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**NATIONAL EDUCATION STRATEGY \ STATE DINING ROOM LUNCHEON
APRIL 18, 1991 \ 1:30 PM**

THANK YOU. I CAN'T TELL YOU HOW PLEASED I AM TO HAVE ALL OF YOU HERE ON THIS IMPORTANT DAY FOR AMERICAN EDUCATION. I WOULD LIKE TO THINK OF TODAY AS THE TURNING POINT -- THE DAY WE LEAVE ALL THE PESSIMISM ABOUT AMERICAN EDUCATION BEHIND, AND JOIN TOGETHER TO DO EVERYTHING WE CAN TO MAKE SURE OUR CHILDREN GET EVERYTHING THEY DESERVE.

- 2 -

WE WILL OUTLINE A FOUR-TRACK REFORM STRATEGY TODAY: TO REFORM TODAY'S SCHOOLS; TO MAKE USE OF PRIVATE-SECTOR EXPERTISE TO HELP INVENT NEW SCHOOLS FOR THE CHILDREN OF THE 21ST CENTURY; TO ENCOURAGE ALL ADULTS TO CONTINUE LEARNING AND TO UPGRADE THEIR SKILLS; AND TO MAKE EVERY COMMUNITY IN THE NATION A PLACE WHERE EDUCATION CAN -- AND WILL -- HAPPEN.

EVERY ONE OF US HAS A ROLE TO PLAY IN THIS ENDEAVOR. EARLIER THIS WEEK, GENERAL COLIN POWELL RETURNED TO THE BRONX, TO VISIT HIS OLD HIGH SCHOOL. AFTER HIS SPEECH, ONE YOUNG MAN, MIGUEL SANTIAGO, SAID THAT HE WANTS TO GO TO COLLEGE AND MAJOR IN ENGLISH. HE SAID SOMETHING VERY IMPORTANT ABOUT GENERAL POWELL. HE SAID: "I MEAN, HE DOESN'T INSPIRE PEOPLE JUST TO BE SOLDIERS NECESSARILY.

HE INSPIRES THEM TO BE SOMEBODY."

I'M SURE THAT A LOT OF THE KIDS THERE FELT THE SAME WAY. GENERAL POWELL'S SUCCESS SAYS TO THEM THAT IF HE CAN GO ON FROM MORRIS HIGH SCHOOL AND BECOME A SUCCESS -- SERVE AS AN INSPIRATION TO OTHERS -- THEN SO CAN THEY.

THAT'S WHY ALL OF US ARE HERE TODAY. WE'RE HERE TO MAKE SURE THAT EVERY KID IN SCHOOL, THAT EVERY TEACHER AND SCHOOL PRINCIPAL FEELS THAT SAME SENSE OF HOPE AND POSSIBILITY. BUT WE ALSO KNOW THAT OUR JOB DOESN'T STOP AT THE SCHOOLYARD GATE. EVERYONE PLAYS A ROLE IN THE FUTURE OF OUR CHILDREN, AND I KNOW EVERYONE HERE IS WILLING TO STEP IN AND DO WHATEVER HE OR SHE CAN.

INDEED, I'D LIKE TO THANK THE CORPORATE COMMITTEE FOR ITS EXTRAORDINARY SUPPORT OVER THE YEARS, AND FOR ITS NEW COMMITMENT OF TIME, EFFORT AND DOLLARS.

OUR CHALLENGE IS A GREAT ONE, BUT OUR DETERMINATION IS EVEN GREATER. AND AS OUR HISTORY HAS SHOWN, ONCE WE SET OUR MIND TO SOMETHING, THERE'S NO END TO THE POSSIBILITIES.

UNFORTUNATELY, THE SECRETARY AND I HAVE TO LEAVE, BUT
BEFORE WE GO LAMAR WOULD LIKE TO SAY A FEW WORDS. THANK
YOU.

#



Are the Work
the 1985 fund-
raiser for African
famine relief.
The result was
the best-selling
single of the
decade.

Creativity comes naturally to Jones. "When I'm composing pictures. When I see pictures, I'm composing music," he explains. "When I'm rapping, I can't leave the work because the ideas keep coming at me. I find myself writing in taxis or in airplanes, using menus, gum wrappers—anything that's handy—to put down ideas when the engine's stoked."

"Others may find it unusual that I can see and hear all the parts and pieces of a work in my head, but it's no big deal because this is all I can do. I can't even drive a car. . . ."

—Alan Ebert in *Lear's*

"A MATTER OF DIFFERENCE"

FOUR-TIME IDITAROD winner Susan Butcher says the media try to make an issue out of the fact that she is a woman. Before her husband, David, was in the picture, she claims, the press asked her questions about her private life that they did not ask any of the single men competing in the grueling 1150-mile sled-dog race. Butcher continues:

I have a hard time saying I am a

Do you have an anecdote for "Personal Glimpses"? See page 4.

LETTER PERFECT

EDUCATION SECRETARY Lamar Alexander grew up in a house where better schooling was always part of the conversation. His father served as principal of a local elementary school, and his mother ran a preschool and kindergarten in the family garage. The day he was nominated for the Cabinet post, Alexander was given some basic advice by a former teacher: his mother.

In a published comment, Alexander had dismissed his chances of being the candidate by saying, "It's not me." Flo Rankin Alexander, 76, caught up with her only son in his office at the University of Tennessee, where he had been president since 1988. "If you are going to go about this country as Secretary of Education, you can't say 'It's not me,'" she informed him. "It's not I." —Kenneth J. Cooper in *Washington Post*

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33% more ^{per} pupil spending (1991)
Correct in draft

Vance Grantt
DOEd. - Statistics
219-1659

Call
Fred

- Kirk Winters
401-3080

I. THE KICKOFF:

A (DRAFT) PRESIDENTIAL ADDRESS

Note: The speech draft for the President has been prepared assuming he announces the education strategy in a nationally televised address to an April White House gathering of the Cabinet, the 50 Governors, 50 congressional leaders (leadership plus Education Committees of both Houses), business and labor leaders, and leading educators. It is anticipated that background briefings with each group and the press will be held the same day and the next day to provide more detail.

Last year, with the encouragement and help of Congress, the Governors and I announced America's education goals for the year 2000. Tonight I want to announce a strategy to move America toward those goals -- a strategy for AMERICA 2000.

I have asked the Cabinet, Governors, congressional leaders, business, labor and education leaders to join me here tonight because it will take all of us to get this job done.

In fact this is a job that will take *all* Americans. It won't happen here in Washington; it will be done in America's communities -- at the local level -- by local leaders, by principals and teachers, by students -- maybe most of all by parents.

When we think of what America *should* be in the year 2000 -- and then look at where we are now -- it's easy to see we have a problem: Suddenly, the world has changed; and we've been left idling our engines -- not teaching enough, not learning enough, not doing enough to make our America all it ought to be. Much of the evidence is all too familiar:

- Low test scores, high drop-out rates.
- Too many parents confident their school isn't part of the problem.
- Too many children arriving at school from broken homes and broken communities, underloved, and unready to learn.
- Too many adults unable to read or write well enough for good jobs or informed citizenship.
- Too many workers who don't know what new skills they will need or where to go to find them.

The list is familiar. Just one new example: The National Assessment figures to be released in June will show that perhaps two-thirds of American high school seniors don't know the math they need to get, perform, or hold a decent job.

But I promise you that's the last bad news you'll hear tonight.

You see, in America, every half-empty glass is also half-full; every problem is an opportunity waiting to be met. So once again we will shape the future and make it ours.

When we think of what America *could* be in the year 2000 -- and what we have to do to get there -- it's easy to see we have an opportunity. The AMERICA 2000 education plan I announce tonight will mean four things:

- For today's students, it will mean better and more accountable schools.
- For tomorrow's students, it will mean a New Generation of American Schools.
- For the rest of us, yesterday's students and today's workforce, it will mean changing "a Nation at risk" into "a Nation of students."
- And, outside the schools, it will mean communities where education can happen.

With all four, the AMERICA 2000 plan will do what the cynics say can't be done -- move us within reach of America's six education goals for the year 2000:

- All children will start school ready to learn.
- At least 90% will graduate from high school.
- American students will leave the 4th, 8th and 12th grades knowing what they need to know in English, math, science, history and geography.
- Our students will be first in the world in math and science.
- Every adult American will be literate, able to compete in the workplace and exercise the rights of citizenship.
- Every school will be free of drugs and violence.

Bold goals? Of course! Worthy goals? Of course! Tough goals? Of course! Impossible goals? Not for Americans!

We learned at least three things from Operation Desert Storm that will help us in Operation AMERICA 2000: First, when America is careful to research and develop the available technology we can stay ahead of the world. Second, Americans can learn the skills they need to learn; we should never forget that those smart bombs were delivered by an awful lot of very capable young men and women. As I've said before: "The America we saw in Desert Storm was first-class talent." Third, plain and simple, America can do anything it sets its mind to doing; it feels good to know that again.

So now, let's get about doing what needs to be done about our schools -- making this land all it should be.

Tonight I issue this challenge to every city, every town and every neighborhood in the land. I invite you, I encourage you, I *challenge* you to become an AMERICA 2000 Community. An AMERICA 2000 Community is any community that adopts all six education goals for itself, that sets a community strategy for achieving them, that develops a Report Card to measure its results, and that agrees to create and support a New American School.

America will meet both its goals and its dreams for the year 2000 because of what each community does, not because of what Washington does. But the Federal government can and will do a lot in the AMERICA 2000 program:

- We will define new World-Class Standards for schools, teachers and students in each of the five core subjects -- what Americans will need to know and be able to do to work and live in the world as it is today.
- We will create voluntary national tests for the 4th, 8th and 12th grades in all five subjects -- so parents can know how their children and their schools are doing. The American Achievement Tests, I call them.
- We will encourage use of these tests by offering Presidential Diplomas to high school graduates who do well on the 12th grade tests, by urging colleges to consider test results in their admissions, by urging business to demand them in their hiring, and by helping issue Report Cards comparing schools, school districts and States.
- Having given parents the means to measure their schools, we will give them the leverage to change their schools -- by urging Governors and State legislatures to adopt choice -- and by changing Federal education programs into choice programs, too.
- We will challenge business and labor to create a parallel private sector system of voluntary World Standards and skill certificates for the skills adults need in today's workplace.

- We will ask every employer to set up Skill Centers where workers can find out what they need to know and where they can go to learn it. We will establish such Skill Centers for our own employees in every Federal Agency.
- We will challenge every company and labor union to be sure 5% of the workforce learns a new skill every year. That will be the standard for Federal employees too. And we will try to provide our own personal examples: I start Spanish lessons next Tuesday; Barbara is wrestling with Computer 101 already.
- We will set another example for America's parents by thanking our teachers -- with a White House ceremony at least once a month. We will provide matching funds for new Core Course Teaching Academies to upgrade teaching skills in the five core subjects -- and School Leadership Academies to help school administrators get better at school-site management.
- In the teaching of adult education, we will call a national conference of all providers -- from community colleges to labor unions -- to promote standards and quality and launch our efforts to transform the country into a "Nation of students."
- And perhaps most dramatically, we will summon the creative genius of America to invent a New Generation of American Schools.

The Education Department next month will ask for competitive bids on six R&D contracts to design the elements of the New American Schools for 2000 and beyond. The goal of these schools will be for its students to learn to the World Standards in the five core subjects. So that we can find out whether that happened, the students will take the American Achievement Tests. And after the R&D is paid for, they'll have to cost no more to operate than conventional schools. But otherwise we will put no limits on the six R&D teams; in fact we want them to dream great dreams; we want them to think great thoughts; we want them to challenge themselves and us to make a quantum leap to the schools of America's next century.

The New American Schools should be "break the mold" schools, designed for one purpose: to meet the needs of our children for the next century.

Their designs and ideas and products will not be patented; they will be the property of the American people. But if the R&D teams do their job right, and I am confident they will -- if they bring to education the same American ingenuity and excellence that created those Patriot missiles and smart bombs -- every local community will want their help to create its own New American School.

While American business is being asked to donate \$180 million to jump-start the two-year R&D phase, I will be asking Congress for one million dollars each to jump-start the first 535 New American Schools -- to have them up and running by 1996. And I will ask Congress to pay for the nationwide Electronic Education Networks -- utilizing state-of-the-art software and satellite TV technology -- that the R&D will inevitably recommend be part of a cutting-edge school system for AMERICA 2000. It's time to put American education "on-line."

The Governors will designate AMERICA 2000 Communities in their States -- they may want to conduct a competition for this purpose -- and the first 535 of them will get the first 535 New Schools by 1996, at least one in each congressional district. (I have asked Secretary Alexander and will ask the Governors to be sure that at least half of the first 535 New American Schools be located in urban neighborhoods and rural areas where the problems of at-risk children command the attention of a caring Nation.)

I predict that by 2000 there will be thousands more New American Schools open or on the way. The process will become another of those things the American people always do to stay true to our legacy -- another renewal of American freedom. The people, as always, will get way out in front of their leaders; many communities will build their own New American Schools. They won't wait for Washington planners or Washington money or Washington red-tape. They'll just do it. Because it's needed. Because it's right.

In none of this am I talking about cookie-cutter schools, invented by a university think tank or imposed by a Federal regulation. The whole system is designed so Governors and local communities can go shopping among the R&D teams -- mix and match, if you will -- using one team's ideas in one community, another's in a second, perhaps a combination in the third.

In the end, I predict that each New American School will be at least slightly different from the rest. That of course is the genius of the American system -- local control that reflects local differences. It would never work any other way.

And so I have come full circle. The Federal government, the White House, the Cabinet, the Congress, the Governors can all help and we all will. But in the end, just as what goes into each New American School will be decided by each community, whether we move toward the education goals for AMERICA 2000 will be determined by each community.

Once more, here is what we're asking each AMERICA 2000 Community, each town, each neighborhood in America to do: Accept the six goals as your own; set a community strategy to meet them; produce a Report Card to measure results; agree to create and support a New American School. The first 535 of the AMERICA 2000 Communities picked by the Governors will get the first 535 New American Schools -- and these will be up and running by 1996.

Nobody's going to tell you what has to go into your community's strategy for AMERICA 2000. Only you know that. That's what local control means. But as you study those six education goals you will quickly realize that New American Schools alone won't be enough:

- Adult literacy and skill training will take community commitment to life-time learning.
- Drug-free and violence-free schools will take community commitment to neighborhood law enforcement and neighborhood caring.
- Assuring that children start school ready to learn will take community commitment to protecting at-risk children and fostering parental responsibility, as well as help from government through such programs as Head Start.

Let me add a personal word of caution to the planners, the R&D dreamers, the community architects: To work, the New American Schools and the AMERICA 2000 Communities must be more than computers and telecommunications. School is not just a place to learn technology; like the home, school is a place to teach and learn sound values, a place where children can love and be loved, and build relationships with others who care. Conversely, school must not be the only place where such values are learned or taught, or where children are loved and cared for.

We have been asking our schools to get back to basics. Now is a good time to ask the same of ourselves. It is time America ended its no-fault era. Accountability in our schools is essential; so is accountability in our homes, our families, our lives ... individual accountability.

AMERICA 2000 will require values, skills, and caring. If we teach yesterday's values but forget tomorrow's skills we will lose America's future. If we teach tomorrow's skills but forget yesterday's values we will lose America's soul. And if we look only to our own success without caring for the well-being of our neighbors, we will lose America's heart.

The New American Schools start with one of those values, one of those beliefs from yesterday, from the Old School: America can do anything that needs doing.

Meeting the goals of AMERICA 2000 needs doing. It will take all of us. But we're ready!

Thank you. God bless you! And God bless the United States of America!

II. POLICY SUBSTANCE

THE PROBLEM: AMERICA'S SKILLS AND KNOWLEDGE GAP

In the Persian Gulf these past few months, we witnessed a triumph of American character, ability, and technology -- a victory for America and all that she stands for. Operation Desert Storm helped show that education -- the source of our knowledge and skills -- is essential to America's continued liberty, prosperity, and world leadership.

Unfortunately, such knowledge and skills are shared by too few Americans, and they are not being adequately transmitted to the next generation. Our country is idling its engines, not knowing enough, not being able to do enough, to protect the precious conditions of liberty and make America all that it can be.

The President said it in Charlottesville:

After two centuries of progress, we are stagnant... Fewer than one in four of our high school juniors can write an adequate persuasive letter. And only half can manage decimals, fractions and percentages. And barely one in three can locate the Civil War in the correct half-century. No modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled. The status quo is a guarantee of mediocrity, social decay and national decline.

Eight years after the National Commission on Excellence in Education declared the United States a "Nation at risk," we haven't turned the situation around. Almost all our education trend lines are flat, some still declining.

We're spending far more money on education this year than when George Bush was elected Vice President in 1980. Total outlays for elementary and secondary schools have more than doubled since 1980; even after considering inflation, we now spend 36 percent more per public school student. We invest more in education than in national defense. But our results have not improved and we're not coming close to what is necessary to realize our potential.

Nor is the rest of the world sitting idly by, waiting for us to catch up. Serious efforts at education improvement are underway in most of our international competitors and trading partners. Yet while we spend as much per student as almost any country in the world, American students are at or near the back of the pack in international comparisons. If we don't make radical changes, that is where they're going to stay.

Meanwhile, our employers cannot hire enough qualified workers. Productivity lags. Immense sums are spent on remedial training (much of it at the college level). Companies export skilled work -- or abandon projects that require it.

Shortcomings are not limited to what today's students are learning in school. The fact is that close to 85 percent of America's workforce in the year 2000 is already in the workforce now. They are the products of the same education system we have just described as severely deficient.

Perhaps twenty-five million adult Americans are functionally illiterate. Another twenty-five million working adults need to update their skills or knowledge.

While more than four million adults are taking basic education courses outside of K-12 -- and millions more are learning new skills through employer or union programs -- there is a shortage of trained teachers for these programs and a paucity of good instructional materials.

Even more important: No system matches training to needs; no organized network ties learning new skills to getting new jobs; no uniform standards measure the skills needed and learned.

Most important: While the age of technology, information and communications rewards those nations whose people learn new skills to stay ahead, we are still a country that groans at the prospect of going back to school. At best, we are reluctant students in a world that rewards learning.

And there is one more big problem: Today's young Americans spend barely nine percent of their first 18 years in school, on average. What of the other 91 percent, the portion spent elsewhere?

- For too many of our children, the family that should be their protector, ombudsman and moral anchor is itself in a state of deterioration.
- For too many of our children, such a family never existed.
- For too many of our children, the neighborhood is a place of menace, the street a place of violence.
- Too many of our children start school unready to meet the challenges of learning.
- Too many of our children arrive at school hungry, unwashed, and frightened.
- And other modern plagues touch our children: drug use and alcohol abuse, random violence, adolescent pregnancy, AIDS and the rest.

No civil society or compassionate nation can neglect the plight of these children -- in almost every case, innocent victims of adult misbehavior.

But we see that few of those problems are amenable to solution by government alone, and none by schools alone. Schools are not and cannot be parents, policemen, hospitals, welfare agencies or drug treatment centers. They cannot replace the missing elements in communities and families.

Schools can contribute to the easing of these conditions; they can sometimes house additional services; they can welcome tutors, mentors and caring adults; but they cannot do it alone.

At one level, everybody knows this. Yet few Americans think it has much to do with them. We tend to say that, "The Nation is at risk, but I'm all right, Jack." Complacency is rampant with regard to one's own school, one's own children, in one's own community.

This leaves us stuck at far too low a level, a level we ought not tolerate. One of the lessons of the education reform movement of the 80s was that little headway can be made if few of us see the need to change our own behavior. Yet few of us can imagine what a really different education system would look like. Few of us are inclined to make big enough changes in familiar institutions and habits.

Until last year, few could even describe our education goals. As a Nation, we didn't really have any.

THE NATIONAL EDUCATION GOALS

In 1990, the President and the Governors adopted the following six goals for American education in the year 2000:

- Goal 1:** All children in America will start school ready to learn.
- Goal 2:** The high school graduation rate will increase to at least ninety percent.
- Goal 3:** American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- Goal 4:** U.S. students will be first in the world in mathematics and science achievement.
- Goal 5:** Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Goal 6:** Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Adoption of these goals was a significant national event, and some headway has been made toward their attainment. But the time has come for bolder action. As the President said of our soldiers in the Gulf: "The America we saw in Desert Storm was first-class talent." Our problem isn't lack of natural ability, let alone guts or spirit. It's that so much of that talent today is underdeveloped, so much of that courage untapped.

The time has come to lay out a bold strategic plan that will move us toward achieving all six education goals for 2000 and thereby renew American education. What follows describes that plan.

THE IDEAS

Better schools will happen when local communities make them happen -- not when Uncle Sam mandates them. But Washington can point directions, provide tools, set standards, spur competition, report results and inspire involvement.

The call to action involves four different areas: By fostering accountability and choice, we must make today's schools better and more accountable for today's students; for tomorrow's students, we must create a New Generation of American Schools; for ourselves -- yesterday's students -- we must head back to school to acquire the skills and knowledge that good jobs demand; and, outside the schools, where our children spend 91 percent of their lives, we must build AMERICA 2000 Communities. *All four areas must be worked on at the same time.*

1. FOR TODAY'S STUDENTS:

BETTER AND MORE ACCOUNTABLE SCHOOLS

To move America toward the six national education goals for the year 2000, school by school, community by community, State by State, we must aggressively promote an eight-part improvement package:

- a. **Develop and implement clear new standards for the performance of America's elementary and secondary school students.** ACTION

The New World Standards to be established will define what American students need to know and be able to do to live and work in today's world. Accountability begins with these standards: expectations and benchmarks against which we can measure student achievement and school performance.

These standards will be developed on the basis of thoughtful, forward-looking judgments about what young Americans need to know and be able to do upon completion of schooling. The United States has never had such standards before. Defining them is where any effective education reform strategy must begin.

Whatever specific mechanism is chosen in the coming weeks -- commission, task force, etc. -- its charge will include:

- Determining how many standards there should be for each grade.
- Defining each standard in clear general terms that can be applied consistently in different subjects and grades.
- Examining standards used in other countries and determining how the "world standards" to be used in the United States should be related to them and updated regularly.

- Proposing a national examination system that will define standards and essential content of each of the five core subjects, and enable the Nation, the States, and individual schools and students (and their parents) to know how well the standards have been met.
- b. **Create the American Achievement Tests (AAT) as the anchor for a ACTION system of voluntary national examinations based on the New World Standards.** These principles will guide administration policy toward testing:
 - There should be developed a system of national (not Federal) exams keyed to new national anchor tests -- the American Achievement Tests -- in each of the five core subjects.
 - If different tests are used in different States and schools, results must permit fair and reliable comparisons among students taking these tests.
 - The tests will be available for all students in grades 4, 8 and 12.
 - Each test will be a worthwhile examination of important knowledge and essential skills.
 - While leadership will encourage their use, they will be entirely optional for the State, district or school.
 - The permanent role of the Federal government in relation to these tests will be as limited as possible.

Among the issues demanding prompt resolution are:

- How best to develop the new American Achievement Tests.
- By what means other (non-Federal) tests can be linked so that multiple tests are available that are faithful to the same standards and test security.
- In what order (of subjects and grades) the new tests should be phased in.
- How the new national testing system should be organized, governed and paid for.

National anchor tests keyed to new world standards in five subjects at three grade levels may not be fully available until late in the decade.

Because it will take that much time to develop the American Achievement Tests with the requisite care, it is necessary also to **fashion an interim system ACTION**

of individual testing perhaps based on the existing National Assessment of Educational Progress (NAEP). NAEP-linked tests in reading, writing, and mathematics could be made available by 1993 or 1994 to States and localities that want to use them.

Up to now, NAEP results have been available only at the national and regional levels, not at the State, district, school, or individual student level. In 1988 Congress authorized a trial program to produce limited State-level NAEP data in 1990 and 1992. No State-level data collection has been authorized beyond 1992. We will propose that Congress authorize State-level data collection for all NAEP assessments after this trial period, as well as optional use of NAEP at district and school levels by States that wish to do this.

ACTION

c. Encourage use of the American Achievement Tests.

While the new tests will be voluntary, the Administration will aggressively encourage their use. It will call upon groups and individuals to insist that students prepare for these tests and that the content and skills covered by the New World Standards and core course proficiencies be taught.

The Governors and legislatures will be urged to adopt the anchor tests or equivalent exams for use in their States.

Businesses will be urged to take into consideration results on the tests in their hiring procedures (with better pay for higher scores).

Colleges will be urged to consider results on the American Achievement Tests in making admission decisions (with scholarship funds linked to test scores). As part of the Higher Education Act reauthorization, Federal merit scholarships will be proposed, rewarding academic excellence among needy students. (A version of this idea is in the 1992 budget.)

ACTION

High school students who distinguish themselves on the American Achievement Tests will receive a **Presidential Diploma** -- an emblem on their diploma that signifies world-class performance.

ACTION

The rhetoric of the campaign will, of course, ceaselessly urge parents to seek accountability in their children's schools by insisting that these tests be given and results reported.

d. Provide and promote Report Cards (school, district, State).

If choice is the ultimate leverage that parents will have to assure change, Report Cards on schools are their means to gain information on which to base a confident choice.

At no level should these reports disclose individual student performance (except to parents and teachers). But a public reporting system -- school,

district, State, and national -- should provide ample information on institutional and system performance. The availability of national anchor tests in all five core subjects at three key grade levels allows for just such comparisons -- including a national Report Card measuring State performance, to be prepared in conjunction with the National Education Goals Panel.

ACTION

By encouraging performance-based decisions by business, colleges and parents -- and by encouraging competition among schools, districts and States -- Report Cards may prove the single most powerful tool in this accountability package.

e. Provide and promote choice of schools.

We should aim to give all families, regardless of income, real options among good schools. Parental choice creates market-based accountability, encourages school diversity and competition, empowers parents and provides them and their children a sense of investment in their education.

Today, in America, school districts operate what we have come to call "public" schools in ways that foster uniformity and discourage choice and accountability. It doesn't have to be that way.

In encouraging choice, we should not limit it to municipal "public" schools. Neither should it be confined within school district boundaries.

Choice should occur across present jurisdictional boundaries. Schools can still serve the public and be accountable to the public even if they are sponsored by such providers as universities, public agencies, corporations, non-profit organizations, secular private entities and (after working through the constitutional issues) church-affiliated groups. In other words, we should redefine "public school" to mean any school, regardless of aegis, that is publicly chartered, receives substantial public funding and is accountable for its results to an appropriate public authority.

In addition to underwriting choice demonstration projects at the State and local level, as proposed in the FY 1992 budget, the Administration should seek congressional approval to apply the choice principle to Federal education programs, beginning with Chapter I.

ACTION

NOTE: Congress has rejected this idea in the past but proposing it again will show readiness to "put our money where our mouth is." The "piggy-back" voucher envisioned here is somewhat more ambitious (but no costlier) than the proposal in the 1992 budget.

To be consistent, we should also promote choice in education systems under Federal domain -- e.g. schools for children of military personnel and Native Americans. The relevant Federal agencies should cooperate to develop a plan for this.

ACTION

f. The school as the site of reform.

One of the great lessons of the reform effort of the 1980s is that change must occur school by school. We now recognize that individual schools must be "site-managed" in order to be effective. Schools need strong leadership and their leaders need the freedom to run them while being held accountable both for their results and for making well-conceived efforts at improvement.

This strategy will foster school site management and promote the training of effective school leaders in several ways.

- **We will encourage States to allow the leadership of individual schools to make decisions about how resources are used in their school.** While being given this freedom, they will be accountable for results toward achieving the national goals. **ACTION**
- **We will seek congressional authorization to vest greater decision-making power at the school site through an Education Flexibility Act.** Regulations controlling how States, districts, and schools spend their Federal funds will be eased and greater flexibility and decision making authority conferred on those leading the schools. **ACTION**
- **The Department of Education will provide matching funds to establish 50 School Leadership Academies.** These will cost about \$12.5 million a year and will help train world class principals and other school leaders in school improvement strategies and accountability systems that will create in our schools the conditions to reach the goals. These Academies may involve collaboration between schools of management and schools of education. **ACTION**

g. The teacher as the heart of the school.

The character that teachers embody and demonstrate, as well as their knowledge, their skills, and their understanding of how children learn -- these constitute the heart of the school. If we demand more of the schools, we must also support, strengthen and make more attractive the profession of teaching.

This package will help update the knowledge and skills of today's teachers, encourage alternate certification of new teachers, and shape a professional climate to attract our best:

- **We will encourage more pay for: teachers who teach well; teachers who teach core courses; teachers who teach in challenging or difficult settings; and experienced teachers who serve as mentors for new teachers.** **ACTION**

- **We will work with agencies such as the Humanities and Arts Endowments to identify and honor outstanding teachers in their fields,** as the National Science Foundation does for mathematics and science teachers. **ACTION**
- **Relevant Federal agencies will provide matching funds to support Core Course Teaching Academies** -- summer or term-time sessions in the five core subject areas -- to give teachers the knowledge, the skills, and the tools they need to help students meet the New World Standards. (\$200,000 to each of the 200 best proposals -- a minimum of two per State -- would cost \$40 million annually and would serve about 20,000 teachers.) The Chicago project supported by the Department of Energy and led by Leon Lederman is an example of such an activity. **ACTION**
- **We will support one-time Federal funding (\$10 million) for the National Board for Professional Teaching Standards.** This group is grappling with the difficult problem of establishing a generally accepted evaluation process to encourage and reward excellence in teaching. It is reasonable to support that effort. Federal funds, limited to the Board's R&D work, will be conditioned on a system of accountability for the Board's own performance. **ACTION**

NOTE: Although this could well spur alternative certification, it would reverse previous administration policy (which endorsed the idea of a Board but opposed Federal funding).

As part of the Educational Excellence Act, we will **seek congressional authorization to make grants to States and districts to develop alternative certification systems for teachers and principals.** New college graduates and others seeking a career change into teaching or school administration are often frustrated by certification requirements that do not relate to subject area knowledge or leadership ability. This initiative will help States and districts to develop means by which individuals with an interest in teaching and school management or leadership can overcome those certification barriers. **ACTION**

h. Promote more study and learning time for students.

The President will appoint a Commission on Time, Study, Learning and Teaching and charge it with appraising the quality and adequacy of American students' study and learning time in an era when New World Standards of achievement need to be met. Issues to be examined include the length of the school day and year, the extent and role of homework, how time is currently being used for academic subjects, year-round professional opportunities for teachers, and the use of school facilities for extended learning programs. This Commission would issue its report by 1993. **ACTION**

OPTION: This could be either a Presidential or Secretarial Commission.

3. FOR OURSELVES (YESTERDAY'S STUDENTS/TODAY'S WORKFORCE):

A NATION OF STUDENTS

If eighty-five percent of America's workforce in 2000 is already in the workforce, improving today's and tomorrow's students is not enough to assure a competitive America in 2000, either. We need to move from a "Nation at risk" to a Nation of students -- and that means all of us, young and old. Nearly all of us need to know much more than we do now.

The need isn't just at work. To live well in America today, we need to know more about operating modern devices (PCs, etc.), about effective parenting, about health and personal fitness, about civic participation, about how to improve our literacy skills, our understanding of international politics, our capacity to solve community problems and more. Education is not just about making a living. It is also about making a life.

By word and example, the President needs to challenge grown-up Americans to go back to school.

If twenty-five percent of us take this challenge in the 90s, national economic productivity will rise, more parents will think about what a good school is, and more students will learn study habits and respect for learning from their parents.

If half of today's workforce takes the challenge to learn new skills in the 90s, America will still be the leader of the world's economy -- and a sturdy beacon of freedom's blessings to the whole world.

To become that Nation of students, we need to adopt an accountability package for learning past K-12 that's as strong as the package envisioned for the schools. (Note: The details of the package should be planned jointly with the Department of Labor, OPM and OMB.)

- a. **Focus, Coordinate, and Define the Nation's Literacy Efforts, not just in relation to reading and writing, but also in the knowledge and skills that make us better and wiser.**

Enlarge and regularize the National Adult Literacy Survey (NALS). We do not have enough systematic information to accurately assess adult literacy. Such data are essential for sound policymaking.

ACTION

It should be a national priority to produce timely, accurate and regular data on adult literacy and skill levels. This information can serve as a definition of what has to be done -- and a basis against which to measure progress.

Tie Federal funding of adult education training programs to performance. Relevant Federal statutes regarding adult literacy (e.g. Adult Education Act, Title IV of the Higher Education Act) should insist on

ACTION

performance standards for all recipients. No Federal dollars should go to any institution that cannot demonstrate performance up to those standards.

Propose a reauthorization of the Adult Education Act that includes the principles set forth in this strategy. The Adult Education Act expires on September 30, 1993; however, we may want to move more quickly to propose a reauthorization package that includes the principles set forth here. **ACTION**

Negotiate with Congress on elements of the Sawyer-Goodling Literacy Bill. This bill would authorize a variety of literacy-related activities, including a National Institute on Literacy. Though opposed to it in the past, the Administration has moved in the direction of supporting elements of this bill. For example, the Department of Education already has a \$5 million appropriation to establish an Institute for Literacy Research and Practice. This activity could be subsumed under new legislation. In addition, it could have a clearinghouse function that provides the growing network of industry, community and government Skill Clinics with information on available programs and their results. **ACTION**

Propose new adult literacy activities as part of the Educational Excellence Act. The Administration's Educational Excellence Act anticipates a variety of initiatives, including innovative adult literacy activities. This initiative should be built around the principles set forth in this section of the strategy. **ACTION**

b. Stimulate a private sector strategy to establish standards and benchmarks.

The standards and benchmarks proposed for the schools (New World Standards, core course proficiencies, American Achievement Tests) measure academic skills and knowledge. Industry and labor need to develop a parallel system of benchmarks for job skills and knowledge.

The SCANS commission of the Labor Department is making good progress in defining the five core skills needed to perform a job (systems, personal interaction, information, resources, technology). Just as national anchor tests will be created for each core school subject, skill certificates are needed for each core job skill.

And just as national benchmarks and assessments for the schools need to be adopted at the local level to be effective, any system of benchmarks and assessments for job skills must be voluntarily adopted by business and labor (and tailored by and to each industry group) if it is to be effective.

The President will ask business and labor cooperatively to develop their own world standards, core skill proficiencies and skill certificates -- and apply these industry by industry. The goal is a job skill benchmark program to parallel the schools benchmark program and to help all Americans determine what they have to know to live and work in this changing world. **ACTION**

The process will benefit employees -- but it is just as much in the interest of employers, helping them to define and identify the skills their employees will need in the future and setting about to get them now.

OPTION: The President can direct the Secretaries of Labor and/or Education to lead and organize this effort. Other Cabinet members will need to be involved as well, especially in fostering efforts by industries with ties to their agencies.

c. Promote Skill Clinics in every business and community.

Workers need to be able to find out what they need to know to hold a job or get a better one. And they need to be able to find out where to learn it.

With a private sector system of skill standards, proficiencies and certificates, Skill Clinics will be all the more essential for diagnosis and referral:

Employers will be encouraged to make Skill Clinics as available to their workers as health clinics are today. **ACTION**

Future-thinking communities (AMERICA 2000 Communities) will provide one-stop diagnosis and referral at community Skill Clinics. **ACTION**

Each Federal agency will establish Skill Clinics for its employees. **ACTION**

d. Call a National Conference of Adult Education Providers

Many adult education providers already conduct a variety of training and development opportunities. This diversity is a strength. But it is also a source of much confusion.

We propose to convene a National Conference of Adult Education Providers, to launch our efforts to challenge the country to become a "Nation of students." Among those to be included are community and technical colleges, universities, trade schools, corporate training programs, trade unions, literacy programs, libraries and commercial job-skill providers. Among the subjects on the agenda will be: **ACTION**

- Making adult education convenient;
- Quality control of programs, perhaps through performance-based ratings;
- Getting reliable information about providers to the Skill Clinics that will be making referrals;
- Creating instructional materials that teach to world standards; and

- How best to establish the principle of choice for Federal adult education programs.

OPTION: One option is to convert all adult education, JTPA and JOBS programs to vouchers now.

- c. Set a national goal of five percent of adult workforce members a year gaining a new skill for work or additional knowledge for life.** **ACTION**

If five percent of the workforce learned new skills each year, the upgraded American workforce in 2000 could out-think and out-produce anyone in the world.

"Learning a new skill" means more than watching a how-to TV show or attending an occasional art appreciation class. It means consciously and systematically upgrading your skill levels in order to do your job better, get a better job or live a more fulfilling life.

Learning a new skill also includes acquiring knowledge not related to the workplace. Studying a foreign language, joining a Great Books discussion group, reading a book each month on history, science, or some other topic -- these are all to be encouraged and are included in the five percent target.

The President should challenge the private sector -- and each individual business and union -- to hit that target. He should ask business and labor to establish systems to report back to him annually on their progress toward that goal.

Five percent per year might also be an appropriate standard for every AMERICA 2000 Community to adopt as they compete to win that designation.

And the five percent per year goal should be the minimum requirement for every agency of the Federal government.

- f. Make the Federal government the most visible example of employee skill-upgrading.**

The President will ask the Director of OPM to recommend a government-wide program for skill-upgrading, based on the goal of five percent of all employees learning a new skill every year.

ACTION

Each Cabinet member and agency head will be asked to tell OPM what they do now and how they see the program evolving most effectively in their offices.

Fully fifteen percent of the entire American workforce is employed by government at all levels. This program, combined with Federal agency Skill Clinics (see above) and Cabinet examples (see below) could prove a powerful example to State and local governments as well.

Note: Worthy as it is, this program will cost money and we cannot yet determine the dollar costs. But it must have adequate support. Setting up Skill Clinics and Cabinet examples without the means for employees to do what is asked of them would invite criticism.

g. Set personal examples.

ACTION

The President should learn a new skill himself. It might be how to use a computer. It might be learning Spanish -- to communicate with his extended family. But the Nation should see him conscientiously working at improving his skills. (It is less important that he become fluent than that he be committed to the effort -- and willing to be seen making it.)

Note: Which new skill is totally up to him.

The First Lady, the Vice-President, and all Members of the Cabinet should be asked to do the same.

If they all do so, it will be reasonable for the President to ask the same of:

- Governors and legislators;
- Members of Congress;
- Business CEO's and union presidents;
- Members of the entertainment industry.

When the entire leadership of the Nation provides leadership by example, the Nation will follow. Just think of the media features, day after day.

The personal commitment will establish the bona-fides that allow Secretary Skinner to encourage the trucking industry to establish its own skill-training program, Secretary Kemp to do the same with builders, Secretary Cheney to do so with defense contractors, etc.

We will be well on our way toward becoming a Nation of Students.

4. AND, OUTSIDE THE SCHOOLS:

COMMUNITIES WHERE EDUCATION CAN HAPPEN

Even if we successfully complete the first, second and third parts of the education strategy -- if we create better and more accountable schools for today's students, design and establish a New Generation of American Schools for tomorrow's students, and lead today's adults back to school -- we still will not have done the job.

Even with accountability embedded in every aspect of education, achieving the goals requires a renaissance of sound American values -- proven values such as strength of family, parental responsibility, neighborly commitment, the community-wide caring of churches, civic organizations, business, labor and the media.

We've been asking our schools to get back to basics. Now it's time to ask the same of ourselves:

- o It is time to end the "no-fault era."
- o As we shape tomorrow's schools, it is time to rediscover the timeless values that are necessary for achievement.

Accordingly, our education strategy has an additional part. Though carried out largely beyond the schools, this is also the part that drives the rest of the strategy.

As we approach the new century, we seek communities worthy of New American Schools, communities attentive to the 91 percent of children's lives that today takes place outside the school, communities in which children reach school ready to learn, in which the school and its environs are safe and drug-free, in which the needs of "at risk" youngsters are met, in which strong values are forged and sound character developed.

Government at every level can play a useful role, and it is incumbent upon us to see that this is done efficiently and adequately. But much of the work of creating and sustaining such communities can only be performed by those who live in them: by parents, families, neighbors and other caring adults; by churches, neighborhood associations, community organizations, voluntary groups and the other "mediating structures" and "small platoons" that have long characterized well-functioning American communities.

Such groups are essential to building the networks of relationships -- James Coleman calls this "social capital" -- that nurture children and provide them people and places to which they can turn for help, for role models and for guidance.

NOTE: Much the same reasoning underlies the efforts of the President's Office of National Service and Points of Light Foundation, with which this effort must be closely coordinated.

Government Policy and Programs

Many Federal and State programs provide support and services for communities and help to meet the needs of children. Housed in many agencies and intersecting with State needs and priorities in clumsy ways, these programs provide services that are ill-coordinated, sometimes ineffective, and often extremely cumbersome.

That can be changed. **A mechanism will be established at the Cabinet level to join with the Governors in reviewing an array of policies and programs, with an eye to giving States maximum flexibility, minimizing Federal red-tape, permitting States to harmonize eligibility requirements and adapt these programs to local needs and priorities.** We suggest a Domestic Policy Council subcommittee or Cabinet committee, perhaps co-chaired by Secretaries Sullivan and Alexander, that would work with the National Governors' Association (and other State and local officials).

ACTION

Much of this kind of analysis has already been done in connection with the Administration's "opportunity action plan" and many parts are already planned. Further work should be done in connection with the AMERICA 2000 Education Strategy, with particular attention to the needs of children, the importance of social capital and the environment in which education is most effective. By January 1992, when the next State of the Union message and FY 1993 budget are presented, it should be possible to unveil a comprehensive policy package.

Among the programs and policies worthy of attention (examples only):

- continued expansion of Head Start to serve all disadvantaged children;
- expansion and improvement of the Even Start program, and the programs of Preschool Grants for young, disabled children and Grants for Infants and Families, providing early intervention for children with disabilities from birth to age three;
- day care and child care services;
- "one-stop shopping" for federally financed social services;
- a model statute for consideration by States that would toughen sentences and fines for persons convicted of distributing drugs in or near schools, playgrounds, etc;
- Federal statutory protection from civil liability for teachers and principals who mete out discipline;

- a model statute for States to promote parent accountability, such as a reduction in welfare benefits for parents of truant children, fines for parents of juvenile lawbreakers, etc.

In the Communities

Government cannot do this big job alone, and an important part of the education strategy -- and accompanying campaign -- is to drum an important truth into the national consciousness: if the our education goals are to be met and the needs of our children properly attended to, it will be because adults shoulder their responsibilities, because millions of individuals pay closer heed to the consequences of their own behavior, and because we come to understand as a society that government -- even when it's working well -- cannot supply most of what healthy communities require. This is also the fundamental distinction between the usual Democratic approach, limited to government programs, spending and services, and a sound Republican strategy that gives proper weight to values, behavior, individual responsibility, voluntarism and non-government structures and institutions.

A senior official at the Department of Health and Human Services recently recounted this revealing anecdote: in her prosperous suburban neighborhood, a little girl of two or three was spotted meandering alone down the street, obviously having left her home and yard. The neighbor who saw her, rather than dashing out to retrieve the toddler from harm's way, phoned the police department and suggested that they come and do something about the situation. (They did.) Asked later why she had not handled the problem directly, she commented that she didn't think it was her place to interfere in the affairs of the child's family or to be seen to "pass judgment" on their conduct.

This is exactly the sort of attitude -- and behavior -- that we seek to change. "Responsibility" is a term too often scorned today, living as we do in a society that is quick to say that people and institutions are "at risk" but that scrupulously refrains from suggesting that anyone is ever "at fault." We readily assert that a person or group is a victim of malign forces or circumstances beyond its control, yet we are allergic to holding people and institutions to account for the consequences of their own actions.

Our tendency to lay the problem at someone else's doorstep is by no means confined to minority groups or impoverished neighborhoods. Teachers in middle class suburbs note that when they voice criticisms to parents about the behavior or academic progress of children, the parents are apt to react by denying the problem, castigating the child for it, or denouncing teacher and school for having failed to solve it. But it works both ways: when the same teachers are criticized for the paltry knowledge and weak skills of their students, they are likely to suggest that parents are responsible. They don't want to be held to account, either.

Somebody else is at fault for what happens to us, but we are not at fault for what we do to ourselves. We're victims of circumstances beyond our control or perhaps just bad luck.

Nor will it do to expect the schools to rectify this situation for us. School, as noted earlier, typically engages less than ten percent of a youngster's time during his first eighteen years on earth. (Allowing for eight hours of sleep a night, the school's share of waking hours rises to 13 or 14 percent.) When it is successful, it imparts to the child a reasonable quantity of knowledge and skills in such subjects as geography and math, science and literature. But that is about all it is really good at. To look after other aspects of children's development -- and get them to school in such condition that teacher and curriculum can succeed with their parts -- we must look in other directions.

In calling on adults in tens of thousands of communities to do their parts, however, we will need to do more than tap into a pre-existing sense of obligation or impulse toward voluntarism. In many instances, we need to try to create that sense. If it came naturally to most Americans in 1991 to behave properly, to assume responsibility for themselves and their children, and to look after one another, many more would already be doing so. Because so many are not, a more activist stance by our national leadership is called for: to stir people to do something they may know in their hearts is right but aren't yet motivated to do on their own.

Here, the primary roles of the President, his Cabinet and other national leaders and opinion shapers are to exhort, encourage, exemplify, honor and reward those who do an excellent job, making clear that it is not the same as -- and is more important than -- government actions. Perhaps the most significant mission of the President will be rallying enough other campaigners: sports and entertainment figures, civil rights and religious leaders, elected officials and business tycoons, labor leaders and television personalities -- in truth, just about anyone whose advice may be listened to and whose example may be emulated.

The message we want them to send involves families, first and foremost. Parents make a huge difference in how much and how well their children learn. We're coming to understand this -- and starting to lose patience with those who shirk their duties. On the 1990 Gallup education survey, Americans were more critical of contemporary parents than of schools! Only one respondent in four gave honor grades to "the parents of students in the local public schools for bringing up their children." Perhaps people are ready for some tough talk -- and strong leadership -- on this front.

More than talk is possible. Parents can be reinforced too. Thoughtful books and self-help manuals are available for those seeking to strengthen their parenting skills. A number of States and localities have also mounted systematic programs of education for young and inexperienced parents, most often low-income mothers with pre-school children. (The Federal Even Start Program helps in this regard.) Many of these are modelled on the Home

Instruction Program for Preschool Youngsters that was pioneered in Israel. Missouri's "Parents as Teachers" plan, promoted by Governor Ashcroft and already replicated in half a dozen other jurisdictions, makes available in-home training (and group sessions) for parents of babies and toddlers. There is some (preliminary) evidence that these children acquire stronger cognitive and social skills in their early years.

Middle class families can improve, too. "Parenting classes," some of them conducted by school systems, some by churches and other agencies, assist inexperienced, frustrated or confused parents to puzzle out matters as basic as getting their children to clean their rooms or eat dinner without tantrums, to do their homework or get along better with their siblings. This doesn't have to be formal; far more parent education probably occurs over the back fence or by chatting with scarred veterans than sitting in class. The large point is that our American zest for self-improvement can be channelled into the systematic improvement of parenting.

Parents aren't the whole story, though. Hundreds of other organizations help to shape what happens to the child outside school: libraries, churches, Scout troops, summer camps, health and welfare organizations, Little League teams, community and neighborhood groups, extended families, law enforcement agencies, and so on. Our hope is that communities will scan that list for more adults who can contribute to the social capital available to children, adults who, in Urie Bronfenbrenner's phrase, are "crazy about" kids and able to help them.

The engine for generating such movement and for bringing all four ideas of the education strategy to life is a **competition among communities to be designated** (by the Governors of their States) **as an "AMERICA 2000 Community."** Such designation is also a precondition for a community to receive one of the first 535 New American Schools.

ACTION

The President would announce the basic standards for an AMERICA 2000 Community, which are:

1. Adopt the six national education goals;
2. Set a community-wide strategy for achieving them;
3. Develop a Report Card to measure its results (including, but not limited to, the performance of its schools and students on the new world standards, as gauged by the American Achievement Tests) and to make those results known to its residents;
4. Demonstrate its readiness to create a New American School and to support such a school for at least ten years.

The Governors will award the actual designation, aware that the first 535 New American Schools (and Federal start-up funds that accompany them) will be awarded to AMERICA 2000 Communities.

The States may use additional criteria if they need to, but at the national level every effort will be made to avoid specifying any further conditions for communities that need to discover for themselves what meeting the six goals means. It is clear, however, that:

- It would be self-defeating to open a New American School in a community without an adequate plan to make it work, a plan in which teachers, principals, and parents join with the rest of their community to develop.
- No school, new or old, can succeed if the "other 91 percent" of its children's time is allowed to undermine what the school is seeking to accomplish.
- Communities with significant numbers of "at risk" youngsters must take even greater pains to ensure that the non-academic needs of those children are adequately met.
- Meeting Goal #1, which deals with preparing children to learn, will oblige the community to consider parental responsibility, how to provide suitable pre-school services, and how to help more adults acquire effective "parenting" skills.
- Meeting Goals #2, 3 and 4, which deal with school curriculum, standards and completions, will cause the whole community to realize that it must get involved with its schools.
- Meeting Goal #5, which deals with universal literacy and adult skill-learning, will lead to plans to become a "community of students."
- Meeting Goal #6, which deals with drug and violence-free environments, will require the community to consider neighbor awareness and parental supervision.
- Since each congressional district is to have at least one New American School, it will be prudent for Governors to consult with their congressional delegations in identifying the AMERICA 2000 communities.

As this AMERICA 2000 Community program moves forward, propelling other elements of our education strategy with it, we will become a Nation in which thousands of communities reinforce sound attitudes, renew healthy attitudes, strengthen constructive patterns of behavior, reinvigorate important institutions, and thereby become places where education happens.

THE FEDERAL ROLE

The next part of this paper -- "44 New Actions" (Tab J, page 41) -- recapitulates the actions -- Federal and non-Federal, governmental and private -- that are suggested as part of the AMERICA 2000 education strategy. First, however, a word on how we see the Federal role in general.

This is important, inasmuch as the credibility of the whole strategy in many quarters will depend on whether Washington is perceived to be doing its part with the vigor and thoroughness with which others are being asked to do their parts.

Three points are basic:

1. The President should explicitly define the Federal role as he sees it, and make clear that, within that definition, he is determined not to skimp or shirk.
2. As noted earlier, we see a fundamental distinction between the limited role of the Federal government in the field of education, and an expansive role for the President as national leader in persuading Americans to solve their education problems. These roles should not be confused, and it needs to be understood that the actions recommended here for the Federal government itself, while in several instances bold, do not fundamentally enlarge its role. The actions recommended for the Nation -- many of them to be catalyzed by the President -- are far more sweeping.
3. The basic strategy, as noted from the beginning, is more "revolution" than "program," more a "populist uprising" than a conventional cycle of legislation-appropriation-regulation. It would be a mistake to see this education strategy as fundamentally programmatic. It is more in the domain of attitudes, ideas, values and practices. The preoccupation of the press and the education establishment with budget lines, bill-drafting and congressional maneuvers must not be allowed to obscure this.

As is well known, the U.S. invests a significant amount of money in education. Our spending per pupil -- and as a proportion of GNP -- ranks among the highest in the world. In fiscal year 1990 we spent \$370 billion on education, more than on national defense (\$299 billion).

Less than ten percent of that money came from Washington. Uncle Sam's financial contribution makes him the junior partner in American education.

At the education summit, the President and Governors restated and reaffirmed the limited Federal role in education. They agreed that Washington should focus on helping the Nation achieve its new national education goals by doing two things: \

- o "promot[ing] educational equity by helping poor children get off to a good start in school, giving disadvantaged and handicapped children extra help to assist them in their school years, ensuring accessibility to a college education, and preparing the workforce for jobs;
- o "provid[ing] research and development for programs that work, good information on the real performance of students, schools, and States, and assistance in replicating successful State and local initiatives all across the land."

This strategy is faithful to that conception of the Federal role in education, while also emphasizing the President's "bully pulpit" and the value of national leadership in spurring fundamental changes far beyond the Beltway.

III. 44 NEW ACTIONS

This section contains a complete list of all the action items highlighted in the strategy. The page number following the action item refers the reader to the page number in the strategy document for more information.

IDEA 1: FOR TODAY'S STUDENTS:

BETTER AND MORE ACCOUNTABLE SCHOOLS

Action #1

Develop and implement clear new standards for the performance of America's elementary and secondary students. Working in partnership with the Nation's Governors through the National Education Goals Panel, develop New World Standards for core course proficiencies in English, mathematics, science, history and geography, and a voluntary system of exams to assess students in the 4th, 8th and 12th grades. A possible mechanism to accomplish this efficiently is a special commission appointed by the Secretary. (p.14)

Action #2

Create new American Achievement Tests (AAT), which will serve as the anchor for a system of voluntary national exams calibrated to the new world standards. (p.15)

Action #3

Devise an interim system of individual testing for reading, writing, and mathematics, perhaps based on the existing National Assessment of Educational Progress (NAEP). An interim testing system is necessary because it will take time to develop the American Achievement Tests. (p.15-16)

Action #4

Seek congressional authorization for State-level NAEP assessments after the current trial period, ***as well as for optional use of these assessments at district and school levels.*** (p.16)

Action #5

Propose for enactment by Congress (as part of Higher Education reauthorization) Federal merit scholarships to reward academic excellence among needy students. (p.16)

Action #6

Create a Presidential Diploma (an appropriate emblem on their high school diploma that signifies performance to New World Standards) to be awarded to students who show a high level of proficiency in core courses, based on interim national criteria initially, and eventually based on the American Achievement Tests. (p.16)

Action #7

Assist the National Education Goals Panel in creating a national Report Card measuring and comparing State performance in all five core subjects at three key grade levels. (p.17)

Action #8

Seek congressional approval to apply the choice principle to Federal education programs, beginning with Chapter I. (p.17)

Action #9

Promote choice in education systems under Federal domain, e.g. schools for children of military personnel. (p.17)

Action #10

Encourage States and localities to empower leaders of individual schools to decide how their school resources will be used. (p.18)

Action #11

Seek congressional approval of an Education Flexibility Act that would cut Federal red-tape and vest greater decision-making power at the school site. (p.18)

Action #12

Provide matching funds to establish 50 School Leadership Academies. (p.18)

Action #13

Encourage more pay for teachers who teach well, teach core courses, and work in challenging/dangerous settings or serve as mentors for beginning teachers. (p.18)

Action #14

Enlist the Humanities and Arts Endowments and other agencies to identify and honor outstanding teachers in their fields, as the National Science Foundation currently does for mathematics and science teachers. (p.19)

Action #15

Support Core Course Teaching Academies -- in the five core subject areas -- to give teachers the knowledge, skills, and tools they need to help students meet the New World Standards. (p.19)

Action #16

Support one-time Federal funding (\$10 million) for the National Board for Professional Teaching Standards. (p.19)

Action #17

Seek congressional authorization for a grants programs that would support alternative certification systems for teachers and principals. (p.19)

Action #18

Appoint a Presidential (option: Secretarial) Commission on Time, Study, Learning and Teaching, and charge it with appraising the quality and adequacy of American students' study and learning time in an era when New World Standards of achievement need to be met. The Commission's report will be due in 1993. (p.19)

IDEA 2: FOR TOMORROW'S STUDENTS:

A NEW GENERATION OF AMERICAN SCHOOLS

Action #19

Hold a competition and let contracts by early 1992 for up to six R&D teams to design a New Generation of American Schools. (p.21)

Action #20

Ask the Governors to lead the New American Schools effort in their States. (p.23)

Action #21

Ask the State legislatures to: support the creation and operation of New American Schools; embrace the New World Standards; mandate the American Achievement Tests; and insist on school, district, and State-level Report Cards. (p.24)

Action #22

Ask the Congress to provide \$550 million in one-time start-up funds for the New Generation of American Schools -- \$1 million for each of the first 535+ new schools. (p.24)

Action #23

Ask the Congress to provide one-time start-up funding for the design and establishment of Electronic Education Networks. (p.24)

Action #24

Ask American business to become deeply involved in the R&D competition, and to contribute the \$180 million needed to support that R&D effort. (p.25)

Action #25

Ask the American business also to help organize community plans for competing for designation as an AMERICA 2000 Community, to help plan and operate new schools, and to participate in accountability efforts. (p.25)

Action #26

Ask all community members -- parents, teachers, principals, students, businesses, churches, labor unions, volunteer organizations, media and community leaders -- to get involved, to compete for designation as an AMERICA 2000 Community. (p.25)

Action #27

Ask educators to answer the question, "What would it take to create a New American School here in our community?" (p.26)

Action #28

Ask children to study more, learn more, and meet higher standards. (p.26)

Action #29

Ask parents to get more involved in their children's education and in the work of the New American Schools. (p.26)

**IDEA 3: FOR OURSELVES
(YESTERDAY'S STUDENTS/TODAY'S
WORKFORCE):**

A NATION OF STUDENTS

Note: The details of these actions need to be planned jointly with the Department of Labor, the Office of Personnel Management and the Office of Management and Budget.

Action #30

Regularize and expand the National Adult Literacy Survey (NALS), to meet the need for systematic information on the literacy levels of America's adults. (p.28)

Action #31

Tie Federal funding of adult education training programs to performance standards, so that these programs, in turn, will insist on performance standards for all recipients. (p.28)

Action #32

Propose a reauthorization package for the Adult Education Act that includes the principles of choice and accountability set forth in this Strategy. (p.29)

Action #33

Negotiate with Congress on elements of the Sawyer-Goodling Literacy Bill. (This bill would authorize a variety of activities, including a National Institute on Literacy.) (p.29)

Action #34

Propose new adult literacy activities as part of the Administration's Educational Excellence Act, incorporating the principles of choice and accountability set forth in this Strategy. (p.29)

Action #35

Ask business and labor cooperatively to develop their own world standards, core skill proficiencies and skill certificates for jobs and work, and to apply these industry by industry. (p.29)

Action #36

Encourage employers to make Skill Clinics as available to their employees as health clinics are today. (p.30)

Action #37

Encourage AMERICA 2000 Communities to provide one-stop diagnosis and referral at community Skills Clinics. (p.30)

Action #38

Require each Federal agency to establish a Skill Clinic for its own employees. (p.30)

Action #39

Convene a national conference of adult education providers to launch our efforts to change the country into a "Nation of Students" who go back to school to gain new skills for work or additional knowledge for life. (p.30)

Action #40

Set a national goal that 5 percent of adult workforce members a year will gain new skills for work or additional knowledge for life. (p.31)

Action #41

Ask the Director of OPM to recommend a government-wide program for skill-upgrading, so that the Federal government becomes a visible example of systematic employee skill-upgrading. (p.31)

Action #42

Encourage all members of the Administration, beginning with the President, to set personal examples of gaining new skills for work or additional knowledge for life. (p.32)

IDEA 4: AND, OUTSIDE THE SCHOOLS:

COMMUNITIES WHERE EDUCATION CAN HAPPEN

Action #43

Give the States maximum flexibility to design and implement integrated programming to serve children and communities, including streamlined eligibility requirements and reduced Federal red-tape. This will be done by establishing a planning mechanism -- perhaps a Cabinet committee working with the National Governors' Association -- to develop necessary legislation as well as procedures for waivers, regulatory changes, etc. (p.34)

Action #44

Initiate an AMERICA 2000 Community recognition program to energize all four parts of this strategy. Governors would choose these communities based on their plans to meet four basic standards: 1) Adopt the six national education goals; 2) Establish a community-wide strategy for achieving them; 3) Develop a Report Card to measure its results and to make these known to residents; 4) Demonstrate the community's readiness to create a New American School and to support such a school for at least ten years. (p.37)

AMERICA 2000: An Education Strategy

EXECUTIVE SUMMARY

PURPOSE: To move America toward the six education goals that the President and the Governors have defined, thereby transforming American education, closing today's skills and knowledge gap, and helping to make this country "all that it can be."

OVERVIEW: The President would lead a "populist crusade," ("revolution," "revolt," "uprising") community by community, to educate ourselves and our children so that we can live and work in the world as it is today: a revolution in how we do things, a restoration in what we believe in, a homecoming to sound values of community, family, and personal responsibility.

The strategy calls for:

- o Assuring accountability in the classroom.
- o Unleashing America's creative genius to jump-start a New Generation of American Schools.
- o Transforming a "Nation at risk" into a "Nation of students," (or a "Nation of Americans learning").
- o Nurturing the family and community values essential to personal responsibility, strong schools and sound education.

ADDRESS TO THE NATION: Immediately following this Executive Summary is the draft of a speech that the President might deliver in April before a White House gathering of governors, business leaders, congressional leaders, educators and other distinguished Americans. This event would unveil the education strategy and kickoff the AMERICA 2000 campaign. It should be nationally televised. The text is meant to be clear to the average parent, citizen and voter. It sets forth in plain English the background, need for and major elements of this strategy.

IDEAS: This strategy incorporates four ideas that must be pursued simultaneously:

1. For today's students:

110,000 schools in U.S.

BETTER AND MORE ACCOUNTABLE SCHOOLS

- o World-class education standards and benchmarks (e.g. the American Achievement Tests, a voluntary national examination system), so parents can know how well their children and schools are doing.

- o Choice, so parents have the leverage to act.
- o A focus on the school as the vital site of reform.
- o Stronger and more professional teachers and principals.
- o More study and learning time for students.

2. For tomorrow's students:

A NEW GENERATION OF AMERICAN SCHOOLS

- o Up-front support for national R&D teams (uniting private corporations, think tanks, education innovators) to unleash America's creative genius to help communities create new "break the mold" schools that truly meet the needs of our children for the new century; these teams work with Governors, legislators, educators and communities to create at least 535 such schools by 1996, many more thereafter.
- o R&D teams also help Congress and the President to make available nationwide Electronic Education Networks (electronic library data bases, state-of-the-art software, satellite TV teaching resources, etc.) to put American education "on-line."

3. For ourselves (yesterday's students/today's workforce):

A NATION OF STUDENTS

- o Literacy for all adults, defined not only as the ability to read and write, but also the knowledge and skills that permit a full life.
- o Industry- and labor-driven standards and benchmarks so workers can find out what today's jobs require.
- o Worksite and community Skill Centers so workers can learn what skills they need and where to gain them.
- o "Back to school" examples from government and business leaders.
- o Federal government as "exemplar."

4. And, outside the schools:

COMMUNITIES WHERE LEARNING CAN HAPPEN

Schools cannot do it alone; they don't have enough leverage. Even if we successfully complete the first, second and third parts of the education strategy,

we still will not have done the job. Of course we ask government at all levels to target and coordinate its assistance for those most in need through programs such as Head Start. But government can't do it alone, either. We also seek a renaissance of American values, attitudes and behavior, and personal responsibility, and therefore call on community leaders -- all adults -- to create and renew communities that support this education strategy.

To make this happen, the President will challenge every community in America to compete for the AMERICA 2000 designation. To receive it, communities must: embrace the national education goals, create a community-wide strategy for reaching them, devise report cards for monitoring their progress, and take other steps necessary to make their communities places where learning can happen. Governors -- with the optional assistance of a blue-ribbon panel -- will decide which communities in their States are designated AMERICA 2000 Communities. There are only two stipulations: every congressional district must receive at least one New American School, and half of these schools must be located in inner city or poor rural areas. For each of the first 535+ New American Schools, Congress will provide one-time start-up support of \$1 million dollars.

PRESIDENT'S TIMETABLE FOR THE NEXT SEVERAL MONTHS:

- o March 1991
 - Sign-off on strategy.
- o April 1991
 - Address to the Nation: announcement of strategy.
 - Planning, legislation submitted to Congress, public funding activities begin.
 - President meets with business and education leaders.
 - President meets with Governors and legislators.
- o September 1991
 - State of Education Address by the President in Iowa (2nd Anniversary of Education Summit).
 - "School day" scheduling as school year begins.

VI. THE CAMPAIGN: MAKING IT HAPPEN

This Section outlines a plan to implement the substance of AMERICA 2000. A comprehensive plan pursuant to this outline will be prepared by the Secretary's office within 45 days of sign-off on the strategy.

A. OVERVIEW

AMERICA 2000 is more than a concept, slogan, dream or happening. It is a campaign, to be executed like one -- with priorities, check points and defined responsibilities.

1. The Campaign Management.

The spokespersons will be The President, the Secretary, the Deputy Secretary and the Cabinet. The campaign chairman will be the Secretary, with the manager and communications director running the campaign out of the Department.

2. The AMERICA 2000 Coalition.

It is the public organization -- with co-chairs from the Department (Deputy Secretary), Congress (Committee Chairs), Governors (NGA Chair), Mayors, business, labor, teachers, principals, higher education, and vocational education.

3. The AMERICA 2000 Communities.

They will be the focal point of the campaign. They will be designated by the Governors on criteria announced by the President. States may operate competitions for this designation. The first 535 will receive the first New American Schools. They will be helped to understand their role and how to meet it by the Governors and by the regional offices of the Department, armed with campaign material, how-to brochures and reports of how others are doing it. Each AMERICA 2000 Community will get a town-line sign, etc.

4. Who Does What?

The President will announce the strategy, set his own learning example, honor teachers at least monthly, schedule a School Day monthly and deliver an annual State of Education address.

The Department will coordinate the strategy and run the campaign, establish voluntary benchmarks for the schools, help issue national Report Cards, install the principle of choice in Chapter I and other Federal programs, set up the Core Course Teaching Academies, and run the conference of adult education providers.

The Cabinet will set up Skill Centers, implement the workforce goal of 5%/year learning a new skill, set their own learning examples, coordinate relevant Department policies and undertake School Day scheduling when they can.

The Congress will consider the Education Excellence Act, fund the 535 New American Schools with \$1 million each, fund the establishment of Electronic Education Networks, and be mentors to the New American Schools in their districts.

The Governors will designate AMERICA 2000 Communities, encourage use of the national accountability benchmarks, promote choice, and promote the workforce goal of 5%/year learning a new skill.

The business community will fund the New School R&D, establish private sector skill benchmarks to parallel the school benchmarks, create/promote Skill Centers, accept the workforce goal of 5%/year learning a new skill, set personal examples for it, and help all AMERICA 2000 Communities plan for and create their New American Schools.

5. "School Day" Scheduling.

Starting in September all officials are asked to do it if they can. The President will do it monthly, the Secretary weekly. A "School Day" consists of traveling to visit a school, hearing their presentations, making appropriate awards, restating the objectives of the education strategy, inspiring parental involvement, and meeting with the local media on the subject. A "full" School Day includes teaching a class, meeting with the local AMERICA 2000 Community committee, and meeting with the parents, teachers and community leaders in a "cover dish" supper in the school at the end of the day. School Days will be in AMERICA 2000 Communities, both before and after the New American Schools are created.

6. The Kickoff.

The AMERICA 2000 strategy would be announced at a two-day White House series of meetings in April with congressional leaders (the leadership of both houses plus all members of both Education Committees), all 50 Governors, 50 selected business CEO's, and 50 representatives of the education community. In addition to detailed group briefings, the President would announce the strategy to them in a nationally televised address (see Tab B, page 4 for draft.)

B. THE JOBS TO BE DONE

Here is a list of the big jobs to be done -- aside from obvious specific items in the substance Section. It's a checklist for both the planning and for our own regular Report Cards on our own progress. AMERICA 2000 must:

1. Create a populist revolt -- a New American Revolution.
2. Arouse communities to collective action.
3. Cause focus on all six education goals to assure progress beyond the schools.
4. Cherish and honor the principle of local control.
5. Change adult opinion that their children's schools are O.K.
6. Change adult attitudes toward going back to school.
7. Get the parents into the schools.
8. Honor, respect, reward and renew teachers.
9. Compare students, schools, districts, States.
10. Give parents the knowledge to judge schools.
11. Give them the leverage to change schools.
12. Put America's creative genius to work on the problem.
13. Channel the available resources of business and increase them.
14. Win the Cabinet, Governors and Congress as allies, keep them as allies, and choreograph their campaign roles.
15. Make the Federal government and its leaders exemplars wherever possible.
16. Get the talk right (rhetoric and progress).
17. Program enough success to assure momentum.
18. Keep sustained focus on the targets.
19. Answer the question: "What should I do?"

20. Reward success, spur ambition -- in the schools, in the campaign.
21. Plug in to the sense of renewal that the turn of the century creates.
22. Tap the optimism and pride of America's can-do spirit.
23. Make it happen in every State, every District.
24. Make the campaign the catalyst -- a sparkplug that ignites 1,000 -- 2,000 -- 50,000 points of light.

C. WHO DOES WHAT?

1. The President will be asked to do the following:

- a. Sign-off on the strategy.
- b. Host an April '91 White House session with the Governors, congressional leadership, business and education leaders for a national TV announcement of the strategy.
- c. Get the Governors on board at that April meeting.
- d. Recruit business and its funds at that April meeting.
- e. Hold weekly White House ceremonies to honor teachers, starting in April '91.
- f. Make a September '91 State of Education address -- and regularly thereafter.
- g. Schedule "School Days" starting in September '91 (up to one per month, whenever possible). A "School Day" consists of traveling to visit a school, hearing their presentations, making appropriate awards, restating the objectives of the education strategy, inspiring parental involvement, and meeting with the local/regional media on the subject. These will be in AMERICA 2000 Communities both before and after the New American Schools are built.
- h. Learn a new skill himself, as an example.
- i. Encourage the Cabinet to do the same.
- j. Help recruit the networks to the AMERICA 2000 Coalition at a White House meeting.
- k. Appoint a Presidential Commission on Time, Study, Learning, and Teaching.
- l. Hold White House award ceremonies for outstanding students on the national tests.
- m. Call a National Conference of Adult Education Providers.
- n. Take part in television public service ads on the subject.

- o. Let the R&D teams make presentations to him.
- p. Visit the New American School R&D teams in 1992.

2. The Education Department will

- a. Plan the AMERICA 2000 campaign.
- b. Create and run the AMERICA 2000 Coalition as the campaign vehicle.
- c. Redraft the Educational Excellence Act to embrace the AMERICA 2000 education strategy.
- d. Lead the effort to establish the New World Standards, core course proficiencies, and American Achievement Tests.
- e. Establish a system to report and disseminate test results -- and reward performance.
- f. Seek authority from Congress to install the choice principle in Chapter I and other Federal programs.
- g. Set and execute a system for awarding the Presidential Diplomas.
- h. Establish and provide matching funds for School Leadership Academies and Core Course Teaching Academies.
- i. Set the RFPs for, award and supervise the New American School R&D team contracts.
- j. Run the National Conference of Adult Education Providers.
- k. Name the teachers to be honored at the White House.

3. The Secretary of Education will

- a. Supervise implementation of the strategy.
- b. Coordinate the strategy with the Vice-President, First Lady and relevant Cabinet officers.
- c. Coordinate the strategy with the Governors.

- d. Coordinate the strategy with the congressional leadership -- and sell them on the Educational Excellence Act which will embrace the strategy.
- e. Serve as Chairman of the AMERICA 2000 Coalition and campaign -- and select all campaign personnel.
- f. Starting in September, undertake at least one "School Day" per week. (See above for definition.)
- g. Undertake his own "back to school" learning example.
- h. Undertake a consistent public schedule with national and regional media to keep the objectives and programs of AMERICA 2000 front and center.

4. The Vice-President will be asked to

- a. Coordinate his "competitiveness" efforts with the strategy whenever appropriate.
- b. Undertake his own "back to school" learning example.
- c. Undertake one School Day per month. (See above for definition.)

5. The First Lady will be asked to

- a. Encourage her Literacy Office staff to participate in the planning to be certain that the programs are totally consistent.
- b. Undertake one School Day per month. (See above for definition.)
- c. Undertake her own "back to school" learning example.

6. Specific Cabinet Secretaries and Agency Heads will be asked to coordinate aspects of the AMERICA 2000 strategy:

- a. The Secretary of Labor -- on development of planning for the workplace skill benchmarks, creation of Skill Centers, and setting the national workplace goal of 5% learning a new skill each year.
- b. The Secretary of Commerce -- on maximizing business participation in the coalition and in implementing the adult education efforts of a "Nation of students."

- c. The Director of the Office of National Drug Control Policy and the Attorney General -- on assuring that the AMERICA 2000 Communities are best advised on how to implement Goal #6 (drug-free schools).
- d. The Secretary of HHS -- leading Cabinet-level committee on Idea 4, and communicating effectively with "AMERICA 2000 Communities" on programs important to achieve Goal #1 (readiness for school).
- e. The Secretary of HUD -- on communicating effectively with Governors and Mayors to assure active participation of urban neighborhoods in the AMERICA 2000 Community program -- and to encourage builders to participate in the "Nation of students" program.
- f. The Secretary of Defense -- to encourage defense contractors to participate in the "Nation of students" program.
- g. The Secretary of Transportation -- to encourage the transportation industry to take part in the "Nation of students" program.
- h. The Director of OPM will be asked to develop a proposal for making new skill training available in all federal departments and agencies.
- i. The White House Office of National Service and the Points of Light Foundation will be asked to assure maximum synergism between the two programs.

7. All Cabinet Secretaries will be asked to

- a. Undertake their own new skill-learning examples.
- b. Participate as they see fit in the School Day program. (See above for definition.)
- c. Establish Skill Centers in their departments.
- d. Set a minimum goal of 5% of all employees learning a new skill each year -- and, with OPM guidance, establish a program for skill training that helps them do it.

8. All 50 Governors will be asked to

- a. Designate the AMERICA 2000 Communities -- with the first 535 to get the first New American Schools.
- b. Create the first 535 New American Schools by 1996, including at least one in each congressional district.
- c. Encourage all communities to become AMERICA 2000 Communities and help them understand best how to do it.
- d. Be sure that half of the first 535 AMERICA 2000 Communities and New American Schools are in urban and rural neighborhoods with high concentrations of at-risk children.
- e. Encourage and facilitate business participation in local AMERICA 2000 Community planning and in funding of the New Schools at the local level.
- f. Encourage use of the school benchmarks (New World Standards, core course proficiencies, American Achievement Tests).
- g. Encourage State universities to give weight to test results in applications and scholarships.
- h. Undertake their own new skill-learning examples, establish Skill Centers in state government, and encourage state employees to learn new skills too.
- i. Adopt a School Day program of their own.

9. The Congress will be asked to

- a. Pass the Educational Excellence Act which will reflect the AMERICA 2000 strategy.
- b. Install the principle of choice in Chapter I.
- c. Authorize needed changes in the National Assessment.
- d. Appropriate \$1 million in one-time start-up funds for each of the first 535 New American Schools.
- e. Appropriate one-time funding for the national Electronic Education Networks that emerge from the R&D teams to service the New American Schools.

- f. Encourage and work with local communities to become AMERICA 2000 Communities.
 - g. Be mentors to the New American Schools in their districts.
 - h. Encourage parents, teachers and taxpayers in their own States/districts to utilize the national benchmarks developed for measuring the effectiveness of schools, including the American Achievement Tests.
 - i. Adopt individual School Day programs of their own.
10. **American business** (the top 1000 companies and beyond) will be asked to
- a. Provide the \$180 million for the New American School R&D teams.
 - b. Participate (where appropriate) in the New American School R&D teams.
 - c. Help Governors and communities plan for and fund the New American Schools.
 - d. Utilize results from the American Achievement Tests in hiring –
– and consider rewarding good test results with higher pay.
 - e. Establish a private sector system of job skill standards and skill certificates to parallel the school benchmarks for cognitive learning.
 - f. Make diagnostic and referral Skill Centers as available to employees as health clinics are now.
 - g. Accept the national workplace goal of 5% learning a new skill every year, and meet the goal industry by industry, business by business.
 - h. Have CEOs set an example by "going back to school" themselves to learn a new skill.
 - i. Consider contributing funds to a Coalition communications fund for national advertising on better schools.

11. Educators will be asked to

- a. Help define the New World Standards, core course proficiencies and American Achievement Tests.
- b. Use the national benchmarks to measure their own institutions.
- c. Award Presidential Diplomas to graduates who excel on the 12th grade tests.
- d. Use/require the test results in college admissions decisions and scholarship awards.
- e. Attend the Core Course Teaching Academies and School Leadership Academies.
- f. Take part in a National Conference of Adult Education Providers to improve standards, information and quality.
- g. Take part in the President's Commission on Time, Study, Learning and Teaching.
- h. Participate in the R&D teams for New American Schools.

12. AMERICA 2000 Communities will be asked to

- a. Adopt the Nation's six education goals.
- b. Set a community strategy for achieving them.
- c. Develop a Report Card to measure its results.
- d. Agree to create and support (for at least 10 years) a New American School.

13. The AMERICA 2000 Coalition and campaign staff will

- a. Ask every city, town and neighborhood in America to become an AMERICA 2000 Community.
- b. Utilize the regional offices of the Department of Education to communicate and assist in the AMERICA 2000 Community program.
- c. Coordinate the Administration's School Day scheduling.

- d. Establish an effective system to communicate to all American parents their rights of choice under Federal law.
- e. Plan and execute a media information program to assure high public recognition and understanding of the program.
- f. Assure sustained attention to and support for the program through progress reports, award ceremonies and feature attention to local examples.
- g. Ask the print media to consider regular update and feature reporting on AMERICA 2000 Communities in their areas.
- h. Provide the press with a constant flow of skill learning, School Day, AMERICA 2000 Community and New American School examples to sustain coverage.
- i. Organize an appropriate press/PR plan for announcement of the R&D program, RFPs, team selections, progress reports, on-site visits and recommendations.
- j. Develop and disseminate appropriate campaign materials, including:
 - AMERICA 2000 graphics.
 - AMERICA 2000 Community signs, materials.
 - Brochures explaining the program.
 - Brochures explaining what could be included in an AMERICA 2000 Community strategy.
 - Video presentations on the same, for local community use.
 - Brochure on "100 ways to improve schools without spending a cent."
 - Video presentation on the same, for local community use.
 - National press kits.
 - Local press kits.
 - Related PSAs.

- k. Design the Presidential Diploma emblem.
- l. Coordinate private sector involvement including R&D team funding.
- m. Develop (with private sector) a national AMERICA 2000 advertising campaign, paid with private sector funds.
- n. Ask the networks to assure news programming time to the effort on a regular basis -- and consider volunteering advertising time.
- o. Ask the entertainment industry to assure the availability of effective spokespeople and role models for new skill learning -- and to make the industry fully aware of the campaign in order to maximize help in the communications effort.
- p. Ask the sports industry to assure the availability of effective spokespeople and role models for "new skill learning" -- and to make the campaign part of its organized communications efforts.

D. KEY CAMPAIGN PERSONNEL

1. Spokespersons: The President, the Secretary, the Deputy Secretary, Cabinet members.

2. Campaign Chairman: Secretary Alexander.

3. Co-Chairs of the AMERICA 2000 Coalition:

For the Department: Deputy Secretary Kearns

For the Congress: Senator Kennedy/Congressman Perkins

For the Governors: NGA Chairman Ashcroft

For the Mayors:

For business:

For labor:

For the teachers:

For the principals:

For higher education:

For vocational education:

4. Campaign Manager: (in the Secretary's office)

5. Campaign Communications Director: (in the Secretary's office)

E. SOME EARLY TIMELINES

1. This document amended and approved by the President: ASAP.
2. Completion of comprehensive planning and selection of key campaign personnel: 4/15/91.
3. White House meeting(s) to (a) announce strategy to congressional leadership, Governors, business and education leaders; (2) via TV publicly announce strategy; (3) get Governors on board; (4) get business on board and ask for their funding: 4/91.
4. Education Excellence Act submitted to Congress: 4/91.
5. Start White House ceremonies to honor teachers: 4/91.
6. President begins his own "new skill learning" example: 5/91.
7. RFPs for R&D process: 5/91.
8. Coordination of planning with Cabinet: 4-5/91.
9. Coordination of planning with Governors, Congress, business: Summer '91.
10. State of Education Address by President: 9/91.
11. Beginning of School Days: 9/91 (Monthly for President, First Lady, Vice-President; weekly for Education Secretary)
12. Coordinated announcement of first 50 AMERICA 2000 Communities; 10/91.
13. Award of R&D contracts: 11/91.



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February 22, 1991

Lamar Alexander, President
University of Tennessee
810 Andy Holt Tower
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Dear Lamar,

As promised, here is a letter intended to provide some sense of my ideas for a "New Schools Initiative." To some of my hunches, I've tied what I sensed were your priorities as you outlined them when we met in Knoxville.

Before launching in, however, I would like to express the concern that you will confront—as you doubtless know—a major problem of starting a New Schools Initiative when many existing schools, particularly those serving the poor, are in desperate straits. These schools' ability to cope with their constituencies has eroded noticeably even over the last two years, and some are close to collapse—by which is meant that they tolerate large numbers of dropouts and warehouse the remnant that shows up, the usual American-"system" of educating far too many of our children. I hear of this from even the toughest, most realistic and determined school friends, and visits to their schools confirm their descriptions. To say that we are losing a good part of a generation is not apocalyptic talk: it is the truth. Those within the American polity who deny it haven't gone to schools recently, listened carefully to the voices there and assessed the facts dispassionately. Any

education initiative the Administration launches, such as that for New Schools, must be paralleled by (even stop-gap) relief in some measure to schools—however ill-designed these institutions now may be.

Now, on to the specifics on the ideas of federal involvement in the push for new kinds of schools.

Why should the federal government take the initiative to provoke the development of "new" sorts of schools through the establishment of New School Design Centers?

First, the "reform" movement, now over a decade old, still has not affected fundamentally the often inefficient ways in which schools operate—their organization of resources, their routines, their assumptions. Increasingly, it is clear that the failure of the reform movement to show significant progress in student achievement arises from this reality. Simply, "reform" from the "outside" has failed to provide the leverage required for substantive change. The time has come to focus imaginatively on redesign at a scale which is likely to affect the "insides" of schools.

Second, one of the most impenetrable barriers to changing schooling is the lack of exemplary schools which are substantially different in philosophy and design from the *status quo*. Clearly, there are some, especially in the small "alternative school" sector, but such institutions have usually been kept administratively off to the side and are neither seen nor employed politically as potential influences on the major body of schools. Simply, the "system" as a whole has neither found a way to marshal commitments for significant change in the center of its business nor felt significant incentives to do so. The time has come to provide those incentives.

Third, there are remarkably few organizations operating at an appropriate scale which are devoted to the rethinking and reshaping of schools. Schools cannot be redesigned piecemeal: everything important within a school affects everything else important there. Substantial redesign by and of an existing school while it is operating is often every bit as difficult

as rebuilding an entire car while it speeds along an Interstate. Thus, if more than small adjustments in the means of education are needed—and they are—New School Design Centers devoted to serious *comprehensive* school design are necessary. Such Centers, located throughout the country, can provide the necessary background work and prototypes to provoke and support school people as they press ahead with the shaping of New Schools for their particular neighborhoods. Schools in the process of creation and change can take innovation to as well as draw inspiration from the Centers.

Fourth, if "choice" is one of the strategies we are going to use to move our schools forward, we must provide parents with different worthwhile options for educating their children. Choice means little if the available alternatives are generally mediocre, or if they are essentially alike, Tweedledum and Tweedledee. We need, therefore, to get significantly new options in place which reflect the excellence we all seek for our schools.

Fifth, we need to pull the best people currently working in our schools into the light, where their ideas can be seen and their influence felt. This strikes an additional old but nonetheless urgent refrain: we must find ways to attract an array of talented, diverse people to work in schools, people who otherwise would not seriously consider entering the field of education, let alone become teachers. These school leaders, teachers and administrators, both those currently in school and those not yet in the profession, will be the architects of the best New Schools which may emerge. We need to hook their work within these New Schools to the proposed New School Design Centers in order to give them the support and influence they and their schools deserve. Simply put, identifying and supporting educational leadership may be one of the most important and enduring side effects of the New Schools initiative.

Finally, this initiative represents a proper role for federal activity. The national need for educational reform crosses state lines—indeed, it calls for the kind of influence which the individual states, with their myriad responsibilities and limited budgets, cannot properly muster in order to shake our conventional, entrenched view of schools. Eventually, this New Schools

initiative should reinforce, rather than replace or abrogate, state and local activity, but it needs a federal-level jump-start. It could be argued to be an extension of over twenty-five years of federal initiative in educational research and development.

How would the New Schools initiative operate?

The program would undertake three activities simultaneously. First, it would solicit proposals for and ultimately launch up to ten new New School Design Centers. These Centers could either be newly hatched or based on currently existing reform alternatives, either alone or in combination. Hank Levin's Accelerated Schools Project, Jim Comer's elementary-level school-community collaboratives effort, Eliot Wigginton's Foxfire Project and our own Coalition of Essential Schools/Re:Learning might be the sorts of organizations which emerge as contenders. Second, the New School Design Centers would support some 1,320 "new" schools over the 1992-1995 period. The schools would initiate action and would draw on the Design Centers' assistance in developing their plans or redesigns. At least ten percent of the federal funds received by a participating school would have to be spent on New School Design Center services. Third, the program would fund a section in each state department of education needed to launch and maintain the program.

What criteria would be applied to New Schools launched and supported by this program?

Several possibilities for selecting the range of the New Schools exist:

First, New Schools would be the product of any seriously committed redesign effort. A "new" school could be a wholly new foundation or it could be a fundamentally changed effort in an existing site. The guideline would be: how does this fresh effort address schooling in a compellingly original way? "New" does not necessarily imply "never before constructed or existing." Rather, it should mean "representative of excellence never before

achieved on a grand scale." The "New Schools" should be a mix of literally new and fundamentally reshaped institutions.

Second, New Schools would be representative and respectful of the nation's norms in size, with no elementary schools smaller than 200 students or secondary school smaller than 400 students. It is further likely that no school, if it follows the precepts listed below, would be any larger than 800 students.

Third, New Schools would be representative in their student intake, admitting a cross-section of the community. That is, they would not be schools with starkly constricting admission requirements.

Fourth, New Schools would be respectful of their constituent communities, deliberately shaped to accommodate the "best" values of each. No two communities are ever quite alike, and no two good schools are ever alike. New schools cannot be crafted and franchised like fast food emporia: kids are not hamburgers, and the tastes of the public should and will be richer, subtler, more controversial and more compelling than those it brings to the take-out counter. The New Schools would be unlikely merely to "implement" a plan from a Design Center. Rather, they would be provoked and informed by a variety of the Center's designs.

We have experience in the Coalition of Essential Schools of local folks redesigning their own schools on the basis of widely shared ideas and principles. Schools in the Coalition and Re:Learning are strikingly different, although they share a common core of beliefs about how schools should serve kids and staff. In New York City, for instance, University Heights High School and Central Park East Secondary School were both "new" schools started with the nine Common Principles as their educational philosophy, but each is responsive to its own community and therefore has its own spin on the shared principles. Over the past several years, these two schools have emerged as schools of choice for the students which they serve, as stellar examples of the nine Common Principles "in action" and, simultaneously, as uniquely different from each other and from other Essential schools. Far

from being the products of a cookie-cutter plan, University Heights High School and Central Park East Secondary School reflect the characters of their staff, their students, their leaders and their surroundings.

Fifth, New Schools would be respectful of individual students and attentive to the differences as well as similarities among them, thereby studiously avoiding the anonymity which plagues most large schools in our day.

Sixth, New Schools would be respectful of the professionals planning and operating them, giving substantial latitude to these folk who, of course, know their particular students and what they need better than anyone else. This school-level authority may well serve to "hold" the best of these teachers in the profession and to attract more of their kind to enter it. Initiative for effective change must lie in the hands of the people who work and grow as professionals in the schools.

Seventh, New Schools would focus fundamentally, if not exclusively, on the development of each student's intellectual skills, as these are the fundamental and essential equipment for any sort of civic, occupational or cultural life in our future. The expectations would have to be high and readily held up for public review.

Eighth, New Schools would have to accommodate the context from which their students come—that is, their communities' cultural, social, economic and religious fabric. Schools would have to forge alliances, as necessary, with other agencies to reinforce each community's ability to support each child in a way which helps his or her ability to learn. This allows the vast array of social services to work toward a single goal in a way far more coordinated and reasonable than they often now can.

Ninth, New Schools would clearly reflect the practical expression of the best of current scholarship about learning, child development and the nature of American culture. In the last decade, policy makers have found research about schooling (such as *The Shopping Mall High School* and John Goodlad's

work) so upsetting in its conclusions that it largely has been ignored. This project would help find ways to heed the critique of existing practice.

Tenth, New Schools would be planned, ultimately, to operate at no more than ten percent over existing per pupil expenditures (adjusted for inflation).

Finally, New Schools would be held accountable by public authorities primarily on the basis of the performance of their graduates and by those graduates' assessment of the worth and dignity of their experience at that school.

What criteria would be applied to the New School Design Centers?

First, the Centers' plans would have coherence and a definable direction which promise greater intellectual effectiveness by and respect for children. They would represent an array of approaches and would all be chosen and developed on the basis of how well their directions serve our children in ways better than the existing system offers.

Second, the Centers would have staffs which include experts in learning and child development, in the keeping of schools and in the design of social institutions.

Third, the Centers' plans would be rooted in the best of current scholarship and knowledge of existing school practice. As well, the Centers' ideas would consider the ways in which this school practice links with the other aspects of students' lives and the other institutions which affect their lives.

Fourth, the Centers would be staffed on a scale sufficient both to evolve approaches to school design and the plans of prototype schools and to support the activity of those New Schools which choose to ask for their assistance. Staffing is a key issue—the duration of support demanded from the Centers

both to jump-start change and to help schools on the hard road toward redesign cannot be underestimated.

Fifth, the Centers' approaches would be sophisticated not only about learning and schooling but also about the varied social, geographic and cultural contexts in which New Schools will have to take effective root. The directions would not only reflect the best of educational practice in general, but the particular needs and strengths of different communities. What works in rural Kentucky, for example, may not be appropriate in the Bronx, in suburban Seattle or in the towns of Texas. However, a strong foundation of *ideas* about what makes a "good" school can connect all of the communities in which New Schools would be located.

Sixth, the Centers could be parts of existing universities or not-for-profit education development organizations such as the federal Regional Education Laboratories, specially launched 501(c)3 units or, possibly, for-profit entities.

Finally, the Centers would be funded by a mix of federal dollars, private support and the "fees"—ten percent or more of a participating school's federal funding—provided in payment for their services.

How would the New Schools Initiative work?

The fundamental principle is that authority should be deliberately located, to the greatest possible extent, at the level of the New Schools themselves. The New School Design Centers would create a rich "market" of approaches and prototypes and principles from which the staffs of the New Schools can borrow. Federal and state "control" would flow from generally phrased criteria for selection of both New Schools and New School Design Centers, the power of the committees making the initial selections and the assessment of and by the New Schools' graduates. To put this more specifically, both the New School Design Centers and the New Schools would be chosen on the basis of federal and state criteria and then, having met these

standards, would be given freedom, protection and continuing authority over their circumstances.

Year #1: Planning year

New School Design Centers: the Secretary would appoint a committee for their selection. "Concept plans" would be solicited and reviewed by that committee. The best of these would be selected and their proposers each given a \$50,000 planning grant to evolve detailed proposals. No more than ten of these would be finally selected, for start-up by the beginning of year #2.

New Schools: Each state would be given authority and funds to support New Schools, up to a number equal to that state's number of federal Representatives (the District of Columbia, Puerto Rico, the Territories and the Overseas Dependents' Schools would share funding for an additional five New Schools). The state would also be given federal funds to administer the program. Each governor would appoint a committee to select the New Schools. The state departments of education would solicit applications and assist groups in their preparation. The states would agree to sweeping waivers from existing regulations for New Schools.

Year #2: Planning and initial operation

New School Design Centers: The Centers would start work, on a deliberately "fast track." New Schools would start contracting for their "business."

New Schools: Those selected would, supported by federal funds, have a planning year, with at least twenty-five percent of the staff ultimately needed to operate the full school already "on board." Their plans would have to show a "phase-in" of district or state operating funds and a "phase-out," over four or five years, of federal funds (which would be limited to planning and assessment functions and the assistance—no less than ten percent of the federal grant—of a chosen Design Center). Schools which are not literally

new would still need to follow a similar planning process, with time created for staff to design plans for the year to come. The state departments of education would simultaneously start the second round of applications.

Years #3 and #4: Operations

New School Design Centers: Fully operational—save those which might have failed to "attract" sufficient New School "clients" to justify continued federal funding.

New Schools: Phased in, 440 each year over three years, for an ultimate total of 1,320 New Schools. Each state starts its assessment project with near-graduates and graduates of the New Schools.

What would the New Schools Initiative cost?

I have not hazarded even a guess at this, as it requires more detailed estimations than I have had time to make. Suffice it to say that whatever emerges is likely to be politically manageable. The R&D costs alone for provoking the launch of fewer than 1,400 schools will hardly mirror the costs, say, of the development of the Bradley Fighting Vehicle or the Patriot missile—comparisons which may have to be made to get folks' attention.

• • •

Such is the sketch of a plan. I have tried to bring to bear both our own experience within the Coalition of Essential Schools and what I sensed to be your hoped-for scale. I must emphasize that the numbers above—1,320 schools and up to ten useful Design Centers—are *far* above what our experience would say is possible, given the state of the field, the tenacious hold of the "old way of doing things," the incentive and assessment systems now in place (which reinforce, often, the worst of the "old way") and the thinness of likely experienced support for this kind of activity from higher education.

Of course, and at the same time, even 1,320 New Schools will be insufficient to dent the system very much. They could, however, represent a vanguard. And the four-year program sketched out here can be seen as but a beginning.

To repeat my central arguments, merely fiddling with the "system" does not go directly to the heart of our problem—which is ineptly designed and mindlessly enacted schools. There is no surgical strike or silver bullet to get done what needs to be done. Examples of better schools—ones which "produce" kids who "do what they were not supposed to be able to do"—are needed to push the process forward. Your plan can jump-start this process, and—equally important—it can give support to the handful of folks out there now who are trying to redesign what is offered to and expected of kids in schools.

As a former governor, you know all too well that the decision of the federal government since the early '80s to push onto states and communities the costs of many social services is having its predictable result. The dictum that the least government is the best government does not apply well to schools, given the country's expectations of them and the fact that twenty percent of school-aged children are poor. The argument that there simply is "no money" to aid improvement of their education persuades no one who watches the progress of the S&L bailout or the decisions following on major military investments in the Persian Gulf. People know that this still stunningly rich nation can do well by its children if it really wants to.

Simply, a New Schools venture is very badly needed—but, as mentioned at the start of this letter, it must be allied with a parallel effort to stem the hemorrhaging of many of the schools which now exist. One without the other is hard to defend as a sensible strategy of national school reform.

I hope this helps in some way. The initiatives you outlined at breakfast are very promising. I do hope that you can visit Central Park East Secondary School in East Harlem soon to get a sense of what a truly ambitious "new

OTHER FEDERAL EFFORTS ALREADY UNDERWAY OR PROPOSED THAT RELATE TO THIS STRATEGY

This section outlines a number of current Federal actions and many proposals included in the President's Fiscal Year 1992 budget that relate to the strategy. These efforts, listed either as *new initiatives* or *continuations* of programs already underway, involve the following agencies:

- I. Department of Education
- II. Department of Health and Human Services
- III. Department of Agriculture
- IV. Department of Labor
- V. Department of Housing and Urban Development
- VI. Interagency Efforts

I. DEPARTMENT OF EDUCATION

Twelve New Initiatives proposed in the forthcoming Educational Excellence Act (\$690 million requested for FY 1992):

Education Certificate Program Support Fund: To provide Federal funds as incentives to school districts with parental choice programs that include both public and private schools (\$200 million requested).

Choice Demonstrations of National Significance: Grants to help States and school districts determine how best to implement choice programs (\$30 million requested).

Mathematics and Science Achievement Awards: Given to those school districts whose students make the most improvement during the previous school year in math and science, as measured by objective standardized tests (\$40 million requested).

New Magnet School Program: Not necessarily related to school desegregation, this program would expand school choices for families. Amount requested not specified. Proposed in 1990 but not enacted by Congress.

Alternative Teacher and Administrator Certification: Would provide Federal funding to State systems for alternative routes to Teacher and Administrator Certification. Amount requested not specified. Proposed in 1990 but not enacted.

Rewards for Schools that Raise Student Achievement Levels: Similar to the merit schools recognition and reward program. Amount requested not specified. Proposed in 1990 but not enacted.

Recognition and Rewards for Excellent Teachers: Amount requested and legislative specifics yet to be determined. Proposed in 1990 but not enacted.

New Approaches for the Training of School Administrators: Amount requested and legislative specifics yet to be determined.

Innovative Adult Literacy Activities: Amount requested and legislative specifics yet to be determined.

Education Flexibility Proposal: States would be given greater flexibility in the ways they can combine and use Federal education funds. They will be held accountable for demonstrating that this has led to improved educational achievement for students.

Chapter 2 block grant program: The State portion would be increased from 20 to 50 percent, and States would be encouraged to use these funds for choice programs (\$449 million requested for FY 1992).

Chapter 1 Compensatory Education program: Enable districts to use Chapter 1 funds to provide families with more educational choices.

Other Education Department Efforts Not Part of the Proposed Educational Excellence Act:

- o **Federal Merit Scholarships for College Students:** Building and expanding on the proposed Presidential Achievement Scholarships program, with \$170 million requested in the FY 1992 budget for \$500 merit bonuses to outstanding Pell grant recipients on top of the grants they are already receiving.
- o **Partnerships for Innovative Teacher Education:** The FY 1992 budget also includes a request for \$20 million for this new program for support of professional development schools and other school-based strategies to provide for the initial and continuing development of teachers, to assist those wanting to make mid-career changes, and to help others wishing to enter teaching through alternate routes.

Continuations

The following proposals in the President's Fiscal 1992 budget reflect the Administration's efforts to apply its education reform strategy to current Department of Education programs.

Increasing School Readiness of Disadvantaged Children: The Even Start program (\$60 million requested in FY 1992 budget), the Preschool Grants program for disabled children 3-to-5 years of age (\$296 million requested in the FY 1992 budget), the Grants for Infants and Families program providing early intervention for children with disabilities from birth to age 3 (\$129 million requested in FY 1992).

Emergency Drug Grants Program: An Administration initiative to focus funds on school districts with the most severe drug problems. \$49.5 million requested in FY 1992, an increase of over 100 percent from 1991.

National Science Scholarships Program: Up to \$6,000 in college scholarships for students who excelled in science and math in high school. Funded at \$10 million in the FY 1992 budget.

Increased Funding for Mathematics and Science Education Programs: Includes \$239 million for the Eisenhower Math and Science Education State Grants and \$14.7 million for projects of national significance in math and science education – an eighteen percent and twenty-five percent increase (respectively) over 1991.

Additional Activities to Improve Adult Literacy: Besides what is in the Educational Excellence Act and in Even Start:

- o Adult Education Grants to the States: Helps the States teach basic skills to approximately 2.9 million illiterate adults and assist another 1.3 million in attaining high school equivalency (\$222 million requested in the FY 1992 budget -- a 10% increase over FY 1991).
- o Adult Education National Programs: Would continue and expand the Department's research, development, demonstration, and evaluation efforts on adult literacy (\$9 million requested in FY 1992 -- an increase of 15% over FY 1991).
- o Proposed Public Library Services Legislation: Requiring all Public Library Services Program support (\$35 million requested in the FY 1992 budget) be directed toward reducing the number of functionally illiterate adults.
- o Indian Adult Education programs: A \$178,000 increase (approximately 4 percent) over FY 1991 for combatting adult illiteracy in Indian communities.

II. DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

New Initiatives

The President's Fiscal 1992 budget includes \$732 million for the new Child Care and Development Block Grant, which was enacted last year and which provides funds to States to support child care with an emphasis on low-income parents who need the support in order to work.

Continuations

Services Integration/One-Stop Shopping Centers for Eligibility Determination and Service Delivery: HHS has begun a series of efforts, described below, to promote services integration and one-stop centers for determining an individual's eligibility for multiple Federal programs.

- o 13 Family Service Center Demonstrations: These Centers have been funded to test the feasibility and effectiveness of designating one agency as the locus for delivery of a wide array of services to Head Start families.
- o Comprehensive Child Development Centers: To provide comprehensive, integrated services to enrolled 0-5-year-olds, their older siblings, as well as parents and other family members. The centers are open and provide services during hours when enrolled families are most likely to use them.
- o JOBS Program linkages: Case managers are seeking to link to other services for welfare recipients, such as Head Start, Child Support Enforcement, refugee assistance, and Medicaid.

- o Use of case management at homeless shelters and transitional housing: To increase access to services for homeless families and their children.
- o HHS is also working with a number of States and cities to redesign services for children and families. Many of these efforts include a one-stop approach for eligibility determination and for provision of, or referral to, services. (One of the best known such projects is "New Beginnings" in San Diego in which the Alexander Hamilton School will house a number of programs. IBM has provided funding to the New Beginnings project to develop computer networks to facilitate eligibility determination.)

Head Start: The Administration is requesting \$2.1 billion for Head Start in FY 1992 (a \$100 million increase over FY 1991 and an \$817 million rise -- 66 percent increase -- since the beginning of the Bush Administration).

Parent-Child Centers: The Administration is requesting \$31 million (more than a 100 percent increase since FY 1990) for these centers which, in conjunction with Head Start, provide prenatal health care and ongoing health and parenting education for low-income mothers and their children from conception to age three. They also attempt to strengthen the parent's role as the principal influence in the child's life. There will be 60 such Parent-Child Centers in FY 1992, up from the current 37 centers.

III. DEPARTMENT OF AGRICULTURE

New Initiatives

Linking Food Stamp Eligibility with Cooperation on Child Support Enforcement: The Agriculture Department has proposed a new initiative that will, at first, allow States the option of making household cooperation with local child support enforcement agencies a condition of food stamp eligibility and, then, in 1994, mandate such cooperation from households in all States (as is currently the case in order to receive reimbursement under the Medicaid and Aid to Families With Dependent Children programs).

Continuations

The Agriculture Department has also included significant increases in its budget for several programs that help get children ready to learn in school:

- o **School Lunch Program:** Received a 7 percent increase over FY 1991.
- o **School Breakfast Program:** Received a 10.5 percent increase.

- o Summer Food Service Program: Provides funds for food services to needy children during summer vacation -- received nearly a 10 percent increase.
- o Women, Infants, and Children (WIC) Program: Provides nutritious supplemental foods, nutrition education and advice, and health care system referrals to low-income pregnant, postpartum, and breast-feeding women, infants and children up to age 5, determined to be at nutritional risk -- received a 9.5 percent increase.

IV. DEPARTMENT OF LABOR

New Initiatives

New Youth Opportunities Unlimited (YOU) Program: This program, in conjunction with the Youth Job Training Grants, will target comprehensive services to youth living in approximately 25 high poverty areas. The Administration has requested \$25 million for FY 1992.

Continuations

Youth Job Training Grants: The Labor Department has requested \$1.3 billion to meet employment and training needs of at-risk youth.

Secretary's Commission on Achieving Necessary Skills: Established to assess what high school students should know when they graduate and go into the labor force. SCANS is looking at both the functional skills needed for the workplace and the enabling skills (reading, writing, basic mathematics, etc.) that allow an individual to be a productive employee. The Commission expects to issue a report in June 1991 identifying the skills required and to come up with methods of assessing those skills by February 1992.

V. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

New Initiatives

The Department of Housing and Urban Development (HUD) has put together a number of new programs and strategies in its FY 1992 budget request that encourage home ownership possibilities for low-income Americans, choice, and other empowerment ideas including:

The President's HOPE (Home-Ownership and Opportunity for People Everywhere) Program: Authorized by the National Affordable Housing Act of 1990, HOPE is a

comprehensive program designed to enable low-income families to own their own homes, preserve HUD-assisted low-income housing, combine homeless programs with supportive services, enable elderly individuals to continue to live independently, and expand economic opportunities. \$2.1 billion is requested for FY 1992, and a supplemental request has been submitted for FY 1991.

HOME Block Grant Program: \$1 billion requested in FY 1992 for local jurisdictions to increase the affordability of housing to low-income families. Funds can be used for tenant-based rental assistance, acquisition, and rehabilitation of affordable rental and ownership housing, as well as for housing construction. A supplemental request has also been submitted for FY 1991.

Shelter-Plus-Care Program for the Homeless: Part of the HOPE program, it links housing assistance for the homeless for the first time with supportive services such as job training, health care, and drug treatment (\$258 million sought in FY 1992, and a supplemental request has been submitted for FY 1991).

Continuations

Community Development Block Grant Program: \$2.9 billion requested in FY 1992 for a wide range of eligible activities, including the acquisition and disposition of real property, construction of public facilities projects, rehabilitation of housing, and provision of a variety of public services.

Drug Elimination Grants: Awarded to public housing communities especially hard-hit by drugs for increased security measures, drug prevention, etc. (\$165 million requested for FY 1992).

VI. INTERAGENCY EFFORTS

New Initiative

HHS and the Department of Education are planning to fund the development of a workbook on school-based services integration, including the idea of one-stop eligibility determination.

Continuation

HHS/HUD initiative to provide case management at public housing sites with high numbers of welfare recipients.

IV. GLOSSARY OF KEY TERMS

KEY TERMS

ALTERNATIVE CERTIFICATION
AMERICAN ACHIEVEMENT TESTS (AAT)
AMERICA 2000: AN EDUCATION STRATEGY
AMERICA 2000 COMMUNITIES
BETTER AND MORE ACCOUNTABLE SCHOOLS
BOARD-CERTIFIED TEACHERS
CHOICE
COMMISSION ON TIME, STUDY, LEARNING, AND TEACHING
CORE COURSE TEACHING ACADEMIES
CORE COURSE PROFICIENCIES
EDUCATION: MAKING A LIVING, MAKING A LIFE
ELECTRONIC EDUCATION NETWORKS
5 PERCENT OF ADULTS PER YEAR
535+ BY 1996
FROM A "NATION AT RISK" TO A "NATION OF STUDENTS"
JOB SKILL CERTIFICATES
JOB SKILL STANDARDS
KNOWLEDGE AND SKILLS GAP
LIMITED -- BUT AGGRESSIVE -- FEDERAL ROLE
NATION AT RISK, BUT I'M O.K.
NEW GENERATION OF AMERICAN SCHOOLS
NEW WORLD STANDARDS
PRESIDENTIAL DIPLOMA
POPULIST CRUSADE
R&D TEAMS
REDEFINING "PUBLIC" SCHOOLS
REPORT CARDS
SCHOOL AS SITE OF REFORM
SCHOOL LEADERSHIP ACADEMIES
SKILL CLINICS
STATE OF EDUCATION ADDRESS
THE 91 PERCENT FACTOR
UNLEASH AMERICA'S CREATIVE GENIUS

GLOSSARY OF KEY TERMS

ALTERNATIVE CERTIFICATION: Programs designed to recruit into teaching talented individuals who, although lacking traditional certification credentials, are well-qualified to teach.

AMERICAN ACHIEVEMENT TESTS (AAT): The anchor for a system of voluntary national examinations at the 4th, 8th, and 12th grades in each of the five core subjects, tied to the New World Standards.

AMERICA 2000: AN EDUCATION STRATEGY: An action plan to move America toward the six national education goals via a populist revolution, by assuring accountability in the today's schools, unleashing America's genius to jump-start a new generation of schools, transforming a "Nation at risk" into a "Nation of students," and nurturing the family and community values essential to personal responsibility, strong schools, and sound education.

AMERICA 2000 COMMUNITIES: Communities, designated by the Governors, that adopt the six national education goals and set a community-wide plan for achieving them, develop a Report Card to measure their progress, and demonstrate readiness to create and support a New American School. First 535 such communities will open New American Schools in 1996.

BETTER AND MORE ACCOUNTABLE SCHOOLS: An eight-part improvement package for today's schools, designed to move America toward the six national education goals. Including New World Standards, American Achievement Tests, Report Cards, and school choice.

BOARD-CERTIFIED TEACHERS: Teachers certified by the National Board for Professional Teaching Standards to have a deep knowledge of their subject and demonstrated excellence in teaching.

CHOICE: Giving families -- regardless of income -- the information to judge and the ability to choose any redefined "public" school for their children.

COMMISSION ON TIME, STUDY, LEARNING, AND TEACHING: Presidential or Secretarial commission to appraise the quality and adequacy of American students' study and learning time, e.g. length of school day, school year, homework.

CORE COURSE TEACHING ACADEMIES: Programs that train teachers in the five core teaching areas to give them the knowledge, the skills, and the tools they need to help students meet the standards of the American Achievement Tests.

CORE COURSE PROFICIENCIES: The essential knowledge and skills in English, math, science, history, and geography, that meet the New World

Standards (as measured by the American Achievement Tests), and thus needed to reach the six national education goals.

EDUCATION: MAKING A LIVING, MAKING A LIFE: Education is central to the quality of our lives, not only our jobs. It is the foundation of everything we think and do as citizens, parents, and workers. Through education, all Americans can gain knowledge and skills to do a job better, get a better job, or live a better and more fulfilling life.

ELECTRONIC EDUCATION NETWORKS: To put American education "on-line," these systems of information and data will utilize state-of-the-art software and satellite communication technology to enable educators, parents, and learners anywhere in the country to access high quality instructional materials and information.

FIVE PERCENT OF ADULTS PER YEAR: The President's goal for the number of adults returning to school each year to learn new skills for work or additional knowledge for life.

535+ BY 1996: At least 535 New American Schools will be up and running in AMERICA 2000 Communities across the country -- at least one in each congressional district -- by 1996, as well as in the District of Columbia and the Territories.

FROM A "NATION AT RISK" TO "A NATION OF STUDENTS": Adults -- today's workforce -- return to school for further study or to learn a new job skill.

JOB SKILL CERTIFICATES: Certificate given (by the private sector) to those who demonstrate proficiency in core job skills, as defined by the job skill standards.

JOB SKILL STANDARDS: Jointly established by employees and labor for each industry, using categories and definitions to be provided by the Department of Labor's SCANS Commission, enables workers to determine what skills are needed to perform a job and to appraise their own grasp of those skills.

KNOWLEDGE AND SKILLS GAP: Too many Americans lack the knowledge especially of English, math, science, history, and geography, and the skills necessary to live and work successfully in the world as it is today.

LIMITED -- BUT AGGRESSIVE -- FEDERAL ROLE: While the Federal role in education is and should remain limited, the Administration is committed to providing research and development, assessment and information, assuring equal opportunity, and above all, leading the nationwide effort to achieve the six education goals.

NATION AT RISK, BUT I'M O.K.: Complacency about education at the local level and about one's own children and own education. Three out of four

Americans grade the Nation's schools "C" or below, yet just as many give honors grades to their own child's school.

NEW GENERATION OF AMERICAN SCHOOLS: Major nationwide effort to invent, design, and create 535+ schools by 1996 (and many more thereafter) that are the best in the world. Located in AMERICA 2000 Communities, these schools will realize all six national goals at operational costs not exceeding those of conventional schools.

NEW WORLD STANDARDS: Definitions of what American students should be expected to know and be able to do upon completion of schooling, meant to function as benchmarks against which student and school performance can be measured.

PRESIDENTIAL DIPLOMA: An award bestowed on high school graduates who earn high levels of proficiency on the American Achievement Tests.

POPULIST CRUSADE: A national crusade led by the President -- school by school, neighborhood by neighborhood, community by community -- to transform American education and to spur fundamental changes in the way we educate ourselves and our children. It also will be a restoration of what we think is important, a homecoming in sound values and community attitudes.

R&D TEAMS: Partnerships of computer companies, universities, management consultants, think tanks, education groups and others selected in a competitive bid process to receive up to \$30 million each over three years to conceptualize and invent New American Schools.

REDEFINING "PUBLIC" SCHOOLS: Any school that is publicly chartered, receives significant public funding, and is accountable for its results to an appropriate public authority should be deemed a "public" school.

REPORT CARDS: A public reporting system on education performance of institutions, providing maximum information at the school, district, State, and national levels.

SCHOOL AS SITE OF REFORM: The individual school is education's key action-and-accountability unit. The best way to reform education is to give schools and their leaders the freedom and authority to make important decisions about what happens in the while being held accountable for results and well-conceived efforts at improvement.

SCHOOL LEADERSHIP ACADEMIES: Programs that train principals and other school leaders in the design and execution of school improvement strategies, accountability mechanisms, and school-site management.

SKILL CLINICS: Centers in every workplace and community where people can go to get their own job skills evaluated, to find out what they need to learn to hold a certain job or get a better one, and where they can learn it.

STATE OF EDUCATION ADDRESS: A major address to the Nation by the President in September 1991, the 2nd anniversary of the Charlottesville Education Summit, and regularly thereafter.

THE 91 PERCENT FACTOR: The average American child, upon turning 18, has spent only 9 percent of his/her life in school, and 91 percent elsewhere.

UNLEASH AMERICA'S GENIUS: Bringing the best minds and creative energies from education, technological, management, and other fields together in a pioneering effort to create a New Generation of Schools that are the best in the world.

V. FACT SHEET

THE U.S. DEPARTMENT OF EDUCATION

Office of the Secretary

March 21, 1991

AMERICA 2000: An Education Strategy

FACT SHEET

AMERICA 2000 is a four-part strategy designed to transform American education and help us reach our national education goals. It will do so by moving Americans to act on the following four fronts simultaneously:

1. CREATE BETTER AND MORE ACCOUNTABLE SCHOOLS FOR TODAY'S STUDENTS.

-Develop new world standards in five core subjects.

What does every American student need to know and be able to do -- in English, mathematics, science, history, and geography -- to live and work in the world as it is today? "New World Standards" will be devised to answer these questions, standards that rank among the highest academic expectations of students anywhere in the world.

-Create a system of voluntary national exams.

A system of exams will be created and made available for all 4th, 8th, and 12th grade students in the five core subjects. These "American Achievement Tests" (AAT) will show how well students measure up to the New World Standards. Until these state-of-the-art tests are fully developed (around 1998), a modified version of the National Assessment of Educational Progress (NAEP) will be available (by 1994) for testing individual students in the 3Rs. Both the AAT and NAEP may be used by States, districts, and schools. Both will be optional. And both will be developed based on recommendations from the Commission on National Education Standards and Tests.

-Encourage the use of the national tests.

We will urge Governors, legislatures, businesses, and colleges to use the American Achievement Tests. Students who distinguish themselves will also be awarded Presidential Diplomas.

-Provide and promote the use of Report Cards.

We will encourage schools, school districts, and States to issue regular report cards on their educational performance. For the Nation and the States, we will report student performance on the AAT as well as other relevant information on education results. States, school districts, and individual schools may also use AAT or NAEP to compare their performance to others around the country.

-Provide and promote school choice.

We will fund State and local demonstration programs designed to offer families choices among schools. We will promote choice in Department of Defense schools and other school systems run by the Federal government. Also, we will seek congressional approval to apply the principle of choice to Chapter 1 and other Federal programs. In these and other efforts, we will redefine "public schools" to include any school, regardless of origin or auspices, that is publicly chartered, substantially funded from public sources, and publicly accountable for its students' performance.

-Make schools the site of reform.

School choice and school-level Report Cards will help make schools the site of reform. We also intend to strengthen their capacity to make decisions and improve their results, by eliminating Federal red-tape. The Federal government will establish and provide matching funds for 50 School Leadership Academies, where principals can learn more about the New World Standards, school-site management, building-level accountability, and effective leadership.

-Recognize teachers as the heart of the school.

We will encourage States and communities to provide alternative routes to certification, differential pay for teachers, and awards for outstanding teachers. Federal agencies will provide matching funds for 200 Core Course Teaching Academies -- summer sessions in the five core subjects for about 20,000 teachers annually. Also, we will support efforts to provide board certification for excellent teachers.

-Promote more time for learning.

Do American youngsters spend enough time learning? Are the school day and year long enough? How are class time and homework used in core subjects? These and related questions will be examined by a Commission on Time, Study, Learning, and Teaching. Its findings will be reported in 1993.

2. CREATE A NEW GENERATION OF AMERICAN SCHOOLS FOR TOMORROW'S STUDENTS.

-Challenge the best minds in America to design -- and to help communities create -- the best schools in the world.

Up to six multi-member R&D teams will conceptualize and invent a New Generation of American Schools by 1994. Their designs will be the basis for helping 535+ American communities adapt and create their own New American Schools by 1996, and thousands more thereafter. These new schools will "teach to" the New World Standards. Their performance will be measured using the American Achievement Tests. They will also make use of Electronic Education Networks.

-Invite Governors to lead -- and State legislatures to support -- the creation of New American Schools.

The AMERICA 2000 Communities competition will help Governors decide which communities will create the first New American Schools in their States. State legislators will be urged to support non-federal costs of school creation, to embrace the New World Standards, to mandate use of the American Achievement Tests, and to insist that schools and school districts issue Report Cards on the performance of their students.

-Support new school start-up costs and begin bringing American education "on line."

We will ask Congress to provide \$550 million to support one-time start-up costs incurred by the first 535+ New American Schools. That will provide \$1 million for each New American School (during its first four years) to underwrite special staff training, instructional materials, ongoing assistance and technical support, or whatever else the school needs to get up and running. We will also ask Congress to support the establishment (but not the operation) of Electronic Education Networks that will enable New American Schools to share information and ideas, access data and materials in electronic (and print) libraries, and tap various information resources across the country. In time, we hope that these networks will enable all of American education to go "on line."

-Involve the business community.

We will ask business leaders either to compete for R&D contracts or to contribute funds in support of the R&D efforts. Also, we will challenge businesses to help provide leadership -- by participating in the creation of New American Schools in their communities, by encouraging local schools to use the New World Standards and American Achievement Tests, and by calling on schools to issue report cards on their performance.

-Challenge Americans to make their communities places where learning can happen.

The AMERICA 2000 Communities competition is the symbol of a campaign to get communities across the country asking: "What do we, as a community, want for our children? What kind of community-wide strategy is needed to provide it -- and to reach the national education goals?"

-Call on educators to accept new roles and take risks -- and to write the job description of the New American Educator.

We will urge teachers, principals, and other educators to use the New World Standards and American Achievement Tests. We will encourage every school to issue Report Cards on the performance of its students. And we will ask educators to help create the New Generation of American Schools.

-Challenge families and children to invest more effort in learning.

We will ask parents to push for the use of New World Standards, American Achievement Tests, and Report Cards by local schools. We will invite parents to participate in creating New American Schools in their own communities. And we will urge all parents to do at home in those things that we know can improve children's performance at school.

3. TRANSFORM AMERICA INTO "A NATION OF STUDENTS."

-Strengthen the Nation's education efforts for yesterday's students, today's workforce.

How many American adults are literate, and at what levels are they competent? To provide regular, timely, and reliable answers we will regularize and enlarge the instrument for gathering such information, the National Adult Literacy Study (NALS). To improve adult education and literacy, we will seek to make Federal funding for such programs dependent on performance. We will push for accountability and choice in the Adult Education Act, and we will advance those twin principles in new adult literacy activities proposed under the Educational Excellence Act. Also, we will work with Congress to identify and improve worthy elements of the Sawyer-Goodling literacy bill.

-Spur a private sector strategy to establish standards for job skills and knowledge.

We will urge business and labor cooperatively to develop -- and then to use -- world standards, core skill proficiencies, and skill certificates for each industry.

- Promote Skill Clinics in every business and community.

We will urge businesses to make Skill Clinics available to their employees. The Federal government will do the same for its employees. Also, we will encourage AMERICA 2000 Communities to establish community Skill Clinics -- one stop service centers where any adult can get job skill diagnosis and referral services.

- Call a national conference of adult education providers.

How can adult education be made more convenient? How might instructional materials be improved? How can choice be expanded and quality control strengthened? We will put these and other questions to community colleges, trade schools, literacy programs, and others at a national conference of adult education providers. This conference will launch an effort to transform adult America into a "Nation of students."

- Set a national goal: five percent of the adult workforce per year will learn new skills for work or knowledge for life.

We will challenge businesses, unions, and American communities to hit the five-percent target and to report their results annually. We will urge every Federal agency to lead by example and to meet the five percent goal. This means not only learning for work but also learning for life -- studying a foreign language, joining a Great Books discussion group, reading a book each month on science, history, or some other topic.

- Make the Federal government the most visible example of employee skill-upgrading.

-The Director of the Office of Personnel Management will recommend a program to expand opportunities for federal employees to upgrade knowledge and skills for their jobs and lives. We will urge each Cabinet member and agency head to adopt that plan.

- Set personal examples.

-The President, Cabinet members, CEOs, union leaders -- all of America's leaders -- will undertake to learn new skills themselves.

4. MAKE OUR COMMUNITIES PLACES WHERE LEARNING CAN HAPPEN.

- Improve the utility and effectiveness of programs aimed at meeting the needs of children and communities.

-We will establish a Cabinet-level mechanism to work with the Governors in reviewing policies, coordinating Federal services and eligibility requirements, and reducing red tape. These policy development efforts will include Head Start, Even Start, Preschool Grants, day care and child care, one-stop shopping for federally financed services, sentences for distributing drugs near schools, protection for teachers and principals who mete out discipline, model statutes for promoting parent accountability, and others. We anticipate a comprehensive policy package in time for the FY 1993 budget.

-Call on community leaders and other adults across the country to ask -- and to act upon their answer to -- the question, "What would it take to make ours an AMERICA 2000 Community?"

It is time to bring an end to the "no-fault era" and to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. That is the aim of the AMERICA 2000 Community campaign: to make our communities places where learning can happen. It will call on communities across the country to develop their own plans for reaching the national education goals. It will urge communities to devise their own report cards for monitoring progress toward those goals. And it will ask them to create one stop service centers where adults can get job skills diagnosis-and-referral services. Communities that take these and other steps will be designated as "AMERICA 2000 Communities." The first 535+ of these AMERICA 2000 Communities will be given the chance -- and added support -- to create the first of the New Generation of American Schools.

EXAMPLES

TALKING POINTS
PRESIDENTIAL VISITS FOR
AMERICA 2000

Following the President's release of the America 2000 report on Thursday, April 18, Presidential visits to exemplary sites would provide concrete illustrations of the potential for improvement envisioned in the plan. Three sets of visits should be considered.

- o For Friday, April 19, the preferred option would be a trip to the West Coast that would include returning with Governors Ashcroft and Gardner to visit:
 - The Missouri Parents as Teachers Program in which the President could see new parents being trained as their children's first teachers.
 - Washington State's Schools for the 21st Century which illustrate schoolwide transformations through the State's support for greater flexibility, local decisionmaking and accountability.
 - Henry Levin's Accelerated Schools in San Francisco, California which are designed to enrich the learning process for highly disadvantaged children by focusing on higher order thinking skills, high expectations for students, and substantial parent involvement.
- o For Monday, April 22, a trip to the Midwest would illustrate a different set of reform strategies, including:
 - Motorola University in Schaumburg, Illinois, which is a leading example of one corporation's commitment to the development of a first class workforce and continuous learning.
 - Reading Recovery in Columbus, Ohio, which is a program brought to the United States based on years of research in New Zealand, that aims to prevent reading failure through early intervention. The Columbus site would show how one-on-one tutoring with children dramatically reduces the likelihood that they will require later reading remediation.
- o For Wednesday, April 24, a Washington, DC visit to the National Summit on Mathematics Assessment, which will be a gathering of educators, mathematicians, policymakers, and other influential leaders to focus on what children need to know in mathematics and how to assess this knowledge in order for this nation to become number one in the world.

- o An alternative to this schedule if the President could not make the Friday trip to the West Coast would be for the President to visit the Midwest. In that case, an East Coast tour could occur on Monday that would include:
 - James Comer's School Development programs in New Haven, Connecticut, which would demonstrate how parents and school staff can work together to bring about improved test scores, even among the most at risk families.
 - School choice in Cambridge, Massachusetts, which is one of the oldest and most stable school choice plans in the country. This choice plan brought parents back into the public schools and represents a model for "controlled choice" to encourage improved racial balance.

If the President chooses not to go to the West Coast, we suggest including Missouri's Parents As Teachers program on the Midwest trip.

Attached are descriptions of the sites suggested above.

Missouri Parents as Teachers Program

All 543 Missouri school districts offer systematic parent education and support services designed to assist parents in their role as their children's first teachers from the third trimester of pregnancy through age three. Many school districts extend these benefits to families with four-year-olds as well. State funds are used by districts to identify, recruit and engage families who are traditionally underserved (e.g., teen or single parents, limited English proficient, migrant, etc.)

Participating parents receive, free of cost, home visits by parent educators who are trained in child development, periodic screening of their child's educational and sensory development, and information and referral to support programs. They meet regularly with other parents of similarly aged children while their children participate in play groups. Book and toy lending libraries, newsletters and social activities are also offered.

Independent evaluations have shown that compared with a control group, children in the program demonstrate advanced cognitive and social development. In first grade, students who participated in the program scored higher than the comparison group on standardized reading and mathematics achievement. Teacher assessments of personal and social development were also higher for participants than for controls. Participating parents, too, were more knowledgeable about child development, more active in their children's schools and are more positive about the school districts. The program has been recognized as effective by the Department's Program Effectiveness Panel.

Parents as Teachers continues to expand beyond Missouri's borders; as of March 1991, 195 programs were operating in 35 states outside of Missouri. In April, communities in Australia will begin using the model.

Christopher Bond (R-MO) introduced legislation in the U.S. Senate on March 5 to set up a \$100 million competitive grant program over five years for states that wish to begin or expand year-round Parents as Teachers programs. The programs would be required to provide home visits and group meetings for participating families and administer developmental screening. In addition the programs would be required to develop recruitment and retention programs for hard to reach populations.

Washington State's Schools for the 21st Century

This pilot, begun in 1988, encourages systemic change in Washington State schools by waiving regulations, supporting staff development, and encouraging linkages between school districts and institutions of higher education. Applicant schools document plans for school wide transformation. They must commit to work staff-administrator-parent cooperation in carrying out the plan, justify specific state and local regulations to be waived, and identify mechanisms to measure school-wide student and project performance. Pilot schools participate for up to six years and must submit annual progress reports to the state board of education. The pilot is scheduled to run through 1994.

Some improvements are reported for a sample of projects which made data available. Additional information will be released the week of April 11, at the International Symposium for Action Research in Seattle.

the 78th percentile) to 25 points (to the 79th percentile).

- o Impressive gains were made by Native American students at Skyline Elementary when the school collaborated with Native American elders in designing a cooperative skills program. Reading scores for Native American students went from the 19th percentile to the 42nd percentile in two years.
- o The Yakima School District experienced reading gains in grades 2 through 8 ranging from 9 to 20 points, while math gains ranged from 0 to 33.
- o The middle school reporting data experienced a gain of 3 percentile points (to the 64th percentile).
- o One high school had a 50% increase in the number of graduates from 1989 to 1990, while in another, 75 Advanced Placement examinations were successfully completed.

In January 1991, Governor Gardner proposed elimination of most State education requirements (such as the number and type of courses needed for graduation) in favor of statewide performance standards to be developed by a new State commission, with local educators having wide latitude in determining how their students would meet those standards. All students would have to demonstrate mastery of the basic skills by the end of elementary school. By the end of high school, students would earn certificates of competency in core subjects. In March 1991, the Washington House voted 92-1 to approve the reform. Its Senate prospects are not as strong.

Henry Levin's Accelerated Schools

The Accelerated School is a type of elementary school designed to enrich the learning process for educationally disadvantaged students. The learning environment is distinguished by high expectations for students, high status for teachers, and substantial involvement of parents. Levin believes that parents are equal contributing partners in their children's schooling. In many of the participating schools, parents are required to sign contracts committing themselves to participated in specific activities. According to Hank Levin, the program's originator, contracts help to make the commitment of both parens and school staff explicit.

Accelerated Schools emphasize the need to develop higher order thinking skills by showing students how learning can be fun and relevant to their lives rather than focusing on repetitious drills. The programs are still too new for formal evaluation, however, in pilot schools, there has been an increase in parent participation, a declining discipline problems, and improved attendance.

Fourteen states are currently implementing the Accelerated Schools model. One of these sites is the Daniel Webster Elementary School in San Francisco, California. This school has participated in the program since the Fall of 1987. Webster serves grades K-5 and enrolls approximately 350 students. Webster's students are 32 percent Hispanic, 24 percent black, 12 percent Chinese and 16 percent other minorities. Eighty-five to ninety percent of the students receive free or reduced priced lunches. According to the principal, the school is devoted to helping students "learn at their own pace in a caring environment where teachers are supported, and parents are involved in activities supporting the school." The school offers substantial instruction in the creative arts, while also emphasizing language development and science laboratory work. Parents are an important part of Webster's educational process. Indeed, an average of 13 parents come to Webster every school day, helping out in classrooms, resources rooms and the cafeteria. In contrast to the original Accelerated Schools model, Webster does not significantly extend the school day for its students. However, Webster's teachers do offer one-hour tutorials. ED is currently conducting a case study of this school.

Motorola University

This program is a leading example of one corporation's commitment to the development of a first class workforce. Through internal assessment, curriculum development, and a commitment to provide each worker with a minimum of 40 hours of training each year, this company has created an environment conducive to continuous, lifelong learning. The University has also attempted to promote public policies to improve workforce quality. Motorola University links corporate education and training officials with school systems, community colleges and other postsecondary institutions in the communities where Motorola Corporation is located.

Motorola University has overall responsibility for education and training provided to employees, customers and suppliers of the Motorola Corporation. Company policy requires 1.5% of payroll to be spent each year on training and education. These resources are used to conduct basic skill assessments, analyze the skill requirements for various jobs, and develop appropriate curriculum. Training is heavily based on real job requirements and the curriculum reflects actual workplace needs. Several corporate studies have linked this investment to increased employee productivity.

Motorola has been active in the public policy arena to lobby for policies to promote better workforce training. It has also worked closely with schools, community colleges, JTPA and at the state level to further the cause of improving the quality of the workforce. Motorola's efforts demonstrate the need for continuing education and training to improve productivity, and the important role that the business community can play in serving this need.

All Children Can Learn--Reading Recovery

Reading Recovery is an early intervention program for first grade children having difficulty with beginning reading. It consists of a specific set of strategies designed by Marie Clay, based on years of research in New Zealand. The program includes procedures for teaching reading, a staff development program directed by a specially prepared "teacher leader," and a set of administrative systems that work together for quality control. Reading Recovery is not a packaged program; it relies heavily on training teachers to deliver highly focused lessons in which students learn to monitor and correct their own reading and to use many kinds of information (background experience, knowledge of language, letter-sound correspondence) as they read.

In most cases, the lowest achieving students in the first grade are provided intensive one-on-one tutoring by a certified teacher for 30 minutes each day, in addition to regular classroom reading instruction. When a given child has become a proficient independent reader, the treatment is "discontinued." As a result, the success of individual programs is often measured by the discontinuing rate. Evaluation, following exited students through the third grade, has shown that these students continue to be able to perform at grade level in their reading classes.

One of the unique characteristics of the Reading Recovery program is that it is based on early intervention rather than remediation. By providing intensive and focused intervention while the child is in the process of learning how to read, the intervention takes place before the stigma of failure occurs and enables children to achieve grade-level reading skills before falling hopelessly behind their peers. Another significant aspect of this program's success is that it emphasizes providing short-term help and assisting the child until he or she is capable of benefiting from regular classroom instruction without extra help. In addition, the Reading Recovery program stresses teaching specific strategies to solve problems and encourages students to be independent.

The program's adoption in the United States began in Ohio; it is currently implemented in four states.

National Summit on Mathematics Assessment

This summit, sponsored by the Mathematics Sciences Education Board (MSEB) of the National Research Council, will be held on April 23-24, 1991. It will focus on basic principles underlying effective mathematics assessment and standards for assessment. These principles and standards have been developed in draft form by the MSEB and flow from curricular standards developed by the National Council of Teachers of Mathematics (NCTM).

Draft principles for mathematics assessment include:

- o The purposes of testing and assessment are to: improve learning and teaching; judge the effectiveness of instructional programs; assist in selecting individuals to be placed in educational programs or to be certified; and report the accomplishments and needs of the education system.
- o The content of a particular test or assessment is derived from the purpose to be served; different purposes require different tests and assessment.
- o The content of tests and assessments is derived from the consensus of the professional community of mathematics educators and mathematicians and the public, on mathematics that is necessary for the nation's youth to learn.
- o The primary use of results of tests and assessments is to promote the development of the talents of all people.

Draft standards for mathematics assessment include:

- o Classroom assessment's primary purpose is to improve learning and should include information on students' knowledge and skills acquired, knowledge and skills yet to be mastered, sources of error, learning behaviors to be either encouraged or discouraged, and effectiveness of teaching strategies.
- o External assessments should provide information about how well schools are teaching students to apply mathematics to produce solutions to real problems; communicate quantitative information effectively, persist in a demanding task, and work productively in a group. They should also provide information on how well curricula are aligned with the nation's vision for school mathematics, the quality of mathematics instruction, teacher qualifications, adequacy of instructional materials, student/parent/teacher expectations for mathematics achievement, and equity of opportunity to learn.

The School Development Program : The James Comer Model

The School Development Program, also called the Comer process, is a theory of a model for school reform. Developed by child psychologist James Comer and a team of researchers from Yale University, the program was initiated in two public elementary schools in New Haven in the late 1960's. Today, all elementary schools in New Haven are Comer Schools and a number of schools in Prince Georges County in Maryland have adopted the Comer Model.

The Comer process is essentially a prototype which includes the following elements:

- o Three mechanisms: School Planning and Management Team, Mental Heal Team, and Parent Group
- o Three principles: No fault, Collaboration, Consensus
- o Three operations: Comprehensive School Plan, Staff Development, Monitoring and Evaluation

These elements have not changed since the genesis of the Comer process. The Yale University Child Study Center staff believe that each Comer school should have all three elements to "create an ethos," through the form may vary from school to school. Because the Comer process aims for systemic change that permeates an entire school, implantation necessarily affect all teachers and administrators.

The Comer Model is viewed by researchers as successful in that it helps low-income and minority parents feel less alienated and fearful of school administrators and school policies because it draws them in to the school as part of the school planning and management team. The parents are considered a welcome and much need addition to school governance.

School Choice in Cambridge, Massachusetts

Cambridge Massachusetts was one of the first communities in the United States to implement a voluntary school desegregation policy that was community developed and not court mandated. The policy, formulated by parents, faculty, students and community representatives, has served as a model for "controlled choice" programs throughout the nation. The program in Cambridge was implemented over a three year period, from 1979 to 1981.

In Cambridge, Massachusetts school attendance zones were abolished. Parents of children in grades K-8 can select from among any of the district's 13 elementary schools. Assignments are made on a first-come, first-served basis, providing space is available and subject to desegregation constraints.

After the introduction of the school choice program, the proportion of students electing to attend public schools rose from 74 percent to 82 percent, and student achievement scores have risen steadily. This kind of district-wide open enrollment has proven so successful that it has been adopted in many other Massachusetts cities, and several other states as well.

On March 22, 1991, Gov. Weld signed a law providing for interdistrict choice. The Governor expressed his "hope that this change will serve as a stimulus for some school districts to take a hard look at their curriculum, their hiring practices and their policies and to take some bold initiatives to improve their districts and make them competitive with other public schools." Under the interdistrict choice legislation, the state pays tuition and offsets it against state aid to the resident districts. A number of issues still have to be worked out, including transportation and coordination with the METCO desegregation program.

NAME OF SPEECH & DATE OF SPEECH: National Education Strategy
Luncheon 4/13/91

NAME OF WRITER: Dooley

NAME OF RESEARCHER: McGraw

SPEECH SYNOPSIS: These are just a set of short
bulletins that offer a brief outline of the National
Education Strategy and thanks those present
for their support.

NAME OF SPEECH & DATE OF SPEECH Briefing Article on Fast Track

April 22 Roll Call

NAME OF WRITER :

McNeil

NAME OF RESEARCHER:

SPEECH SYNOPSIS:

Polus presents the extension of fast track as a "test of our (U.S.) reliability" to stick to an agreement and highlight the vital nature of international trade and that the Congress is not shut of the process.

He also remarks about how important fast track is to the success of the Uruguay Round of the GATT talks, the North American Free Trade Agreement, and the trade portion of the Enterprise for the Americas.

He closes by highlighting the dangers of trade isolationism and how America must lead the way in the new challenge facing the world-economic prosperity.