

Originally Processed With FOIA(s):  
2006-0613-F[1]

FOIA Number:  
2006-0613-F[1]

# FOIA MARKER

**This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.**

---

**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Domestic Policy Council  
**Series:** DPC Files  
**Subseries:**

---

**OA/ID Number:** 04794  
**Folder ID Number:** 04794-015

---

**Folder Title:**  
Education: Choice

---

Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>13</b>	<b>23</b>	<b>3</b>	<b>1</b>

---

## 2. INVESTING IN PEOPLE: EDUCATION

### SUMMARY

Building a better America requires a well-educated America. Greater educational achievement for all children promotes sustained economic growth, enhances the Nation's competitive position in world markets, increases productivity and leads to higher incomes for everyone. The Nation must invest in its young people, giving them the knowledge, skills, and values to compete successfully in the marketplace and to build a better America.

*"The challenge of the future is not just to make education more available, but to make it more worthwhile. . . . I believe the best thing we can do is invest in our young people. . . . Education is critical to our future, both individually and as a nation. If we are to improve our standard of living, protect and defend our democratic freedoms, and strengthen our moral character as a nation, nothing is more important than education."*

George Bush

Providing quality education is fundamentally a state and local responsibility. When it comes to better schools, almost all of the wisdom, good answers, and money to pay the bills come from outside Washington, D.C. Federal leadership and funding, however, can make a difference.

Several underlying principles govern the President's education policy and initiatives.

First, the Administration will reward excellence and success in education: Federal incentives, in the form of public recognition and financial awards, will provide new catalysts for educational achievement.

Second, the Administration will target Federal dollars to help those most in need—where support can make a difference. Education is the key to opportunity; inadequate education denies a child the chance to compete. Federal programs help States provide that chance.

Next, the Administration will promote choice and flexibility—for families, students, teachers, and principals—to encourage competition and help provide the means and the incentives to achieve educational excellence. This Administration is committed to the principle of more choice at the local level—for students and parents to choose the schools that best meet students' needs; for teachers to experiment with techniques and ideas to help students learn better. The Administration will provide incentives to States to adopt flexible approaches to recruiting the best qualified teachers for their classrooms and principals for their schools.

Finally, the Administration will work to assure that students are actually receiving the highest quality education, by promoting greater accountability at all levels of the educational system. This Administration is committed to objective measurement and reward of progress toward quality education. The Nation invests annually more than \$330 billion in education, an enormous commitment. Federal, State, and local authorities must assure that the funds they spend and the programs they manage accomplish their goals—as measured by student learning and achievement.

how women would gain such assurance, and he has generally opposed mandated benefits.

Nonetheless, Bush's vague commitments spurred congressional Democrats to attempt to pass both minimum-wage and parental-leave legislation in the waning days of the 100th Congress.

When their efforts failed after prolonged Republican-led filibusters in the Senate, the Democrats vowed to put both issues back on the 101st Congress' agenda. (*Weekly Report* pp. 2822, 2708)

Now that the election is over, union leaders, business groups and lawmakers are watching to see what Bush will do.

"We're hopeful but not too optimistic," says John J. Sweeney, president of the Service Employees International Union. "In the past, he's never taken the lead on any of these issues."

"It's hard to know him," adds F. Ray Marshall, who was President Carter's labor secretary. "In my judgment, he didn't say a lot. . . . Who's going to disagree with a kinder, gentler nation?"

But Bush's sketchy campaign promises do indicate what direction he will take on labor issues. As Rep. Williams puts it, Bush "wants the marketplace to step in."

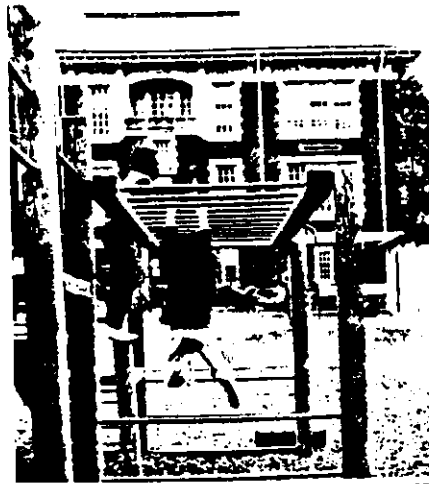
When Bush accepted the Republican presidential nomination in New Orleans last August, he said one of his missions as president would be to create 30 million new jobs over the next eight years. Economists of all stripes promptly said that "30 in 8" was a mission impossible, and various Bush campaign officials later backed away from the assertion.

But Bush's conviction that the economy will continue to grow explains in large measure his approach to labor issues.

As businesses compete for qualified job applicants, he expects employers to dangle more impressive benefit packages before prospective employees. Without any help from Congress, wages will rise and workers will get benefits ranging from job-protected parental leave to better health insurance. Tax incentives could accelerate this progression. Or so the thinking goes.

Meanwhile, congressional Democrats counter that market forces work too slowly and unevenly, and that legislation is needed to ensure all workers such benefits.

## Education



LISA BERG

While trekking across New Hampshire last January, Bush came out with one of his campaign's lasting catch phrases: "I want to be the education president," he told a group of students at Manchester High School.

Since then, Bush — who stood by quietly while the Reagan administration sought to cut federal support for education — has been trying to fill in the blanks in his sweeping promise.

He has proposed full funding for programs targeted on poor children, such as Head Start for preschoolers and Pell Grants for college students. He has called for plans to encourage low- and middle-income families to save money for their children's college and vocational education. To foster competition and quality teaching, he has proposed giving cash bonuses to the country's best schools and teachers.

And he told campaign audiences that a Bush administration would stop the erosion in education funding. "I can say unequivocally that I will not support any further cuts in total federal funding for education. We can spend more wisely, but we must not spend less," Bush told the New Hampshire students.

But Bush quickly added a cautionary note. "When it comes to better schools, almost all of the wisdom and the good answers and the money to pay the bills should come from outside Washington, D.C.," he said in a June 6 speech.

Currently, the federal government pays only about 9 percent — \$22 billion in fiscal 1989 — of the nation's overall education budget.

Even critics of the Reagan administration's education policies agree

new spending is likely to be minimal.

"Where is he going to get the resources?" asks Mary Hatwood Futrell, president of the National Education Association. "We don't anticipate any new dollars until the third or fourth year of the new administration."

Referring to Bush's education ideas, some of which carry hefty price tags, Futrell adds, "What we probably saw [during the campaign] was more dreaming and rhetoric than reality."

While education leaders on Capitol Hill are heartened by Bush's focus on education, many are adopting an attitude of "wait and see."

"We'll give him bills and test whether he wants to be the education president," says Williams, who chairs the House Education and Labor Subcommittee on Postsecondary Education.

Rep. Bill Goodling, R-Pa., who advised Bush during the campaign, predicts he will have a "more cooperative spirit" than Reagan and will work to craft bipartisan legislation.

In addition, says Goodling, "he'll be a good spokesman. The Oval Office will be a good podium. He will use it effectively and in a conciliatory way."

### The Bush Proposals

Most of Bush's education initiatives build on programs already in law. For example, he wants to expand an income-contingent loan program for college students. A two-year-old pilot program, it allows borrowers to tailor their post-school loan payments to the amount of money they earn.

Bush also believes that education has much to learn from the business world. Where tax incentives and free-market competition encourage companies to boost their standards, he says, merit awards for successful schools and parental choice of which public schools their children will attend could encourage schools to upgrade the quality of education they offer.

Following are the education initiatives Bush talked about during his run for the presidency. Most were outlined in a policy paper released by the campaign in October 1988:

- **Parental Choice.** Based on successful experiments in the Harlem section of New York City and in Minnesota, Bush said he wanted to "encourage" other states and local communities to set up "open enrollment" programs. Theoretically, if public schools have to compete for students, they will improve the quality of education and even start offering special programs.

- **Chapter 1.** Bush would retarget

## DOMESTIC POLICY ISSUES

### I. EDUCATION

#### Choice in Education/Magnet Schools

Source: 1988 Platform, "Leadership on the Issues."

Description: Some states have begun to implement programs that permit parents to choose their children's schools, and Magnet schools are rising in popularity. Choice helps promote competitiveness and fosters excellence. Small elements of choice have been incorporated into some federal education programs after much work with Congress.

Budget Impact: President-elect called for \$50 M investment; fostering state experimentation could increase choice and minimize federal cost.

Required Policy Decision: How could more choice be implemented in federal education programs, and states encouraged to experiment with choice programs?

Implementation Action: Legislative proposals.

Timeframe: Early 1989

#### Drug-Free Schools

Source: 1988 Platform; "Leadership on the Issues."

Description: The Omnibus Drug Abuse Act of 1988 further "tinkered" with the relatively new Drug-Free Schools programs under DoEd. Congressional micromanagement will likely continue as roles are adjusted to accommodate the new "Director of Drug Control Policy." On the whole, current law focuses on State and local control of these programs and the Administration should foster such decentralization.

Budget Impact: Current budget for DoEd programs is \$250 million; Congress just added \$108 million more

Required Policy Decision: How should the Administration keep the spotlight on local control of Drug-Free School programs with effective coordination by the Director of Drug Control Policy?

Implementation Action: Presidential statement.

Timeframe: February 1989

## PRIMARY AND SECONDARY SCHOOLS

GOVERNOR'S CONFERENCE ON EDUCATION -- Governors have been on the cutting edge of the education reform movement. Yet, this effort is far from complete. Because improvements in education require Federal leadership and support and real state muscle, George Bush will meet with all of the Governors to discuss the most urgent problems facing our nation's schools. Every child should know how to read and write before leaving school. George Bush will work with the Governors to get results by concentrating on state curricula and student achievement levels. George Bush will also push for state minimum competency testing before students are promoted or graduate.

SUPPORT FOR CHOICE IN PRIMARY AND SECONDARY PUBLIC SCHOOLS -- George Bush believes that parents and their children should be able to choose the public school that's right for the student. The public elementary or secondary school which happens to be in the student's neighborhood should not be the only option available. A growing number of communities are discovering that their children's education is improving with open enrollment programs. Teachers and administrators are developing distinctive programs and providing genuine alternatives to students in their communities.

New York's Harlem District 4 launched a choice school years ago, which is now producing students who test above the average. The State of Minnesota is expanding its statewide efforts and a growing number of students are participating in their open enrollment program. George Bush will encourage those states and communities interested in developing open enrollment programs; experimental funds will be made available to assist public school systems undertaking model efforts to broaden student and parental choice among the public schools.

HELPING MORE DISADVANTAGED STUDENTS -- George Bush believes we must ensure that every taxpayer dollar is spent as effectively as possible. George Bush would improve targeting of federal Chapter One grants more directly on school districts with the highest concentration of disadvantaged students. Chapter One provides over \$4 billion to 90% of all public school districts, but 60% of those served are not disadvantaged. Despite providing over \$4 billion in federal funds, over 20% of children who are both disadvantaged and low-achieving students are not served.

EXTENDING THE REACH OF STUDENTS WITH DISABILITIES -- Our young people with disabilities should reach for the same scholastic achievement goals as their friends. George Bush has been disappointed that the national debate over academic achievement has not focused more on these students. He believes that children with disabilities have as much a right to an excellent education as other children.

George Bush will work within the Education of the Handicapped Act toward establishing academic and post-graduation goals.

George Bush believes that mediocrity cannot be tolerated. We must ensure that schools educate their students. Failure to do so is unacceptable. George Bush supports the efforts of states who take over failed school systems.

Bush supports providing federal matching funds to states creating more magnet schools. Magnet schools have upgraded the quality of entire school systems by offering options to students.

- o Bush proposes an additional \$50 million in matching grants to states that create or support magnet schools.

Magnet schools are public schools, such as the Houston Independent School District, Prince George's County Public Schools, and the New York School of the Performing Arts, which compete for enrollment from all areas of the district. These schools offer specialized curricula or facilities which make them especially appealing to students.

George Bush knows that federal support, designed to help disadvantaged children, often has restrictions that keep schools from making the most innovative and successful changes. Cumbersome federal regulations usually preclude bold approaches.

- o Bush will reward educational entrepreneurs by allowing creativity while holding schools to the highest standards of accountability.

The lack of proficiency in English is one of the greatest barriers to opportunity. George Bush believes in bilingual education. His goal is to offer students who do not speak English well the chance to stay in school and learn to speak, read, and comprehend English in order to gain access to greater opportunities.

George Bush will expand federal funds to finance experiments in educational reform. Every major development in our history was a result of experimentation. The assembly line, transistor, gene-splicing and even the United States Constitution came about because Americans are innovative. Bush supports the Fund for Innovation and Reform of Schools and Teaching (FIRST).

- o He will increase funding from \$6 million to \$50 million and provide approximately \$1 million to each state that selects one school district for experimentation.

George Bush believes parents should be able to choose which public schools their children attend. Bush supports the designs employed by the East Harlem School District Four and Minnesota's state-wide plan that permits parents to send their children to public school across, as well as within, districts.

PROPOSED CHANGE				
(In millions of dollars)				
	1989	1990	Dollar Change	Percent Change
Budget Authority .....	—	5	+5	n.a.
Outlays .....	—	4	+4	n.a.

National standards of excellence for high school seniors' achievement in the sciences and mathematics would be set for annual competitions for the National Science Scholarships.

One student would be nominated by each Member and Delegate in the House of Representatives, one by each Senator, and 30 by the President, for a total of 570 scholars each year.

The scholarships would be for four years for up to \$10,000 per year.

Scholarships would be available for use at any accredited institution of higher education to which the student is admitted. Students would be required to major in the sciences, mathematics or engineering and show continuing excellent performance.

Awards for a student who qualifies for other Federal need-based aid or receives other scholarship aid would not result in total aid in excess of the cost of education at the student's school.

Students would have opportunities for summer jobs in Federal science laboratories.

FUNDING SUMMARY					
(In millions of dollars)					
	1989	1990	1991	1992	1993
Budget Authority .....	—	5	10	15	20
Outlays .....	—	4	9	14	19

#### d. Fostering Magnet Schools of Excellence

##### OVERVIEW

Magnet schools—schools with a special curriculum emphasis or other set of characteristics—offer parents an essential choice for their children. Children who go to magnet schools learn more. Magnet school strategies have been successful across the country.

No single method of education is best suited to all children. No single way of organizing schools (elementary, middle or secondary) and school systems is the best for every area or for every mix of students. One of the most encouraging features of the educational reform movement is the willingness of schools and school systems to experiment with alternative approaches and especially to open the school selection process to parents.

The Federal Government now finances magnet schools to further desegregation. This approach should be applied to achieve other worthy goals as well. Some school districts have used magnet schools to focus resources and attract students to mathematics and science, the arts, and other special curricula.

Magnet schools increase choices for parents and students and generate healthy competition among schools. These features improve the quality of education.

*"Magnet schools are a way of promoting excellence and upgrading the quality of an entire school system."*

George Bush

### PRINCIPLES

- Expanding the use of magnet schools increases choice, expands opportunities for children, and ultimately improves the quality of all the schools.
- Federal funds can help States and school districts design and implement magnet schools more rapidly.

### POLICIES

The President proposes a new authority and \$100 million in new funding for magnet schools.

PROPOSED CHANGE				
(In millions of dollars)				
	1989	1990	Dollar Change	Percent Change
Budget Authority .....	—	100	+100	n.a.
Outlays .....	—	12	+12	n.a.

Legislation will authorize grants to States for the establishment of new magnet schools. The current authority for magnet schools for desegregation purposes will not be affected.

Magnet school grants will be available for schools offering choices from the full range of curriculum options. States will be encouraged to examine opportunities for development of magnet schools with mathematics and science orientations.

These new magnet schools will be in addition to any such efforts currently underway in the States and school districts. Special consideration will be given to proposals that offer recognition of the potential of children from low-income families.

Funds will be for initial costs, with a requirement that States and local school systems rapidly assume full operating costs.

NATIONAL MERIT SCHOOL AWARD PROGRAM -- George Bush proposes a National Merit Award for those schools -- elementary and secondary -- who show the greatest improvement in students; performance. George Bush believes in rewarding what has proven effective. Schools meeting determined criteria for improving education, such as improved student performance on test scores and decreased drop-out rates would receive special recognition.

He will also present an average award of \$100,000 to each National Merit School District which serves a significant proportion of disadvantaged students and meets the criteria for improving the education of these students.

EXPERIMENTS FOR ACHIEVEMENT -- George Bush will expand federal funds to finance experiments in education reform. Every major development in our history was a result of experimentation. The assembly line, transistors, biotechnology, and even the United States Constitution came about because curious minds wanted to find better ways of doing things.

George Bush supports the Fund for Innovation and Reform of Schools and Teaching (FIRST). He will increase finding to \$50 million and provide approximately \$1 million to each state that selects one school district for experimentation. George Bush believes in innovation on every front -- in general classroom teaching, in education for disabled students, in vocational education, in expanding open enrollment programs, and in assisting disadvantaged and at-risk students.

MAGNET SCHOOLS -- Magnet schools are powerful lures for parents seeking a quality education for their children. George Bush supports providing federal matching funds to states creating more magnet schools. Magnet schools have upgraded the quality of entire school systems by encouraging competition among schools. He proposes spending an additional \$50 million -- in addition to the \$114 million already spent on matching grants to states so they can create or support magnet schools.

PRESIDENTIAL AWARDS FOR EXCELLENT TEACHERS -- The work of a teacher lasts many lifetimes -- in all the lives of the students in classes taught. George Bush recognizes this work as the most influential force in our future. George Bush will establish a President's Award for Excellence in Education.

George Bush will award \$5,000 to the best twenty-five teachers in each of the 50 states. Many communities have established such awards. It is time for federal recognition that rewards the best teachers directly, in both elementary and secondary education and across all subject areas.

NATIONAL ASSESSMENT FOR EDUCATIONAL PROGRESS -- In order to know if we are improving education in this country, we need to know whether students are learning. Testing of student performance is vital so we know just which areas need attention. George Bush supports increased funding for the National Assessment of Educational Progress to develop a profile of student achievement.