

NATIONAL GOVERNORS'
ASSOCIATION

91st Annual Meeting
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St. Louis, Missouri

REPORT OF PROCEEDINGS
PLENARY SESSION

SPEAKERS:

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President William Jefferson Clinton..... 66

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

14 (applause)

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

24 We're going to be joined shortly by two very
25 special guests, Senator Don Nickles of Oklahoma, and we'll be

1 joined by the President of the United States for some remarks
2 from the executive branch and from the legislative branch of
3 our country.

4 During the course of this meeting, we're going
5 to be following a number of critical issues, most of which
6 focus on education, and you see on the table around this room
7 a number of boxes. They look something like this. They're
8 toolboxes. We'll be talking a good deal more about that
9 later as we get into the notion of ideas that are raising
10 student achievement around the country. But we've literally
11 been going throughout the United States holding forums. Over
12 40 states have participated in those forums to provide us
13 with good ideas to raise student achievement, on harnessing
14 technology, and providing extra learning time and introducing
15 accountability into our schools. Today, later on in this
16 session, we'll spend some time on accountability and be
17 hearing from a number of Governors who have been leading the
18 charge in accountability in their own states. We'll find out
19 what they've done and what's working, and maybe just as
20 importantly what is not working.

21 Yesterday a number of us were able to join
22 Governor Carnahan and some terrific young students and
23 teachers and parents at a school here in St. Louis called the
24 Gateway School to see how technology is being used to infuse
25 learning and to inspire learning to take those kids to the

1 next and highest level.

2 Mel and Jean Carnahan planned to enlighten us
3 with respect to the beauty and the splendor of this great
4 state of Missouri and exciting city of St. Louis. I'd never
5 been here before, Governor Carnahan, and this is quite a --
6 quite a place. Even when Mark McGwire and the Cardinals are
7 out of town, this is still an exciting city.

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

17 GOVERNOR KEMPTHORNE: Mr. Chairman, I so move.

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

20 GOVERNOR KEATING: Second.

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

24 (Aye)

25 CHAIRMAN CARPER: Opposed, nay? The ayes have

1 it.

2 Part of the rules, our rules require that any
3 Governor who wants to submit a new policy or resolution for
4 adoption at this meeting will need a three-fourths vote to
5 suspend the rules. I say again, a three-fourths vote to
6 suspend the rules. And I would ask that any of you who have
7 such a motion that you'd like to submit, submit that to Frank
8 Shafroth, Director of State-Federal Relations of the NGA by
9 5 p.m. tomorrow afternoon. That's Monday afternoon at
10 5 p.m.

11 I'd now like to announce the appointment of
12 the following Governors to the nominating committee for the
13 1999-2000 NGA Executive Committee. I've asked Governor
14 Graves of Kansas to Chair this committee. Thank you for your
15 willingness to do that, Governor. Also serving with you will
16 be Marc -- Governor Marc Racicot from Montana, Governor
17 Schafer of North Dakota, Governor Shaheen from New Hampshire
18 and Governor O'Bannon from Indiana. And again, Governor
19 Graves, thank you for serving as our Chair.

20 Let me next simply go back to say a real
21 special thanks to Governor Carnahan and to the First Lady of
22 Missouri, Mrs. Carnahan, for your willingness to host this
23 session today. Governor Carnahan and I and Governor Leavitt
24 and Governor Rossello and some others joined this
25 organization in 1992-93 as brand new governors. And he has

1 chaired -- Governor Carnahan has gone on to Chair the Human
2 Resources Committee, one of three standing committees of this
3 organization, and to serve on the NGA Executive Committee; to
4 do so with real distinction. His wife, Jean Carnahan, has
5 been a long time advocate of issues supporting children and
6 families, and we salute and applaud her.

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

13 GOVERNOR CARNAHAN: We do wish to extend a
14 welcome to everyone attending this summer conference of NGA,
15 and I've been looking forward to this for a number of years.
16 So, we have made extensive preparation and we hope that the
17 logistics, the security, the hospitality, all that the host
18 committee and the volunteers have done is meeting your
19 expectation. But someone asked me what was my primary
20 objective out of this NGA conference, and I will quickly say
21 that it's a little different than it's been other years. My
22 objective this year, that of Jean, and all of us from
23 Missouri is that you enjoy your hospitality here, that you
24 have an enjoyable meeting, and that if there is anything else
25 you need that we can provide for you, either something you

1 know about or have heard about in Missouri that you'd like to
2 see, know more about, maybe to experience, I hope you'll just
3 speak up, because I think we've got people who can meet your
4 needs, who can respond to you, so that we hope when we're
5 through with this conference you'll feel like it's the best
6 conference you've ever attended.

7 Again, welcome to Missouri. We're awfully
8 glad your here. Thank you.

9 (applause)

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

19 Our first order of business this afternoon is
20 a special one. And that is presenting the National
21 Governors' Association's Distinguished Service Awards. The
22 awards program which was established, I think, in 1976 by the
23 NGA Executive Committee is a way for all of us as Governors
24 to bring national recognition to our states' most valuable
25 civil servants and our most valuable private citizens. The

1 awards we'll be presenting here in a moment focus attention
2 on the commitment of state administrators and the importance
3 of contributions that our private citizens are making to
4 state government and the arts, as well.

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

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

18 The awards will be presented in the State
19 Official, in the Private Citizen and in the Arts Category.
20 As I announce each of the winners that are here, I'm going to
21 ask you come forward, and if your Governor is present, I will
22 ask your Governor to come forward as well. We'll take a
23 photograph and then we'll turn to the next awardee.

24 We're going to start with the State Official
25 category. These are the people who are state servants, civil

1 servants in our respective states who have just done
2 exemplary things. We want to recognize them this afternoon.

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

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

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

22 (applause)

23 CHAIRMAN CARPER: And, Fay, as we say in
24 Delaware, aloha. We can tell what state you're from. We're
25 glad you're here. Ben, thank you for joining us as well.

1 Our next winner in the State Official category
2 is Major General Darrell V. Manning, former administrator of
3 the Director of Financial Management in the State of Idaho.
4 General Manning has served for four governors. In Idaho they
5 have a saying, Governors come and go, but this fellow stays
6 around. And he really does. We probably all have people
7 like that in our respective states, but General Manning has
8 served four governors in a truly bipartisan fashion in
9 numerous capacities and has distinguished himself as a
10 legislator and as a director of no fewer than five separate
11 agencies. He has also served in the United States Air Force,
12 the Air Force Reserve, in the Idaho Air National Guard, and
13 I'm told in his next life he wants to be in the Navy, he
14 wants to be a Seal, maybe a Naval Flight Officer, I'm not
15 sure.

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

23 Let's give General Manning a big round of
24 applause from the NGA. General Manning. Governor
25 Kempthorne.

1 (Applause)

2 CHAIRMAN CARPER: General Manning, we salute
3 you. Congratulations.

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

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

25 Dr. Carter is here today joined by his

1 Governor, Jim Hodges. Let's give Dr. Carter a big round of
2 applause. Dr. Carter, congratulations.

3 (applause)

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

12 (applause)

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

21 The first of those is from Alaska, Carol H.
22 Brice, who's the cofounder of Family Training Associates.
23 For almost four decades, Mrs. Brice has actively worked to
24 improve the lives of children throughout her state, served in
25 a number of volunteer roles, including as a founding member

1 of both the first Head Start program in Fairbanks, Alaska and
2 the Fairbanks Resource Center for Parents and Children. In
3 1996, Governor Knowles appointed her to Chair the Board of
4 Alaska's Children's Trust, where she tirelessly worked to
5 raise funds for community-based child abuse and neglect
6 programs.

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

13 (applause)

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

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

1 business newspaper.

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

8 (applause)

9 CHAIRMAN CARPER: Pedro said, "As they say in
10 Delaware, gracias." To which I replied, "De nada, Senor."
11 Mr. Chico, congratulations. Well done.

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

23 Governor Thompson says that, quote, "Through
24 Marty's tireless efforts to reach out to youth and others
25 less fortunate, he has demonstrated a true compassion and

1 commitment to those in need." I see we have standing behind
2 me Mr. Stein. I see we have standing behind me Governor
3 Thompson. Is Mrs. Thompson here?

4 GOVERNOR THOMPSON: No.

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

9 (applause)

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

18 GOVERNOR VENTURA: Costa (cost-a).

19 CHAIRMAN CARPER: Costa. Sam Costa. He
20 touched the lives of so many, both young and old. And,
21 indeed, Sam Costa has truly left his mark on Minnesota where
22 he was the founder and artistic director of 10,000 Dancers, a
23 Twin City-based contemporary dance company whose performers
24 come from diverse backgrounds. He also founded Sam Costa and
25 Dancers, which awarded numerous fellowships and grants to

1 dancers from across our country. In addition, Mr. Costa was
2 dedicated to teaching youth and to serving as the artistic
3 director of a dance company for young people.

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

15 (applause)

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

1 whom have achieved regional and national acclaim.

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

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

9 (applause)

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

17 (applause)

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

1 your state, isn't that correct?

2 MR. FORDICE: There was at one time.

3 CHAIRMAN CARPER: Yeah. I'm wondering who was
4 the very first person in Mississippi history to serve two
5 terms as Governor. I think it's the fellow that we're
6 honoring today and saying goodbye. He's not stepping down as
7 Governor of Mississippi today, but this will be the last time
8 we have a chance to be together to say goodbye to him, and to
9 congratulate him, and to wish him well as he goes forward.

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

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

22 Before his election as governor he was a
23 professional engineer and CEO of his own company, Fordice
24 Construction Company, where he tells me now his sons are
25 running it, and he says -- he says running it better than the

1 old man ever did.

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

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

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

24 (applause)

25 CHAIRMAN CARPER: I'd like to say that this is

1 a picture of all of us, Kirk, so you remember us as you go
2 forward. But I think this looks like an older group of
3 people. This was first taken, I think, maybe in 1908. This
4 is the first group -- the first group of Governors that
5 convened for the what was the forerunner of the National
6 Governors' Association. We hope you'll take it home, and we
7 hope it will hold a special place in your home and in your
8 heart. And when you look at it think of us and we will
9 always think of you.

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

15 (applause)

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

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

1 Governor Keating.

2 GOVERNOR KEATING: Thank you, Mr. Chairman.

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

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

19 He was next elected to three terms as Chairman
20 of the Republican Policy Committee. In 1996, and again in
21 '98, he was selected unanimously to be Assistant Majority
22 Leader, the number two official in the Senate leadership. He
23 serves on the Senate Finance Committee, Energy and National
24 Resources Committee, Budget Committee and Rules and
25 Administration Committee. He's also Chairman of the Social

1 Security Subcommittee of the Senate Finance Committee. At
2 this time, ladies and gentlemen, Senator Don Nickles.

3 (applause)

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

1 it.

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

14 A lot of people may be trying to take credit
15 for different things, welfare reform comes to mind, but I
16 remember Tommy Thompson and Governor Engler and Governor
17 Leavitt and Marc Racicot and others coming in time and time
18 again saying let's make some changes. And a lot of us on the
19 federal level really wanted to do so. I remember when the
20 Bush administration, they opened up a program, said we'll
21 give the states waivers so you can modify your programs, and
22 that was a beginning. That was a good start. And more
23 states were coming up and saying we want waivers. I remember
24 after the Clinton administration came in a lot of people
25 wanted waivers. As a matter of fact, we even passed a bill

1 once or twice saying we're going to let that Wisconsin waiver
2 go through. And so we had a big battle over waivers. And
3 eventually we ended up passing welfare reform. I will tell
4 you it's been a great success, a great success for our
5 country, a great success for the states, and really a great
6 success for the individuals who used to be welfare recipients
7 who now have a job. And, ladies and gentlemen, there's
8 something like seven million individuals that are now in that
9 category. That's a success because of the efforts that
10 you've made, and I compliment you for it.

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

21 (applause)

22 SENATOR NICKLES: I also want to compliment
23 you and thank you in addition, because, this year, because of
24 a bipartisan group of -- as a matter of fact, I'll say I
25 believe, Governor Carper, you can correct me if I'm wrong, I

1 believe it's unanimous support from the Governors, the reason
2 why we were successful in getting Ed-Flex through, and I
3 think the administration was reluctant to do it, and this is
4 the idea of states having greater flexibility over some of
5 these education programs. It wouldn't have happened, but I
6 believe you had unanimous support from the Governors,
7 Democrat and Republican. That was a very positive step. The
8 President signed that into law this year, so we made some
9 progress there.

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

23 Well, in education, guess how many federal
24 education programs do we have? Be surprised. We have 788
25 federal education programs. Ed-Flex just touches a small

1 percentage, just a small percentage. We could do so much
2 more. And we can't do it, frankly, just as Republicans or
3 just as Democrats, or just as Congress. Frankly, we need to
4 do it all together. And I would urge you as you're working
5 -- I've told colleagues before, I said I think every
6 Governor knows more about education than those of us in the
7 Senate. This is the biggest part of your budget. It's a
8 very small part of our budget. I will tell you no one
9 Senator knows all about 788 federal programs. We can't. And
10 so I would urge you to maybe have some type of a working
11 group like you did on welfare to be working with us. And
12 let's take a look at those programs. Let's eliminate
13 hundreds of programs that we don't need. Let's find the ones
14 that really do work. Let's put special emphasis on those
15 where we can do the most good. Let's put emphasis where the
16 federal government has a real commitment. And I think you've
17 noticed -- I hope that you've noticed that those of us on the
18 Republican side we've worked to fulfill our commitments on
19 IDEA, and we're going to continue trying to do that. We're
20 going to try and give you flexibilities where you can provide
21 more education, more real results in improving education in
22 your states and, frankly, for our country as well. And so I
23 hope that we'll have an organized but also a focused
24 attention on reforming and improving education all across the
25 country.

1 Now, I mentioned 788 programs. I know the
2 President is going to be here a little later, but he is
3 trying to add to that number. He says, well, we need a
4 hundred thousand teachers at a cost of 35,000, but 5,000 to
5 administer the program. I disagree with that. He also has a
6 program to spend billions of dollars in federal money on
7 schools. I disagree with that as well. I think, wait a
8 minute, is this a federal government responsibility to be
9 hiring teachers for you? Maybe you need teachers. Maybe you
10 need more classrooms. Maybe you need buildings. Maybe you
11 need computers. Who should be making that decision? I don't
12 think that decision should be made in Washington, D.C. I
13 think that you should be making that decision with school
14 boards not federal bureaucrats.

15 (applause)

16 SENATOR NICKLES: A lot of us, myself
17 included, really do believe in the Tenth Amendment to the
18 Constitution. We really do believe that all other power is
19 reserved to the states and to the people. And we don't think
20 that just because there's a problem there should
21 automatically be a federal preemption, or there should
22 automatically be a federal solution. We passed a few years
23 ago my amendment that probably of all the things I've done in
24 my 19 years in the Senate, one Governor that's had more
25 positive reaction in our state than any is that we allow the

1 states to set the speed limits, not be dictated by the
2 federal government. So, we believe in state control. We
3 believe -- somebody said, well, you had an amendment to
4 increase the speed limits from 55. I said, no, we didn't.
5 We had an amendment that said the states should set the speed
6 limits. It shouldn't be dictated by Washington, D.C., and
7 say, oh, if you don't comply you don't get ten percent of
8 your money. So, we made that change, and I think that was a
9 positive change. And now we have -- we have a lot of crime
10 bills. And I want to work with you and encourage you. I
11 know there's a resolution dealing with preemption. I want to
12 work with you. Let's make sure that we don't try to
13 federalize all crime. Let's allow crime really to be
14 controlled by the states, and not say, oh, there's a --
15 there's a horrendous crime that just occurred, well, let's
16 make it a federal law. I think we do that, we're making a
17 serious, serious mistake. And I'll also add on that. I know
18 the President is coming in. He's going to say, hey, we have
19 a hundred thousand cops and, boy, that's responsible. A
20 hundred thousand federal cops. You know the cost of that is
21 about \$54,000 a cop? And you know the cost begins a 100
22 percent federal and then it's transferred back to the
23 cities. I don't really think that's a federal
24 responsibility. Maybe I'm unique and the President has been
25 successful in getting it funded in the past. But, really,

1 shouldn't the cities be making that decision? Shouldn't the
2 local community be making that decision? Is that really what
3 the federal government should be doing? Or is this
4 incremental, oh, this cop in this car, that's paid for by the
5 federal government; not this one. Same thing for the hundred
6 thousand teachers. I think that's a mistake.

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

16 (applause)

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

24 Another program that's come to light, and
25 actually I read about it on the front page of the Washington

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

22 And then I read almost the -- I started to say
23 the implied threat by the Clinton administration, but
24 according to the New York Times, always my source for
25 valuable information, says the Clinton administration will --

1 he will instruct the Health Care Financing Administration to,
2 "conduct comprehensive, on-site reviews of state Medicaid
3 enrollment eligibility processes in all states. Federal
4 officials will interview state officials and check case files
5 to assess compliance with current laws," and so on. In other
6 words, he's going to send out the HCFA police. States you
7 must do better. States you must do this. You must do that.
8 And, frankly, you're right on target. Right on target.
9 Years -- the three-year initial goal was to sign up 2.6
10 million. You've already signed up 1.3 and moving in the
11 right direction.

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

20 Let me just throw out a couple of things. The
21 Clinton administration says, well, that Senate bill, they
22 passed the Senate bill, it only covers 48 million people, and
23 our bill covers 161 million people. Let me rephrase what
24 that says. The Senate bill insures those who aren't
25 regulated by the states. That 161 says the federal

1 government is going to regulate state healthcare. The
2 federal government is going to decide, HCFA is going to
3 decide what should be in your plan. HCFA is going to decide
4 if your plan is adequate. HCFA is going to tell you how to
5 run your state employees' plan. HCFA is. The federal
6 government -- Secretary Shalala is going to be your Insurance
7 Commissioner. That's not a threat, it's a fact. Look at
8 what they have in their bill. He says if you're regulated
9 and they're uninsured, they're not covered, they're not
10 protected. Why? Because they're covered by the states.
11 Because they have this philosophy that federal government
12 knows best. We don't care what you do, states. We don't
13 care if 43 states have already passed a patient's bill of
14 rights. It's not good enough. It has to be replaced by the
15 federal government. We don't care if 39 states already have
16 emergency room procedures. Actually, all states have some
17 elements of emergency room. We don't care. That's not good
18 enough. The federal government is going to dictate who
19 should be covered in emergency room, for how long and for
20 what. All this emanating from this idea that the federal
21 government knows best. We don't care if the states have
22 already passed a rule dealing with communications of doctors
23 and their patients. Fifty states have already passed it.
24 We're going to supersede it and duplicate it with a federal
25 rule. That's what this issue is about. Some of us really

1 believe, wait a minute, states have preeminent roles. States
2 have insurance commissions. States have been regulating
3 insurance for decades. HCFA, wonderful people that they are,
4 really couldn't do it. Can't do it. Couldn't possibly do
5 it. And yet that's the power train or transfer of the,
6 frankly, the administration is trying to do.

7 We want to do some things different. One we,
8 under our bill, we don't want to increase the bureaucracy and
9 the duplication of states. But also we don't want to do
10 harm. We don't want to drive up healthcare costs and
11 increase the number of uninsured by a couple of million. We
12 want to increase access. We want to get more people
13 insured. So we passed a tax bill. The tax bill has some
14 provisions in it maybe you don't know. I understand the
15 President may come in and be critical of our tax bill. We
16 have a provision that says we're going to give above the line
17 deductions for healthcare costs for individuals. Guess
18 what? Big business can deduct their healthcare costs.
19 Corporations can deduct a hundred percent. Individuals
20 hardly any. You have to meet this little formula, seven and
21 a half percent adjusted gross income, and it really doesn't
22 apply to hardly anybody. What about small business?
23 Self-employed people only get to deduct 45 percent of their
24 healthcare costs. We make that a hundred percent next year.
25 A hundred percent. In other words, we try to make some

1 changes to the tax code in making real changes where more
2 people will have access, be able to buy healthcare. And
3 that's a big difference. And that's part of our tax bill.

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

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

22 (applause)

23 SENATOR NICKLES: Then he says, well, wait a
24 minute, it's risky business, you know, we're cutting too
25 much. Does he know the bill sunsets in ten years? Does he

1 know that if we don't meet our deficit reduction targets that
2 some of the tax cuts don't go into effect? That there's a
3 trigger mechanism that stopped the, frankly, the income tax
4 cuts that are geared towards the higher level incomes?
5 Doesn't he know that that's in the bill? So how could it be
6 too risky? Is it because we're eliminating the marriage
7 penalty? Because we increase the number of people who are
8 paying 15 percent, actually, our bill makes it 14 percent, so
9 they don't go into the next bracket, which is very high, 28
10 percent. You've got millions and millions of Americans --
11 let me just give you a couple of examples. You have millions
12 of Americans who are self-employed. An individual makes
13 \$25,000 taxable income, and they move into a 28 percent
14 federal income tax bracket. They also, as an individual,
15 they pay 15.3 percent Social Security and Medicare tax on top
16 of that. That's 43.3 percent for only 25,000 dollar taxable
17 income. The biggest portion of our tax cut is moving those
18 brackets up, giving people relief that make between 25,000,
19 or a married couple that make between 42,000 and 50,000. We
20 say they should be taxed at 15 percent or 14 percent, not 28
21 percent. So, we give real rate reduction for taxpayers.

22 We do some other positive things, too. We
23 take care of the estate tax. Why in the world should the
24 federal government be entitled to take 39 percent of
25 somebody's estate? If they have a taxable estate of a

1 million dollars, Uncle Sam wants 39 percent. Or if they've
2 done very well and they made -- maybe have an estate, a farm,
3 or a ranch or a business at three million, Uncle Sam wants
4 over half. Fifty-five percent. I think that's unfair. I
5 think taxes on the individuals that I'm talking about are too
6 high. And so we need to give relief, or we need to encourage
7 savings, and so we increase IRAs over a few years from 2,000
8 to 5,000. We make some positive changes. And I hope that
9 the President will reconsider. I hope that he doesn't say,
10 well, we're just going to veto this bill. We're not going to
11 give a tax cut.

12 When in the world -- if you have a three
13 trillion dollar surplus forecast for the next ten years, if
14 you don't give a tax cut now, when you going to give it?
15 Basically, the President is saying we want more money so he
16 can spend more money. He wants to spend it all. And so we
17 have a little difference of philosophy. Somebody asked me
18 are the doors closed in negotiation? No. I'm one Senator.
19 I voted for a tax cut in '95. The President vetoed it. Also
20 had a balanced budget. We voted for one in '97. He
21 eventually signed it. And that's the reason why you saw
22 capital gains reduced from 28 to 20 percent. That's the
23 reason why if a family is paying their income tax this year,
24 they get \$500 tax credit per child, because those of us on
25 our side said we want a tax cut, and we compromised and it

1 became law. And we're willing to compromise to pass a good
2 tax bill, a good tax cut for American people so they get to
3 keep more of their own money. So, yeah, we have a little
4 fundamental difference with the President. I hope and expect
5 that maybe we can work out our differences and help the
6 American people. Our goal and objective, whether you're
7 talking about healthcare, whether you're talking about
8 education, whether you're talking about working people
9 keeping more of their own money, I think it's achievable, and
10 it's something we should all be working on, working on
11 together, Democrats and Republicans, for the good and benefit
12 of our country. Thank you all very much.

13 (applause)

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

17 SENATOR NICKLES: Sure.

18 CHAIRMAN CARPER: And then we're going to go
19 back to the rest of our program. Any questions or comments?
20 Governor Thompson?

21 GOVERNOR THOMPSON: Senator, I just would like
22 to say thank you. Thank you for your willingness to work
23 with us as Governors on many different occasions. I've
24 always found you completely open-minded in regards to that,
25 and I want to thank you especially on behalf of all Governors

1 to keep that TANF money, the agreement you made and the
2 Congress did for five years. We are very much in your debt
3 and I appreciate your comments and thank you very much.

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

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

17 (applause)

18 SENATOR NICKLES: I hear you.

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

1 effort to retain?

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

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

1 would pass.

2 CHAIRMAN CARPER: Last question, Governor
3 Janklow?

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

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

1 with the federalism issues in the country. Is there a caucus
2 of people in the Congress that we can work with?

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

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

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

16 GOVERNOR JANKLOW: Let us never forget that.

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

19 CHAIRMAN CARPER: Thank you.

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

22 (applause)

23 CHAIRMAN CARPER: As Senator Nickles prepares
24 to take his leave I just want to say again, on behalf of all
25 Governors, thank you for the support of expanding education

1 flexibility to all 50 states. The Governors may remember,
2 particularly those that have been around for a few years,
3 that the first time we -- most of us ever heard about
4 education flexibility was sitting in the White House and the
5 President suggested it, I think it was February of 1998, that
6 we should extend Ed-Flex to all 50 states. We appreciate the
7 strong support from the Congress in making that possible.

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

17 The key to a high standard of living and a
18 good quality of life in our country in the next century will
19 hinge in no small part on our ability to make sure when
20 students walk across that stage or that football field to
21 graduate at the end of their twelfth year in school that they
22 can really write, they can read, they can think, they have
23 computer skills, and that they can do math. Throughout our
24 country, an analysis has taken place of the kind of skills
25 that young people are bringing out of our schools and the

1 kind of skill levels that our companies need in order to be
2 successful with their new employees. There is a gap, a gap
3 that has to be addressed.

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

19 For the last almost year now as an
20 organization this Chairman has sought to focus our energy on
21 what are we doing around this country, our 50 states and
22 outside of our 50 states to raise student achievement in a
23 number of primary areas. What is working? What is working
24 to raise student achievement? And we've focused in forums
25 from one coast to the other. Over 40 states have

1 participated, many Governors, and we thank you for that. We
2 have been focusing on how do we raise student achievement by
3 harnessing technology? How do we raise student achievement
4 by providing extra learning time for some students who need
5 that extra learning time? And how do we enhance and promote
6 student achievement by requiring accountability within our
7 states and within our schools of our states?

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

25 I just want to give you a flavor in a couple

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

16 A little over two years ago we began
17 administering statewide tests in reading, in writing, in
18 mathematics. Some of you have been doing that for longer
19 than we have. We started about two years ago. This coming
20 school year, we'll have our third year of tests that we'll be
21 giving with a focus on reading, writing and mathematics. We
22 have sought to provide for accountability, not just for
23 students and not just in our schools, but for accountability
24 also outside of our schools. There needs to be someone, we
25 believe, in the political arena, an elected official, who

1 assumes accountability, who assumes responsibility for
2 students doing better in our state or in our cities. The
3 city of Chicago it's the Mayor, Mayor Daley. In the state of
4 Delaware, it's the Governor. Remember that old adage, be
5 careful what you ask for, some day you may get it? Well,
6 this Governor asked for the responsibility for to be held
7 accountable for students doing better and the legislature was
8 only too happy to give it to me. But somebody needs to be
9 held accountable and in our state we say it's the governor.
10 We changed our law to provide for an appointed Secretary of
11 Education who reports back to the Governor and is responsible
12 to the people. So, we have sought to provide for political
13 accountability.

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

20 I'll mention a few things that we've done, and
21 one of the things we've done in our contract of mutual
22 responsibility with people who are on welfare, we require --
23 they are required, they commit to making sure their kids are
24 going to come to school, that they will be involved in the
25 lives of their children in school. Others of our school

1 districts are beginning to adopt similar kinds of contracts
2 of mutual responsibility between parents and those in school
3 districts. We've given by state law the authority to schools
4 -- school districts to literally subpoena recalcitrant
5 parents whose children are not showing up for school, whose
6 children are disruptive, and whose parents will not
7 participate or attend that school and to meet with school
8 officials. We've literally given those schools subpoena
9 power. We've also put in most of our elementary schools a
10 family crisis therapist, someone who is a go-between between
11 the school and the home. Someone whose job it is to draw the
12 parents out and to get them involved, particularly in
13 families that are in crisis, in the education of their
14 children.

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

1 or not they're accredited, superior accredited or whether
2 their accreditation is in jeopardy.

3 Next we dealt with student accountability.
4 We -- this fall, actually, this coming spring we'll for the
5 third year give students these tests in reading, writing and
6 mathematics. For students in the grades 3, 5, 8 and 10,
7 reading, writing, mathematics. For students next spring who
8 do not reach our standards in reading in grades 3, 5, 8 and
9 10, we require them to go to summer school with a focus on
10 reading. For students -- with state funds that we mandated
11 the state funds in summer school. At the end of the summer
12 school, if students still do not reach state standards for
13 reading, we mandate that they repeat the previous grade with
14 a focus on reading.

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

22 And, finally, students that are seniors -- not
23 seniors this fall, but sophomores this fall, in tenth grade
24 will take a high stakes test next spring and they'll be
25 required to meet standards on that test, particularly with

1 respect to reading and mathematics in order to get a diploma
2 in the year 2002. And if they don't meet standards with
3 tests they take next spring in reading and in math, in the
4 sophomore year, sophomore standards, tenth grade standards,
5 we require them to go to summer school, to be retested. If
6 they go on to the eleventh grade and haven't met our
7 standards, we test them again in the eleventh grade. If they
8 don't meet standards, go to summer school, be retested at the
9 end of eleventh grade. If they haven't met standards, be
10 retested again at twelfth grade. And, ultimately, if they
11 don't meet our standards in reading and mathematics they can
12 walk across -- in the year 2002, walk across that stage, on
13 the day of graduation, they can go across that football field
14 in their cap and gown, but they will not receive a diploma
15 from the people of Delaware, from the State of Delaware.
16 They will receive a certificate of attendance, completion,
17 but not a diploma from our state. And we're not doing that
18 to be mean or hard hearted, we're doing it because we think
19 we need real accountability in our schools.

20 And I'll close with this, the piece that we're
21 wrestling with right now, and I know some of you are, too, is
22 educator accountability. If you're holding politicians and
23 parents and schools and students accountable, what are we
24 doing to hold educators, teachers and administrators
25 accountable? And some states, and we're among them that are

1 wrestling with this, are trying to come up with a way to
2 evaluate the performance of educators and administrators, so
3 that somewhere in their evaluation there's reflected a
4 component of whether or not students are making progress from
5 the beginning of the school year to the end of the school
6 year. To objectively measure if students in that class or in
7 that school are making progress from the beginning of the
8 school year to the end of the school year. To the extent
9 that they are, terrific. To the extent that they're not,
10 provide extra professional development, extra help for those
11 teachers. But ultimately when the students in a teacher's
12 class or a school do not make progress, for that to be a
13 signal back to that school or that school district that this
14 is a teacher who needs to be working in another field, but
15 not in that school, not in that classroom. And that's the
16 one we're wrestling with right now. About a month from now
17 we'll have a special session in our state to deal with that
18 difficult issue of educator accountability. And we will
19 share with you what we do there, just as many of you have
20 shared with us what you're trying to do in your own states in
21 that area.

22 I think of everything that we're seeking to do
23 in our states, and God knows we deal with a lot of issues,
24 among the most important, maybe the most important, I think,
25 is trying to figure out how to raise student achievement, and

1 that's the key for, I think, a good quality of life and a
2 high standard of living in the next century. A lot of people
3 are working hard on that and I want to give a couple of them
4 a chance to share their thoughts and what they're doing in
5 this regard right now. And I'm going to go -- I think
6 Governor Hunt is over here. Governor, would you take just a
7 couple of minutes and share with us what you're doing in
8 North Carolina with respect to accountability? Governor
9 Hunt.

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

17 Mr. Chairman, you have laid out an excellent
18 approach that you all are using in Delaware. In North
19 Carolina we are doing many of the same things that you are.
20 In fact, the National Education Goals Panel in their report a
21 year or so ago indicated that Texas and North Carolina had
22 perhaps the two strongest accountability programs, and that
23 was measured by the Rand Corporation, and we have a lot of
24 confidence in them. Last week we issued our report, and I'm
25 going to pass these papers out and let them just go down

1 these lines. This is the front page of the main paper in the
2 state capitol. It says, "Scores show schools making the
3 grade." And, of course, it tells about the good things and
4 those that are not as good as you'd like for them to be. It
5 has a little diagram here in the middle that shows the
6 proficiency progress, in other words, how much progress our
7 students are making in being at grade level or above. And as
8 you imagine many of our minority students aren't nearly as --
9 doing nearly as well, although they're making more progress
10 than our majority students are.

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

1 at -- on the different sides of the table. If somebody from
2 North Carolina will help me do that.

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

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

22 Secondly, there ought to be real
23 consequences. Part of the consequences for us are what
24 people say when they read these reports in the newspaper.
25 You know, they get all excited about their school. A school

1 that happens to be named for me was one of the ten most --
2 made most progress this year among the high schools. Well,
3 we're really excited about that. They all -- also, if we are
4 below -- a poor performing school, and those have gone down
5 from 122 in our state when we started three years ago, down
6 to 13 this year. That shows you the progress you can make
7 when you are really reporting and people are holding you
8 accountable. We can let the principal go. We can measure
9 the teachers in very thorough ways to see if they ought to be
10 kept on. We send in an assistance team of up to five people
11 to spend the whole next year in those poor performing
12 schools. So, we really try to help them. And then if these
13 schools are above the goal, in other words, if they make 110
14 percent of progress, not just a year, but 110 percent, we pay
15 a bonus to each teacher of \$1500, and half that much to
16 aides. So, Mr. Chairman, I would just say to you it really
17 works. It is not without some anxiety, but we ought to have
18 anxiety when it comes to doing a better job to help our kids.

19 CHAIRMAN CARPER: Jim, thank you for that
20 report and for the leadership -- great leadership that's
21 you're providing. Governor Knowles and then I'm going to go
22 to Governor Engler. And I would ask you, I understand the
23 President is just arriving and we want to be able to
24 introduce him within ten minutes. So, just two minutes, if
25 you would, please.

1 GOVERNOR KNOWLES: Well, thank you very much,
2 Governor Carper. In what's called the information age it
3 certainly is no surprise that the top item of the national
4 agenda is excellence in education. If that's the battle cry,
5 then we know that the battle is going to be won in the
6 trenchwork of accountability, and I really appreciate,
7 Governor, your leadership with Smart Kids 4 Our Future, the
8 work that Governor Hunt has done.

9 And maybe just a couple points on
10 accountability. Certainly it's appropriate in Missouri to
11 talk about accountability, because what does accountability
12 mean? Show me. Now, show me, at least as popularized by one
13 recent movie, was show me the money, and I think, frankly,
14 that has been all too often what's been wrong with the
15 approach to education is the focus on that. What we want is
16 show me the results. And that's where the accountability is
17 focused primarily on students and the standards in the
18 testing. Alaska joins all of the states in America in
19 addressing that. Our particular approach has been to like
20 yourself, Governor Carper, emphasize three points; reading,
21 creative writing and algebra, with an exit exam. And that
22 was the first thing that we put in so that a high school
23 diploma means something more than just a slip of paper that
24 everybody gets. It means that you have passed an exit exam.
25 But if you don't get it started before the exit exam, it's

1 too late. That's why in third grade we have tests with
2 independent reading; seventh grade, creative writing; eighth
3 grade in algebra. And it's at that point that I think that
4 we can show that there is accountability for the students.
5 It's got to be far more comprehensive than that, though. As
6 touched on by Governor Hunt, we have to emphasize the
7 accountability in schools. We've delineated some definitions
8 in schools depending upon not only student attendance and
9 results but parent participation, the teacher accreditation,
10 and that has to do with whether a school is judged to be in
11 crisis, deficient, successful or distinguished.

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

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

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

23 GOVERNOR ENGLER: Thank you, Mr. Chairman.
24 I'll just pass on the Tiger reference. We're trying to do
25 even better than the Tigers in public education in Michigan.

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

23 One thing that is -- that's different and new
24 and I think is an accountability measure of a different sort
25 involves that tobacco money that Senator Nickles talked about

1 earlier. Michigan now took 75 percent of the tobacco
2 settlement, monies coming back to the State, and we put those
3 in a trust fund and we've established what we call the
4 Michigan Merit Award, and the Michigan Merit Award will be a
5 \$2500 scholarship to a graduating student who attends public
6 school, private school, can be home school, but they have to
7 take the state assessment test, though. That's the one thing
8 that's common. And we're going to provide an opportunity for
9 all to do that, and if they pass their assessment test in
10 reading, writing, math and science, the four core
11 competencies, if you will, there's a \$2500 scholarship. In
12 fact, we're so committed to education excellence, if they
13 want to go out of Michigan to go onto college, or take on
14 that specialized training in any of your states, they can
15 take a thousand dollars with them for that. And, Governor
16 Taft, if somebody for some reason, I wouldn't know, would
17 want to go to Ohio State, you know, I mean, they can take a
18 thousand dollars with them. And then when they came back to
19 really get that graduate education, you know, they could get
20 the other 1500 in a Michigan school. So they get that.

21 And we also provided that there's an
22 additional \$500 that can be set aside as early as the seventh
23 and eighth grade for the youngsters at that grade who do
24 well. So the combined award in a few years will actually be
25 \$3,000. And we intend, of course, to use that, and the

1 principals that we've talked to are very excited about this
2 because it really does sort of focus in and it does, Governor
3 Knowles, some of your comments, it actually puts the money
4 where the performance is, which I think is also an
5 interesting concept and part of accountability. It's
6 strictly merit. We had all of the debate about should you
7 take the top ten percent of every class, should you take the
8 top student. We said no, it's the same test, everybody is
9 going to take it, you all have an equal shot at winning it.
10 And we'll do what we can to fix the problems. And I think
11 maybe this will really help parents understand in a
12 comparative sense how it's going.

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

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

21 GOVERNOR DAVIS: Well, first let me thank you,
22 Governor, for your leadership focusing on education this
23 year. There is no more important priority, and I commend all
24 the others who have been at this a lot longer than I have.
25 But I just want to mention one thing on accountability.

1 People expect all of us involved in education to be
2 accountable. Even though I ad-libbed this comment I'm living
3 up to it. I will not run again unless test scores went up.
4 I was actually speaking to the American Legion, kind of
5 bragging about what we're going. But I said I don't want any
6 credit unless the test scores go up. In fact, I won't come
7 back and ask for your support if I run again unless test
8 scores go up. The moment I said it, I knew I shouldn't
9 have. I only saw two reporters in the room. I thought
10 nobody will hear about this. The next day it was in every
11 paper in the state. My first instinct was to say I meant I
12 wouldn't go back to the American Legion and ask them for
13 their support. But then I decided the heck with it, that's
14 what I'll stand for as Governor. And so I won't run unless
15 test scores go up.

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

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

1 get better and we're trying to reward improvement.

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

6 GOVERNOR DAVIS: Right.

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

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

21 I promised our Governors and spouses that when
22 we came here to St. Louis that we would provide a fistful of
23 good ideas of what's working around the country to raise
24 student achievement, and we're going to do a little better
25 than that, we're providing a toolbox, tool kit full of new

1 ideas. Full of good ideas that have been vetted and are
2 working coast to coast, from California to Delaware and a lot
3 of places in between to raise student achievement. I invite
4 you to take them home and to look at them, to share them with
5 folks up and down your state. We're also releasing today --
6 this is a task force report from the NGA, State
7 Accountability Issues, Challenges and Strategy. We're,
8 again, helping to provide those of us who are endeavoring,
9 laboring these vineyards with the road map that we need.

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

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

22 (applause)

23 CHAIRMAN CARPER: Governor Leavitt and I are
24 going to slip out of the room for just a moment. Please
25 remain in your seats, ladies and gentlemen, and we're going

1 to bring in our next speaker, the President of the United
2 States. Please stand at rest but don't go away.

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

9 (applause)

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

19 We're just real grateful that you would take
20 the time to change your schedule, Mr. President, in order to
21 join us today. And I would say in introducing the President
22 I'll be very brief. But all of us are aware of the
23 extraordinary gains we've made in employment in this country
24 over the last six and a half years since Mike Leavitt and I
25 have been Governor, Pedro Rossello and Mel Carnahan. All of

1 us are aware of how the unemployment rate has plummeted, how
2 the number of new jobs created has grown by, gosh, close to
3 20 million. The welfare rolls in this country, we just
4 celebrated the third anniversary of the signing of the
5 welfare bill with Governor Thompson and some others in
6 Chicago. The welfare rolls are down, I guess, the lowest
7 point they've been in some 30 -- 30 or more years.

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

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

1 led the nation's Governors.

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

14 (applause)

15 PRESIDENT CLINTON: Thank you. Thank you.

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

25 (applause)

1 PRESIDENT CLINTON: Thank you very much.

2 Thank you. Thank you. Thank you. Thank you. Thank you.

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

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

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

24 And, third, I promised to loosen the rules and
25 lift the regulations on Medicaid that had long stopped the

1 Governors from providing more healthcare for less. Six and a
2 half years later, I think it's clear that this partnership
3 has worked through the hard work of the American people and
4 the economic plan we've put in place in 1993, followed up
5 with the bipartisan Balanced Budget Act of 1997. We've
6 turned record deficits into record surpluses as Governor
7 Carper said. Most of your budgets also enjoy healthy
8 surpluses. We have the largest peace time expansion in
9 history and on Friday I announced that we've gone over 19
10 million new jobs in the last six and a half years with home
11 ownership the highest in history and minority unemployment
12 the lowest ever recorded. You all know, and I think Tom
13 referred to this that with the welfare waivers that we
14 granted the states followed by the Welfare Reform Act in
15 1996, your initiatives have led us to the lowest welfare
16 rolls in 32 years now. Last week in Chicago I was able to
17 announce that every one of your states is meeting the work
18 requirements of the new welfare law, something that the
19 American people should be very grateful for. And we now have
20 12,000 businesses in our Welfare-to-Work partnership
21 committed to hiring people from the welfare rolls into the
22 workforce.

23 With the bipartisan Balanced Budget Bill of
24 '97, we've created the Children's Health Insurance Program,
25 \$24 billion, the largest expansion of health coverage since

1 the creation of Medicaid. We've waived or eliminated scores
2 of laws and regulations on Medicaid including one we all
3 wanted to get rid of, the so-called Boren amendment. And
4 last week I signed the federalism executive order putting to
5 rest an issue that has divided the administration and
6 Governors for far too long.

7 (applause)

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

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

20 First, let me say that I do see this as a
21 generational challenge to deal with the aging of America; to
22 deal with the children of America which are more numerous and
23 more diverse than ever before; to deal with the long-term
24 economic health of America; to bring the light of opportunity
25 to places that have still not felt any of this recovery.

1 Those are just a few, but I think the biggest of our
2 long-term challenges. So what I propose to do is to take
3 over three-quarters of this projected surplus and set it
4 aside in ways that would enable us to lengthen the life of a
5 Social Security trust fund in ways that would cover the
6 entire life of all of those in the baby boom generation.
7 That is, I don't expect to be around in 2053. I'd like it if
8 it turned out that way, but I kind of doubt it will happen.
9 In ways that would lengthen the life of the Medicare trust
10 fund, bring the best that we know in terms of competitive
11 technologies and other things to play, have more preventive
12 screenings to try to keep people out of the hospitals and
13 have a modest prescription drug benefit. Something we
14 plainly would provide if we were creating Medicare for the
15 first time today. If we do that, there will still be enough
16 money to meet our fundamental obligations in education and
17 national defense, medical research, veterans, agriculture,
18 the environment and have a modest tax cut, and we can do it
19 and pay off all the publicly held debt in this country for
20 the first time since 1835 when Andrew Jackson was President.
21 We can do that in 15 years. Now, I think that's important
22 because in a global economy where interest rates are set in
23 part by the movements of money at the speed of light across
24 national borders, I'll make you a prediction, in 20 years
25 people will think all rich countries should not have debt,

1 because that will keep interest rates lower and investment
2 higher, more jobs, more incomes, smaller costs for everything
3 from homes to college education. And our trading partners
4 around the world that are struggling to lift themselves up,
5 or countries that get in trouble as the Asian countries did
6 over the last couple of years, will be able get the money
7 they need at lower interest rates, recover more quickly and
8 help us to continue to integrate the world into a global
9 market.

10 Now, as you know, I'm having a big argument
11 about this in Washington. And I know you've already heard
12 the other side of it. But, let me just say I think if you
13 hear it at first blush, the plan of the Republican leadership
14 has some appeal. They say look, we've got this big projected
15 surplus and we want to let the government keep two-thirds of
16 it and give the people a third of it, and why is that
17 unreasonable? Well, here's the problem. First of all, you
18 all have been there, a projected surplus is not the same as
19 one in the bank. And we don't know that. But, secondly,
20 there are -- the budget problems, economic problems and aging
21 realities that I would argue undercut this tax bill that has
22 passed the Congress. And let me just mention, first of all,
23 the two-thirds of the surplus that the Republican leadership,
24 and I applaud this, has committed not to spend is that
25 produced by the Social Security taxes. So, they say we're

1 not going to spend it at all, which means the only money
2 available for spending over the '97 budget caps is the
3 hundred percent they want to give away in the tax cut. And
4 it is a hundred percent because it's not just the size of the
5 tax cut, but when you cut taxes that much, you reduce debt
6 less, so your interest rates are higher. The interest
7 payments are higher. So you have to add to the tax cut the
8 interest payments that we will have to pay that we would not
9 otherwise have to pay. And that just -- so, basically it
10 means that the surplus we project to come from Social
11 Security taxes will be out here and it will -- if it's kept
12 that way it will be used to pay down the debt and that's
13 good. Not as much as my plan, but it does pay some down and
14 that is good, and I applaud that. But it also means that you
15 and we and the American people are stuck with the '97 budget
16 caps for the next decade.

17 Now, let me tell you what that means. First
18 of all, it's not real. The same people that voted for this
19 tax cut are up there spending money to help the farmers, and
20 they ought to be. We've got a terrible crisis on the farm in
21 America, and we need to deal with the present emergency and
22 we need a long-term modification of the '95 farm bill to
23 reflect the fact that it has no safety net. And we need to
24 do it in a way that doesn't mess up market prices, doesn't go
25 back to the bad old days of overly managed farm programs by

1 the federal government. There are ways to do this, and we
2 have to be careful how we do it. There are a lot of good
3 things in that farm bill in terms of having the government
4 get out of telling the people what to plant where. Had a
5 good conservation reserve program. Had a lot of good things,
6 but it had no safety net. So, the Congress, on the one hand,
7 is cutting the taxes and, on the other hand, is spending
8 money for farmers. They are putting more money back into the
9 veteran's health budget, which they ought to do. There's
10 some need there. They want a defense increase even bigger
11 than the increase I want, neither of which can be funded
12 under the new balanced budget calculations if you keep the
13 Social Security surplus out of it. And that doesn't count
14 what you will want us to do to help you in education or
15 Medicaid or anything else. And it doesn't count what I hear
16 at every place I go in every state in communities large and
17 small which is that we had cuts that were too severe in the
18 Medicare budget in 1997, which has imposed enormous burdens
19 on the teaching hospitals in every state in the country, on
20 the hospitals with large numbers of poor people, and on a lot
21 of therapy services, for example, for home healthcare, which
22 had been cut back.

23 So, on the one hand we've got a construct that
24 sounds simple and good. We keep two-thirds of the surplus,
25 we give you a third back to the people, but it means that we

1 have to stay within the '97 budget caps which are already
2 being broken, and which should be exceeded. You've got to do
3 something about agriculture. We've got to do something about
4 these teaching hospitals. We need some relief for the
5 Veterans' Administration. And that doesn't deal with all the
6 things that you've been talking about probably before I got
7 here.

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

14 Secondly, there are the aging realities. The
15 plan that has passed does not do anything to extend the life
16 of the Medicare trust fund, nor does it do anything, even
17 though it holds its taxes back, it doesn't do anything to
18 extend the life of the Social Security trust fund. Just
19 taking the tax receipts and holding them separate does not
20 extend the life of the Social Security trust fund. To do
21 that you have to do what I suggested, which is to take the
22 interest savings you get from paying the debt down for five
23 years and put them into the Social Security trust fund. And
24 I believe we have to find some way of bipartisan agreement to
25 increase the rate of return in the trust fund, and the only

1 way to do that is get out of buying something besides
2 government securities. And I think there's a way to do that,
3 and I still believe we can get an agreement on that. So,
4 there's -- then the third thing is the economic realities.

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

23 Now, consider the flipside of this. Here we,
24 the baby boom generation, our generation has been derided by
25 others and by ourselves for 30 years for being self-indulgent

1 and all that, and been poorly compared to the World War II
2 generation. Well, in their youth they were required to save
3 the world and to get us through the depression. And we had
4 no such challenge. But in our middle age we are being given
5 a chance to get this country out of debt for the first time
6 since 1835. We are being given a chance to stabilize Social
7 Security and Medicare so that when we retire we don't have to
8 have our hands out to our kids to support us and take money
9 away from them that they would otherwise spend on our
10 grandchildren. And I think it's the opportunity of a
11 lifetime.

12 Now, we can still have -- my view is the way
13 to resolve this is to stop putting the cart before the horse.

14 To pass the tax cut before we decide what the Medicare fix
15 is, what are we going to do on that? What are we going to do
16 to extend the life of the Social Security trust fund? And
17 what we need to spend for these other things is kind of like
18 a family sitting down to dinner and saying let's take the
19 vacation of a lifetime and when we get home we'll see if we
20 can't make the mortgage payment and send the kids to college.
21 You wouldn't do it, nobody else would do it, and I think it's
22 a mistake to do it.

23 Now, if you disagree with all this and you
24 want to go back and spend the Social Security surplus, we can
25 do it. We can do all these things. But you mark my words,

1 the interest rates will be higher, this economy will be
2 weaker than it otherwise would have been, and 30 years from
3 now we'll wonder what in the living daylights we did with the
4 opportunity of a lifetime. And I think that's why one of the
5 members of the Republican party who voted against this was
6 Governor Voinovich, who happens to be a Senator. And another
7 was Senator Snowe, who's spouse was one of our colleagues.
8 And so I just would ask you to consider this. To me this is
9 not politics, this is arithmetic. We went back to
10 old-fashioned arithmetic in Washington the last six and a
11 half years and it worked pretty well. We had to get rid of
12 two or three hundred programs. We've now got the smallest
13 federal establishment since John Kennedy was President. And
14 everybody had to take a little medicine they didn't like.
15 But because the economy has grown so much we've actually had
16 more money to spend than we ever dreamed, and we've begun to
17 lift children out of poverty. We've begun to do some other
18 things. But if you look at this looming problem of what the
19 aging of America will do, twice as many people over 65 in 30
20 years. If you look at what you all are facing with two
21 million teachers about to retire with the largest number of
22 kids in school ever, with increasing diversity, it just seems
23 to me that -- and if you look at the obligations I have and
24 that any President would have of either party to maintain
25 military readiness and deal with the aging of a lot of our

1 systems and to compete for talented young people to get them
2 into the military when they can get so many good jobs doing
3 other things, if you just look at all of this and if you look
4 at the fact that the money is not there yet, this is all
5 projected surplus, it seems to me that the better course is
6 to think of the long-term future of our children. And I
7 really do believe this is a generational challenge for the
8 so-called baby boomers, and I don't think we ought to blow
9 it, and if I can stop it, I will.

10 (applause)

11 PRESIDENT CLINTON: But -- but -- let me say
12 something else. This is not -- you know, it is literally
13 true that instead of spending more money on the farms, we'd
14 have to cut the farm safety net programs. We'd have to
15 eliminate the crop insurance program. We'd have to have a
16 \$32 million cut in Medicare, which we're not about to do.
17 We'd have to do all these things. But let me say that I am
18 also not pessimistic about this. You know, to solve this
19 problem, we have to have a -- to solve this problem, we have
20 to have a majority of both parties in both houses. And most
21 people say, well, you're already into the political season,
22 all the states -- some of you have done this -- all the
23 states have moved their primaries way up, so everything is
24 now about nothing but politics and we can't get this done. I
25 just think that is dead wrong. We passed a bipartisan

1 balanced budget agreement in '97, overwhelming majorities of
2 both houses, both parties. In '96, in the teeth of the
3 election, we passed that welfare reform bill, overwhelming
4 majorities in both houses, both parties. And, you know,
5 we're all still getting paid every two weeks, we're drawing a
6 check up there and if we just, you know, realize what we're
7 supposed to do for our check, we'll figure out a way through
8 this. I am not nearly as pessimistic as a lot of people are
9 about the prospects of our reaching an agreement, and I am
10 determined to try to do it.

11 Now, let me just talk briefly about two other
12 things that were a part of our partnership. One is welfare
13 reform. I know a lot of you have been concerned, probably a
14 lot of you in both parties, about the discussion in
15 Washington where some of you apparently have been asked
16 outright how would you feel if we took some of your welfare
17 reform money back. Now, to be fair, I want to just tell you
18 they're in a terrible bind, because they're living with the
19 budget caps and they want a tax cut that will keep them in
20 the budget caps and they got to spend -- they got to help the
21 farmers. They've got to do something for the farmers. And
22 we probably have cut the veteran's budget too much, and they
23 want to spend more and more -- more on defense, and there's a
24 general concensus that we need to -- not on how we should
25 help you with education, but on that we should continue to

1 support that as you have the largest school populations in
2 history. Now, I think that it would be wrong to take the
3 money away. But what I want to urge you to do is to make
4 sure that you've made every effort you can to spend the money
5 in the appropriate way. We know, for example, that we're way
6 below -- and this -- I'm trying to get this in the tax bill,
7 by the way, because keep in mind there can be a tax bill, it
8 just can't be as big as the one that's passed. We're way
9 below meeting the national need for childcare for low income
10 working people. And if we're going to move more people from
11 welfare to work, we got to do more on that. So I hope you'll
12 consider that.

13 There also are some states, I know, you know,
14 Governor Thompson only has 14 people left on public
15 assistance in Wisconsin, so, there are some states where the
16 reduction has been so low that arguably that it is physically
17 impossible to do, and if you all can come up with a fix for
18 that, for, you know, if you get the rates below a certain
19 amount that it deals with the education of poor children, or
20 something that, you know, tries to creatively deal with this,
21 bring it to me. I don't want to put anybody in an impossible
22 situation, but I think that the problem of giving poor
23 children a step on the ladder to a mainstream American life
24 beginning with education and healthcare, and good parental
25 support is a problem that our successors and interests will

1 be facing here ten, twenty years from now, and if we can set
2 up the right framework, we'll be doing a very good thing.

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

8 (applause)

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

18 Now, there's also some discussion in
19 Washington about whether the Congress should reduce the
20 funding for the CHIP program. And, again, I think that's a
21 mistake because between CHIP and Medicaid and now Funded, the
22 vast majority of children in this country without health
23 insurance could get it, and that would be a good thing. And
24 I want to say that thanks to the efforts that a lot of you
25 have made and the outreach efforts that have been made, the

1 Kaiser Family Foundation says that there's now 1.3 million
2 kids enrolled in the CHIP program, which is a huge increase
3 in the last six months. So it's finally beginning to pick
4 up. Now, however, we know that there's money out there for
5 four to five times that many children to get health
6 insurance. And, I think that rather than talk about giving
7 the money back to Congress, we should talk about how we're
8 going to invest it for the purpose for which it was intended.

9 It was one of the single achievements of the Balanced
10 Budget Act of 1997, a completely bipartisan thing, and a
11 really laudatory effort. But all of you had to get out there
12 and design programs and figure out how you were going to
13 interface it with Medicaid and figure out how to tell people
14 about it. It was a complicated thing but we wanted to do it
15 in a way that this portion of it would be as little hassle
16 for you as possible. And a lot of things that happened, in
17 Nevada, for example, I know our educator Governor there has
18 the school principals are getting children signed up for
19 CHIP. In Alabama the All Kids Program is mobilizing coaches
20 to enroll children who want to be in sports. In California,
21 Governor Davis is doing outreach for CHIP in ten different
22 languages. So, a lot of good things are happening, and I
23 think it's important that we remember that this year, this
24 coming school year will be the first full year of full
25 opportunity and operation of the CHIP program in all the

1 states. So, I think it's too soon to rush to judgment about
2 this. This is the first full year of fully operational CHIP
3 programs in all the states. I think we need to do more to
4 support the outreach and to take advantage of the children's
5 health issue.

6 Now, beginning tomorrow we're going to send
7 every school superintendent in America a letter and every
8 member of the National Association of Elementary Principals
9 will get letters from that organization asking them to
10 participate in an outreach effort to inform parents about the
11 value of health insurance and their eligibility. Next month
12 when the children get back to school, the Departments of
13 Justice and Health and Human Services are going to launch
14 outreach efforts with the United Way. For example, school
15 lunch applications will come with fliers explaining the CHIP
16 program. Workers are going to be sent to local McDonald's to
17 sign up families there. Health and Human Services is going
18 to run a radio message campaign to publicize it. I think
19 there is an enormous amount of promise that is still to be
20 fulfilled here. I need to ask you to do a couple of things.
21 First of all, we need more data to really make this system
22 work. We can't improve the program or know what's wrong with
23 it unless we know how many children have signed up for it.
24 Today 20 states haven't sent us the information. Some
25 haven't reported on the basic information about children on

1 the Medicaid rolls. And we know that from some outside
2 studies that in some states individuals who are Medicaid
3 eligible don't always get the opportunity to enroll without
4 delay as the present law requires. We need to figure out why
5 this is happening and figure out how to stop it. So, this
6 month, as was reported I think already, we will begin working
7 with you in partnership to do some on-site reviews to insure
8 that there are no roadblocks, intentional or even more likely
9 unintentional roadblocks, to those who are eligible for
10 Medicaid. I think that now that we have the funding and the
11 extra flexibility to manage welfare and healthcare, we've got
12 to make the most of it. Let me just give you some examples.
13 There's \$500 million in the budget to reach out to families
14 who lack health insurance but are eligible for Medicaid, to
15 simplify procedures for signing them up. We've gotten rid of
16 the senseless rule that two earner families that work over a
17 hundred hours a week are ineligible for Medicaid, even if
18 their incomes are still low enough to qualify. All of you
19 will get substantial funds on the tobacco settlements. They
20 can be used for preventing youth smoking but also for
21 expanding health insurance. I hope you will make the most of
22 this, and let me just make a couple of specific suggestions
23 about CHIP in addition to what we're trying to do. I think
24 the things that would have the greatest impact are
25 presumptive eligibility for CHIP as well as Medicaid, and

1 sending eligibility workers into schools, into churches, into
2 healthcare centers, into daycare and preschool centers,
3 places where the children are, where their parents will come.
4 We have, this was -- this is an enormous opportunity to
5 shrink the health problem of no insurance for children. We
6 know we have about ten million kids without health insurance
7 and the last six months of the CHIP program indicate to me
8 that if you just keep working at it, we can get up to at
9 least to the four to five million kids that we anticipated.
10 But if you look at the combined eligibility and the level of
11 funding of Medicaid and CHIP there's no question that the
12 vast majority of uninsured children in this country could in
13 fact get coverage. And it would make a demonstrable
14 difference in their health and in their performance in school
15 over the long run.

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

24 This is the last NGA meeting of the 20th
25 century, the 92nd meeting of the Governors. The 92nd year in

1 which you've met. I've been to 19 of them. The first one in
2 1908 was called by -- that's not the one I went to. Although
3 some days I feel like I went. The first one in 1908 was
4 called by a former governor, Theodore Roosevelt. He was a
5 great Governor and great President and very farsighted man.
6 And he called the meeting, interestingly enough, about the
7 conservation of our nation's resources. Now, I'll make you
8 another prediction. When I look around this room and I see
9 how many of you I've visited in natural disasters over the
10 last few years, you and your successors will spend a lot more
11 time in the next 20 years talking about the conservation of
12 natural resources in the context of natural disasters and
13 climate change, and so it will be deja vu again, and Teddy
14 Roosevelt will look even smarter than he does today.

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

25 (applause)

1 PRESIDENT CLINTON: Thank you.

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

13 PRESIDENT CLINTON: Thank you.

14 (applause)

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

22 (break)

23 GOVERNOR CARPER: Ladies and gentlemen, let's
24 prepare to begin the Executive Committee meeting. The Chair
25 would recognize at this time Vice Chairman Leavitt of the

1 National Governors' Association who has a motion with respect
2 to the minutes for the June 1st, 1999, Executive Committee
3 meeting. Governor Leavitt?

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

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

9 GOVERNOR KEMPTHORNE: Second.

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

13 (aye)

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

19 VICE CHAIRMAN LEAVITT: Mr. Chairman, through
20 May of 1998, NGA's operating fund revenue is on target. Our
21 expenses are running under budget, due to some staffing
22 vacancies. At the end of the year we had some timing
23 differences. NGA and the Center For Best Practice has --
24 currently have endowments that have bounced back from
25 unrealized stock losses that were suffered last year in

1 August and September, and they show positive returns at the
2 end of May. The investment endowment portfolio recently was
3 restructured to improve the asset allocation and
4 diversification, and the Center's temporarily restricted
5 funds now show a large surplus due to several major
6 foundation contributions that have been used to support the
7 Center's work in current and future years.

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

13 At this time the Chair is prepared to
14 recognize Fred Duvall. And I just want to say -- Fred may
15 have slipped out with the President, but I just want to take
16 a moment in his absence and to share with all of you, as many
17 of you know, Fred will be stepping down as the Deputy
18 Assistant to the President for intergovernmental affairs,
19 where he works with Mickey Abarro, and he's leaving that
20 position at the end of this meeting. Not that this was a bad
21 meeting or anything, but he had planned to leave at the end
22 of this meeting. He has been the person within the White
23 House who works on a day-to-day basis with the Governors, and
24 I would simply say on behalf of Democrat, Republican,
25 Independent Governors from across the country to Fred how

1 much we appreciate his hard work and his dedication and his
2 concern. He's been a good -- not just a good, loyal member
3 of the Clinton administration team in the White House, but
4 he's been a good friend to many of us. Let's give him a
5 round of applause if we could to say goodbye, Fred, and good
6 luck. Thank you.

7 (applause)

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

15 GOVERNOR: I move we adjourn.

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

18 GOVERNOR THOMPSON: Second.

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

22 (aye)

23 GOVERNOR CARPER: Nays? The ayes have it.
24 Thank you.

25 MEETING ADJOURNED:

NATIONAL GOVERNORS'
ASSOCIATION

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

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3 PLENARY SESSION

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

8 Ladies and gentlemen, please take your seats.
9 We'll convene this plenary session of the National Governors'
10 Association.

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

15 (applause)

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

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

1 in this city for the last couple of days.

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

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

24 I think before we go any further, I'm a big
25 baseball fan, as some of you know, and we've got some -- a

1 couple of the all time great baseball players in the history
2 of the game that are here this morning, and we have arguably
3 one of the finest tight ends that ever played the game of
4 football, as well. They've been here working with the
5 athletes, presenting awards and recognition to the athletes,
6 and they've come by today and brought some of the athletes
7 with them. Before I ask the athletes to stand up and take a
8 bow I want to ask some of our celebrities, sports
9 celebrities. Where's Mel? Is Mel Carnahan here? I was
10 going to ask Mel to maybe do the honors, but I'll do it
11 instead. How many of you ever watched Ozzie Smith play
12 baseball?

13 (applause)

14 CHAIRMAN CARPER: I think the first time -- I
15 told him this a minute ago. I said the first time I ever
16 watched Ozzie Smith play baseball is he was being introduced
17 at the opening of the All Star game, where they were
18 introducing players and bringing them out onto the field, and
19 he did -- I don't know if it was a forward flip or back flip,
20 he did one or the other, and I thought to myself, if he plays
21 baseball as well as he does that, he's going to be pretty
22 good. And I said to him, "Where did you learn to do that,"
23 and he said, "I learned to do that by watching Jackie Smith
24 get tackled." But, Ozzie Smith, thank you for being one of
25 the great ones, and for not only being a great baseball

1 player and inspiring a whole bunch of us from across this
2 great land, but for personifying a service above self.

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

5 (applause)

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

12 MR. LOU BROCK: A bunch of them.

13 CHAIRMAN CARPER: A bunch of them. All right.
14 938 if you're counting, and over 3,000 hits. And I just want
15 to say there's a couple of guys trying to close in on you
16 there these days, but I don't know that anybody will ever
17 steal that many bases and get that many hits, and besides
18 that to marry a woman as wonderful as you have. But he's
19 done it all. Ladies and gentlemen, we have here Lou Brock,
20 and joined by his boss, Mrs. Brock. Would you both rise and
21 take a bow? Come on.

22 (applause)

23 CHAIRMAN CARPER: As I said earlier, the
24 other -- one of the other Smith brothers, the one who taught
25 Ozzie how to make those flips and look just extraordinary at

1 the introduction of the All Star games, but a fellow who
2 played tight end for the -- not the St. Louis Rams, but the
3 St. Louis Cardinals, for a lot of years in the '60s, late
4 '60s and early '70s. How many Pro Bowls? Five Pro Bowls,
5 as I recall. Retired at the age of 53. When he retired he
6 wasn't 53. He doesn't even look 53 now, and I won't ask how
7 old he is. But he led all the tight ends that ever played
8 the game. When he retired nobody had more receptions, nobody
9 had more touchdowns, nobody had more reception yardage, and
10 he's here this week to work with a lot of our athletes and
11 we're just delighted that you're here today. Thank you,
12 Jackie Smith. Welcome.

13 (applause)

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

22 (standing ovation)

23 CHAIRMAN CARPER: For our athletes I would
24 just say we're spending a fair amount of time in the time
25 that the Governors are here focusing on raising student

1 achievement, but each one of these Governors also know the
2 value of taking care of our bodies and exercising and the
3 value that sports plays in determin -- depending -- and
4 really helping to determine good teamwork and it's just
5 incredibly important to our lives. So we thank you and we
6 salute you.

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

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

1 have a chance to reach those standards.

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

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

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

21 Somewhere up here we've got a book that I
22 wanted to raise, and I don't know -- Jonathan, where is that
23 book? All right. Thank you. Our Governors received a tool
24 kit. I'll say this to Tim and to Bree and to Brittany. Our
25 Governors received a tool kit yesterday, and that tool kit

1 has a whole bunch of good ideas, more than just a fistful of
2 ideas, but just a ton of good ideas on how to raise student
3 achievement. One of the ways we do it is provide before
4 school and after school programs for students. This book
5 right here, the Governors, one of these is in your tool kit,
6 and I would just ask you to keep this in mind as you're
7 leafing through it on your way home that you get a bunch of
8 good ideas right there.

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

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

23 In the work that they've done, they gotten a
24 couple of good ideas together, and I just want to mention a
25 few of them, and they've actually pointed to some different

1 states. Georgia. Where is the governor of Georgia? All
2 right, Roy. Now, down in Roy's state they've come up with
3 something called The 3:00 Project that Roy has told us a
4 little bit about, and it's a statewide network of after
5 school programs in his state where they've improved their
6 grades in at least one subject, one subject for the kids that
7 have participated there.

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

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

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

23 GOVERNOR JANKLOW: I wear their letter
24 sweater.

25 CHAIRMAN CARPER: All right. All right.

1 Well, good. Anyway, at Whitmer Middle School they instituted
2 their After-School Program, and listen to this, office
3 referrals dropped by almost 20 percent. School suspensions
4 dropped by 10 percent, and that is in the first year.

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

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

23 We've got a lot of -- I've had a lot of
24 partners as Chairman of NGA over the last year and one of
25 those partners has been Laurie Wesley from Voyager Expanded

1 Learning, and I just want to say to Laurie thank you very,
2 very much for helping us to produce this excellent video.
3 Would you just join me in giving her a round of applause?
4 Thanks, Laurie.

5 (applause)

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

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

24 Twenty-seven of the 43 states responding to
25 the survey already have an interagency structure in place.

1 We've got a Family Services Coordinating Council, a Multi
2 Agency Coordinating Council that you've got in place to help
3 deal with these kinds of issues.

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

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

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

21 I just want to say to Brittany Davis -- ah,
22 Jonathan Jones reminds me before I introduce our panel and
23 have our Governors introduce our panel, we want to take a
24 look at this video. And we've got a screen back here and
25 we've got a screen back here. Got about a five minute video,

1 and I don't want us to miss this. This is good stuff. So,
2 without any further ado, why don't we maybe dim the lights a
3 little bit and take in this video and then we'll go to our
4 panel. Thank you very much.

5 (A videotape entitled "Unlocking Time: Extra
6 Learning Opportunitites in America" played at
7 this time)

8 CHAIRMAN CARPER: What do you think?

9 (applause)

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

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

18 GOVERNOR SIEGELMAN: Governor --

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

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

23 CHAIRMAN CARPER: Sure. Yeah. Please, yeah.
24 Governor, I hope you're not going to brag about some of your
25 athletes, are you?

1 GOVERNOR SIEGELMAN: In sports as it is in
2 politics, there is always a winner and a loser. The good
3 news for Alabama is that we have with us the winners of the
4 women's basketball championship from Birmingham, Alabama and
5 their astute coach Senator -- State Senator Rodger
6 Smitherman. The bad news for Ohio is they lost and we won.
7 But, Bob, I'd like for you all to join me in welcoming the
8 national basketball women's championship of the 15 year old
9 category.

10 (applause)

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

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

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

25 GOVERNOR DAVIS: We do. You started to

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

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

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

23 We are very proud that Brittany is here to
24 speak about the START program, and please welcome her,
25 Brittany Davis.

1 (applause)

2 CHAIRMAN CARPER: Brittany, you're on. We're
3 all ears.

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

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

24 After the homework component it is time for
25 literacy centers. This is a fun way to improve our skills in

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

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

1 thus turning them into creative and useful items.

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

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

21 CHAIRMAN CARPER: Thank you, ma'am.

22 (applause)

23 CHAIRMAN CARPER: Good job. Were you always
24 this good a speaker? Huh? Did this program help you at all
25 with public speaking or anything?

1 BRITTANY DAVIS: No.

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

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

15 (applause)

16 GOVERNOR JANKLOW: You know, I'm probably as
17 conservative as any governor in America, and in a world that
18 I'd like to live in parents would be home with their
19 children, at least one of them. And during the formidable
20 years when children are raised there would be a mother and/or
21 a father there who would be there during these hours when
22 children aren't in school. On the other hand, I have to take
23 the world as I find it. I live in a real world. Recognizing
24 that, I think all of us as elected officials have unique
25 responsibilities to address the real issues that affect our

1 people in our states and in our country. Two years ago,
2 South Dakota had after school programs in one out of every 19
3 school districts. This fall South Dakota will have school
4 programs in one out of every 3.5 school districts. That's
5 virtually a six-fold increase in two years. The number of
6 children in those programs this fall will be almost a 600
7 percent increase in the -- in terms of attendance in these
8 programs as they're greatly expanded throughout our state. My
9 goal over the course of the next two years is to see to it
10 that every one of the 161 school districts in our state have
11 an After-School Program, which is a great challenge in rural
12 states where if the kids don't make the bus, it becomes a
13 real problem in terms of how you're going to get them
14 transported, recognizing that in 101 of our school districts
15 60 percent of them, we have less than a hundred kids in the
16 high schools. So, you can see the unique challenge, but that
17 doesn't mean that we don't need to address them.

18 Today I get the privilege of introducing you
19 to a typical young South Dakota student. He's a young man
20 who attends school, junior high school at Whittier Junior
21 High School in Sioux Falls, South Dakota. Tim is the first
22 individual from his family who was born in America. All the
23 rest of his family were born elsewhere. Tim is a South
24 Dakotan who participates in the Whittier After-School
25 Program. This was one of the schools that received one of

1 the first grants that I gave experimentally a couple years
2 ago to deal with -- to see if we could address these after
3 schools and these extra learning issues. At the same time,
4 because of the success of the program and the way the
5 teachers and the administration, the parents and the students
6 have blended and worked together, they were able to receive a
7 21st Century Community Learning Center Grant from the federal
8 government, which frees up some funds that I need to now
9 address other school systems within our state.

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

15 (applause)

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

18 MR. TIM YIM: Good morning, everyone. My name
19 is Tim Yim and I am from Sioux Falls, South Dakota. I am 12
20 years old. I just finished my first year at Whittier Middle
21 School. I'll be in seventh grade this year. When I first
22 walked into Whittier, I thought I would have a fun year, but
23 since there are about 940 students at my school, I was also
24 worried about getting picked on and getting into trouble. I
25 thought that if I didn't have anything to do after school I

1 might start fooling around by walking the streets. There
2 were so many kids that I felt lost in the crowd. One day at
3 the beginning of the year I went to Whittier After-School
4 Program. I saw people talking with their friends and playing
5 games like air hockey, ping-pong and video games. I saw one
6 of my friends and played foosball. After that day, I went
7 quite often. I even got to know Roger, the Director. He
8 became a special person to me. He was like a friend who made
9 me feel at home. After going for awhile, I met more people
10 and felt like I belonged instead of feeling lost in the
11 crowd.

12 Lots of kids from my school go to the
13 After-School Program. This program is sponsored by my
14 school, the Sioux Falls YMCA, the state of South Dakota,
15 United Way and several churches. From 3:30 to 5:30 each day
16 after school we could play games, go to the computer lab and
17 meet special guests. These guests would show us neat
18 things. I learn how to make ice creams and other snacks. We
19 learn how to use our math skills when measuring ingredients
20 for recipes. You really have to follow directions and even
21 that was fun. We shared our food with others. I even
22 learned how to draw and paint in different ways. Every once
23 in awhile we took field trips which were really neat. We
24 went roller skating, rode go-carts and attended a Sioux Falls
25 CBA Skyforce game. Without the After-School Program I would

1 not have been able to do all those things. I really looked
2 forward to these trips and I even have friends who went,
3 too.

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

22 Even though I was born in South Dakota I am
23 proud to be Cambodian. Some day I want to be a doctor who
24 helps other people. My parents, along with four brothers and
25 one sister, would be very proud of me since there are no

1 doctors in my family yet. My mom has diabetes and sometimes
2 says that she may not be around too long. I want her to be
3 proud of me for doing the right things while she is still
4 here with us. I would like to thank all the sponsors for
5 giving me and other kids the chance to be part of this
6 program at Whittier.

7 (applause)

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

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

19 GOVERNOR O'BANNON: Thank you, Tom, and thank
20 you for leading this program on extra learning
21 opportunities. So many of us react, or react in crisis in
22 what's needed in our communities, and then generally the
23 local community leadership takes that lead as have in our
24 schools in Indiana, and two years ago -- two and a half years
25 ago, we put funds for grant funds to help them with before

1 school and after school opportunities for young children,
2 really from a safety program. We call it Safe Haven, was the
3 initial reason for it, to keep them off the streets and with
4 gangs or where drug dealers might be on the corners. And as
5 we extended that we knew exactly what was happening in
6 schools because it was improving their academic performance
7 and it was decreasing behavioral problem. So, as we looked
8 at that safety factor, we also looked at the education, and
9 moved it forward.

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

18 So, I'm happy to introduce Bree Emsweller.
19 She is representing the 4-H organizations in which she's been
20 active for ten years. Highlights of her 4-H career include
21 averaging eight projects a year. That's learning
22 opportunity. Serving as an officer at the local, state and
23 national level. That's leadership ability. And certainly
24 receiving the Governor's silver tray for citizenship and
25 attending numerous national events. She's from Danville,

1 Indiana, just west of Indianapolis, and is ready to begin her
2 sophomore year at Purdue University where she's majoring in
3 health promotions. Bree.

4 (applause)

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

20 We live on a 10-acre farm in Danville,
21 Indiana, which is about 30 minutes west of Indianapolis. I
22 was very active in high school, pretty good student, member
23 of many different clubs and Vice-President of my senior
24 class. I guess you could say I'm the type of person who
25 likes to get involved. But it is through 4-H where I truly

1 found my niche for involvement. I'm completing my tenth year
2 and final year of 4-H this year, and without a doubt my 4-H
3 opportunities have shaped my personality more than any other
4 outside part of my life.

5 4-H in the early 1900s was geared toward a
6 rural agriculture community, and over the years has become
7 the largest coeducational youth organization in this country.
8 It has projects for everyone's interest, whether they be a
9 boy or girl, live in a big city, small community or on a
10 farm. The agricultural stereotype is slowly starting to
11 diminish, but it is important to realize that any type of
12 youth may become involved. There are 6.5 million youth
13 involved in 4-H today. I began mini 4-H in kindergarten.
14 Mini 4-H is an opportunity for younger children, kindergarten
15 through second grade, to become excited about joining the
16 regular 4-H program. Enrollment for 4-H begins in third
17 grade and continues on through twelfth grade. A wide variety
18 of projects are offered. My county alone offers over 72
19 different research-based projects. So this really allows
20 young people to choose projects that fit their interests.

21 I have averaged eight projects per year and
22 some of my projects include horse and pony collections,
23 health and foods. The ultimate goal is exhibiting our
24 completed projects at the county fair in hopes of continuing
25 on to the state fair.

1 I'm also very active in the Junior Leader
2 Program. I like to describe Junior Leaders as the student
3 council of 4-H, which we participate in many community
4 service activities, such as roadside cleanup and providing
5 concessions for community-wide events. It's a unique
6 opportunity to meet peers from the entire county.

7 We also serve as role models for the younger
8 4-H members and help encourage them with their projects.
9 Junior Leaders is a year long project where we meet once a
10 month, have meetings and recreation time. While I help
11 others I feel great about myself. 4-H has also allowed me
12 the opportunity to travel and meet people from all over the
13 country. Many of my best friends I make are through 4-H.
14 I've attended many camps, workshops and conferences providing
15 me the opportunity to travel as far as Washington, D.C.
16 several times to become more involved with the 4-H program on
17 a national level. One of my favorite trips to Washington,
18 D.C. was the National 4-H Conference where I was the only
19 representative for Indiana to serve on the National Youth
20 Directors Council for one year, and I explained to other
21 states how 4-H in Indiana is run. Each state is quite
22 different but we all have the same common goal, to educate
23 and build leaders for the future.

24 On the State level I am currently serving a
25 two-year term on the Indiana State 4-H Foundation Board,

1 where I am one of two youth voices on this board. It's so
2 exciting and rewarding to have such a close connection to the
3 happenings of 4-H in my own state.

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

10 4-H has taught me many life skills. For
11 example, I've gained organizational and leadership skills,
12 how to be a role model for younger members, and it has given
13 me the poise and confidence to communicate with people of all
14 ages. I have learned responsibility by making sure my
15 projects are completed on time. I've also learned
16 parliamentary procedure skills when I run my meetings, but
17 most of all I have learned the importance of never giving up
18 and putting forth my best effort in all that I do, whether it
19 be in 4-H or any other areas of my life. 4-H has given me
20 the self worth to feel like I am an important person and I
21 continue to strive in the 4-H motto "to make the best
22 better." Thank you.

23 (applause)

24 CHAIRMAN CARPER: Bree, well done. Welcome
25 today and thank you for your testimony -- for your testimony.

1 I think what I'd like to do now is just really open it up to
2 the Governors. We've got some experts here and all of us who
3 are interested in finding out how to make extra learning time
4 work, the Chair would be happy to recognize anybody around
5 the table for questioning of Tim or Bree or
6 Brittany. Governor Ridge.

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

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

21 MS. BREE EMSWELLER: My school wasn't a part
22 of 4-H, but I'm aware that many schools do involve 4-H in
23 their school. But I think it is important to continue to
24 expand the partnership between 4-H and the school, because
25 I'd like to really see it more involved with the school. But

1 for me personally, no, it wasn't with school.

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

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

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

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

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

16 MS. BRITTANY DAVIS: Yes.

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

19 MR. TIM YIM: Yes, I do.

20 GOVERNOR RIDGE: Thank you.

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

23 GOVERNOR HUNT: Brittany, I'd like to ask you
24 a couple questions about your program. All of you did great.
25 First of all, do you have to be invited to participate in

1 START? Is it available to certain kids but not to all of
2 them?

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

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

11 MS. BRITTANY DAVIS: Pardon me?

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

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

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

23 MS. BRITTANY DAVIS: Yeah.

24 GOVERNOR HUNT: Do you have a teacher who's
25 helping there? Who's in charge of it at that point?

1 MS. BRITTANY DAVIS: The teachers, but recent
2 START members come and help again. They come back and help,
3 and help with the homework and stuff like that.

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

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

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

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

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

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

24 MR. TIM YIM: They would probably be doing
25 drugs or probably getting in fights.

1 CHAIRMAN CARPER: Okay. Thank you.
2 Brittany?
3 MS. BRITTANY DAVIS: Me?
4 CHAIRMAN CARPER: Yes, ma'am, you.
5 MS. BRITTANY DAVIS: Oh. Um, I would probably
6 be at my house doing -- just watching TV, not doing anything.
7 Just sitting there.
8 CHAIRMAN CARPER: All right. Thank you. All
9 right. Some others? General.
10 GENERAL POWELL: Do you ever get hassled
11 because you're in this program by other kids who are out on
12 the street not doing anything? Are you looked at differently
13 by some of your fellow students because you're making this
14 effort to improve your education and do the right things in
15 life?
16 MS. BRITTANY DAVIS: Um, pardon me? What was
17 the question again?
18 GENERAL POWELL: Do you sometimes get picked
19 on by other kids because you'r sort of separating yourself
20 and you're not out on the street, you're not --
21 MS. BRITTANY DAVIS: No.
22 GENERAL POWELL: -- doing those wrong kinds of
23 things?
24 MS. BRITTANY DAVIS: Never.
25 GENERAL POWELL: Okay. How about you, Tim?

1 MR. TIM YIM: I don't know. Probably not.

2 CHAIRMAN CARPER: Okay. All right. Governor
3 Davis?

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

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

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

21 MS. BREE EMSWELLER: 4-H makes me want to
22 become more involved with my community. I want to continue
23 to serve. It makes me feel good about myself. Coinciding
24 with school, though, with 4-H you can take projects that
25 interest you on any type of level. I took forestry and

1 wildlife and that type of project for a long time and that
2 helped me in school with biology and all my science classes
3 because I had the outside knowledge. I went ahead and I did
4 the research myself. I learned about wildlife. I learned
5 about forestry, the trees and stuff, and so when I went to
6 school in high school and had to take biology and botany, and
7 all that stuff, I already had that edge because I wanted to
8 do it on my own. So, that's the way I feel 4-H has helped me
9 in school. But outside of school it's given me the
10 confidence just to, like I said, I feel I can talk to most
11 anybody. It's taught me leadership skills and it's just
12 given me many different opportunities.

13 GOVERNOR DAVIS: Thank you.

14 CHAIRMAN CARPER: Governor Hodges?

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

17 CHAIRMAN CARPER: I'm sorry.

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

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

1 GOVERNOR DAVIS: That's terrific.

2 CHAIRMAN CARPER: Thank you. Governor Hodges.

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

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

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

19 MS. BRITTANY DAVIS: Uh-huh.

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

22 MR. TIM YIM: Huh?

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

25 MR. TIM YIM: Seventh.

1 CHAIRMAN CARPER: Seventh. And Bree will be a
2 sophomore at Purdue; right?

3 MS. BREE EMSWELLER: Right.

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

21 MR. EMSWELLER: Well, I'm happy to say that
22 the legislature and O'Bannon have just passed a bill
23 providing \$2.8 million to provide quality extension education
24 for the 4-H program, so that's always positive to know that
25 we have that support. But, like I said earlier, just to

1 continue support of the schools with it, get the community to
2 know how important 4-H is, that it can impact everyone's
3 life. Just let everyone know that it's a worthwhile
4 organization.

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

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

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

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

25 CHAIRMAN CARPER: Well, good. Well, good.

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

16 (applause)

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

23 GOVERNOR GILMORE: Governor, thank you very
24 much. I appreciate the opportunity to join with you and all
25 of our colleagues around the country in welcoming General

1 Powell to this event today. He does reside in McLean,
2 Virginia. He's a great Virginian and adds to the quality of
3 life in the Commonwealth of Virginia. But he's also a great
4 American. He has demonstrated national leadership when he
5 was a General of the Army and working in Desert Storm. He
6 demonstrated a leadership that gave America confidence in the
7 rightness of its work and its efforts in international
8 leadership. And now that he is retired from the Army he has
9 not stepped aside, he is instead now working with youth and
10 volunteerism as Chairman of the America's Promise. This
11 demonstrates the ability of people in the communities to go
12 out and do good things for kids and good things for the
13 quality of life for everyone in America. So, perhaps his
14 greatest contribution is his contribution to purpose and
15 national unity for all these United States, and thank you
16 very much for allowing me to welcome, together with all of
17 our colleagues, General Powell to the National Governors'
18 Association.

19 CHAIRMAN CARPER: Let me just add -- thank
20 you, Jim. Let me just add a word or two myself. Some of you
21 have heard the old saying I'd rather see a sermon than hear
22 one. Right? I'd rather see a sermon than hear one. With
23 General Colin Powell, we're going to hear not a sermon but I
24 expect a pretty good inspirational message and some idea of
25 what he is doing with the help of a lot of other people

1 through America's Promise to intervene in the lives of young
2 people all over our country. But the thing that I especially
3 admire about this man is when we see him we see a sermon. In
4 the way he leads his life, not to try and do so to credit or
5 attention to himself, but to use his life, the prestige and
6 the respect that he enjoys to energize a whole nation to
7 reach out and to help young people. That is -- this man
8 could have been President and either party would have been
9 happy to have had him on their ticket, and he chose to take a
10 different path, but I think in doing so he may have a more
11 profound and lasting presence, impact than any governor or
12 any President could ever have. General Powell, we were
13 delighted to welcome you to Delaware a couple months ago and
14 we're even prouder to be able to welcome you here today to
15 the National Governors' Association. Ladies and gentlemen,
16 General Colin Powell.

17 (standing ovation)

18 GENERAL POWELL: Thank you very much, ladies
19 and gentlemen. Thank you. Thank you so much. Thank you
20 very much. Thank you very much, ladies and gentlemen, and
21 Governor Carper, I thank you for that warm welcome. Governor
22 Gilmore, thank you, sir; Governor Janklow, for your kind
23 remarks. And it's a great pleasure to be here at the
24 National Governors' Association, and I want to especially
25 thank the three young people we just heard from. They made

1 my case. They've given my speech. That's the sermon you
2 wanted to see rather than hear from me because they said it
3 all. And they weren't just talking about expanded learning
4 opportunities, there was much more in what they said. They
5 said that they were living in communities where the whole
6 community came together and gave them a safe place, a place
7 where they were free from danger, a place where they could
8 learn, a place where they could learn more about themselves,
9 a place where their lives were flooded with caring adults who
10 worried about them and who were determined that they were
11 going to be successes in life. And they will be successes in
12 life. And, so, I congratulate the three young people for
13 what they have said and what they are doing with their lives,
14 and I congratulate the states that are represented by these
15 three youngsters. And they're symbolic about what's
16 happening all over the country with this kind of a program.
17 And I'm glad that National Governors' Association has been a
18 partner with America's Promise in expanding this crusade
19 across the country.

20 Governor Carper and your new chairman to be,
21 Governor Leavitt, have been great supporters of America's
22 Promise. Just a few months ago I was in Delaware with
23 Governor Carper and we had two summit meetings in one
24 afternoon, one at four o'clock in Newark, Delaware and then
25 down at Delaware -- in Dover, Delaware and 2,000 people came

1 out at each of those locations to hear this message. And for
2 days afterwards hundreds of people called in volunteering to
3 be mentors, to be the kinds of volunteers that could work in
4 the programs that you've heard discussed.

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

16 This is what's happening around the country
17 and I could go around the table and give you example after
18 example. And so I congratulate the Governors for the
19 leadership role they are playing in this crusade. I
20 congratulate the association for the theme they have selected
21 for this conference, Smart Kids 4 Our Future, and with your
22 focus on accountability and technology and these expanded
23 learning opportunities. The youngsters we just saw, the
24 teachers that were recognized here yesterday, I applaud all
25 of these marvelous programs, because this is really about the

1 future of America. And when we talk about the future of
2 America, we're talking about our children, we're talking
3 about those gifts that were given to us by God, not just to
4 their parents but to the whole community and the
5 responsibility we have to those children.

6 The reality of life in America is that most of
7 our children are doing just fine. Most of them are coming up
8 in good, strong homes and they've got fine parents, members
9 of the extended family taking care of them. Most of them are
10 going to fine schools. Most of them are filling great
11 universities such as Purdue and so many others. And they are
12 all coming out of those universities at age 23 and they're
13 launching an IPO for .com something or other and becoming
14 multimillionaires by 25. Or they're joining the Armed Forces
15 of the United States and they're going to far away places and
16 serving proudly, and we look at those youngsters with respect
17 and we know this is what we want all of our youngsters to
18 look like. But not all of these youngsters are from great
19 backgrounds and wonderful communities. Some youngsters have
20 to overcome adversity and come out of poor backgrounds, what
21 we might call not well to do communities, and they do well,
22 too. And it is not a guarantee that if you live in a good
23 community you will necessarily turn out well. But what is
24 increasingly clear to me is that all youngsters, those on the
25 path to success and those who are looking for that path to

1 success need more than anything else the involvement of
2 adults in their lives. Adults in many shapes, parents,
3 extended family members, volunteers at a club, people who put
4 on a 4-H program or a START program or the kind of initiative
5 that the Governor of South Dakota took to expand that extra
6 learning opportunity throughout his state. Because despite
7 all of the success we have had, there are 15 million
8 youngsters who are in difficulty, who wonder if the American
9 dream is there for them, who wonder if they can pursue an
10 American journey, who wonder if the adults that they see in
11 their lives are the models they should follow. Drug dealers,
12 people who are prone to violence, they wonder if that's the
13 model they're supposed to look at. And the answer we must
14 give to these youngsters is that, no, that's the wrong model.

15 And the time to give that answer and to give
16 that answer with all the power that we can give it is now.
17 Now at a time in our nation's history when we are wealthy,
18 when our economy is second to none on the face of the earth,
19 where we have such opportunity, where we see decentralization
20 away from federal authority, and Governors having more and
21 more authority, and local leaders having more and more
22 authority and the resources to use with that authority. This
23 is the time, now, as we end this century and get ready the
24 next to turn all of our attention to the challenge facing so
25 many of America's young people. At a time when we are also

1 preeminent on the face of the earth, where we're not facing a
2 competing ideology. There is no communism. There is no
3 fascism out there. There are dangers, but our system of
4 democracy, our system of the free enterprise system is
5 triumphant, and anybody who wishes to be successful in the
6 future know that they have to pursue some form of democracy,
7 some form of the free enterprise system.

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

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

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

14 I was saying to someone earlier today that I
15 have a conflict this morning, I'm supposed to be in
16 Washington at the same time I'm here at a celebration for the
17 50th anniversary of the position of chairman of the Joint
18 Chiefs of Staff, but I wanted to be here with you, and I know
19 my colleagues forgive me for not being with them. But what
20 I'm doing really is a little bit like what I did as a
21 soldier, as Chairman of the Joint Chief of Staffs, and for
22 the 35 years before that, that's essentially working with
23 young people. They're a little bit younger than the soldiers
24 I used to work with, but, guess what, the soldiers I used to
25 work with faced enemies, enemies who were on top of a hill

1 with machine guns ready to kill them, and what I had to do is
2 to train them for that enemy, train them for that terrible
3 day when we might ask them to go up that hill. And what did
4 we do, we gave them discipline, we gave them structure, we
5 gave them resources. We led them well. And we let them know
6 that we cared about them with all our heart and soul. Now,
7 with America's Promise and what these Governors are doing,
8 we're doing the same thing for younger children, children
9 such as the three wonderful youngsters here before us today,
10 because the enemies they face in our society today are every
11 bit as real, are every bit as dangerous, every bit as
12 destructive. Drugs and crime and violence and despair, and a
13 wondering if that dream is there for each and every one of
14 them. The answer has to be yes. We can have no kids at risk
15 as we go into the 21st century. Every child has to be made a
16 child of promise, and we do that by surrounding them with
17 adults who care. It begins with those individual
18 relationships, mentors, parents, tutors, coaches.

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

25 The second thing we're working on is so in

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

11 (applause)

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

23 The third part of America's Promise and an
24 essential part of your agenda that you spoke to yesterday and
25 the President spoke to yesterday is to make sure that our

1 children get a healthy start in life. With all of our
2 success, with all of the wealth we have, we cannot have
3 children in America who are not getting the healthcare they
4 deserve. So I know you will do everything you can to expand
5 the CHIP program, and I know that you're all working with
6 pharmaceutical companies, as I am, and with all of the
7 medical associations and other healthcare providers to make
8 sure that no child in America is in want or in need of proper
9 healthcare. We're working with companies like Lenscrafters
10 and another one called Vision Share to make sure that
11 children get eyeglasses even if they can't afford them. We
12 can do this for our youngsters.

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

19 And the fourth thing we're working on goes to
20 one of the objectives of your conference, and that's
21 technology, to make sure there is no digital apartheid in
22 America. To make sure that every child is getting the
23 marketable skill that he or she will need for this 21st
24 century. We're going upscale. We're going upscale. It's an
25 information technology, internet, intranet based economy that

1 is driving, fueling the success that we're having. And we
2 can leave no child behind. So I know you're all working on
3 it. America's Promise is working on it with Microsoft, with
4 Oracle, with America Online, with Cisco Systems, with all the
5 major technology organizations and companies in the country
6 to make sure that all of our youngsters, whether they are in
7 the YMCA, a boys and girls club, or in their own school, has
8 access to this marvelous information age that we are
9 entering. We're also working with all companies to make sure
10 they understand that they should get involved, become a
11 partner to America's Promise, provide internships and
12 apprenticeships and training opportunities for youngsters, so
13 that these youngsters can be ready for the 21st century. And
14 what I say to corporate leaders is guess what, you're not
15 just doing charitable work, you're investing in your own
16 future, you're developing your future customers, your future
17 employees. You're investing in your future bottom line. And
18 so become a part of this, join this crusade, do it for
19 yourself, do it for America, do it for our young people.

20 And then the fifth part of America's Promise
21 is a little bit different, but it was touched on by all of
22 our three young panelists, especially Tim, and that is
23 service to others, service to community. Take every chance
24 to allow our youngsters to serve their community. For a high
25 school boy or girl or a college age student to tutor a

1 younger child who may have trouble reading is a good thing.
2 That teenager will learn there's more in life than comparing
3 whether your sneakers cost more than someone else; that in
4 the act of giving to someone else you get so much more back
5 in return and that's a virtue, a value that you will take
6 into adult life.

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

16 I've mentioned a couple of the programs that
17 are underway and each Governor has approached it in a
18 slightly different way. Governor Davis, I know, is going to
19 be focusing on our fifth goal, service to others, service to
20 community, following up on what Governor Wilson had done with
21 mentoring. I know Governor Glendening is a big one on
22 service to community and has made it mandatory within the
23 State of Maryland that you have to have so many hours or you
24 don't graduate from high school. You get a letter from the
25 Governor saying you didn't do your service, you don't

1 graduate from high school. Suddenly youngsters are chasing
2 all over Maryland to get that requirement in. Little bit of
3 complaining, but I've gotten wonderful letters from the
4 youngsters of Maryland saying once I did it I felt so much
5 better about it. I would like to see it made mandatory
6 across the country. All youngsters should perform some level
7 of service to the community. People say well, General,
8 that's not right, you shouldn't make it mandatory. That's
9 against the First Amendment and certainly against the
10 Thirteenth Amendment. Don't make these young people do
11 anything against their will. I said well listen carefully,
12 when I was coming up they made me do algebra against my will,
13 and I see nothing wrong with service to community being part
14 of a high school education.

15 (applause)

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

23 So many things happening across the country.
24 North Carolina. Idaho is a great example of the kind of
25 partnerships we're creating. I went to the American Bankers

1 Association representing 10,000 banks, and I said I want you
2 to be a part of it. They said we want to be part of it.
3 What can we do? Ten thousand banks with lots of branches in
4 those 10,000 banks. I said you're retail organizations,
5 you're out there everywhere throughout the communities, so if
6 you would put the word out to all of those banks to get
7 involved, provide mentors, safe places, internships for kids,
8 make more of a contribution to your local United Way or boys
9 and girls club, work with the Americorps kids in the area,
10 the young, wonderful people from the Americorps program who
11 are working. Every bank can do something. Work with the
12 communities and schools program, a wonderful program led by
13 Bill Milliken who is here with me today. We're creating
14 schools of promise throughout America. The Bankers
15 Association said we'll do that, and they put the word out to
16 10,000 banks, and already 1200 banks have signed up to do
17 something. And in Idaho the banks in Idaho have come
18 together and every single bank in the state of Idaho is now
19 part of the Idaho Promise, Banks of Promise in Idaho. That's
20 the kind of leverage we can get out of these kinds of
21 partnerships. We're going to get at it, we're going to be
22 successful. We're going to work more closely with the
23 Governors' Association in the months and years ahead. I hope
24 I will be invited back next year to report to the Governors
25 and give you a little bit more insight and information on how

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

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

22 (applause)

23 GENERAL POWELL: We're not going to solve --
24 the drug problem isn't going to be solved by arresting kids
25 and putting them in jail. The drug problem is not going to

1 be solved by television advertisement. The drug problem and
2 the crime problem and the violence problem is going to be
3 solved by getting into the lives of all of our youngsters
4 early and make them children of character, make them children
5 of competence, point them in the right direction, and then
6 when they're ready, when they look like Tim, Bree and
7 Brittany, ready to flap their wings and take off, we will
8 know we have done our job well. We cannot fail. It is our
9 future. Thank you very much.

10 (standing ovation)

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

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

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

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

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

21 CHAIRMAN CARPER: Well, General Powell, you're
22 not through pumping. Don't get too far from that handle.
23 It's been about two and a half -- little over two years ago
24 that Governor Tom Ridge and I and a bunch of other people
25 gathered in Philadelphia in a National Summit on Volunteerism

1 that was formed under the auspices of our President and all
2 the living former Presidents, and general chairman for that
3 event was Colin Powell. And I remember being there with Tom
4 Ridge and a bunch of others up in Philadelphia that day and
5 General Powell and coming home and feeling so good, feeling
6 so good about what we'd been a part of and really uplifted
7 and inspired by it. I remember reading the news accounts
8 about the summit and how within a few days the cynics began
9 to say it was a day when everybody felt good, or a couple of
10 days when everybody felt good, but not too much is going to
11 come of it. A whole lot has come of it. And, General
12 Powell, no one person is indispensable, but, my friend, a lot
13 of kids have hope and promise today in this country in every
14 one of the states that are represented around here because of
15 you. Thank you for your leadership. Thank you for your
16 leadership.

17 (applause)

18 CHAIRMAN CARPER: Well, we're almost a wrap
19 here, folks, and I want to say before we head off, this tees
20 the ball up pretty well for the Governors only lunch that
21 we're going into right now which is going to be really about
22 almost a two hour free flow on education and what's working
23 in our states, whether it's extra learning time or technology
24 or early childhood, or a whole lot of other things, as well,
25 accountability.

1 I want to conclude this session with a couple
2 of recommendations that have come out of our forums around
3 the country with respect to extra learning time. Just ask
4 you -- there's three of them, and I just ask you to keep
5 these in mind as we get ready to go have lunch together.

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

16 The second thing, second recommendation we
17 wanted to take with us, I'd ask us to take with us, is to
18 encourage a dialogue. Encourage a dialogue about what we
19 mean by quality extra learning opportunity and how to build a
20 consensus around how to measure quality outcomes. What's the
21 old Vince Lombardi line? "Unless you're keeping score,
22 you're just practicing." Unless you're keeping score, we're
23 just practicing. And one of the great things we need to do,
24 it's all well and good that we have extra learning
25 opportunities, but if we're smart we'll measure the progress

1 that we're making in those programs and replicate the ones
2 that we're getting the best bang for our buck.

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

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

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

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

21 (applause)

22 SESSION ADJOURNED:

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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

1 August 10, 1999

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3 PLENARY SESSION:

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

12 GOVERNOR VILSACK: Sorry.

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

15 GOVERNOR VILSACK: Running behind as usual.

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

18 Folks, as Governor Vilsack and others take
19 their seats let me welcome each of you to the closing plenary
20 session of this the 1999 NGA annual meeting in St. Louis,
21 Missouri. This morning we're going to focus on how we're
22 using technology around the country to improve student
23 achievement, and we're going to recognize the potential,
24 thanks to the help of one fine teacher and a couple of bright
25 young students from Las Vegas from Clark County, going to

1 help us as Governors to learn a few things on technology and
2 how it might be used in our own schools.

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

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

22 This is a letter which was sent to me by a
23 woman, and she placed a letter that her husband had written
24 to her. And it reads as follows: "The only thing I will
25 regret is leaving Hillary, Tanner and you. This farming has

1 brought me a lot of memories, some happy, but most of all
2 grief. The grief has finally won out. The low prices, bills
3 piling up, just everything. The kids deserve better and so
4 do you. I just don't know how to do it. This is all I know
5 and it's just not good enough anymore. I'm just so tired of
6 fighting this game because it's a losing battle. Everything
7 is gone, worn out or shot, just like me. All I ever wanted
8 was to farm, since I was a little kid, and especially this
9 place. I know now that that is never going to happen. I
10 don't blame anybody but myself for sticking around farming
11 for as long as I have. That's why you have to get away with
12 the kids from this and me. I'm just a failure at everything
13 it seems. They finally won."

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

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

23 Mr. Chair, I appreciate very much your
24 willingness to let me visit with the body about this. Thank
25 you.

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

24 Governor Glendening, when we get into our
25 committee reports and committee meetings, I know we'll have

1 an opportunity to consider the policy that Governor Vilsack
2 has spoken to.

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

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

17 As those of you around this table and in this
18 room are aware at each annual meeting our agenda focuses on
19 issues that we as Governors feel are important to our states
20 and to our nation. In a forum such as this, we have the
21 opportunity to draw upon the combined experience to form
22 programs and initiatives that have the potential to literally
23 benefit the entire nation. Six years ago, the very first NGA
24 meeting I ever attended, in Tulsa, Oklahoma, we launched as
25 an organization a model of public/private partnership between

1 our organization. NGA, along with the National Association
2 of Community Health Centers and Pfizer, that would help
3 improve the lives of our nation's medically underserved. The
4 result was an unparalleled pharmaceuticals access program
5 designed to provide state-of-the-art prescription medication
6 to qualified low income and uninsured Americans. As Governor
7 Dean and Engler, two of the program's founding Governors may
8 recall, Sharing the Care, that's what it was called, Sharing
9 the Care began as a handful of health centers in just a very
10 few states. Since then the program has expanded to reach --
11 listen to this -- more than 350 community's health centers
12 throughout 47 states. Through these community health centers
13 Sharing the Care has distributed more than three million
14 prescriptions valued at more than \$170 million.

15 Sharing the Care has clearly surpassed all
16 expectations to become one of the nation's largest
17 pharmaceutical access programs. Today I'm proud to announce
18 that Sharing the Care has reached a significant milestone in
19 its history by providing much needed prescription medicines
20 to its one millionth patient this summer. I don't have -- we
21 don't have that one millionth patient here today to pull up
22 and to celebrate with, but I do want to say in recognition of
23 this success, I first want to compliment Governor Engler and
24 I want to compliment Governor Howard Dean of Vermont. It was
25 their leadership, along with that of others, but their

1 leadership especially to help to turn a concept into a
2 reality when they provided the leadership for the launch of
3 this program six years ago in Tulsa, Oklahoma in 1993.

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

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

21 (applause)

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

24 MR. HARDWICK: On behalf of the Sharing the
25 Care coalition we'd like to thank the Governors because the

1 NGA made this possible with their staff work, their
2 leadership and over a million people have benefited.
3 Congratulations and thank you.

4 (applause)

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

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

22 Before each of you Governors is a packet
23 specific to your own state that would indicate the value of
24 Sharing the Care program to the centers and to your
25 individual state. The program has helped patients better

1 control chronic diseases like hypertension and diabetes. We
2 believe that it has helped reduce hospitalizations and more
3 importantly it helps patients live healthier, better lives.
4 For example, we had a patient to come into our health center,
5 one of our health centers a few months ago, a mother, and her
6 blood sugar was extremely high. The physicians stated that
7 if she did not have her medications immediately, she would be
8 hospitalized. Thanks to Pfizer's Sharing the Care program
9 she was able to get her medications and avoid a costly
10 hospitalization.

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

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

24 (applause)

25 CHAIRMAN CARPER: Well, Carolyn, we thank you

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

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

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

15 GOVERNOR DEAN: Thanks, Tom.

16 GOVERNOR CARPER: Thank you very much.

17 (applause)

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

1 standards, and trying to figure out how to hold ourselves
2 accountable and to enable all students to reach those
3 standards.

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

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

13 And I just want to really start off today by
14 thanking a couple people. I see Don Sundquist over here from
15 Tennessee, our Governor on one of our -- two co-lead
16 Governors on our Education Task Force who was good enough to
17 host a terrific forum for us in Nashville. And I look over
18 here and I see your neighbor Paul Patton from Kentucky. And
19 I just want to say to Paul and to Don, who have been our
20 co-leads in education technology, just thank you very, very
21 much for a job well done. And Gary Davis has, I think, had
22 to return to California this morning or last night. He
23 hosted a terrific technology forum in San Francisco as well,
24 and I want to thank him and others that were part of making
25 that so successful.

1 I think we all realize that technology is
2 profoundly changing the American economy and the workplace.
3 We have to look no further than our own offices and our own
4 homes to see that taking place. In each of our states we're
5 preparing students to succeed at an increasingly complex and
6 fast-paced global economy. While the world is made smaller
7 by technology, it's also made larger by the scope and by the
8 magnitude of our challenges. To not only survive but
9 hopefully to thrive in this new world today's students need
10 to be better prepared than they've ever been in the past. To
11 help our students achieve all the promise and potential in
12 this new millennium that we face, we owe our children a world
13 class education.

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

22 States been playing a leading role in
23 supporting these issues, something to the tune of \$4 billion
24 over the last five years alone, and even more to ensure that
25 our students are prepared to meet the demands of the 21st

1 century.

2 I'll just mention what a couple of states are
3 doing. I was talking about Paul Patton earlier over in
4 Kentucky. The Kentucky Education Reform Act cited education
5 technology as a means to directly address equal access
6 through education. And I said earlier a lot of folks at
7 these forums that we've held around the country have talked
8 about technology as potentially the great equalizer in making
9 sure that all children have -- better have an opportunity to
10 meet our standards that we're setting in our schools.

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

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

24 Tennessee, Governor Sundquist again. I don't
25 mean to pick on you, Don, but in Tennessee Governor Sundquist

1 and his folks have implemented a state network that connects
2 every classroom now to the internet.

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

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

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

23 Before we take a look at this first video, I
24 just want to say that sometimes when we work on a project,
25 and in this case our project for the last year our focus has

1 been raising student achievement, sometimes we just will do a
2 paper, we'll do a report, and the report may or may not
3 gather dust on somebody's shelf. It may be read, it may not
4 be. One of the things we wanted to do, we wanted people to
5 walk out of here, as I said earlier, with a fistful of good
6 ideas, and it turns out we're going to walk out with a
7 toolbox of good ideas, and in that tool kit are videos with
8 respect to extra learning time and also with respect to
9 technology that we as Governors can use in a variety of
10 ways.

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

17 (Portion of video played)

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

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

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

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

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

21 We also have a brochure here as well that
22 highlights some of the trends in policies that -- policy
23 actions that Governors and others around our country are
24 taking to address the next set of challenges that we face as
25 we continue to invest in education technology.

1 Now, again, Cheryl, the folks at Milken have
2 just been terrific, and I've had chances to thank you
3 privately and in other places, but I'm just going to say here
4 publicly, again, we could not have had the efforts around the
5 country to the extent that we have, this sort of video
6 support, and the good work that's been done in the materials
7 that are distributed to our Governors without your help and
8 support, and, again, from all of us to you, thank you very,
9 very much.

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

20 And before I turn it over to you, Sharon, I'll
21 share with the others a story that I shared with Justin and
22 Samantha. Two years ago we were hosted in -- for our annual
23 meeting as Governors at the -- in Las Vegas, and our two sons
24 Christopher and Ben were then nine and seven. And Ben is a
25 fellow who especially enjoys video games and he likes

1 swimming, and we had the biggest swimming pool that we stayed
2 at at our hotel that I think we've ever seen in our lives.
3 And he had -- they actually gave the children -- I won't call
4 them credit cards, but they're like a credit card that they
5 could use to play video games in our hotel. And Ben could
6 play video games for hours, and he just -- he thought he had
7 died and gone to heaven, and when we were getting ready to
8 leave Las Vegas at the end of our meeting, we were about
9 ready to head for Hoover Dam and the Grand Canyon and
10 southern Utah, our boys are in the back seat, and Martha and
11 I are in the front seat, and we got in our rental car and
12 we're starting to drive away from the airport in Las Vegas to
13 head for Hoover Dam and Ben piped up, he and said, "Dad?" I
14 said, "Yes, Ben?" He said, "When you're no longer Governor
15 of Delaware, I'd like for you to be Governor of Las Vegas."
16 That was two years ago. He still wants me to be Governor of
17 Las Vegas. I can't find -- I haven't been able to break it
18 to him. That doesn't work.

19 We got a couple people here, three of them
20 that are from Las Vegas and they know a thing or two about
21 technology, and my guess is they're going to put us through
22 our paces in a few minutes. But, Sharon, let me just turn it
23 over to you to lead us through this and to introduce Justin
24 and Samantha. Thank you very much for coming. Let's give
25 them a warm welcome, shall we?

1 MS. PEARSON: Thank you for having us here
2 today. I would like to introduce Justin and Samantha in just
3 a moment. They were students in my classroom in fourth and
4 fifth grades and I was truly privileged to be their teacher.
5 And I think you'll see why in a few minutes. They are going
6 to share a technology based program with you that we've been
7 using in the classroom for many years, and before they do
8 that I would like to set the stage for you.

9 I've been a classroom for fifteen -- a
10 classroom teacher for fifteen years, and in those years, as
11 you might imagine, my classroom has changed dramatically. I
12 no longer teach the way I used to, nor do I use the same
13 tools. When my students go home at the end of the day, they
14 go out into that real world, and I want you to know, as you
15 know, that real world is full of science. They hear of space
16 shuttle launches, they hear of ocean discoveries. Might
17 there be ice Europa? What about water on the moon? We just
18 had that in our news. All of those things are happening out
19 in the real world. That is so exciting. You should hear
20 these kids come and talk about that at school. But it's not
21 in our textbooks, and it's not going to be there for a few
22 years. We must access that information for our students now.
23 We need to get them excited about what's happening in this
24 world. And we can do that. We can do it through the use of
25 technology, as you already know.

1 I, as the teacher, must then take the next
2 step. I need to help them develop critical thinking skills.
3 They need to know how to use this information to the best of
4 their ability. And, most importantly, my role as a teacher,
5 as far as I'm personally concerned, is I want to get them
6 excited about learning. I want them to see an excitement in
7 everything they do. I want them to develop the curiosity for
8 learning and we can do that. Technology helps us. It's not
9 the only way, but it is such a wonderful door that opens and
10 empowers the students. So, through technology we can make
11 this happen.

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

21 This program begins with paper curriculum. We
22 need to have that. Students need to be able to research.
23 They need those skills, and it's a wonderful curriculum with
24 paper and pencil. We do experiments, we do activities with
25 it, but it then takes us above and beyond that. It expands

1 the horizons through the use of technology. This program
2 focuses on science, but it also integrates social studies,
3 reading, language, math and art. In doing so, it brings the
4 whole subject to life. Science does not stand alone.
5 Students need to be able to relate what they are learning to
6 their own world. In this program this year, we focused on
7 the rainforest. We live in the desert. We need to know that
8 there truly is a comparison and that that rainforest is
9 important to us, and we can do that.

10 The technology adds new dimension to the
11 classroom. It begins with showing videos. Students need to
12 see where we're going. Paper and pencil isn't just enough.
13 Let's see some videos. That is going to help, but then we go
14 online and then magic begins. With the online component,
15 they are able -- my students in Las Vegas are able to
16 communicate with students from other areas of our nation as
17 well as other countries. We have been able in the past to go
18 online and talk with authors and discuss books with other
19 students from around the world. We're reading the same
20 chapter at the same time and go online and talk about that.
21 We talk with the scientists. We go directly online with an
22 online chat with scientists realtime. If we happen to think
23 of another question, that's all right, we can go to ask an
24 expert, and we'll send that question to them, and it will be
25 answered within a matter of days, if not within that same

1 day. Besides this, we have activities. The students will
2 refer to it as a digital lab. These are activities online
3 the students can go to on their own, work at their own speed
4 and push their own brains, as I call it. Their opportunity
5 for them to expand their own learning.

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

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

25 As I said before, it allows me and it allows

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

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

23 Please keep two questions in mind as they're
24 working with you. Has technology used been maximized in this
25 program; and, secondly, how can we bring this type of

1 technology to all of our students. Justin, Samantha.

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

4 MS. SAMANTHA MEIERS: And I'm Samantha.

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

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

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

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

24 CHAIRMAN CARPER: If we could bring the lights
25 up, please. I think I speak for every Governor around here,

1 you two are awesome, in fact, you three are awesome.

2 (applause)

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

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

22 CHAIRMAN CARPER: My pleasure. My pleasure.

23 GOVERNOR SUNDQUIST: In Tennessee we're very
24 proud of the progress we've made in the use of technology in
25 classrooms and through our Connect Ten Project we provided

1 universal internet access for teachers and students. And
2 all, as you know, of our local school systems are engaged in
3 our vision to expand internet capacity and to improve teacher
4 instruction.

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

20 Chancellor Wyatt was the founding director of
21 the Massachusetts Technology Development Corporation, a
22 public venture capital group that has financed a large number
23 of successful technology based companies. He's current --
24 the current chairman of both the University's Research
25 Association and the Government University Industry Research

1 Round Table. I'm honored to have him here with us today and
2 through his leadership at Vanderbilt University we're pleased
3 to claim Vanderbilt as an institution of great pride and
4 distinction for Tennessee.

5 CHAIRMAN CARPER: Chancellor Wyatt, welcome.
6 I have information that's been written out for me to
7 introduce Cheryl Lemke and John Tobin. I think rather than
8 me simply reading it, Cheryl, just take 60 seconds, tell us
9 about yourself, please. We're delighted you're here. Just
10 make sure your mike is on.

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

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

22 MR. JOHN TOBIN: Thank you, Governor. My
23 title at Siemens Corporation is Director of Institution
24 Relations. I also serve as Vice-President of the Siemens
25 Foundation. For the past seven and a half years we have

1 focused on education development, schools to work, public
2 policy issues in education. Siemens, as you know, is a
3 company of 65,000 employees here in the United States, and we
4 feel that education is the underpinning of the work that we
5 do.

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

11 CHAIRMAN CARPER: You've paid your dues and
12 we're real pleased that you could be with us today. Well,
13 why don't just we open up? The idea is just for the
14 Governors around the table here to have a chance to ask some
15 questions of our experts, including these young ones, 11 and
16 12 year olds. Paul, do you want to sort of lead off with a
17 question? Or, if not, I have one, but if you have one?

18 GOVERNOR PATTON: You take off.

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

25 MS. PEARSON: Fifteen years.

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

13 MS. PEARSON: Thank you for asking. I
14 strongly believe that the next step that must be taken is
15 quality ongoing professional development. Teachers need to
16 have the time and the opportunity to learn how to use the
17 technology, to use the tools, to go back and practice it, and
18 then come back and talk with colleagues on how best to use it
19 in the classroom. Only then are you going to truly have
20 access for all of the students, because without that, the
21 computer is going to sit and collect dust. You don't want
22 that to happen. We need to have that next step, and it needs
23 to go -- be ongoing. It's something that -- I have to
24 underscore the word ongoing, just having a two-hour
25 in-service is not going to do it. It has to be something

1 that allows us to really work with it and feel comfortable
2 with it, and then it will be used.

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

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

14 MS. PEARSON: The staff development wasn't
15 there when I started. It's starting to become much more
16 available and we're having some really good programs now.
17 But I had to learn it basically on my own. Is staff
18 development enough on its own? Nothing is enough on its
19 own. Whenever -- just with this -- just as with this program
20 with the students, I can give them so much, but then my hope
21 is that they're going to turn around and they're going to
22 expand on it. And you're going to do the same thing as a
23 classroom teacher. Okay, I learned this program, I learned
24 how to use it, but, you know what, I have another idea. I
25 can go from there. So, yes, we're going to use our own time

1 as well, but we need to have that basis of knowledge. We
2 must have that professional development, so that all of us
3 can have it. Because I had the opportunity, I had a computer
4 at home. Not everybody does. And so you have to have that
5 opportunity to get us started, and then we'll run with it.
6 But help us get started.

7 CHAIRMAN CARPER: Governor Sundquist then
8 Governor Shaheen.

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

18 MR. JOHN TOBIN: Governor, the point you make
19 is that Siemens, and we have 151 year history, as you saw in
20 that museum. Siemens is built upon technology and research,
21 so at one level we clearly have to have the best minds, the
22 most innovative minds looking at the newest technologies,
23 etcetera, and how to use them. From a productivity
24 perspective, however, we have to look at both our
25 manufacturing productivity and our customer service

1 productivity, and there is a high performance workplace that
2 we see developing that requires skills that are really
3 process skills. They are the skills of being able to work in
4 teams, the skills of being able to take knowledge and to put
5 it into workable form. It is not just computer skills. It's
6 the ability to model, to prototype, and there are some
7 underlying skills that are clearly very important. Certainly
8 mathematics, statistical process. In manufacturing, our
9 manufacturing people all really have a knowledge of what is
10 applied calculus, and that in turn basically says that we
11 need employees to enter that have a very solid fundamental
12 mathematics background.

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

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

23 GOVERNOR SHAHEEN: Yes. That was a wonderful
24 project and your enthusiasm came through. I really got a
25 two-part question. I think first is, as I was watching the

1 video, one thought I had was I wonder how much it costs to do
2 the Jason Project, and the cost of technology is very high.
3 I've got school districts in my state where we're still
4 trying to sell the public not on technology in those
5 districts but on getting basic textbooks or basic materials.
6 And so how do we sell and then how to we pay for technology?
7 And, you know, I guess don't tell me that we've got to do it
8 if we're going to compete because I already know that. We've
9 already been saying that, and that hasn't -- that hasn't
10 accomplished what we need to do. So, what are some creative
11 ways that we can do that?

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

16 MS. PEARSON: Okay. As to the cost, I'll
17 address that one. We're fortunate in Clark County because
18 the school district has seen the importance of this program
19 and seen the value in it and seen the students coming up with
20 it, and so they pay for it for us. In this program the
21 students, we get -- the teachers get all of the curriculum,
22 the videos. We get to go to the live interactive expedition,
23 it's a satellite link feed. All of those things, the buses
24 are provided and everything. Another way that you can do
25 that is \$500 for five teachers, which is -- and a hundred and

1 fifty students involved in it. So, a classroom teacher, if I
2 were by myself someplace, I could contact Jason. I could
3 give them the \$500 from my grade level and we could do it
4 that way. So, it is affordable now.

5 GOVERNOR SHAHEEN: That's reasonable.

6 MS. PEARSON: It is affordable.

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

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

11 CHAIRMAN CARPER: Please. Yes, sir.

12 CHANCELLOR WYATT: -- at the second question
13 that Governor Shaheen -- Sharon and I were talking before the
14 session and I asked her if the new teachers, the teachers
15 that are coming directly out of our colleges and universities
16 newly certificated are trained in the use of technology in
17 teaching, and the answer was not really. And, in fact, in
18 many cases they've had one course in what technology is, but
19 have no idea about doing the kinds of things that you have
20 seen Samantha and Justin do. Now, that's something that
21 Governors can take action on. I mean, it really is a
22 situation that exists in our colleges and universities that
23 can and must be corrected, and that is a curriculum that
24 allows a person to receive a degree in education and be
25 certificated to teach. Now, I know we have problems in basic

1 subjects as well. The competency tests that have been given
2 in Massachusetts and New York and others have shown this.
3 Any time I see this, I think I would say go straight back to
4 the college or university that educated that person, that
5 gave them their degree a year ago and say why didn't you
6 prepare this person for what they are expected to do? We
7 certainly do that in our medical schools. I mean, if a
8 physician goes out and botches surgery, you go straight back
9 to how they were trained immediately through the
10 accreditation process. We simply have to link that up, and
11 it is -- it is a place where I believe Governors can have and
12 should have, I'll go that far, a direct role to play in
13 getting this uplifted and getting something done about it.

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

25 CHANCELLOR WYATT: I think that's right. Just

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

10 GOVERNOR: Mr. Chairman --

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

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

25 Another one is North Carolina that actually

1 has -- they have -- they have a compact with K-12 schools and
2 they place student teachers out in those -- only those
3 schools that are high tech, that can actually give those
4 candidates real examples of how it should be in those
5 classrooms. So I think there are some real good examples of
6 that out there.

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

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

15 GOVERNOR HUNT: Yes. Do I get to --

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

18 GOVERNOR HUNT: It is a quick point in
19 connection with what Chancellor Wyatt said, and that is part
20 of our problem is that not enough colleges and universities
21 are headed by Presidents or Chancellors who understand that
22 one of the most important things they do is prepare teachers.
23 They think the law school is important, the business school
24 is important, the medical school is important, but what about
25 preparing the teachers that are going to teach everybody for

1 the future? And if we could get higher education to pay more
2 attention to these teachers they're preparing, and make sure
3 they're good and that they've learned math, learned English,
4 all the other stuff, and that they're computer and technology
5 proficient, we'd be further along, and I know you do it.

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

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

25 CHAIRMAN CARPER: Governor Ridge and then

1 Governor Janklow.

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

22 CHANCELLOR WYATT: No, no, no, I've already
23 recruited them.

24 GOVERNOR RIDGE: I'm recruiting them. They're
25 great. But I mean the new role for higher education in

1 teaching these young talented kids in their classrooms, in
2 their schools back in their school districts.

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

25 So, it's a growing experience for all of these

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

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

22 GOVERNOR JANKLOW: Thank you, Mr. Chairman. I
23 -- we in South Dakota took a different approach than I think
24 every other state. It came out of the conference that was
25 hosted by the Chairman of IBM, President Clinton and the NGA

1 back at the IBM headquarters a couple years ago, the
2 educational summit. I happened to be fortunate enough
3 sitting at a luncheon table with the head of several major
4 corporations discussing teacher education, teacher training,
5 the retraining of teachers in the utilization of technology.
6 All of them scoffed at the approaches that at least we were
7 using, and probably most of the rest of the country, and that
8 is 10, 15 hour courses, weekend courses, night courses
9 through sporadic periods of time. They said you can't send
10 your children to school like that, you can't send teachers to
11 school like that. They told me you had to immerse the
12 classroom teacher into the utilization of technology to
13 enhance learning and it took a minimum of 200 hours. So I
14 went home and I decided to use the Goals 2000 money for that.
15 Most people in my state felt Goals 2000 was a plot by the
16 trilateral commission to take over education or the universal
17 universalists to subvert education, and so I figured that if
18 I spent it on teacher training that that had to at least come
19 from within the state. What we did was we set up an academy,
20 first at one of our universities, now it's grown to four.
21 But we set up an academy called the TTL, Teachers Technology
22 Learning. I gave every teacher a thousand dollar stipend to
23 go in the summertime. We immersed them in 220 hours of
24 learning in the utilization of technology to enhance
25 learning. It was phenomenally successful. As of today, one

1 out of every four teachers in the state of South Dakota is a
2 graduate of the academy having been immersed in more than 200
3 hours of concentrated training over a one-month period of
4 time, day and night.

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

17 This summer, we also put on an academy for
18 school superintendents. Those that have the highest
19 positions are always the dumbest when it comes to utilizing
20 technology and, frankly, they're the most resistant to
21 change, because, after all, if you're a school superintendent
22 you know everything anyhow, so there's nothing new to learn.
23 So it was a little bit difficult, but we were able to get
24 three-fourths of all our school superintendents to go to an
25 academy this summer. Now, because their time is so precious

1 they could only do it for two weeks, but it was phenomenally
2 successful and now they are clambering for more of that type
3 of training.

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

1 mine has, to utilize those federal funds for that exclusive
2 purpose.

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

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

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

1 change. It's the faculty that determines the curriculum.

2 MS. LEMKE: Just one quick addition to that.

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

11 CHAIRMAN CARPER: Good, thank you. John.

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

1 going to learn it in front of students.

2 CHAIRMAN CARPER: All right. Thank you.

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

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

19 Secondly, I'd like to ask you a question.
20 General Powell was here yesterday and spoke about one of his
21 fears of being, he called it a digital apartheid, meaning
22 that some students are going to have the access to technology
23 and some will not. Some will have access to other resources
24 and some may not. I'd like to ask each of you just kind of a
25 quick series of questions. Do you have a computer at home?

1 Does everyone in your school have the same general level and
2 access to the knowledge that you do? And do you play with
3 people from other schools that do not have the same
4 background, and can you tell that?

5 MS. MEIERS: Um, well --

6 GOVERNOR GLENDENING: Samantha, would you
7 like to start?

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

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

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

25 MR. PIZZO: And at my school we only -- we

1 have an elective. We don't have a regular basis computer
2 class.

3 GOVERNOR GLENDENING: All right. It's just an
4 elective?

5 MR. PIZZO: Yeah.

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

8 MR. PIZZO: Yeah.

9 GOVERNOR GLENDENING: And do most of your
10 friends?

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

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

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

19 GOVERNOR CARNAHAN: I want to reflect some of
20 the same thoughts that other Governors have, that when we did
21 reform in our state and we did a big piece on teacher
22 development, we had an eye on the fact that that would be
23 learning how to use technology for teaching, and we have also
24 been disappointed that the colleges and universities teaching
25 teachers didn't take the lead. We provided actual funding,

1 both at the local level -- and so much of our teacher
2 development has been pretty much ad hoc. And I am interested
3 in further ideas, and both the Chancellor and Miss Lemke have
4 given us some ideas, but any ways you can help us to
5 stimulate -- we think they not only ought to be catching up,
6 we think they ought to be in the leadership position, and
7 many of us are mystified why that's not true. And I know
8 Governor Hunt and others have given us suggestions; you have
9 some. I'd like any further thoughts you would have on that,
10 because that really is a key problem in my state.

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

24 CHAIRMAN CARPER: Governor Keating and then
25 Governor Patton.

1 GOVERNOR KEATING: A comment and question for
2 Ms. Pearson. First, thank you for being in education.

3 MS. PEARSON: Thank you.

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

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

1 to a young person, may even be harmful at a particular level
2 of their development, intellectual development.

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

10 MS. PEARSON: First you have to start with the
11 standards. You have to know what you're supposed to teach.
12 What areas do you need to cover. And then from there you can
13 go on and find out what kind of opportunities are out there
14 for you. You do have to shape it. And most importantly,
15 like I said earlier, the critical thinking skills, as you
16 said, they have to learn how to use it. They have to learn
17 to separate the wheat from the chaff itself, too. They have
18 to learn those skills. And I have to, as the teacher,
19 motivate them to do that, get them become self-motivated,
20 get them to push their own brain. That's a term I use in
21 class, and the kids can relate to that one. But we need to
22 help them develop those skills. I can start them. And I
23 need to make sure -- we have the firewall in the school
24 district to help protect the computer and where they go. But
25 I have to always be aware. I have to know what's going on

1 with my students. I need to know where they're going, what
2 they're doing. And that was one reason with this program
3 that it's so important that the parents got involved, because
4 then they're getting involved in their student's learning at
5 home. I can't control them on the computer at home. They
6 need to know as parents that they're part of that education
7 process, too. We sent home an access permission slip. And
8 in that, and in the beginning of the year at opening house, I
9 talked to the parents and say, okay, we're going to be using
10 online components, this is what we need to watch for. This
11 is what we need to do. So, you do, you have to use the
12 safeguards. But it's there. I as a teacher, just as before
13 I would have to go find books that would help my students,
14 now I have more access. It's just an enriching environment.

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

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

24 Let me say a couple of things as to the
25 profession of teaching. How can we get the profession to

1 realize that there is some responsibility to become computer
2 literate as a professional? As doctors, as have been
3 mentioned, as doctors and lawyers and engineers have an
4 obligation to keep themselves current, do not also teachers
5 have an obligation as professionals to do that? And the
6 essence of technology is to allow people to educate
7 themselves and that lifelong learning that I think Mr. Wyatt
8 mentioned has got to be a fact of life, and shouldn't
9 teachers provide the example and learn about technology on
10 their own? Now, I realize many of them are, but I think that
11 not enough are.

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

19 So, what do -- so, getting to the question,
20 how do we get these things done when I don't see the
21 profession taking the leadership that it ought to be in
22 demanding this competency, and particularly in our state I
23 don't see the colleges of education being a leader, but
24 rather a hindrance than an example? Our daughter was a
25 mentor teacher to a first year teacher just coming out of one

1 of our schools of education. And we've been into the writing
2 portfolio business for about ten years, nine years, and this
3 student, this teacher, had really very little concept of what
4 a writing portfolio actually was, and only minimal exposure
5 to it in her professional career at the college.

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

9 CHANCELLOR WYATT: I would like -- I'd like
10 Sharon to speak to the professional field, because I think we
11 get good cooperation, we at Vanderbilt have gotten good
12 cooperation from teachers. We have teachers in residence in
13 our research projects that help put the researchers in touch
14 with what actually really does happen in the classroom.
15 Makes a big difference in those issues. But I think here is
16 a case -- what I'm saying is, here's a case where you do need
17 to hold accountable these colleges and universities. You do
18 have to micromanage. I think -- I mentioned visiting
19 committees, I think even going beyond the traditional
20 visiting committee of faculty to faculty you need to have
21 teachers on that visiting committee, practicing teachers,
22 outstanding teachers. You know who they are in your state.
23 You know who they are nationally. There is a system that
24 rewards outstanding teachers like Sharon. But also business
25 people. John mentioned what goes on in industry and what the

1 reality is at the Boeing Company and all the other companies
2 that are being revolutionized by this. They need to tell you
3 about your curriculum and the education schools and you need
4 to get it fixed. I mean it's just -- it's not simple, it's
5 complex, but it has to happen. So, you have to focus on it,
6 you have to be relentless, and I think as Governor Sundquist
7 has done, and his predecessors, you even have to pass it
8 along from one generation of governors to another. Because
9 somebody mentioned earlier they can outlast you. You know, I
10 mean, they serve longer than four-year terms. So, it really
11 does have to be something that doesn't go away from one
12 administration to the other.

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

16 MS. PEARSON: I agree with you. We need to
17 take on that responsibility, and I think we do. Of course,
18 you always have a few that don't. But we need to focus on
19 the good teachers out there. There are masses of them. They
20 are there. They are working diligently. We spend our own
21 money to go do this, which is fine with us, because we want
22 to be good. We want these students to be good. I'm
23 fortunate to work at a school where we do things as a team.
24 Our administrator is our leader and we work as a team. The
25 staff, developing goals for our school. And with those goals

1 we make sure that we know what we want to do with
2 in-servicing, we communicate together. I just saw a program,
3 isn't it great. We share the information. So, yes, we do do
4 it. And do we need to do more of it? Probably. And we will
5 continue. But, again, as I said earlier, the professional
6 development gives us that kick start that we need. And it
7 gets us excited, just like the program gets the kids going
8 and excited and gets them off on their direction.

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

17 The other thing is that I think you've got a
18 lot of people out there who don't know what they don't know.
19 They really don't understand the power of technology and many
20 of them have never seen the kind of thing that you saw today.
21 So, seeding prototypes, putting those prototypes like the
22 Jason Project out there, and then seeding the professional
23 development and the infrastructure and the changes in the
24 curriculum and instruction and the reward systems for
25 educators to really make those prototypes work are really

1 critical. You have the leverage out there. Use it.

2 CHAIRMAN CARPER: Excellent point. John.

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

10 CHAIRMAN CARPER: Good. Thank you. Just a
11 real quick follow-up to what was a real good question here, a
12 couple of questions. Different states are using in
13 imaginative ways certification processes, in order to certify
14 teachers and linking that back to competencies in using
15 technology in the classroom. Recertification processes are
16 being used. In our own state, our State Education
17 Association actually invests a whole lot of their own time
18 and energy and effort into teacher training with respect to
19 technology. And, also, we're just beginning to get into
20 paying teachers more money for demonstrating competencies in
21 using technology in the classroom. So, those are a couple of
22 the things that are kicking around in some of the states.
23 We've stolen some of those ideas from others, and I'm sure if
24 we had time to go around the room we could come up with good
25 ideas still.

1 Paul Cellucci has not a question he says but
2 he has a comment, and this will probably be the last comment
3 from the Governors. We'll take a look at a video and close
4 it up. Paul.

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

21 (applause)

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

1 MR. PIZZO: Two years.

2 MS. MEIERS: Yeah.

3 CHAIRMAN CARPER: Pardon?

4 MR. PIZZO: Two years.

5 MS. MEIERS: Two years.

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

8 MR. PIZZO: Yeah, we have.

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

11 MS. MEIERS: Her.

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

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

23 MS. MEIERS: Um, like he said, that she would
24 really get -- she would get really excited about it, and she
25 would try to get us really excited. And when she gets

1 excited, we get excited and then we're all excited. And when
2 you're excited about something, it's much easier to learn
3 things and you're having fun while you're learning, and so
4 that's why I was in her class.

5 GOVERNOR HUNT: Mr. Chairman?

6 CHAIRMAN CARPER: Governor.

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

15 I wanted to make one other comment, though.
16 As Governors we need to lead the team in our states that can
17 change education in all these ways. For example, we ought to
18 be working regularly with our superintendent, even if we
19 didn't pick him or her. The Chairman of the state school
20 board, the President or Chancellor of the universities and
21 the deans of education. And by the way, they will come
22 along. They're coming along in North Carolina. We've got a
23 lot of things we can do, including the budget. But this is
24 something we all need to do. Now this is hard work, folks.
25 You have to learn a lot. And you all know a lot. You have

1 to really work at it, but the Governors really ought to give
2 it a lot of leadership and I'm hearing you all talk about
3 that, and I know you're doing good things, and I just urge
4 that we do a lot more.

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

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

19 (applause)

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

25 Ladies and gentlemen, that pretty much wraps

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

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

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

16 In some of our closed sessions that we had
17 over lunch yesterday we talked about technology being a great
18 equalizer. We talked here today, especially I was struck by
19 Sharon Pearson's discussions, and the students sort of
20 confirming it, the notion of excitement and how you infuse
21 excitement into your classroom, and the excitement that so
22 generates from you is contagious within your classroom. And
23 we're reminded today that learning can be fun, and it can be
24 exciting, and you're an inspiration to us and I know to other
25 teachers like you throughout the country.

1 I close with the words of -- I think it's an
2 old Chinese proverb, and Mike Leavitt has heard this one at
3 least three times now, but I think it really sums up so well
4 what -- part of why technology can be a great tool in our
5 classrooms. Old proverb. "Tell me and I'll forget. Show
6 me, I may remember. Involve me and I will understand." And
7 for teachers like you, Sharon Pearson, who are involving
8 students in the learning, they do understand. The kind of
9 understanding that they have gained has been demonstrated
10 here, and to each and every one of you, we thank you for your
11 presence and we thank you for your presentation, and we thank
12 you for the kind of people that you are. Thank you so much.

13 (applause)

14 CHAIRMAN CARPER: Next we move to committee
15 reports. Just for our guests we have three standing
16 committees in this organization. One of those standing
17 committees deals with human resources, one deals with
18 economic development issues and one deals with natural
19 resources issues. And at this time we're going to hear from
20 either the committee, the Chair or Vice Chair of each of
21 those standing committees, and they're going to be moving
22 policies that have been considered within those committees
23 heretofore been discussed and debated and voted out of their
24 committees. I'm going to ask the committee Chairs or Vice
25 Chairs who'll be presenting these policies to present them in

1 en block unless there's been made a request to pull a policy
2 from the en block for a separate vote.

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

8 GOVERNOR SHAHEEN: Thank you, Mr. Chairman.
9 We had an excellent presentation at our committee that I just
10 want to alert people to before we get into the policies. We
11 talked about travel and tourism, the ways to corroborate more
12 collaboratively on travel and tourism, and the tremendous
13 potential financial impact of doing more at the national
14 level to market the country internationally. So, it was
15 excellent and it's a place where I certainly think we ought
16 to take a major role as Governors.

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

24 The policies that we adopted are the blue
25 packet that everybody should have in front of you. If you'll

1 look at this you can see that we considered policies on
2 Science and Technology, Financial Services, Travel and
3 Tourism, State Tribal Relations, Post Office Relocations,
4 Transportation Conformity and a resolution in support of the
5 third WTO Ministerial meeting in Seattle this fall.

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

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

18 GOVERNOR SUNDQUIST: I second it.

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

22 (Aye)

23 CHAIRMAN CARPER: Aye. Opposed, nay? The
24 ayes have it. The motion is approved. And let me just say I
25 had the privilege of sitting in on part of your committee

1 meeting the other day. I just thought it was excellent.
2 Just excellent.

3 Governor Hunt, Chairman of the Committee on
4 Human Resources where Governor Huckabee is the Vice Chair.
5 Governor Hunt.

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

22 We have Governor Marc Racicot here today who
23 is a member of the National Board for Professional Teaching
24 Standards. Governor, we have -- and I'm going to present the
25 report on -- the resolution in just a second, but we have

1 this brochure Standing Tall For Education in front of every
2 Governor. If you'd pull that out of your -- what's in this,
3 Governor, if you'd just share that with us?

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

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

19 Mr. Chairman, we have before you resolutions
20 from the committee. By the way, we had a fine report from
21 Governor Rossello on the fatherhood summit that he and
22 Governor Ridge led earlier this summer, and we recommend to
23 you that you have in your pile of resolutions amendments to
24 eight existing policy positions, two of them are in the form
25 of substitutes, one new policy position, and I would like at

1 this time to call on Governor Patton to speak briefly to the
2 proposal on work opportunity tax credits.

3 CHAIRMAN CARPER: Governor Patton.

4 GOVERNOR PATTON: Work opportunity tax credit
5 has been very helpful as we have attempted to move people
6 from welfare to work. It gives companies up to, I believe,
7 \$2400 for hiring people from about seven or eight different
8 categories, including Welfare-to-Work recipients. It has
9 been renewed on a year-to-year basis, and as is normal and
10 the situation that exists right now, the renewal date has
11 been July the 1st, and we're already into the middle of
12 August and it has not been renewed for this year. This
13 causes companies to not be willing to utilize the program as
14 much as they otherwise would. It does require an effort on
15 behalf of companies to train their management staff to be
16 able to use the program and to recruit people, and employers
17 in Kentucky have told us that since the program is so
18 unstable, and even though it will probably be react --
19 enacted this year, retroactive to July the 1st, still that's
20 not the kind of action that you can build a company program
21 on. So, we would like to have a multi-year extension of that
22 program. A five-year extension of that program would be
23 desirable. There are several measures under consideration on
24 the Congress to do anywhere from two and a half to five
25 years.

1 So this resolution generally urges the
2 Congress to enact this work opportunity tax credit over a --
3 for a longer period of time and make it a permanent part of
4 our comprehensive program to involve the private sector in
5 moving people from welfare to work.

6 CHAIRMAN CARPER: All right. Thank you, Paul.

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

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

19 GOVERNOR: I second it.

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

24 (Aye)

25 CHAIRMAN CARPER: Opposed, nay? The ayes have

1 it. The motion is approved. Thank you very much, and a
2 special thanks for the good work that you and Governor
3 Huckabee and Governor Ridge did on the SEA reauthorization
4 and to Patty Sullivan and others on our staffs who helped.
5 Good work.

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

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

1 tremendous changes going on there. And then we presented
2 from Maryland's perspective the Smart Growth effort.

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

11 All these amendments were approved by the
12 committee. The Natural Resources Committee did advance one
13 new policy on principles for land use growth, ten amendments
14 to existing policies, and reaffirmed one of the existing
15 policies. All of those are before us in the yellow pamphlet
16 here. Let me also note that we couldn't have accomplished
17 this without Governor Schafer's tremendous contributions.
18 I'd like to ask if he'd like to say a word, as well.

19 CHAIRMAN CARPER: I don't believe he's at the
20 table right now.

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

23 CHAIRMAN CARPER: We'll take your word for it.

24 GOVERNOR GLENDENING: Let me also, just before
25 I move these, recognize Tom Curtis our staff member who's

1 also done a wonderful job. Tom -- this is in fact his
2 twentieth national convention, conference, either the summer
3 or the winter one, and unfortunately he'll be leaving us
4 shortly and going to another organization. But I thought
5 since he has led this committee for so many years and done a
6 wonderful job, if we could recognize him just for a second.
7 Tom, would you stand?

8 (applause)

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

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

13 GOVERNOR ROSSELLO: Second.

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

16 (Aye)

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

19 Let's move next to the matter of suspensions.
20 We have several items that we'd like to bring up for
21 discussion under suspension. I think they have been pretty
22 well vetted and I would turn to our Vice Chairman Governor
23 Leavitt for a motion to suspend the rules.

24 VICE CHAIRMAN LEAVITT: Mr. Chairman, I move
25 we suspend the rules in order that we deal with some

1 resolutions that have been put forward as exceptions to our
2 traditional process and timing.

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

5 GOVERNOR GLENDENING: I'll second it.

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

8 (Aye)

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

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

25 CHAIRMAN CARPER: Don't they always follow

1 them?

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

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

21 GOVERNOR GLENDENING: I second. Let me --

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

24 GOVERNOR GLENDENING: Let me, if I might,
25 offer -- request a agreement for friendly technical

1 amendment. At the end of the second bullet under
2 recommendations of this motion, which is actually on Page 2,
3 I would like to insert the word income before eligibility so
4 that the phrase will read providing the -- providing states
5 the flexibility to set Welfare-to-Work income eligibility
6 standard consistent with the final rules for TANF. This is a
7 technical amendment to clarify the intent, and the -- I want
8 to again thank my co-workers that worked with us on this, but
9 I have discussed this with the colleagues and I think it is
10 acceptable as a friendly amendment.

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

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

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

25 (Aye)

1 CHAIRMAN CARPER: Aye. Opposed, nay? The
2 ayes have it. The ayes have it. Thank you very, very much.

3 We have a second suspension that we want to
4 address and it's one that I think Governor Vilsack alluded to
5 a bit earlier, and the resolution is being offered by the
6 Committee for Natural Resources on Emergency Relief for
7 Farmers and Ranchers and I want to call on Governor
8 Glendening to move this proposal and we'll be looking for a
9 second, as well.

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

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

22 GOVERNOR CARNAHAN: Second.

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

1 (Aye)

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

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

1 the American people. I move its adoption.

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

4 GOVERNOR CARNAHAN: Second.

5 GOVERNOR: Second.

6 CHAIRMAN CARPER: It's been moved and
7 seconded. Is there any further discussion on this motion?
8 All in favor say aye.

9 (Aye)

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

23 I next want to call on Governor Barnes for
24 some -- just some brief comments on something called National
25 2-1-1. National 2-1-1. Roy.

1 GOVERNOR BARNES: Just very quickly, this
2 arose out of the United Way of metropolitan Atlanta. In
3 1997, the United Way created the nation's first three digit
4 telephone number dedicated solely to crises that exist in
5 community life. What this does is creates a number, 2-1-1,
6 which is a 24-hour service that refers callers to different
7 social service agencies, volunteer and donation
8 opportunities. Now, 43 additional states, we're told, are
9 working on implementation plans or in the process of
10 requesting approval to use the 2-1-1 number from the states'
11 utilities commissions.

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

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

23 I next want to call on Governor Carnahan for
24 some brief remarks. Before I do that, Mel, let me just say
25 Governor Carnahan and Governor Leavitt and Governor Rossello

1 were all elected as Governors in November of '92. And we
2 were joined in a return to the governorship by Governor Hunt
3 at that point in time. Governor Hunt serves as Governor for
4 eight years, he sits out a term or two, then he serves again
5 for another eight years and then sits out a couple of terms.
6 You can't do that under his Constitution. Obviously his
7 people want him to.

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

24 (applause)

25 GOVERNOR CARNAHAN: Jean and I have been

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

13 CHAIRMAN CARPER: Thank you.

14 (applause)

15 CHAIRMAN CARPER: Well, whoever is
16 going to be hosting the annual meeting next year certainly
17 has a tough act to follow. But if I know this fellow, and
18 I've known him for even longer than I've known these
19 Governors, since we were first elected to the Congress in
20 1982, he is up to following tough acts. He's been doing it
21 all his life. And we very much look forward to coming north
22 Pennsylvania, T-bone, and having a chance to get to savor the
23 hospitality of Pennsylvania. But let me just yield to you
24 and you can give us some idea of what we're in for.

25 GOVERNOR RIDGE: Well, thank you, Governor

1 Carper. I, too, Mel, want to thank you for the extraordinary
2 generosity, the planning and the spirit of St. Louis you
3 shared with us the past four or five days. We really
4 appreciate it. We hope to embellish it and enhance it when
5 you come to Pennsylvania. Pennsylvania is a big state.
6 There are many flavors of Pennsylvania, but we're going to
7 have you taste a little bit different experience. It's not
8 the Pittsburgh, it's not the Philadelphia, but it's the
9 central Pennsylvania, to the great university campus of Penn
10 State University. It is a world class university that offers
11 cultural venues, technology venues, recreational venues.
12 Governor Leavitt will be very serious about the work we do
13 there, but we're very serious about the families you bring
14 and the recreational opportunities that we provide for you
15 going to those days. So, as the NGA plans and prepares for
16 the future, we hope you'll plan and prepare for July 8th
17 through July 11th in Happy Valley, Pennsylvania, which on any
18 given Saturday when the next national football champions are
19 at home, it is the third largest city in the Commonwealth of
20 Pennsylvania, and we really are looking forward to working
21 with Governor Leavitt to provide a venue that gives us not
22 only an opportunity to discuss issues, but to share some
23 special time in central Pennsylvania with our families.
24 Bring your fishing rods, we've got great fly fishing. You
25 might want to bring your sneakers, maybe we can get Coach

1 Leavitt and Coach Glendening with a little touch football
2 game in Beaver Stadium. I cannot guarantee there'll be a
3 hundred thousand people to see that performance, but it might
4 be worthwhile showing up to participate and see. And to
5 leave a sweet taste in your mouth before you leave, two
6 things I will tell you, one, there are 40 flights in and out
7 of Happy Valley every day. It's an airport that's very
8 accessible and it's five minutes away from the campus. But
9 also as we ask you to huddle with us next year in July in
10 Happy Valley, Centre County, Pennsylvania, we want to leave a
11 sweet taste in your mouth, so everybody here, with the
12 exception of Justin and Samantha, are invited to take with
13 them a scoop of Peachy Paterno ice cream that we
14 manufacture. And, Justin and Samantha, you can take as much
15 as you want. See you next year in Pennsylvania. Thank you.

16 (applause)

17 CHAIRMAN CARPER: Peachy Paterno, all right.
18 Governor Ridge and I used to be play baseball when we were in
19 Congress together on the congressional baseball teams, I
20 think. I played with the Democrats, he played for the
21 Republicans. One year I think I played so badly I was
22 nominated as the MVP for the Republicans. If you put a
23 hundred thousand people in that stadium, I won't play. But
24 if you can keep it empty, you know, you might have some folks
25 that will show up and participate.

1 We've gotten down to the short strokes here,
2 folks, and I want to -- before we turn the gavel over to our
3 next Chairman, we're going to have a report of the nominating
4 committee headed by Governor Graves. But before we do that I
5 just want to share a couple of quick thoughts with each and
6 every one of you.

7 A fellow that I never met, in fact, he was
8 dead before I was born, said some words that I'll always
9 remember, and it was Mountbatton, Lord Mountbatton, great
10 British hero of World War II. He used to say that the
11 greatest honor that a people can bestow upon one of their own
12 is the opportunity to serve, the opportunity for public
13 service. I have been blessed in my life to be able to serve
14 our country in the Navy, as a naval flight officer. I know
15 others here have similarly had that opportunity. I've been
16 blessed by the people in my state to be their Treasurer, to
17 be their Congressman. We only have one Congressional seat,
18 so I got to be the Dean on the very first day. For the last
19 six years I've been blessed to be their Governor. The real
20 special blessing has been the opportunity to serve with all
21 of you here today and those that have sat here before you as
22 members of the National Governors' Association. And you've
23 given me over the last six and a half years a chance to serve
24 as well, and to work with Brother Engler over here on welfare
25 reform, and to Chair the Human Resources Committee that Jim

1 Hunt now leads, and to be the Vice Chair as Governor Leavitt
2 has been and Parris will soon be, and for the last year to be
3 the Chair. And as those at this table who've served as
4 Chairman know it's some extra work, and Howard Dean has been
5 there and he knows it's a lot of extra work, but it is,
6 believe me, more than worth it.

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

18 I thank you for -- Ray Scheppach, to you and
19 to John Thomasian, and to all of our folks at the NGA who are
20 part of a terrific team. Governors come and go, Chairmen
21 come and go, but fortunately, except for, I guess, Tom
22 Curtis, you're going to leave this year, too. But we
23 appreciate the great support that you provide for us and for
24 our states. And I especially want to single out Dane Linn
25 and Marcia Lim for the wonderful work that they've done in

1 helping us to focus on technology, not only in the Governors
2 but in our spouses organization as well. You have been
3 terrific.

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

15 And to Martha, when we got married she didn't
16 buy into this. She knew I was a politician but she didn't
17 know she was going to have to be one, too. And she's a
18 better one than I am. She's a person who's had a very
19 successful career at Dupont for 23 years and has put that
20 career on hold in order to help lead the spouses'
21 organization. In our own state she has been the champion for
22 reading and for literacy and has just really focused and
23 galvanized the public attention and raised the awareness for
24 the need for children, all children, to know how to read, and
25 if they can they can learn to do just anything. She's led

1 the spouses and has had great support from a lot of the
2 spouses and especially from the NGA staff, and I'm just real
3 proud of her and the work that she's done.

4 Those of you who -- those of you who know me
5 know I'm passionate about a couple things, the Detroit
6 Tigers, it's been a tough year. But the passion is still
7 there. I'm passionate about my family, my wife and our two
8 boys. I'm passionate about welfare reform. And Tom Ridge
9 and I and Pedro over there share a passion about fatherhood,
10 and making sure that dads assume their responsibility. I'm
11 passionate about mentoring. I mentor a kid at home and have
12 done it for several years. And I'm passionate about raising
13 student achievement. Just like Sharon said earlier, she
14 wants to infuse excitement into the students that are part of
15 her class. I wanted to infuse excitement amongst the
16 Governors for this notion that all students can learn, that
17 everyone one of them has a real shot at reaching the
18 standards that we're setting. To just to recognize the great
19 stuff that's going on in our schools and our states, to
20 demonstrate that and for us to leave here with a fistful of
21 good ideas, a tool kit of good ideas, and more than that just
22 the conviction that it's happening, great things are
23 happening in our schools and indeed more can, and to know how
24 to go home and to make that happen, to be a big part of the
25 facilitation and team to lead.

1 I just want to say as we close, this has been
2 a wonderful four days. It has been wonderful because of the
3 participation we've had, the kind of folks that have been
4 here, young and not so young, but young at heart. The great
5 participation from the Governors and their spouses. And
6 we've been here with -- just with a terrific host and
7 hostess, and we thank you, Mel, and everybody that's been a
8 part of your team that put this together.

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

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

25 But you know the thing I feel best about? I

1 feel best about the fact that I think we're tighter. I think
2 we are closer together as an organization than we were six
3 and a half years ago when I got into this, and some of us,
4 Mel and Michael and Pedro and others first became a part of
5 this fraternity and sorority. I think we leave here
6 understanding better that if we can speak not as, I don't
7 know, 30 Republicans, 31 Republicans, two Independents, 17,
8 18 Democrats, but if we can speak as one voice, if we can
9 speak with one voice, the states, territories, the
10 commonwealth, we just have remarkable, remarkable impact and
11 clout. And I'm just so pleased as I step down and turn it
12 over to Michael and to Parris, just the sense that this
13 organization, this organization is a team.

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

18 GOVERNOR GRAVES: Mr. Chairman, thank you very
19 much and certainly congratulations on a great year and thanks
20 for your willingness to serve. Before I offer the Nominating
21 Committee's report, I must say to my colleague to the east,
22 Governor Carnahan, Kansans don't normally venture into
23 Missouri and have great things to say, but we've had a
24 fabulous time. I'm not unsure, but my daughter might still
25 be at Grant's Farm feeding milk to the goats. She views that

1 as a potential vocation at some point in her life. So, thank
2 you for the great hospitality.

3 I'd like to present the recommendations of the
4 Nominating Committee for the NGA Executive Committee for
5 1999-2000, and move their adoption by the association.
6 Governor Tom Carper of Delaware, Governor Dirk Kempthorne,
7 Idaho; Governor Paul Patton, Kentucky; Governor John Engler
8 of Michigan; Governor Mel Carnahan of Missouri; Governor
9 Howard Dean of Vermont; Governor Tommy Thompson of
10 Wisconsin. As Vice Chairman, Governor Parris Glendening of
11 Maryland; and, as Chairman Governor Mike Leavitt of Utah.

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

14 GOVERNOR: Second.

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

18 (Aye)

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

21 (applause)

22 GOVERNOR LEAVITT: Governor Carper, it is of
23 vital importance I think that you know that the admiration
24 that has just been expressed by your colleagues and those in
25 this audience have been expression to you. I have found over

1 the years that thank you is simply inadequate. But what we
2 feel in our heart is far more profound than what we're able
3 to express with our words. Can I just say to you that I
4 believe that the issue of education accountability, extra
5 learning and technology that you have raised during the last
6 year was absolutely the right issue at the right time. As we
7 sat yesterday for well over two hours and ultimately had to
8 just call a halt to the debate and the discussion because of
9 the passion and the commitment and the sense of just
10 engagement that was there, it was evident to me that you had
11 reached deep into the heart and mind of every governor with
12 this issue. We have been around the country. You have
13 traveled to state after state. You've held regional forums
14 where there have been 40 different states represented to not
15 just learn about but to discuss and to further this. May I
16 say that that's an extraordinary accomplishment that will add
17 to not just the history of this organization, but to the
18 legacy of excellence that you have offered.

19 Education and the kind of capacity that you've
20 added to this organization on education is not the only
21 issue. History will reflect the fact that Ed-Flex passed the
22 Congress of the United States under your very able guidance.
23 That tobacco recoupment, something that will ultimately
24 change the shape and texture of states all over this country
25 came as a result of your just unwavering commitment. I can

1 attest from my own experience that you called members of the
2 Congress, you stayed with this one until it happened, and for
3 that we express our appreciation.

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

10 (applause)

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

15 (applause)

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

22 I would like to conclude this meeting with
23 less than 200 seconds about next year. As I believe all of
24 you know, I feel a deep sense of passion about the historic
25 stewardship of states and of the role that we play as their

1 primary defender and advocate. It's also clear to me that
2 there are forces in the world right now of technology and
3 globalization that will bring more reshaping power to
4 governments generally and states included than have occurred
5 in the past hundred years, the progressive era, the
6 industrial revolution combined, ten times the speed. We're
7 talking about a natural evolution at ten times what has been
8 occurring in the past. I believe that adapting to that
9 change will clearly be the most challenging period that
10 states as institutions have ever faced.

11 The theme of my chairmanship this year will be
12 Strengthening the American State in the New Global Economy.
13 During the next year, in addition to the aggressive
14 representation of the state interest in Washington, NGA will
15 be focusing on developing an agenda for states in adapting to
16 this new globalized environment in which we're operating. We
17 will respond with an agenda to questions such as how do we
18 create uses of technology that will form the solutions to the
19 same dilemmas that technology on the other hand present to
20 us. We'll talk about the continued need for educational
21 accountability. We'll add a new twist this year, we'll talk
22 about higher education and the dramatic changes that
23 institutions of higher learning under our responsibility and
24 stewardship must undertake. More radical changes than they
25 have ever been forced to undertake by legislatures the market

1 will drive them toward, and we must be there to help them and
2 to act as stewards in that responsibility.

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

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

24 I appreciate the confidence that you have
25 given me that is clearly, as Governor Carper has indicated,

1 this is a powerful service opportunity. I thank you for
2 your confidence. I will do my best, and as my first formal
3 action as the Chairman of the National Governors'
4 Association, I will receive a motion to adjourn this
5 meeting.

6 GOVERNOR ENGLER: Second.

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

9 (Aye)

10 GOVERNOR LEAVITT: Meeting is adjourned.

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12 MEETING ADJOURNED:
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