to improve overall state government performance. In addition, Dr. Carter has a distinguished background in education and also in the military. And his diverse interests have made him an effective leader for his state.

Governor Hodges, who's with us today, says that Dr. Carter, this is a quote, "Dr. Carter has worked diligently to improve state government services, provide opportunities to deserving individuals and institutions, and improve conditions for the citizens of South Carolina."

That's a quote.

Dr. Carter is here today joined by his
Governor, Jim Hodges. Let's give Dr. Carter a big round of applause. Dr. Carter, congratulations.

(appause)

CHAIRMAN CARPER: Each of our states are privileged to have servants, public servants like the three that we've acknowledged here today. We cannot acknowledge publicly and commend each of those here. We have three who have come today really sort of representing their own states, but even more broadly all 50 states and the territories, as well. Let's give them one more round of applause, shall we?

Thank you for the great, great public service.

(appause)

CHAIRMAN CARPER: Next we want to turn to recognize a couple of people from the private citizen category. These are people who have day jobs. These are people who have day jobs and who just out of the goodness of their heart decide to -- that they want to contribute as well in the public sector and to serve others. We can't recognize everybody who deserves that recognition, but we can recognize several of them and we're doing that today.

The first of those is from Alaska, Carol H. Brice, who's the cofounder of Family Training Associates. For almost four decades, Mrs. Brice has actively worked to improve the lives of children throughout her state, served in a number of volunteer roles, including as a founding member
of both the first Head Start program in Fairbanks, Alaska and the Fairbanks Resource Center for Parents and Children. In 1996, Governor Knowles appointed her to Chair the Board of Alaska’s Children’s Trust, where she tirelessly worked to raise funds for community-based child abuse and neglect programs.

Governor Knowles says that Ms. Brice’s message is very simple, and these are Tony Knowles words: "Every child in Alaska will be raised in safe and healthy family and communities-period." I’ll say that again, "Every child in Alaska will be raised in safe and healthy families and communities-period." Ladies and gentlemen, Carol H. Brice.

(applause)

CHAIRMAN CARPER: Thank you. Thank you very much, Carol.

Next is Jose J. Chico, past president of the United Retailers Association of Puerto Rico. Mr. Chico, has passionately worked both on behalf of entrepreneurs throughout Puerto Rico and to stimulate economic growth statewide. He’s also fostered an unprecedented era of achievement among Latino entrepreneurs throughout the southeastern United States. Under his leadership, Region VI of the United States Hispanic Chamber of Commerce increased its membership by 2,900 in just three years. He’s also the cofounder and president of the island’s only Spanish-language
business newspaper.

Governor Rossello says that, quote, "Mr. Chico has set a shining example in Puerto Rico and for all of America’s Latinos." And, Mr. Chico, we welcome you here today, and on behalf of all the people of Missouri, and the Governors that are here, congratulations and bienvenido, Senor.

(appause)

CHAIRMAN CARPER: Pedro said, "As they say in Delaware, gracias." To which I replied, "De nada, Senor."

Mr. Chico, congratulations. Well done.

Our final winner in the Private Citizen category is Martin F. Stein, a community service activist from Wisconsin. Mr. Stein has devoted his life to supporting community service initiatives in his state. Currently serves as the Chairman of the Wisconsin National and Community Service Board which has successfully implemented AmeriCorps projects along with Learn and Serve America community-based programs. In addition, he currently serves as co-chair, along with Wisconsin First Lady Sue Ann Thompson, of Wisconsin Promise. The goal is to execute the five national goals of America’s Promise within the state.

Governor Thompson says that, quote, "Through Marty’s tireless efforts to reach out to youth and others less fortunate, he has demonstrated a true compassion and
commitment to those in need." I see we have standing behind me Mr. Stein. I see we have standing behind me Governor Thompson. Is Mrs. Thompson here?

GOVERNOR THOMPSON: No.

CHAIRMAN CARPER: All right. Well, we know she's here in spirit. And, Mr. Stein, we all join in congratulating you on this recognition and thank you for your good work.

(applause)

CHAIRMAN CARPER: That takes us to the last category, folks. And the last category is with respect to artistic production. And the first winner in the Artistic Production category is Samuel Costa from Minnesota who is being recognized posthumously. During his state of the state message, Governor Jesse Ventura said that, "Minnesota is a better place because of Sam Costa." Is it Costa (cost-a) or Costa (coast-a)?

GOVERNOR VENTURA: Costa (cost-a).

CHAIRMAN CARPER: Costa. Sam Costa. He touched the lives of so many, both young and old. And, indeed, Sam Costa has truly left his mark on Minnesota where he was the founder and artistic director of 10,000 Dancers, a Twin City-based contemporary dance company whose performers come from diverse backgrounds. He also founded Sam Costa and Dancers, which awarded numerous fellowships and grants to
dancers from across our country. In addition, Mr. Costa was
dedicated to teaching youth and to serving as the artistic
director of a dance company for young people.

Unfortunately, Mr. Costa passed away this last April, but his fiancee, Kimberly Nelson, will accept the
award on his behalf. Members of Sam Costa's family are also
with us today. I would ask them to stand. If you happen to
be a member, just to stand. In fact -- All right. Thank you
very, very much for joining us today. I know how proud all
of you must be for this outstanding young man. I'm certain
that Sam is with us here in spirit and we're delighted that
Kimberly is here along with members of the Costa family. A
warm round of applause, please, for Kimberly Nelson and Sam
Costa.

(applause)

CHAIRMAN CARPER: Ladies and gentlemen, our
final winner, in the -- is in the Arts Support category, and
the winner is The Delta Blues Museum from Mississippi.
Established in 1979 by the Carnegie Public Library, the
museum's mission is to collect, to preserve and to promote
the unique music born in the Mississippi Delta that has
profoundly influenced today's popular music. This museum
attracts visitors from across the country and literally
around the world. Among its many attractions, the museum
hosts regular performances by local blues artists, some of
whom have achieved regional and national acclaim.

Governor Kirk Fordice, who's with us today says that, "Thanks to the commitment of the Delta Blues Museum, the history of the blues and its influence on today's music will be forever preserved."

Accepting the award on behalf of the museum are Charles Reed and Mae Smith. Won't you welcome them today? Congratulations.

(applause)

CHAIRMAN CARPER: Well, I'm told there's a saying got a feeling like the blues, call the blues, but I don't feel blue at all today. We're just happy to be here. We're happy to be in Missouri. We're pleased to be able to honor some wonderful people from the public sector, from the private sector and who represent the arts. One more round of applause, if you will, for our honorees. Thank you.

(applause)

CHAIRMAN CARPER: In all of our lives the time comes when we must step down as the governors of our states. Most of our states, not all, but most of our states have term limits. We do in Delaware and I know most other states do. The state of Mississippi has a term limit as well. In fact, it used to have a tougher term limit, as I recall. Correct me if I'm wrong, Governor Fordice, but there was a time when a person could not serve more than one term as Governor of
your state, isn’t that correct?

MR. FORDICE: There was at one time.

CHAIRMAN CARPER: Yeah. I’m wondering who was

the very first person in Mississippi history to serve two
terms as Governor. I think it’s the fellow that we’re
honoring today and saying goodbye. He’s not stepping down as
Governor of Mississippi today, but this will be the last time
we have a chance to be together to say goodbye to him, and to
congratulate him, and to wish him well as he goes forward.

The people of America, the people of our
respective states bestow upon us as Governors a very special
responsibility that are usually only reserved for presidents
of other nations. This is a responsibility that binds us
together in some unique bipartisan ways, personal ways.

As Kirk leaves his office today I want to make
just a couple of quick comments about his distinguished
career. Some of the earlier honorees we talked about are
folks that have a distinguished military career, and as it
turns out, so does Kirk. And served in -- on active duty and
later in the Army Reserves and retired from the Reserves with
the rank of Colonel in 1977.

Before his election as governor he was a
professional engineer and CEO of his own company, Fordice
Construction Company, where he tells me now his sons are
running it, and he says -- he says running it better than the
old man ever did.

    During his tenure of Governor he has returned Mississippi to fiscal integrity and has maximized economic development potential. He’s emphasized accountability in education, he’s cut taxes, accomplished civil justice reform and secured more than -- listen to this -- 170,000 new net jobs for Mississippians. How many people live in Mississippi, anyway? That is pretty impressive. Two million people. He built some additional prison space and insured truth in sentencing. He tried to cut some excessive inmate perks and reduced the welfare caseload by a mere 60 percent.

    Governor Fordice is past chairman of the Southern Governors’ Association. He’s been a very active member of the NGA. Most recently serving on the Economic Development and Commerce Committee. As I said earlier, the first person in Minnesota -- in Mississippi history to serve two consecutive four-year terms. And I asked him last night, I said, "Well, what do you think you’re going to do now for an encore?" And he says, "I think I’ll take a month or two off and I’ll get bored and I’m going to find something else good to do and get into." And I’m sure that you will.

    Kirk, come on up and just receive our applause and recognition one more time. Thank you.

    (applause)

    CHAIRMAN CARPER: I’d like to say that this is
a picture of all if us, Kirk, so you remember us as you go forward. But I think this looks like an older group of people. This was first taken, I think, maybe in 1908. This is the first group -- the first group of Governors that convened for the what was the forerunner of the National Governors' Association. We hope you'll take it home, and we hope it will hold a special place in your home and in your heart. And when you look at it think of us and we will always think of you.

MR. FORDICE: Thank you, Tom. Listen, this is a nonpartisan organization, of course, but you also got to know I'm the first Republican Governor of Mississippi in 118 years. Every hundred years you ought to try another party just for the heck of it. You know what I'm saying?

(appause)

CHAIRMAN CARPER: Jesse, did you put him up to saying that? Maybe Angus King did, I don't know. Well, congratulations, my friend. Good luck going forward. As we used to say in the Navy, fair wind and foul wind cease.

Well, I see we've been joined by a not old friend, but by a good friend from the State of Oklahoma who is a leader in the United States Senate today, and I'm going to call on his Governor, Governor Keating of Oklahoma, to make the actual introduction. Let me say it's great to see you, Don, and welcome and thank you for joining us today.
GOVERNOR KEATING: Thank you, Mr. Chairman.

This is our opportunity now to discuss national issues. The President will be here shortly, and before the President we have the opportunity to hear from the Congress, from a fellow Oklahoman, a tenure member of the state -- or the Senate Republican Leadership and a member of the powerful Senate Finance Committee, our senior Senator from Oklahoma and Assistant Majority Leader Don Nickles is one of the few members of the United States Senate with a background in small business.

In 1980, at age 31, I was still in school, Nickles became the youngest Republican ever elected to the United States Senate, and in 1998 he became the first Oklahoma Republican ever elected to a fourth term in the U.S. Senate. He was first elected to Senate Republic leadership in '88, when he was selected by his colleagues to Chair the Republican Senatorial Committee.

He was next elected to three terms as Chairman of the Republican Policy Committee. In 1996, and again in '98, he was selected unanimously to be Assistant Majority Leader, the number two official in the Senate leadership. He serves on the Senate Finance Committee, Energy and National Resources Committee, Budget Committee and Rules and Administration Committee. He's also Chairman of the Social
Security Subcommittee of the Senate Finance Committee. At this time, ladies and gentlemen, Senator Don Nickles.

(applause)

SENATOR NICKLES: Thank you very much. Well, Governor Keating, thank you very much for those nice remarks. Frank Keating and I have been friends for a long, long time and I appreciate him introducing me. I remember when he was first elected and he said, well, why don’t you and Linda come over and have dinner at the Governor’s mansion with the Governor and Cathy Keating. And I said well that would be great. And they treated us to a really nice dinner and they renovated the Governor’s mansion and it was so nice. And we were really delighted. And I said, well, in my small way I’d like to return the favor. I said we’ll invite the Governor and Mrs. Keating to have dinner with us in the Senate dining room. And that was nice. And so the Governor gets Senate bean soup, and that was nice. And then a little later we’re having sandwiches delivered, and I notice the waitress is a very sweet lady but when she’s carrying his sandwich out she has her thumb on the Governor’s sandwich. And I said, “Ma’am, you’ve got your thumb on the Governor’s sandwich." And kind of embarrassing, and she said, "Well, I’m trying to keep it from falling on the floor--again." It’s not true, I just thought it was funny. I am delighted to be -- that was a Conrad Burns’ joke and I kind of modified
it.

But I'm delighted to be with you. I've had the pleasure of speaking with the Governors on many times. I think, Governor Dean, I was in Vermont many years ago, and I've had the pleasure of working with all of you, I think, over the years. And this is a great group of Governors. And I say that in all sincerity. A fantastic group of leaders around the country who are now serving as Governors who have really made a difference. Made a difference in your state and, frankly, made a difference on the national level, as well. And I say that in not just trying to flatter you because I happen to be speaking with you, but to basically reiterate the facts.

A lot of people may be trying to take credit for different things, welfare reform comes to mind, but I remember Tommy Thompson and Governor Engler and Governor Leavitt and Marc Racicot and others coming in time and time again saying let's make some changes. And a lot of us on the federal level really wanted to do so. I remember when the Bush administration, they opened up a program, said we'll give the states waivers so you can modify your programs, and that was a beginning. That was a good start. And more states were coming up and saying we want waivers. I remember after the Clinton administration came in a lot of people wanted waivers. As a matter of fact, we even passed a bill
once or twice saying we’re going to let that Wisconsin waiver
go through. And so we had a big battle over waivers. And
eventually we ended up passing welfare reform. I will tell
you it’s been a great success, a great success for our
country, a great success for the states, and really a great
success for the individuals who used to be welfare recipients
who now have a job. And, ladies and gentlemen, there’s
something like seven million individuals that are now in that
category. That’s a success because of the efforts that
you’ve made, and I compliment you for it.

I also just mentioned, too, that somebody --
more than somebody, two or three people said, now, wait a
minute, I’ve heard is Congress going to take away some of our
TANF money? Is that going to be in one of these budget
packages? I will tell you -- Is leadership doing that? I’ve
heard that. Well, I’m my part of the leadership and I’m -- I
was also part of the negotiators working on the budget reform
package, and I can tell you, at least from this Senator, and
I believe on behalf of all Republican leaders, that’s not
going to happen. The TANF money will stay intact.

(applause)

SENATOR NICKLES: I also want to compliment
you and thank you in addition, because, this year, because of
a bipartisan group of -- as a matter of fact, I’ll say I
believe, Governor Carper, you can correct me if I’m wrong, I
believe it's unanimous support from the Governors, the reason why we were successful in getting Ed-Flex through, and I think the administration was reluctant to do it, and this is the idea of states having greater flexibility over some of these education programs. It wouldn't have happened, but I believe you had unanimous support from the Governors, Democrat and Republican. That was a very positive step. The President signed that into law this year, so we made some progress there.

But I want to challenge you a little bit, and education -- and I think a lot of your conference deals with education -- we have a long ways to go. We can do so much more. We can do so much better in consolidating these federal programs. I look at welfare. When we started trying to tackle welfare, we had 338 federal welfare programs. They were stacked on top of each other where people could qualify for a multitude of programs, frankly, for life. And we said that wasn't a good idea. So, we worked together, we reformed it. And now the welfare rolls are way down. Cut them in half just in the last few years. And our state Governor, notice my eclipse, coming in 67 percent reduction in welfare reform. That's a real success.

Well, in education, guess how many federal education programs do we have? Be surprised. We have 788 federal education programs. Ed-Flex just touches a small
percentage, just a small percentage. We could do so much more. And we can't do it, frankly, just as Republicans or just as Democrats, or just as Congress. Frankly, we need to do it all together. And I would urge you as you're working -- I've told colleagues before, I said I think every Governor knows more about education than those of us in the Senate. This is the biggest part of your budget. It's a very small part of our budget. I will tell you no one Senator knows all about 788 federal programs. We can't. And so I would urge you to maybe have some type of a working group like you did on welfare to be working with us. And let's take a look at those programs. Let's eliminate hundreds of programs that we don't need. Let's find the ones that really do work. Let's put special emphasis on those where we can do the most good. Let's put emphasis where the federal government has a real commitment. And I think you've noticed -- I hope that you've noticed that those of us on the Republican side we've worked to fulfill our commitments on IDEA, and we're going to continue trying to do that. We're going to try and give you flexibilities where you can provide more education, more real results in improving education in your states and, frankly, for our country as well. And so I hope that we'll have an organized but also a focused attention on reforming and improving education all across the country.
Now, I mentioned 788 programs. I know the President is going to be here a little later, but he is trying to add to that number. He says, well, we need a hundred thousand teachers at a cost of 35,000, but 5,000 to administer the program. I disagree with that. He also has a program to spend billions of dollars in federal money on schools. I disagree with that as well. I think, wait a minute, is this a federal government responsibility to be hiring teachers for you? Maybe you need teachers. Maybe you need more classrooms. Maybe you need buildings. Maybe you need computers. Who should be making that decision? I don’t think that decision should be made in Washington, D.C. I think that you should be making that decision with school boards not federal bureaucrats.

(applease)

SENATOR NICKLES: A lot of us, myself included, really do believe in the Tenth Amendment to the Constitution. We really do believe that all other power is reserved to the states and to the people. And we don’t think that just because there’s a problem there should automatically be a federal preemption, or there should automatically be a federal solution. We passed a few years ago my amendment that probably of all the things I’ve done in my 19 years in the Senate, one Governor that’s had more positive reaction in our state than any is that we allow the
states to set the speed limits, not be dictated by the federal government. So, we believe in state control. We believe -- somebody said, well, you had an amendment to increase the speed limits from 55. I said, no, we didn’t. We had an amendment that said the states should set the speed limits. It shouldn’t be dictated by Washington, D.C., and say, oh, if you don’t comply you don’t get ten percent of your money. So, we made that change, and I think that was a positive change. And now we have -- we have a lot of crime bills. And I want to work with you and encourage you. I know there’s a resolution dealing with preemption. I want to work with you. Let’s make sure that we don’t try to federalize all crime. Let’s allow crime really to be controlled by the states, and not say, oh, there’s a -- there’s a horrendous crime that just occurred, well, let’s make it a federal law. I think we do that, we’re making a serious, serious mistake. And I’ll also add on that. I know the President is coming in. He’s going to say, hey, we have a hundred thousand cops and, boy, that’s responsible. A hundred thousand federal cops. You know the cost of that is about $54,000 a cop? And you know the cost begins a 100 percent federal and then it’s transferred back to the cities. I don’t really think that’s a federal responsibility. Maybe I’m unique and the President has been successful in getting it funded in the past. But, really,
shouldn't the cities be making that decision? Shouldn't the
local community be making that decision? Is that really what
the federal government should be doing? Or is this
incremental, oh, this cop in this car, that's paid for by the
federal government; not this one. Same thing for the hundred
thousand teachers. I think that's a mistake.

And then finally, moving into a couple of
other issues that are very, very current. What we're working
on in some of the issues in Congress today, dealing with
healthcare, we passed, and, again, we passed it, and I think
because in large part because the Governors supported it
very, very strongly, we passed language that was very
straightforward. It says, federal government, keep your
hands off the tobacco money. You didn't go to court for it.
You didn't fight for it.

(applause)

SENATOR NICKLES: And the Clinton
administration wanted to direct how that money would be
spent. They wanted to tell you how that money would be
spent. And you're all aware of the fact that the federal
government didn't intervene in the court suit. The federal
government didn't sign on, but yet they wanted to allocate
how that money is spent.

Another program that's come to light, and
actually I read about it on the front page of the Washington
-- or the *New York Times* today, the so-called Children's Health Insurance Program. This program that Congress passed three years ago; the Clinton administration pushed it very strongly. And I'm reading now that the Clinton -- President Clinton said, according to the *New York Times*, said that he was a little disappointed and expected at least three million people to be enrolled in the program now. Just a couple of facts. There's only 2.6 million people eligible for the program. The President goes a little bit further, he says now there's more than ten million children who lack health insurance. Well, he's distorting things. Half of those kids -- half of the kids are eligible for Medicaid. That is insurance. Maybe they haven't signed up, and the CHIP program can help them sign up, but half are already eligible for insurance. So, it's a little misleading. And half of that half, or two and a half million don't qualify because they make too much money. And, so, there's only 2.6 million children that are eligible. The states -- this program has only been in effect for a year and a half. The three-year goal was to sign up 2.6 million kids. The states are doing, frankly, right on target with the program.

And then I read almost the -- I started to say the implied threat by the Clinton administration, but according to the *New York Times*, always my source for valuable information, says the Clinton administration will --
he will instruct the Health Care Financing Administration to, "conduct comprehensive, on-site reviews of state Medicaid enrollment eligibility processes in all states. Federal officials will interview state officials and check case files to assess compliance with current laws," and so on. In other words, he's going to send out the HCFA police. States you must do better. States you must do this. You must do that. And, frankly, you're right on target. Right on target. Years -- the three-year initial goal was to sign up 2.6 million. You've already signed up 1.3 and moving in the right direction.

One other thing we're working on in Congress, and you've probably heard quite a bit about it, is patient's bill of rights. Well, if you believe as a Governor that you want to maintain control of insurance in your state, you better be concerned about it, because the Clinton administration, many Democrats, and maybe quite a few in the House would like to say we know better, we're going to regulate your insurance.

Let me just throw out a couple of things. The Clinton administration says, well, that Senate bill, they passed the Senate bill, it only covers 48 million people, and our bill covers 161 million people. Let me rephrase what that says. The Senate bill insures those who aren't regulated by the states. That 161 says the federal
government is going to regulate state healthcare. The federal government is going to decide, HCFA is going to decide what should be in your plan. HCFA is going to decide if your plan is adequate. HCFA is going to tell you how to run your state employees' plan. HCFA is. The federal government -- Secretary Shalala is going to be your Insurance Commissioner. That's not a threat, it's a fact. Look at what they have in their bill. He says if you're regulated and they're uninsured, they're not covered, they're not protected. Why? Because they're covered by the states. Because they have this philosophy that federal government knows best. We don't care what you do, states. We don't care if 43 states have already passed a patient's bill of rights. It's not good enough. It has to be replaced by the federal government. We don't care if 39 states already have emergency room procedures. Actually, all states have some elements of emergency room. We don't care. That's not good enough. The federal government is going to dictate who should be covered in emergency room, for how long and for what. All this emanating from this idea that the federal government knows best. We don't care if the states have already passed a rule dealing with communications of doctors and their patients. Fifty states have already passed it. We're going to supersede it and duplicate it with a federal rule. That's what this issue is about. Some of us really
believe, wait a minute, states have preeminent roles. States have insurance commissions. States have been regulating insurance for decades. HCFA, wonderful people that they are, really couldn't do it. Can't do it. Couldn't possibly do it. And yet that's the power train or transfer of the, frankly, the administration is trying to do.

We want to do some things different. One we, under our bill, we don't want to increase the bureaucracy and the duplication of states. But also we don't want to do harm. We don't want to drive up healthcare costs and increase the number of uninsured by a couple of million. We want to increase access. We want to get more people insured. So we passed a tax bill. The tax bill has some provisions in it maybe you don't know. I understand the President may come in and be critical of our tax bill. We have a provision that says we're going to give above the line deductions for healthcare costs for individuals. Guess what? Big business can deduct their healthcare costs. Corporations can deduct a hundred percent. Individuals hardly any. You have to meet this little formula, seven and a half percent adjusted gross income, and it really doesn't apply to hardly anybody. What about small business? Self-employed people only get to deduct 45 percent of their healthcare costs. We make that a hundred percent next year. A hundred percent. In other words, we try to make some
changes to the tax code in making real changes where more
people will have access, be able to buy healthcare. And
that’s a big difference. And that’s part of our tax bill.

Maybe I’ll touch on a couple of other things
that are in the tax bill. I know the President is going to
come in and say, oh, I don’t think our country can afford
this tax cut the Congress just passed. We haven’t sent it to
him yet. We’re going to give him a little time to think
about it. He’s going to say it’s too risky.

Well, let me make a couple of comments about
the tax bill in general. Says it’s too risky, but we take
two-thirds of the surplus and say let’s use that to pay down
the national debt. We pay down the national debt by $200
billion more than the President does. So, he says, well, I’m
afraid if we pass this tax cut the interest rates might
raise. We’re going to pay down the debt more than he does.
So we’re pretty conservative in our approach. We only say
one-fourth of the surplus should -- taxpayers should be able
to keep. I don’t even like the words refund or give it back
to the taxpayers. I don’t want to give it back to them, I
want them to be able to keep it because it’s their money.

(applause)

SENATOR NICKLES: Then he says, well, wait a
minute, it’s risky business, you know, we’re cutting too
much. Does he know the bill sunsets in ten years? Does he
know that if we don’t meet our deficit reduction targets that
some of the tax cuts don’t go into effect? That there’s a
trigger mechanism that stopped the, frankly, the income tax
cuts that are geared towards the higher level incomes?
Doesn’t he know that that’s in the bill? So how could it be
too risky? Is it because we’re eliminating the marriage
penalty? Because we increase the number of people who are
paying 15 percent, actually, our bill makes it 14 percent, so
ey don’t go into the next bracket, which is very high, 28
percent. You’ve got millions and millions of Americans --
let me just give you a couple of examples. You have millions
of Americans who are self-employed. An individual makes
$25,000 taxable income, and they move into a 28 percent
federal income tax bracket. They also, as an individual,
they pay 15.3 percent Social Security and Medicare tax on top
of that. That’s 43.3 percent for only 25,000 dollar taxable
income. The biggest portion of our tax cut is moving those
brackets up, giving people relief that make between 25,000,
or a married couple that make between 42,000 and 50,000. We
say they should be taxed at 15 percent or 14 percent, not 28
percent. So, we give real rate reduction for taxpayers.

We do some other positive things, too. We
take care of the estate tax. Why in the world should the
federal government be entitled to take 39 percent of
somebody’s estate? If they have a taxable estate of a
million dollars, Uncle Sam wants 39 percent. Or if they've
done very well and they made -- maybe have an estate, a farm,
or a ranch or a business at three million, Uncle Sam wants
over half. Fifty-five percent. I think that's unfair. I
think taxes on the individuals that I'm talking about are too
high. And so we need to give relief, or we need to encourage
savings, and so we increase IRAs over a few years from 2,000
to 5,000. We make some positive changes. And I hope that
the President will reconsider. I hope that he doesn't say,
well, we're just going to veto this bill. We're not going to
give a tax cut.

When in the world -- if you have a three
trillion dollar surplus forecast for the next ten years, if
you don't give a tax cut now, when you going to give it?
Basically, the President is saying we want more money so he
can spend more money. He wants to spend it all. And so we
have a little difference of philosophy. Somebody asked me
are the doors closed in negotiation? No. I'm one Senator.
I voted for a tax cut in '95. The President vetoed it. Also
had a balanced budget. We voted for one in '97. He
eventually signed it. And that's the reason why you saw
capital gains reduced from 28 to 20 percent. That's the
reason why if a family is paying their income tax this year,
they get $500 tax credit per child, because those of us on
our side said we want a tax cut, and we compromised and it
became law. And we’re willing to compromise to pass a good
tax bill, a good tax cut for American people so they get to
keep more of their own money. So, yeah, we have a little
fundamental difference with the President. I hope and expect
that maybe we can work out our differences and help the
American people. Our goal and objective, whether you’re
talking about healthcare, whether you’re talking about
education, whether you’re talking about working people
keeping more of their own money, I think it’s achievable, and
it’s something we should all be working on, working on
together, Democrats and Republicans, for the good and benefit
of our country. Thank you all very much.

(appause)

CHAIRMAN CARPER: Senator Nickles said, "I’ll
do whatever you want me to do." I’m going to ask you if
you’d be willing to take a question or two.

SENATOR NICKLES: Sure.

CHAIRMAN CARPER: And then we’re going to go
back to the rest of our program. Any questions or comments?

Governor Thompson?

GOVERNOR THOMPSON: Senator, I just would like
to say thank you. Thank you for your willingness to work
with us as Governors on many different occasions. I’ve
always found you completely open-minded in regards to that,
and I want to thank you especially on behalf of all Governors
to keep that TANF money, the agreement you made and the
Congress did for five years. We are very much in your debt
and I appreciate your comments and thank you very much.

SENATOR NICKLES: Well, Tommy, you're nice to
say that, and I know you and Governor Engler, probably more
so than any other two individuals, are responsible for making
that happen, and I want to follow through on it. And I'd
like to also kind of reissue that challenge. Let's do the
same thing in education. I'm embarrassed there's 788 federal
programs. You know, you wouldn't administer a state in that
direction. We don't fund a bunch of them. So, let's work
together and let's try to consolidate, block grant and give
flexibility. Figure out what works and what doesn't.

GOVERNOR THOMPSON: Senator, if you could just
fund the special education, we would -- you would probably
get a standing ovation.

(applause)

SENATOR NICKLES: I hear you.

GOVERNOR KEMPTHORNE: Senator Nickles, it's
great to have you here with us. Don, you referenced the fact
that if in fact the President vetoes the budget cuts, or the
tax cuts, that you'd be willing to compromise. Can you
address what some of those higher priority tax cuts would be,
specifically the death tax, the marriage tax penalty; would
those be some that you would come right back with every
effort to retain?

SENATOR NICKLES: Absolutely. Senator -- or, I can call you Senator Kempthorne, but Governor Kempthorne -- I had the pleasure of serving with Dirk in the Senate. We have several elements in this bill that are vitally important, and I believe almost the fundamentals where we can get a bipartisan compromise. One you mentioned marriage penalty. People filing a joint return married shouldn't be penalized an average of $1400 which is present law. We basically eliminate that. The President ought to join us. Democrats ought to join us. It ought to become law.

You mentioned the death tax. We've got several Democrats cosponsoring our efforts saying let's eliminate the taxable event being death and make it basically when the property is sold. If the person inheriting the property sells the property, that's when it should be taxed. It should be taxed as a capital gain. It shouldn't be a taxable event on somebody's death, forcing people, frankly, to sell property, sell business, sell a farm, sell a ranch. Why? Because somebody died. Don't want to sell it. Want to keep it in the family. Want to keep the business going. But Uncle Sam comes in and said, oh, we want half. And there's no way to keep that farm or that ranch or that business going if they have a liability as much as 55 percent. So, I would hope those would be two major components of any bill that we
would pass.

CHAIRMAN CARPER: Last question, Governor Janklow?

GOVERNOR JANKLOW: Senator Nickles, I join my colleague, Senator Thom -- Governor Thompson, as well as the applause of the Governors with your federalism comments.

Two things: One, there are several former Governors in both political parties that serve in the Congress. I've got to believe that every one of them -- I know that they espoused federalism when they were Governors, and they all said when they got to the Congress they would continue to work towards that. There's no one -- there's no one in the Congress who claims they are not a federalist. Is there a caucus or a group of people like yourself in the Congress that the Governors on a bipartisan basis could sit down and work with towards reaching these federalism goals that everybody is always talking about, but very little gets done on? We have leaders even in my own party that speak out and speak about breaking the deal, breaking the compact, breaking the agreement on TANF, and because states have saved the money for a rainy day and put it back for other programs, now they're talking about taking it away. The fact of the matter is, it isn't going to happen, but we need to prevent even that kind of rhetoric. It diverts us and our resources and time from the things we've got to be working on to deal
with the federalism issues in the country. Is there a caucus of people in the Congress that we can work with?

SENATOR NICKLES: Governor Janklow, I appreciate your suggestion. One thing I know that Majority Leader Lott has said, and one of the ardent supporters of federalism protecting states rights is Governor -- former governor, now Senator Voinovich from Ohio. And he is an excellent contact person. Several of us are. We don't have a caucus as such. Most people that have that philosophy are Republicans, but we need bipartisan consensus.

GOVERNOR JANKLOW: But this wasn't the Democrats that were talking about going back on the deal.

SENATOR NICKLES: It also wasn't Senators, and it takes two Houses to pass anything. And, to my knowledge, no one on the Senate --

GOVERNOR JANKLOW: Let us never forget that.

SENATOR NICKLES: No one in the Senate, that I'm aware of, was talking about taking the TANF money.

CHAIRMAN CARPER: Thank you.

SENATOR NICKLES: Tom, thank you. It's all my pleasure. My pleasure.

(applause)

CHAIRMAN CARPER: As Senator Nickles prepares to take his leave I just want to say again, on behalf of all Governors, thank you for the support of expanding education
flexibility to all 50 states. The Governors may remember, particularly those that have been around for a few years, that the first time we -- most of us ever heard about education flexibility was sitting in the White House and the President suggested it, I think it was February of 1998, that we should extend Ed-Flex to all 50 states. We appreciate the strong support from the Congress in making that possible.

We're going to turn now to a discussion for about the next half hour before the President joins us, a discussion on raising student achievement. Let me just sort of set the -- if I can, set the context in which this discussion among Governors is going to take place. The economy of our nation has changed dramatically in our lifetimes. It's changed dramatically, frankly, in the lifetimes of our children, and for some of us it's changed dramatically in the brief lifetimes of our grandchildren.

The key to a high standard of living and a good quality of life in our country in the next century will hinge in no small part on our ability to make sure when students walk across that stage or that football field to graduate at the end of their twelfth year in school that they can really write, they can read, they can think, they have computer skills, and that they can do math. Throughout our country, an analysis has taken place of the kind of skills that young people are bringing out of our schools and the
kind of skill levels that our companies need in order to be successful with their new employees. There is a gap, a gap that has to be addressed.

States all over the country, almost all 50 states have sought to address that gap by literally spelling out what we expect students to know and be able to do at different grade levels in their lives. States throughout the country are measuring student progress toward those academic standards in math and science and English and social studies. And maybe most importantly after we set those rigorous academic standards, and after we've begun measuring student progress, we're wrestling with how do we hold ourselves accountable. What kind of consequences should there be for schools that do well or don't do well; for students that do well and don't do well; for parents meeting their responsibilities. What kind of consequences should there be for us as politicians? What kind of consequences should there be for students?

For the last almost year now as an organization this Chairman has sought to focus our energy on what are we doing around this country, our 50 states and outside of our 50 states to raise student achievement in a number of primary areas. What is working? What is working to raise student achievement? And we've focused in forums from one coast to the other. Over 40 states have
participated, many Governors, and we thank you for that. We have been focusing on how do we raise student achievement by harnessing technology? How do we raise student achievement by providing extra learning time for some students who need that extra learning time? And how do we enhance and promote student achievement by requiring accountability within our states and within our schools of our states?

Governor Leavitt and I asked a couple Governors to provide the lead, and take the lead on accountability. And among the Governors who've done that, Tony Knowles of Alaska. Governor Knowles, we thank you. And John Rowland, Governor John Rowland of Connecticut have been our co-leads on accountability, and their staffs have worked with a whole lot of other folks in a task force and brought back to us a whole host of good ideas. I want to share with you, and those that are Governors around this table have heard me say this many times, one of the greatest strengths of the NGA is it gives us an opportunity to share ideas that work and don't work. It gives us the idea -- the opportunity to steal good ideas, and sometimes we give credit and sometimes we don't. But the idea here behind this organization is to allow us to figure out what's working and to share those ideas and spread those ideas, replicate them across the country.

I just want to give you a flavor in a couple
minutes of what we’re doing in one state, a little state, and
some ideas that we’ve borrowed from a bunch of you and how
we’re trying to apply them. And then I’m going to be turning
to a couple of other Governors who are providing great
leadership and accountability for us to hear from them, too.
As I said earlier, almost every state has established
academic standards of what we expect kids to know and be able
to do. Some of you are ahead of us. We established those
about -- almost three, four years ago, in reading, writing,
in math, science and social studies. We literally spelled
out what we expect students to know and be able to do. We’ve
been attempting to align what’s going on in the classroom,
the teaching that’s going on in the classroom with what we’re
going to ultimately test students on. Aligning the
curriculum with the standards.

A little over two years ago we began
administering statewide tests in reading, in writing, in
mathematics. Some of you have been doing that for longer
than we have. We started about two years ago. This coming
school year, we’ll have our third year of tests that we’ll be
giving with a focus on reading, writing and mathematics. We
have sought to provide for accountability, not just for
students and not just in our schools, but for accountability
also outside of our schools. There needs to be someone, we
believe, in the political arena, an elected official, who
assumes accountability, who assumes responsibility for students doing better in our state or in our cities. The city of Chicago it's the Mayor, Mayor Daley. In the state of Delaware, it's the Governor. Remember that old adage, be careful what you ask for, some day you may get it? Well, this Governor asked for the responsibility for to be held accountable for students doing better and the legislature was only too happy to give it to me. But somebody needs to be held accountable and in our state we say it's the governor. We changed our law to provide for an appointed Secretary of Education who reports back to the Governor and is responsible to the people. So, we have sought to provide for political accountability.

Second, we've sought to find ways to provide for more parental accountability. And this is a hard one. How do we hold parents accountable and responsible for preparing their students for doing well in school and for continuing to work with teachers, and making sure kids come to school prepared and behaving?

I'll mention a few things that we've done, and one of the things we've done in our contract of mutual responsibility with people who are on welfare, we require -- they are required, they commit to making sure their kids are going to come to school, that they will be involved in the lives of their children in school. Others of our school
districts are beginning to adopt similar kinds of contracts of mutual responsibility between parents and those in school districts. We’ve given by state law the authority to schools -- school districts to literally subpoena recalcitrant parents whose children are not showing up for school, whose children are disruptive, and whose parents will not participate or attend that school and to meet with school officials. We’ve literally given those schools subpoena power. We’ve also put in most of our elementary schools a family crisis therapist, someone who is a go-between between the school and the home. Someone whose job it is to draw the parents out and to get them involved, particularly in families that are in crisis, in the education of their children.

With respect to accountability for schools, we’ve put in place a method of establishing accreditation for our schools. I mentioned we were two years into our testing, third year, one more year after that, schools -- we’re going to look at the progress that schools are making on these tests, reading, writing, math, and for schools that are making progress, they can earn rewards, bonuses, recognition. For those few, hopefully, that are not making progress, or may be going the wrong way, they may lose accreditation for their school. We’re putting out -- have our schools put out profiles in which they will list whether
or not they're accredited, superior accredited or whether
their accreditation is in jeopardy.

Next we dealt with student accountability.
We -- this fall, actually, this coming spring we'll for the
third year give students these tests in reading, writing and
mathematics. For students in the grades 3, 5, 8 and 10,
reading, writing, mathematics. For students next spring who
do not reach our standards in reading in grades 3, 5, 8 and
10, we require them to go to summer school with a focus on
reading. For students -- with state funds that we mandated
the state funds in summer school. At the end of the summer
school, if students still do not reach state standards for
reading, we mandate that they repeat the previous grade with
a focus on reading.

We have a similar kind of requirement for
mathematics for students in grades 8 and 10. If they're not
reading -- if they're not at standards next spring for their
grade level in 8 and 10, we require them to go to summer
school. We fund it. We also provide a requirement that they
repeat that grade, 8 and 10, if they have not met our
standards.

And, finally, students that are seniors -- not
seniors this fall, but sophomores this fall, in tenth grade
will take a high stakes test next spring and they'll be
required to meet standards on that test, particularly with
respect to reading and mathematics in order to get a diploma in the year 2002. And if they don’t meet standards with tests they take next spring in reading and in math, in the sophomore year, sophomore standards, tenth grade standards, we require them to go to summer school, to be retested. If they go on to the eleventh grade and haven’t met our standards, we test them again in the eleventh grade. If they don’t meet standards, go to summer school, be retested at the end of eleventh grade. If they haven’t met standards, be retested again at twelfth grade. And, ultimately, if they don’t meet our standards in reading and mathematics they can walk across -- in the year 2002, walk across that stage, on the day of graduation, they can go across that football field in their cap and gown, but they will not receive a diploma from the people of Delaware, from the State of Delaware. They will receive a certificate of attendance, completion, but not a diploma from our state. And we’re not doing that to be mean or hard hearted, we’re doing it because we think we need real accountability in our schools.

And I’ll close with this, the piece that we’re wrestling with right now, and I know some of you are, too, is educator accountability. If you’re holding politicians and parents and schools and students accountable, what are we doing to hold educators, teachers and administrators accountable? And some states, and we’re among them that are
wrestling with this, are trying to come up with a way to
evaluate the performance of educators and administrators, so
that somewhere in their evaluation there's reflected a
component of whether or not students are making progress from
the beginning of the school year to the end of the school
year. To objectively measure if students in that class or in
that school are making progress from the beginning of the
school year to the end of the school year. To the extent
that they are, terrific. To the extent that they're not,
provide extra professional development, extra help for those
teachers. But ultimately when the students in a teacher's
class or a school do not make progress, for that to be a
signal back to that school or that school district that this
is a teacher who needs to be working in another field, but
not in that school, not in that classroom. And that's the
one we're wrestling with right now. About a month from now
we'll have a special session in our state to deal with that
difficult issue of educator accountability. And we will
share with you what we do there, just as many of you have
shared with us what you're trying to do in your own states in
that area.

I think of everything that we're seeking to do
in our states, and God knows we deal with a lot of issues,
among the most important, maybe the most important, I think,
is trying to figure out how to raise student achievement, and
that's the key for, I think, a good quality of life and a
high standard of living in the next century. A lot of people
are working hard on that and I want to give a couple of them
a chance to share their thoughts and what they're doing in
this regard right now. And I'm going to go -- I think
Governor Hunt is over here. Governor, would you take just a
couple of minutes and share with us what you're doing in
North Carolina with respect to accountability? Governor
Hunt.

GOVERNOR HUNT: Thank you, Mr. Chairman. And
I want to commend you for your leadership and your emphasis
on that this year. I didn't get here until this morning, but
yesterday I watched you on C-Span at the Gateway School,
those wonderful students and teachers and the Governors who
were there, and I think this country was very impressed with
that.

Mr. Chairman, you have laid out an excellent
approach that you all are using in Delaware. In North
Carolina we are doing many of the same things that you are.
In fact, the National Education Goals Panel in their report a
year or so ago indicated that Texas and North Carolina had
perhaps the two strongest accountability programs, and that
was measured by the Rand Corporation, and we have a lot of
confidence in them. Last week we issued our report, and I'm
going to pass these papers out and let them just go down
these lines. This is the front page of the main paper in the state capitol. It says, "Scores show schools making the grade." And, of course, it tells about the good things and those that are not as good as you’d like for them to be. It has a little diagram here in the middle that shows the proficiency progress, in other words, how much progress our students are making in being at grade level or above. And as you imagine many of our minority students aren’t nearly as doing nearly as well, although they’re making more progress than our majority students are.

Then I’d suggest you turn over to Page 17, because here we have a whole page showing the actual figures for each school in the area that this paper serves. And you will see there the first column shows the percentage of students in that school that are proficient at grade level or above. And then it has a checkmark as to whether or not that school is below grade level, or made less than a year’s progress. We measure both proficiency of students and the progress the schools are making, because some of them start very low, of course. And if they’re making a year’s progress or above that, then they are doing better than they used to do. So we have a checkmark to show whether or not they are below their goals, meeting their goals, which is one year’s progress, or actually above their goals. And I want to just have somebody pass these around to the different -- down
at -- on the different sides of the table. If somebody from North Carolina will help me do that.

Finally, let me say, Mr. Chairman, that it really is important -- Let me say this, when you get the report on how the schools are doing, everybody gets excited about it. You know, we talk a lot in the state capitol and it's never reported down in the county. Let me tell you, when you're measuring how their schools are doing, it's reported at the county. And everybody reads about it and everybody talks about it. Sometimes they fuss about it.

But, boy, you know how you're doing.

I give two pieces of advice to my fellow governors. In addition to the fact that you ought to make this very public, yeah, and don't be afraid of the controversy. Make it very public. Get it published in your newspaper. First you ought to measure the schools as a school. In other words, if you go into a plant, they will measure the workplace, you know, in terms of their quality efforts and productivity and all that. We ought to measure the whole school. That's the way you do this in education most effectively.

Secondly, there ought to be real consequences. Part of the consequences for us are what people say when they read these reports in the newspaper. You know, they get all excited about their school. A school
that happens to be named for me was one of the ten most --
made most progress this year among the high schools. Well,
we're really excited about that. They all -- also, if we are
below -- a poor performing school, and those have gone down
from 122 in our state when we started three years ago, down
to 13 this year. That shows you the progress you can make
when you are really reporting and people are holding you
accountable. We can let the principal go. We can measure
the teachers in very thorough ways to see if they ought to be
kept on. We send in an assistance team of up to five people
to spend the whole next year in those poor performing
schools. So, we really try to help them. And then if these
schools are above the goal, in other words, if they make 110
percent of progress, not just a year, but 110 percent, we pay
a bonus to each teacher of $1500, and half that much to
aides. So, Mr. Chairman, I would just say to you it really
works. It is not without some anxiety, but we ought to have
anxiety when it comes to doing a better job to help our kids.

CHAIRMAN CARPER: Jim, thank you for that
report and for the leadership -- great leadership that's
you're providing. Governor Knowles and then I'm going to go
to Governor Engler. And I would ask you, I understand the
President is just arriving and we want to be able to
introduce him within ten minutes. So, just two minutes, if
you would, please.
GOVERNOR KNOWLES: Well, thank you very much, Governor Carper. In what’s called the information age it certainly is no surprise that the top item of the national agenda is excellence in education. If that’s the battle cry, then we know that the battle is going to be won in the trenchwork of accountability, and I really appreciate, Governor, your leadership with Smart Kids 4 Our Future, the work that Governor Hunt has done.

And maybe just a couple points on accountability. Certainly it’s appropriate in Missouri to talk about accountability, because what does accountability mean? Show me. Now, show me, at least as popularized by one recent movie, was show me the money, and I think, frankly, that has been all too often what’s been wrong with the approach to education is the focus on that. What we want is show me the results. And that’s where the accountability is focused primarily on students and the standards in the testing. Alaska joins all of the states in America in addressing that. Our particular approach has been to like yourself, Governor Carper, emphasize three points; reading, creative writing and algebra, with an exit exam. And that was the first thing that we put in so that a high school diploma means something more than just a slip of paper that everybody gets. It means that you have passed an exit exam. But if you don’t get it started before the exit exam, it’s
too late. That’s why in third grade we have tests with independent reading; seventh grade, creative writing; eighth grade in algebra. And it’s at that point that I think that we can show that there is accountability for the students. It’s got to be far more comprehensive than that, though. As touched on by Governor Hunt, we have to emphasize the accountability in schools. We’ve delineated some definitions in schools depending upon not only student attendance and results but parent participation, the teacher accreditation, and that has to do with whether a school is judged to be in crisis, deficient, successful or distinguished.

Finally, I think we need to broaden it to teachers, parents, business in the community, all of which should be held accountable in different ways. And that’s the way, frankly, I think that, although the results aren’t in, that we can really start a whole new direction in accountability in schools. Thank you.

CHAIRMAN CARPER: Thanks for that report from Alaska, and Tony, thank you, and to Governor Rowland for your leadership for this accountability task force.

We’ll go to Michigan, home to the Detroit Tigers, for a word from John Engler. Governor.

GOVERNOR ENGLER: Thank you, Mr. Chairman. I’ll just pass on the Tiger reference. We’re trying to do even better than the Tigers in public education in Michigan.
But, Governor Hunt's comments are very interesting and very, very important, and Jim has done an awful lot of work in this area. One thing that you can log onto the net and find all of the Michigan data for every school district, but not just district by district, actually building by building right down to the grade level, and that's available for everyone. We're also working, and I hope and I know some other states here are also talking with these companies, we're talking with S & P, Standard & Poor's, about an approach that they've got in terms of how we can display additional data. Also the Fox River Learning Company, and we're talking to Fox River about how we can sort of demystify educational data. It's interesting, in Michigan it's more than a $13 billion investment on an annual basis, and most of our -- the parents of the 1.7 million children in our schools really don't have a great understanding of where the money goes or what it's buying, and don't readily understand how it links up to results, and we're trying to at least put that information out in the public so that the debate that takes place, and there is always a debate, can be as informed as possible. We want as much data out there and we're working very hard to do that.

One thing that is -- that's different and new and I think is an accountability measure of a different sort involves that tobacco money that Senator Nickles talked about
earlier. Michigan now took 75 percent of the tobacco settlement, monies coming back to the State, and we put those in a trust fund and we've established what we call the Michigan Merit Award, and the Michigan Merit Award will be a $2500 scholarship to a graduating student who attends public school, private school, can be home school, but they have to take the state assessment test, though. That's the one thing that's common. And we're going to provide an opportunity for all to do that, and if they pass their assessment test in reading, writing, math and science, the four core competencies, if you will, there's a $2500 scholarship. In fact, we're so committed to education excellence, if they want to go out of Michigan to go onto college, or take on that specialized training in any of your states, they can take a thousand dollars with them for that. And, Governor Taft, if somebody for some reason, I wouldn't know, would want to go to Ohio State, you know, I mean, they can take a thousand dollars with them. And then when they came back to really get that graduate education, you know, they could get the other 1500 in a Michigan school. So they get that.

And we also provided that there's an additional $500 that can be set aside as early as the seventh and eighth grade for the youngsters at that grade who do well. So the combined award in a few years will actually be $3,000. And we intend, of course, to use that, and the
principals that we've talked to are very excited about this because it really does sort of focus in and it does, Governor Knowles, some of your comments, it actually puts the money where the performance is, which I think is also an interesting concept and part of accountability. It's strictly merit. We had all of the debate about should you take the top ten percent of every class, should you take the top student. We said no, it's the same test, everybody is going to take it, you all have an equal shot at winning it. And we'll do what we can to fix the problems. And I think maybe this will really help parents understand in a comparative sense how it's going.

So, that's a new accountability measure that you can watch in Michigan in a couple of years to see how that's working.

CHAIRMAN CARPER: Good. Thank you for that. And those of us who graduated from Ohio State take what you said with a grain of salt. Thank you. The last one minute -- the last one minute to Governor Davis and then we need to bring on the President. Governor Davis.

GOVERNOR DAVIS: Well, first let me thank you, Governor, for your leadership focusing on education this year. There is no more important priority, and I commend all the others who have been at this a lot longer than I have. But I just want to mention one thing on accountability.
People expect all of us involved in education to be accountable. Even though I ad-libbed this comment I’m living up to it. I will not run again unless test scores went up. I was actually speaking to the American Legion, kind of bragging about what we’re going. But I said I don’t want any credit unless the test scores go up. In fact, I won’t come back and ask for your support if I run again unless test scores go up. The moment I said it, I knew I shouldn’t have. I only saw two reporters in the room. I thought nobody will hear about this. The next day it was in every paper in the state. My first instinct was to say I meant I wouldn’t go back to the American Legion and ask them for their support. But then I decided the heck with it, that’s what I’ll stand for as Governor. And so I won’t run unless test scores go up.

Let me mention two things we’ve done. I do believe awarding performance matters, and we have in law today $150 per student bonus if standardized test scores go up five percent over where that school performed the year before. So the best school and the worst school have the same chance of earning that money.

And second, and lastly, a $25,000 bonus to teachers if test scores go up 10 percent in the school over where they were before. So we’re trying to say that improved performance, no matter how far behind you are today, you can
get better and we're trying to reward improvement.

CHAIRMAN CARPER: The point you made, I'm glad you made it. The key here in our state, and I think in most states where we're putting in place strong accountability is measuring the performance of the school against that school.

GOVERNOR DAVIS: Right.

CHAIRMAN CARPER: From year to year to year, so that you're not disadvantaging the school districts that are in really the tougher places, and I applaud you for those efforts.

Just to sum it up, the words that probably best describe the kind of accountability systems that are being put in place in our school in our states, probably tough love. Probably tough love is the best description of what we're endeavoring to do. And while it's great that we have the rigorous standards and measure student performance and holding all of us accountable, including governors and politicians, mayors, it's also important that we enable all students, all kids, to have a real chance to meet the standards that we're setting.

I promised our Governors and spouses that when we came here to St. Louis that we would provide a fistful of good ideas of what's working around the country to raise student achievement, and we're going to do a little better than that, we're providing a toolbox, tool kit full of new
ideas. Full of good ideas that have been vetted and are working coast to coast, from California to Delaware and a lot of places in between to raise student achievement. I invite you to take them home and to look at them, to share them with folks up and down your state. We’re also releasing today -- this is a task force report from the NGA, State Accountability Issues, Challenges and Strategy. We’re, again, helping to provide those of us who are endeavoring, laboring these vineyards with the road map that we need.

Tomorrow and on Tuesday in our subsequent plenary sessions, we’re going to focus on two areas that are working like gangbusters to raise student achievement. We’re holding folks accountable but in the issues of -- in the areas of providing extra learning time for students who needed extra learning time and harnessing technology in our classrooms like we saw at Gateway School here in St. Louis yesterday.

I want to ask you to join me in a round of applause for -- particularly for Tony and John Rowland, but everybody that’s worked on our accountability task force for the good work that they’ve done. Thank you very, very much.

(applause)

CHAIRMAN CARPER: Governor Leavitt and I are going to slip out of the room for just a moment. Please remain in your seats, ladies and gentlemen, and we’re going
to bring in our next speaker, the President of the United States. Please stand at rest but don't go away.

ANNOUNCER: Ladies and gentlemen, the President of the United States accompanied by the Chairman of the National Governors' Association, Governor Tom Carper; Vice Chairman of the National Governors' Association, Governor Michael Leavitt; and by Governor Mel Carnahan of Missouri.

(applause)

CHAIRMAN CARPER: Mr. President, welcome. I don't know if you heard the voice that announced the President as he came into the room. Wherever the President goes, at least wherever I've been, it's the voice of God that says ladies and gentlemen the President of the United States. I want you to know that's not the voice of God, that's a fellow named John Martin, who stands back here by a microphone out of view and announces the arrival of the President.

We're just real grateful that you would take the time to change your schedule, Mr. President, in order to join us today. And I would say in introducing the President I'll be very brief. But all of us are aware of the extraordinary gains we've made in employment in this country over the last six and a half years since Mike Leavitt and I have been Governor, Pedro Rossello and Mel Carnahan. All of
us are aware of how the unemployment rate has plummeted, how
the number of new jobs created has grown by, gosh, close to
20 million. The welfare rolls in this country, we just
celebrated the third anniversary of the signing of the
welfare bill with Governor Thompson and some others in
Chicago. The welfare rolls are down, I guess, the lowest
point they've been in some 30 -- 30 or more years.

Interest rates, a bunch of us around this
table in this room have refinanced our homes and taken
advantage of some of the lowest interest rates that we've
seen in a long time in this country. The rate of home
ownership in the United States I'm told is at an historic
high. The rate of inflation continues to be under control.
In fact, inflation is almost not even on the charts. The
rate of crime in each of our states, almost without
exclusion, has dropped in recent years along with the rate of
teenage pregnancy.

There are many people in this country that are
responsible for that progress. Some of them are seated
around this table and have been in past years been seated
around this table but are no longer here with us. Among the
people that are responsible, perhaps the one most responsible
is the fellow who did sit around this table for some 12 years
as Governor, and a man who stood where I stand today and
where Mike Leavitt will stand in just a couple of days who
led the nation's Governors.

Mr. President, as you step down, or prepare to step down in a year and a half from now, there's a lot still to do I realize in the next year and a half. But you will leave to your successor a legacy that will recall that the United States ended this century and entered the next as the nation with the strongest economy of any on earth; the nation with the most productive workforce of any nation on earth; the only nation among the industrial nations of the world which had actually tamed its fiscal woes and balanced its budget; and, a nation that represents the mightiest force for justice of any nation on earth. That's not bad. That is not bad.

(applause)

PRESIDENT CLINTON: Thank you. Thank you.

GOVERNOR CARPER: When our President was the Chairman of the National Governors' Association his focus was making America work, and I would say you have been true to that game plan, Mr. President. And thanks to your efforts and those of a lot in this room and outside of this room, inside of Washington and outside of Washington, you and we have made America work and we're privileged to welcome you back to this brotherhood and sorority of Governors of the United States. Our President, William Jefferson Clinton.

(applause)
PRESIDENT CLINTON: Thank you very much. Thank you. Thank you. Thank you. Thank you. Thank you so much, Governor Carper, Governor Leavitt, Governor Carnahan. Thank you for welcoming me back to Missouri and to St. Louis, a place that has been so good to me and our family and our administration. I must tell you this has been a great day for me already. I got -- my staff says I'm entitled to a great day once in awhile. I got to spend the night in my mother-in-law's house, go to early church in my church, have breakfast with my friends and then come to meet with you. And I'm -- something bad may happen tomorrow, but this has been a good day.

When I first spoke to the Governors as President in 1993, I promised that we would build a new partnership, and I said I would try to hold up my end of the deal in three ways. First by bringing down the federal budget deficit so we could have lower interest rates and greater investment and a recovering economy. I've been a governor through one boom and two busts. The booms make the job easier.

Second, I promise to work with you to end welfare as we know it, to prove that poor people could succeed at home and at work.

And, third, I promised to loosen the rules and lift the regulations on Medicaid that had long stopped the
Governors from providing more healthcare for less. Six and a half years later, I think it's clear that this partnership has worked through the hard work of the American people and the economic plan we've put in place in 1993, followed up with the bipartisan Balanced Budget Act of 1997. We've turned record deficits into record surpluses as Governor Carper said. Most of your budgets also enjoy healthy surpluses. We have the largest peace time expansion in history and on Friday I announced that we've gone over 19 million new jobs in the last six and a half years with home ownership the highest in history and minority unemployment the lowest ever recorded. You all know, and I think Tom referred to this that with the welfare waivers that we granted the states followed by the Welfare Reform Act in 1996, your initiatives have led us to the lowest welfare rolls in 32 years now. Last week in Chicago I was able to announce that every one of your states is meeting the work requirements of the new welfare law, something that the American people should be very grateful for. And we now have 12,000 businesses in our Welfare-to-Work partnership committed to hiring people from the welfare rolls into the workforce.

With the bipartisan Balanced Budget Bill of '97, we've created the Children's Health Insurance Program, $24 billion, the largest expansion of health coverage since
the creation of Medicaid. We've waived or eliminated scores
of laws and regulations on Medicaid including one we all
wanted to get rid of, the so-called Boren amendment. And
last week I signed the federalism executive order putting to
rest an issue that has divided the administration and
Governors for far too long.

(appause)

PRESIDENT CLINTON: In so many areas we share
a common vision. I heard Governor Hunt talking when I walked
in today. I thought I've heard that voice for more than 20
years. It's still singing more or less the same song and it
gets better every time he sings it. I thank you, sir.

So, I would say to you that this country is
poised to enter a new century and a new millennium with its
best days still ahead. But we have some significant
long-term challenges. I think we're in a position to meet
those challenges. And I'd like to talk very briefly about
the next steps that could affect you on the federal budget,
on welfare and on healthcare.

First, let me say that I do see this as a
generational challenge to deal with the aging of America; to
deal with the children of America which are more numerous and
more diverse than ever before; to deal with the long-term
economic health of America; to bring the light of opportunity
to places that have still not felt any of this recovery.
Those are just a few, but I think the biggest of our long-term challenges. So what I propose to do is to take over three-quarters of this projected surplus and set it aside in ways that would enable us to lengthen the life of a Social Security trust fund in ways that would cover the entire life of all of those in the baby boom generation. That is, I don’t expect to be around in 2053. I’d like it if it turned out that way, but I kind of doubt it will happen. In ways that would lengthen the life of the Medicare trust fund, bring the best that we know in terms of competitive technologies and other things to play, have more preventive screenings to try to keep people out of the hospitals and have a modest prescription drug benefit. Something we plainly would provide if we were creating Medicare for the first time today. If we do that, there will still be enough money to meet our fundamental obligations in education and national defense, medical research, veterans, agriculture, the environment and have a modest tax cut, and we can do it and pay off all the publicly held debt in this country for the first time since 1835 when Andrew Jackson was President. We can do that in 15 years. Now, I think that’s important because in a global economy where interest rates are set in part by the movements of money at the speed of light across national borders, I’ll make you a prediction, in 20 years people will think all rich countries should not have debt,
because that will keep interest rates lower and investment
higher, more jobs, more incomes, smaller costs for everything
from homes to college education. And our trading partners
around the world that are struggling to lift themselves up,
or countries that get in trouble as the Asian countries did
over the last couple of years, will be able get the money
they need at lower interest rates, recover more quickly and
help us to continue to integrate the world into a global
market.

Now, as you know, I'm having a big argument
about this in Washington. And I know you've already heard
the other side of it. But, let me just say I think if you
hear it at first blush, the plan of the Republican leadership
has some appeal. They say look, we've got this big projected
surplus and we want to let the government keep two-thirds of
it and give the people a third of it, and why is that
unreasonable? Well, here's the problem. First of all, you
all have been there, a projected surplus is not the same as
one in the bank. And we don't know that. But, secondly,
there are -- the budget problems, economic problems and aging
realities that I would argue undercut this tax bill that has
passed the Congress. And let me just mention, first of all,
the two-thirds of the surplus that the Republican leadership,
and I applaud this, has committed not to spend is that
produced by the Social Security taxes. So, they say we're
not going to spend it at all, which means the only money available for spending over the '97 budget caps is the hundred percent they want to give away in the tax cut. And it is a hundred percent because it's not just the size of the tax cut, but when you cut taxes that much, you reduce debt less, so your interest rates are higher. The interest payments are higher. So you have to add to the tax cut the interest payments that we will have to pay that we would not otherwise have to pay. And that just -- so, basically it means that the surplus we project to come from Social Security taxes will be out here and it will -- if it's kept that way it will be used to pay down the debt and that's good. Not as much as my plan, but it does pay some down and that is good, and I applaud that. But it also means that you and we and the American people are stuck with the '97 budget caps for the next decade.

Now, let me tell you what that means. First of all, it's not real. The same people that voted for this tax cut are up there spending money to help the farmers, and they ought to be. We've got a terrible crisis on the farm in America, and we need to deal with the present emergency and we need a long-term modification of the '95 farm bill to reflect the fact that it has no safety net. And we need to do it in a way that doesn't mess up market prices, doesn't go back to the bad old days of overly managed farm programs by
the federal government. There are ways to do this, and we
have to be careful how we do it. There are a lot of good
things in that farm bill in terms of having the government
get out of telling the people what to plant where. Had a
good conservation reserve program. Had a lot of good things,
but it had no safety net. So, the Congress, on the one hand,
is cutting the taxes and, on the other hand, is spending
money for farmers. They are putting more money back into the
veteran's health budget, which they ought to do. There's
some need there. They want a defense increase even bigger
than the increase I want, neither of which can be funded
under the new balanced budget calculations if you keep the
Social Security surplus out of it. And that doesn't count
what you will want us to do to help you in education or
Medicaid or anything else. And it doesn't count what I hear
at every place I go in every state in communities large and
small which is that we had cuts that were too severe in the
Medicare budget in 1997, which has imposed enormous burdens
on the teaching hospitals in every state in the country, on
the hospitals with large numbers of poor people, and on a lot
of therapy services, for example, for home healthcare, which
had been cut back.

So, on the one hand we've got a construct that
sounds simple and good. We keep two-thirds of the surplus,
we give you a third back to the people, but it means that we
have to stay within the '97 budget caps which are already being broken, and which should be exceeded. You've got to do something about agriculture. We've got to do something about these teaching hospitals. We need some relief for the Veterans' Administration. And that doesn't deal with all the things that you've been talking about probably before I got here.

Now, so that's the budget problem. So one of two things will happen. If we had this construct we would either have huge cuts in all these things, huge, or we would have a reversion of past policies. We'd go back to deficit spending. At least we'd be deep into the Social Security portion of the surplus.

Secondly, there are the aging realities. The plan that has passed does not do anything to extend the life of the Medicare trust fund, nor does it do anything, even though it holds its taxes back, it doesn't do anything to extend the life of the Social Security trust fund. Just taking the tax receipts and holding them separate does not extend the life of the Social Security trust fund. To do that you have to do what I suggested, which is to take the interest savings you get from paying the debt down for five years and put them into the Social Security trust fund. And I believe we have to find some way of bipartisan agreement to increase the rate of return in the trust fund, and the only
way to do that is get out of buying something besides
government securities. And I think there's a way to do that,
and I still believe we can get an agreement on that. So,
then the third thing is the economic realities.

We have been told repeatedly and with a soft
and indirect way from the Federal Reserve chairman to the
pages of all the business articles that you read that if,
with the economy growing like it is, if we have a tax cut of
this size, it will lead the larger interest rate increases
and most people will turn right around and pay back in higher
interest costs what they are going to get in a tax cut. Now,
it is true, as Governor Carper said, that we don't have
indexes of inflation here because America has a relatively
open economy, and because of the breathtaking increases in
productivity, because of technology and other things, we
don't, but the Fed took a preventive step, as all of you know
the last time it met, and we have gotten a signal that is
loud, clear and unambiguous that if you have a tax cut this
big in an economy that's doing this well, there will be
higher interest rate increases and the people will lose what
they get in the tax cut in higher interest costs. I
personally think that is a mistake.

Now, consider the flipside of this. Here we,
the baby boom generation, our generation has been derided by
others and by ourselves for 30 years for being self-indulgent
and all that, and been poorly compared to the World War II
generation. Well, in their youth they were required to save
the world and to get us through the depression. And we had
no such challenge. But in our middle age we are being given
a chance to get this country out of debt for the first time
since 1835. We are being given a chance to stabilize Social
Security and Medicare so that when we retire we don’t have to
have our hands out to our kids to support us and take money
away from them that they would otherwise spend on our
grandchildren. And I think it’s the opportunity of a
lifetime.

Now, we can still have -- my view is the way
to resolve this is to stop putting the cart before the horse.
To pass the tax cut before we decide what the Medicare fix
is, what are we going to do on that? What are we going to do
to extend the life of the Social Security trust fund? And
what we need to spend for these other things is kind of like
a family sitting down to dinner and saying let’s take the
vacation of a lifetime and when we get home we’ll see if we
can’t make the mortgage payment and send the kids to college.
You wouldn’t do it, nobody else would do it, and I think it’s
a mistake to do it.

Now, if you disagree with all this and you
want to go back and spend the Social Security surplus, we can
do it. We can do all these things. But you mark my words,
the interest rates will be higher, this economy will be weaker than it otherwise would have been, and 30 years from now we'll wonder what in the living daylights we did with the opportunity of a lifetime. And I think that's why one of the members of the Republican party who voted against this was Governor Voinovich, who happens to be a Senator. And another was Senator Snowe, who's spouse was one of our colleagues. And so I just would ask you to consider this. To me this is not politics, this is arithmetic. We went back to old-fashioned arithmetic in Washington the last six and a half years and it worked pretty well. We had to get rid of two or three hundred programs. We've now got the smallest federal establishment since John Kennedy was President. And everybody had to take a little medicine they didn't like. But because the economy has grown so much we've actually had more money to spend than we ever dreamed, and we've begun to lift children out of poverty. We've begun to do some other things. But if you look at this looming problem of what the aging of America will do, twice as many people over 65 in 30 years. If you look at what you all are facing with two million teachers about to retire with the largest number of kids in school ever, with increasing diversity, it just seems to me that -- and if you look at the obligations I have and that any President would have of either party to maintain military readiness and deal with the aging of a lot of our
systems and to compete for talented young people to get them into the military when they can get so many good jobs doing other things, if you just look at all of this and if you look at the fact that the money is not there yet, this is all projected surplus, it seems to me that the better course is to think of the long-term future of our children. And I really do believe this is a generational challenge for the so-called baby boomers, and I don’t think we ought to blow it, and if I can stop it, I will.

(appause)

PRESIDENT CLINTON: But -- but -- let me say something else. This is not -- you know, it is literally true that instead of spending more money on the farms, we’d have to cut the farm safety net programs. We’d have to eliminate the crop insurance program. We’d have to have a $32 million cut in Medicare, which we’re not about to do. We’d have to do all these things. But let me say that I am also not pessimistic about this. You know, to solve this problem, we have to have a -- to solve this problem, we have to have a majority of both parties in both houses. And most people say, well, you’re already into the political season, all the states -- some of you have done this -- all the states have moved their primaries way up, so everything is now about nothing but politics and we can’t get this done. I just think that is dead wrong. We passed a bipartisan
balanced budget agreement in '97, overwhelming majorities of both houses, both parties. In '96, in the teeth of the election, we passed that welfare reform bill, overwhelming majorities in both houses, both parties. And, you know, we're all still getting paid every two weeks, we're drawing a check up there and if we just, you know, realize what we're supposed to do for our check, we'll figure out a way through this. I am not nearly as pessimistic as a lot of people are about the prospects of our reaching an agreement, and I am determined to try to do it.

Now, let me just talk briefly about two other things that were a part of our partnership. One is welfare reform. I know a lot of you have been concerned, probably a lot of you in both parties, about the discussion in Washington where some of you apparently have been asked outright how would you feel if we took some of your welfare reform money back. Now, to be fair, I want to just tell you they're in a terrible bind, because they're living with the budget caps and they want a tax cut that will keep them in the budget caps and they got to spend -- they got to help the farmers. They've got to do something for the farmers. And we probably have cut the veteran's budget too much, and they want to spend more and more -- more on defense, and there's a general concensus that we need to -- not on how we should help you with education, but on that we should continue to
support that as you have the largest school populations in
history. Now, I think that it would be wrong to take the
money away. But what I want to urge you to do is to make
sure that you've made every effort you can to spend the money
in the appropriate way. We know, for example, that we're way
below -- and this -- I'm trying to get this in the tax bill,
by the way, because keep in mind there can be a tax bill, it
just can't be as big as the one that's passed. We're way
below meeting the national need for childcare for low income
working people. And if we're going to move more people from
welfare to work, we got to do more on that. So I hope you'll
consider that.

There also are some states, I know, you know,
Governor Thompson only has 14 people left on public
assistance in Wisconsin, so, there are some states where the
reduction has been so low that arguably that it is physically
impossible to do, and if you all can come up with a fix for
that, for, you know, if you get the rates below a certain
amount that it deals with the education of poor children, or
something that, you know, tries to creatively deal with this,
bring it to me. I don't want to put anybody in an impossible
situation, but I think that the problem of giving poor
children a step on the ladder to a mainstream American life
beginning with education and healthcare, and good parental
support is a problem that our successors and interests will
be facing here ten, twenty years from now, and if we can set up the right framework, we'll be doing a very good thing.

So, you can do two things, you can just say -- they could say, well, can we have some of this money back because we've got a budget problem and you could say no, and you can probably win that. And I'd be for it, by the way, I'd be for your position. I'd say no, too. But -- but --

(applause)

PRESIDENT CLINTON: I recommend, I think the better course is for you to say no, but here's what we're going to try to do to spend this money that you've given us, and if we're in a position like -- you know, I don't know how many states are in this position, but Tommy and I talked about this briefly in Chicago the other day, if you're in a position where you just can't, you say here's how we really ought to make some changes so we can invest this in our kids and their future. But I think that's important.

Now, there's also some discussion in Washington about whether the Congress should reduce the funding for the CHIP program. And, again, I think that's a mistake because between CHIP and Medicaid and now Funded, the vast majority of children in this country without health insurance could get it, and that would be a good thing. And I want to say that thanks to the efforts that a lot of you have made and the outreach efforts that have been made, the
Kaiser Family Foundation says that there's now 1.3 million kids enrolled in the CHIP program, which is a huge increase in the last six months. So it's finally beginning to pick up. Now, however, we know that there's money out there for four to five times that many children to get health insurance. And, I think that rather than talk about giving the money back to Congress, we should talk about how we're going to invest it for the purpose for which it was intended.

It was one of the single achievements of the Balanced Budget Act of 1997, a completely bipartisan thing, and a really laudatory effort. But all of you had to get out there and design programs and figure out how you were going to interface it with Medicaid and figure out how to tell people about it. It was a complicated thing but we wanted to do it in a way that this portion of it would be as little hassle for you as possible. And a lot of things that happened, in Nevada, for example, I know our educator Governor there has the school principals are getting children signed up for CHIP. In Alabama the All Kids Program is mobilizing coaches to enroll children who want to be in sports. In California, Governor Davis is doing outreach for CHIP in ten different languages. So, a lot of good things are happening, and I think it's important that we remember that this year, this coming school year will be the first full year of full opportunity and operation of the CHIP program in all the
states. So, I think it's too soon to rush to judgment about this. This is the first full year of fully operational CHIP programs in all the states. I think we need to do more to support the outreach and to take advantage of the children's health issue.

Now, beginning tomorrow we're going to send every school superintendent in America a letter and every member of the National Association of Elementary Principals will get letters from that organization asking them to participate in an outreach effort to inform parents about the value of health insurance and their eligibility. Next month when the children get back to school, the Departments of Justice and Health and Human Services are going to launch outreach efforts with the United Way. For example, school lunch applications will come with fliers explaining the CHIP program. Workers are going to be sent to local McDonald's to sign up families there. Health and Human Services is going to run a radio message campaign to publicize it. I think there is an enormous amount of promise that is still to be fulfilled here. I need to ask you to do a couple of things. First of all, we need more data to really make this system work. We can't improve the program or know what's wrong with it unless we know how many children have signed up for it. Today 20 states haven't sent us the information. Some haven't reported on the basic information about children on
the Medicaid rolls. And we know that from some outside studies that in some states individuals who are Medicaid eligible don’t always get the opportunity to enroll without delay as the present law requires. We need to figure out why this is happening and figure out how to stop it. So, this month, as was reported I think already, we will begin working with you in partnership to do some on-site reviews to insure that there are no roadblocks, intentional or even more likely unintentional roadblocks, to those who are eligible for Medicaid. I think that now that we have the funding and the extra flexibility to manage welfare and healthcare, we’ve got to make the most of it. Let me just give you some examples. There’s $500 million in the budget to reach out to families who lack health insurance but are eligible for Medicaid, to simplify procedures for signing them up. We’ve gotten rid of the senseless rule that two earner families that work over a hundred hours a week are ineligible for Medicaid, even if their incomes are still low enough to qualify. All of you will get substantial funds on the tobacco settlements. They can be used for preventing youth smoking but also for expanding health insurance. I hope you will make the most of this, and let me just make a couple of specific suggestions about CHIP in addition to what we’re trying to do. I think the things that would have the greatest impact are presumptive eligibility for CHIP as well as Medicaid, and
sending eligibility workers into schools, into churches, into healthcare centers, into daycare and preschool centers, places where the children are, where their parents will come. We have, this was -- this is an enormous opportunity to shrink the health problem of no insurance for children. We know we have about ten million kids without health insurance and the last six months of the CHIP program indicate to me that if you just keep working at it, we can get up to at least to the four to five million kids that we anticipated. But if you look at the combined eligibility and the level of funding of Medicaid and CHIP there's no question that the vast majority of uninsured children in this country could in fact get coverage. And it would make a demonstrable difference in their health and in their performance in school over the long run.

Well, let me just finally close by saying that in some ways these are all high class problems. If I had come here in '93 and said now I'll be back here in a few years and we will talk about how to spend the surplus, you would have said, you know, I thought that guy had good sense but he's completely lost it. This is a high class problem. But all high class problems have accompanying high class responsibilities.

This is the last NGA meeting of the 20th century, the 92nd meeting of the Governors. The 92nd year in
which you've met. I've been to 19 of them. The first one in 1908 was called by -- that's not the one I went to. Although some days I feel like I went. The first one in 1908 was called by a former governor, Theodore Roosevelt. He was a great Governor and great President and very farsighted man. And he called the meeting, interestingly enough, about the conservation of our nation's resources. Now, I'll make you another prediction. When I look around this room and I see how many of you I've visited in natural disasters over the last few years, you and your successors will spend a lot more time in the next 20 years talking about the conservation of natural resources in the context of natural disasters and climate change, and so it will be deja vu again, and Teddy Roosevelt will look even smarter than he does today.

But I want to close with a quote that he gave to the first Governors meeting. He said, "Both the national and the several state governments must each do its part and each can do a certain amount that the other cannot do. While the only really satisfactory results must be obtained by the representatives of the national and state governments working heartily together." I think that if we work heartily together we'll turn these high class challenges into gold mine opportunities and our children will live in America's greatest days. Thank you very much and God bless you.

(appause)
PRESIDENT CLINTON: Thank you.

CHAIRMAN CARPER: Mr. President, you have quoted Theodore Roosevelt and I'm going to quote somebody. I don't know who said this, but somebody once said where we sit depends -- determines in large part where we stand on issues. For the last six and a half years you have been the President of the United States, and it is gratifying to this Governor, and I know to all the nation's Governors, as you come back here to know that where you sit as President of the United States is important, but where you once sat as Governor for 12 years in this country is just as important, and we thank you for remembering that. Thanks so much.

PRESIDENT CLINTON: Thank you.

(applause)

CHAIRMAN CARPER: Ladies and gentlemen, the President is going to walk through the part of the room and when he leaves we'll have a short Executive Committee meeting. All the Governors are invited to participate in that Executive Committee meeting. It will last just a very short while. Then we'll break up to participate in our three standing committee meetings just after that. Thank you.

(break)

GOVERNOR CARPER: Ladies and gentlemen, let's prepare to begin the Executive Committee meeting. The Chair would recognize at this time Vice Chairman Leavitt of the
National Governors' Association who has a motion with respect to the minutes for the June 1st, 1999, Executive Committee meeting. Governor Leavitt?

VICE CHAIRMAN LEAVITT: Mr. Chairman, I move the adoption of the minutes of the previous meeting.

CHAIRMAN CARPER: It's been moved to approve the adoption of the minutes of the June 1st, 1999, meeting. Is there a second?

GOVERNOR KEMPTHORNE: Second.

CHAIRMAN CARPER: Senator -- Senator, excuse me. Governor Kempthorne. Thank you for that. Any discussion on the motion? All in favor say aye.

(aye)

CHAIRMAN CARPER: Opposed nay? The ayes have it. The minutes are approved. I'm going to call on Governor Leavitt, if I may, to give us a -- not an in-depth year-to-date financial report, but a financial report very briefly. And, Governor, if you'd do that, please.

VICE CHAIRMAN LEAVITT: Mr. Chairman, through May of 1998, NGA's operating fund revenue is on target. Our expenses are running under budget, due to some staffing vacancies. At the end of the year we had some timing differences. NGA and the Center For Best Practice has -- currently have endowments that have bounced back from unrealized stock losses that were suffered last year in
August and September, and they show positive returns at the end of May. The investment endowment portfolio recently was restructured to improve the asset allocation and diversification, and the Center's temporarily restricted funds now show a large surplus due to several major foundation contributions that have been used to support the Center's work in current and future years.

CHAIRMAN CARPER: Good. Any tough questions for Governor Leavitt on that financial report? No? I don't hear any. We thank you very much, and we thank those who have joined you in your stewardship for the financial good health of this organization.

At this time the Chair is prepared to recognize Fred Duvall. And I just want to say -- Fred may have slipped out with the President, but I just want to take a moment in his absence and to share with all of you, as many of you know, Fred will be stepping down as the Deputy Assistant to the President for intergovernmental affairs, where he works with Mickey Abarro, and he's leaving that position at the end of this meeting. Not that this was a bad meeting or anything, but he had planned to leave at the end of this meeting. He has been the person within the White House who works on a day-to-day basis with the Governors, and I would simply say on behalf of Democrat, Republican, Independent Governors from across the country to Fred how
much we appreciate his hard work and his dedication and his concern. He's been a good -- not just a good, loyal member of the Clinton administration team in the White House, but he's been a good friend to many of us. Let's give him a round of applause if we could to say goodbye, Fred, and good luck. Thank you.

(applause)

CHAIRMAN CARPER: And next thing we do, folks, the Governors, we head off to our standing committee meetings, there are three of them. I would invite you to leave at this time to go there, and some of them may have already begun, but, please, let's adjourn this portion of our meeting and we'll look forward to seeing you in your respective standing committee meetings. Thank you very much.

GOVERNOR: I move we adjourn.

CHAIRMAN CARPER: We have a motion to adjourn. Is there a second?

GOVERNOR THOMPSON: Second.

CHAIRMAN CARPER: Thank you, Governor Thompson. It's been moved and seconded. All in favor say aye.

(aye)

GOVERNOR CARPER: Nays? The ayes have it.

Thank you.

MEETING ADJOURNED:
NATIONAL GOVERNORS' ASSOCIATION

91st Annual Meeting
August 9, 1999
The Adam's Mark Hotel
St. Louis, Missouri

REPORT OF PROCEEDINGS
PLENARY SESSION

SPEAKER:

General Colin Powell ............... 43

Reported By:

Debra M. Musielak, CSR, RDR
Rankin Reporting & Legal Video, Inc.
1015 Locust Street, Suite 911
St. Louis, MO 63101
August 9, 1999

PLENARY SESSION

CHAIRMAN CARPER: Ladies and gentlemen, I’m going to ask you to go ahead and begin finding your seats. We’ll convene in about two minutes.

Ladies and gentlemen, please take your seats.

We’ll convene this plenary session of the National Governors’ Association.

Good morning, Governor Leavitt. How you doing, pal? Well, good morning everyone. Thank you for joining us. We especially want to welcome General Colin Powell. Big round of applause for General Powell.

(applause)

CHAIRMAN CARPER: Thank you so much for being here this morning, sir.

How many of us got up and worked out this morning? Raise your hand. How many people actually got up and worked out this morning? All right. We’ve got a lot of athletes that are in town for a couple of days from states all over the United States of America, and they’ve been working out for a long time and they’ve been putting those workouts and conditioning to good use because they’ve been participating in the State Games, which have been hosted here
in this city for the last couple of days.

   A number of our Governors have had a chance, in fact some of them are still, I think, probably out meeting and welcoming the athletes from their respective states and having their pictures taken. And before we begin this session today on extra learning time for students, we’ve got three terrific students that are right here before us and we’re looking forward to getting to know Tim and Bree and Brittany a little better in a short while. But before we turn to them and they get to be our teachers for the Governors, and the Governors are going to be students for part of this morning. Before we do that, we want to take just a moment to recognize some of the athletes that are here in St. Louis today from our different states.

   I’m told there is a metal up here. Is there a metal up here? This is a special metal. On one side it State Games of America, and on the other side it says National Governors’ Association 1999 in St. Louis, and what here at the gateway the -- our paths have crossed. Some of the finest athletes from different states and some of the finest Governor athletes from the various states, as well. And we’re happy that we happen to show up in town at the same time that each and every one of you did.

   I think before we go any further, I’m a big baseball fan, as some of you know, and we’ve got some -- a
couple of the all time great baseball players in the history of the game that are here this morning, and we have arguably one of the finest tight ends that ever played the game of football, as well. They've been here working with the athletes, presenting awards and recognition to the athletes, and they've come by today and brought some of the athletes with them. Before I ask the athletes to stand up and take a bow I want to ask some of our celebrities, sports celebrities. Where's Mel? Is Mel Carnahan here? I was going to ask Mel to maybe do the honors, but I'll do it instead. How many of you ever watched Ozzie Smith play baseball?

(appause)

CHAIRMAN CARPER: I think the first time -- I told him this a minute ago. I said the first time I ever watched Ozzie Smith play baseball is he was being introduced at the opening of the All Star game, where they were introducing players and bringing them out onto the field, and he did -- I don't know if it was a forward flip or back flip, he did one or the other, and I thought to myself, if he plays baseball as well as he does that, he's going to be pretty good. And I said to him, "Where did you learn to do that," and he said, "I learned to do that by watching Jackie Smith get tackled." But, Ozzie Smith, thank you for being one of the great ones, and for not only being a great baseball
player and inspiring a whole bunch of us from across this
great land, but for personifying a service above self.

Ladies and gentlemen, another big round of
applause for Ozzie Smith. Thank you.

(applause)

CHAIRMAN CARPER: And sitting about two seats
over right down the row there from Ozzie is a fellow who has
stolen more bases than all us Governors put together have
stolen lines and jokes over the years, and along the way not
only did he steal a ton of bases -- how many bases did you
steal?

MR. LOU BROCK: A bunch of them.

CHAIRMAN CARPER: A bunch of them. All right.

938 if you’re counting, and over 3,000 hits. And I just want
to say there’s a couple of guys trying to close in on you
there these days, but I don’t know that anybody will ever
steal that many bases and get that many hits, and besides
that to marry a woman as wonderful as you have. But he’s
done it all. Ladies and gentlemen, we have here Lou Brock,
and joined by his boss, Mrs. Brock. Would you both rise and
take a bow? Come on.

(applause)

CHAIRMAN CARPER: As I said earlier, the
other -- one of the other Smith brothers, the one who taught
Ozzie how to make those flips and look just extraordinary at
the introduction of the All Star games, but a fellow who
played tight end for the -- not the St. Louis Rams, but the
St. Louis Cardinals, for a lot of years in the '60s, late
'60s and early '70s. How many Pro Bowls? Five Pro Bowls,
as I recall. Retired at the age of 53. When he retired he
wasn't 53. He doesn't even look 53 now, and I won't ask how
old he is. But he led all the tight ends that ever played
the game. When he retired nobody had more receptions, nobody
had more touchdowns, nobody had more reception yardage, and
he's here this week to work with a lot of our athletes and
we're just delighted that you're here today. Thank you,
Jackie Smith. Welcome.

(applause)

CHAIRMAN CARPER: And now I want you to join
me, ladies and gentlemen, in welcoming and recognizing not
all the athletes that have been here participating in the
State Games, but some of them who have come into this room to
join us today and have had some time to spend with the Smith
brothers and with Lou Brock in the last couple of days, and I
want to ask our athletes to stand up and receive our
applause. Would you stand, please?

(standing ovation)

CHAIRMAN CARPER: For our athletes I would
just say we're spending a fair amount of time in the time
that the Governors are here focusing on raising student
achievement, but each one of these Governors also know the value of taking care of our bodies and exercising and the value that sports plays in determining -- depending -- and really helping to determine good teamwork and it's just incredibly important to our lives. So we thank you and we salute you.

With that having been said we're going to turn to the business at hand, folks, and, you know, yesterday we spent a fair amount of time talking about accountability and hearing from Governors from different states about what can we do to hold ourselves accountable for students doing better. What is working around the country with respect to students doing better. Talked a bit about tough love and the idea that there ought to be consequences for students and schools and educators and parents and politicians that do well and, frankly, for those of us who don't.

It's not enough just to be tough. It's not enough just to have set rigorous standards. It's not enough just to measure student performance. What's really critically important is that we do our very, very best to make sure that all students reach the standards that we're setting, whether the state is New Mexico, whether the state is West Virginia, whether the state is Indiana, New Hampshire, Minnesota, Kansas, Nevada. The critical thing is that we do our dead level best to make sure that all students
have a chance to reach those standards.

Today we’re going to focus on one of the excellent ways that we’re using throughout our country to enable more students to reach the standards that we’re setting, and that is to provide students who need extra learning time that extra learning time.

I’m going to pick on General Powell over here. Colin and Tom both can learn. Colin may be able to learn more quickly than Tom, but Tom can learn, if I have the extra time that I need. And we all learn differently. We learn at different speeds. But we’re finding out in state after state that if we do make sure that students have a little extra time who need that time, it might be in school, it might be out of school, may be at home, may be in a variety of settings, but all students can achieve and just about every student can reach the standards that we’re setting.

Today we’re going to hear from some students who know about that firsthand, who are going to teach us a thing or two this morning as we go forward.

Somewhere up here we’ve got a book that I wanted to raise, and I don’t know -- Jonathan, where is that book? All right. Thank you. Our Governors received a tool kit. I’ll say this to Tim and to Bree and to Brittany. Our Governors received a tool kit yesterday, and that tool kit
has a whole bunch of good ideas, more than just a fistful of
ideas, but just a ton of good ideas on how to raise student
achievement. One of the ways we do it is provide before
school and after school programs for students. This book
right here, the Governors, one of these is in your tool kit,
and I would just ask you to keep this in mind as you’re
leafing through it on your way home that you get a bunch of
good ideas right there.

We’ve had some forums, as many of you know
because a bunch of you have participated in them as
Governors. We’ve had some forums around the country on extra
learning time, some forums on technology, some forums on
accountability. Governor O’Bannon -- where’s Governor
O’Bannon over here? Oh. Governor O’Bannon was good enough
to host a forum on extra learning time up in Indiana and
we’re grateful for that.

Where’s Bill Janklow? Governor Janklow of
South Dakota, along with Governor O’Bannon has been our
leader in a task force on extra learning time. Bill, we
thank you and, Governor O’Bannon, we thank you very very much
for your leadership and those who’ve worked with you on this
front.

In the work that they’ve done, they gotten a
couple of good ideas together, and I just want to mention a
few of them, and they’ve actually pointed to some different
Georgia. Where is the governor of Georgia? All
right, Roy. Now, down in Roy's state they've come up with
something called The 3:00 Project that Roy has told us a
little bit about, and it's a statewide network of after
school programs in his state where they've improved their
grades in at least one subject, one subject for the kids that
have participated there.

Indiana. Something called Safe Haven Schools
before and after school class days, lengthening the day
before school and after school where the kids can be in a
safe place but also have a chance to learn if they need to,
as well.

New Hampshire. Governor Shaheen has told us
about how they literally taught over 10,000 kids conflict
resolution through a program up there called Plus Time New
Hampshire, and providing some help to schools in 72
communities across the state, helping them launch their out
of school time programs.

South Dakota over here with Governor Janklow,
a place called Whitmer Middle School. Have you ever met
anybody from Whitmer Middle School, Governor? Is this fellow
from Whitmer?

GOVERNOR JANKLOW: I wear their letter
sweater.

CHAIRMAN CARPER: All right. All right.
Well, good. Anyway, at Whitmer Middle School they instituted their After-School Program, and listen to this, office referrals dropped by almost 20 percent. School suspensions dropped by 10 percent, and that is in the first year.

We've -- these are just a couple ways, a couple of things that are going on around the country to raise student achievement through extra learning time. In our program today we're going to have an opportunity to hear from our students. We're going to have an opportunity to ask them some questions. We're going to have a chance to look at a video before we do that. And this video was prepared through the cooperation of the National Governors' Association and Voyager Expanded Learning. I've had a chance to see it in an unedited version and I'm told its even better in its edited version. I'm looking forward to it and I think you'll enjoy it, too.

Keep in mind in your tool kit that each of our Governors will be taking home, not only will you have the documents and a bunch of other ideas that I just mentioned, but you'll have these videos, and find a lot of good ways to use those videos and I think you'll find them most, most helpful.

We've got a lot of -- I've had a lot of partners as Chairman of NGA over the last year and one of those partners has been Laurie Wesley from Voyager Expanded
Learning, and I just want to say to Laurie thank you very, very much for helping us to produce this excellent video. Would you just join me in giving her a round of applause? Thanks, Laurie.

(applause)

CHAIRMAN CARPER: And among our other partners, a fellow named, oh, gosh. Among our other partners is the Charles Stewart Modd Foundation. They've been just terrific to work with us and convened an advisory group of experts in this field and helped us to hold these regional forums that I mentioned. They've done a survey as well of Governors. I know every Governor here gets asked questions in surveys from time to time, and sometimes we respond and once or twice we don't probably. One of the things that was encouraging to me, General Powell, when we went out and asked the Governors, we surveyed them in this extra learning time issue, 43 out of the 50 Governors in the continental U.S. responded, and I understand some Governors outside of the U.S. responded, as well. But forty-three responded. That gives you some idea that we realize this is important stuff.

Twenty-six of the 43 states responding to the survey indicated they plan to increase funding for extra learning opportunities. Over half. Over half.

Twenty-seven of the 43 states responding to the survey already have an interagency structure in place.
We've got a Family Services Coordinating Council, a Multi Agency Coordinating Council that you've got in place to help deal with these kinds of issues.

Thirty-two states, a third of the -- two-thirds of the states are assessing the need for extra learning opportunities, and some 30 states have seen a recent change in the relationship between school districts and providers of those extra learning opportunities.

Well, that pretty much, I think, sets the stage for what we're going to do here today. We all realize that students need to do better. We know there's a lot of ways that we can help them do better. I think there's a growing realization that one of the best ways is extra learning time.

What better way to learn about extra learning time than go to the experts. Go to the experts. These are our customers. And we know from our good business schools that some of us have gone to that if you want to find out how to do something better, ask your customers. And we're here today to ask some of them.

I just want to say to Brittany Davis -- ah, Jonathan Jones reminds me before I introduce our panel and have our Governors introduce our panel, we want to take a look at this video. And we've got a screen back here and we've got a screen back here. Got about a five minute video,
and I don’t want us to miss this. This is good stuff. So, without any further ado, why don’t we maybe dim the lights a little bit and take in this video and then we’ll go to our panel. Thank you very much.

(A videotape entitled "Unlocking Time: Extra Learning Opportunities in America" played at this time)

CHAIRMAN CARPER: What do you think?

(applause)

CHAIRMAN CARPER: I thought so, too. And I would again remind all of our Governors that video that you just saw and some others that we’ll see tomorrow with respect to education technology will be available to you. They are part of that tool kit you’re going to take home.

Well, now the, and maybe the highlight of the morning, and that is our panel, when we hear from our student experts.

GOVERNOR SIEGELMAN: Governor --

CHAIRMAN CARPER: And I’m going to ask the Governors of some of these states just --

GOVERNOR SIEGELMAN: Governor, can I ask for a point of personal privilege, please?

CHAIRMAN CARPER: Sure. Yeah. Please, yeah. Governor, I hope you’re not going to brag about some of your athletes, are you?
GOVERNOR SIEGELMAN: In sports as it is in politics, there is always a winner and a loser. The good news for Alabama is that we have with us the winners of the women's basketball championship from Birmingham, Alabama and their astute coach Senator -- State Senator Rodger Smitherman. The bad news for Ohio is they lost and we won. But, Bob, I'd like for you all to join me in welcoming the national basketball women's championship of the 15 year old category.

(applause)

CHAIRMAN CARPER: Well, I would say to our winners your Governor is going to be hard to live with. He's got bragging rights for the next year. Those of us who spent some time in Ohio -- where's Bob Taft? Bob, we'll get even, won't we? And I would just say there's no losers. There's no losers in this competition, there's only winners for everybody that competes, but congratulations.

All right. We're going to head -- turn around to our Governors here and ask the Governors that are from the states that these three students hail from just to take a minute maybe and to introduce their students.

Governor Davis is, of course, the Governor of California. I understand we might have a student here from your state, Governor.

GOVERNOR DAVIS: We do. You started to
mention earlier Brittany Davis is here. And I just want to say by word of preface that, like a lot of states, California recognized a couple years ago that its responsibility to our children doesn't end when the school day ends and we began an After-School Program in 1997 under my predecessor, Governor Wilson, funded with $50 million. In my budget we put in another $35 million to expand opportunities for 39,000 more children.

The program that Brittany goes to is called START, Student Achieving Results For Tomorrow. It serves -- it's a public/private venture and it serves 7,000 children in the Sacramento area. It focuses on homework assistance, literacy reinforcement and recreation to help students achieve both academically and socially. In fact, it was one of the models that Senator Boxer used in designing the After School Education and Safety Act.

When Brittany, and these are her own words, so please recognize that, when she first enrolled in START she was an admitted C student who used to "come home and veg out in front of the TV." Now she's an A and B student and was selected as the commencement speaker at her sixth grade graduation.

We are very proud that Brittany is here to speak about the START program, and please welcome her, Brittany Davis.
CHAIRMAN CARPER: Brittany, you're on. We're all ears.

MS. BRITTANY DAVIS: Good morning. My name is Brittany Davis and I'm from Sacramento, California. I'm here today to tell you about the Sacramento START program at my school. Sacramento START stands for Students Today Achieving Results Tomorrow. The program first began in my school January 1996. I joined the program at that time.

A typical day in the program would look something like this: At dismissal time from school, 3:00 p.m., the students enrolled in the program go directly to the cafeteria where they are signed into the program by their program leaders. Students are assigned by grade level to program leaders with the ratio being twenty to one. As soon as all the students are signed in, we then receive snacks and announcements are made. This takes 15 to 20 minutes. At this time each cluster moves into a classroom and the homework tutoring begins. Here we are assisted with the homework assignments and helped in other academic areas. If you need help with a skill that you didn't understand in class, or just need more practice, this is when you can receive it. Homework tutoring takes 40 to 45 minutes.

After the homework component it is time for literacy centers. This is a fun way to improve our skills in
reading, writing and math. Centers are, for the most part, independent work stations where we can work on specific skills that need improving such as reading for fluency and comprehension, improving math skills and operations, writing letters, poems or short stories for Young Authors competitions. All the centers are set up to work on the skills each individual needs to improve on. Four centers are run during the hour with the students changing centers about every 15 minutes. Three of these are independent activities and the fourth center is an instructional center where the program leader works on a group targeting specific skills. This makes it fun because you are then able to either improve existing skills or learn new ones. Literacy runs for exactly one hour per day.

The last component of our program is enrichment. This for me is the most fun. In our program we have been introduced to many fun and exciting things during this time. Drama, music, dance, sports and arts and crafts are some of the areas we have explored. We have performed two productions since the beginning of the program. Charlie and the Chocolate Factory and James and the Giant Peach were full productions where the students did everything from lights, sound, makeup to costumes. I had the wonderful experience of being in both productions. It was great. Many of the arts and craft projects we do use recycled materials.
thus turning them into creative and useful items.

At the end of our day, 6:00 p.m., we return to
the cafeteria to be signed out by our parents and guardians
and we go home. I know that since I've joined the START
program I've become a better student. My homework is always
completed. I have the opportunity to go back over skills
that need improving during centers, or to excel at the things
I'm good at. I get the opportunity to learn how to do new
things during enrichment. I feel that having all the support
of the START program I have become more confident in my own
abilities. My grades have improved from Cs to me making the
honor roll at my school all three trimesters this last school
year. I was chosen to speak at my promotion ceremony and am
here today speaking to you.

I really believe that the START program is a
wonderful opportunity for all children. Next year as a
seventh grader I will be volunteering daily at the START
program. I'm looking forward to being able to help other
students enjoy the excitement of learning new things. Thank
you.

CHAIRMAN CARPER: Thank you, ma'am.

(applause)

CHAIRMAN CARPER: Good job. Were you always
this good a speaker? Huh? Did this program help you at all
with public speaking or anything?
BRITTANY DAVIS: No.

CHAIRMAN CARPER: No? Well, somewhere along the line you picked it up. Nice job. We’re going to hear from Tim Yim, a new friend of mine from South Dakota. The guy who’s going to introduce him is his Governor, who’s been our co-chair and co-leader on the extra learning time task force, and that’s Governor Bill Janklow. Bill.

GOVERNOR JANKLOW: Mr. Chairman, thank you very much, and I’d like to give you a personal greeting, General Powell. Every time I have the privilege of being with you I can’t help but be more impressed with the greatness of this country and the greatness of what this country is becoming. You epitomize all of that. And it’s just a pleasure to be with you here today.

(applause)

GOVERNOR JANKLOW: You know, I’m probably as conservative as any governor in America, and in a world that I’d like to live in parents would be home with their children, at least one of them. And during the formidable years when children are raised there would be a mother and/or a father there who would be there during these hours when children aren’t in school. On the other hand, I have to take the world as I find it. I live in a real world. Recognizing that, I think all of us as elected officials have unique responsibilities to address the real issues that affect our
people in our states and in our country. Two years ago, South Dakota had after school programs in one out of every 19 school districts. This fall South Dakota will have school programs in one out of every 3.5 school districts. That's virtually a six-fold increase in two years. The number of children in those programs this fall will be almost a 600 percent increase in terms of attendance in these programs as they're greatly expanded throughout our state. My goal over the course of the next two years is to see to it that every one of the 161 school districts in our state have an After-School Program, which is a great challenge in rural states where if the kids don't make the bus, it becomes a real problem in terms of how you're going to get them transported, recognizing that in 101 of our school districts 60 percent of them, we have less than a hundred kids in the high schools. So, you can see the unique challenge, but that doesn't mean that we don't need to address them.

Today I get the privilege of introducing you to a typical young South Dakota student. He's a young man who attends school, junior high school at Whittier Junior High School in Sioux Falls, South Dakota. Tim is the first individual from his family who was born in America. All the rest of his family were born elsewhere. Tim is a South Dakotan who participates in the Whittier After-School Program. This was one of the schools that received one of
the first grants that I gave experimentally a couple years ago to deal with -- to see if we could address these after schools and these extra learning issues. At the same time, because of the success of the program and the way the teachers and the administration, the parents and the students have blended and worked together, they were able to receive a 21st Century Community Learning Center Grant from the federal government, which frees up some funds that I need to now address other school systems within our state.

Tim is a marvelous ambassador for South Dakota and after school programs. It gives me a great deal of pleasure to introduce to all of you my federal -- my co-Governors, Mr. Tim Yim from Sioux Falls Whittier Junior High School. Tim.

(applause)

CHAIRMAN CARPER: All right, Tim, take it away, buddy.

MR. TIM YIM: Good morning, everyone. My name is Tim Yim and I am from Sioux Falls, South Dakota. I am 12 years old. I just finished my first year at Whittier Middle School. I'll be in seventh grade this year. When I first walked into Whittier, I thought I would have a fun year, but since there are about 940 students at my school, I was also worried about getting picked on and getting into trouble. I thought that if I didn't have anything to do after school I
might start fooling around by walking the streets. There were so many kids that I felt lost in the crowd. One day at the beginning of the year I went to Whittier After-School Program. I saw people talking with their friends and playing games like air hockey, ping-pong and video games. I saw one of my friends and played foosball. After that day, I went quite often. I even got to know Roger, the Director. He became a special person to me. He was like a friend who made me feel at home. After going for awhile, I met more people and felt like I belonged instead of feeling lost in the crowd.

Lots of kids from my school go to the After-School Program. This program is sponsored by my school, the Sioux Falls YMCA, the state of South Dakota, United Way and several churches. From 3:30 to 5:30 each day after school we could play games, go to the computer lab and meet special guests. These guests would show us neat things. I learn how to make ice creams and other snacks. We learn how to use our math skills when measuring ingredients for recipes. You really have to follow directions and even that was fun. We shared our food with others. I even learned how to draw and paint in different ways. Every once in awhile we took field trips which were really neat. We went roller skating, rode go-carts and attended a Sioux Falls CBA Skyforce game. Without the After-School Program I would
not have been able to do all those things. I really looked forward to these trips and I even have friends who went, too.

Each day about a hundred kids from all three grades went to this program. But up to 537 were enrolled. The reason I attend the After-School Program was to be in a safe place with my friends, play games and activities. I knew that I could -- I would not be in trouble. My grades improved because I could get help with homework any time I wanted it. I could talk to a teacher any time, which is better than sitting alone at home and being confused about homework. When I have good grades I feel good because I am achieving things that are important to me. I am proud that I didn't get into trouble and I know that my parents are also proud of me. If I could suggest new things to add to the program I would want to help the community. We could go to hospitals and sing or read to children who are sick. Maybe we could even be pen pals with children who are in the hospitals for a long time. I would also like to clean up our city park to make it better for animals and kids. I have realized that I can make a difference.

Even though I was born in South Dakota I am proud to be Cambodian. Some day I want to be a doctor who helps other people. My parents, along with four brothers and one sister, would be very proud of me since there are no
doctors in my family yet. My mom has diabetes and sometimes
says that she may not be around too long. I want her to be
proud of me for doing the right things while she is still
here with us. I would like to thank all the sponsors for
giving me and other kids the chance to be part of this
program at Whittier.

(applause)

CHAIRMAN CARPER: Tim, I know your family is
proud of you. I know your Governor is proud of you, and so
are his colleagues. Very, very nicely done. Listening to
you talk about the program, it reminds me that I might have
been born too soon. Sounds like a great program. And I
still like to drive go-carts at my age, too.

We have one more student that we’re going to
hear from. And this young lady is from, I want to say, is it
Indiana? Frank, is she from Indiana? And I’m going to call
on her Governor, Frank O’Bannon, to introduce Bree to all of
us. Governor.

GOVERNOR O’BANNON: Thank you, Tom, and thank
you for leading this program on extra learning
opportunities. So many of us react, or react in crisis in
what’s needed in our communities, and then generally the
local community leadership takes that lead as have in our
schools in Indiana, and two years ago -- two and a half years
ago, we put funds for grant funds to help them with before
school and after school opportunities for young children, really from a safety program. We call it Safe Haven, was the initial reason for it, to keep them off the streets and with gangs or where drug dealers might be on the corners. And as we extended that we knew exactly what was happening in schools because it was improving their academic performance and it was decreasing behavioral problem. So, as we looked at that safety factor, we also looked at the education, and moved it forward.

Then you tie in also if the school doesn't do it, some of them connect with not-for-profit organizations or faith-based organizations where they have facilities and also can provide that extra learning opportunity for children. And then you extend it into the youth programs that we have so many of them in different communities that we thought it would be important to relate to you what 4-H does in 92 counties, which are all the counties in the state of Indiana.

So, I’m happy to introduce Bree Emsweller. She is representing the 4-H organizations in which she’s been active for ten years. Highlights of her 4-H career include averaging eight projects a year. That’s learning opportunity. Serving as an officer at the local, state and national level. That’s leadership ability. And certainly receiving the Governor’s silver tray for citizenship and attending numerous national events. She’s from Danville,
Indiana, just west of Indianapolis, and is ready to begin her
sophomore year at Purdue University where she’s majoring in
health promotions. Bree.

(applause)

MS. BREE EMSWELLER: Good morning. Before I
tell you about myself I’d like to take this opportunity to
thank you and tell you how honored I am to be here. As
Governor O’Bannon said my name is Bree Emsweller and I’m 19
years old, ready to begin my sophomore year at Purdue
University. My major is health medicine because I want to do
something with muscles, but I’m not exactly sure what I want
to do yet, so... But I’m here to tell you today how
important 4-H is in my life. I guess it started with my
parents who met through 4-H, and they were both ten year 4-H
members. My father is Gary Emsweller. He’s an extension
educator in my county, which means he works with youth and
community development. My mother is Leona Emsweller and
she’s a kindergarten teacher. And I have one older brother,
Drew, who’s 21 and he’ll be a senior at Purdue this year.

We live on a 10-acre farm in Danville,
Indiana, which is about 30 minutes west of Indianapolis. I
was very active in high school, pretty good student, member
of many different clubs and Vice-President of my senior
class. I guess you could say I’m the type of person who
likes to get involved. But it is through 4-H where I truly
found my niche for involvement. I'm completing my tenth year and final year of 4-H this year, and without a doubt my 4-H opportunities have shaped my personality more than any other outside part of my life.

4-H in the early 1900s was geared toward a rural agriculture community, and over the years has become the largest coeducational youth organization in this country. It has projects for everyone's interest, whether they be a boy or girl, live in a big city, small community or on a farm. The agricultural stereotype is slowly starting to diminish, but it is important to realize that any type of youth may become involved. There are 6.5 million youth involved in 4-H today. I began mini 4-H in kindergarten. Mini 4-H is an opportunity for younger children, kindergarten through second grade, to become excited about joining the regular 4-H program. Enrollment for 4-H begins in third grade and continues on through twelfth grade. A wide variety of projects are offered. My county alone offers over 72 different research-based projects. So this really allows young people to choose projects that fit their interests.

I have averaged eight projects per year and some of my projects include horse and pony collections, health and foods. The ultimate goal is exhibiting our completed projects at the county fair in hopes of continuing on to the state fair.
I'm also very active in the Junior Leader Program. I like to describe Junior Leaders as the student council of 4-H, which we participate in many community service activities, such as roadside cleanup and providing concessions for community-wide events. It's a unique opportunity to meet peers from the entire county.

We also serve as role models for the younger 4-H members and help encourage them with their projects. Junior Leaders is a year long project where we meet once a month, have meetings and recreation time. While I help others I feel great about myself. 4-H has also allowed me the opportunity to travel and meet people from all over the country. Many of my best friends I make are through 4-H. I've attended many camps, workshops and conferences providing me the opportunity to travel as far as Washington, D.C. several times to become more involved with the 4-H program on a national level. One of my favorite trips to Washington, D.C. was the National 4-H Conference where I was the only representative for Indiana to serve on the National Youth Directors Council for one year, and I explained to other states how 4-H in Indiana is run. Each state is quite different but we all have the same common goal, to educate and build leaders for the future.

On the State level I am currently serving a two-year term on the Indiana State 4-H Foundation Board,
where I am one of two youth voices on this board. It's so exciting and rewarding to have such a close connection to the happenings of 4-H in my own state.

4-H also provides many scholarship opportunities, as well. It's very rewarding to know that my years of dedication in 4-H are helping pay my way through college. But even if a 4-H participant never reaches this level, the rewards of doing a project on your own, and earning that ribbon is still quite rewarding.

4-H has taught me many life skills. For example, I've gained organizational and leadership skills, how to be a role model for younger members, and it has given me the poise and confidence to communicate with people of all ages. I have learned responsibility by making sure my projects are completed on time. I've also learned parliamentary procedure skills when I run my meetings, but most of all I have learned the importance of never giving up and putting forth my best effort in all that I do, whether it be in 4-H or any other areas of my life. 4-H has given me the self worth to feel like I am an important person and I continue to strive in the 4-H motto "to make the best better." Thank you.

(applause)

CHAIRMAN CARPER: Bree, well done. Welcome today and thank you for your testimony -- for your testimony.
I think what I'd like to do now is just really open it up to the Governors. We've got some experts here and all of us who are interested in finding out how to make extra learning time work, the Chair would be happy to recognize anybody around the table for questioning of Tim or Bree or Brittany. Governor Ridge.

GOVERNOR RIDGE: First of all, we all want to thank you for your marvelous testimony. We want to thank you for your great testimony and for your appearance today. The three of you, you are very poised, very able public speakers, and we thank you for sharing your experience and your very personal message with us.

Bree, I would like to ask you since most of the states have very active 4-H programs whether or not your school encouraged you and fellow students to participate in this program. Was it supported by the school district or was it something that you did on your own initiative? And then I'd like to ask the other two how they -- how they worked and how many of the other fellow students participate with them in their after school programs. But first you, Bree.

MS. BREE EMSWELLER: My school wasn't a part of 4-H, but I'm aware that many schools do involve 4-H in their school. But I think it is important to continue to expand the partnership between 4-H and the school, because I'd like to really see it more involved with the school. But
for me personally, no, it wasn't with school.

GOVERNOR RIDGE: Okay. Brittany and Tim, what percentage of your classmates participate in the extra learning time with you? Do you have any idea? Could you share with us?

MS. BRITTANY DAVIS: I'm not sure. A lot of them do. A lot of my classmates are in the program, but I'm not sure exactly how many.

GOVERNOR RIDGE: Okay. Do they participate on a daily basis with you?

MS. BRITTANY DAVIS: Oh, yeah. It's after school.

GOVERNOR RIDGE: Do you go all five days -- I mean do you literally participate five days a week throughout the school year?

MS. BRITTANY DAVIS: Yes.

GOVERNOR RIDGE: Tim, do you participate every day throughout the school year?

MR. TIM YIM: Yes, I do.

GOVERNOR RIDGE: Thank you.

CHAIRMAN CARPER: Thank you, Tom. Governor Jim Hunt.

GOVERNOR HUNT: Brittany, I'd like to ask you a couple questions about your program. All of you did great. First of all, do you have to be invited to participate in
START? Is it available to certain kids but not to all of them?

MS. BRITTANY DAVIS: In the beginning of the year they give you a form, they give all the classes a form, so anybody really can. But if you don't fill in the form within a certain amount of time then you get put on the waiting list, and as kids leave other kids come in.

GOVERNOR HUNT: Is there some way that they try to make sure that kids that they know probably need it, get into it?

MS. BRITTANY DAVIS: Pardon me?

GOVERNOR HUNT: Is there some way that they try to assure that certain young people, maybe who, you know, maybe live in a dangerous neighborhood or something are participating?

MS. BRITTANY DAVIS: Sometimes they talk to certain kids, but it's really available to all the children.

GOVERNOR HUNT: Now, when you -- I'm glad you laid out what you do throughout the afternoon. When you have the homework and so forth, do you have many volunteers that come in and help? You said you have about 20 people in a session; is that right?

MS. BRITTANY DAVIS: Yeah.

GOVERNOR HUNT: Do you have a teacher who's helping there? Who's in charge of it at that point?
MS. BRITTANY DAVIS: The teachers, but recent
START members come and help again. They come back and help,
and help with the homework and stuff like that.

GOVERNOR HUNT: They do? Are they paid
anything for that or do they just do that on their own?

MS. BRITTANY DAVIS: They do -- they
volunteer.

GOVERNOR HUNT: Oh, that's great. That's
great. And could I ask -- well, Governor Janklow is gone. I
was going to ask him how he was paying for his South Carolina
-- I mean his South Dakota efforts, but I'll ask him about
that later. But I commend all of you.

CHAIRMAN CARPER: Let me ask a question if I
could. Tim, you may want to jump on this one, but anyone is
welcome to do so. If you were not participating in this
program, what would you be doing during that time?

MR. TIM YIM: I would probably be walking the
streets and getting in trouble with different people who want
to start trouble.

CHAIRMAN CARPER: How about the other
students, young men and women, the other students in this
program, what do you think they would be doing if they were
not participating in this program?

MR. TIM YIM: They would probably be doing
drugs or probably getting in fights.
CHAIRMAN CARPER: Okay. Thank you.

Brittany?

MS. BRITTANY DAVIS: Me?

CHAIRMAN CARPER: Yes, ma'am, you.

MS. BRITTANY DAVIS: Oh. Um, I would probably be at my house doing -- just watching TV, not doing anything. Just sitting there.

CHAIRMAN CARPER: All right. Thank you. All right. Some others? General.

GENERAL POWELL: Do you ever get hassled because you're in this program by other kids who are out on the street not doing anything? Are you looked at differently by some of your fellow students because you're making this effort to improve your education and do the right things in life?

MS. BRITTANY DAVIS: Um, pardon me? What was the question again?

GENERAL POWELL: Do you sometimes get picked on by other kids because you're sort of separating yourself and you're not out on the street, you're not --

MS. BRITTANY DAVIS: No.

GENERAL POWELL: -- doing those wrong kinds of things?

MS. BRITTANY DAVIS: Never.

GENERAL POWELL: Okay. How about you, Tim?
MR. TIM YIM: I don't know. Probably not.

CHAIRMAN CARPER: Okay. All right. Governor Davis?

GOVERNOR DAVIS: This is a question to all three of you, but I want to start with Brittany, because Brittany told me that she was just an average student before she went to the START program in Sacramento, and now she's receiving As and Bs, and, as I said, was a commencement speaker. So, I address this to all three questions -- all three of you. Could you tell us how this experience that you have had in your particular states has changed you? Why are you different today for this experience?

MS. BRITTANY DAVIS: It's taught me how to manage my time, and how, like, to think before you speak, don't just say something because you might get in trouble for it. And it's taught me how to do my homework first and then go play so I can get it done before it's time to -- before it's too late.

GOVERNOR DAVIS: You'd make a good politician with that attitude. What about you, Bree?

MS. BREE EMSWELLER: 4-H makes me want to become more involved with my community. I want to continue to serve. It makes me feel good about myself. Coinciding with school, though, with 4-H you can take projects that interest you on any type of level. I took forestry and
wildlife and that type of project for a long time and that helped me in school with biology and all my science classes because I had the outside knowledge. I went ahead and I did the research myself. I learned about wildlife. I learned about forestry, the trees and stuff, and so when I went to school in high school and had to take biology and botany, and all that stuff, I already had that edge because I wanted to do it on my own. So, that's the way I feel 4-H has helped me in school. But outside of school it's given me the confidence just to, like I said, I feel I can talk to most anybody. It's taught me leadership skills and it's just given me many different opportunities.

GOVERNOR DAVIS: Thank you.

CHAIRMAN CARPER: Governor Hodges?

GOVERNOR DAVIS: Just one more. Tim, how has your --

CHAIRMAN CARPER: I'm sorry.

GOVERNOR DAVIS: -- after school experience in South Dakota changed you?

MR. TIM YIM: After-School Program made me feel that I can care for the community and I can help kids that are sick and that if somebody is in trouble, and when I grow up I could be a doctor, I could help them if they can't buy no medicine. So they teach me how to love and care for people who are lonely and stuff.
GOVERNOR DAVIS: That's terrific.

CHAIRMAN CARPER: Thank you. Governor Hodges.

GOVERNOR HODGES: This is for all of the presenters, but are the programs active during the summer and during vacation times for school?

MS. BREE EMSWELLER: I'll go ahead and go first. 4-H is a year long project because, I mean, like you take animals, I mean, obviously you have to care for your animals all year. But that's like the stereotype I was talking about. But the research you can do any time of the year. Junior Leaders, like I said, we meet once a month, but the summertime is the time when we are most active because that's county fair time, state fair time, camps. We have like 4-H camp, conferences, so the summer is when 4-H is most active.

CHAIRMAN CARPER: Anyone else? Brittany, you will go back to school this fall and you will be in what, the seventh grade?

MS. BRITTANY DAVIS: Uh-huh.

CHAIRMAN CARPER: All right. Tim, when you return you'll be in what grade?

MR. TIM YIM: Huh?

CHAIRMAN CARPER: This fall, what grade will you be in this fall?

MR. TIM YIM: Seventh.
CHAIRMAN CARPER: Seventh. And Bree will be a sophomore at Purdue; right?

MS. BREE EMSWELLER: Right.

CHAIRMAN CARPER: Let's take just a moment and say that you weren't going to go back to be in the 7th grade, or you weren't going to go back to start your second year at Purdue, but you're going to go back to be Governor of your respective states. Now, we're not going to try to displace anybody here, but let's just take a moment and say you're going to go back to be governor. And I think we have heard from your testimony today that you think the programs that you've participated in, are participating in, are real worthwhile to you and, I suspect, to others. If you went back as Governor, if you went back as Governor to your state, to South Dakota, to Indiana, to California, what might you do as Governor to try to extend the same kind of opportunities that you've had to other students who haven't had these opportunities? What might you do? And, Bree, I don't know if you want to lead it off but anything you'd like to say?

What might you do?

MR. EMSWELLER: Well, I'm happy to say that the legislature and O'Bannon have just passed a bill providing $2.8 million to provide quality extension education for the 4-H program, so that's always positive to know that we have that support. But, like I said earlier, just to
continue support of the schools with it, get the community to know how important 4-H is, that it can impact everyone’s life. Just let everyone know that it’s a worthwhile organization.

CHAIRMAN CARPER: Thank you. Brittany, would you like to share a thought with us? What would you do if you were Governor to make this kind of opportunity available to more students in California?

MS. BRITTANY DAVIS: Probably advertise it better because all they do when they put it on the TV is they put, you know, come here if it’s after school. They don’t really explain how it is and how it helps you. And if they would explain it and help it maybe a lot more kids would come.

CHAIRMAN CARPER: Okay. Thank you. And, Tim, what if you were heading back to South Dakota not to be a seventh grader there at your school but to be Governor Yim, what might you do?

MR. TIM YIM: If I was the Governor I would make a commercial where every kid that will watch and probably go to After-School Program, like if kids have problems with their friends, families, they can probably call a hotline at the After-School Program and talk with them or maybe just come over and talk.

CHAIRMAN CARPER: Well, good. Well, good.
Well, you’re not going home as Governors but I’m impressed with each of you, and all I know is some day you may be the Governors of your state or some other state. We’re real proud of you. You know you hear so much that’s bad about young people today, and if it’s any consolation when all of us were in school we heard a lot about young people then, too. But you give us a lot of cause for hope and serve as a great deal of inspiration. And to those -- I don’t know if anyone is here in the room that’s part of your family, or part of your schools, part of your lives, but to those that have helped to shape and mold you, and to the Governors in your respective states that are supportive of the kinds of initiatives that you personify here today, we thank you all and we salute you. Let’s give them just one more big round of applause.

(applause)

CHAIRMAN CARPER: Well, you’ve been the warmup act for one of the hottest acts in the country, and that is General Colin Powell. And I’m going to call on my friend Jim Gilmore who happens to be the Governor of the state where General Powell now resides to make some comments, and then I’ll add one or two and, General, you’re on.

GOVERNOR GILMORE: Governor, thank you very much. I appreciate the opportunity to join with you and all of our colleagues around the country in welcoming General
Powell to this event today. He does reside in McLean, Virginia. He's a great Virginian and adds to the quality of life in the Commonwealth of Virginia. But he's also a great American. He has demonstrated national leadership when he was a General of the Army and working in Desert Storm. He demonstrated a leadership that gave America confidence in the rightness of its work and its efforts in international leadership. And now that he is retired from the Army he has not stepped aside, he is instead now working with youth and volunteerism as Chairman of the America's Promise. This demonstrates the ability of people in the communities to go out and do good things for kids and good things for the quality of life for everyone in America. So, perhaps his greatest contribution is his contribution to purpose and national unity for all these United States, and thank you very much for allowing me to welcome, together with all of our colleagues, General Powell to the National Governors' Association.

CHAIRMAN CARPER: Let me just add -- thank you, Jim. Let me just add a word or two myself. Some of you have heard the old saying I'd rather see a sermon than hear one. Right? I'd rather see a sermon than hear one. With General Colin Powell, we're going to hear not a sermon but I expect a pretty good inspirational message and some idea of what he is doing with the help of a lot of other people
through America's Promise to intervene in the lives of young people all over our country. But the thing that I especially admire about this man is when we see him we see a sermon. In the way he leads his life, not to try and do so to credit or attention to himself, but to use his life, the prestige and the respect that he enjoys to energize a whole nation to reach out and to help young people. That is -- this man could have been President and either party would have been happy to have had him on their ticket, and he chose to take a different path, but I think in doing so he may have a more profound and lasting presence, impact than any governor or any President could ever have. General Powell, we were delighted to welcome you to Delaware a couple months ago and we're even prouder to be able to welcome you here today to the National Governors' Association. Ladies and gentlemen, General Colin Powell.

(standing ovation)

GENERAL POWELL: Thank you very much, ladies and gentlemen. Thank you. Thank you so much. Thank you very much. Thank you very much, ladies and gentlemen, and Governor Carper, I thank you for that warm welcome. Governor Gilmore, thank you, sir; Governor Janklow, for your kind remarks. And it's a great pleasure to be here at the National Governors' Association, and I want to especially thank the three young people we just heard from. They made
my case. They've given my speech. That's the sermon you
wanted to see rather than hear from me because they said it
all. And they weren't just talking about expanded learning
opportunities, there was much more in what they said. They
said that they were living in communities where the whole
community came together and gave them a safe place, a place
where they were free from danger, a place where they could
learn, a place where they could learn more about themselves,
a place where their lives were flooded with caring adults who
worried about them and who were determined that they were
going to be successes in life. And they will be successes in
life. And, so, I congratulate the three young people for
what they have said and what they are doing with their lives,
and I congratulate the states that are represented by these
three youngsters. And they're symbolic about what's
happening all over the country with this kind of a program.
And I'm glad that National Governors' Association has been a
partner with America's Promise in expanding this crusade
across the country.

Governor Carper and your new chairman to be,
Governor Leavitt, have been great supporters of America's
Promise. Just a few months ago I was in Delaware with
Governor Carper and we had two summit meetings in one
afternoon, one at four o'clock in Newark, Delaware and then
down at Delaware -- in Dover, Delaware and 2,000 people came
out at each of those locations to hear this message. And for
days afterwards hundreds of people called in volunteering to
be mentors, to be the kinds of volunteers that could work in
the programs that you’ve heard discussed.

And I was with Governor Leavitt shortly after
the summit meeting in Philadelphia two years ago that I went
out to Salt Lake City and there on the steps of the state
capitol in front of thousands of people we launched the
promise effort in Utah. And then that evening every
television station and radio station in Utah gave 30 minutes
of uninterrupted time so the Governor could take the message
to all the people of Utah, and they all came to high schools
across the country to begin this effort, an effort that
continues to this day, and I look forward to going back to
Utah later this fall to celebrate that effort.

This is what’s happening around the country
and I could go around the table and give you example after
example. And so I congratulate the Governors for the
leadership role they are playing in this crusade. I
congratulate the association for the theme they have selected
for this conference, Smart Kids 4 Our Future, and with your
focus on accountability and technology and these expanded
learning opportunities. The youngsters we just saw, the
teachers that were recognized here yesterday, I applaud all
of these marvelous programs, because this is really about the
future of America. And when we talk about the future of America, we're talking about our children, we're talking about those gifts that were given to us by God, not just to their parents but to the whole community and the responsibility we have to those children.

The reality of life in America is that most of our children are doing just fine. Most of them are coming up in good, strong homes and they've got fine parents, members of the extended family taking care of them. Most of them are going to fine schools. Most of them are filling great universities such as Purdue and so many others. And they are all coming out of those universities at age 23 and they're launching an IPO for .com something or other and becoming multimillionaires by 25. Or they're joining the Armed Forces of the United States and they're going to far away places and serving proudly, and we look at those youngsters with respect and we know this is what we want all of our youngsters to look like. But not all of these youngsters are from great backgrounds and wonderful communities. Some youngsters have to overcome adversity and come out of poor backgrounds, what we might call not well to do communities, and they do well, too. And it is not a guarantee that if you live in a good community you will necessarily turn out well. But what is increasingly clear to me is that all youngsters, those on the path to success and those who are looking for that path to
success need more than anything else the involvement of adults in their lives. Adults in many shapes, parents, extended family members, volunteers at a club, people who put on a 4-H program or a START program or the kind of initiative that the Governor of South Dakota took to expand that extra learning opportunity throughout his state. Because despite all of the success we have had, there are 15 million youngsters who are in difficulty, who wonder if the American dream is there for them, who wonder if they can pursue an American journey, who wonder if the adults that they see in their lives are the models they should follow. Drug dealers, people who are prone to violence, they wonder if that's the model they're supposed to look at. And the answer we must give to these youngsters is that, no, that's the wrong model.

And the time to give that answer and to give that answer with all the power that we can give it is now. Now at a time in our nation's history when we are wealthy, when our economy is second to none on the face of the earth, where we have such opportunity, where we see decentralization away from federal authority, and Governors having more and more authority, and local leaders having more and more authority and the resources to use with that authority. This is the time, now, as we end this century and get ready the next to turn all of our attention to the challenge facing so many of America's young people. At a time when we are also
preeminent on the face of the earth, where we're not facing a competing ideology. There is no communism. There is no fascism out there. There are dangers, but our system of democracy, our system of the free enterprise system is triumphant, and anybody who wishes to be successful in the future know that they have to pursue some form of democracy, some form of the free enterprise system.

So this is our moment. This is our moment to mobilize all the assets of this nation, all the organizations of this nation. This is the time for government to come together with the private sector, the educational sector, the religious sector, together in the lives of our youngsters, to make sure they are all kept in play; to make sure that all youngsters believe in themselves, believe in America, believe in the promise of our society. This is an investment we make in our own future.

As far as America's Promise is concerned we started this crusade at the President's Summit for America's Future in Philadelphia a little over two years ago, and 30 Governors were present. And it was at that summit that we committed ourselves to a model of how we should look at this challenge. And there were five parts to that very, very clear, specific model. First, to make sure that no boy or girl in America was growing up without having in his or her life the presence of a responsible, loving, caring adult.
Did you hear that over and over from these youngsters?

Adults in their lives that they could look to, they could be inspirations to. Where else does a child develop character? Where does a child get character? A child gets character from the adults the child sees, the child listens to. And if you get the right kinds of adults in that child's life, then character will be formed in a proper, positive way. Wrong kinds of adults, wrong character. And those adults are parents, they're the people who are willing to step forward to be mentors and tutors and coaches, the kinds of coaches represented by the athletes who were here today, who provide those role models that cause a youngster to look up with admiration.

I was saying to someone earlier today that I have a conflict this morning, I'm supposed to be in Washington at the same time I'm here at a celebration for the 50th anniversary of the position of chairman of the Joint Chiefs of Staff, but I wanted to be here with you, and I know my colleagues forgive me for not being with them. But what I'm doing really is a little bit like what I did as a soldier, as Chairman of the Joint Chief of Staffs, and for the 35 years before that, that's essentially working with young people. They're a little bit younger than the soldiers I used to work with, but, guess what, the soldiers I used to work with faced enemies, enemies who were on top of a hill
with machine guns ready to kill them, and what I had to do is
to train them for that enemy, train them for that terrible
day when we might ask them to go up that hill. And what did
we do, we gave them discipline, we gave them structure, we
gave them resources. We led them well. And we let them know
that we cared about them with all our heart and soul. Now,
with America's Promise and what these Governors are doing,
we're doing the same thing for younger children, children
such as the three wonderful youngsters here before us today,
because the enemies they face in our society today are every
bit as real, are every bit as dangerous, every bit as
destructive. Drugs and crime and violence and despair, and a
wondering if that dream is there for each and every one of
them. The answer has to be yes. We can have no kids at risk
as we go into the 21st century. Every child has to be made a
child of promise, and we do that by surrounding them with
adults who care. It begins with those individual
relationships, mentors, parents, tutors, coaches.

And, so, we're expanding all of those
programs. Big Brothers and Big Sisters has reported a 40
percent increase in the last two years and they are looking
for an even greater increase. They're beginning a new
crusade to get the resources necessary to expand it even
more.

The second thing we're working on is so in
tune with what these youngsters talked about, safe places for
our children, safe places to learn and grow, especially
during those dangerous after school hours. So, let's expand
the 4-H programs and START programs and the kind of expansion
that we saw from Governor Janklow in South Dakota. Let's do
that all across America so that no child is left to his or
her own devices, to sit in front of a television set and
think that Jerry Springer is a model of proper behavior.
There are better ways to teach our children what behavior
should be in this world, in this country.

(applause)

GENERAL POWELL: Well, we're expanding all
those programs. We're expanding 4-H. We're expanding
scouting and merit badges in scouting for service to others.
We're expanding the boys and girls clubs of America and by
the year 2003 I would guess there would be one million
additional spaces in our boys and girls clubs. Junior
Achievement a four-fold increase. Over and over throughout
the country, these successful nonprofits are stepping forward
to increase their capacity and to get into places where they
haven't been previously, and the density needed to take care
of all our children.

The third part of America's Promise and an
essential part of your agenda that you spoke to yesterday and
the President spoke to yesterday is to make sure that our
children get a healthy start in life. With all of our success, with all of the wealth we have, we cannot have children in America who are not getting the healthcare they deserve. So I know you will do everything you can to expand the CHIP program, and I know that you’re all working with pharmaceutical companies, as I am, and with all of the medical associations and other healthcare providers to make sure that no child in America is in want or in need of proper healthcare. We’re working with companies like Lenscrafters and another one called Vision Share to make sure that children get eyeglasses even if they can’t afford them. We can do this for our youngsters.

There are schools in this country where teachers have told me that the children come back to school on Monday morning weighing less than when they left on Friday afternoon. That’s intolerable. That’s unacceptable in a country that presents itself as a model to the rest of the world. So, we need to handle those nutrition needs.

And the fourth thing we’re working on goes to one of the objectives of your conference, and that’s technology, to make sure there is no digital apartheid in America. To make sure that every child is getting the marketable skill that he or she will need for this 21st century. We’re going upscale. We’re going upscale. It’s an information technology, internet, intranet based economy that
is driving, fueling the success that we’re having. And we can leave no child behind. So I know you’re all working on it. America’s Promise is working on it with Microsoft, with Oracle, with America Online, with Cisco Systems, with all the major technology organizations and companies in the country to make sure that all of our youngsters, whether they are in the YMCA, a boys and girls club, or in their own school, has access to this marvelous information age that we are entering. We’re also working with all companies to make sure they understand that they should get involved, become a partner to America’s Promise, provide internships and apprenticeships and training opportunities for youngsters, so that these youngsters can be ready for the 21st century. And what I say to corporate leaders is guess what, you’re not just doing charitable work, you’re investing in your own future, you’re developing your future customers, your future employees. You’re investing in your future bottom line. And so become a part of this, join this crusade, do it for yourself, do it for America, do it for our young people.

And then the fifth part of America’s Promise is a little bit different, but it was touched on by all of our three young panelists, especially Tim, and that is service to others, service to community. Take every chance to allow our youngsters to serve their community. For a high school boy or girl or a college age student to tutor a
younger child who may have trouble reading is a good thing. That teenager will learn there's more in life than comparing whether your sneakers cost more than someone else; that in the act of giving to someone else you get so much more back in return and that's a virtue, a value that you will take into adult life.

Those are the five pieces of America's Promise. And we're creating partnerships all across the country and we are working especially with the Governors of America, this distinguished group of leaders here today, because they see the problem every day and they have the assets, the resources and the leadership to deal with these problems. And we're trying to do everything we can in America's Promise to help the Governors and all other political leaders to keep this crusade moving further along.

I've mentioned a couple of the programs that are underway and each Governor has approached it in a slightly different way. Governor Davis, I know, is going to be focusing on our fifth goal, service to others, service to community, following up on what Governor Wilson had done with mentoring. I know Governor Glendening is a big one on service to community and has made it mandatory within the State of Maryland that you have to have so many hours or you don't graduate from high school. You get a letter from the Governor saying you didn't do your service, you don't
graduate from high school. Suddenly youngsters are chasing
all over Maryland to get that requirement in. Little bit of
complaining, but I've gotten wonderful letters from the
youngsters of Maryland saying once I did it I felt so much
better about it. I would like to see it made mandatory
across the country. All youngsters should perform some level
of service to the community. People say well, General,
that's not right, you shouldn't make it mandatory. That's
against the First Amendment and certainly against the
Thirteenth Amendment. Don't make these young people do
anything against their will. I said well listen carefully,
when I was coming up they made me do algebra against my will,
and I see nothing wrong with service to community being part
of a high school education.

(applause)

GENERAL POWELL: So much is happening, whether
it's Governor Bush with the Texas Challenge or the other
Governor Bush, that I'll be visiting with next week, and what
he is going to be doing in Florida; or, Governor Underwood,
and what he has done with Mrs. Underwood making West Virginia
a state of promise and all the counties, except perhaps one,
is a county of promise within West Virginia.

So many things happening across the country.

North Carolina. Idaho is a great example of the kind of
partnerships we're creating. I went to the American Bankers
Association representing 10,000 banks, and I said I want you

to be a part of it. They said we want to be part of it.

What can we do? Ten thousand banks with lots of branches in

those 10,000 banks. I said you’re retail organizations,
you’re out there everywhere throughout the communities, so if

you would put the word out to all of those banks to get

involved, provide mentors, safe places, internships for kids,

make more of a contribution to your local United Way or boys

and girls club, work with the Americorps kids in the area,

the young, wonderful people from the Americorps program who

are working. Every bank can do something. Work with the

communities and schools program, a wonderful program led by

Bill Milliken who is here with me today. We’re creating

schools of promise throughout America. The Bankers

Association said we’ll do that, and they put the word out to

10,000 banks, and already 1200 banks have signed up to do

something. And in Idaho the banks in Idaho have come
together and every single bank in the state of Idaho is now

part of the Idaho Promise, Banks of Promise in Idaho. That’s

the kind of leverage we can get out of these kinds of

partnerships. We’re going to get at it, we’re going to be

successful. We’re going to work more closely with the

Governors’ Association in the months and years ahead. I hope

I will be invited back next year to report to the Governors

and give you a little bit more insight and information on how
we have done and what more you can do. I invite all
Governors to designate your states as states of promise.
Those of you who have done so already, congratulations. For
those who are still looking at your programs, make it a state
of promise, linking with me. Let's all become part of a
great crusade that starts with America's Promise, goes down
to each state promise, banks of promise, communities of
promise, universities and schools of promise. Let's make
sure we surround all of our children with adults who care.
Let's make sure all of our children know that we have
expectations for them and we want them to have expectations
for themselves. Make sure every one of our children know
that we believe in them, and we believe that they are our
future. We want them to act that way, just as these three
young people have demonstrated to us today.

And I would say to you, my friends, that the
challenge before us is a great one. There's much work to be
done. And I can put it in crystal terms, we've been building
too many jails in America. It's time to get back to the task
of building children. We've been worrying about how to
solve --

(applause)

GENERAL POWELL: We're not going to solve --
the drug problem isn't going to be solved by arresting kids
and putting them in jail. The drug problem is not going to
be solved by television advertisement. The drug problem and
the crime problem and the violence problem is going to be
solved by getting into the lives of all of our youngsters
early and make them children of character, make them children
of competence, point them in the right direction, and then
when they’re ready, when they look like Tim, Bree and
Brittany, ready to flap their wings and take off, we will
know we have done our job well. We cannot fail. It is our
future. Thank you very much.

(standing ovation)

GENERAL POWELL: Thank you. Thank you very
much, ladies and gentlemen. Governor Carper tells me we have
time for just one or two questions, so I would invite your
questions. Governor Shaheen, did you have a question?

GOVERNOR SHAHEEN: First of all, I'd like to
thank you. We're in the process of recruiting an America's
Promise Fellow to work with our kids cabinet in New
Hampshire, so we're very appreciative of having that
opportunity out there. You mentioned Americorps, and
Americorps is a program that has done terrific things in New
Hampshire, everything from working with victims to helping
rebuild parks, and I know that I've been speaking with some
of our Americorps folks in the last couple of weeks and they
are very concerned because the House has zeroed out their
budget. And I just wondered how you felt about that and

58
whether you think we should continue to support that program.

GENERAL POWELL: Well, I think the House made a big mistake and I hope it will be corrected. I have now had two years of experience with Americorps. And they are doing a great job and sometimes they're misunderstood. They are given a stipend for their work, but what they do in the community in terms of leveraging other individuals to volunteer, and how they facilitate people being allowed to come into the system and volunteer is really incredible. And we have 500 Americorps Promise Fellows who are working with America's Promise, and I met three of them earlier here in St. Louis. So, I think it is a tremendous investment in young people, a tremendous investment in the future, and I'm a strong supporter of Americorps. I think they have demonstrated their worth, they have paid their dues, and they are worthy of the support that I hope they will get from the Congress.

Thank you very much and remember the old saying when you're through pumping, let go of the handle. Thank you very much.

CHAIRMAN CARPER: Well, General Powell, you're not through pumping. Don't get too far from that handle. It's been about two and a half -- little over two years ago that Governor Tom Ridge and I and a bunch of other people gathered in Philadelphia in a National Summit on Volunteerism
that was formed under the auspices of our President and all
the living former Presidents, and general chairman for that
event was Colin Powell. And I remember being there with Tom
Ridge and a bunch of others up in Philadelphia that day and
General Powell and coming home and feeling so good, feeling
so good about what we'd been a part of and really uplifted
and inspired by it. I remember reading the news accounts
about the summit and how within a few days the cynics began
to say it was a day when everybody felt good, or a couple of
days when everybody felt good, but not too much is going to
come of it. A whole lot has come of it. And, General
Powell, no one person is indispensable, but, my friend, a lot
of kids have hope and promise today in this country in every
one of the states that are represented around here because of
you. Thank you for your leadership. Thank you for your
leadership.

(applause)

CHAIRMAN CARPER: Well, we're almost a wrap
here, folks, and I want to say before we head off, this tees
the ball up pretty well for the Governors only lunch that
we're going into right now which is going to be really about
almost a two hour free flow on education and what's working
in our states, whether it's extra learning time or technology
or early childhood, or a whole lot of other things, as well,
accountability.
I want to conclude this session with a couple
of recommendations that have come out of our forums around
the country with respect to extra learning time. Just ask
you -- there's three of them, and I just ask you to keep
these in mind as we get ready to go have lunch together.

The first recommendation is that we need to
promote collaboration. We need to promote collaboration.
Governors can't do this in and of themselves, a school can't
necessarily do this in and of themselves, but if we can
promote collaboration that includes government, our schools,
our libraries, some of our faith-based organizations and some
other nonprofits, museums even, we can make real progress on
this front. We all know collaboration is not always easy but
the people around this table are pretty good at fostering
collaboration. I'd urge us to do so.

The second thing, second recommendation we
wanted to take with us, I'd ask us to take with us, is to
encourage a dialogue. Encourage a dialogue about what we
mean by quality extra learning opportunity and how to build a
consensus around how to measure quality outcomes. What's the
old Vince Lombardi line? "Unless you're keeping score,
you're just practicing." Unless you're keeping score, we're
just practicing. And one of the great things we need to do,
it's all well and good that we have extra learning
opportunities, but if we're smart we'll measure the progress
that we’re making in those programs and replicate the ones
that we’re getting the best bang for our buck.

And third is yet the notion of providing
ongoing technical assistance to promote and to sustain
quality extra learning opportunities.

To measure, to find out what’s working, and
then to provide technical assistance to really help other
schools in other communities to develop those same quality
extra learning opportunities.

Folks, that concludes this session, and I
would close with the words of a fellow I once heard give a
state of the state message. It was actually in this room,
and he once said, "If children are our hope for the future,
we are their hope for today." And I am more hopeful about
the future of our children today than I’ve been for a long
long time.

General Powell, to you and to our young
panelists here and a lot of people who are working with them
in their respective states and around the country, thanks for
all that you’re doing to give that hope. Thank you.

(appause)

SESSION ADJOURNED:
NATIONAL GOVERNORS' ASSOCIATION

91st Annual Meeting
August 10, 1999
The Adam's Mark Hotel
St. Louis, Missouri

REPORT OF PROCEEDINGS
PLENARY SESSION

Reported By:
Debra M. Musielak, CSR, RDR
Rankin Reporting & Legal Video, Inc.
1015 Locust Street, Suite 911
St. Louis, MO 63101
August 10, 1999

PLENARY SESSION:

CHAIRMAN CARPER: Ladies and gentlemen, I would ask you to go ahead and begin finding your seats, please. If Governor Vilsack is in the room, I going to ask him especially to take his seat. And if there's any staff here from the Governor's office in Iowa, Governor Vilsack had asked to be recognized early on, and I'm prepared to do that, but I don't see him. Here he comes. Here he comes.

GOVERNOR VILSACK: Sorry.

CHAIRMAN CARPER: Tom, good morning. How you doing partner?

GOVERNOR VILSACK: Running behind as usual.

CHAIRMAN CARPER: Well, my wife says I live my life about ten minutes late, so why shouldn't you, too?

Folks, as Governor Vilsack and others take their seats let me welcome each of you to the closing plenary session of this the 1999 NGA annual meeting in St. Louis, Missouri. This morning we're going to focus on how we're using technology around the country to improve student achievement, and we're going to recognize the potential, thanks to the help of one fine teacher and a couple of bright young students from Las Vegas from Clark County, going to
help us as Governors to learn a few things on technology and how it might be used in our own schools.

Before we get to that, a couple of other things that we want to do and need to do, and one of those I want to start off by yielding to Governor Vilsack for some brief comments. Governor.

GOVERNOR VILSACK: Thank you, Governor Carper. I appreciate the opportunity to briefly discuss a matter that will be before the body sometime this morning. It's a resolution that was passed out of the Natural Resources Committee unanimously with Governor Glendening's assistance, Governor Schafer's assistance. It is a resolution in which we go on record as urging Congress and the administration to take action to address the current crisis that is obviously occurring within the agriculture sector of our country. The best way for me to describe the anguish that's occurring in my state, and I suspect in many other states, is not to use my words but to use the words of an individual letter that I received just before I came to the Governors' conference, and I will read this letter and then I will yield back to the Chair.

This is a letter which was sent to me by a woman, and she placed a letter that her husband had written to her. And it reads as follows: "The only thing I will regret is leaving Hillary, Tanner and you. This farming has
brought me a lot of memories, some happy, but most of all
grief. The grief has finally won out. The low prices, bills
piling up, just everything. The kids deserve better and so
do you. I just don’t know how to do it. This is all I know
and it’s just not good enough anymore. I’m just so tired of
fighting this game because it’s a losing battle. Everything
is gone, worn out or shot, just like me. All I ever wanted
was to farm, since I was a little kid, and especially this
place. I know now that that is never going to happen. I
don’t blame anybody but myself for sticking around farming
for as long as I have. That’s why you have to get away with
the kids from this and me. I’m just a failure at everything
it seems. They finally won."

The individual who wrote this letter shortly
after writing it took his life. And his wife wrote me to
simply say that she’s not heard much about this crisis
mentioned in political campaigns or in the media. And she
ended her letter to me with, "I hope and pray to start
hearing some answers and seeing some action as well."

I’m just asking this body to respond to her
plea and, hopefully, Congress and the administration will do
so.

Mr. Chair, I appreciate very much your
willingness to let me visit with the body about this. Thank
you.
CHAIRMAN CARPER: Well, Governor Vilsack, thank you. This is the second time that I have heard that letter. That's the second time you've read it in my presence and the sentiments that you share are ones that are also shared by a number of other Governors, whether they have significant farm communities, as we do in Delaware, and neighboring states of Maryland and Pennsylvania where we have a drought, unlike in your state where you have plenty of water, in our states we have no water, no rain and very low commodity prices. The kind of stress that that family was facing are faced by families all over the country. We've had the opportunity here at this meeting to share with one another what we might do, what we ought to do as states and as a country, and also to have some good communications with the President and those in the administration and with some of our congressional leaders, and to come up with a plan that involves the states and the federal government. In the end, I think it's important that we act with our hearts but that we also act with our -- with our heads, and I'm confident that in the end that we will, and if we pull together that we'll help to save a lot of family farms and to get our country, and a big part of our country through a very, very tough time. Thank you very much.

Governor Glendening, when we get into our committee reports and committee meetings, I know we'll have
an opportunity to consider the policy that Governor Vilsack has spoken to.

GOVERNOR GLENDENING: I just want to thank the Governor again for bringing this not only to the attention of the committee, which most of our members knew, but the seriousness of it on a personal level, and we'll be pleased to offer that resolution for which you were the prime mover later in the program.

CHAIRMAN CARPER: We have one other important item of business to address, and before we turn to our students and to the issue of technology and to a terrific panel that's going to -- we'll agree they're a panel of really smart, able people in technology that are here for us to ask questions of, and we are delighted that you're here and look forward to picking your brains collectively and individually. Thank you for joining us.

As those of you around this table and in this room are aware at each annual meeting our agenda focuses on issues that we as Governors feel are important to our states and to our nation. In a forum such as this, we have the opportunity to draw upon the combined experience to form programs and initiatives that have the potential to literally benefit the entire nation. Six years ago, the very first NGA meeting I ever attended, in Tulsa, Oklahoma, we launched as an organization a model of public/private partnership between
our organization. NGA, along with the National Association of Community Health Centers and Pfizer, that would help improve the lives of our nation's medically underserved. The result was an unparalleled pharmaceuticals access program designed to provide state-of-the-art prescription medication to qualified low income and uninsured Americans. As Governor Dean and Engler, two of the program's founding Governors may recall, Sharing the Care, that's what it was called, Sharing the Care began as a handful of health centers in just a very few states. Since then the program has expanded to reach -- listen to this -- more than 350 community's health centers throughout 47 states. Through these community health centers Sharing the Care has distributed more than three million prescriptions valued at more than $170 million.

Sharing the Care has clearly surpassed all expectations to become one of the nation's largest pharmaceutical access programs. Today I'm proud to announce that Sharing the Care has reached a significant milestone in its history by providing much needed prescription medicines to its one millionth patient this summer. I don't have -- we don't have that one millionth patient here today to pull up and to celebrate with, but I do want to say in recognition of this success, I first want to compliment Governor Engler and I want to compliment Governor Howard Dean of Vermont. It was their leadership, along with that of others, but their
leadership especially to help to turn a concept into a reality when they provided the leadership for the launch of this program six years ago in Tulsa, Oklahoma in 1993.

Now, I want to invite our partners in Sharing the Care to join me at the podium and I want to ask just especially to thank Chuck Hardwick, the Vice-President of Governmental Public Affairs for Pfizer and Carolyn Emanuel McLean who's the incoming Chair of the National Association of Community Health Centers.

This partnership right here with Pfizer and with the Community Health Centers that has helped one million of America's medically underserved to lead happier, healthier and more normal lives. To tell us a little bit more about Sharing the Care's extraordinary accomplishments, is a person who has seen firsthand the impact that this program has had on the lives of patients throughout our country. It's my pleasure at this time to introduce Carolyn Emanuel McLean, the incoming chair of the National Association of Community Health Centers. A warm round of applause for Ms. Emanuel McLean.

(applause)

MS. McLEAN: I'd like to ask Chuck to come to the podium, please.

MR. HARDWICK: On behalf of the Sharing the Care coalition we'd like to thank the Governors because the
NGA made this possible with their staff work, their leadership and over a million people have benefited. Congratulations and thank you.

(applause)

MS. EMANUEL MCLEAN: On behalf of the National Association of Community Health Centers, the 350 health centers throughout the country who are participating in the Sharing the Care program, and the more than one million low income patients who have benefited from the program, I would like to thank the National Governors' Association and Pfizer for this extraordinary program. The Sharing the Care program is indeed an extraordinary public/private partnership. It was designed with our association to be user friendly, a user friendly program that would help our participating health centers meet the prescription needs of our lowest income patients, those at or below poverty level incomes and without any health insurance.

For my family health centers in Orangeburg, South Carolina alone, the Sharing the Care program has provided more than 25,000 prescriptions to 7,695 of our neediest patients with a total value of over $1 million.

Before each of you Governors is a packet specific to your own state that would indicate the value of Sharing the Care program to the centers and to your individual state. The program has helped patients better
control chronic diseases like hypertension and diabetes. We believe that it has helped reduce hospitalizations and more importantly it helps patients live healthier, better lives. For example, we had a patient to come into our health center, one of our health centers a few months ago, a mother, and her blood sugar was extremely high. The physicians stated that if she did not have her medications immediately, she would be hospitalized. Thanks to Pfizer's Sharing the Care program she was able to get her medications and avoid a costly hospitalization.

More than 3200 community health center sites nationally provide preventive and primary healthcare services to over ten million children and adults in high poverty urban and rural communities across the country in every state. Health centers serve one out of every six low income children in the country. We serve one out of every ten uninsured patients in the country. In fact, approximately half of our patients don't have any health insurance. With so many people in need of healthcare, you can see why this partnership with the National Governors' Association and Pfizer is invaluable.

On behalf of our patients and the health centers that serve them, thank you very much.

(appause)

CHAIRMAN CARPER: Well, Carolyn, we thank you
and ask that you extend our best wishes. Howard Dean, would you come up here just for a second, buddy? Howard Dean is along with -- I don't see John Engler here yet this morning. Howard, along with Governor Engler, was the -- one of the two leads in getting this started. This has been given to me on behalf of the entire National Governors' Association. If I had a way to just cut it in half maybe I'd do that and give half of it to you and half of it to Governor Engler. But I'm going to ask you to hold onto this for just a little while today.

GOVERNOR DEAN: All right. We'll give it back.

GOVERNOR CARPER: You have earned this along with our thanks.

GOVERNOR DEAN: Thanks, Tom.

GOVERNOR CARPER: Thank you very much.

(applause)

CHAIRMAN CARPER: Well, folks, let's turn to technology. How to make tech -- how to harness technology in our classrooms to enable our students to reach the rigorous academic standards that we are setting. You may recall we kicked off on Saturday with a wonderful press conference and opening event at the Gateway School here in St. Louis. And we then had an open plenary session that focused on accountability and putting in place rigorous academic
standards, and trying to figure out how to hold ourselves accountable and to enable all students to reach those standards.

Yesterday we spent a lot of time on extra learning time and how -- discussed how states are learning -- using extra learning time to enable students throughout America to reach those academic standards.

And today we're going to focus on how do we harness technology in our classrooms from coast to coast in order to enable students to benefit from that technology, as they attempt to learn to read better, write better, do mathematics and science and social studies.

And I just want to really start off today by thanking a couple people. I see Don Sundquist over here from Tennessee, our Governor on one of our -- two co-lead Governors on our Education Task Force who was good enough to host a terrific forum for us in Nashville. And I look over here and I see your neighbor Paul Patton from Kentucky. And I just want to say to Paul and to Don, who have been our co-leads in education technology, just thank you very, very much for a job well done. And Gary Davis has, I think, had to return to California this morning or last night. He hosted a terrific technology forum in San Francisco as well, and I want to thank him and others that were part of making that so successful.
I think we all realize that technology is profoundly changing the American economy and the workplace. We have to look no further than our own offices and our own homes to see that taking place. In each of our states we’re preparing students to succeed at an increasingly complex and fast-paced global economy. While the world is made smaller by technology, it’s also made larger by the scope and by the magnitude of our challenges. To not only survive but hopefully to thrive in this new world today’s students need to be better prepared than they’ve ever been in the past. To help our students achieve all the promise and potential in this new millennium that we face, we owe our children a world class education.

We have an obligation to craft sound policies that support the use of technology to enhance learning, but we also must learn to leverage our investments by assessing the impact of technology on student achievement and by ensuring equal access to that technology, and by preparing our teachers to effectively incorporate technology in our classrooms to make that learning relevant and to make it come alive.

States been playing a leading role in supporting these issues, something to the tune of $4 billion over the last five years alone, and even more to ensure that our students are prepared to meet the demands of the 21st
I'll just mention what a couple of states are doing. I was talking about Paul Patton earlier over in Kentucky. The Kentucky Education Reform Act cited education technology as a means to directly address equal access through education. And I said earlier a lot of folks at these forums that we've held around the country have talked about technology as potentially the great equalizer in making sure that all children have -- better have an opportunity to meet our standards that we're setting in our schools.

North Carolina, Governor Hunt is the Governor, has adopted teacher standards for technology, and one of the challenges that we face in our states is to make sure that not only we have the schools wired, that we have the computers and the hardware in the school, but do we have the teachers that are trained and are comfortable in using that technology to integrate technology into the -- the curriculum into their classrooms every day.

Governor Leavitt from Utah has -- where his schools are being provided with access to a communications network and content across those -- across those networks. I understand since 1995, Utah has dedicated some $5 million annually in state funds to a program called Utah Link.

Tennessee, Governor Sundquist again. I don't mean to pick on you, Don, but in Tennessee Governor Sundquist
and his folks have implemented a state network that connects every classroom now to the internet.

And in the first state, that little state of Delaware, I understand they've literally wired every public school classroom for access to the internet.

These are several components of our program this morning. And we're going to see in the next few minutes a couple of short videos that address the various aspects of technology in our classrooms. We'll also be treated to a demonstration by a teacher and a couple of students from Nevada, from Clark County where Governor Guinn, Kenny Guinn used to be the superintendent some years ago. And they are going to show us how their using technology in their classroom. And I met these two students and they told me that they're going to put us on the spot, too, and have a little quiz of the Governors which is always embarrassing but, nonetheless, welcome.

And we're going to wrap up our session today, as I said earlier, with an informal discussion which gives us as Governors a chance to ask questions of some really bright, able people who spend a lot of time -- spend a lot of time and invest a lot of energy in education technology.

Before we take a look at this first video, I just want to say that sometimes when we work on a project, and in this case our project for the last year our focus has
been raising student achievement, sometimes we just will do a paper, we’ll do a report, and the report may or may not gather dust on somebody’s shelf. It may be read, it may not be. One of the things we wanted to do, we wanted people to walk out of here, as I said earlier, with a fistful of good ideas, and it turns out we’re going to walk out with a toolbox of good ideas, and in that tool kit are videos with respect to extra learning time and also with respect to technology that we as Governors can use in a variety of ways.

And the first video is one that we’re going to see right now and it illustrates the role that technology will continue to play in our lives, and I’d like for us to go ahead and roll that at this time, and if we can have the lights dimmed a little bit and take a look at our very first video, I would be most grateful. Thank you.

GOVERNOR CARPER: I said it was going to be a short video, folks. It wasn’t supposed to be that short. We’re going to see two videos, one now and another one in a few minutes, and I think we saw the very beginning of video number two, and we’re going to go back now and actually watch -- and we saw just the -- that was like a -- what do you call it, a teaser? That was a teaser, and just to hype your interest. But we’re going to go back and plug in video

16
number one and, hopefully, if somebody will give me the high
sign when we're ready. Are we ready? They're ready.

(The video "Transforming Learning Through
Technology played at this time.)

CHAIRMAN CARPER: Well, that's the first time
I have seen that video and I just want to say -- where's
Cheryl? Cheryl Lemke and to everybody from the Milken
Exchange on Education Technology, just thank you very much
for producing that video. And over the course of the next
several months, NGA and the Milken Exchange will provide
follow-up technical assistance in several states to help
folks in those states with the implementation of their own
action plans.

I'm also pleased to announce that today we're
releasing two publications that were developed in
collaboration with the Milken Exchange, and one of those --
one of those is called "Transforming Learning Through
Technology." This is policy roadways for our nation's
Governors as we continue to invest in technology and
hopefully to do so in ways that will really pay off.

We also have a brochure here as well that
highlights some of the trends in policies that -- policy
actions that Governors and others around our country are
taking to address the next set of challenges that we face as
we continue to invest in education technology.
Now, again, Cheryl, the folks at Milken have just been terrific, and I've had chances to thank you privately and in other places, but I'm just going to say here publicly, again, we could not have had the efforts around the country to the extent that we have, this sort of video support, and the good work that's been done in the materials that are distributed to our Governors without your help and support, and, again, from all of us to you, thank you very, very much.

And now it's my pleasure to introduce a trio from Clark County, Nevada, and they're led by teacher, a woman whose name is Sharon Pearson. She's seated at the table. She's a classroom teacher from Clark County, Nevada. She has a couple students with her here today. One of those, I have been privileged to meet both of them, a fellow named Justin Pizzo, and a young lady named Samantha Meiers, and they are going to show us how technology is transforming teaching and learning in their own schools, in their own classrooms.

And before I turn it over to you, Sharon, I'll share with the others a story that I shared with Justin and Samantha. Two years ago we were hosted in -- for our annual meeting as Governors at the -- in Las Vegas, and our two sons Christopher and Ben were then nine and seven. And Ben is a fellow who especially enjoys video games and he likes
swimming, and we had the biggest swimming pool that we stayed at at our hotel that I think we've ever seen in our lives. And he had -- they actually gave the children -- I won't call them credit cards, but they're like a credit card that they could use to play video games in our hotel. And Ben could play video games for hours, and he just -- he thought he had died and gone to heaven, and when we were getting ready to leave Las Vegas at the end of our meeting, we were about ready to head for Hoover Dam and the Grand Canyon and southern Utah, our boys are in the back seat, and Martha and I are in the front seat, and we got in our rental car and we're starting to drive away from the airport in Las Vegas to head for Hoover Dam and Ben piped up, he and said, "Dad?" I said, "Yes, Ben?" He said, "When you're no longer Governor of Delaware, I'd like for you to be Governor of Las Vegas." That was two years ago. He still wants me to be Governor of Las Vegas. I can't find -- I haven't been able to break it to him. That doesn't work.

We got a couple people here, three of them that are from Las Vegas and they know a thing or two about technology, and my guess is they're going to put us through our paces in a few minutes. But, Sharon, let me just turn it over to you to lead us through this and to introduce Justin and Samantha. Thank you very much for coming. Let's give them a warm welcome, shall we?
MS. PEARSON: Thank you for having us here today. I would like to introduce Justin and Samantha in just a moment. They were students in my classroom in fourth and fifth grades and I was truly privileged to be their teacher. And I think you’ll see why in a few minutes. They are going to share a technology based program with you that we’ve been using in the classroom for many years, and before they do that I would like to set the stage for you.

I’ve been a classroom for fifteen -- a classroom teacher for fifteen years, and in those years, as you might imagine, my classroom has changed dramatically. I no longer teach the way I used to, nor do I use the same tools. When my students go home at the end of the day, they go out into that real world, and I want you to know, as you know, that real world is full of science. They hear of space shuttle launches, they hear of ocean discoveries. Might there be ice Europa? What about water on the moon? We just had that in our news. All of those things are happening out in the real world. That is so exciting. You should hear these kids come and talk about that at school. But it’s not in our textbooks, and it’s not going to be there for a few years. We must access that information for our students now. We need to get them excited about what’s happening in this world. And we can do that. We can do it through the use of technology, as you already know.
I, as the teacher, must then take the next step. I need to help them develop critical thinking skills. They need to know how to use this information to the best of their ability. And, most importantly, my role as a teacher, as far as I'm personally concerned, is I want to get them excited about learning. I want them to see an excitement in everything they do. I want them to develop the curiosity for learning and we can do that. Technology helps us. It's not the only way, but it is such a wonderful door that opens and empowers the students. So, through technology we can make this happen.

The program we're sharing with you today moves my classroom into the age of that digital classroom we've been talking about. I've taught this program for seven years. It is one that gets my students excited about learning, and it gets me excited. And when you get me excited or any other teacher, watch out. You've got excitement in the classroom. We have a lot of fun with it and I try not to use that word fun, because excitement is what I'm actually after.

This program begins with paper curriculum. We need to have that. Students need to be able to research. They need those skills, and it's a wonderful curriculum with paper and pencil. We do experiments, we do activities with it, but it then takes us above and beyond that. It expands
the horizons through the use of technology. This program focuses on science, but it also integrates social studies, reading, language, math and art. In doing so, it brings the whole subject to life. Science does not stand alone. Students need to be able to relate what they are learning to their own world. In this program this year, we focused on the rainforest. We live in the desert. We need to know that there truly is a comparison and that that rainforest is important to us, and we can do that.

The technology adds new dimension to the classroom. It begins with showing videos. Students need to see where we're going. Paper and pencil isn't just enough. Let's see some videos. That is going to help, but then we go online and then magic begins. With the online component, they are able -- my students in Las Vegas are able to communicate with students from other areas of our nation as well as other countries. We have been able in the past to go online and talk with authors and discuss books with other students from around the world. We're reading the same chapter at the same time and go online and talk about that. We talk with the scientists. We go directly online with an online chat with scientists realtime. If we happen to think of another question, that's all right, we can go to ask an expert, and we'll send that question to them, and it will be answered within a matter of days, if not within that same
day. Besides this, we have activities. The students will refer to it as a digital lab. These are activities online the students can go to on their own, work at their own speed and push their own brains, as I call it. Their opportunity for them to expand their own learning.

We also have in this program an online journal, so they’re going to keep their own records just as any good scientist must do. I, as the teacher, can then go and check their work, see what they’re doing, make sure that they’re on target with their work, as well as go online and communicate with other teachers using this same program and improve my own teaching skills. So, it helps them as well as me.

Then we have this wonderful new component that I just love. Parents can go online from home. Students go home, they say mom, dad, guess what we’re doing in school today, let me show you. And they pull up the digital lab. They pull up the online components. They show, look, we had a chat today, want to see what they said? It’s there for them. The transcript is there. So, they’re able to do all of these things with their parents. And I will tell you one little thing, I have parents coming to me at the beginning of the year saying when do we get to start doing this project. So, you can tell what kind of impact it has on them.

As I said before, it allows me and it allows
the students to communicate with others. The highlight of this project is a live interactive expedition. It’s truly distance learning at its best. This year, as I said, we studied the rainforest. We went on a live, interactive expedition with the scientist that we’ve been studying, with other students into the rainforest of Peru, and studying the Amazon. We’re able to talk with them there, we’re able to see exactly what they’re doing. We’re able to compare our scientific results with theirs, as well as students from around the world. It’s empowering. These students come home and come back to the classroom jazzed. That’s the best word for it, I guess. They become truly a community, a community of scientists, and I want you to know that these students are scientists in every way, shape and definition of the word.

As they are working with you today, please keep in mind they’re sharing one small unit from this project. During the Jason Project we studied anywhere from three months to a full year this curriculum. Again, it incorporates all areas of studying. The writing that we bring into it, all of these other elements are so strengthening and so empowering for the students, and it brings that excitement that is my goal in learning.

Please keep two questions in mind as they’re working with you. Has technology used been maximized in this program; and, secondly, how can we bring this type of
technology to all of our students. Justin, Samantha.

MR. JUSTIN PIZZO: Good morning, my name is Justin.

MS. SAMANTHA MEIERS: And I'm Samantha.

MR. PIZZO: Before we really get started we kind of wanted to share with you how we learned. We get excited, we ask our teachers questions, so we kind of want you to ask us questions and don't be afraid to.

MS. MEIERS: So, basically, interact. And, also, if you want to look during the presentation we have two poster boards which are reports that we did, and then during the presentation we're also going to be using laser pointers on screens.

MR. PIZZO: And anyways, today we're here to be your teachers, and pay attention because there's a test coming up. We're going to share today with you a project that has been a very big influence on us. It's called the Jason Project, and this year we studied the Hoh Rainforest in Washington state and the Peruvian Amazon in South America.

(At this time, with the use of visual aids, a demonstration was presented by Justin Pizzo and Samantha Meiers)

CHAIRMAN CARPER: If we could bring the lights up, please. I think I speak for every Governor around here,
you two are awesome, in fact, you three are awesome.

(applause)

CHAIRMAN CARPER: I’ve got some questions and I know the Governors have questions, as well. What I think I’m going to ask you, we’ve got another panel here and what I think I’d like to do is create a panel en block. And we’re going to ask you -- Samantha, Justin, just have a seat, pull up a chair, and, Sharon, if you just stay right where you are, and we’re going to introduce our other three panelists and we’ll have a great big panel here to come back to, some students, a great teacher and some folks from other places around our country. And I’m going to ask my friend Don Sundquist to introduce one of our new panelists and a fellow that was good enough to join us in Nashville when we had our technology forum there. But, Don, would you introduce Chancellor Wyatt, please?

GOVERNOR SUNDQUIST: Mr. Chairman, thank you. First, I’d like to thank you for your service as Chairman. Governor Ridge and I had the pleasure of being elected at the same time to Congress with you and we got to know you and we thank you for your service as Chairman.

CHAIRMAN CARPER: My pleasure. My pleasure.

GOVERNOR SUNDQUIST: In Tennessee we’re very proud of the progress we’ve made in the use of technology in classrooms and through our Connect Ten Project we provided
universal internet access for teachers and students. And all, as you know, of our local school systems are engaged in our vision to expand internet capacity and to improve teacher instruction.

I'm also proud to have with us today Chancellor Joe B. Wyatt of Vanderbilt University in Nashville. Chancellor Wyatt's extensive background in technology and education has equipped him with an acute understanding and clear vision of the role technology plays and should play in our system of education. Chancellor Wyatt's history is extensive and impressive, and I want to share just a little of his work that explains his current expertise, not only in the field of education but in the field of technology as well. He's the former President and CEO of Educom, a consortium of 450 universities that developed computer networks and systems for sharing information and resources. He was appointed Vice-President for Administration at Harvard in 1976 and was named to his current position in 1982.

Chancellor Wyatt was the founding director of the Massachusetts Technology Development Corporation, a public venture capital group that has financed a large number of successful technology based companies. He's current -- the current chairman of both the University's Research Association and the Government University Industry Research
Round Table. I'm honored to have him here with us today and through his leadership at Vanderbilt University we're pleased to claim Vanderbilt as an institution of great pride and distinction for Tennessee.

CHAIRMAN CARPER: Chancellor Wyatt, welcome.

I have information that's been written out for me to introduce Cheryl Lemke and John Tobin. I think rather than me simply reading it, Cheryl, just take 60 seconds, tell us about yourself, please. We're delighted you're here. Just make sure your mike is on.

MS. CHERYL LEMKE: I'm the Executive Director for the Milken Exchange on Education Technology out of Santa Monica, California. Prior to that I was an Associate Commissioner for the Illinois State Board of Education in charge of technology, and prior to that ten years in Washington state with the State Education Agency, again, in technology. Delighted to be here. We really enjoyed the partnership with NGA this year and hosting the regional forums and the publications.

CHAIRMAN CARPER: You've been great and we loved working with you. Thank you very, very much. John?

MR. JOHN TOBIN: Thank you, Governor. My title at Siemens Corporation is Director of Institution Relations. I also serve as Vice-President of the Siemens Foundation. For the past seven and a half years we have
focused on education development, schools to work, public policy issues in education. Siemens, as you know, is a company of 65,000 employees here in the United States, and we feel that education is the underpinning of the work that we do.

Prior to joining Siemens I was a high school principal in New York City in three schools, including Brooklyn Technical High School, and I also served as Executive Assistant to the Chancellors of the city school system. Thank you.

CHAIRMAN CARPER: You've paid your dues and we're real pleased that you could be with us today. Well, why don't just we open up? The idea is just for the Governors around the table here to have a chance to ask some questions of our experts, including these young ones, 11 and 12 year olds. Paul, do you want to sort of lead off with a question? Or, if not, I have one, but if you have one?

GOVERNOR PATTON: You take off.

CHAIRMAN CARPER: Let me just throw out a question, this is one for Sharon Pearson. I sat here really -- I was real impressed with Samantha and Justin. We all were. But I was just taken by you and by the way that you addressed all of us and the -- how long have you been teaching now?

MS. PEARSON: Fifteen years.
CHAIRMAN CARPER: You mentioned that you don’t teach the same way today that you taught 15 years ago. My guess is some of the teachers in -- maybe in your school, maybe your school district, are teaching the same way today as they were 15 years ago. And I guess the question that I would kind of lead us off with is what do we need to do in our own states as Governors, as educational leaders, business leaders, what do we need to do in our own states to make sure that the teachers who were teaching in a perfectly acceptable way 15 years ago can be an effective teacher in a classroom of today to be able to inspire and lead Justin and Samantha and their colleagues?

MS. PEARSON: Thank you for asking. I strongly believe that the next step that must be taken is quality ongoing professional development. Teachers need to have the time and the opportunity to learn how to use the technology, to use the tools, to go back and practice it, and then come back and talk with colleagues on how best to use it in the classroom. Only then are you going to truly have access for all of the students, because without that, the computer is going to sit and collect dust. You don’t want that to happen. We need to have that next step, and it needs to go -- be ongoing. It’s something that -- I have to underscore the word ongoing, just having a two-hour in-service is not going to do it. It has to be something
that allows us to really work with it and feel comfortable with it, and then it will be used.

CHAIRMAN CARPER: Good, thank you. Governor Barnes of Georgia.

GOVERNOR BARNES: I'd like to follow up on that, because that's exactly the question I have. And that is that it's pretty easy for us to buy the technology, but to get it used is difficult, and I think you have hit on the staff development. But I guess the question I have for you is, did you obtain your knowledge of technology through staff development or did you obtain it outside the staff development? In other words, is the staff development sufficient to educate teachers in the use of technology?

MS. PEARSON: The staff development wasn't there when I started. It's starting to become much more available and we're having some really good programs now. But I had to learn it basically on my own. Is staff development enough on its own? Nothing is enough on its own. Whenever -- just with this -- just as with this program with the students, I can give them so much, but then my hope is that they're going to turn around and they're going to expand on it. And you're going to do the same thing as a classroom teacher. Okay, I learned this program, I learned how to use it, but, you know what, I have another idea. I can go from there. So, yes, we're going to use our own time
as well, but we need to have that basis of knowledge. We must have that professional development, so that all of us can have it. Because I had the opportunity, I had a computer at home. Not everybody does. And so you have to have that opportunity to get us started, and then we'll run with it. But help us get started.

CHAIRMAN CARPER: Governor Sundquist then Governor Shaheen.

GOVERNOR SUNDQUIST: Thank you, Mr. Chairman. I'd like to ask Mr. Tobin a question. I recently had a chance to visit your corporate offices and went through the museum, and saw the background, the history of your company in early telephones, generation of electricity, automotive manufacturing. Very impressive. So, technology has been a critical part of the success of Siemens. How do you use -- today, how do you help your employees use technology as an integral part of your whole production?

MR. JOHN TOBIN: Governor, the point you make is that Siemens, and we have 151 year history, as you saw in that museum. Siemens is built upon technology and research, so at one level we clearly have to have the best minds, the most innovative minds looking at the newest technologies, etcetera, and how to use them. From a productivity perspective, however, we have to look at both our manufacturing productivity and our customer service
productivity, and there is a high performance workplace that we see developing that requires skills that are really process skills. They are the skills of being able to work in teams, the skills of being able to take knowledge and to put it into workable form. It is not just computer skills. It's the ability to model, to prototype, and there are some underlying skills that are clearly very important. Certainly mathematics, statistical process. In manufacturing, our manufacturing people all really have a knowledge of what is applied calculus, and that in turn basically says that we need employees to enter that have a very solid fundamental mathematics background.

We think that in customer service the ability to be able to work with people is a major understanding that people have to work with and that's taught in schools. So we see a link in the knowledge supply chain. Much as we analyze the work, the quality of our products, we have to analyze the quality of the process that we have in knowledge supply. And I think that's one of the major policy issues that we have to look at is quality in our schools as well as quantity.

CHAIRMAN CARPER: Thank you. Thanks very much. Governor Shaheen and then Governor Ridge.

GOVERNOR SHAHEEN: Yes. That was a wonderful project and your enthusiasm came through. I really got a two-part question. I think first is, as I was watching the
video, one thought I had was I wonder how much it costs to do the Jason Project, and the cost of technology is very high. I’ve got school districts in my state where we’re still trying to sell the public not on technology in those districts but on getting basic textbooks or basic materials. And so how do we sell and then how to we pay for technology? And, you know, I guess don’t tell me that we’ve got to do it if we’re going to compete because I already know that. We’ve already been saying that, and that hasn’t -- that hasn’t accomplished what we need to do. So, what are some creative ways that we can do that?

And, second, how do we get our universities to provide the technology training for teachers that they need to have because that’s certainly not happening in the northeast, I think, to the extent that it ought to be.

MS. PEARSON: Okay. As to the cost, I’ll address that one. We’re fortunate in Clark County because the school district has seen the importance of this program and seen the value in it and seen the students coming up with it, and so they pay for it for us. In this program the students, we get -- the teachers get all of the curriculum, the videos. We get to go to the live interactive expedition, it’s a satellite link feed. All of those things, the buses are provided and everything. Another way that you can do that is $500 for five teachers, which is -- and a hundred and
fifty students involved in it. So, a classroom teacher, if I were by myself someplace, I could contact Jason. I could give them the $500 from my grade level and we could do it that way. So, it is affordable now.

GOVERNOR SHAHEEN: That's reasonable.

MS. PEARSON: It is affordable.

CHAIRMAN CARPER: Thank you. Governor Ridge and then Governor Janklow.

CHANCELLOR WYATT: Let me -- could I take a stab --

CHAIRMAN CARPER: Please. Yes, sir.

CHANCELLOR WYATT: -- at the second question that Governor Shaheen -- Sharon and I were talking before the session and I asked her if the new teachers, the teachers that are coming directly out of our colleges and universities newly certificated are trained in the use of technology in teaching, and the answer was not really. And, in fact, in many cases they've had one course in what technology is, but have no idea about doing the kinds of things that you have seen Samantha and Justin do. Now, that's something that Governors can take action on. I mean, it really is a situation that exists in our colleges and universities that can and must be corrected, and that is a curriculum that allows a person to receive a degree in education and be certificated to teach. Now, I know we have problems in basic
subjects as well. The competency tests that have been given in Massachusetts and New York and others have shown this. Any time I see this, I think I would say go straight back to the college or university that educated that person, that gave them their degree a year ago and say why didn’t you prepare this person for what they are expected to do? We certainly do that in our medical schools. I mean, if a physician goes out and botches surgery, you go straight back to how they were trained immediately through the accreditation process. We simply have to link that up, and it is -- it is a place where I believe Governors can have and should have, I’ll go that far, a direct role to play in getting this uplifted and getting something done about it.

CHAIRMAN CARPER: Let me just add a P.S. to that and then I’m going to turn to Cheryl to maybe make a comment on this, but a lot of our colleges and universities have on their Board of Trustee leaders of the business community. Those leaders in the business community know how important it is that teachers bring to the classroom the kind of skills, and develop the kind of skills that Sharon Pearson has, and what they can do as trustees on their various colleges and universities is bring pressure, encouragement to those that are leading those colleges and universities to make sure that that sort of training is provided.

CHANCELLOR WYATT: I think that’s right. Just
to add, you know, these young people come to colleges and universities ready to learn. They are interested in teaching. And it's up to the college or university to teach them what they need to know and be sure they know it. It's really as simple as that. Now, trustees very often are sort of reluctant to raise these issues. They are kind of messy academic issues. But they need to be raised. It's not -- it's the only way I think we're going to solve this problem quickly.

GOVERNOR: Mr. Chairman --

CHAIRMAN CARPER: Let's me go to Cheryl and then come back to you, Bill. Okay, Cheryl, did you have a comment that you wanted to add, and then we'll come back to you.

MS. LEMKE: I just wanted to add that only about 20 percent of the teachers in the United States actually state that they are very comfortable using technology, so we do need better pre-service in our colleges of education and better in-service as well. There are some good programs out there. I know that in Vanderbilt they actually have colleges of education programs that reach out and articulate with those K-12 schools so that the candidates are actually working in the schools and there really is some practical examples.

Another one is North Carolina that actually
has -- they have -- they have a compact with K-12 schools and they place student teachers out in those -- only those schools that are high tech, that can actually give those candidates real examples of how it should be in those classrooms. So I think there are some real good examples of that out there.

I might add that about 20 states now have standards for teachers in the area of technology and that's one of the areas that I think the Governors should take a look at, is setting those standards, so that when they go through that process they actually are required to embrace technology and use it in their practice.

CHAIRMAN CARPER: Governor Hunt, isn't North Carolina one of those states?

GOVERNOR HUNT: Yes. Do I get to --

CHAIRMAN CARPER: Just a quick point, if you will, and then I'll go to Governor --

GOVERNOR HUNT: It is a quick point in connection with what Chancellor Wyatt said, and that is part of our problem is that not enough colleges and universities are headed by Presidents or Chancellors who understand that one of the most important things they do is prepare teachers. They think the law school is important, the business school is important, the medical school is important, but what about preparing the teachers that are going to teach everybody for
the future? And if we could get higher education to pay more attention to these teachers they're preparing, and make sure they're good and that they've learned math, learned English, all the other stuff, and that they're computer and technology proficient, we'd be further along, and I know you do it.

CHANCELLOR WYATT: Well, could I respond to that? I think the practice has a role to play here. If the medical school at Vanderbilt strayed from preparing practicing physicians very far, the practice would immediately come back and say shape up. Same thing with the law school. Same thing with the business school. It doesn't happen in education. And it's really time for the colleges and universities to be held accountable by the practitioners for the research they do and for the practitioners they train. It really again is something that's well established in the other professional fields. I can't explain why it's not in education, but it's time the connection was made between the practice and the professional schools that do the research and train the practitioners.

GOVERNOR HUNT: We have to speak up for that because teachers traditionally haven't been paid enough, respected enough. You know, they don't hold the same kind of status in our society that doctors do, but I hope we're going to change that. So, Governors have to speak up for them.

CHAIRMAN CARPER: Governor Ridge and then
GOVERNOR RIDGE: Chancellor, I'd like you to give us the benefit of looking 10, 15 years down the road with regard to higher education and its relationship not only teaching the teachers and insisting that there's a technology component and standards that must be met before the school awards a degree in education or a degree to teach, but also will there be a changing relationship -- we have so many great colleges and universities, not only in Pennsylvania but throughout this country, do you envision a changing relationship between your faculty and your programs and the educational assets that you have and the primary school and the secondary school where you can use your teachers, your experiences and your faculties, and through the power of technology get it down to these very talented students like Justin and Samantha. It's more than distance learning, but could you fast forward and tell us where you see higher education having a role in the education of Justin and Samantha, not when they come to Vanderbilt -- we got a lot of colleges in Pennsylvania, I'll talk to you later about that --

CHANCELLOR WYATT: No, no, no, I’ve already recruited them.

GOVERNOR RIDGE: I'm recruiting them. They're great. But I mean the new role for higher education in
teaching these young talented kids in their classrooms, in their schools back in their school districts.

CHANCELLOR WYATT: Yeah, it’s a very good question and it’s difficult to answer because we always sort of look around how far is the corner we’re going to turn in some of these things, but we’re already turning that corner. I think I see education as a seamless system that starts in very early childhood and goes right on through professional education, post professional education. I mean accessibility at all levels. Let me just give you an example. Sharon mentioned it earlier. When they get into these discussions of ecology or ecological balance somewhere, they have access online interactively to faculty experts and other experts through the web. We -- at Vanderbilt we have faculty who volunteer themselves using the See You See Me, the new video cameras that go on the PCs to just spend half an hour answering questions that youngsters have after studying biology, molecular biology or something else. It has a profound effect because -- on two things, one is not only do the youngsters ask very good questions, so good that, in fact, the professors are challenged. I mean, many times the professor’s students are reluctant to ask these hard questions. But these fifth, sixth, seventh graders, they’re not reluctant at all. They ask the tough questions.

So, it’s a growing experience for all of these
folks. And I think the one thing that the web can provide, and its successors, Internet II and the other facilities that will upgrade the capability of the technology, is this seamless connection between knowledge and those who wish to attain it. Not just young people, but also people of any age who have access to this medium. So, we ask ourselves around the university, what will the university be in 10 or 15 years? I mean why will people come here? I mean, there is a need to get 18 year olds out of the house, I recognize that, every parent does. But beyond that, what binds people to a place? And the answer is less and less. We’re really bound by locus of knowledge and expertise and communication.

CHAIRMAN CARPER: We have six other Governors, Governors Janklow, Glendening, Carnahan, Keating, Patton and Cellucci who have questions to ask, and we have a fairly limited amount of time and I want to make sure everybody gets to ask their question, and we’re looking forward to your answers, but just keep in mind the schedule that we’re under. We’re going to have a look at one short video at the close of this session. But with that in mind let me go to governor Janklow. Bill.

GOVERNOR JANKLOW: Thank you, Mr. Chairman. I -- we in South Dakota took a different approach than I think every other state. It came out of the conference that was hosted by the Chairman of IBM, President Clinton and the NGA
back at the IBM headquarters a couple years ago, the educational summit. I happened to be fortunate enough sitting at a luncheon table with the head of several major corporations discussing teacher education, teacher training, the retraining of teachers in the utilization of technology. All of them scoffed at the approaches that at least we were using, and probably most of the rest of the country, and that is 10, 15 hour courses, weekend courses, night courses through sporadic periods of time. They said you can’t send your children to school like that, you can’t send teachers to school like that. They told me you had to immerse the classroom teacher into the utilization of technology to enhance learning and it took a minimum of 200 hours. So I went home and I decided to use the Goals 2000 money for that. Most people in my state felt Goals 2000 was a plot by the trilateral commission to take over education or the universal universalists to subvert education, and so I figured that if I spent it on teacher training that that had to at least come from within the state. What we did was we set up an academy, first at one of our universities, now it’s grown to four. But we set up an academy called the TTL, Teachers Technology Learning. I gave every teacher a thousand dollar stipend to go in the summertime. We immersed them in 220 hours of learning in the utilization of technology to enhance learning. It was phenomenally successful. As of today, one
out of every four teachers in the state of South Dakota is a
graduate of the academy having been immersed in more than 200
hours of concentrated training over a one-month period of
time, day and night.

Two, this summer, we expanded it and now that
every school in our state is wired, which is a whole
different subject because we’ve done that different than
every other state, but we have 622 buildings wired in South
Dakota. We had every school send the administrator for their
building to an academy this summer. Those network
administrators were immersed in 220 hours worth of training,
and they all went home with a brand new server that we
provided to them. We bought a server for every school system
and have hooked -- all the schools by the end of this year
will be on one statewide network run through a state
university.

This summer, we also put on an academy for
school superintendents. Those that have the highest
positions are always the dumbest when it comes to utilizing
technology and, frankly, they’re the most resistant to
change, because, after all, if you’re a school superintendent
you know everything anyhow, so there’s nothing new to learn.
So it was a little bit difficult, but we were able to get
three-fourths of all our school superintendents to go to an
academy this summer. Now, because their time is so precious
they could only do it for two weeks, but it was phenomenally successful and now they are clambering for more of that type of training.

The weak link in all of this are the colleges and universities that teach education. They, frankly, don’t change. We all know that. Most of us are afraid to take them on, or some people are afraid to take them on, I should say, but whether you take them on or you don’t doesn’t make any difference. They know they’ve been there, they’re going to be there. You’re going to be leaving some day and their taught change but they don’t change, and as a result every one of our states, I guarantee you, have students that are graduating from teachers colleges, from education colleges who are deficient in the utilization of technology, who will have to be trained after they get their baccalaureate degrees so they can be effective in the classrooms of tomorrow. We have too many teachers that are graduating to say to the students when they join a new school district you students know more about this than I do, so let’s try and work it through together this year. That’s incredible. But I think all of us are trying to address that. We in South Dakota did it in a different way. Two more years from now half of all the teachers in our state will have had a minimum of 220 hours worth of immersion and technology, and the Goals 2000 was a Godsend for us in a state with limited resources like
mine has, to utilize those federal funds for that exclusive purpose.

My question is to you folks, if I can, and I realize I went a little long, specifically what can we really do to change education colleges? What can we really do to bring about change, because the speech all of us Governors get is you don't understand higher education. You don't understand it. The problem is we do, we just don't know how to change it.

CHAIRMAN CARPER: Let me just ask that -- those are excellent points and I just learned a whole lot of good stuff just from Bill Janklow. I normally do when you open your mouth. But that was just very helpful. Let me just ask your response be very, very brief, if you will, please. Very succinct.

CHANCELLOR WYATT: I'll try to be brief. I think the -- no university faculty that I know of feels the need to be managed. But I think the one thing you can do that's pretty widely accepted is visiting committees, that is have people come from other institutions, faculty from other institutions where there is a curriculum that deals with these issues, to come and review the curriculum at your education school, and to give you an objective, arms length report and a set of recommendations. This is peer to peer. This would be faculty to faculty. And that's where things
change. It's the faculty that determines the curriculum.

MS. LEMKE: Just one quick addition to that. I think we need to look at the medical model. The idea that we have teaching universities, let's transfer that over into education so that we actually have pre-service candidates who will be teachers actually spending a year or two inside schools where they really get that excitement and motivation, and that's the way that we would do this. So this is a system of systems and not two separate entities that never come together.

CHAIRMAN CARPER: Good, thank you. John.

MR. TOBIN: Governor, if I may, Siemens, as you know, has a long history in school to work. If there's one place where school to work actually has to happen it's in the training of teachers. Technology has to be integrated into the every day life. We just heard the students. The students gave us a lesson before that they were using technology as a tool. I don't know if you picked up on it, but they taught us how to identify rivers, how to identify coastlines, how to identify lakes. They weren't talking about the technology, they were talking about how that technology is used. And that's exactly the same thing we have to do with teachers. Teachers have to be in the classrooms as they are learning their skills, but they are not going to learn it in the university classroom. They're
going to learn it in front of students.

CHAIRMAN CARPER: All right. Thank you.

Well, Samantha, you and Justin had a chance to catch your breath and I understand the next question just might be for the two of you. Governor Glendening.

GOVERNOR GLENDENING: Let me -- you know, I respect the expertise from the adult members of the panel, but I think, quite candidly, our superstars here today were Justin and Samantha. And, number one, I just want to say to you, you know, the Governors yesterday had a long discussion about some of the challenges and problems that we face, and it's a natural tendency, I think, for us to focus on those and forget how well it's working someplace. When the two of you were standing here talking, teaching us, showing what you've learned, it really was inspiring. And we tend to forget the majority of the students are very, very well. So, I want to first express on behalf of all the Governors our appreciation to you.

Secondly, I'd like to ask you a question. General Powell was here yesterday and spoke about one of his fears of being, he called it a digital apartheid, meaning that some students are going to have the access to technology and some will not. Some will have access to other resources and some may not. I'd like to ask each of you just kind of a quick series of questions. Do you have a computer at home?
Does everyone in your school have the same general level and access to the knowledge that you do? And do you play with people from other schools that do not have the same background, and can you tell that?

MS. MEIERS: Um, well --

GOVERNOR GLENDENING: Samantha, would you like to start?

MS. MEIERS: Sure. I do have a computer at home and I know that some of my friends are not fortunate to have access to a computer or internet, but they do have it at their local library. And that's why I'm saying that it's very important to have a computer at school, because in order to get that kind of access and look at the -- up at the internet, if you don't have access to one it's kind of hard. But I'm very fortunate to have a computer at home, but I know that some of my friends are not that fortunate and that they wish they had the same opportunities.

GOVERNOR GLENDENING: Are there other schools in your area that you're aware of where they do not even have the access to the programs that you have?

MS. MEIERS: Um, I don't know according to other schools but I know that my school doesn't have that. We have like two classes and those we only have for part of the day, or part of the year.

MR. PIZZO: And at my school we only -- we
have an elective. We don’t have a regular basis computer
class.

GOVERNOR GLENDENING: All right. It’s just an
elective?

MR. PIZZO: Yeah.

GOVERNOR GLENDENING: And, Justin, do you have
a computer at home?

MR. PIZZO: Yeah.

GOVERNOR GLENDENING: And do most of your
friends?

MR. PIZZO: Uh-huh. Yeah, they do.

GOVERNOR GLENDENING: Great. Anyway, I just
want to thank you all, you’re super. Great. Thank you.

CHAIRMAN CARPER: You’re going to be getting
college offers from 50 states and five territories. You
might as well get used to it. All right. Let me turn to our
host, Governor Carnahan. Mel. And after Governor Carnahan,
Governor Keating.

GOVERNOR CARNAHAN: I want to reflect some of
the same thoughts that other Governors have, that when we did
reform in our state and we did a big piece on teacher
development, we had an eye on the fact that that would be
learning how to use technology for teaching, and we have also
been disappointed that the colleges and universities teaching
teachers didn’t take the lead. We provided actual funding,
both at the local level -- and so much of our teacher
development has been pretty much ad hoc. And I am interested
in further ideas, and both the Chancellor and Miss Lemke have
given us some ideas, but any ways you can help us to
stimulate -- we think they not only ought to be catching up,
we think they ought to be in the leadership position, and
many of us are mystified why that's not true. And I know
Governor Hunt and others have given us suggestions; you have
some. I'd like any further thoughts you would have on that,
because that really is a key problem in my state.

CHANCELLOR WYATT: It's probably -- I know
it's too complex a subject to answer quickly, but I would say
that you have to be relentless, that you have leverage. You
control the purse strings. That usually gets the attention
of university presidents and faculty, too. And I think you
have a younger generation of faculty and students who
understand this much better. It can be done. I guess I
would like to just reemphasize, Governor, it really must be
done. This can't -- we cannot have what we need without the
colleges and universities leading or being replaced, and I
don't think that should happen, in doing the research and in
training the teachers. And not only that, but providing
professional development teaching, as well.

CHAIRMAN CARPER: Governor Keating and then
Governor Patton.
GOVERNOR KEATING: A comment and question for Ms. Pearson. First, thank you for being in education.

MS. PEARSON: Thank you.

GOVERNOR KEATING: You know, I wish we could entice you to Oklahoma. If ever you get bored out in Las Vegas, we'd love to have you in Oklahoma.

Secondly, my question really is kind of a quill pen generation question. Many centuries ago there's only one book, the Bible, to learn from. And then we developed libraries. And then they became more of a challenge, how do you take all of this blizzard of information and compress it to young minds to make it relevant and also to separate the wheat from the chaff, information that's nice to have but not particularly relevant, doesn't build on something, just, you know, just a -- if you will, a fog of information without being compressed, developed so logistically or to encourage deductive reasoning is not particularly helpful. For example, when I was a child for a teacher to open up the door of the library and say go read something, you know, I might find something of interest, but I might find a lot of stuff that really was not particularly helpful to me. That's what the internet is. That's the blessing and the curse. You can access the internet and find literally a universe of information, but a lot of it may not be helpful, especially
to a young person, may even be harmful at a particular level of their development, intellectual development.

How do you bring together the need for core knowledge, rigid curriculum and this tremendous opportunity, this blizzard of information that's developable through the internet? How difficult is that for you as a classroom teacher and what lessons do you have for other classroom teachers to integrate the two to make the education product rigid, relevant and helpful to life?

MS. PEARSON: First you have to start with the standards. You have to know what you're supposed to teach. What areas do you need to cover. And then from there you can go on and find out what kind of opportunities are out there for you. You do have to shape it. And most importantly, like I said earlier, the critical thinking skills, as you said, they have to learn how to use it. They have to learn to separate the wheat from the chaff itself, too. They have to learn those skills. And I have to, as the teacher, motivate them to do that, get them become self-motivated, get them to push their own brain. That's a term I use in class, and the kids can relate to that one. But we need to help them develop those skills. I can start them. And I need to make sure -- we have the firewall in the school district to help protect the computer and where they go. But I have to always be aware. I have to know what's going on
with my students. I need to know where they’re going, what they’re doing. And that was one reason with this program that it’s so important that the parents got involved, because then they’re getting involved in their student’s learning at home. I can’t control them on the computer at home. They need to know as parents that they’re part of that education process, too. We sent home an access permission slip. And in that, and in the beginning of the year at opening house, I talked to the parents and say, okay, we’re going to be using online components, this is what we need to watch for. This is what we need to do. So, you do, you have to use the safeguards. But it’s there. I as a teacher, just as before I would have to go find books that would help my students, now I have more access. It’s just an enriching environment.

CHAIRMAN CARPER: Thank you. Governor Patton and Governor Cellucci.

GOVERNOR PATTON: Let me say that the discussion has developed most of the points that I wanted to make. It’s interesting that we haven’t talked about hardware, we haven’t talked about software, we’ve talked about teacher preparation. Again, in Kentucky we’re realizing that’s the frontier that we have got to get involved in now.

Let me say a couple of things as to the profession of teaching. How can we get the profession to
realize that there is some responsibility to become computer
literate as a professional? As doctors, as have been
mentioned, as doctors and lawyers and engineers have an
obligation to keep themselves current, do not also teachers
have an obligation as professionals to do that? And the
essence of technology is to allow people to educate
themselves and that lifelong learning that I think Mr. Wyatt
mentioned has got to be a fact of life, and shouldn't
teachers provide the example and learn about technology on
their own? Now, I realize many of them are, but I think that
not enough are.

Then let me go to the even worse problem that
was discussed and that is the colleges of education. I think
from what we can learn in Kentucky they just virtually have
not abandoned the field, but just virtually made no effort to
really get with the program, and as Chancellor Wyatt
mentioned, there aren't very many of them really want to be
micromanaged by legislature or a Governor.

So, what do -- so, getting to the question,
how do we get these things done when I don't see the
profession taking the leadership that it ought to be in
demanding this competency, and particularly in our state I
don't see the colleges of education being a leader, but
rather a hindrance than an example? Our daughter was a
mentor teacher to a first year teacher just coming out of one
of our schools of education. And we’ve been into the writing portfolio business for about ten years, nine years, and this student, this teacher, had really very little concept of what a writing portfolio actually was, and only minimal exposure to it in her professional career at the college.

So, you all have developed all these points, but how -- how do we get this done without micromanaging either the profession or the institutions?

CHANCELLOR WYATT: I would like -- I’d like Sharon to speak to the professional field, because I think we get good cooperation, we at Vanderbilt have gotten good cooperation from teachers. We have teachers in residence in our research projects that help put the researchers in touch with what actually really does happen in the classroom. Makes a big difference in those issues. But I think here is a case -- what I’m saying is, here’s a case where you do need to hold accountable these colleges and universities. You do have to micromanage. I think -- I mentioned visiting committees, I think even going beyond the traditional visiting committee of faculty to faculty you need to have teachers on that visiting committee, practicing teachers, outstanding teachers. You know who they are in your state. You know who they are nationally. There is a system that rewards outstanding teachers like Sharon. But also business people. John mentioned what goes on in industry and what the
reality is at the Boeing Company and all the other companies that are being revolutionized by this. They need to tell you about your curriculum and the education schools and you need to get it fixed. I mean it's just -- it's not simple, it's complex, but it has to happen. So, you have to focus on it, you have to be relentless, and I think as Governor Sundquist has done, and his predecessors, you even have to pass it along from one generation of governors to another. Because somebody mentioned earlier they can outlast you. You know, I mean, they serve longer than four-year terms. So, it really does have to be something that doesn’t go away from one administration to the other.

But you asked an earlier question about the professional participation in this, and Sharon can tell you more than I ever could.

MS. PEARSON: I agree with you. We need to take on that responsibility, and I think we do. Of course, you always have a few that don’t. But we need to focus on the good teachers out there. There are masses of them. They are there. They are working diligently. We spend our own money to go do this, which is fine with us, because we want to be good. We want these students to be good. I’m fortunate to work at a school where we do things as a team. Our administrator is our leader and we work as a team. The staff, developing goals for our school. And with those goals
we make sure that we know what we want to do with in-servicing, we communicate together. I just saw a program, isn’t it great. We share the information. So, yes, we do do it. And do we need to do more of it? Probably. And we will continue. But, again, as I said earlier, the professional development gives us that kick start that we need. And it gets us excited, just like the program gets the kids going and excited and gets them off on their direction.

MS. LEMKE: Can I add that one of the things that we need is we need a combination of leadership and money. Money talks. You as Governors have a lot of leverage out there. If you tie every dollar that is rolled out for technology to learning so that nobody gets any technology money unless they can demonstrate that it’s going to impact the students like Justin and Samantha, it’s going to make a big difference.

The other thing is that I think you’ve got a lot of people out there who don’t know what they don’t know. They really don’t understand the power of technology and many of them have never seen the kind of thing that you saw today. So, seeding prototypes, putting those prototypes like the Jason Project out there, and then seeding the professional development and the infrastructure and the changes in the curriculum and instruction and the reward systems for educators to really make those prototypes work are really
critical. You have the leverage out there. Use it.

CHAIRMAN CARPER: Excellent point. John.

MR. TOBIN: Governor, if I may, one of the things that drives business is the reaction of customers. And I think Joe's point about boards of visitors, those boards of visitors really have to be made up of customers, end users of education, and those end users of education are basically the businesses which drive the local economic development. And I think they clearly have to be in those schools of education.

CHAIRMAN CARPER: Good. Thank you. Just a real quick follow-up to what was a real good question here, a couple of questions. Different states are using in imaginative ways certification processes, in order to certify teachers and linking that back to competencies in using technology in the classroom. Recertification processes are being used. In our own state, our State Education Association actually invests a whole lot of their own time and energy and effort into teacher training with respect to technology. And, also, we're just beginning to get into paying teachers more money for demonstrating competencies in using technology in the classroom. So, those are a couple of the things that are kicking around in some of the states. We've stolen some of those ideas from others, and I'm sure if we had time to go around the room we could come up with good ideas still.
Paul Cellucci has not a question he says but he has a comment, and this will probably be the last comment from the Governors. We'll take a look at a video and close it up. Paul.

GOVERNOR CELLUCCI: Yeah, just one quick comment on the schools of education, and I'll give you one way to get their attention. In Massachusetts in spite of our ongoing effort to improve the public schools, a seven year effort, school reform was passed 1993, we began testing prospective teachers for the first time last year and were stunned when 60 percent failed either a basic literacy test or a basic subject matter competency test. And that basically means the schools of education, their admission standards were too low. Their grading requirements were too low. Their graduation requirements were too low. So, at my request the Board of Education has adopted a policy and within two years if 80 percent of your graduates are not passing this test on basic literacy and basic subject matter competency, you're going to be decertified. Believe me, that got their attention.

(applause)

CHAIRMAN CARPER: Justin and Samantha, we're going to close out with you and ask a quick question of you. Have you ever been in the classroom of Ms. Pearson? Was she ever your teacher?
MR. PIZZO: Two years.

MS. MEIERS: Yeah.

CHAIRMAN CARPER: Pardon?

MR. PIZZO: Two years.

MS. MEIERS: Two years.

CHAIRMAN CARPER: Two years. You've had other teachers along the way, haven't you?

MR. PIZZO: Yeah, we have.

CHAIRMAN CARPER: Yeah. Who was one of the best teachers you ever had?

MS. MEIERS: Her.

CHAIRMAN CARPER: As Ms. Pearson has said there are other great teachers in our country, great teachers in our states, great teachers literally in every school across the country. What is it about -- you've been in her class for two years. What was it about her and the way that she taught that was just especially, especially helpful for you?

MR. PIZZO: Well, when she taught she didn't just stand up there and lecture, she would get into it with us. She would learn with us. She would be a part of the activities with us.

MS. MEIERS: Um, like he said, that she would really get -- she would get really excited about it, and she would try to get us really excited. And when she gets
excited, we get excited and then we’re all excited. And when
you’re excited about something, it’s much easier to learn
things and you’re having fun while you’re learning, and so
that’s why I was in her class.

GOVERNOR HUNT: Mr. Chairman?

CHAIRMAN CARPER: Governor.

GOVERNOR HUNT: If I may say one word, first
of all, I said in our Governors only session yesterday that
Governors needed to be champions of teachers. Well, you see
here the kind of teachers -- we do have masses of them. We
really do. Governors ought to hold them up and talk about
them and get people to respect them. Yes, we need to raise
standards, but we need to raise pay. And I am thrilled at
what we’ve heard here this morning.

I wanted to make one other comment, though.

As Governors we need to lead the team in our states that can
change education in all these ways. For example, we ought to
be working regularly with our superintendent, even if we
didn’t pick him or her. The Chairman of the state school
board, the President or Chancellor of the universities and
the deans of education. And by the way, they will come
along. They’re coming along in North Carolina. We’ve got a
lot of things we can do, including the budget. But this is
something we all need to do. Now this is hard work, folks.
You have to learn a lot. And you all know a lot. You have
to really work at it, but the Governors really ought to give
it a lot of leadership and I'm hearing you all talk about
that, and I know you're doing good things, and I just urge
that we do a lot more.

CHAIRMAN CARPER: Thank you. Folks, we took a
quick look at a video a bit earlier in our program and we
only watched about ten seconds of it. Now we're going to
have the opportunity to watch the full video. And this is a
video that will be the last one that we see. It's part of
our tool kit that our Governors and spouses will be taking
home. But it shows the benefits and the challenges to
investing wisely in technology and it's probably a good way
to end this session. So, if we bring down the lights and
turn on this video and take one more look at it, the whole
thing. The whole nine yards.

(The video "The Pros and Cons of
Education Technology" played at
this time.)

(applause)

CHAIRMAN CARPER: Cheryl Lemke, everyone from
the Milken Exchange, thank you for adding another great video
to our tool kit for Governors and spouses and we look forward
to finding ways to use those videos throughout our own states
when we return home from St. Louis.

Ladies and gentlemen, that pretty much wraps
it up for this portion of our plenary session today. Again,
I want to say to Justin and Samantha, not only will you get
offers from at least 50 states, you’ll probably be hearing
from Governor Rossello in Puerto Rico and probably from
Governors of American Samoa and Guam and the Virgin Islands
and God only knows where else. You’ve been a wonderful part
of our program today, and we’re just grateful for your being
here.

Sharon Pearson, for being the kind of teacher
that we’re grateful we have in our classrooms, whether it’s
Nevada or any other state, thank you for being the
inspiration that you are.

And Chancellor Joe Wyatt, for joining us
again, and to John Tobin, and particularly to Cheryl and our
friends at the Milken Exchange, we thank you.

In some of our closed sessions that we had
over lunch yesterday we talked about technology being a great
equalizer. We talked here today, especially I was struck by
Sharon Pearson’s discussions, and the students sort of
confirming it, the notion of excitement and how you infuse
excitement into your classroom, and the excitement that so
generates from you is contagious within your classroom. And
we’re reminded today that learning can be fun, and it can be
exciting, and you’re an inspiration to us and I know to other
teachers like you throughout the country.
I close with the words of -- I think it's an old Chinese proverb, and Mike Leavitt has heard this one at least three times now, but I think it really sums up so well what -- part of why technology can be a great tool in our classrooms. Old proverb. "Tell me and I'll forget. Show me, I may remember. Involve me and I will understand." And for teachers like you, Sharon Pearson, who are involving students in the learning, they do understand. The kind of understanding that they have gained has been demonstrated here, and to each and every one of you, we thank you for your presence and we thank you for your presentation, and we thank you for the kind of people that you are. Thank you so much.

(appause)

CHAIRMAN CARPER: Next we move to committee reports. Just for our guests we have three standing committees in this organization. One of those standing committees deals with human resources, one deals with economic development issues and one deals with natural resources issues. And at this time we're going to hear from either the committee, the Chair or Vice Chair of each of those standing committees, and they're going to be moving policies that have been considered within those committees heretofore been discussed and debated and voted out of their committees. I'm going to ask the committee Chairs or Vice Chairs who'll be presenting these policies to present them in
en block unless there's been made a request to pull a policy from the en block for a separate vote.

With that having been -- with that in mind, I'm going to ask Governor Shaheen, who is the Vice Chair of the Committee on Economic Development and Commerce to offer any policies on behalf of her committee at this time for her and Governor Pataki.

GOVERNOR SHAHEEN: Thank you, Mr. Chairman.

We had an excellent presentation at our committee that I just want to alert people to before we get into the policies. We talked about travel and tourism, the ways to corroborate more collaboratively on travel and tourism, and the tremendous potential financial impact of doing more at the national level to market the country internationally. So, it was excellent and it's a place where I certainly think we ought to take a major role as Governors.

We also unveiled a new web site that is the result of discussions that took place at our February meeting with the Secretary of Commerce on how can the states work more collaboratively with the Department of Commerce on trade missions. You'll all be getting a description of this new web site, but there's some excellent information, and I would encourage everybody to take a look at that.

The policies that we adopted are the blue packet that everybody should have in front of you. If you'll
look at this you can see that we considered policies on
Science and Technology, Financial Services, Travel and
Tourism, State Tribal Relations, Post Office Relocations,
Transportation Conformity and a resolution in support of the
third WTO Ministerial meeting in Seattle this fall.

There were two amendments to the policies that
are reflected in what you have in front of you. One was a
technical amendment on state tribal relations and the other
was an amendment with regard to the transportation
conformity. That is actually on Page 4, if you want to take
a look at it. With -- and there was agreement from the
committee on both of those amendments. With -- all of the
amendments and the six policies and the resolution were
adopted unanimously, so I would now, Mr. Chairman, move to
adopt these policies in total.

CHAIRMAN CARPER: We have a motion. Is there
a second from a member of the committee?

GOVERNOR SUNDQUIST: I second it.

CHAIRMAN CARPER: It's been seconded by
Governor Sundquist. Any discussion? Hearing none, all in
favor say aye.

(Aye)

CHAIRMAN CARPER: Aye. Opposed, nay? The
ayes have it. The motion is approved. And let me just say I
had the privilege of sitting in on part of your committee
meeting the other day. I just thought it was excellent.

Just excellent.

GOVERNOR HUNT: Mr. Chairman, we had a very good meeting on Sunday. We had a discussion of teacher professional development and it was really exciting. We had about ten or twelve of America's best teachers there. Governors brought them from their different states. I think all but one of these, or maybe all of them, were nationally board certified. We had a discussion with -- the teachers told us what they need and how different kinds of professional development had been helpful to them. Governors got involved. We had a good discussion between the Governors and the teachers. And we especially focused on this matter of national board certification as a means of improving teaching. The teachers told us what they had gone through and what it had meant to them and how they had gotten better. And how they'd become better at helping every child and helping them learn to think.

We have Governor Marc Racicot here today who is a member of the National Board for Professional Teaching Standards. Governor, we have -- and I'm going to present the report on -- the resolution in just a second, but we have
this brochure Standing Tall For Education in front of every
Governor. If you'd pull that out of your -- what's in this,
Governor, if you'd just share that with us?

GOVERNOR RACICOT: Governor Hunt, you'll find
a listing of all of the states and the standing of each
individual state in terms of the number of nationally board
certified teachers, and I think that you'll find an
extraordinary representation of teachers all across the
country and, hopefully, some inspiration to continue to
pursue this measure of improvement within our schools.

GOVERNOR HUNT: We hope every Governor will
really give this leadership. That's the way to tie in, raise
these standards. It's also a good way to get involved with
your school of education, because they want to be preparing
their teachers so they can meet national board certification.
And I was just talking to Sharon Pearson who says she plans
to go for it next year. She'll get it in a breeze without
any question.

Mr. Chairman, we have before you resolutions
from the committee. By the way, we had a fine report from
Governor Rossello on the fatherhood summit that he and
Governor Ridge led earlier this summer, and we recommend to
you that you have in your pile of resolutions amendments to
eight existing policy positions, two of them are in the form
of substitutes, one new policy position, and I would like at
this time to call on Governor Patton to speak briefly to the
proposal on work opportunity tax credits.

CHAIRMAN CARPER: Governor Patton.

GOVERNOR PATTON: Work opportunity tax credit
has been very helpful as we have attempted to move people
from welfare to work. It gives companies up to, I believe,
$2400 for hiring people from about seven or eight different
categories, including Welfare-to-Work recipients. It has
been renewed on a year-to-year basis, and as is normal and
the situation that exists right now, the renewal date has
been July the 1st, and we're already into the middle of
August and it has not been renewed for this year. This
causes companies to not be willing to utilize the program as
much as they otherwise would. It does require an effort on
behalf of companies to train their management staff to be
able to use the program and to recruit people, and employers
in Kentucky have told us that since the program is so
unstable, and even though it will probably be react --
enacted this year, retroactive to July the 1st, still that's
not the kind of action that you can build a company program
on. So, we would like to have a multi-year extension of that
program. A five-year extension of that program would be
desirable. There are several measures under consideration on
the Congress to do anywhere from two and a half to five
years.
So this resolution generally urges the
Congress to enact this work opportunity tax credit over a --
for a longer period of time and make it a permanent part of
our comprehensive program to involve the private sector in
moving people from welfare to work.

CHAIRMAN CARPER: All right. Thank you, Paul.

GOVERNOR HUNT: Now, Mr. Chairman, I would
like to move that we accept all proposals from the Human
Resources Committee and particularly note the fine work
that’s been done on the Elementary and Secondary Education
Act in Congress. The Governors’ Association has really
proved its value as we have worked together within our ranks
and with the members of the Congress in trying to get this
right, so that we have more flexibility but we focus on
having good teaching and having enough teachers, and I’m very
proud of the work we’ve done. I move we approve it.

CHAIRMAN CARPER: We have the motion, is there
a second?

GOVERNOR: I second it.

CHAIRMAN CARPER: It’ been moved and seconded
to approve en block the policies and amendments from the
Committee on Human Resources. Any discussion? Hearing none
all in favor say aye.

(Aye)

CHAIRMAN CARPER: Opposed, nay? The ayes have
The motion is approved. Thank you very much, and a special thanks for the good work that you and Governor Huckabee and Governor Ridge did on the SEA reauthorization and to Patty Sullivan and others on our staffs who helped. Good work.

The third committee Chair that we're going to hear from today is the Chairman of the Committee on Natural Resources, and it's Governor Glendening. Parris.

GOVERNOR GLENDENING: Tom, thank you very much. Let me just say first it's been an honor to chair this committee and I've enjoyed it very, very much. This last session we did focus largely on the issue of planned growth and preserving open spaces. As we know all over the country there's just a huge challenge of sprawl and trying to prevent deterioration of the quality of life. There was a panel presentation and I was extraordinarily pleased, and I think many of the Governors who stopped by were as well. Governor Leavitt, our incoming Chair, talked about his program to deal with sprawl in Utah, called Envision Utah. Governor Ventura gave an extraordinary, interesting statement about what Minnesota is doing in terms adopting a smart growth type approach to deal with congestion and long-term transportation needs. Governor Ridge discussed in detail an extraordinary successful program in terms of using the brown fields approach, which we were very, very pleased to see some of the
tremendous changes going on there. And then we presented from Maryland’s perspective the Smart Growth effort.

       In addition to that discussion, we did have a panel presentation by both the ambassador of the United States to Canada and the Canadian Ambassador of the United States over a number of issues, primarily on trade, and particularly on agriculture challenges that the two countries face. Governor Schafer led that discussion and the adoption of the agriculture amendment that calls for us to work together as well.

       All these amendments were approved by the committee. The Natural Resources Committee did advance one new policy on principles for land use growth, ten amendments to existing policies, and reaffirmed one of the existing policies. All of those are before us in the yellow pamphlet here. Let me also note that we couldn’t have accomplished this without Governor Schafer’s tremendous contributions.

       I’d like to ask if he’d like to say a word, as well.

       CHAIRMAN CARPER: I don’t believe he’s at the table right now.

       GOVERNOR GLENDENING: Anyway, he did a great job. Let me just say that.

       CHAIRMAN CARPER: We’ll take your word for it.

       GOVERNOR GLENDENING: Let me also, just before I move these, recognize Tom Curtis our staff member who’s
also done a wonderful job. Tom -- this is in fact his
twentieth national convention, conference, either the summer
or the winter one, and unfortunately he'll be leaving us
shortly and going to another organization. But I thought
since he has led this committee for so many years and done a
wonderful job, if we could recognize him just for a second.
Tom, would you stand?

(applause)

GOVERNOR GLENDENING: With that, let me go
ahead and move the report en block.

CHAIRMAN CARPER: We have a motion to approve
the report en block. Is there a second?

GOVERNOR ROSSELLO: Second.

CHAIRMAN CARPER: It's moved and seconded. Is
there any discussion? Hearing none, all in favor say aye.

(Aye)

CHAIRMAN CARPER: Aye. Opposed, nay? The
ayes have it. The ayes have it. And the motion is approved.

Let's move next to the matter of suspensions.

We have several items that we'd like to bring up for
discussion under suspension. I think they have been pretty
well vetted and I would turn to our Vice Chairman Governor
Leavitt for a motion to suspend the rules.

VICE CHAIRMAN LEAVITT: Mr. Chairman, I move
we suspend the rules in order that we deal with some
resolutions that have been put forward as exceptions to our
traditional process and timing.

CHAIRMAN CARPER: We have a motion to suspend
and --

GOVERNOR GLENDENING: I'll second it.

CHAIRMAN CARPER: Governor Glendening seconds
it. Any discussion on the motion? All in favor say aye.

(Aye)

CHAIRMAN CARPER: Opposed, nay? The ayes have
it. The rules are suspended and we're going to take up a
couple of new policies and once I think we actually pretty
well vetted in the Governors only session, but let's start
off with the new policy, we're calling it HR 19, and the
Governor from Michigan has been working with one of our
architects on this, and, John, we're grateful for that and
we'd ask you to tell us a little about it. Governor Thompson
and the President and I were together in Chicago about a week
ago for the celebration of the welfare summit and at the time
we had just the beginning of a conversation which has
actually led to some real good work that Governor Engler and
others have done, and I recognize you at this time.

GOVERNOR ENGLER: Well, thank you, Mr.
Chairman. It will be real good work if the Congress follows
this resolution and the President signs it.

CHAIRMAN CARPER: Don't they always follow
them?

GOVERNOR ENGLER: What we've got now is pretty much unworkable, and what the National Governors' Association proposes to do is to look at the Welfare-to-Work program which was passed in '97. It was supposed to compliment the reform efforts, but it is written full of restrictions and limitations and qualifications and it just makes it very, very difficult for the creative, innovative states that are problem solving to cut through the thicket of regulation to help the family that needs the job that needs to be able to get into the workforce and be able to move up the economic ladder. This resolution would fix all of those problems and would hand to the nation's leaders at the state level and the local level the unprecedented authority to help move even more families off of welfare and do more to continue this great economic recovery in America. So, I urge strongly the adoption unanimously of this.

CHAIRMAN CARPER: Governor Engler has moved the adoption of this policy and, Governor Glendening, would you be willing to second it?

GOVERNOR GLENDENING: I second. Let me --

CHAIRMAN CARPER: Is there any discussion on the motion? Governor Glendening.

GOVERNOR GLENDENING: Let me, if I might, offer -- request a agreement for friendly technical
amendment. At the end of the second bullet under recommendations of this motion, which is actually on Page 2, I would like to insert the word income before eligibility so that the phrase will read providing the -- providing states the flexibility to set Welfare-to-Work income eligibility standard consistent with the final rules for TANF. This is a technical amendment to clarify the intent, and the -- I want to again thank my co-workers that worked with us on this, but I have discussed this with the colleagues and I think it is acceptable as a friendly amendment.

GOVERNOR ENGLER: I certainly accept that as a friendly amendment.

CHAIRMAN CARPER: Good. Well, it sounds friendly to me, too. Governor Engler and Governor Glendening and Governor Thompson and Governor Ventura who worked on this we, again, thank you. We've got a situation where a number of states frankly haven't drawn down at all on their Welfare-to-Work money, and this Congress will follow through, and the administration has already indicated their willingness to do that. They will be supportive. We'll have access to those monies and be able to help more people that we need to, so good work.

Any further discussion on this particular policy? Hearing none, all in favor say aye.

(Aye)
CHAIRMAN CARPER: Aye. Opposed, nay? The ayes have it. The ayes have it. Thank you very, very much. We have a second suspension that we want to address and it's one that I think Governor Vilsack alluded to a bit earlier, and the resolution is being offered by the Committee for Natural Resources on Emergency Relief for Farmers and Ranchers and I want to call on Governor Glendenning to move this proposal and we'll be looking for a second, as well.

GOVERNOR GLENDENING: Move the consideration of the resolution addressing the crisis in agriculture which you have in your package here. The governor from Iowa talked about it earlier. There's not one of us, I don't think, that haven't seen this crisis in some part of our state, and even if you don't have drought or anything like this the price of commodities is causing a real concern, and I think that the very moving additional testimony in terms of that letter is what many farmers are indeed facing. I think this resolution is very, very appropriate at this time so I'd move it.

CHAIRMAN CARPER: Thank you for your motion. Is there a second to the motion?

GOVERNOR CARNAHAN: Second.

CHAIRMAN CARPER: It's been moved and seconded. Any discussion on the motion? All in favor for approving this suspension say aye.
(Aye)

CHAIRMAN CARPER: Opposed, nay? Motion is approved. And there is, I believe, one final item under suspension to be discussed and, if I may, I'd like to call on our Vice Chairman Governor Leavitt to move this resolution.

Governor Leavitt.

VICE CHAIRMAN LEAVITT: Mr. Chairman, this is a resolution under the offering of the Chairman, yourself, Governor Carper and Governor Leavitt. It is dealing with an issue that dates back over the course of the last couple of years as states have entered into partnerships with the Congress to dramatically improve welfare and other human service programs. At some considerable risk to states we undertook a partnership to accept level funding on welfare for a period of five years. Over the course of the last three years, we have reduced welfare dramatically. We have cut it in half. We now face the task of finishing the job. Many of those who remain on our rolls are among the most difficult, the chronically unemployed, those who are mentally ill. Some of our most daunting challenges lie ahead. We're up to the task. This resolution essentially calls on the Congress as they consider the balance of their appropriation process this year to maintain the financial integrity of that partnership so that we can finish the job and serve not only those who are served by these programs, but the interests of
the American people. I move its adoption.

CHAIRMAN CARPER: It's been moved. Is there a second?

GOVERNOR CARNAHAN: Second.

GOVERNOR: Second.

CHAIRMAN CARPER: It's been moved and seconded. Is there any further discussion on this motion?

All in favor say aye.

(Aye)

CHAIRMAN CARPER: Aye. Opposed? The ayes have it. The ayes have it. Governor Leavitt, thank you very much. I think that concludes and, Ray Scheppach, correct me if I'm wrong, but I think that concludes our business with respect to the resolutions and policies. I want to say again to each of our three committees, I've been a Governor now for six and a half years and I've sat in a lot of committee meetings, and as Chairman and Vice Chairman you get to sort of bounce back and forth between them all. I thought that each of the three were just excellent, and I commend the Chairs and Vice Chairs, the members of that committee, and particularly the staffs for have done such an uncommonly good job this particular year.

I next want to call on Governor Barnes for some -- just some brief comments on something called National 2-1-1. National 2-1-1. Roy.
GOVERNOR BARNES: Just very quickly, this arose out of the United Way of metropolitan Atlanta. In 1997, the United Way created the nation's first three digit telephone number dedicated solely to crises that exist in community life. What this does is creates a number, 2-1-1, which is a 24-hour service that refers callers to different social service agencies, volunteer and donation opportunities. Now, 43 additional states, we're told, are working on implementation plans or in the process of requesting approval to use the 2-1-1 number from the states' utilities commissions.

It is the hope of United Way, and we formed a partnership with them in Georgia, to create a national human support system, as you might imagine, of tremendous scope. What it does is allow those that are elderly, those that have, as I say, an individual crisis, a battered spouse, a person suffering from an illness in need of a support group or any other types of situations to have one place to call and one place to be clearing house. It's worked very well in Georgia and we recommend it.

CHAIRMAN CARPER: Roy, thank you very, very much.

I next want to call on Governor Carnahan for some brief remarks. Before I do that, Mel, let me just say Governor Carnahan and Governor Leavitt and Governor Rossello
were all elected as Governors in November of '92. And we were joined in a return to the governorship by Governor Hunt at that point in time. Governor Hunt serves as Governor for eight years, he sits out a term or two, then he serves again for another eight years and then sits out a couple of terms. You can't do that under his Constitution. Obviously his people want him to.

Jim, you've been to more Governors meetings than I have. I think you said yesterday you've been to 15 annual meetings. This is my seventh, and I have, in my own recollection -- Martha, my wife, and I talked about this just last night -- I don't recall ever being more warmly welcomed and shown greater hospitality by so many people than we've been shown here in St. Louis in the last -- over the last four days. On behalf of our children who have just had a wonderful youth program. It's been educational, it's been fun, it's been exciting, it's been interesting. They're in Busch Stadium this morning while the rest of us are laboring here, and just checking it out, and checking out Mark McGwire's locker. I hope he's got something left in it when this is all over. But you have just been a wonderful host, and to you and Jean just are just deeply, deeply grateful. Governor Carnahan.

(applause)

GOVERNOR CARNAHAN: Jean and I have been
thrilled to have you here in St. Louis and as a reminder as you think about St. Louis, we want to give you something and we passed a picture around of another great occasion that we had in our city last year. This is a picture of Mark McGwire on the day he hit his No. 62, broke the home run record. We were playing the Cubs. That was very appropriate for us and our rivalry here, but that also got Sammy Sosa here. That was September 8th of 1998. Great day for us, and just like the experience of hosting you all on this 91st convention, it’s something we’ll never forget, and we’ll never forget the occasion of your honoring us by coming to St. Louis for this conference. Thank you.

CHAIRMAN CARPER: Thank you.

(applause)

CHAIRMAN CARPER: Well, whoever is going to be hosting the annual meeting next year certainly has a tough act to follow. But if I know this fellow, and I’ve known him for even longer than I’ve known these Governors, since we were first elected to the Congress in 1982, he is up to following tough acts. He’s been doing it all his life. And we very much look forward to coming north Pennsylvania, T-bone, and having a chance to get to savor the hospitality of Pennsylvania. But let me just yield to you and you can give us some idea of what we’re in for.

GOVERNOR RIDGE: Well, thank you, Governor
Carper. I, too, Mel, want to thank you for the extraordinary generosity, the planning and the spirit of St. Louis you shared with us the past four or five days. We really appreciate it. We hope to embellish it and enhance it when you come to Pennsylvania. Pennsylvania is a big state. There are many flavors of Pennsylvania, but we’re going to have you taste a little bit different experience. It’s not the Pittsburgh, it’s not the Philadelphia, but it’s the central Pennsylvania, to the great university campus of Penn State University. It is a world class university that offers cultural venues, technology venues, recreational venues. Governor Leavitt will be very serious about the work we do there, but we’re very serious about the families you bring and the recreational opportunities that we provide for you going to those days. So, as the NGA plans and prepares for the future, we hope you’ll plan and prepare for July 8th through July 11th in Happy Valley, Pennsylvania, which on any given Saturday when the next national football champions are at home, it is the third largest city in the Commonwealth of Pennsylvania, and we really are looking forward to working with Governor Leavitt to provide a venue that gives us not only an opportunity to discuss issues, but to share some special time in central Pennsylvania with our families. Bring your fishing rods, we’ve got great fly fishing. You might want to bring your sneakers, maybe we can get Coach
Leavitt and Coach Glendening with a little touch football
game in Beaver Stadium. I cannot guarantee there'll be a
hundred thousand people to see that performance, but it might
be worthwhile showing up to participate and see. And to
leave a sweet taste in your mouth before you leave, two
things I will tell you, one, there are 40 flights in and out
of Happy Valley every day. It's an airport that's very
accessible and it's five minutes away from the campus. But
also as we ask you to huddle with us next year in July in
Happy Valley, Centre County, Pennsylvania, we want to leave a
sweet taste in your mouth, so everybody here, with the
exception of Justin and Samantha, are invited to take with
them a scoop of Peachy Paterno ice cream that we
manufacture. And, Justin and Samantha, you can take as much
as you want. See you next year in Pennsylvania. Thank you.

(applause)

CHAIRMAN CARPER: Peachy Paterno, all right.
Governor Ridge and I used to be play baseball when we were in
Congress together on the congressional baseball teams, I
think. I played with the Democrats, he played for the
Republicans. One year I think I played so badly I was
nominated as the MVP for the Republicans. If you put a
hundred thousand people in that stadium, I won't play. But
if you can keep it empty, you know, you might have some folks
that will show up and participate.
We've gotten down to the short strokes here, folks, and I want to -- before we turn the gavel over to our next Chairman, we're going to have a report of the nominating committee headed by Governor Graves. But before we do that I just want to share a couple of quick thoughts with each and every one of you.

A fellow that I never met, in fact, he was dead before I was born, said some words that I'll always remember, and it was Mountbatten, Lord Mountbatten, great British hero of World War II. He used to say that the greatest honor that a people can bestow upon one of their own is the opportunity to serve, the opportunity for public service. I have been blessed in my life to be able to serve our country in the Navy, as a naval flight officer. I know others here have similarly had that opportunity. I've been blessed by the people in my state to be their Treasurer, to be their Congressman. We only have one Congressional seat, so I got to be the Dean on the very first day. For the last six years I've been blessed to be their Governor. The real special blessing has been the opportunity to serve with all of you here today and those that have sat here before you as members of the National Governors' Association. And you've given me over the last six and a half years a chance to serve as well, and to work with Brother Engler over here on welfare reform, and to Chair the Human Resources Committee that Jim
Hunt now leads, and to be the Vice Chair as Governor Leavitt has been and Parris will soon be, and for the last year to be the Chair. And as those at this table who’ve served as Chairman know it’s some extra work, and Howard Dean has been there and he knows it’s a lot of extra work, but it is, believe me, more than worth it.

Each assignment that you’ve given me and each chance to serve has really been a labor of love and I appreciate it. The -- I also want to take just a moment and say a thanks to a guy that’s not here and that’s George Voinovich, a guy that a lot of us got to serve with for a number of years is now in the Senate, and fortunately still thinks like a governor, doesn’t he? It’s great. But I had the privilege of being his Vice Chairman sort of coming into this. And I have a wonderful Vice Chairman in Mike Leavitt. You just could not ask to be sandwiched between two better people, and that has been my good fortune.

I thank you for -- Ray Scheppach, to you and to John Thomasian, and to all of our folks at the NGA who are part of a terrific team. Governors come and go, Chairmen come and go, but fortunately, except for, I guess, Tom Curtis, you’re going to leave this year, too. But we appreciate the great support that you provide for us and for our states. And I especially want to single out Dane Linn and Marcia Lim for the wonderful work that they’ve done in
helping us to focus on technology, not only in the Governors but in our spouses organization as well. You have been terrific.

My own staff, and Governor Leavitt knows this well, as does Governor Dean and others who’ve served, when you get involved as the Chair, it’s -- this is a commitment -- this a family commitment that involves your spouse in a very big way, and also involves your staff, your personal staff. And my staff in Washington led by Jonathan Jones and Martha Feichter and Cecily Scott, a real big thanks to you, and to my Chief of Staff, Jeff Bullock, and Sheri Woodruff who’s heading out as our Press Secretary. My education advisor here, Peg Bradley, just a real big thank you for all that you’ve done.

And to Martha, when we got married she didn’t buy into this. She knew I was a politician but she didn’t know she was going to have to be one, too. And she’s a better one than I am. She’s a person who’s had a very successful career at Dupont for 23 years and has put that career on hold in order to help lead the spouses’ organization. In our own state she has been the champion for reading and for literacy and has just really focused and galvanized the public attention and raised the awareness for the need for children, all children, to know how to read, and if they can they can learn to do just anything. She’s led
the spouses and has had great support from a lot of the
spouses and especially from the NGA staff, and I'm just real
proud of her and the work that she's done.

Those of you who -- those of you who know me
know I'm passionate about a couple things, the Detroit
Tigers, it's been a tough year. But the passion is still
there. I'm passionate about my family, my wife and our two
boys. I'm passionate about welfare reform. And Tom Ridge
and I and Pedro over there share a passion about fatherhood,
and making sure that dads assume their responsibility. I'm
passionate about mentoring. I mentor a kid at home and have
done it for several years. And I'm passionate about raising
student achievement. Just like Sharon said earlier, she
wants to infuse excitement into the students that are part of
her class. I wanted to infuse excitement amongst the
Governors for this notion that all students can learn, that
everyone one of them has a real shot at reaching the
standards that we're setting. To just to recognize the great
stuff that's going on in our schools and our states, to
demonstrate that and for us to leave here with a fistful of
good ideas, a tool kit of good ideas, and more than that just
the conviction that it's happening, great things are
happening in our schools and indeed more can, and to know how
to go home and to make that happen, to be a big part of the
facilitation and team to lead.
I just want to say as we close, this has been a wonderful four days. It has been wonderful because of the participation we've had, the kind of folks that have been here, young and not so young, but young at heart. The great participation from the Governors and their spouses. And we've been here with -- just with a terrific host and hostess, and we thank you, Mel, and everybody that's been a part of your team that put this together.

One of the things one of the reporters asked me earlier today what do I feel best about. And you know what I feel best about? It's not just the fact that we've had a good meeting and the fact that I think we've done great work nationally with respect to extension of education flexibility and tobacco recoupment, we've done wonderful things there, because we've been united. The President has come a long way on our executive order on preemption and federalism, and we're grateful for that.

Jim Hunt mentioned, and this is one that we're going to still realize this in the weeks ahead how valuable it is, but we actually came together as a group, Democrats, Republicans and Independents around what our federal policy should be on reauthorizing the Elementary Secondary Education Act, and I want to thank you and Tom Ridge especially and Jerry Huckabee for the work that you all have done.

But you know the thing I feel best about? I
feel best about the fact that I think we're tighter. I think we are closer together as an organization than we were six and a half years ago when I got into this, and some of us, Mel and Michael and Pedro and others first became a part of this fraternity and sorority. I think we leave here understanding better that if we can speak not as, I don't know, 30 Republicans, 31 Republicans, two Independents, 17, 18 Democrats, but if we can speak as one voice, if we can speak with one voice, the states, territories, the commonwealth, we just have remarkable, remarkable impact and clout. And I'm just so pleased as I step down and turn it over to Michael and to Parris, just the sense that this organization, this organization is a team.

And I would close with the words I've often used at home and you've probably used these before, I think individuals win games, teams win championships. This is a great team. Governor Graves.

GOVERNOR GRAVES: Mr. Chairman, thank you very much and certainly congratulations on a great year and thanks for your willingness to serve. Before I offer the Nominating Committee's report, I must say to my colleague to the east, Governor Carnahan, Kansans don't normally venture into Missouri and have great things to say, but we've had a fabulous time. I'm not unsure, but my daughter might still be at Grant's Farm feeding milk to the goats. She views that
as a potential vocation at some point in her life. So, thank you for the great hospitality.

I'd like to present the recommendations of the Nominating Committee for the NGA Executive Committee for 1999-2000, and move their adoption by the association. Governor Tom Carper of Delaware, Governor Dirk Kempthorne, Idaho; Governor Paul Patton, Kentucky; Governor John Engler of Michigan; Governor Mel Carnahan of Missouri; Governor Howard Dean of Vermont; Governor Tommy Thompson of Wisconsin. As Vice Chairman, Governor Parris Glendening of Maryland; and, as Chairman Governor Mike Leavitt of Utah.

CHAIRMAN CARPER: We have a motion. Is there a second?

GOVERNOR: Second.

CHAIRMAN CARPER: It’s been moved and seconded. Any discussion on the motion? Hearing none, all in favor say aye.

(Aye)

CHAIRMAN CARPER: Aye. Opposed, nay? The ayes have it. Michael, the gavel.

(applause)

GOVERNOR LEAVITT: Governor Carper, it is of vital importance I think that you know that the admiration that has just been expressed by your colleagues and those in this audience have been expression to you. I have found over
the years that thank you is simply inadequate. But what we
feel in our heart is far more profound than what we're able
to express with our words. Can I just say to you that I
believe that the issue of education accountability, extra
learning and technology that you have raised during the last
year was absolutely the right issue at the right time. As we
sat yesterday for well over two hours and ultimately had to
just call a halt to the debate and the discussion because of
the passion and the commitment and the sense of just
engagement that was there, it was evident to me that you had
reached deep into the heart and mind of every governor with
this issue. We have been around the country. You have
carved your path state after state. You’ve held regional forums
where there have been 40 different states represented to not
just learn about but to discuss and to further this. May I
say that that’s an extraordinary accomplishment that will add
to not just the history of this organization, but to the
legacy of excellence that you have offered.

Education and the kind of capacity that you’ve
added to this organization on education is not the only
issue. History will reflect the fact that Ed-Flex passed the
Congress of the United States under your very able guidance.
That tobacco recoupment, something that will ultimately
change the shape and texture of states all over this country
came as a result of your just unwavering commitment. I can
attest from my own experience that you called members of the Congress, you stayed with this one until it happened, and for that we express our appreciation.

I would also like to express to Martha Carper my admiration and appreciation. In my role as Vice Chairman, I know of the traffic that is -- has been borne by your tenacity and your time, and we express our appreciation on behalf of the Governors as well as our spouses for the great service that you have rendered.

(applause)

GOVERNOR LEAVITT: May I ask, Martha, that you join Tom as we -- as I present to him and to you and to your family the commemorative NGA gavel as an expression of our appreciation and ongoing admiration.

(applause)

GOVERNOR LEAVITT: I would also like to express to Parris Glendening my enthusiasm for working together with you. It is very important to you, I know, and to me as well that we carry forward the long tradition of bipartisanship, of serious scholarship and aggressive representation of the interests of the states in Washington.

I would like to conclude this meeting with less than 200 seconds about next year. As I believe all of you know, I feel a deep sense of passion about the historic stewardship of states and of the role that we play as their
primary defender and advocate. It's also clear to me that there are forces in the world right now of technology and globalization that will bring more reshaping power to governments generally and states included than have occurred in the past hundred years, the progressive era, the industrial revolution combined, ten times the speed. We're talking about a natural evolution at ten times what has been occurring in the past. I believe that adapting to that change will clearly be the most challenging period that states as institutions have ever faced.

The theme of my chairmanship this year will be Strengthening the American State in the New Global Economy.

During the next year, in addition to the aggressive representation of the state interest in Washington, NGA will be focusing on developing an agenda for states in adapting to this new globalized environment in which we're operating. We will respond with an agenda to questions such as how do we create uses of technology that will form the solutions to the same dilemmas that technology on the other hand present to us. We'll talk about the continued need for educational accountability. We'll add a new twist this year, we'll talk about higher education and the dramatic changes that institutions of higher learning under our responsibility and stewardship must undertake. More radical changes than they have ever been forced to undertake by legislatures the market
will drive them toward, and we must be there to help them and to act as stewards in that responsibility.

Radical simplification of our taxation system and our regulatory systems, the environment. The next -- the last 25 years we have seen dramatic progress in this country, but in a global marketplace the next 25 years will have to see twice as much, but at half the cost. It will be an economic imperative as well as a social mandate.

Now, we’re not alone in this challenge. The national government needs states to be strong because we are the place that deliver the services to the people of this country. It’s my pleasure today to announce that we have reached agreement with the leadership of the Senate that at our winter meeting we will hold for the first time, at least in my knowledge, a historic gathering at the Capitol where we will invite a hundred members of the United States Senate to join with 50 Governors for the purpose of being able to not just celebrate and discuss, but for us to again acknowledge the important role and the importance of a strong and vibrant state in this global economy. Following that meeting hopefully we’ll also meet with the members of our house delegations as an important, powerful, historic symbol of the importance of an ongoing strong state.

I appreciate the confidence that you have given me that is clearly, as Governor Carper has indicated,
this is a powerful service opportunity. I thank you for your confidence. I will do my best, and as my first formal action as the Chairman of the National Governors' Association, I will receive a motion to adjourn this meeting.

GOVERNOR ENGLER: Second.

VICE CHAIRMAN LEAVITT: We have a motion and there is a second, all in favor say aye.

(Aye)

GOVERNOR LEAVITT: Meeting is adjourned.

MEETING ADJOURNED: