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Educational Goals Panel 6/3/91 [OA 8324]

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NATIONAL GOVERNORS ASSOCIATION

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Office of Public Affairs
January 1991 (04-91)
Contact: Rae Young Bond, 202/624-5330

THE ROLE OF GOVERNORS AND NGA IN EDUCATION REFORM

Governors sit at the critical juncture where policy on economic development and growth, trade, education, human services, and the labor force meet. They have learned firsthand that the quality and effectiveness of the education system is a key factor in the success of any effort to strengthen economic competitiveness, improve the quality of the workforce, and reduce welfare dependency. As a result, since the beginning of this decade Governors have played a leading role in their states' ongoing reform of the education system.

Throughout this decade, many Governors successfully sought enactment of comprehensive education reform legislation that encompassed a broad set of reform and funding initiatives in a single package. Among the first set of these were the 1982 Education Reform Act introduced by Governor William Winters in Mississippi, the 1983 Quality Education Act proposed by Governor Bill Clinton in Arkansas, the 1984 Education Improvement Act introduced by Governor Richard Riley in South Carolina, and the 1984 Better Schools Act introduced by Governor Lamar Alexander in Tennessee.

The pace of state education reform continued throughout the decade. In 1987 Iowa Governor Terry Branstad introduced legislation to create a performance-based pay system for Iowa teachers. In 1988 Washington Governor Booth Gardner introduced legislation that created the Schools for the 21st Century program, an effort to restructure schools to meet the education requirements for the next century. In 1989 South Carolina Governor Carroll Campbell signed into law the Target 2000 legislation, which continues and extends education reform in South Carolina. In 1990 West Virginia Governor Gaston Caperton introduced reform measures to establish education standards,

-more-

Background

develop a performance-based accreditation system, and develop a uniform evaluation system for school personnel and programs. Kentucky Governor Wallace G. Wilkinson presided over a total revamping of his state's education system.

With the leadership and support of the Governors, virtually every state has raised educational standards. At the same time, Governors have led efforts to substantially increase state education expenditures, to pay for reforms, and to increase teacher salaries. Where necessary, Governors have been sought tax increases to fund the reforms.

Governors' education reform efforts have not been limited to elementary and secondary education. Governors have also worked to expand preschool and other early intervention programs for young children, especially those at risk of academic failure. They have expanded adult literacy programs, worked to strengthen the range of job training programs available, and initiated new policies to assess and upgrade the quality of postsecondary education.

The Governors also recognized that the state-led education reform movement begun in the early part of the 1980s was not going to be sufficient to meet the challenge of providing all learners with the knowledge and skills required for the twenty-first century. While these efforts provided an excellent beginning by strengthening the weakest schools and supporting the lowest achievers, they could not bring about the substantial gains in overall performance required for the future. And continuing to make incremental changes in the education system would be insufficient. That is why the Governors began to establish a new agenda for education reform.

NGA and Education Reform

Time for Results 1985-86. In 1985-86 Tennessee Governor Lamar Alexander, chairman of the National Governors' Association, announced an unprecedented and historic initiative to focus the energies of all Governors on education. Seven gubernatorial task forces were established addressing major education concerns: teaching, leadership and management, parent involvement and choice, readiness, technology, school facilities, and college quality. The task forces held nearly twenty hearings at which over 100 participants testified and testimony was received from many other organizations. The end product of this effort was a major report on education reform, Time for Results: The Governors' 1991 Report on Education. Governor Alexander's legacy to NGA was a five-year plan to track state progress in education reform through 1991, with annual reports -- Results in Education -- issued each year. The governors have charted progress in these areas in updates of Time

(Hinchliffe/Blymire)
May 28, 1991 9:30 p.m.
EDUCATION.TS Draft One

Acknowledge whole panel?

PRESIDENTIAL REMARKS: EDUCATION GOALS PANEL
Grand Hyatt
June 3, 1991 1:30 p.m.

Governor Romer.

Thank you, ~~Roy~~. I'm delighted to be here with our National Education Goals Panel as it tackles tough work on our behalf.

You know, there are only a few moments in our lives when we're called by our nation to join a crusade. This is one of them. We have a crisis in American education, and we've got to do something about it.

I just came from a meeting with the National Federation of Independent Businesses, and talked to them about economic growth -- something we can't achieve without an educated, motivated workforce.

National Commission
~~Committee~~ on Excellence in Education issued its powerful indictment of our schools. Yet today, our nation is still at risk.

At the same time, our nation remains devoted to education. If you talk to parents, nothing is more important. And no nation on earth believes as deeply as we do in the value and importance of education. People from coast to coast have begun the hard work of educational reform. We in government began nearly two years ago, at the home of Thomas Jefferson, our first education president. We brought the governors of all 50 states together for an unprecedented education summit. But the governors weren't

worried about their place in history. They came to work. As they did, a social compact emerged -- a compact that binds governors, the administration, parents, teachers, students, and state legislators across the country. This compact rests not on flowery promises -- but on a challenge to achieve concrete results.

We resolved then to become an America of tougher standards, higher goals, bigger dreams. Five months later, in a nonpartisan, federal-state partnership, the governors and I adopted the six national education goals: Readiness for School. School Completion. Student Achievement and Citizenship. Science and Mathematics Supremacy. Safe, Drug-Free Schools. And Adult Literacy and Lifetime Learning.

These goals helped us develop one of this administration's most exciting initiatives -- a comprehensive educational reform challenge known as "America 2000." America 2000 calls for a revolution in American education. It challenges all Americans to create better, more accountable schools; to create a new generation of American schools. It sets out to transform a nation at risk into a nation of students -- and it urges everyone to create communities where learning can happen.

And now we're here with ~~16~~¹⁴ Americans who figure prominently in the "America 2000" game plan -- the National Education Goals Panel. The Panel's charge is to hold us accountable. It will do this by reporting on the nation's -- and the states' -- progress toward meeting our education goals. In meetings with educational

experts and in regional forums across the country, this nonpartisan Panel has already launched a national dialogue about how to measure our educational system.

I know that the members were hard at work earlier today, trying to design the first national education report card. They'll issue that report in September, on the second anniversary of the education summit. This and subsequent reports will do more than simply monitor our progress. They will set national standards. They will supply clear direction to our efforts. They will help promote accountability -- and excellence.

This Panel's work will hold a mirror up to the nation and force us to take an honest look at ourselves -- and at our precious schools. When we look in that mirror, we'll see that our actions can -- and will -- make a difference.

So that's where we are right now -- poised to answer the challenge. But there's something else. The National Assessment of Educational Progress report is about to be released. The report will tell us what we already know: We have work to do. But we've already faced up to the crisis. We've begun asking the tough questions. We've started to build a better future for ourselves.

I want to talk directly to every parent, student, teacher, administrator, and government official in the country. When you see the NAEP report, view it as a personal call to accountability -- and to action. This Panel will. It will use this assessment as its benchmark -- a reminder of what we must achieve.

It will take a long time. For instance, this Panel's charge is for a decade. It will take a lot of tough work. And it will take energy -- determination -- and imagination. But those are the building blocks of the American spirit.

But we are armed for this battle. Fortunately, our kids give us a great secret weapon. They're the best natural resource of any nation on earth.

We've seen our kids perform in the Persian Gulf. We've seen that they can do anything. They inspire us to re-invent our educational system -- to re-create it in their image. We must provide a system that will let them compete in the world of the 21st century -- and be the very best in that world. They can be the best. They will be the best.

Teachers also provide an incredible resource -- teachers like Danford Sakai, of ^[Suh-KAI] ~~Hawaii's~~ ^[WHY-Kay-uh] Waiakea High School. He summed up what we need in this battle when he called for: "Commitment. Caring. Common sense. Communication. And courage."

I want to thank this Panel on behalf of the country. Your meeting makes this an important day -- a concrete beginning and a pledge of commitment. You are our navigator -- guiding us toward our New World Standards of excellence in education.

As we prepare to confront what may be the most pressing crisis of our society, a favorite quote comes to mind. "Whatever you can do -- or dream you can do -- begin it. For boldness has genius, power, and magic in it."

We can respond to that call together. We can dream bold

dreams -- and unleash the power and magic that are, indeed, the genius of the American spirit. That's how we can re-invent American education. And re-invent America's tomorrrows. May God bless us all.

#

- hearing
- NIFB

(Hinchliffe/Blymire)
May 28, 1991 5 p.m.
PANEL Draft One

PRESIDENTIAL REMARKS: EDUCATION GOALS PANEL
June 3, 1991

SPEECH:

- Pres. calls for World Class Standards in Education
- N.B.: Tie-in with NIFB --just came from NIFB, talking about importance of education to small businesses -- just telling them how important
- 1. Reaffirm Governors' role
- 2. Discuss accountability of schools
- 3. NAEP -- not good news -- tease by saying we must do better, America 2000 is good shot in the arm we all need -- we as a country must work together to make our schools better
- 4. September -- 2 year anniv. of Educ. Summit -- "report card"
- 5. Panel -- example of Adminis., Gov., and Hill working together

CHARLOTTESVILLE:

- Jefferson's university
- our first education president
- only the 3rd time in 200 years Pres. called a summit with the Governors -- called them together because they bear the constitutional responsibility for education. And I didn't ask you so such an historic occasion ... We're here to work. And work together.
- a social compact began that day -- a compact between parents, teachers, principals, superintendents, State legislators, Governors, and the administration -- founded not on promises but on challenges.
- we strove that from that day forward, we would be an America of tougher standards, of higher goals -- a land of bigger dreams.
- beginning a walk together on a journey to enlightenment, in the footsteps of TJ
- emerged with new sense of resolve, new consensus
- commitments emerged from summit:
 - 1. establish national education goals
 - 2. develop strategies to help achieve those goals
 - 3. undertake major state-by-state effort to restructure system
 - 4. report annually on progress in achieving those goals
- Feb. 1990 (5 mos. later), gov. adopted and pres. endorsed 6 national goals

PANEL:

- this panel proves, like the Governors' summit before it -- not bipartisan; not federal vs. state -- is American issue;

--July 1990, govs. and administration established NEGP to oversee development and implementation of a national education progress reporting system

--beginning Sept. 1991, will issue annual report on state and national progress toward achieving national education goals, focus on outcomes and actual performance.

--mission:

--1. monitor and report progress toward the goals

2. process must be used as a tool to help drive the education system to dramatically improve performance

--ultimately, what will motivate change in the present system is the understanding of individual parents, students, educators, business people and policymakers that achieving the national goal is important and that their actions can make a difference.

--panel sees its role as helping to articulate national standards for levels of achievement and then motivating, through measurement and other tools, state and local systems to implement effective strategies to enable all students to meet these standards.

--main focus of national report card -- measuring each state's progress toward achieving the goals based on each state's baseline performance.

GOVERNORS:

--learned first hand that quality and effectiveness of the education system is a key factor in the success of any effort to strengthen economic competitiveness, improve the quality of the workforce, and reduce welfare dependency -- so have played a leading role in their states' ongoing reform of the education system.

--with leadership and support of the governors, virtually every state has raised educational standards.

AMERICA 2000:

--a national strategy -- a national crusade --

--bold, comprehensive, and long-range transformation of American education

--vigorously involving all sectors of society

--set world class standards;

--leading the way in educational innovation

--challenge to reinvent the classroom

--goals forged in partnership with Governors

--centerpiece of National education strategy is not a program, it's not a test. It's a new challenge -- to reinvent American education -- to design New American Schools for the year 2000 and beyond.

--we're inspired by our best teachers, who give more than two we can rightly expect -- and yet, after two centuries of progress, we are stagnant.

--no modern nation can long afford to allow so many of its sons and daughters to emerge into adulthood ignorant and unskilled.

*Cheney
Lester
Morse
Hagan*

EDUCATION GOALS PANEL:

--6/3, 1:30, Grand Hyatt; 300; 6 gov. (ROemer intro); 4 Cong. (Mithcell, Michel, Gephardt, Dole); has ahead rhearings around cou (STORIES FROM HEARINGS:)

--goals: readiness for school; CSchool Completion; Student Achievemen Citizenship; Science and Mathematics Supremacy; Safe, disciplined and drugfree schools; adult literacy and lifetime lhearing; learning;

--GB MESSAGE:

--important to get message out to larger audience

--should get one or two major things through

--GB is speaking on behalf o f panel

-history; reviewe;

--issue: America wants higher standards, clear expression benchmark (Ly this weekend); process to set up standards;

--people like breadth of goals

--some of significant nature to charge (standards and caccountability important, but CHANGE is important)

--p--panel is about helping drive system to achieve;

--NAPE, best measure today; your charge as panel is to go further;

--

--today, setting out frameowrk for report card in September; know won't good, as a matter of fact in three days, NAPE, new will be hearing isn't gooad OO jimportant for American people to cgnize, have to face it; important charge to this group is to report to American people, won't be pleasant, but that'sy I'm calling for New World Standards

--news coming is from TRIAL assessment

--refer to it as bipartisan; reinforce that; but don't make issue of Congress;

--panel feels -- asking the right question is most powerful thing to do -- difficult news -- but only way to improve self is to face it

--tie to parents and students, not just system

--made serious steps toward official pastan: standards; testing; s in place report card (September)

--big stpes -- today we're taking imporant steps; that's why imperfect... 9ikmporant day, that's why we want to be here;

--has not been period of inaction -- is exacexciting work alrseady underway across nation (GET EXAMPLES)

--1) clearly know we've taken major step; well on wy to standards; kno knew was decade-long effort; this is one step (between now and September, need to) && let know activity -- exciting outreach in state, Charlottesville marked the commitment to gettingthese goals; had a vision in Charlottesville;

--concept of partnership, reaching out -- more

--*** most important tis the leadearship -- us to bring more people int-- SET STANDARDS; ORGANIXE OREFORM

--foc. dwwl lwSWEAHIP IA MOAR IMPOER

--tovernment feels leadership is jost imporatnt hthings,

supercedes all, very grateful

--tie together with others (business; Nat. Fed. Businessmen)

--GET COPY OF NAT. FED. BUSINESS SPEECH
--tie in, Charlottesville, business: and when I leave here
I'm going this -- panel today will move us to New World Standards,
first thing calling for is accountability in schools; today
is major steps toward that
**0--clear -- real, tough job to be done; challenge for
all of us; all our parts
--accountability, key, is one of four things in ~~Charlotte~~
in Charlottesville -- first track; for performance, outcome;
--don't forget: 1) lifelong nature of goals (1st and 5th)
2) goals have become common frames of reference,
now talking language, mean same thing
--high standards, critical we're aiming high
--working with others
--have to restate belief in the kids -- are good;
--indictment of system; educ. system;
--need educ. system worthy of students -- system failing,
not them -- system works on minimum standards, need HIGH
--we believe in our students -- seen in Persian Gulf; they
CAN do it; need system that says that, not only can compete,
but become best in the world,; ; change that -- not only
can compete against the best in the world -- can BE the best
in the world--n
--needs to be serious speech; not just things will be fine
if we fix a few things;
--have been out in schools talking to kids
--Rose Bond, brief report, 624-5331

NATIONAL EDUCATION GOALS PANEL

March 25, 1991

Dear Friends of Education:

Last year the President and the Nation's Governors adopted an historic set of six national education goals. We believe that the goals provide a common framework and vision for educational reform and focus the Nation's commitment to new heights of education performance by students of all ages. Our aim is both to promote higher levels of individual student achievement and, collectively, to build a globally competitive American workforce.

The goals are clearly ambitious. In our judgment, however, the goals accurately define what our reach must be to achieve the educational progress that is required to secure our future.

The goals reflect a commitment of the Nation's policymakers to make education a priority in each of our States and in the Nation. Our willingness to be held accountable for how we meet this commitment was a central focus of the Charlottesville summit. That focus continues today.

The first step in keeping this pledge of accountability was the creation of a mechanism to monitor the Nation's and States' progress towards meeting the goals. Last July, the National Education Goals Panel was created for this purpose. The Panel is composed of six Governors, four members of the President's Administration, and the four majority and minority leaders of the United States Senate and House of Representatives.

The Panel's job is to oversee the development and implementation of a national education progress reporting system. Beginning in September, 1991, the Panel is charged with issuing an annual report to the Nation on progress towards achieving the National Education Goals. We want these reports to offer the public the best available information on the status of national and State efforts to improve educational performance. More importantly, we believe that the establishment of a constructive assessment system for measuring student achievement will be a powerful force for improving our educational system and the performance of all students.

In an effort to take advantage of the expertise that exists in the country on assessment and on education reform, the Panel established six Resource Groups. The groups are charged with developing policy options for the Panel.

NATIONAL EDUCATION GOALS PANEL

These individuals, listed later in this document, worked diligently and thoughtfully to develop ideas and recommendations for review and comment by the Panel and by the American public. This discussion document represents the fruits of their labors. We are grateful to them for their significant effort and contributions.

Before the Panel makes final decisions regarding the format of the September, 1991, and future reports, we are eager to receive the advice and counsel of citizens, professionals, and organizations across the country. To accomplish this, a series of regional forums will be held to seek public reaction to the proposals and ideas contained in this discussion document. We also solicit written comments.

The regional forums will be open, public meetings held during the months of April and May. I will be hosting the first forum in Denver, Colorado on April 12. Other anticipated host States will include Arkansas, Iowa, Maine, Maryland, Ohio, South Carolina, and Washington. Plans for these forums are currently being finalized. Final dates and locations will be available by writing the National Education Goals Panel at the address below.

Individuals and organizations are encouraged to submit written comments or testimony directly to the National Education Goals Panel. We ask that these written comments be submitted on the Public Testimony Form found at the end of this document. Written comments may be sent to:

National Education Goals Panel
Written Public Testimony
1850 M Street, NW, Suite 270
Washington, DC, 20036

The Panel will meet on June 3 to consider the information and data sources to be included in the September, 1991 report. Your written comments must be received by May 12 to allow time for their incorporation into the summary options paper to be prepared for the Panel's June 3 meeting.

Measurement of the Nation's progress toward the goals only has value if it motivates individuals, communities, States, and the Nation to seek higher levels of educational achievement. Our aim is to spur these efforts by providing an honest mirror of the levels of achievement existing in American education among learners of all ages and to select educational performance indicators and benchmarks that will encourage and drive reform.

Current data indicate that the Nation is performing less well than we would like, less well than the Nation's future requires, and less well than our children deserve. It is the intent of the Panel to lay the foundation for collective efforts to raise both our expectations and achievement.

GW

The status quo is a guarantee of mediocrity, social decay, and national decline.

--Education is our most enduring legacy, vital to everything that we are and can become. And come the next century, just 10 years away, what will we be? Will we be the children of or its orphans?

--8 years ago, the Committee on Excellence in Education issues its powerful report, and yet today, our nation is still at risk.

--Danford Sakai of Waiakea High School said: "commitment, caring, common sense, communication, and courage." (9/27/89)

--education means not only which students will succeed -- but also which nations will succeed. Which will thrive in a world united in pursuit of freedom of enterprise.

CHARGE:

--"Whatever you can do -- or dream you can do -- begin it.

Boldness has genius, power, and magic in it." -- Goethe

--the day must come when every young American can know the life of the mind.

(PAT: a dilemma -- just weigh the sheep, doesn't make them fatter or more fit -- Gov. Romer turned to party and said, "I understand where you're coming from -- probably only sitting Governor former shepherd. I know sheep." mirror -- not make difference. BUT we need both -- mirror and scales to know quality and progress of your students -- not enough into itself - - also good programs and teaching -- is not either/or, is both/and. To date, has not had good panels -- this is why panels important national service -- quality-oriented monitoring system for people to use.

Nation has a right, an obligation to measure its productivity, report regularly on how we're doing -- also know help people re-direct focus, confirm effectiveness.

--had consensus in these hearings -- people loved the American goals, the breadth and clarity of them -- six is easy number, but so powerful because

reading, ~~3ss~~, completion, achievement, science and math, touch real core of what people care about; hard issue -- how measure stuff adequately -- with a couple of good indicators so can really know where we stand -- we have a decade ahead of us - - America began to discuss and understand the goals; contribution of Pres. and gov. to panel, say let's monitor progress toward high accomplished student learning -- is wonderful challenge we all want to share and contribute toward;

--know it's tough, not easy to do this, pleased today beginning this business, national service, I want to be with you and support you, morally and make sure we do what's best for our students, greatest resource as a nation.

--education is every local and state gov. has education responsibility --

NEGP
Grand Hyatt

10-12 minutes

1:30pm - POTUS arrives

prompter - yes

Independence A Ballroom

~~Independence A Ballroom~~

probably introduced by Gov. Romer - Co
attendees 375-400

~~who will introduce POTUS~~

Schedule

1:30 - arr. holding room

will meet w/ members of the panel

1/2 hr.
participation

1:35 - POTUS comes out into ballroom

will sit at the table

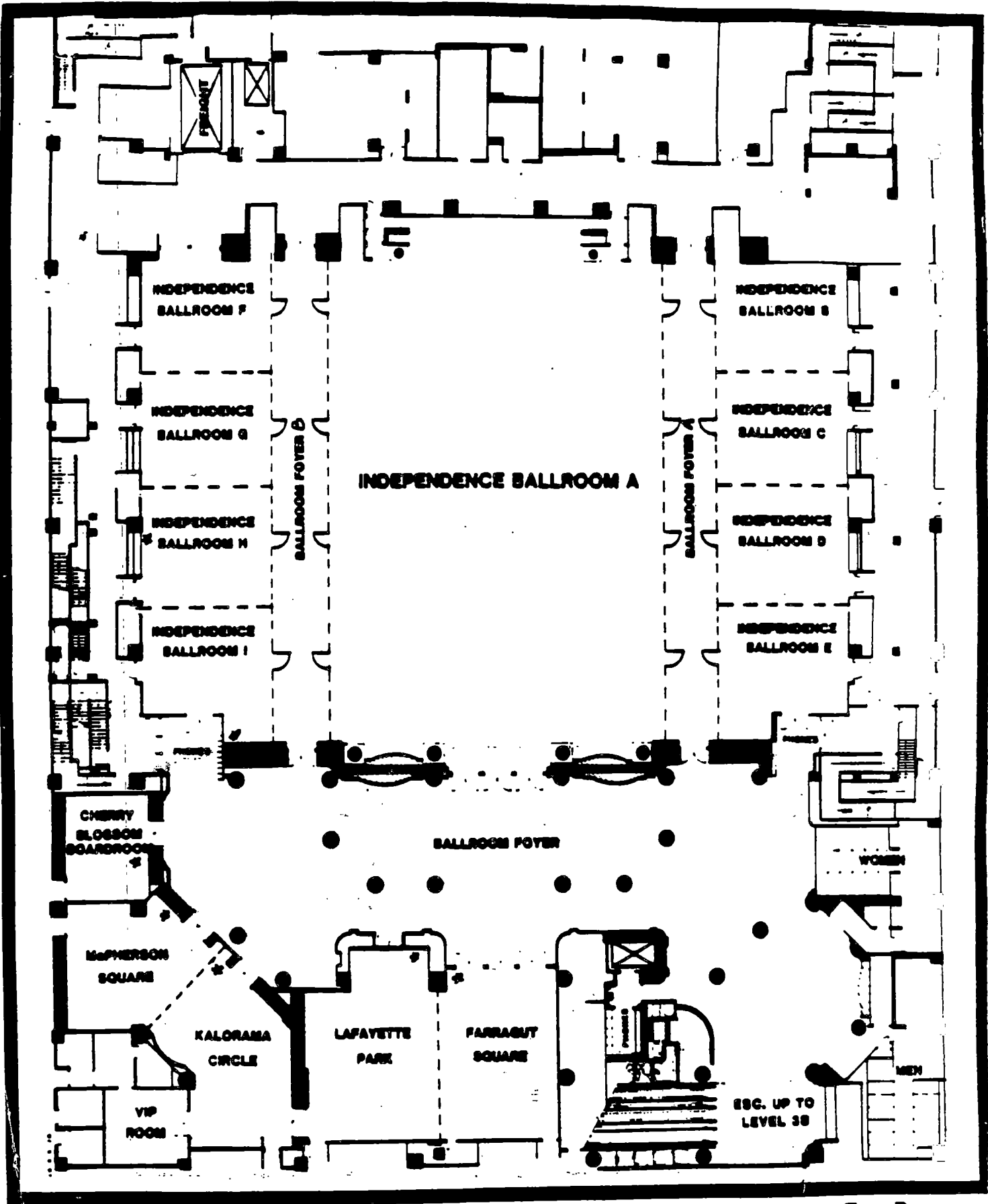
- Governor Romer - introductory remarks

1:40 - POTUS speaks

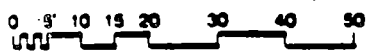
← - education discussion w/ panel follows → 12-15 min.

Governor
Romer will
speak again

Kae Bond NGA Director of Public Affairs 624-5331
 Pat Reilly, NGA Public Affairs, 624-5898
 Aimee Rogstad NGA Education Programs 624-5369
 Tom Kelly Director of Security 637-4915
 JOHN GIBBENS WH LEAD ADV 202-245-6345 H-256-1987
 Tom Conlin US SECRET SERVICE/WASHINGTON FIELD OFFICE 202-634-5100
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 Patricia Conroy WH Advance 202 456-7305
 Chuck Cochran NGA 202 624 5329
 Cheryl Jackson WH Media Relations 456-7150
 Dave Bluford White House/OPD 456-2372
 Robin Lucas USSS/TSD 395-6074
 James C Rowh WHCA/Audio Visual 395-4220
 Trudy Clark WHCA T.O. 395-4080
 Lanny Griffith WH 456-7170
 Carol Blymire WH Speechwriting 456-7750
 Amy Hatfield NEGP 632-0954
 Doreen Torgerson WH/OPD 456-6585
 Elisa Watkins WH/16A 456-7170
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 BECKY CAMOVERDE EDUCATION 401-1095
 JAMES MANNING ED 401-0113
 Charlie DeVita USSS 395-4011
 Jack L. Rohmer USSS 395-5473
 Marshall BORNHORN USSS/MAG 395-4895
 Audi Kelly Hyatt 697-4924
 James Bour USSS/PPD 395-4011
 Elin E'brien WH/PRESS 347-9186

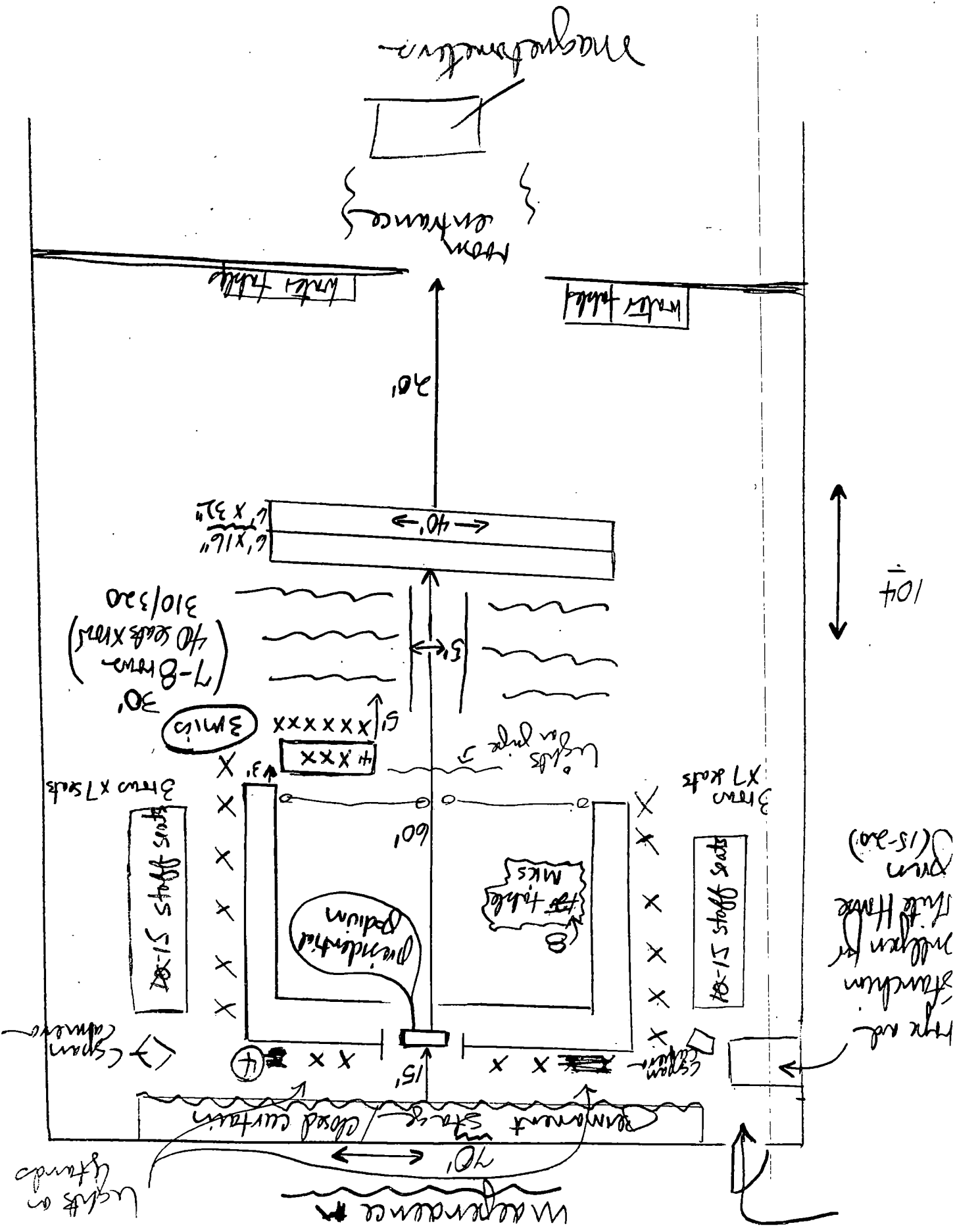


GRAND HYATT WASHINGTON



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Davis/Martin
Sept. 26, 1989
Draft: One
Title: Teacher

**PRESIDENTIAL ADDRESS: SCHOOL RECOGNITION AWARDS/SOUTH LAWN
THURSDAY, SEPT. 27, 4:45 p.m.**

Thank you Secretary Cavazos. Welcome to the White House.

((And let me first wish a happy birthday to the executive director of the council for American private education -- Joyce McCray.//

((I also understand that Milto McPike of East High School in Madison promised that if his school was selected for this honor, he would "do a ^{KK}jackknife through a Cheerio."// Milto, we'd like to see you do that.//))

We have here today the proud representatives of 218 secondary schools -- America's best. Some schools are private, some religiously affiliated, some public; a mixture of middle, junior and senior high schools from 42 states, the District of Columbia and Puerto Rico. But you all have one thing in common: a determination to excel.

I am especially impressed by the 22 schools receiving this award for the second time. You did not take your first win as a reason to relax. You took it as a mandate for continued success. This clearly shows that all the schools here today have a commitment to quality that is unwavering and true. Congratulations to all.

As you know, I just returned from an historic summit on education with the nation's governors in Charlottesville. And one of the first points we all agreed on was the need for schools and communities to work together.

This is what Douglas Molzahn ((Mole-ZAHN)) of Lincoln High in Wisconsin meant when he said that this honor is not a spotlight on his school, but a floodlight on his whole community. Every school here today represents a successful community of businessmen and women, civic groups and parents.

No one had to tell you to do this. Not Washington, not your state government. You set your own high goals and then you met them.

We've entered into a new compact, a Jeffersonian compact, to enlighten all of America's children. And we agreed in our Jefferson Compact, for the first time, to set national goals.

((Insert to come))

Again, no one will impose these goals on your school. It is up to every community, every principal, every teacher, to accept the challenge of national goals. Can it be done? Yes. In fact, it has been done, in 218 different ways, along 218 different paths to excellence in education.

America desperately needs every school to match your determination. There are more than forty million Americans who have never graduated from high school. And there are ((number))

17.7 million

CE

134/10

Rich. White

202-357-

6664

million Americans who cannot read at all. Benjamin Franklin was once asked what was the most pitiful thing in life. He replied: "a lonesome man on a rainy day who does not know how to read."

Because of your schools, thousands of children will never suffer this very special kind of loneliness. They will be readers. They will be learned in many subjects, and will possess the skills our changing economy will need. And there is no secret to the way in which you are achieving this; no secret to your success.

Danford Sakai ((Suh-KAI)) of Waiakea ((WHY-kay-uh)) High School//put his academic philosophy in aliteration: "commitment, caring, common sense, communication and courage." That is what you bring to your schools, your students and to the future of our nation.

Thank you, God bless and God bless America.

#

#

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NATIONAL
GVERNORS
ASSOCIATION

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OFFICE OF PUBLIC AFFAIRS
February 3, 1991 (17-91)
Contact: Rae Young Bond, 202/624-5330

THE NATIONAL EDUCATION GOALS PANEL

Background

In September 1989, President Bush invited the nation's 50 Governors to participate in an unprecedented education summit in Charlottesville, Virginia. Four major commitments emerged from the summit:

- to establish national education goals;
- to develop strategies for helping achieve those goals, including seeking greater flexibility and enhanced accountability at the federal, state, and local levels;
- to undertake a major state-by-state effort to restructure the education system; and
- to report annually on progress in achieving the goals.

In ~~February~~ ^{5 1990} 1990, the governors adopted and the president endorsed six national education goals. In July 1990, the governors and the administration established the National Education Goals Panel to ~~oversee the development and implementation of a national education progress reporting system.~~ The panel has fourteen members: six Governors, four Administration representatives, and four members of Congress serving in an ex officio capacity. Governor Roy Romer of Colorado is the panel's chairman. The panel has an operating budget of \$500,000 in federal funds to support its work. The Panel also will have its own staff.

Report Card to the Nation

Beginning in September 1991, the panel will issue an ~~annual report on state and national progress toward achieving the national education goals.~~ The report will focus on ~~outcomes and actual performance,~~ not on inputs or programs. In fulfilling this

Background

NATIONAL EDUCATION GOALS PANEL

BUSINESS ADDRESS



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THE WHITE HOUSE
Office of the Press Secretary

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FACT SHEET

AMERICA 2000 Excellence in Education Act

The President today forwarded to the Congress the "AMERICA 2000 Excellence in Education Act." This bill embodies legislative components of the AMERICA 2000 education strategy presented by the President on April 18. This strategy is designed to foster excellence in education and help the Nation attain the National Education Goals by the year 2000.

The need for a bold, comprehensive, and long-range transformation of American education is clear:

- o Eight years after the publication of A Nation at Risk by the National Commission on Excellence in Education, educational outcomes have improved very little. While some States have enacted educational reforms, these actions have often been too slow and too timid.
- o Our international competitors and trading partners are taking education seriously, and they are succeeding. American students are at or near the back of the pack in international comparisons of subject knowledge.
- o On average, children spend 91 percent of their first 18 years outside the school as part of the larger American community. Too often, this larger community does not provide adequate support for the nurture and education of our children.
- o Although polls indicate that most people believe the American educational system may be in trouble, they believe their own schools and communities are okay.

The AMERICA 2000 education plan offers a strategy that goes beyond Federal programs, calling for a nationwide effort in which all sectors of society are involved. The Federal Government's role in this strategy is limited, as its part in education has always been. But that role will be played vigorously. The Federal Government can help by working with all interested parties to set world class standards, identifying and highlighting successful examples, providing flexibility in the use of resources in exchange for accountability for improved performance, and providing incentives for State and local reforms.

The AMERICA 2000 strategy has four parts:

- o For today's students, we must radically improve today's schools, all 110,000 of them, and make them better and more accountable for results.
- o For tomorrow's students, we must invent new schools to meet the demands of a new century -- a New Generation of American Schools, bringing at least 535 of them into existence by 1996, and thousands by decade's end.

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- o For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."
- o For schools to succeed, we must look beyond their classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning will happen.

Within the four major areas of activity, the strategy calls for a variety of specific actions, most of which would take place outside the Federal Government. The bill announced today would authorize legislative components of the plan. Highlights of the legislative initiatives follow.

New American Schools

Program

- o The bill would provide seed money for the creation of the first wave of a new generation of "break-the-mold" schools. These schools would reflect the best of what is known about teaching, learning, and educational technologies and would enable all students to meet world class standards of achievement.

Funding

- o The legislation would authorize \$180 million for fiscal year 1992, \$180 million for 1993, and \$185 million for 1994. This amount would support the creation of at least 535 schools, each receiving up to \$1 million, with at least one in each U.S. Congressional District.
- o Funds would be allocated to States and Territories in proportion to their numbers of U.S. Congressmen, Senators, and Delegates.

Implementation

- o To receive funding, communities would be nominated by Governors from among "AMERICA 2000 Communities" and selected by the Secretary of Education acting on the advice of a panel of experts.
- o Communities would have access to the New American School designs developed by privately funded research and development teams supported by the New American Schools Development Corporation.
- o Federal start-up funds would be used for such purposes as planning, staff training, and purchase of equipment. Basic operating costs would be met from non-Federal sources.
- o All schools would be fully operational by school year 1996-97.

Merit Schools

Program

- o The Merit Schools program would provide rewards to elementary and secondary schools that demonstrate progress, over at least a 3-year period, in increasing the number of students who achieve competence in core academic subjects. Schools would use objective measures to assess educational progress.

Funding

- o The legislation would authorize \$100 million for fiscal year 1992 and "such sums as may be needed" for the 4 succeeding years. These funds would be allocated by formula to the States, with allocations based on State shares under the Chapter 1 Basic Grants program.
- o Within States, at least 20 percent of Merit Schools funds would be used for awards to schools that demonstrate outstanding progress in mathematics and science education.
- o The amount of each Merit Schools award would depend on State-established criteria, including criteria relating to the size of the school and the economic circumstances of the student body.

Implementation

- o Merit Schools would be selected by the Governor, assisted by a special State Review Panel, using Federal and, at State option, State criteria. Federal criteria would focus on (1) school's progress in increasing the number or percentage of students who meet the National Education Goal of leaving grades four, eight, and twelve having demonstrated competency in five core subjects; (2) school's use of objective measures for measuring educational progress; and (3) the use of an annual public "report card" that describes the school's progress in achieving the National Goals.
- o A school selected as a Merit School could use its award for any purpose that furthers its educational program, including development or implementation of educational programs, purchase of computers and other materials and equipment, and bonus payments to teachers and administrators.

Governors' Academies for TeachersProgram

- o Funding would be allocated to Governors for academies to provide experienced teachers with opportunities for renewal and enhancement of their knowledge and teaching skills in the five core academic subjects of English, mathematics, science, history, and geography.

Funding

- o The bill would authorize \$62.4 million for fiscal year 1992, \$54.2 million for 1993, \$45.9 million for 1994, \$37.7 million for 1995, and \$29.5 million for 1996 for start-up costs of the academies. An additional \$7.6 million would be authorized for awards, given by the academies, to outstanding teachers.
- o Federal funds would be allocated to the States based on numbers of public school teachers. The Federal share of the cost of each academy, not including the teacher awards program, would not exceed 75 percent in fiscal year 1992, 65 percent in 1993, 55 percent in 1994, 45 percent in 1995, and 35 percent in 1996. Matching funds may come from State, local, or private sector sources.

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Implementation

- o Academies would conduct programs of intensive instruction designed to renew and enhance teachers' knowledge of the five core academic subjects. They would also provide teachers with the skills needed to enable diverse populations of students to learn these subjects well.
- o With funding from a separate appropriation, each academy would recognize and reward outstanding teachers of the core subjects.
- o Academies would use Federal funds for start-up and initial operating costs.
- o After 5 years, academies would continue to train teachers in each State using non-Federal funds.

Governors' Academies for School LeadersProgram

- o Funds would be allocated to Governors for academies that provide: (1) recruitment, training, and, as appropriate, internships under experienced school leaders to prospective school leaders, and (2) opportunities for professional renewal and enhancement of skills to experienced principals and other school leaders. In addition, these academies would focus on instructional leadership, school-based management, school reform strategies, and implementation of school-level accountability mechanisms.

Funding

- o The bill would authorize \$22.5 million for fiscal year 1992, \$19.5 million for 1993, \$16.6 million for 1994, \$13.7 million for 1995, and \$10.7 million for 1996.
- o Federal funds would be allocated to States based on numbers of public schools. The Federal share of the cost of each academy would not exceed 75 percent in fiscal year 1992, 65 percent in 1993, 55 percent in 1994, 45 percent in 1995, and 35 percent in 1996. Matching funds may come from State, local, or private sector sources.

Implementation

- o Academies would use Federal funds for start-up and initial operating costs.
- o After 5 years, academies would continue to train school leaders in each State using non-Federal funds.

Alternative Certification of Teachers and PrincipalsProgram

- o The bill would provide incentives for States to develop, expand, or improve flexible certification systems designed to attract talented professionals with demonstrated subject area competence or leadership qualities. Funds would support such activities as training, program development, and evaluation.

Funding

- o The legislation would authorize \$25 million, for fiscal year 1992 only, for one-time grants to the States. States would apply for the amount of funds they need or an amount that is proportional to their school-aged population, whichever is less. Excess funds would be allocated on the basis of demonstrated need.

Implementation

- o Grants could support the design, development, implementation, testing, and evaluation of strategies for the alternative certification of teachers and principals, as well as training and recruitment activities.
- o States would be required to consult with teachers, principals, parents, and others in developing their applications. Subgrants would be authorized to school districts, intermediate educational agencies, colleges and universities, and consortia of these entities.

Educational Reform through Flexibility and AccountabilityProgram

- o Because real educational reform happens school-by-school, the teachers, principals, and parents in each school must be given the authority -- and the responsibility -- to make important decisions about how the school will operate. The proposed legislation, therefore, would authorize projects involving educational strategies that focus on student outcomes and feature increased flexibility in the use of funds and services within the project to achieve specific improvements in individual performance.

Funding

- o This authorization would be budget neutral. No new funding is required.

Implementation

- o To carry out a project under this authority, a Governor would submit an application to the Secretary of Education that identifies Federal and State statutory or regulatory impediments that must be waived in order to achieve specified improvements and educational outcomes. The application would indicate measurable goals for the achievement of disadvantaged and other students. Applications would be subject to approval by the Secretary of Education.
- o Requirements that protect the civil rights of students against discrimination and invasions of privacy could not be waived. Children with disabilities would remain entitled to current protections under the Individuals with Disabilities Education Act.
- o Projects would be approved for a period of 5 years. All projects would be carefully assessed to identify any statutory impediments to educational progress that should be removed.

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Amendments to Chapter 2

Program

- o The State and local program authorized by Title I, Chapter 2 of the Elementary and Secondary Education Act is a flexible resource that supports educational reform efforts. Currently, most Chapter 2 funds are distributed as small grants to local educational agencies. Concentrating more of these resources at the State level would enhance the likelihood of greater impact. In addition, the potential for using Chapter 2 to encourage educational choice has not been tapped. The proposed legislation would enhance Chapter 2's effectiveness as an agent of reform.

Funding

- o This proposal would have no impact on the budget. The President's fiscal year 1992 budget for the Chapter 2 State and local program is \$448,914,000.

Implementation

- o Under the amended statute, one-half of a State's Chapter 2 funds (rather than the current maximum of 20 percent) would be retained at the State level, so that reform projects of truly significant size and scope can be implemented.
- o The use of Chapter 2 funds, at both the State and local levels, to support the implementation of educational choice programs would be explicitly authorized.

Parental Choice and Chapter 1

Program

- o The bill would amend Title I, Chapter 1 of the Elementary and Secondary Education Act, to ensure that the largest Federal elementary and secondary education program does not impede the exercise of educational choice. Under the bill, Chapter 1 services would "follow the child" who enrolls in a new school or district under a local choice program.

Funding

- o This proposal would be budget neutral. The President's fiscal year 1992 budget for the Chapter 1 Basic Grants program is \$5,676,750,000.

Implementation

- o The bill would require that a local educational agency provide Chapter 1 services to any child who is participating in an educational choice program and who, in the absence of the choice program, would receive Chapter 1 services.
- o Services to students enrolling in different schools would be made available by the local educational agency, either directly or through contracts or other arrangements.
- o If the local educational agency were to determine that it is not feasible to make services available to a particular child, it would provide the parents of that child with a grant. The grant would be equal to the child's share of Chapter 1 funds and would be used for the purchase of compensatory education services from a qualified agency or organization.

- o The bill would clarify that Chapter 1 funds may be used to pay the transportation costs of children receiving Chapter 1 services and participating in educational choice programs.
- o Finally, the bill would ensure that parents of Chapter 1 children in districts with educational choice programs receive a full explanation of the compensatory education options available to their children.

Assistance for Parental Choice Programs

Program

- o Expansion of educational choice is one of the most important concepts that communities seeking to reform education can embrace. Localities that implement choice programs deserve national support and encouragement.
- o To provide that support, the bill would authorize payments to local educational agencies that have implemented programs in which parents are permitted, and given sufficient financial incentives, to select among a variety of public and private educational programs.

Funding

- o The bill would authorize \$200 million for fiscal year 1992 and "such sums" for the four succeeding years.
- o Local allocations would be determined on the basis of local educational agencies' shares of Chapter 1 compensatory education grants. No local allocation could exceed the product of the State's per-pupil expenditure for education and the number of children given the opportunity to participate in the local choice program.

Implementation

- o At the local level, funds could be used for educational services to students that supplement the services provided with State and local resources.

Educational Choice Programs of National Significance

Program

- o The Secretary would identify approaches that show potential for expanding educational choice. Funds would be provided for planning, operating, and evaluating those approaches.

Funding

- o The program would be authorized at \$30 million for fiscal year 1992 and "such sums" for the 4 succeeding years.

Implementation

- o Local and State educational agencies and other applicants would compete for the opportunity to demonstrate approaches identified by the Secretary.

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- o All projects would be carefully evaluated and their results disseminated.

National Assessment of Educational Progress

Program

- o Currently, State-representative assessments are authorized for the National Assessment of Educational Progress only on a trial basis through 1992. The availability of State-representative data in all five core subjects would help monitor progress toward the National Goals. Therefore, the bill would authorize annual State-representative assessments beginning in 1994.

Funding

- o Funding for the National Assessment is included within the total authorized for the activities of the National Center for Education Statistics. The President's fiscal year 1992 budget for the National Assessment is \$28,086,000.

Implementation

- o Beginning in 1994, State-representative assessments would be conducted annually. Assessments in reading, writing, mathematics, science, U.S. history, and geography would be conducted at least once every 4 years.
- o To encourage all States to participate in these voluntary State-representative assessments, the Federal Government would pay the costs in excess of \$100,000 required by each State for personnel to administer the tests and to coordinate the testing in the State.
- o Beginning in 1994, the tests used in the National Assessment of Educational Progress would be made available to States that wish to use them for testing at school or district levels at their own expense.

National Commission on Time, Study, Learning, and Teaching

Program

- o If the American educational system is to make real improvements, we must rethink many of our basic conceptions about how schools operate. In order to provide for a thorough analysis of a range of critical issues, the bill would authorize creation of a National Commission on Time, Study, Learning, and Teaching.

Funding

- o The bill would authorize a total of \$1 million for fiscal years 1991 and 1992 to support the activities of the Commission.

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Implementation

- o The Commission would address such issues as the length of the school day and year, the use of time during the school day, and the extent and role of homework.
- o The Commission would submit a final report of its findings and recommendations within 1 year of its creation.

Regional Literacy Resource CentersProgram

- o Regional Literacy Resource Centers would provide technical assistance to adult literacy providers and encourage the coordination of literacy services in the States.

Funding

- o The bill would authorize \$5 million in fiscal year 1992 and "such sums" for the succeeding 3 years for this activity.

Implementation

- o The Centers would carry out such activities as providing training and technical assistance to literacy instructors, disseminating information on innovative curricula and educational technologies, and encouraging public-private partnerships for the advancement of adult literacy in the States.

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 18, 1991

REMARKS BY THE PRESIDENT
AT NATIONAL EDUCATION STRATEGY BRIEFING

Room 450
Old Executive Office Building

11:33 A.M. EDT

THE PRESIDENT: Thank you all and thank you for coming here to the White House. Let me just salute our Secretary of Education Lamar Alexander, and say how much I'm relying on him, not only as he and his new team formulated a plan that I think will be very well-received, but knowing him, he'll be driving us all to see that we follow through -- something I'm determined to do. But I salute him.

I had a meeting early on with the governors who are here and I thanked them. We're approaching this in a totally nonpartisan way. We have Democratic and Republican governors in the meeting at the White House. They subsequently met with some of the business leaders who are here, and I salute them and thank them for taking the time in the leadership roles that they have undertaken. And I will salute the state legislators who are with us, our education community leaders and other business leaders who didn't attend -- some of the small business leaders and others who have been involved in this from the very beginning.

So we're dedicating this day, this kickoff day to our new education strategy. And seeing everyone here tells me that there is a great sense of determination and support out there for what we'll be trying to do.

There's a new optimism in this country, a renewal of a can-do spirit that made our country great. I can't think of a better reason to put this renewed sense of duty and confidence to work than for the sake of our children. Many of you have been doing that all your lives, and now the rest of us want to join in and do what we can to help.

We're on our way. Many of you in this room, Lamar tells me, have taken the crucial first steps and started programs to rejuvenate an education system that wasn't living up to our expectations. We've already moved beyond the days of issuing report after report about the dismal state of our schools. We don't need any more of those. Today we're trying to put the focus on the future and do something about this state of affairs.

This afternoon, I'll unveil an aggressive and innovative new education strategy. Let me just -- some of you already know this, and maybe some don't, so let me just summarize for you the strategy in just a few sentences. For today's students, we must make existing schools better and more accountable. For tomorrow's students -- that's the next generation -- we must create a new generation of American schools. For all of us -- for the adults who think our school days are over -- we've got to become a nation of students -- to recognize that learning is a lifelong process. Finally, outside our schools, we must cultivate communities where learning can happen.

This strategy will bring us even closer to making sure that America's children receive the best education in the world.

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We're not afraid of new ideas. And there are a lot of great ideas out there -- out in the states and the cities and the communities -- in the education and business communities. My job is to do everything in my power to give these ideas a chance. With Secretary Alexander and his strong new team -- and with all of you -- I think we're on our way to an exciting new chapter. I like to think of it as a true renaissance in American education.

All of you are also proof that this new education strategy just begins with our schools; that our dedication doesn't end when the bell rings at the end of every school day. Every single American has a stake in what we're starting today, and I am confident that we'll rise to the challenge.

Forty or 50 years from now, some 5th or 6th grader who's sitting in a classroom somewhere in America today will be standing here in my place. Because of the commitment that I am told exists in the Department of Education, here in this room, in the various communities represented, whether it's the governors or business or some in labor so interested in all of this, or the state legislators -- because of that commitment, I know in my heart that that person -- she or he -- will have had every opportunity that this great country has to offer.

So let's go to work. I know we can do it. And I'm with you all the way. Thank you so very much for your involvement. And may God bless this effort and our great country. Thank you all.
(Applause.)

END

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THE WHITE HOUSE
Office of the Press Secretary

EMBARGOED FOR RELEASE
UNTIL 2:00 P.M. EDT
APRIL 18, 1991

AMERICA 2000: THE PRESIDENT'S EDUCATION STRATEGY
FACT SHEET

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000.

Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead."

AMERICA 2000 builds on four related themes:

- Creating better and more accountable schools for today's students;
- Creating a New Generation of American Schools for tomorrow's students;
- Transforming America into a Nation of Students; and
- Making our communities places where learning will happen.

I. CREATING BETTER AND MORE ACCOUNTABLE SCHOOLS FOR TODAY'S STUDENTS

The President called on all Americans to help create better and more accountable schools based on world class standards and the principle of accountability. He encouraged all elements of our communities -- families, businesses, unions, places of worship, neighborhood organizations and other voluntary associations -- to work together with our schools to help the Nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.
- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).
- The President, working with the Nation's Governors, will seek Congressional authorization for State-level National Assessment of Educational Progress assessments and for optional use of these assessments at district and school levels.
- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.
- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

C. Schools as the Site of Reform

The Administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.
- As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.
- To stimulate reform in mathematics and science education, the AMERICA 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- The AMERICA 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to create even more incentives for successful schools.

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his AMERICA 2000 Excellence in Education Act of 1991.
 - A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.
 - National school choice demonstration projects will be supported through a \$30 million initiative.
- The Administration also will seek ways to ensure that Federal education programs are more supportive of choice.

E. Teachers and Principals

America's teachers and principals are on the front lines of transforming our schools. As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.
- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.
- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' Academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.
- The President will seek to establish Governors' Academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teaching, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

II. CREATING A NEW GENERATION OF AMERICAN SCHOOLS FOR TOMORROW'S STUDENTS

The President today challenged the best minds in America to design -- and help communities create -- the best schools in the world.

A. Research and Development

A series of Research and Development Teams, funded by contributions from the business community, will help design a New Generation of American Schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven Research and Development Teams. These teams may consist of

corporations, universities, think tanks, school innovators and others. The teams' products will be available to the American people.

- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Research and Development Teams and to report on their progress.

B. New American Schools

The President will ask Congress to provide \$550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to \$1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operating in each Congressional district by September 1996.
- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.
- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.
- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

C. AMERICA 2000 Communities

The President called on every community in the country to do four things:

- Adopt the six national education goals;
- Establish a community-wide strategy for achieving the goals;
- Develop a report card for measuring its progress; and
- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "AMERICA 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which AMERICA 2000 Communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

D. Leadership at All Levels

Transforming American education and creating a New Generation of American Schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute \$150-\$200 million to support the Research and Development effort.
- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an AMERICA 2000 Community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key

role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. TRANSFORMING AMERICA INTO "A NATION OF STUDENTS"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students" by continuing to enhance the knowledge and skills of all Americans.

A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act, and will advance these twin principles in new adult literacy activities proposed under the new AMERICA 2000 Excellence in Education Act of 1991.
- The Department of Education will provide regular, timely, and reliable information by expanding the National Adult Literacy Survey and collecting information about literacy efforts on a regular basis.

B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop -- and then to use -- world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

C. Creating Business and Community Skill Clinics

Today's workers will be assisted through Skill Clinics -- one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The Administration will urge businesses to make Skill Clinics available to their employees and encourage AMERICA 2000 Communities to establish community Skill Clinics.

- Federal departments and agencies will be encouraged to establish such Skill Clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identify successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. MAKING OUR COMMUNITIES PLACES WHERE LEARNING WILL HAPPEN

The President called on communities to adopt the six national education goals as their own; set a community strategy to meet them; produce a report card to measure results; and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the AMERICA 2000 Community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the Administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

THE WHITE HOUSE

Office of the Press Secretary
(St. Paul, Minnesota)

For Immediate Release

May 22, 1991

REMARKS BY THE PRESIDENT
AT LEGO-ROBOTICS DEMONSTRATION

Saturn School of Tomorrow
St. Paul, Minnesota

THE PRESIDENT: Is it scary to have the President coming? You see, I'll tell you something -- the reason I ask the question is you guys may not know this, but I learn from this. Mr. Alexander is our Secretary of Education -- where is he? Over here. And he's designed the program that's now our administration program, and one of the things in it is that adults, not just children, but adults should learn. And so he and I talked about, and the thing that I'm trying to learn is the computer. So what you think is maybe elementary, but for me it's rather advanced. So it's helpful to learn it on that basis, and then it sets a good example for other kids around the country because they'll see what you can do. You talk about programming this thing -- a lot of kids are going to say, hey, maybe we can do more. Do you know what I mean?

That's good. Any questions? Have you got all the answers or -- don't ask me about computers, okay?

STUDENT: This is a question she wanted to say, but I guess she couldn't get it out. She wanted to know did any of your grandchildren work with Legos?

THE PRESIDENT: Work Legos? Yes. Yes, but not in -- you mean in a computer sense or just playing with them?

STUDENT: Yes, in a computer sense.

THE PRESIDENT: I don't know the answer to that question. I would doubt it because I don't think this is widespread. And our grandkids are in Texas, Florida, Colorado, Virginia, and Maryland -- and I don't know if at this level -- and we have some grandchildren -- that they have this kind of programming.

TEACHER: It's available through the schools. It's probably not available commercially.

THE PRESIDENT: Yes, but I'm wondering in the schools. He meant in school -- didn't you? I don't know. I'm embarrassed to say I don't know what the programs are they're into. But I sure love to see them learn stuff. They all fool around with computers. I guess everybody does that around here.

STUDENT: It's easy to learn once you get the hang of it.

THE PRESIDENT: No.

Q One question about education, sir.

THE PRESIDENT: For this guy?

STUDENT: No, for you, Mr. President.

THE PRESIDENT: If it's a hard one I'm going to ask the Secretary to answer it, because I don't want to answer a question when I don't know the answer.

MORE

Q Most school systems cannot afford this kind of sophisticated state-of-the-art technology. Your program seems to be geared to innovation. What about all of the other school systems that don't have the funds, what can be done for them in Education 2000?

THE PRESIDENT: Well, I think inherent in our program -- there is funding inherent in it. And one of the things that I think will happen is when you have the revolutionary new schools, others will take the resources that they are using. They will reduce the kind of bureaucratic overhead and they'll bring it to bear on innovative programs. And that's a part of our philosophy. And, yes, there will be new federal funding.

We're sending up a piece of legislation that will request funding for or need action on 13 different aspects. But I think people learn by innovation. I don't imagine when this started it had fantastic amounts of money to begin with. So what will happen is we will inspire, as has always happened in this country -- good example will inspire others. And, yes, there will be some funding involved, but we've got to start. We've got to begin to think anew on education. And that's what these kids are helping me understand even more.

This is new and not like it used to be like in education. This isn't cost-intensive. I expect that they're pretty efficient. I saw one teacher in that room with lots of computers that seemed to be handling many subjects. So there's a lot of opportunity here.

Wouldn't you say, Sarah? (Laughter.) I feel that way. How about you -- do you want to add anything to the answer? That's not fair because you don't know the program we're talking about -- whole program we're talking about. But all I'm saying is I bet you've got a lot of neighbors and friends that don't have this in their schools yet.

See, what they're saying is innovation, saying something new here, some would say radically new here. And they may come along in this program and your teachers may say, hey, we've got to change this a little bit. But they're on the cutting edge for revolutionizing education. And we have got to do that across our entire country. The old answers aren't good enough. They simply are not good enough.

The United States is spending, at the federal level, an enormous amount on education and at the state levels. And yet, the results are not good enough. And you guys are going to make it better. These teachers are going to make it better. Your superintendents are making it better. And that's why we're -- one of the reasons I wanted to come out here is you set -- you don't believe this -- but you set an example for a lot of other kids just by that good answer you gave.

And the same for you, Sarah. With those words of wisdom, I've got to go on about my business. But I'm glad to see you. I hope you aren't nervous when we've finished.

STUDENT: No, I'm just excited now.

THE PRESIDENT: Just excited now? I'm pretty excited, too. It was wonderful. Good luck. I'd better go on.

END

EDUCATIONAL GOALS PANEL

Beth -- I talked to Rae Nelson last night about this speech. She thinks there are three or four main things we need to cover. They are:

- 1) Reaffirm the Governors' role, and discuss accountability of schools.
- 2) National Assessment will be coming out a few days after this speech -- not good news at all. POTUS should tease this release of bad news by saying that we must do better, that America 2000 is the good shot in the arm that we all need. This is a time that we as a country must work together to make our schools better.
- 3) Talk about September, the 2-yr. anniversary of the Education Summit. Talk about the nation's "report card". Where do we expect to be by the time school starts next year?
- 4) Tie in legislation. This panel is an example of Administration, Governors, and Hill working together.

Rae would like to see press coverage of this speech to say something like: "President Bush Calls for World Class Standards in Education". There is a meeting at 11 a.m. in Lanny Griffith's office to discuss this speech. We were both invited by Rae to attend. Her number is x7777 if you have any further questions on this. The Director of this Panel is Pat Forgione, and the telephone number at NEGP is 632-0952.

- 1) Panel
 - speech re: establishment (purpose, goals, etc.)
 - making - who & why
- 2) Educ. Summit speech
- 3) Am. 2000 speech
- 4) Nat's ed. speech

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 18, 1991

NATIONAL EDUCATION FIRST WEEK, 1991

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

Labor and learning precede every inch of human progress. That is why improving our Nation's educational system must be a priority for all Americans. If our citizens are to have the knowledge and skills needed to enjoy full, productive lives, our schools must achieve excellence.

Recognizing our responsibility to nourish the young minds that enter the Nation's classrooms, and knowing that this country cannot have a first-class economy without a world-class education system, the Nation's Governors and I have established six National Education Goals for the year 2000. They include: ensuring that every child starts school ready to learn; raising the graduation rate to at least 90 percent; ensuring that our students demonstrate competency in five core subjects in grades 4, 8, and 12; ranking first in the world in science and math; ensuring that every American adult is literate and possesses the skills, including the technical skills, needed to compete in the global economy; and, finally, making all of our schools safe, disciplined, and drug free. Achieving these goals will require the sustained cooperation of parents, educators, public officials, and the community at large.

While the Federal Government can and will serve as a catalyst for excellence, pointing the way forward and helping schools to meet higher standards, success will require the concerted efforts of parents, educators, and local government leaders. Because competition breeds quality, we can begin by expanding choice and accountability in education. Parents have primary responsibility for the education of their children, and they should have a genuine say in what, where, and how their children learn. Teachers should be able to enjoy greater flexibility in the classroom, and local school systems should act to utilize the talent and experience of persons who want to teach but are prohibited by cumbersome regulations. However, since the best measure of our schools is not how many resources we put into them but what outcomes are achieved, we must hold ourselves accountable for results, verifying what works and what does not.

We must also work together to ensure that our children dwell in an environment that is conducive to learning. Such an environment includes schools that are safe, disciplined, and drug free. However, because what goes on in school is only part of a child's educational experience, we must also maintain in our homes and neighborhoods an atmosphere that encourages learning and rewards diligent effort. Parents are their children's first and most influential teachers, and they can help to make ours a more literate Nation by reading to and with their little ones; by taking an active interest in their youngsters' homework and academic progress; and by demonstrating through example the joys of lifelong learning.

more

(OVER)

Local libraries and museums, business and civic groups, and members of the media can assist parents by offering high-quality educational programs and activities designed to ignite the natural curiosity of children. Indeed, by sparking the imaginations of our students, by ensuring that our schools tend the light of learning with utmost care and expertise, we can build a brighter future for all Americans.

The Congress, by House Joint Resolution 197, has designated the week of April 15 through April 21, 1991, as "National Education First Week" and has authorized and requested the President to issue a proclamation in observance of this week.

NOW, THEREFORE, I, GEORGE BUSH, President of the United States of America, do hereby proclaim the week of April 15 through April 21, 1991, as National Education First Week. I call upon all Americans to observe this week with appropriate programs, ceremonies, and activities.

IN WITNESS WHEREOF, I have hereunto set my hand this eighteenth day of April, in the year of our Lord nineteen hundred and ninety-one, and of the Independence of the United States of America the two hundred and fifteenth.

GEORGE BUSH

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NATIONAL GOVERNORS ASSOCIATION

Bruce Gardner
Governor of Washington
Chairman

Raymond C. Scheppach
Executive Director

John Ashcroft
Governor of Missouri
Vice Chairman

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Date: 5/28/91

TELECOPIER TRANSMISSION FORM

TO: Beth Hinchliffe

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FROM: Rae Bond 624-5331

NGA TELECOPIER NO. 202/624-5313

NUMBER OF PAGES: 10 (including this page)

REMARKS: Beth - Please feel free to call
if you need more information or have
questions.
Rae

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formats for the 1991 report and for future reports. In addition, the panel has consulted with numerous individuals and organizations that are working on assessment and related data collection activities in order to avoid duplicating their work and to build on existing efforts and expertise.

Upcoming Panel Activities

The resource groups will submit their recommendations in February 1991. The panel will conduct outreach activities from February through April to solicit reaction to and comments on options for the 1991 report. State and local input will be a critical part of the outreach effort. Much of the data for this initial report will come from existing national sources. However, if the panel determines that additional data must be collected from states, states will be asked to gather and submit information between April and June. States will receive a copy of the final report prior to its release.

Issues for Governors

The panel is presently considering the nature of the assessments needed to measure progress toward the goals and has not yet adopted an official position. Two critical issues have come to the panel's attention during preliminary discussions that have far reaching implications for all states.

- National Test. A national debate is now underway concerning the merits of a national test or some form of national examination system. Moving in such a direction would be a dramatic departure from current practice. The panel will need to address this issue and will need guidance from the governors as it moves forward.

In preliminary discussions, the panel has agreed that in addition to a national assessment of student achievement based on a representative sample of students, each parent and student would benefit from knowing an individual student's achievement compared to national and, if possible, international standards. While the panel endorses national goals and national standards, it strongly believes in the need to preserve state and local autonomy in determining how to achieve the goals.

The panel is weighing various alternatives to address these concerns. There appears to be a reluctance to adopt a single, national test. But there are a number of approaches that might be taken to establish a national (not federal) examination system. For example, states -- which already expend significant resources on assessment -- might work in collaboration with one another to develop and implement several sets of examinations based on common standards for what students should know and be able to do at various grade levels. States could form several clusters to develop and implement these examinations. Individual states would be free to choose among the various cluster approaches. A means would be identified for calibrating the examinations developed by the various clusters so that the results would be comparable.

The issue of developing a national examination system is now being discussed by business and education leaders as well as by the Administration and the Congress. It is an issue the Governors, as a group, must begin to address.

Current testing practices. Based on the panel's early discussions with experts about ways to assess progress on the national goals, it is clear that the nation is not suffering from lack of assessment. We spend a tremendous amount of time and money on assessing student achievement. These tests drive both curriculum and instruction in the classroom. However, many existing tests are not designed to assess the skills and knowledge students need to function effectively in the 21st century. Whatever direction is adopted on the issue of national assessment, there is widespread consensus that a major overhaul in current assessment practices is needed at the state and local levels.

Next Steps for Governors

In the coming months, Governors will:

- Review formats for the report card and encourage reactions and comments from state and local leaders. (February-April)
- Assist the panel with any requests for state-level data for the report card. (April-June)
- Issue a report on state progress related to the goals. (September)

for Results released in 1987, 1988, 1989, and 1990. A fifth report will not be released in 1991 because the annual report on progress toward the national education goals will be done instead.

Making America Work -- 1986-87. After assuming the NGA chairmanship in 1986-87, Arkansas Governor Bill Clinton established an initiative called Making America Work: Productive People, Productive Policies, which focused on state strategies to overcome the barriers to productive lives. Gubernatorial task forces were created to address issues of dropout prevention, alcohol and drug abuse prevention, adult literacy, teenage pregnancy, and welfare prevention -- all of which involved the critical role of education.

During Clinton's tenure a second wave of reform was launched with many states proposing legislation to restructure schools for educational excellence. The first follow-up report to Time for Results was released -- Results in Education: 1987 showed that Governors were making great strides in reform -- and that much work was needed.

Restoring the Balance -- 1987-88. During New Hampshire Governor John Sununu's 1987-88 chairmanship of NGA, the theme was federalism and the appropriate state role in the federal system. While not directly addressing education issues, the report, Restoring the Balance: State Leadership for America's Future, had implications for education governance. The 1988 Results report was released and an important report, Restructuring the Education System: Agenda for the 1990s, identified the changes that must be made at the school, district, and state levels if schools are to be more productive and effective in dramatically improving student achievement.

America in Transition -- 1988-89. Looking beyond America's borders to the role of states in the international economy, Virginia Governor Gerald L. Baliles used his term as chairman to focus on six task force topics, two of which related to education. Both the Task Force on Children and the Task Force on International Education were concerned with the critical role of education in preparing the workforce needed for effective participation in the international marketplace. A second restructuring report, Early Experiences in Restructuring: Voices from the Field, was released during Baliles' 1988-89 chairmanship. It brought together opinion from the nation's leading education experts on restructuring. Results in Education: 1989 was also released.

Consensus for Change -- 1989-90. Iowa Governor Terry E. Branstad was NGA chairman for 1989-90. With South Carolina Governor Carroll Campbell and Arkansas Governor Bill Clinton as co-chairmen of a Task Force on Education,

the Governors were active on a variety of fronts. In September 1989, the Governors and President George Bush met in Charlottesville, Virginia, for an historic summit on education. As a result of the summit the Governors and President Bush developed six national education goals that were adopted in February 1990.

The six goals focus on readiness for school, high school graduation rates, student achievement and citizenship, math and science achievement, adult literacy and life-long learning, and safe, disciplined, and drug-free schools. These goals will focus the nation on systemic change in all aspects of education, from early childhood through lifelong learning. These goals are performance-oriented -- focusing on outcomes and achievement. They provide a clear yardstick for measuring progress at all levels.

Monitoring progress toward the six goals will be done by a national education goals panel of governors, administration officials, and members of Congress. Initially chaired by Colorado Governor Roy Romer, the panel will issue its first report in September 1991 -- on the second anniversary of the education summit.

Governor Branstad's Task Force on Education also developed a report, Educating America: State Strategies for Achieving the National Education Goals, outlining strategies Governors can use to achieve the goals and restructure their education systems to respond to the changing demands of society and the economy. NGA also released a new report, State Actions to Restructure Schools: First Steps, which described lessons states have learned in early restructuring initiatives.

Ex for a Healthy America -- 1990-91. Washington Governor Booth Gardner became NGA chairman in August 1990. His initiative as chairman focuses on strategies to improve health care in America, including better prenatal and early preventive care, elements important to ensuring that children will be ready to enter school without preventable and unnecessary health handicaps.

He named Governor Romer and Governor Campbell to serve as co-lead Governors on education. As lead Governors they will continue to develop and direct NGA efforts to assist states in their on-going reform activities. These governors serve with four other Governors (Governors Branstad of Iowa, Gardner of Washington, Evan Bayh of Indiana, and John Ashcroft of Missouri) on the National Education Goals Panel.

The Governors are working closely with Congress and the Administration to develop the measures and indicators needed to chart progress toward the national education goals.

NGA also produced the final Results in Education report.

NGA's Education Program

The National Governors' Association and the NGA Center for Policy Research Education Program have supported the work of the Governors in a variety of ways. Sustaining the momentum for reform, stimulating action and innovation in the states, and identifying and developing policy issues involved in education reform, in general, and restructuring schools, in particular, have been major efforts.

Publications on restructuring schools, teaching, paraprofessionals, pension portability for teachers, and the Results in Education series have all helped maintain the momentum of education reform, define and focus issues, and track state policies. Technical assistance to states, information brokering, working seminars and conferences, and small grants have all served to foster state initiatives. The program also has staffed the initiatives of the NGA chairmen.

NGA and the NGA Center for Policy Research also work in employment and training and social services. The focus of these programs ranges from early childhood issues and welfare reform to adult literacy, job training, and work-related education issues.

reporting responsibility, the panel sees its mission as twofold. The panel must monitor and report progress toward the goals. But, more importantly, the assessment and reporting process must be used as a tool to help drive the education system to dramatically improve performance. Ultimately, what will motivate change in the present system is the understanding of individual parents, students, educators, business people and policymakers that achieving the national goals is important and that their actions can make a difference.

The panel has agreed that it will not dictate or prescribe strategies for achieving the goals. The panel sees its role as helping to articulate national standards for levels of achievement and then motivating, through measurement and other tools, state and local systems to implement effective strategies to enable all students to meet these standards.

The panel will operate on both short-term and long-term tracks. Much of the data that is needed for meaningful measurement of progress toward the goals is not currently available. The panel will propose changes in national and international measurement and data collection systems to improve our capacity over the long-term. However, the panel also takes seriously its responsibility to issue a credible report in September 1991, based on available data.

The main focus of the national report card will be measuring each state's progress toward achieving the goals based on each state's baseline performance. The report card, which is presently under development, will include the following:

- o data on national progress toward achieving the goals,
- o data on state progress toward achieving the goals, and
- o a report on the federal government's action to fulfill the responsibilities set forth in the joint statement at the summit in Charlottesville.

State Progress Report

In addition, according to policy adopted by the governors in February 1990, each Governor is expected to issue a report on progress on achieving the goals in his or her state.

Panel Activities to Date

The panel has held two meetings and will hold a third on February 2 in conjunction with the NGA Winter Meeting. The panel has established resource groups to give advice and policy options to the panel regarding possible