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OA/ID Number: 13793
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Folder Title:
America 2000 Chamber Event 1/14/92 [OA 7566] [2]

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THE ADMINISTRATION OPPOSES S.2 BECAUSE:

- o Because S.2 contains none of the President's AMERICA 2000 initiatives, fails to do enough to promote true, lasting school based education reform, Secretary of Education Lamar Alexander will recommend to the President that he disapprove the bill.
- o S.2 fails to allow private schools to participate in any choice program. This means that parents -- especially low-income parents -- will continue to be denied the opportunity to participate in true choice programs.
- o Since the President's AMERICA 2000 bill was sent to the Congress on May 22 of this year, the Administration, along with Senate Republicans have made a number of attempts to work out a bipartisan bill. After extensive meetings and negotiations, S.2 includes none of the President's proposals and promises little in the way of real, lasting education reform.
- o While the Congress has yet to act on the President's legislative initiative, the country is moving forward to carry-out AMERICA 2000 activities. Already, 31 States and hundreds of communities have announced, or will soon announce, their participation in AMERICA 2000. Numerous Governors, educators, businessmen and women, and other concerned citizens, Republicans and Democrats, are working to carry-out this far-reaching reform strategy.
- o S.2 creates another National Education Goals panel that would compete with the existing panel created by the nation's governors and President Bush. This would be confusing and unnecessary, and would delay current state and local efforts to advance the national education goals.
- o S.2 fails to assign a central role to Governors, the chief elected official of each state.
- o S.2 leaves the United States Secretary of Education powerless to disapprove any education plan that does not affect substantial reform.
- o The Senate bill sets funding goals for a number of existing education programs that are unrealistic and would unfairly raise the expectations of the American education community.
- o As drafted, S.2 authorizes activities so broadly defined as to constitute general aid, covering virtually any activity, including bureaucratic "restructuring" that may never be of any real educational benefit. Instead, the bill should be limited to a more focused and specific list of allowable reform activities like those in AMERICA 2000.

AMENDMENTS TO S.2, "THE NEIGHBORHOOD SCHOOLS IMPROVEMENT ACT"

- o As currently written, the Administration cannot support S.2 without reform oriented strategies that challenge, upset, and transform, our schools and our attitudes about education. An acceptable bill would include an authorization for "break the mold" New American Schools. It also would include a public and private school choice demonstration program that would give low and middle income parents the same opportunities as parents with money.

PUBLIC AND PRIVATE SCHOOL CHOICE DEMONSTRATION PROGRAM

- o Polls show that 62 percent of the American public, and 72 percent of minority Americans, favor providing Choice in education. As President Bush has said, "Wealthy families already enjoy choice. Poor families do not. Now, if we want to extend opportunity and improve education, we should give parents the power to choose any school for their children -- public and private -- and watch our schools compete to be the very best."
- o Providing for public and private school Choice is a requirement for any bill that strives to revolutionize education in America.
- o The Administration supports a three-year demonstration program involving \$30 million per year in the form of education certificates to low-income parents to enable such parents to pay tuition, fees, and allowable costs of transportation for their children to attend the private or public school of their choice.
- o The demonstration program would be authorized to provide a grant of \$5 million to each of 6 low-income communities nationally.

NEW AMERICAN SCHOOLS

- o As President Bush has said many times, "we must transform America's schools... the days of the status quo are over."
- o In the President's AMERICA 2000 legislation, he has asked the Congress to 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.

- o The President's plan envisions the creation of at least one school per Congressional District by 1994 that would receive up to \$1 million to implement a plan that would bring together a community to start from scratch and reinvent the American school. No question would be off limits, no answers automatically assumed, and no plan would be the same as any other.
- o New American schools should be authorized at a level of \$50 million for FY 92, \$200 million for FY 93, and \$300 million for FY 94 to assist schools and communities to implement their reform plans.
- o To provide important assistance to any school or community that is interested in creating new, break the mold schools, the President has created the New American Schools Development Corporation (NASDC), an independent, non-profit organization. NASDC is made up of leaders in the American business community and its mission is to help underwrite the design of new high-performance educational environments to jump-start learning in America. Already, NASDC has held 4 conferences to begin discussing designs for new generations of schools, as well as a bidders conference for design proposals. Together, these conferences have been attended by over 3000 people and have been televised by over 80 PBS television stations.
- o Since it was announced by the President in April of this year, 31 states, hundreds of communities, and over 650 Chambers of Commerce have announced or will soon announce their communities' participation in AMERICA 2000, which includes competing for a New American School.



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

November 12, 1991

Honorable Edward M. Kennedy
Chairman
Committee on Labor and Human Resources
United States Senate
Washington, DC 20510

Dear Mr. Chairman:

I am writing to express my views on the Neighborhood Schools Improvement Act, the pending substitute for S. 2, dated November 6, 1991. This bill is seriously flawed and is a major disappointment. The President has called for fundamental reforms in our educational system, which our Nation urgently needs. Unfortunately, S. 2 promises only more of the same old approach. If it were presented to the President in its current form, I would recommend that he disapprove it.

In April of this year, the President announced AMERICA 2000, a bold, complex, and long-range plan to move every community in America toward the National Education Goals adopted almost two years ago by the President and the Nation's Governors. Already, 31 States and hundreds of communities have announced or will soon announce their participation in AMERICA 2000. Numerous Governors, educators, businessmen, and other concerned citizens, both Republicans and Democrats, are working to carry out this far-reaching reform strategy.

As part of that strategy, the President submitted to the Congress his AMERICA 2000 Excellence in Education Act, introduced in the Senate as S. 1141. The bill called for a new generation of American schools, new world class standards in core subjects, more choices for parents of the schools their children attend, and creation of a national examination system. The President and I are pleased that the Congress has already enacted, or is seriously considering, some important components of that plan: the National Education Commission on Time and Learning, new literacy initiatives, alternative certification of teachers and principals, and teacher and school leader academies. Much, however, remains to be done, including authorization of a program of New American Schools that will break the mold of American education and help our students and communities to reach our ambitious goals.

In light of the progress we have made so far, I was optimistic that S. 2 would be a bipartisan vehicle for the remainder of our agenda, particularly after the many meetings and extensive

negotiations in which the Administration participated over the past several months. I am disappointed, therefore, that the new version of the bill includes none of the President's proposals and promises so little in the way of real educational reform.

National Academic Report Card and National Education Goals

Part B of Title I of the bill would authorize the establishment of an independent National Council on Educational Goals, composed of members appointed by the President, the Chairperson of the National Governors' Association, and the congressional leadership, to analyze educational achievement of the Nation's students and to issue an annual National Report Card on our progress toward achieving the National Education Goals adopted by the President and the Governors last year. I strongly oppose this portion of the bill because a similar group, the National Education Goals Panel, already exists and has been carrying out these very activities for nearly two years. Just last month, for example, that bipartisan panel, established by the President and the Governors, issued its first comprehensive report on where we are in meeting our goals and what we need to know as we continue to assess our progress. That report was candid and objective in describing the tremendous problems and challenges that confront us, and I expect the Panel's future reports to be equally enlightening. Creation of another education advisory panel at this point would serve no useful purpose and could only undermine the current Panel's outstanding work.

Moreover, while I am pleased that Part A of Title I of the bill would adopt each of the six National Education Goals, the accompanying policy statements of what the Federal Government will do to help achieve each goal represent a pledge of excessive and unrealistic expansions of Federal funding for a wide array of programs.

Neighborhood Schools Improvement

Under Title II of the pending substitute, the Department of Education would provide substantial financial assistance over a period of five years to help States and local school districts restructure their systems of elementary and secondary education and to improve education for all students. This "restructuring," however, is unlikely to lead to significant and lasting reform because it does not promote the kind of innovative steps, such as the creation of New American Schools, that are essential to real reform. Substantial revisions are needed.

First, the provisions on educational choice in S. 2 do not ensure that choice programs will actually be implemented anywhere, and do not provide at all for choice programs involving private schools. If we want the benefits of educational reform and innovation to reach all of our children, we must give parents far

greater choice than they now enjoy in deciding where their children will go to school, and the bill should be amended to promote that result with more certainty. I strongly urge that the committee adopt those measures advanced by the President, such as an incentive fund, a demonstration authority, or "follow-the-child" amendments to Chapter 1. At the very least, the bill should include a carefully-tailored demonstration program, involving choice among both public and private schools, so that we can increase our knowledge about the effects and benefits of educational choice.

I also believe that the bill ought to assign a central role to each State's Governor, particularly in selecting the State panel; in developing, approving, and submitting the State's application for funding; and in determining how the State will use its funds. The Governor, advised by an educational reform body separate from (but including) the State educational agency, should apply to the Secretary of Education for the State's money on the basis of a proposed plan to implement one or more of a defined list of allowable activities.

The allowable activities should be limited to the specific kinds of activities that are the focus of the President's AMERICA 2000 Education Strategy: public and private school choice, New American Schools, Merit Schools, Teacher and School Leader Academies, and alternative certification of teachers and principals, each substantially as defined in S. 1141. (If Teacher Academies, School Leader Academies, and alternative certification are included as program authorities under Title V of the Higher Education Act of 1965 as part of the pending HEA reauthorization, there would, of course, be no need to include them under this statute.) Governors could also apply to use the funds for other purposes, if they could demonstrate to the Secretary's satisfaction that they have a new reform proposal that would significantly contribute to educational achievement and that is not on the list. A more focused and specific list of permissible activities is needed because, as drafted, Title II does not ensure that real reform will ever occur. The activities authorized by the bill, at both the State and local levels, are so broadly defined as to constitute general aid, covering virtually any education-related activity, including bureaucratic "restructuring" that may never be of real educational benefit to anyone.

I strongly object to the requirement, in section 205 of the bill, to establish an "independent, third party panel" at the Federal level to review each State's plan. The responsibility to review and approve a State's plan should rest directly with the Secretary, as it does under other programs administered by the Department. Moreover, the Secretary should have discretion to ensure that State plans effect substantial reform and to disapprove those that do not.

Page 4 - Honorable Edward M. Kennedy

Finally, funds that "flow through" to the local level should be available to a wide range of local agencies and organizations, not just to local educational agencies and public schools. Innovation and reform in education result most beneficially from partnerships that include a variety of groups, not just the traditional State-LEA system. This approach would be consistent with a number of reform efforts under way today that encourage a wide variety of agencies, institutions, and organizations to become involved in educational reform.

Our educational system is in urgent need of fundamental reform. Meeting the National Education Goals is a great challenge for us all. The President's AMERICA 2000 Education Strategy aims to transform American education and to get the Nation to move itself in the direction of achieving those Goals. I assure you of my commitment to work with you and the Congress to develop legislation acceptable to the Administration that will help the Nation meet these vital objectives. If the pending version of S. 2 were presented to the President, however, I would recommend that he disapprove it.

The Office of Management and Budget advises that enactment of the pending substitute for S. 2 would not be in accord with the President's program.

Sincerely,

A handwritten signature in black ink that reads "Lamar Alexander". The signature is written in a cursive, slightly slanted style.

Lamar Alexander



OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

AMERICA 2000

Telephone: (202) 401-0411

Fax Number: (202) 205-0676

FAX COVER SHEET

MESSAGE

TO: JANE LEONARD

FAX NUMBER: 456-1467

FROM: LISA BARNES

JANE:

I'm sending out latest minute by minute schedule, the conference agenda, background on each of the sessions. If you need further information, please give me a call.

Lisa Barnes

401-0039

DRAFT

**U.S. CHAMBER OF COMMERCE
U.S. DEPARTMENT OF EDUCATION
LEADERSHIP CONFERENCE
January 13-14, 1992**

MINUTE BY MINUTE SCHEDULE

Monday January 13

- 8:30 a.m. Conference Materials delivered to Chamber "I" Street Door (Ricky Norment)
- 10:00 a.m. to 11:00 a.m. Set-up Resource Center (Christina Erland) Front Herman Lay Room
- 11:00 a.m. to 1:00 p.m. Set-up Registration Area (Michelle Griffin) Entrance to Briefing Room
- 11:30 a.m. to 1:00 p.m. Luncheon Briefing for Secretary's Regional Representatives (Christina Erland) Room 452
- 12:30 p.m. to 6:30 p.m. Registration table staffed - Lobby (Joanne Healey -Bruce Wardle)
- 1:00 p.m. to 6:30 p.m. Resource Center Open (Christina Erland SRR's) - Herman Lay Room
- 1:30 p.m. to 2:15 p.m. Briefing for pre-conference session moderators and panelists (Jill Scheldrup Gail Neiderhofer) Amway Room
- 2:30 p.m. to 4:00 p.m. Pre-conference Concurrent Sessions
- I. **Communicating the AMERICA 2000 Message** Amway/Emerson Electric Rms.
Jeff Joseph, U.S. Chamber of Commerce
Leslye Arsht, U.S. Dept. of Education
Connie Spellman, Omaha 2000
Rita Moniz, Fall River 2000
John Jordan, Lehigh Valley 2000
- II. **Programs that Work: Chambers of Commerce are Breaking the Mold** 3M/RJR Nabisco Rms
Robert Martin, Dir. Center for Workforce Preparation and Quality Education
Clyde Cole, Tulsa Chamber of Commerce
Connie Dietz, Wichita Chamber of Commerce
Patti Clapp, Dallas Chamber of Commerce
Bill Milliken, President, Cities in Schools

III. Choice: A Key Component of Education Reform
Herman Lay Room

Charles E.M.Kolb Deputy Assistant to the Pres. for Domestic Policy
 John Chubb, Brookings Institution
 Larry Patrick Jr., Detroit 2000
 Bill Styring, Indiana State Chamber

- 4:30 p.m. to 5:15 p.m. Briefing for moderators/panelists for Plenary Sessions (Gail Niedernhofer/Jill Scheldrup) Amway Room
- 5:30 p.m. to 6:30 p.m. **AMERICA 2000 Kick-off Cocktail Reception** (Joanne Healy) Briefing Room
- 5:30 p.m. to 6:30 p.m. V.I.P. Reception - Webster Room
- 6:30 p.m. to 8:30 p.m. **Opening Dinner - Hall of Flags (:120)**
 --Welcome/opening remarks--C.J."Pete" Silas (:05)
 --Meal: Salad on table, Entree and Dessert (:40)
 --Introduction of Secretary Alexander-- Silas (:03)
 --Secretary Alexander to welcome and introduce Gov. Miller (:05)
 --Governor Miller to Speak (:25)
 --Secretary Alexander to introduce SRR's and Community video (:05)
 --Community Video (:25)
 --Closing remarks/instructions for the next day (:05) Silas
- 8:30 p.m. to 9:30 p.m. **Resource Center Open with Secretary's Regional Representatives - Herman Lay**

Tuesday January 14th

- 5:30 a.m. to 6:30 a.m. White House Sweep
- 7:30 a.m. to 5:00 p.m. Resource Center Open
- 7:30 a.m. to 9:30 a.m. Late Registration - Lobby
- 7:30 a.m. to 8:00 a.m. Continental Breakfast Opens- Hall of Flags
- 8:15 a.m. to 9:05 a.m. **Opening Session - Hall of Flags (:45)**
 --Welcome, Announcements, and Introduction of President Bush (:02) Silas
 --President Bush to speak (:15)

- Silas Introduces Secretary Alexander (:03)
- Secretary Alexander gives remarks (:20)
- Closing remarks/instructions (:08)

- 9:05 a.m. to 9:15 a.m. --Break (Move to Briefing Room)

- 9:15 a.m. to 9:30 a.m. --Press Availability following Opening Session (Rick Del Veccio/Jay Diskey) Alexander/Silas/Lesher RJR Nabisco (:15)

- 9:15 a.m. to 10:25 a.m. **Plenary Session I - Briefing Room (1:10)**
(staff: Barbara Rivers)
TAKING THE FIRST STEPS: MAKING THE NATIONAL GOALS YOUR COMMUNITY'S GOALS
--Ed Donley, Chairman, Air Products & Chemical, Inc. Moderator (:07)
--Diane Ravitch, U.S. Department of Education (:10)
--Joseph Krier, San Antonio 2000 (:07)
--Larry Patrick, Detroit 2000 (:07)
--Jeanne Baliles, Richmond 2000 (:07)
--Q & A (:30)
--Closing comments (:02)

- 10:25 a.m. to 10:45 a.m. Coffee Break - Hall of Flags (:20)

- 10:45 a.m. to 11:45 a.m. **Plenary Session II - Briefing Room (:60)**
(Staff: Hazel Fiers)
GETTING TO WORK: DEVELOPING YOUR OWN COMMUNITY WIDE STRATEGY AND REPORT CARD
--John Kauffman, Chairman and CEO Pennsylvania Power & Light Company Moderator (:07)
--Bruno Manno, U.S. Department of Education (:14)
--Cathie Zarlingo, Grand Junction 2000 (:07)
--C.R. (Bob) Bell, Omaha 2000 (:07)
--Q & A (:20)
--Discussion Instructions (:05)

- 11:45 a.m. to 12:00 noon Move to Lunch - Hall of Flags

- 12:00 p.m. to 12:30 p.m. Continue Plenary II Discussions over lunch (:30) Hall of Flags

- 12:30 a.m. to 1:20 p.m. **Luncheon Session - Hall of Flags (:50)**
--Opening remarks (:05)--Dr. Dick Lesher
Introduction of Eve Bither (:02) by Dr. Lesher

--Commissioner Eve Bither, Maine
Department of Education to speak (:15)
--Introduction of Deputy Secretary David
Kearns (:02) by Dr. Leshner
--Deputy Secretary Kearns to speak (:15)
--Q & A (:10) - Kearns
--Closing comments- Leshner (:02)

1:20 p.m. to 1:45 p.m. Break (:25)

1:45 p.m. to 2:40 p.m. Plenary Session III - Briefing Room (:55)
(staff:Gail Niedernhofer)
NEW AMERICAN SCHOOLS: WHAT ARE THEY ALL
ABOUT AND HOW THEY RELATE TO THE NEW
AMERICAN SCHOOLS DEVELOPMENT CORPORATION
--H. William Lurton, Chairman and CEO,
Josten's Inc. Moderator (:09)
--Checker Finn, Vanderbilt University
(:09)
--Saul Cooperman (:09)
--Reid Rundell, New American Schools
Development Corp. (:09)
--Discussion Q & A (:15)
--Closing comments (:04)

2:40 p.m. to 2:45 p.m. Stretch Break (There is no movement out
of the room at this time.) (:05)

2:45 p.m. to 3:25 p.m. Wrap-up - Briefing Room (:40)
(staff:Gail and Hazel)
GETTING THE WAGON ROLLING AND WHAT TO DO
WHEN IT RUNS INTO THE DITCH
--Bob Martin, Director, Center for
Workforce Preparation and Quality
Education Moderator (:05)
--Bill Gibbons, Memphis 2000 (:10)
--Connie Spellman, Omaha 2000 (:10)
--John Murphy, Superintendant,
Charlotte-Mecklenburg County, NC (:15)

3:25 p.m. to 3:30 p.m. Charge and Conclusion of Conference
--Robert Martin, Director, The Center
for Workforce Preparation and Quality
Education

4:00 p.m. to 5:00 p.m. Chamber Focus Group

5:00 p.m. to 6:00 p.m. De-Briefing and Thank you (Working
Staff)

AMERICA 2000 COMMUNITY LEADERSHIP CONFERENCE SCHEDULE

U.S. Chamber of Commerce and U.S. Department of Education

U.S. Chamber of Commerce
1615 H Street, N.W.
Washington, D.C.

January 13 - 14, 1992

JANUARY 13

1:00 p.m. to 6:30 p.m.

REGISTRATION OPEN - Lobby

1:00 p.m. to 6:30 p.m.

RESOURCE CENTER OPEN - Herman Lay Room

The Center for Workforce Preparation and Quality Education and U.S. Department of Education staff will be available to answer questions and provide assistance throughout the conference in the AMERICA 2000 Resource Center.

2:30 p.m. to 4:00 p.m.

PRE-CONFERENCE CONCURRENT SESSIONS

Concurrent Session I -- Communicating the AMERICA 2000 Message - Amway and Emerson Electric Rooms.

- Jeff Joseph, Vice President for Domestic Policy, U.S. Chamber of Commerce (moderator)
- Lealye Arah, Counsellor to the Secretary and Director of Communications, U.S. Department of Education
- Connie Spellman, Vice President for Education, Greater Omaha Chamber of Commerce, Omaha 2000
- Rita Moniz, Professor of Political Science and Women's Studies, University of Massachusetts, Fall River 2000
- Jack Jordan, Senior Vice President, Bethlehem Steel and Co-Chairman of Steering Committee, Lehigh Valley 2000

Concurrent Session II -- Choice: A Key Component of Education Reform-Herman Lay Room.

- Charles E.M. Kolb, Deputy Assistant to the President for Domestic Policy, White House (moderator)
- John Chubb, Senior Fellow, Government Studies, Brookings Institution
- Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000
- Bill Styring, Vice President, Public Finance/Education, Indiana Chamber of Commerce

Concurrent Session III - Programs That Work: Chambers of Commerce Are "Breaking the Mold" - 3M and RJR Navisco Rooms.

- Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education (moderator)
- Clyde Cole, President, Metropolitan Tulsa Chamber of Commerce
- Connie Dietz, Executive Director - Business Education Success Team, Wichita Chamber of Commerce
- Patti Clapp, Vice President of Education, Greater Dallas Chamber of Commerce
- Bill Milliken, President, Cities in Schools

5:30 p.m. to 6:30 p.m.

AMERICA 2000 KICK-OFF RECEPTION - Anheuser-Busch Briefing Center

6:30 p.m. to 8:30 p.m.

OPENING DINNER - Hall of Flags

- C.J. "Pete" Silas, Chairman of the Board, U.S. Chamber of Commerce
- Lamar Alexander, Secretary of Education, U.S. Department of Education
- Zell Miller, Governor, State of Georgia
- AMERICA 2000 Community Video

8:30 p.m. to 9:30 p.m.

RESOURCE CENTER OPEN - Herman Lay Room

JANUARY 14

7:30 a.m. to 9:30 a.m.

LATE REGISTRATION - Lobby

7:30 a.m. to 8:00 a.m.

CONTINENTAL BREAKFAST - Hall of Flags

8:15 a.m. to 9:00 a.m.

OPENING SESSION - Hall of Flags

- C.J. "Pete" Silas, Chairman of the Board, U.S. Chamber of Commerce
- Lamar Alexander, Secretary of Education, U.S. Department of Education

President George Bush

9:15 a.m. to 10:25 a.m.

PLENARY SESSION I -- TAKING THE FIRST STEP: ARE THE NATIONAL EDUCATION GOALS YOUR GOALS? - Anheuser-Busch Briefing Center

What are the National Education Goals and how can your community adopt them? Experts and community representatives will discuss the goals and how communities have organized and launched AMERICA 2000 efforts.

- Edward Donley, Chairman, Center for Workforce Preparation and Quality Education and Chairman, Executive Committee, Air Products and Chemicals, Inc. (moderator)
- Diane Ravitch, Assistant Secretary for Education Research and Improvement and Counselor to the Secretary, U.S. Department of Education
- Joseph Krier, President, Greater San Antonio Chamber of Commerce, San Antonio 2000
- Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000
- Jeannie Bailles, Chairperson for Virginia Literacy Foundation, Metro Richmond 2000

10:25 a.m. to 10:45 a.m.

COFFEE BREAK - Hall of Flags

10:45 a.m. to 11:45 a.m.

PLENARY SESSION II -- GETTING TO WORK: DEVELOPING YOUR OWN COMMUNITYWIDE STRATEGY AND REPORT CARD - Anheuser-Busch Briefing Center

Developing a strategy and report card are the second and third steps in a community's effort to becoming an AMERICA 2000 Community. Panelists in this session will discuss communitywide reform and their experience in developing a strategy and report card.

- John T. Kauffman, Chairman and CEO, Pennsylvania Power & Light Company (moderator)
- Bruno Manno, Acting Assistant Secretary for Policy and Planning, U.S. Department of Education
- Cathie Zarlingo, Parent and Small Business Owner and Operator, Grand Junction, Grand Junction 2000
- C.R. (Bob) Bell, President, Greater Omaha Chamber of Commerce, Omaha 2000

12:00 p.m. to 1:25 p.m.

LUNCHEON SESSION - Hall of Flags

- Dr. Richard Leher, President, U.S. Chamber of Commerce
- Eve Bither, Commissioner, Maine Department of Education
- David Kearns, Deputy Secretary, U.S. Department of Education

1:45 p.m. to 2:40 p.m.

**PLENARY SESSION III -- NEW AMERICAN SCHOOLS:
WHAT ARE THEY ALL ABOUT? - Anheuser-Busch Briefing
Center**

The New American Schools proposal is one of the most innovative ideas in AMERICA 2000. This session will explore how your community can plan and support "break-the-mold" schools that are right for your area. Panelists will discuss the need for New American Schools and provide an update on the New American Schools Development Corporation (NASDC).

- H. William Lurton, Chairman & CEO, Josten's Inc., 1992 Chairman of the U.S. Chamber of Commerce (moderator)
- Dr. Saul Cooperman, Chairman of Education Advisory Panel, New American Schools Development Corporation
- Reid Rundell, Vice President of Operations, New American Schools Development Corporation
- Dr. Chester Finn, Director of Education Excellence Network and Professor of Education and Public Policy, Vanderbilt University

2:45 p.m. to 3:30 p.m.

**WRAP-UP: GETTING THE WAGON ROLLING AND WHAT
TO DO WHEN IT RUNS INTO THE DITCH - Anheuser-Busch
Briefing Center**

The final general session will discuss how to get your community started with AMERICA 2000 and how to maintain momentum for education reform.

- Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education (moderator)
- Bill Gibbons, Attorney at Law and Co-Chair of Memphis 2000
- Connie Spellman, Vice President of the Education Council, Greater Omaha Chamber of Commerce, Omaha 2000
- Dr. John Murphy, Superintendent, Charlotte-Mecklenburg County, North Carolina

3:30 p.m.

CLOSE OF CONFERENCE

3:30 p.m. to 5:00 p.m.

RESOURCE CENTER OPEN - Herman Lay Room

PRE-CONFERENCE WORKSHOPS**DRAFT**

The following three workshops will run concurrently during registration time on the afternoon of January 13, 1992. The workshops are available to all registrants, and are intended to share the experience and wisdom of experts on particular aspects of AMERICA 2000. They are planned to be small, informal discussion sessions, to work through particular parts of the education strategy.

CONCURRENT SESSION I -- COMMUNICATING THE AMERICA 2000 MESSAGE - Amway and Emerson Electric Rooms - 2:30 p.m. to 4:00 p.m.

Purpose: To discuss how to involve the media to communicate the AMERICA 2000 strategy locally, so as to gain broader community support.

Desired Outcomes:

To answer the following questions:

1. What is the importance of media support for getting out the news about local AMERICA 2000 community-building efforts?
2. How to gain media support in your community?

Participants**Moderator:**

Jeff Joseph, Vice President for Domestic Policy, U.S. Chamber of Commerce

Panelists:

Leslye Arsht, Counsellor to the Secretary and Director of Communications, U.S. Department of Education

Connie Spellman, Vice President for Education, Greater Omaha Chamber of Commerce, Omaha 2000

Rita Moniz, Professor of Political Science and Women's Studies, University of Massachusetts, Fall River 2000

Jack Jordan, Senior Vice President, Bethlehem Steel and Co-Chairman of Steering Committee, Lehigh Valley 2000

Page Two - Concurrent Session I**Order of Speakers/Suggested Timeframes:****Moderator:**

Jeff Joseph	Introduces panelists and purpose of session. Encourages interaction among the panelists and audience during the discussion period. Explains generally the importance of media support.	7 min
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Panelists:

Leslye Arsht	Shares her experiences with media to launch AMERICA 2000, and provides tips on generating media support.	10 min
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Connie Spellman	Explains how media involvement and support have been helpful for OMAHA 2000.	10 min
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Rita Moniz	Provides tips on using the media to generate community support. Describes the Fall River experience.	10 min
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Jack Jordan	Explains how media and total community support have been critical to Lehigh Valley 2000.	10 min
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All	Questions and answer period. Moderator calls on audience participants.	30 min
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Jeff Joseph	Closing comments and suggested next steps.	5 min
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CONCURRENT SESSION II -- CHOICE: A KEY COMPONENT OF EDUCATION REFORM - Herman Lay Room - 2:30 p.m. to 4:00 p.m.

Purpose: To explain choice as a transforming idea of education reform and AMERICA 2000, and how communities have initiated parental choice

Desired Outcomes:

To answer the following questions:

1. What is parental choice in education?
2. Why is choice a transforming idea in education reform?
3. How can communities design and implement choice programs?
4. What choice programs are underway?

Potential Participants

Moderator:

Charles E.M. Kolb, Deputy Assistant to the President for Domestic Policy, White House

Participants:

John Chubb, Senior Fellow, Government Studies, Brookings Institution
 Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000
 Bill Styring, Vice President, Public Finance/Education, Indiana Chamber of Commerce

Order of Speakers/Suggested Timeframes:

Moderator:

Charles Kolb	Describes purpose of session and introduces panelists. Discusses choice in general and describes common supporting and opposing arguments.	10 min
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Panelists:

John Chubb	Describes choice in greater detail in terms of the various options, why choice works, and how it fits in the broad framework of education reform	15 min
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Page Two - Concurrent Session II

Lawrence Patrick	Explains how the education community views choice and describes the Detroit experience. Provides tips on generating local support for choice and how other metropolitan areas can initiate a choice effort.	10 min
Bill Styring	Describes choice from a business perspective. Provides examples of business involvement in choice and what local chamber executives can do to get these efforts underway.	10 min
All	Questions and Answer	30 min
John Chubb	Closing comments	5 min

CONCURRENT SESSION III -- PROGRAMS THAT WORK: CHAMBERS OF COMMERCE THAT ARE "BREAKING THE MOLD" - 3M and RJR Nabisco Rooms - 2:30 p.m. to 4:00 p.m.

Purpose: In order to meet the six National Education Goals, AMERICA 2000 calls upon local jurisdictions to initiate programs to improve existing schools and meet the needs of adult learners. This session will enable audience participants to meet representatives from chambers that have designed and implemented reform programs addressing issues ranging from early childhood development to adult education and training.

Desired Outcomes:

To answer the following questions:

1. How can your Chamber act as an agent of change in educational reform?
2. How can your Chamber of Commerce design and implement successful reform programs?
3. What are some reform programs that are working?

Participants

Moderator:

Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education

Panelists:

Clyde Cole, President, Metropolitan Tulsa Chamber of Commerce
 Connie Dietz, Executive Director - Business Education Success Team, Wichita Chamber of Commerce
 Patti Clapp, Vice President of Education, Greater Dallas Chamber of Commerce
 Bill Milliken, President, Cities in Schools

Order of Speakers/Suggested Timeframes:

Moderator:

Robert Martin

Describes the purpose of the session and introduces the panelists.
 Discusses the critical role that chambers play in education reform.

10 min

Page Two - Concurrent Session III**Panelists:**

Clyde Cole	Describes the Tulsa chamber education program, highlighting its comprehensive nature and how the chamber secured passage of major reform legislation in Oklahoma.	8 min
Connie Dietz	Describes Wichita's apprenticeship program and how this effort got underway (school to work may be included).	8 min
Patti Clapp	Describes the Dallas program and the importance of business serving on local school boards (at-risk youth may be a part of this).	8 min
Bill Milliken	Discusses the needs of at-risk youth and role that community "fellows" can play. Describes the Cities-in-Schools program.	12 min
All	Questions & Answers focuses on steps chambers have taken in getting these programs off the ground and how barriers were overcome. Panelists and audience.	30 min
Robert Martin	Closing comments	5 min



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AMERICA 2000

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FAX COVER SHEET

MESSAGE

TO: JANE LEONARD

FAX NUMBER: 456-1467

FROM: LISA BARNES

JANE:

I'm sending out latest minute by minute schedule, the conference agenda, & background on each of the sessions. If you need further information, please give me a call.

Lisa Barnes

401-0039

PLENARY SESSION I - TAKING THE FIRST STEP: MAKING THE NATIONAL EDUCATION GOALS YOUR COMMUNITY'S GOALS -

Anheuser-Busch Briefing Center - 9:15 a.m. to 10:25 a.m.

Purpose: To discuss the Six National Education Goals and learn how communities have organized and launched AMERICA 2000 efforts

Desired Outcomes:

To answer the following questions:

1. Why it is important for your community to dramatically improve education and your schools?
2. Who should be involved in AMERICA 2000 communities/steering committees?
3. How communities should adopt the six National Education Goals?
4. What/Why a kick-off?

Participants

Moderator:

Ed Donley, Chairman, Center for Workforce Preparation and Quality Education and Chairman, Executive Committee, Air Products & Chemical, Inc.

Panelists:

- Diane Ravitch, Assistant Secretary for Education Research and Improvement and Counselor to the Secretary, U.S. Department of Education
- Joseph Krier, President, Greater San Antonio Chamber of Commerce, San Antonio 2000
- Lawrence C. Patrick, Jr., President of the Detroit Board of Education, Detroit 2000
- Jeannie Baliles, Chairperson for Virginia Literacy Foundation, Metro Richmond 2000

Order of Speakers/Suggested Timeframes

Moderator:

Ed Donley	Introduction and explanation of session purpose and outcomes	7 min
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Panelists:

Diane Ravitch	<u>What</u> is the problem? <u>Why</u> are the six National Education Goals and AMERICA 2000 needed?	10 min
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Page Two - Plenary Session I

Joseph Krier	<u>Who</u> should be involved in your steering committee, using San Antonio 2000 as an example	7 min
Larry Patrick	<u>How</u> a community <u>adopts the goals</u>, using Detroit 2000 as a example	7 min
Jeannie Baliles	<u>What is a kick-off</u> using Richmond 2000 as example	7 min
All	Questions and Answers. Questions will be taken from the audience in "Donohue style." There will be two staff members from the Chamber or Education, with hand-held mikes. Individuals from the audience will ask brief questions of the panelists.	30 min
Ed Donley	Closing comments	2 min

Page Three - Plenary Session I**Suggested Points to Cover:**

Edward Donley - Introduces the panel and encourages interaction between panelists and audience during the question and answer period.

Diane Ravitch - About complacency. Why we need a revolution, why the goals, why standards, why we need AMERICA 2000 - A framework for goals, and why AMERICA 2000 is different and what this is not about.

Joseph Krier - Describe who needs to be involved - educators, local politicians, business, community organizations, parents, and media. Describe who is involved in San Antonio 2000 - How they started out with the mayor and who they got involved. Emphasize how the chamber can have a unique role.

Larry Patrick - Describes how a community adopts the goals and how they did this in Detroit.

Jeannie Baliles - Describes what is a kick-off and how did they did it in Richmond. Emphasize why there needs to be a public event.

Ed Donley - Moderates question and answer period, ensuring that all four desired outcomes have been discussed. Involves panelists and audience in Q's & A's. Closes with common threads of discussion: Importance of the effort and every community can tailor the strategy to suit itself.

PLENARY SESSION II - GETTING TO WORK: DEVELOPING YOUR OWN COMMUNITY-WIDE STRATEGY AND REPORT CARD BASED ON THE GOALS - Anheuser-Busch Briefing Center - 10:45 a.m. to 11:45 a.m.

Purpose: To discuss how to develop a community-wide strategy and report card

Desired Outcomes:

To answer the following questions:

1. What is a community-wide strategy to meet the goals?
2. What is a report card of yearly objectives and assignments?
3. What are the steps the community needs to take to develop a strategy and report card, based on the goals?

Participants:

Moderator:

John T. Kauffman, Chairman and CEO, Pennsylvania Power & Light Company.

Panelists:

Bruno Manno, Acting Assistant Secretary for Policy and Planning, U.S. Department of Education

Cathie Zarlingo, Parent and Small Business Owner and Operator, Grand Junction, Grand Junction 2000.

C.R. (Bob) Bell, President, Greater Omaha Chamber of Commerce, Omaha 2000

Order of Speakers/Suggested Timeframes:

Moderator:

John Kauffman	Introduction and explanation of session purpose and outcomes	7 min
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Panelists:

Bruno Manno	<u>What</u> is a community-wide strategy	7 min
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Cathie Zarlingo	<u>How</u> Grand Junction is developing their strategy (assessing needs first)	7 min
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Bruno Manno	<u>What</u> is a report card	7 min
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Page Two - Plenary Session II

C. R. (Bob) Bell **How Omaha might measure results** **7 min**

All **Questions & Answers** **20 min**

John Kauffman **Group Discussion. Moderator asks audience to take 10 min. break and move to lunch for a Group Discussion on what steps they need to take locally to develop a strategy and a report card.**

] question will change
5 min

Page Three - Plenary Session II

Suggested Points to Cover:

John Kauffman - Introduces the panel and encourages interaction among panelists especially during question and answer period.

Bruno Manno - Why a community-wide strategy - beyond the school wall, sweeping scope, "break the mold" thinking? What is a strategy - a) It starts with an assessment of what currently exists b) explains what the community is going to commit to. Bruno will share examples. Emphasize that the strategy needs to be built around the goals. Many communities think they already have a strategy yet they have not coordinated it around all the goals and they are not communitywide strategies.

Cathie Zarlingo - How Grand Junction is assessing what is currently going on in the community. After this work is complete, they will begin exploring what needs to be done and how the community will do it.

Bruno Manno - What is a report card and who and what does it measure - a) the community agreeing on certain outcomes, there are different ways to measure progress, perhaps use the example of dropout rates. b) it is a community report on what you promised the community you would do.

C.R. (Bob) Bell - How Omaha might measure results? Where Omaha started in their measurements?

John Kauffman - Moderates question and answer period, ensuring that all three desired outcomes have been discussed. Involves panelists and audience in Q's & A's period. Explains process for group discussion at lunch. There will be a 3 by 5 card at each table with the following discussion question: What steps does your community need to take to develop a strategy and a report card? At each table there will be a facilitator to direct the discussion and encourage interaction. Closes with common threads of discussion: Importance of a community-wide strategy and a report card.

PLENARY SESSION III - NEW AMERICAN SCHOOLS: WHAT ARE THEY ALL ABOUT AND HOW THEY RELATE TO THE NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION (NASDC)? - Anheuser-Busch Briefing Center - 1:45 p.m. to 2:40 p.m.

Purpose: To discuss how communities can plan and support "break the mold" schools that are right for their area

Desired Outcomes:

To answer the following questions:

1. What are New American Schools? Why do we need them?
2. What is NASDC?
3. How might a community plan for and support a New American School?

Participants:

Moderator:

H. William Lurton, Chairman & CEO, Josten's Inc., 1992 Chairman U.S. Chamber of Commerce.

Panelists:

Dr. Saul Cooperman, Chairman of Education Advisory Panel, New American Schools Development Corporation

Reid Rundell, Vice President for Operations, New American Schools Development Corporation

Dr. Chester Finn, Director of Education Excellence Network and Professor of Education and Public Policy, Vanderbilt University

Order of Speakers/Suggested Timeframes:

Moderator:

H. William Lurton	Introduction and explanation of session	7 min
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Panelists:

Saul Cooperman	<u>Why</u> every American community needs a "break the mold" school	7 min
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Reid Rundell	<u>What</u> is NASDC and its role in AMERICA 2000 Communities	7 min
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Chester Finn	<u>How</u> might a community "plan for and support" a New American School	7 min
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Page Two - Plenary Session III

All	Questions and Answers	25 min
H. William Lurton	Closing comments	2 min

Page Three - Plenary Session III**Suggested Points to Cover:**

H. William Lurton - Introduces the panel and encourages interaction among panelists and audience during question and answer period.

Saul Cooperman - Why do we need New American Schools? What does "break the mold" mean? What is a "Break the Mold" school - what it isn't it?

Reid Rundell - What is the mission of NASDC, structures of the NASDC, the Request For Proposal, and the three phases of design team work? Give a status report of NASDC, stressing the building momentum. Explain how everything about NASDC is **NEW** and **Innovative**, a new paradigm like Reid's Saturn experience. What is the relationship of New American Schools and NASDC?

Chester Finn - How the community might "plan for and support" a New American school?

H. William Lurton - Moderates question and answer period, ensuring that all three desired outcomes have been discussed. Involves panelists and audience in Q's & A's. Closes with common threads of discussion: Break-the-mold research and schools.

**WRAP-UP: GETTING THE WAGON ROLLING AND WHAT TO DO
WHEN IT RUNS INTO THE DITCH - Anheuser-Busch Briefing Center -
2:45 to 3:25 p.m.**

Purpose: To discuss how to start an AMERICA 2000 community and how to maintain the momentum for education reform

Desired Outcomes:

1. To motivate participants to start a COMMUNITY 2000.
2. To motivate those with a COMMUNITY 2000 steering committee to move forward with their strategy so they become one of the first designated AMERICA 2000 Communities.

Participants:

Moderator:

Robert Martin, Vice President/Executive Director, Center for Workforce Preparation and Quality Education

Panelists:

Bill Gibbons, Attorney at Law and Co-Chair of Memphis 2000
 Connie Spellman, Vice President of the Education Council, Greater Omaha Chamber of Commerce, Omaha 2000
 Dr. John Murphy, Superintendent, Charlotte - Mecklenburg County, North Carolina

Order of Speakers/Suggested Timeframes:

Moderator:

Robert Martin	Introductions	5 min
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Panelists:

Bill Gibbons	How they are keeping Memphis 2000 on track	10 min
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Connie Spellman	How they are keeping Omaha 2000 on track	10 min
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John Murphy	You can do it in your community!	15 min
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Robert Martin	Concluding remarks and Conference closure	5 min
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Page Two - Wrap-Up

Question and Answer Period - none

Suggested Points to Cover:

Bill Gibbons - How hard it is to stay on track and how to keep your eye on the goals.

Connie Spellman - The unique role of the Chamber in each city. The propelling dynamics of the group - first the tension and then the "break through."

John Murphy - Motivates participants to go home and make a difference for education - a dynamic Community 2000 effort!

Robert Martin - Thank you for your participation. Discusses evaluation of conference. You now have information and contacts so that you can go and make a difference in your community! Keep us posted on your progress!

*A2 award given
- awarded in 1988
- Company left behind
- Garment
- help
- send off*

(Hinchliffe/Nix)
January 9, 1992 11 p.m.
CHAMBER Draft One

**PRESIDENTIAL REMARKS: CHAMBER OF COMMERCE MEETING
Tuesday, January 14, 1992
Chamber of Commerce Auditorium**

Thanks, Paul [Silas]. As all of you know, Paul and I just returned from a fantastic trip to Asia [TRIP INSERT]. I'm glad to be here with you -- not just because you've come here to be on the cutting edge of an exciting new American Revolution. I'm also pleased to be with you because you represent the businesses and the communities that are the heart of America and of her dream.

You're here for this conference because you know America 2000 will literally reinvent our schools and our future. We know exactly where America should be going and exactly how to get there. America 2000 will liberate the best minds and brightest thinkers of this land -- and that includes all of you.

why A2

This movement is spreading like prairie fire. In less than 5 months, 1000 communities and 30 states have ~~already~~ joined up: have embraced our challenge to adopt and achieve our national goals. Let me remind you of these goals -- ~~every American should be able to tick them off.~~ By the year 2000: Our children will start school ready to learn. Our children will be first in the world in science and math. ~~Our children will achieve at least a 90% high school graduation rate. Our adults will be literate. Our schools will be safe, disciplined, and drug-free.~~

Feeling

add goal

The tie between the Chamber and America 2000 is a natural. America 2000 is built on goals. You're all businesspeople -- there's nothing I can tell you about goals. They're how you turn

Sorry

your dreams into reality and make your business grow. But I can share with you a saying inscribed at Williams College: "Climb high/ Climb far/ Your goal the sky/ Your aim the star." That's what America 2000 is doing. That's what you are doing. (ADD TSD)

more than

I'm thrilled ~~over~~ 600 Chambers have endorsed this revolution, and that you're here as the next step, learning how to bring the message back home. You are leaders with a deep sense of community involvement. You understand that successful and lasting solutions can only be found at the local level -- this revolution takes place town by town. ~~You're Points of Light, touching your own communities.~~ You understand that the key to America's future rests right there in your hometowns of Camden, Maine, or Durango, Colorado, or Hutchinson, Kansas, or Gresham, Oregon. You've come here to drive this innovative bottom-up transformation and to clearly define the role that business leaders can take in organizing your community's efforts to adopt America 2000 strategy.

Chartered Cities - program

~~Look at the strengths of this unique program.~~ From the very beginning of America 2000, I was determined to keep this critical issue out of the arena of politics: so we created an extraordinary bipartisan coalition. America 2000 was born in an unprecedented conference of all our Governors: Democrats and Republicans working not for parties, but for the nation. Now elected officials of every party join up to lead this populist revolution.

But while our country's citizens are moving forward to carry out the visions of America 2000 Congress has yet to act. Oh, they're considering something -- but while America 2000 offers

TRAIN - hand held up

new lyrics Congress just offers the same old refrain.

*longer, 1/25
Kenny*

The American people want transformation. The Congress offers tired old business-as-usual. They're considering an education bill ^{that} ~~which~~ contains none of the America 2000 initiatives and falls far short, tragically short, of any of our goals.

We ~~asked for~~ ^{want} a half billion dollars ~~for~~ ^{to create} break-the-mold, new American schools. Congress says no.

We ~~asked for~~ ^{want} a ~~half billion~~ dollars to give middle and low income families more of the same choices of all schools that people with money have. Congress says no.

Choice is more important than the dollar figure

We ~~wanted~~ to give communities and teachers flexibility to spend \$9 billion in federal money. Congress says no. We ~~wanted~~ American Achievement Tests by 1993-94. Congress says go slow.

Well, I say to Congress: I'm disappointed. The American people are disappointed. Last spring, we gave you the America 2000 plan and legislative proposals -- nonpartisan work called for and created by the people of this country. Yet you chose to look backwards. You chose to limit this country's goals, potential, and dreams. You chose to reject innovation in preference to stagnation. You chose to be left behind by the grass roots movement that captures the true energy of America. You chose to break this country's spirit -- not to break the mold.

*Core has at
don't know
3/24/93
The way*

Congress

Don't talk to Congress; talk about Congress to the audience

We have to help Congress

Let me tell you what Congress must do to make this bill acceptable. Congress must start by adding consideration for school choice -- an issue of clear and simply equality.

Congress must grant seed money so people like you can develop

We want

the essential new American schools. To be an America 2000 community, like all of you want, you must create one of these schools in your town. Well, unless Congress helps with seed money you won't be able to begin. Congress is preventing local communities -- is preventing you -- from becoming an America 2000 community.

Congress must approve the idea of creating 535 demo schools. We wanted far more, but this number is the minimum this country needs to begin: one school per Congressman. These are places where we won't just retool the old. Here, we will start anew.

And Congress must respect and liberate those who truly can make a difference. It must give the Secretary more discretion against burdensome regulations. It must give communities more flexibility in spending \$9 billion of federal education dollars. We must knock down bureaucracy. Then and only then can innovation bubble up from teachers, and parents, and others. They're the ones we want to hear from. They're the ones we must hear from.

It's too bad Congress is in recess. Otherwise, I'd ask you to go up to the Hill right now. I'd ask you to ^{lead} plead with your lawmakers -- ~~plead with them~~ ^{express} to join their constituents onboard the America 2000 agenda. ~~Educational transformation is a tough issue.~~ ^{E-H's not} America-2000 isn't a quick-fix solution -- but it taps into the genius of this land. That's why it will work. That's why ^{you have to feel it} Congress ~~must~~ give it a chance.

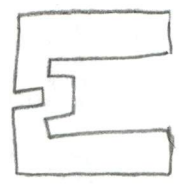
Thank you all for your commitment and hard work. Together, we will forge a proud, bright nation to enter the 21st century. God bless you and the United States of America.

*If you believe in the future, but with a little more
conviction, faith - & you believe in it. We can make it
better. We will work it through.*

Return power to
level student

We must be ready
for the future

Chloe
Katie
Katie



P.3

Start of P.3

to spend
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on...

of people who want...
to work for...
to work for...

What about
but please attend

(Hinchliffe/Nix)
January 10, 1992 2 p.m.
CHAMBER Draft Two

PRESIDENTIAL REMARKS: CHAMBER OF COMMERCE MEETING
Tuesday, January 14, 1992 8:45 a.m.
Hall of Flags, US Chamber of Commerce

Thank you, Lamar. As all of you know, Pete [Silas] and I just returned from a ^{productive} ~~(fantastic)~~ trip to Asia. We ~~traveled from Australia to Singapore, to South Korea to Japan, -- and in those countries we talked about education.~~ We're entering an unparalleled new century of the high-tech global marketplace -- but it's a tough, competitive world. The key to keeping up is education. ~~(And we don't want just to keep up. We want to lead.)~~

~~America 2000 will help us do just that. The end of the Cold War gave us a chance to take a deep breath and take a good look around. The world we saw was a new one -- a rapidly emerging Age of Competition. America 2000 has grown out of the birth of that new age. It will liberate the best minds and brightest thinkers of this land. We're in the midst of a revolution -- think of what that means -- a battle to liberate us from the past and open every sort of thrilling new gate of opportunity in the future.~~

~~This movement is spreading like prairie fire. In less than five months, 1000 communities and 30 states have joined up; have embraced our challenge to adopt and achieve our national goals.~~

Let me remind you of them. By the year 2000: Our children will start school ready to learn. Our children will be first in the world in science and math -- and they will prove it in world-class competence tests. Our children will achieve at least a 90% high school graduation rate. Our adults will be literate. Our

The best is simple: Nations that invest in their youth will move ahead. Nations that make the mistake of doing just will get left behind.

need another 50

do we need to reach goals.

lead -- succeed in a new Age of Competition.

America 2000

Need to make point that our schools will not pass the test of the 21st Century

schools will be safe, disciplined, and drug-free.

The tie between the Chamber and America 2000 is a natural. I'm so pleased that the Chamber is committed to this program - and that more than 600 individual chambers have endorsed it.

America 2000 is built on goals. You're all businesspeople - there's nothing I ~~can~~ ^{need to} tell you about goals. They're how you turn your dreams into reality and make your business grow. But I can share with you a saying inscribed at Williams College: "Climb high/ Climb far/ Your goal the sky/ Your aim the star." That's what America 2000 is doing. That's what you are doing.

America 2000 arises out of the understanding that good schools are everyone's business. Everyone must take a part in creating the schools of the future -- today. ~~From the very beginning, we've been determined to keep this critical issue out of the arena of politics.~~ ^{Our National Goals were} America 2000 was born in an unprecedented bipartisan conference of all our Governors: Democrats and Republicans working not for parties, but for the nation. Now, ^{with A. 2000} ~~we~~ ^(we) elected officials of every party lead this populist revolution.

But as the train pulls out of the station -- our Members of Congress haven't yet climbed onboard. While the excitement was building last year -- they did nothing. ^{Right now, when we're working} ~~While~~ the momentum ^{to spark a revolution in higher education -} spreads this year -- ~~they offer a weak and uninspired education bill.~~ This legislation, sponsored by Senator Kennedy, contains none of the America 2000 initiatives and falls far short, tragically short, of any of our goals. When the American people want transformation, Congress offers old business-as-usual.

H. 1075

We want a half-billion dollars to create break-the-mold, New American Schools. ~~The Kennedy bill says no.~~

We want ^{school choice - to provide} middle- and low-income families ~~to have more of the~~ ^{control over their children's education} same ~~choices of all schools~~ that wealthier people have. ~~The Kennedy bill says no.~~

We want to give communities and teachers flexibility to spend \$9 billion in federal money, and the Secretary ^{of Ed.} ~~more discretion~~ ^{to sweep away} ~~against burdensome regulations.~~ ~~The Kennedy bill says no.~~

We want American Achievement Tests ^{in place for} ~~four~~ 4th graders ~~by~~ ^{when} ~~September 1993~~ ^{school begins in} and for 8th and 12th graders shortly thereafter. ~~The Kennedy bill says go slow.~~ ~~The Kennedy Bill says no.~~

The train's gathering steam and Congress is only standing in the way. If it passes this (unimaginative and unacceptable) bill, then it chooses to limit our country's goals, potential and dreams. It chooses to reject innovation in preference to stagnation. It chooses to be left behind by the grass roots movement that captures the true energy of America. It chooses to break this country's spirit -- not to break the mold.

We can't sit back and let this bill ^{become law.} ~~pass.~~ We have to tell Congress: We want school choice for parents. We want ^(return power to local schools) ~~spending~~ choice for teachers.) We want New American Schools. We want American Achievement Tests. We want America 2000 communities.

Americans no longer have the luxury of living in the past. Things move too quickly -- we have to prepare ourselves for the future. Our schools should lead the way, not follow behind. You've got to help get this message to the people ~~down the~~ ^{in poor communities.}

we need schools for the 21st Century - not museums ~~dedicated~~ to the failed experiments of the past.

what? -



1ST REFERENCE of Level 1 printed in FULL format.

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BILL TRACKING REPORT

102nd Congress

1st Session

U. S. Senate

S 2

1991 S. 2

STRENGTHENING EDUCATION FOR AMERICAN FAMILIES ACT OF 1991

DATE-INTRO: January 14, 1991

LAST-ACTION-DATE: November 27, 1991

FINAL STATUS: Pending

SPONSOR: Senator Edward M. Kennedy D-MA

TOTAL-COSPONSORS: 31 Cosponsors: 31 Democrats / 0 Republicans

SYNOPSIS: A bill to promote the achievement of national education goals, to establish a National Council on Educational Goals and an Academic Report Card to measure progress on the goals, and to promote literacy in the United States, and for other purposes.

ACTIONS: Committee Referrals:

01/14/91 Senate Labor and Human Resources Committee

Legislative Chronology:

1st Session Activity:

- 01/14/91 137 Cong Rec S 433 Referred to the Senate Labor and Human Resources Committee
- 01/14/91 137 Cong Rec S 448 Remarks by Sens. Kennedy, Mitchell, Pell, Adams, Bingaman
- 01/15/91 137 Cong Rec S 576 Cosponsors added
- 01/16/91 137 Cong Rec S 960 Cosponsors added
- 01/29/91 137 Cong Rec S 1241 Cosponsors added
- 02/28/91 137 Cong Rec S 2530 Cosponsors added
- 04/09/91 137 Cong Rec S 4248 Cosponsors added
- 04/17/91 137 Cong Rec D 424 Senate Labor and Human Resources Committee ordered reported
- 04/23/91 137 Cong Rec S 4836 Reported in the Senate on April 19, with an amendment in the nature of a substitute (S. Rept. No. 102-43)
- 09/11/91 137 Cong Rec S 12798 Cosponsors added
- 11/13/91 137 Cong Rec D 1419 Senate Labor and Human Resources Committee approved certian modifications to the bill
- 11/21/91 137 Cong Rec S 17493 Hatfield Amendment No. 1385, submitted



BILL TRACKING REPORT S 2

- 11/25/91 137 Cong Rec S 18107 Cosponsors added
- 11/27/91 137 Cong Rec S 18803 A motion was entered in the Senate to close further debate on the motion to proceed to consideration of the bill, and by unanimous-consent agreement, the vote on the cloture motion will occur on Tuesday, January 21, 1992
- 11/27/91 137 Cong Rec S 18803 Subsequently, the motion to proceed in the Senate was withdrawn

BILL-DIGEST: (from the CONGRESSIONAL RESEARCH SERVICE)

0419/91 (Reported to Senate from the Committee on Labor and Human Resources with amendment, S. Rept. 102-43) Strengthening Education for American Families Act

Title I: National Goals

Sets forth national goals for education, to be achieved by the year 2000, in the following categories: (1) disadvantaged children's readiness for school; (2) school completion; (3) student achievement; (4) mathematics and science; (5) family literacy and lifelong learning; (6) safe, disciplined, and drug-free schools; (7) teacher recruitment and retention; and (8) equal opportunity for postsecondary education.

Title II: National Council on Educational Goals

National Academic Report Card Act of 1991 Establishes a National Council on Educational Goals (the Council). Provides that the Council shall be composed of 18 members, as follows: (1) two appointed by the President; (2) six (not more than three from the same political party) nominated by the Chairperson of the National Governors' Association (NGA), and appointed by the President; and (3) ten appointed by specified congressional officials (five by the Speaker of the House in consultation with the House Minority Leader, and five by the Senate President Pro Tempore on the recommendation of the Senate Majority and Minority Leaders). Sets forth required qualifications for such nominees and appointees. Requires that the congressional appointees not include elected Federal public officials. Requires that the NGA nominees be nominated from among the Governors or individuals with the educational expertise qualifications set forth for the congressional appointees, or other qualifications determined appropriate by the NGA Chairperson. Directs the Council, after the conclusion of its first meeting, to submit: (1) an interim report within one year; and (2) a National Report Card, within two years and annually thereafter for the duration of its existence. Requires the interim report to: (1) establish a timetable for reporting progress toward achieving the national educational goals by the year 2000; and (2) include a series of reasonable steps for measuring implementation and success of each recommendation of the Council. Requires the National Report Card to set forth an analysis of U.S. progress toward achieving the national education goals, presented in a form understandable to parents and the general public. Provides that the National Report Card may, if the council deem necessary, also: (1) describe modifications to existing goals; (2) identify continuing gaps in existing educational data; and (3) make recommendations to improve methods and



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procedures of assessing educational attainment and to strengthen the national educational assessment and information system. Directs the Secretary of Education to make matching grants to the States to: (1) conduct State summits on education; (2) evaluate progress toward implementing national goals; and (3) evaluate the implementation process. Requires States receiving such grants to report on State goals and plans. Authorizes appropriations for FY 1992 through 2001 for: (1) the Council and its National Report Card; and (2) State summits on education.

Title III: Literacy

National Literacy Act of 1991 Provides for comprehensive activities to ensure that all Americans can become literate by the year 2000. Defines "literacy" as an individual's ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

Part A: Literacy: Strategic Planning, Research, and Coordination

Amends the Department of Education Organization Act to direct the Assistant Secretary for Vocational and Adult Education to coordinate literacy-related programs. Establishes the National Institute for Literacy and the National Institute Board. Authorizes the Institute to award Literacy Leader Fellowships. Authorizes appropriations. Amends the Adult Education Act (AEA) to authorize the Secretary of Education (the Secretary) to make grants to establish a network of State or regional adult literacy resource centers. Authorizes appropriations.

Part B: Workforce Literacy

Establishes in the Department of Labor a National Workforce Literacy Assistance Collaborative. Authorizes appropriations. Amends the Adult Education Act (AEA) to revise provisions for national workforce literacy strategies grants to business, industry, labor, and education partnerships for workplace literacy. Requires the Secretary, in awarding grants for exemplary demonstration partnerships for workplace literacy, to: (1) give priority to partnerships which include small businesses; and (2) limit such grant awards to not more than three years. Directs the Secretary to reserve a specified amount, whenever appropriations for workforce literacy partnership grants exceed a certain level, to establish a program of grants for large-scale national workforce literacy strategies. Authorizes appropriations for AEA workforce literacy programs.

Part C: Investment in Literacy

Extends through FY 1995 the authorization of appropriations for programs under the Adult Education Act (AEA). Revises the use of funds under the AEA basic State grants program. Requires that basic grants to States also be used for competitive two-year Gateway Grants to public housing authorities for literacy programs and related activities. Requires biennial evaluations



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and reports on such Gateway Grants. Revises AEA provisions for Federal responsibility to require the Secretary, within one year, to develop model indicators of program quality that may be used by State and local programs for program evaluation. Revises AEA provisions for State administration to require States, within two years, to develop and implement indicators of program quality to be used to evaluate programs. Revises AEA to give State advisory councils, plans, and evaluations literacy-related responsibilities. Provides for training educators to recognize and serve illiterate individuals more effectively. Amends the Elementary and Secondary Education Act of 1965 (ESEA) to revise targeted assistance programs under ESEA to include training programs to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and related problems which place them at risk for adult illiteracy. Renames the Even Start program under ESEA the Even Start Family Literacy Program. Revises the program to expand eligibility to include community-based organizations, or other nonprofit organizations of demonstrated quality applying in collaboration with a local educational agency (LEA) (as well as LEAs and LEA consortia). Sets minimum grant amounts. Makes individual children eligible from birth through age seven (currently from age one through age seven). Provides for continuation of eligibility for certain participants until the parents become ineligible due to educational achievement, or until all children in the family attain age eight. Gives priority to applicants demonstrating that the area to be served has a high percentage or a large number of children and adults in need of program services. Authorizes appropriations for the Even Start Family Literacy Program. Establishes a Family Literacy Public Broadcasting Program. Authorizes the Secretary, subject to availability of appropriations, to contract with the Corporation for Public Broadcasting (CPB) for production and dissemination of family literacy programming and accompanying materials to assist parents in improving family literacy skills and languages development. Requires CPB to: (1) cooperate with local public broadcasting stations; (2) arrange for distribution of audio and video instructional media materials for use, and distribution on loan, to families at sites chosen from among State and local libraries with literacy programs and nonprofit entities serving hard-to-serve populations; and (3) report to the Congress. Authorizes appropriations for the Family Literacy Public Broadcasting Program.

Part D: Business Leadership for Employment Skills

Amends the Adult Education Act (AEA) to provide for education programs for commercial drivers. Authorizes the Secretary of Education to make competitive matching grants for adult education programs which increase the literacy skills of eligible commercial drivers so that they may successfully complete the knowledge test requirements under the Commercial Motor Vehicle Safety Act of 1986. Requires grantees to refer individuals identified as having literacy skill problems to appropriate adult education programs. Authorizes appropriations. Provides that the amendment made by this part shall not take effect if the Higher Education Amendments of 1991 are enacted before the enactment of this Act (in order to avoid duplicate enactment of this part).

Part E: Books for Families



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Revises the ESEA inexpensive book distribution program to require that priority be given in selection of additional local programs to those which serve children and students with special needs. Requires the program contractor (Reading is Fundamental) to report to the Secretary annually on such additional programs. Amends the Library Services and Construction Act to direct the Secretary, in awarding grants for library literacy programs and services, to give priority to those that: (1) will be delivered in areas of greatest need with highest concentrations of adults without secondary education or its equivalent, and which either have few community or financial resources or have low per capita income, unemployment, or underemployment; and (2) coordinate with literacy organizations and community-based organizations providing literacy services.

Part F: Literacy for Incarcerated Individuals

Amends the Adult Education Act (AEA) to establish requirements for mandatory functional literacy programs for incarcerated adults in State correctional systems and local jails or detention centers. Requires such a program to be in effect in at least one major correctional facility, for each State correctional system, within two years after enactment of this Act. Requires, if adequate funds are available, each State correctional system and each local jail or detention center with over 150 inmates to have such a program in effect within five years after enactment of this Act. Sets forth required components of such programs, including inmate mandatory participation (except for any individual who is serving a life sentence without parole, or terminally ill, or under a sentence of death). Requires annual reports. Encourages: (1) parole agencies to make educational recommendations for those being released who do not have a marketable job skill or a high school diploma; and (2) jails and detention centers with less than 150 inmates to develop such mandatory functional literacy programs. Amends ESEA to direct the Secretary, through nominations provided by the Office on Correctional Education, to annually make one or more awards to effective and innovative programs for inmate education and literacy, under provisions for blue ribbon awards for correctional education.

Part G: Volunteers for Literacy

Amends the Domestic Volunteer Service Act of 1973 to establish a Literacy Challenge Grants program. Authorizes the Director of the ACTION Agency to award such grants to eligible public and private entities to pay the Federal share of costs of establishing, operating, or expanding community or employee literacy programs that include the use of full or part-time volunteers. Authorizes appropriations for Literacy Challenge Grants, but only if there are specified levels of funding for the VISTA Program and the VISTA Literacy Corps.

Title IV: Education for the Future Part A: School Based Management Shared Decisionmaking and Flexibility Incentive

School Based Management Shared Decisionmaking and Flexibility Incentive Act Amends the Fund for the Improvement and Reform of School and Teaching Act to authorize the Secretary of Education (the Secretary) to make grants



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to LEAs to provide incentives to test school based managementshared decisionmaking programs at school sites, and to evaluate and disseminate results. Requires linkage or coordination whenever a recipient under this title also receives a professional development academy grant. Describes, and delineates responsibilities under, the process of school based managementshared decisionmaking. Sets forth application requirements and authorizes uses of funds. Requires recipients to submit annually specified information on such programs to the Secretary. Directs the Secretary to: (1) within one year, compile and analyze such information and submit the analysis to the appropriate congressional committees; and (2) within two years, evaluate programs funded under this part and other such programs to determine their effectiveness in improving school performance. Increases the authorization of appropriations under such Act, and limits to the amount of such increase the amount which may be reserved for such program grants.

Part B: Model Schools of Excellence

Amends the Elementary and Secondary Education Act of 1965 (ESEA) to establish, as a new chapter 3, a program for Model Schools of Excellence, to assist local educational agencies (LEAs), LEA consortia, and intermediate educational units (IEUs) which have significant percentages of economically disadvantaged students to carry out model school programs to strengthen the knowledge of elementary and secondary school students in academic subjects. Authorizes the Secretary of Education (the Secretary): (1) in any fiscal year in which appropriations for the program do not equal or exceed a specified amount, to make grants to LEAs, LEA consortia, or IEUs to carry out such programs; and (2) in fiscal years when such appropriations do equal or exceed such amount, make allocations to States to award grants to LEAs, LEA consortia, or IEUs to carry out such programs. Base State allocations on school-age population. Sets forth authorized uses of funds and eligibility and application requirements, including evidence of collaborative arrangements with institutions of higher education, community-based organizations, other LEAs, or State educational agencies. Provides that such a grant award may not be used as evidence relating to the issue of desegregation of a public school. Authorizes appropriations for FY 1992 through 1996 for the Model Schools of Excellence program. Repeals ESEA provisions for the Alternative Curriculum Schools program.

Part C: Mathematics and Science Excellence Subpart 1: Dwight D. Eisenhower Mathematics and Science Education Act

Amends the Dwight D. Eisenhower Education Act (under ESEA) to increase the amount of the authorization of appropriations for FY 1992 for grants to States and discretionary grants to strengthen teacher skills and improve instruction in mathematics and science (and authorizes appropriations for such purpose in FY 1993 in such sums as may be necessary).

Subpart 2: Star Schools Program

Amends the Star Schools Program Assistance Act to authorize appropriations for FY 1992 through 1996 to carry out such Act (for demonstration grants to eligible telecommunications partnerships for



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telecommunications facilities and equipment, instructional programming, and technical assistance, to improve instruction in mathematics, science, foreign languages, and other subjects such as vocational education).

Subpart 3: Classrooms for the Future

Classroom of the Future Act Directs the Secretary of Education (the Secretary) to award grants for programs to develop mathematics and science curricula for underachieving students in elementary, secondary, and vocational education schools. Requires such curricula to combine classroom teaching strategies with state-of-the-art learning technologies. Makes eligible for such grants local or State educational agencies, institutions of higher education, public or private nonprofit agencies, or consortia thereof. Gives priority to programs that are developed so that they may be applied nationally and that serve a large number or percentage of disadvantaged students. Sets forth application requirements and authorizes uses of grant funds. Authorizes appropriations for FY 1992 through 1996 to carry out this subpart.

Part D: School Dropout Demonstration Assistance

Amends the School Dropout Demonstration Assistance Act to authorize appropriations for FY 1992 through 1996 to carry out the school dropout demonstration assistance program.

CRS Index Terms:

Education; Academic performance; Adult education --Standards; Alcohol and youth; Awards, medals, prizes; Books; Business and social problems; Community and school; Compensatory education; Conferences; Curricula; ; Decentralization of schools; Driver licenses; Driver tests; Dropouts; Drug abuse prevention; Drugs and youth; Education of socially handicapped children; Educational accountability; Educational equalization; Educational innovations; Educational planning; Educational policy; Educational research; Educational technology; Educational television; Elementary education; Employee training; Employment; English language; Executive reorganization; Federal advisory bodies; Federal aid to adult education --Authorization; Federal aid to alcoholism programs; Federal aid to education; Federal aid to housing; Federal aid to libraries; Federal aid to vocational education; Functional literacy; Grants-in-aid; Higher education; Illiteracy; Language and languages; Language arts; Literacy programs; Manpower training programs; Mathematics; Parent-school relationships; Parole; Preschool education; Prisoners; Public broadcasting; Public housing; Public schools; Reading; Rehabilitation of criminals; Research centers; Scholarships; School administration; School districts; ; Scientific education; Secondary education; Small business; State education agencies; Teacher education; Teacher supply and demand; Teachers; Telecommunication; Traffic accidents and safety; Treatment and rehabilitation of narcotic addicts; Truck drivers; Unemployed; Vocational education; Volunteer workers; Volunteer workers in education

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Public Papers of the Presidents

Remarks at the Annual Meeting of the United States Chamber
of Commerce

26 Weekly Comp. Pres. Doc. 673

April 30, 1990

LENGTH: 2581 words

Thank you very, very much, John. And what do you think about that Marine Corps Band, led by Colonel Bourgeois? Aren't they first class? Thank you, ladies and gentlemen, very much. And it's always a pleasure to meet with this high-powered group. I want to pay my respects once again to Dick Leshner, the president of the chamber; to salute your outgoing chairman, John Clendenin, for the leadership that he's shown and the sacrifice that he's given over the past year; and then to salute your incoming chairman, James Baker. Not a Cabinet shakeup -- [laughter] -- I'm talking about James K. Baker, who will carry the chamber's fine tradition forward into this new decade.

And finally, let me welcome our special guests: all these Washington-area schoolchildren, right here in front. I know that you all have been looking forward to today for a long time. And after all, it's not every day that you get out of math and spelling. [Laughter] And I know it won't be easy to understand all the things we're talking about this morning, but there's one thing that I'm sure you can understand: You're here because you're important, because when you grow up you might just run your own business, like the people here. Or maybe you'll even run for President of the United States. It may be hard to believe, but I was once a second-grader just like you are now. [Laughter] So, today I want to challenge all of you to keep working hard in school. Do your very best, and don't be afraid to reach for your dreams.

And I want to challenge the Chamber of Commerce as well -- that's all the rest of you who are past the second grade out there. [Laughter] All of you know that the Governors and I have agreed on a set of national education goals, goals we must meet by the year 2000, the year these second-graders here graduate. And I'm delighted at all the Chamber of Commerce is doing to advance this great cause of excellence in education, but today I challenge you to get involved in every school and community across America. Help us make that classroom a place where miracles happen.

And before I go any further, I want to thank the chamber for its support on an issue essential to our nation's economic future. Last week I sent to the Congress a three-point plan for budget reform: one, supporting the Legislative Line-Item Veto Act; two, proposing an amendment to the Constitution to provide a Presidential line-item veto; and three, a balanced budget amendment. The chamber, together with other organizations in the Coalition for Fiscal Responsibility, has been out there on the front lines of the battle for budget reform; and I ask you now to push hard for this three-point plan. The time has come to put our fiscal house in order.

And let me say a few words about my administration's trade strategy. First, success in the Uruguay round trade talks is my top trade priority. The GATT [General Agreement on Tariffs and Trade] needs strengthening. It doesn't

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cover services, investment, or intellectual property rights. Its rules on agricultural trade are far too weak, creating counterproductive pressures to subsidize farm exports. And we've got to strengthen GATT as a matter of principle: as a sign to the emerging democracies in Eastern Europe and in this hemisphere that free trade is the way of the future.

Second, let me just say a word about Japan. All of you know that I did not name Japan a priority country under the Super 301 provisions of the 1988 Trade Act. That does not mean that all of our problems with Japan have disappeared. We know that we could sell more American products if Japan's market were truly open. But we've been working hard on that, and I think with impressive results. Over the past few months, we've made more progress on trade issues with Japan than at any other time I can recall. And part of the reason for this success, if you will, is that the Prime Minister, Prime Minister Kaifu of Japan, shares our commitment to ensuring that trade strengthens rather than undermines the friendship between our nations. Now, we are going to continue to press for progress. And keep in mind, section 301 and other trade law authorities remain available to the President, and we will use all the tools at our disposal to open markets and ensure fair treatment for American products, services, American investments and ideas. I'm confident in Carla Hills, our very able and tenacious Trade Representative. I'm confident in her ability, and I'm confident we will achieve lasting results.

John Clendenin mentioned in his speech the whirlwind of the changes we've seen this past year. And last year I spoke to you on May 1, May Day, by tradition one of the great days of celebration in the Socialist world. I said then that even the Socialist world was coming to see that socialism wasn't just another economic system: it was the death of economics. And that much was clear. What none of us could have seen on the eve of May Day 1989 was how close we had come to the wholesale collapse of communism.

First in Poland, then across Eastern Europe -- one nation after another broke the stranglehold of the state and embraced democracy. And here in our own hemisphere, in Panama and Nicaragua, the day of the dictator gave way to the decade of democracy. These transforming events brought freedom to tens of millions of people, and with that freedom, new challenges digging out from under the wreckage of ruined economies, reclaiming rights and freedoms long denied. Everywhere from Prague to Panama City, the time has come to make a start in the difficult work of democracy building.

It's that challenge that I want to talk to you about today, and it's a challenge that can engage every single one of you because you and the institutions you represent are proof of the power of the private sector. Democracy prospers when it rests on the firm foundation of the free market. Think about that. What it means is that one of the chief aims of our public policy must be to involve the private sector, in all its diversity, in the business of building democracy. That's not to say that there's no work for government to do. Government-to-government aid is essential, especially in the first days of democracy when the institutions of free government are most fragile.

That's why we put together aid packages for Poland and Hungary, and that's why I continue to urge Congress to move our Nicaragua and Panama emergency aid legislation to final passage as soon as possible. It is embarrassing. Today I meet with President Endara of Panama. I've asked the Senate and the House to

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move on that legislation over a month ago, and they haven't done it. I call on them again today to take action in the Senate so we can help those fledgling democracies in Panama and Nicaragua.

It is frustrating to see the Congress delaying its work. Here's the facts. On this legislation, I called for aid on March 13th, to be exact, and asked that it be passed by April 5th. In the House, \$800 million in domestic discretionary spending was added. The Senate added another half a billion dollars and, in committee, tacked on a contentious abortion provision. No wonder the American people get so frustrated with the way the Congress operates. Nicaragua and Panama quite simply need this aid. We've got to deliver, and we've got to show that when democracy is at stake America always extends a helping hand.

But as I've said many times, government aid alone is simply not the answer. It's more than a matter of finding enough funds: it's a matter of principle, of what we mean when we talk about building democracy. The simple truth is this: Democracy and the freedoms it enshrines can never be a gift of government.

Earlier this year, in the State of the Union, I talked about the cornerstones of free society, the building blocks of democracy, all these elements that make America what it is: competition, opportunity, stewardship, private investment. Those building blocks are what make America work. More than that, they're what makes democracy work. They're what the newly emerging democracies of this hemisphere and in Eastern Europe need to grow and prosper.

Think back to what Lech Walesa said last November when he spoke to the AFL-CIO [American Federation of Labor and Congress of Industrial Organizations]. Picture it: Solidarity labor leader speaking before our great AFL-CIO about the needs of the new Poland. Here is the quote: "Such is the fate of a Polish trade unionist," he said, "that he has to launch a publicity campaign for private entrepreneurship."

Lech Walesa told the Congress that he hadn't come to ask for charity -- as we know that we can't create democracy by writing a check. We build democracy in other nations not by taking responsibility for their needs but by helping them take responsibility for themselves. We build democracy whenever we help individuals take their destiny into their own hands. Democracy puts the focus not on government but on the freedom of the individual, not on the state but on society, the private sector. Democracy thrives in direct proportion to the flowering of individual freedom and free enterprise.

Our administration is doing all it can to promote private sector development. The Commerce Department, under Bob Mosbacher's able leadership, has opened its Eastern Europe Business Information Center and, with the chamber, has hosted a conference on doing business in Eastern Europe. Carla Hills, our able Ambassador, and her USTR team have been negotiating with the emerging democracies to open the way for expanded trade. At Labor, we've got a great Secretary of Labor -- Elizabeth Dole. She's directing programs assisting Poland on key issues such as job training and unemployment insurance. At Agriculture, most of you know Secretary Clayton Yeutter. He's doing a fine job. He's led this effort, our effort, to provide food aid and free market expertise to spearhead agricultural reform.

Today I want to turn the spotlight on one of the best-kept secrets in town -- an agency called OPIC, the Overseas Private Investment Corporation. OPIC's

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programs have been around since the days of the Marshall plan, providing loans and risk insurance to American companies expanding into markets across the developing world. Here's a fact I know this crowd in particular will appreciate: OPIC is one government agency that actually turns a profit. Today especially, OPIC is an important tool in our overall approach to help the world's emerging democracies sustain themselves.

But we've got to be realistic. Economic growth won't come overnight. Eastern Europe sustained four decades of economic decay, and here in our own hemisphere, years of dictatorship in Nicaragua drove its economy right into the ground, destroyed the basic commercial infrastructure that makes growth possible. But with the emergence of democracy, these nations are working around the clock to jump-start their stalled economies, to make the fundamental changes needed to create a functioning free market. For democracy's sake, we've got to do all we can to help this transition take place.

Let me tell you what OPIC then is doing to strengthen the free market foundations of democracy in Panama. Just 60 days after Operation Just Cause, OPIC led an investment mission of 27 American businesspeople to meet with their counterparts in Panama. The investment agreements that came out of that 7-day mission should lead to the direct investment of more than \$70 million in Panama and 400 new jobs.

Now, here's the story of one company that took part in that OPIC mission -- Servrite International, a small dairy company based in New Haven, Connecticut. Servrite had plans to invest in Panama, plans that it abandoned because of the old regime. Now, with the return of democracy, Servrite is moving forward, building a modern milk processing plant in the rural province of Chiriqui. The project will create 50 new jobs and provide technical assistance to help 30 Panamanian dairy farmers get their milk to market. For Servrite, this is a good business opportunity, but for the Panamanians involved, it's more than just a paycheck: it's a chance to build a future.

We're looking then to create the same kind of opportunity for investment in Nicaragua and, of course, beyond our own hemisphere, in Eastern Europe. As we speak, OPIC's President, my good friend Fred Zeder, a successful businessman in his own right, is leading a mission to Hungary and Poland, playing matchmaker to 43 American corporations and a far larger number of Eastern Europe's aspiring entrepreneurs.

Most of you know about the \$150-million deal between G.E., General Electric, and Hungary's largest electric enterprise, Tungsram. What you may not know is OPIC's leading role in making that investment possible. That's just a fraction of the interest generated so far. Already OPIC has received requests representing more than \$2 billion worth of American investment in Hungary and Poland alone, for the potential for growth and the dividend for democracy are both great.

You may have heard about some of Japan's new joint ventures in Eastern Europe -- Suzuki's plan to build cars in Hungary or Daihatsu's deal to do the same in Poland. There's nothing unfair about these ventures, just proof that one of our key competitors is engaged in a hardnosed hunt for good opportunities in a new market. And I've said it before, and I'll say it now: American business can outthink, outwork, outperform any nation in the world. But we can't beat the competition if we don't get in the ball game. And if American business wants

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to keep ahead of the competition, the time to act is now.

Government must act, too, to help energize the private sector, and today I'm announcing a new initiative under OPIC's auspices to establish an Eastern European growth fund, a magnet for the kind of investment capital that can create self-sustaining growth and responsible development. This fund will be privately managed, underwritten in part by OPIC, and backed by its political risk insurance within existing budget authorities. And when fully capitalized at \$200 million, this fund will provide a significant source of new capital for promising economic ventures.

I know the chamber is already involved in expanding free market forces. I've heard about your newly created Eastern European Trade and Technical Assistance Center and about the new American Chamber of Commerce in Budapest. You are helping millions of people realize their dream of democracy.

It will be a tremendous struggle, measured not in days or months but years. But what I've seen on my visits to Poland and Hungary and what I've learned in my conversations with the new leaders of Nicaragua and Panama is that all the years of despotic rule have not crushed the human spirit. These people are determined, full of hope and dreams, and now they're free. And if our American example teaches anything, it teaches that freedom is the world's most powerful force.

It's been a great privilege to speak to all of you today. Thank you, and may God bless these little kids, and may God bless the United States of America. Thank you all very, very much.

Note: The President spoke at 10:12 a.m. at DAR Constitution Hall. He was introduced by John Clendenin, the 1989-1990 chairman of the U.S. Chamber of Commerce.

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UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

December 11, 1991

Honorable Fred C. Noye
Republican Caucus Chairman
House of Representatives
Commonwealth of Pennsylvania
Main Capitol, Room 415
Harrisburg, Pennsylvania 17120

Dear Fred:

Since our meeting on Friday, December 6, I have watched developments regarding the Pennsylvania Choice proposal with great interest. I said then and I will say again, that what you are doing in Pennsylvania is one of the most interesting and advanced discussions regarding elementary and secondary education in this country right now. I am in favor of this concept and am impressed with Pennsylvania for moving along on this important issue. The needs of children will be better met in a system where parents have a broad range of choices.

Education choice has been with us for at least fifty years. When the GIs came home from World War II, no one told them they had to use the education vouchers of the GI bill only at public colleges and universities. No one said you couldn't go to Harvard College or Southern Methodist or the University of Pittsburgh or Notre Dame or Westminster Theological Seminary. Today, half of America's college students have Federal grants or loans that they may spend at any accredited college, public or private.

In this country education is the way to get from the back of the line to the front. Education choices helped the veterans after World War II, and it will help today's middle and lower income families. It helped build up the strongest system of public -- and private -- universities in the world.

The Pennsylvania legislation helps children. It gives middle and lower income families new choices that people with money already have. It is a pioneering idea that will challenge, help, upset and constructively transform American schools and attitudes toward education.

We appreciate the efforts of legislators in your state, Democrats and Republicans alike, to consider this important issue.

Sincerely,

A handwritten signature in cursive script that reads "Lamar".

Lamar Alexander

Wall Street Journal

12-2-91

A G.I. Bill for Kids

Pennsylvania may become the first state in the nation to enact a true educational choice program. Last week, the State Senate voted to provide parents with a grant of up to \$900 a year if they choose to send their children either to a public school outside their neighborhood or a private school. The bill is headed for a vote next week in the State House, where both sides promise to wage a ferocious battle.

The 28-to-22 victory for choice in the State Senate, though narrow, has stunned political observers. Choice proponents were able to bypass the Education Committee, long a graveyard for school-reform proposals, and bring the issue directly before rank-and-file legislators. Several amendments to weaken the bill were defeated, and on final passage 10 of the Senate's 24 Democrats voted in favor of it. In the end, even Education Committee Chairman James Rhoades, himself a public educator, voted for choice.

This unexpected success has galvanized opponents, especially the Pennsylvania State Education Association (PSEA), whose 100,000 teacher members make it the state's most powerful lobby. A successful choice experiment in the Keystone State could lead to imitators nationwide. But David Kirkpatrick, a former president of the PSEA, says his old union's current leadership is shortchanging its members: "A large minority of public-school teachers favor choice because it will free them to do their best, not just empower parents," he told us. "A system of state scholarships for schools would have far fewer inequities than the present system."

Mr. Kirkpatrick says he isn't surprised at the opposition of the educational establishment. "In 1944, leading educators opposed the G.I. Bill, perhaps the best educational idea this country ever had," he notes. LeGree Daniels, a former assistant secretary of education for civil rights, says low-income and minority parents in her state support choice because "today most people can choose to send their kids to a good school by simply moving there. The poor can't."

Pennsylvania's choice program was inspired in part by Polly Williams of Wisconsin, a black state legislator who last year pushed through a choice bill that awards 500 of Milwaukee's low-income students a \$2,500 voucher to attend private school.

Last month, an independent evaluation of Milwaukee's program was completed for the Wisconsin Depart-

ment that test scores had gone up, though not dramatically, but that more important, parents had become far more involved in their children's education because of choice. "The bottom line of this report is a recommendation to continue it for at least several more years," wrote evaluator John Witte. "It offers the seeds of innovation, opportunities for poor parents that are already available to most other parents in our state."

Pennsylvania's choice plan differs from Wisconsin's because it would also provide scholarships to students who wished to attend a better public school outside their area. Vermont has had a similar program for years. "It could encourage current non-public-school students to move back to the public system," says Don Eberly, chairman of the pro-choice group REACH. "Right now the only option for disgruntled public-school parents is to send their kids to private schools."

Scholarships would also go to any parent regardless of income, a fact that leads opponents to argue the bill could cost \$300 million if scholarships went to all of the 344,000 students already in the state's private schools. Pennsylvania has a tradition of non-public education; one out of six students statewide goes to private school. In Philadelphia, the number is nearly one in three.

Proponents respond that their bill mandates the dismantling of a layer of administrative and overhead costs in public schools that would generate large savings. Even if there are zero savings, a choice program that covered every existing private-school student would cost only 3% of the \$10 billion the state now spends annually on the educational status quo.

Choice is an idea whose time has come. Successful public-school choice experiments in East Harlem, N.Y., Cambridge, Mass., and Minnesota have dispelled many of the myths about the concept. The Golden Rule Insurance Co. and Eli Lilly, the pharmaceutical company, have teamed up to fund 750 scholarships so that low-income students can attend private schools in Indianapolis. A comprehensive choice initiative will be on the California ballot next year.

Regardless of the outcome of next week's vote in Pennsylvania, it's only a matter of time before some state legislature will attempt to do what the Pennsylvania legislature has just done: blown choice last week in Philadelphia. Using the words of an old protest song, they sang: "All we can say

By DAVID ASPE
MEXICO CITY—Finance
dro Aspe, chief operating of
est economic team ever as-
ico, is beside himself with
government has just filed
three more banks at higher
prices. "You can't sell bar
times book value unless it
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"Confidence" is an u
Even the sternest critic of
longer deny the success
Carlos Salinas's macroecon-

Liberalization of tariffs
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billion in 1990. The bulls
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to reign, leading to a new
value of the stock market
year, with 22 new issues pl
year. Non-oil exports fell
year, despite complaints
that the peso is overvalued
lar. Flight capital is flow-
ico, much of it used to bu
government assets. Privat
reduction of government's
addition of more than \$14
a contingency fund earma-
ing the internal debt. All
balance the budget and
cash reserves to \$16.3 bil-
New Riches

Of course, the tremor
bring back some bad mem-
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era of the late 1970s—
squandered by fast-spens
Today, however,
rather than merely
dividing up the coun-
try's riches, the Sal-
inas administration
has embarked on a
program meant to
stitch up the econ-
omy and encourage
wealth creation at
every level of Mexi-
can society. "Yes,
we've dramatically
increased the invest-
ment climate for
foreign direct
investment," says Mr. Aspe,
versus the decline. But no
expand the enterprise
broader the market than
Mr. Salinas's deepest con-
fidence from a dishearten-
ment middle-class nation.

One of the clearest signs
of change came with the
Congress on Nov. 21, 1990
to the effect the budget of
Mexico's marginally profit-
able full participation in
global markets. (The
world's largest and as

LOW-INCOME SCHOOL CHOICE DEMONSTRATION PROJECT

- o A three year, \$30 million per year, demonstration program to determine the effects on students and schools of providing financial assistance to low-income parents to enable them to choose the public or private school their child will attend.
- o Eligible students/parents must live in school districts with the highest concentrations of low income families.
 - any public or private (including sectarian) school, operating in accordance with state law, which has been in existence at least one year prior to the demonstration, could participate in the program.
 - Secretary must give priority to projects in which choice schools offer an enrollment opportunity to the broadest range of eligible children.
 - value of the certificate, in general, would be equal to the actual cost of tuition (with a stipend for transportation) except that it may not exceed the average per-pupil expenditure in the school district where the child would normally attend.
- o Demonstration sites would be located in up to six inner city or low-income areas of the country (\$5m per year). Grantees shall place a priority for the demonstration on the 20% of school districts in their state with the highest number of children from low income families.
- o Participating schools must conduct their programs in accordance with their traditional standards of admission, testing, and curriculum, and must admit children with certificates on the same basis as children outside the demonstration program.
 - schools releasing a student for any reason after receipt of certificate, before the student completes 75% of the school year, would provide a prorated reimbursement to the entity making the certificate available.
- o Children participating in the demonstration would continue their eligibility for Chapter 1 services. In addition, schools would not be exempt from requirements under the Individuals with Disabilities Education Act.
- o Absence of children from any school district due to their choice of school shall be disregarded in determining any computation of federal education assistance for that district.
- o The Secretary of Education will conduct a rigorous national evaluation of the demonstration to describe the implementation of each demonstration project and determine the effects on students, schools, and communities.

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
 1133 15th Street, N.W. Suite 1200 Washington, D.C. 20005 (202) 255-3300

November 21, 1991

The Honorable George J. Mitchell
 Senate Majority Leader
 United States Senate
 S-221 Capitol Building

HAND DELIVERED

Dear Senator Mitchell:

The Board of Directors of the National Association of Independent Schools has voted unanimously to endorse the "Low Income School Choice Demonstration Act of 1991" and approved a new statement on choice in education. NAIS is a voluntary membership organization of over 1,000 non-sectarian schools and associations in the United States, representing 370,000 students, 39,000 teachers and 7,100 administrators in the United States. To be eligible for membership, a school must practice socially nondiscriminatory policies, be approved by a recognized evaluation process, and hold not-for-profit 501(c)(3) corporate status. Member schools are independently governed by a board of trustees.

The decision of our Board reflects the longstanding commitment of the independent school community to extend educational opportunities to all American children and to be a strong voice in the education reform debate. Our association has refrained from supporting choice or tuition tax credit proposals in the past because of our concern for public education, but we firmly believe that the provisions to be introduced by Senator Hatch will not adversely affect our nation's public schools. A copy of the new statement is enclosed.

The "Low Income School Choice Demonstration Act of 1991," which will be introduced as a floor amendment to S. 2, "The Neighborhood Schools Improvement Act," is a six-site, three-year, federally funded (\$30 million per year) demonstration program targeting low income families. Referred to as the "Hatch Amendment," it will provide a broad range of educational options for families in school districts with the greatest need for improvement. Furthermore, the program would be funded entirely with money designated for school reform and would not take funding from other educational programs.

The amendment is intended to determine the effects and benefits on students and schools of providing financial assistance to low income families to attend public or private school. We believe that it will demonstrate that parental choice is an essential element for improving schools with the greatest need for reform. A growing portion of the public also believes in the rights of families to choose the schools their children attend. A recent national public opinion poll conducted by the Washington research firm Belden & Russonello showed that 57% of American adults support the idea of a federally funded voucher system including public and private schools. Support was even greater among low income and minority families. Data also showed that an overwhelming 87% of the population believes that public schools are good for the country because they give parents choice in education.

We urge you to support the Hatch Amendment. This legislation will assure low income families the opportunities in education to which they are entitled. Thank you for your consideration.

Sincerely yours,

John W. Sanders

John W. Sanders
 Vice President

*** QUOTABLE - QUOTES ON CHOICE IN EDUCATION ***

"Choice is the catalyst for change, the fundamental reform that drives forward all others."

President George Bush, 2-27-91

"How we ever got the idea in this country of telling people where they had to go to school, I'm not sure I know. I think it's an aberration, an alien thought, really un-American. The whole process of choice in education would create competition, as it does in every other area of American life, and that would tend to improve all schools -- not only for the rich who already have choice, but for those without money as well."

Secretary Lamar Alexander, 8-25-91

"As long as it is a program of aid to parents and not aid as a way of funding parochial schools through the back door, then it would be constitutional."

*Lawrence Tribe, Harvard Law School
New York Times, 7-12-91*

"And if aid to college students is good public policy, and I believe it is, then it follows that principle of pluralism and free choice should also extend to elementary and secondary education."

*Howard M. Metzenbaum (D-OH)
6-23-80 (floor remarks in support of Moynihan amendments to extend Pell Grants to low-income elementary and secondary private school students)*

"This is an opportunity to extend the same principle of equal opportunity to the elementary school children of low-income families who attend schools which are not public and which require non-public funds in the main to support them. This would be a small addition to the budget of those families to aid in the education of their children."

*Daniel Patrick Moynihan (D-NY)
6-23-80 (floor remarks in support of his amendments to extend Pell Grants to low-income elementary and secondary private school students)*

"No social experiment is more worthy than for an entire state -- with a significant minority population -- to embark on a true test of unrestricted choice, complete with the participation of private parochial and for-profit schools. The risks are grave, but so are the consequences of continued educational mediocrity."

Time Magazine, 9-16-91

- 2 -

"The new choice advocates, whose voices are changing the climate of the educational debate, are not the conservative ideologues, but ordinary men and women -- often black and poor -- who have given up on an education system they are convinced has given up on their children."

William Raspberry, "Minorities and the Poor Turn to Choice Plans to Escape Failing Schools," Washington Post, 7-23-90

"They waste \$5,000 a year per student, and all they do is treat low-income parents like pawns in some game. Parents deserve a better choice on where they can spend their tax money."

Polly Williams, WI State Representative and author of State educational choice plan, San Francisco Chronicle, 11-11-91 (speaking about Milwaukee public schools)

"Taken seriously, choice is not a system-preserving reform. It is a revolutionary reform that introduces a new system of public education."

*John E. Chubb and Terry M. Moe
"Choice Is a Panacea" The Progress Review, Summer 1990*

November 5, 1991

TO: Tom Scully

FROM: Lisa Morin *LM*

SUBJ: Choice in Education (President's FY 92 Budget)

- o Included \$690 million for a new Educational Excellence Act to support State initiatives in school reform.
- o Of that amount, \$200 million is reserved as a "prize" to reward and encourage the expansion of State and local choice efforts. Funds will only be available to Chapter 1 school districts with certificate programs involving both public and private schools. This was specifically proposed as part of the Compensatory education for the disadvantaged program.

While the reservation of \$490 million was proposed in the budget for other education reform initiatives, the so-called "choice" proposals were not specific components of the budget but were discussed in the FY 92 submission as initiatives the President would seek through legislation yet to be transmitted to the Congress.

- o The Educational Excellence Act reserves \$30 million for helping States and school districts design workable choice programs through this demonstration authority. These demonstrations would be subject to rigorous evaluation.
- o In addition, the Act proposes that States and school districts be allowed to retain up to 50% of Chapter 1 block grant funds (up to \$225 million nationwide) to support education reforms. Choice would be encouraged.
- o New authority for magnet schools is also proposed. \$100 million in funding (in addition to the \$110 million currently provided to magnets for desegregation purposes) would permit the establishment of magnet schools in any school district, regardless of racial composition, and the presence of a desegregation plan.
- o Finally, the Act proposes that where a local school district has a choice program, a Chapter 1 eligible child who would have received services and who elects to change schools could receive a voucher for the cost of the services that would have been provided at the first school. Under current law the child retains eligibility for services under this provision if the school district determines that if it were administratively easier to convert those administrative services into a voucher they could, they could occur, for example, if the child selected a school that did not provide the needed remedial services.

