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The President's worst subject

EDUCATION ■ He showed lots of promise, but for a variety of reasons he's failing in the classroom

During his run for the White House, candidate George Bush frequently pledged that if elected he would become the nation's "education President." But as the midpoint of his Presidency approaches, he's showing himself to be virtually all promise and no performance in addressing the problems of the nation's schools. So far, the Bush administration's record on education has been largely one of superficial rhetoric, half-hearted initiatives and a devastating deficiency of leadership at the U.S. Department of Education. "Pretty soon, it's going to be 1992," says one administra-

tion official, "and I don't know what the President is going to run on." tion official, "and I don't know what the President is going to run on." tion official, "and I don't know what the President is going to run on." For top teachers and "merit schools," a magnet-school program to promote parental choice, and aid to black colleges; on the campaign trail, Bush had promised \$500 million for merit schools alone. And when the House of Representatives earlier this month passed a bipartisan \$1 billion education bill that included parts of Bush's package, the administration opposed the legislation as too expensive, a move that dismayed even the President's Republican allies in the House.

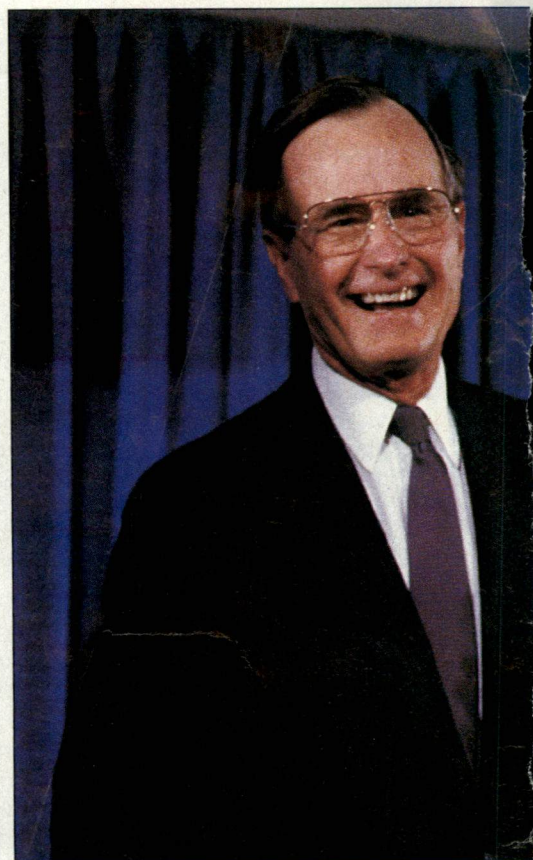
For 1991, the Bush administration is proposing a decrease in inflation-adjusted spending on education. In keeping

with candidate Bush's pledge to make Head Start available to all who qualify, the new budget would boost Head Start spending by \$500 million. But in sharp contrast with the campaign promise, even with that increase the program would not be able to serve 1.8 million children—nearly three fourths of those who are eligible.

The administration defends its lean budgets by pointing to the federal deficit and arguing

that U.S. schools and colleges are already heavily funded. "We've got to shift the debate from resources to results," says Roger Porter, Bush's chief domestic-policy adviser. But a study released earlier this year by the Economic Policy Institute (EPI), a Washington, D.C., think tank, casts doubt on the administration's key claim that the United States outspends Japan, Germany and its other economic competitors on education. The administration lumps together higher education and precollege spending. But EPI's study separates the two; in income-based per pupil spending at the elementary and secondary-school level, the United States ranks 14th among 16 industrialized nations.

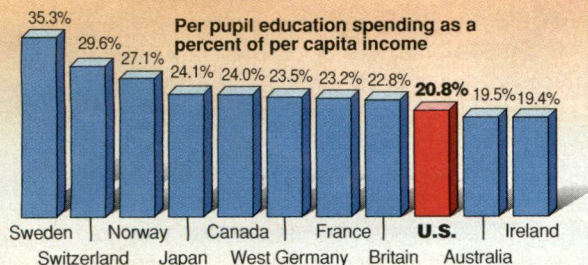
Even centrist reformers like California



One cheer. Education Secretary Lauro Cavazos.

Back of the class

The U.S. is among the stingiest industrialized nations in per student education spending



USNA&WR—Basic data: "Shortchanging Education: How U.S. Spending on Grades K-12 Lags Behind Other Industrialized Nations," Economic Policy Institute

tion official, "and I don't know what the President is going to run on."

Despite his claim to the title of "education President," Bush was short on specifics—and especially on new ideas—from the start. He promised to boost funding for a few existing and politically popular programs, and he pledged to push a set of reforms already popular among state policymakers: Alternative teacher certification, for instance, and parental choice.

Retreat on funding. But as President, Bush has failed to fulfill even those modest pledges—in part because he has been willing to spend less than what even he estimated would be needed for reform. Last year, the administration drafted a \$218 million "educational-excellence act" to pay for such things as cash awards

school Superintendent Bill Honig argue that the administration's stance on funding is dead wrong. "The issue should not be reforms vs. more money, as if spending more money is a reform strategy or as if initiating high-payoff reforms can be done for free," says Honig, who urges a \$10 billion infusion of federal funding in such areas as teacher training and educational technology. "They've got to get off this argument that money doesn't count. Money well targeted is crucial."

Since constitutional authority for schooling rests with the states, the federal government has always had a limited role to play. But Presidents from Lyndon Johnson to Ronald Reagan have successfully used the federal "bully pulpit" to press for improvements in the nation's schools and colleges. As a candidate, Bush pledged to do the same, and his advisers tout last fall's Charlottesville, Va., school summit with the nation's governors and the announcement of national educational goals in January's state-of-the-union address as evidence of his making good on his pledge.

But critics saw the summit, long on atmospherics and short on substance, as largely a presidential photo opportunity. Discussions, said former U.S. Education Secretary William Bennett at the time, were marked by partisan "pap." And the six national goals enunciated in the state-

ECONOMIC OUTLOOK

A BETTER-LOOKING BOTTOM LINE

by Sylvia Nasar

■ SLOW GROWTH, MODEST PROFIT REVIVAL

Profits are among the economy's most basic score cards, but figuring out the bottom line isn't easy these days. Investors have been hoping for a strong earnings rebound --witness the Dow's recent attempts to steal past the 3,000 mark--but last week's economic reports revived worries about a profit-pulverizing recession. To confuse things even further, some measures of profitability are at near-record highs, others are close to all-time lows. So what's the score?

The short answer is less dramatic than either bulls or bears would have you believe. For starters, profitability is neither sky-high nor in the basement. The total return on corporate capital--a better gauge than either inflated book measures or rock-bottom operating margins--is close to its postwar average. What's more, the pounding that profits took when the economy downshifted last year appears to be over. After-tax operating profits of U.S. corporations fell 4.4 percent in 1989. They have, however, posted small gains in each of the last three quarters.

Look for a modest recovery, not a ninth-inning rally. Economists only expect next year's profits to return to their 1988 levels. "In a slow-growth economy you shouldn't expect more," says Richard Rippe, Dean Witter's chief economist. The economy has been slogging along at a 1.4 percent rate so far this year, even more slowly than most analysts thought. Forecasters see growth closer to 2 percent in the coming quarters. "The ice is a little thin, but we'll skate to the far side of the pond," says WEFA chief economist Nariman Behravesch.

Ironically, fresh evidence of the economy's weakness may improve the expansion's prospects. After last week's anemic report on the gross national product, long-term-bond holders nudged down yields. Weaker growth

relieves inflation pressures, creates more urgency for budget summitters to cut a deal and puts more heat on the Federal Reserve to ease.

■ A SOLID BOOST FROM ABROAD

The forces that dragged profits down last year are ebbing. Volume growth should pick up. Sales to consumers, which plunged in the spring, are showing signs of life. Besides, confidence remains stable and income is growing. Business is likely to keep buying new gear, judging by order backlogs and spending plans.

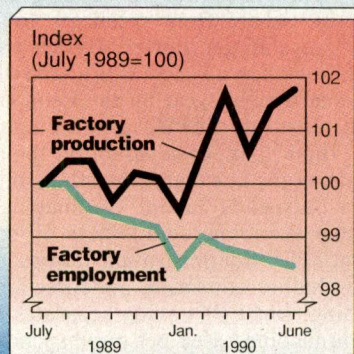
Renewed belt tightening will ease pressure on profit margins. Factories are paring payrolls, while boosting production (see chart). As a result, factory productivity rocketed at a 5 percent annual rate last winter and kept on rising in the spring. Most businesses will find it a bit easier to raise prices. Foreign exporters, whose profit margins are paper thin and who will be squeezed by a slightly weaker dollar, will give U.S. producers more leeway to pass on costs.

The biggest boost to the corporate bottom line will come from overseas subsidiaries. Earnings from abroad have almost doubled since 1986 and now account for nearly one fifth of total corporate profits. U.S. firms have been snapping up foreign acquisitions and selling more aggressively in such booming markets as Europe and Asia. What's more, a stronger yen and German mark will translate into more dollars on U.S. corporate balance sheets.

Do such benign prospects spell happiness? Hardly. In a sluggish economy, mistakes, mismanagement and plain bad luck have a way of playing havoc with a company's bottom line. As Dean Witter's Richard Rippe puts it, "There's not enough growth or inflation to paper things over. The environment is unforgiving." Considering that the alternatives would likely lead to recession, that may not be so bad after all.

The profit potential

Manufacturers' profits plunged by one third in 1989. This year, however, rising output and shrinking payrolls are boosting productivity—and bolstering the bottom line.



USN&WF—Basic data: Federal Reserve, U.S. Dept. of Labor



a holdover from the Reagan administration, applauds President Bush

Student deadbeats: The next crisis?

Among its many other problems, the Department of Education is spending billions of dollars a year in scarce resources to reimburse banks for unpaid student loans. The tremendous volume of loan defaults has raised the specter of banks refusing to make federally sponsored loans to college students—a move that would severely erode educational opportunity.

Last year, it cost the department nearly \$2 billion to cover unpaid loans under its various student-loan programs—a whopping increase of 338 percent since 1983. Two weeks ago, the department announced that delinquent loans had forced one of the largest of the 55 agencies that guarantee student loans into “serious” financial straits. The Higher Education Assistance Foundation, a Kansas-based agency that has \$9.6 billion in outstanding loan guarantees on its books, has sought the department’s approval to merge with a smaller Nebraska-based agency on stronger financial footing.

Under the federal financial-aid system, private banks make college loans that are insured by one of the 55 guaranteeing agencies. The federal government in turn reinsures the agencies against loan defaults. Financial failure among the guarantors may make already nervous banks less willing to make student loans, experts say.

The department drafted a plan in 1989 to crack down on schools and colleges with the highest student-default rates. While it is too early to measure its full impact, Department of Education Inspector General James Thomas, Jr., wrote in a recent letter to Education Secretary Lauro Cavazos: “We continue to be concerned that serious systemic weaknesses in federal student-aid programs facilitate continued bleeding of hundreds of millions of dollars through abuses by program participants.” And this month, the Bush administration raised its fiscal 1990 loan-default estimate by \$300 million. Says Edward Elmendorf, assistant secretary for higher education in the Reagan administration: “There’s still a lot of slack to be taken out of the program.”

of-the-union address were a mix of apple pie (“By the year 2000, all children in America will start school ready to learn”) and, unless things change drastically, pie in the sky (“By the year 2000, U.S. students will be first in the world in science and mathematics achievement”).

Active governors. The nation’s governors are scheduled to lend more meaning to the goals by approving an ambitious education-improvement blueprint at their annual meeting in Mobile, Ala., this week, a development the President rightly can say he helped inspire. The proposals in the governors’ plan range from expanding prenatal care by simplifying medicaid eligibility requirements to permitting public providers other than traditional school systems to operate schools. But since the state-of-the-union address, Bush’s own increasingly bland and repetitive remarks on education have attracted virtually no attention.

Most damning for Bush is his failure to name a strong Secretary of Education. Lauro Cavazos, 63, the former president of Texas Tech University, was initially appointed by Ronald Reagan in August, 1988, largely so that his Hispanic heritage and Texas roots might help the Bush campaign in the state. From the beginning, the mild-mannered Cavazos has emphasized platitudes over leadership. At a press conference earlier this year, for

instance, he called for the “restructuring” of the nation’s schools. Just what did he mean by restructuring? Cavazos’ reply: “Those strategies that you have to bring about in the operation of schools in order to improve the schools.”

Cavazos has been far less effective in raising the public debate on education than Bennett, his abrasive but idea-oriented predecessor. “We had our problems with Bill Bennett,” says a senior Democratic Senate education adviser, “but there’s no denying that he got a lot of ideas into circulation.” A master of the bully pulpit, Bennett also penned a series of provocative reports on topics ranging from elementary schools to curriculum during his tenure. Cavazos is “friendlier with the education establishment than Bennett,” says an administration source who knows Cavazos well, “but he can’t get anyone to do anything. He lectures, then there’s no follow-up.”

Cavazos’ management of the Department of Education has been chaotic as well. Staffers at the department’s headquarters describe the Education Secretary as “detached” and “not fully engaged.” “Decision memos frequently sit in his office for weeks, some never to be resolved,” says one official. Department sources say Cavazos takes leave frequently and regularly works short days, arriving between 8:30 and 9 a.m. and departing

at his "target-departure time" of 4:45 p.m. In sharp contrast with the hard-charging Bennett, Cavazos has exhibited no overarching agenda for the department. "He never takes a strong enough role to get initiatives off the ground," says a department official. As an example, a departmental math-and-science initiative has languished for months without action. Says Jeanne Allen, an education specialist at the Washington-based Heritage Foundation: "There are talented staff at the department, but they aren't getting any marching orders." Indeed, Cavazos' performance has left many Education Department officials deeply frustrated. In a recent interview with *U.S. News*, Cavazos responded to his critics by saying his office "is setting the pace and direction for education in the U.S. in a strong, forceful and responsible way."

Cabinet choices. There is no shortage of suggested replacements for Cavazos. Former Tennessee Governor Lamar Alexander, now president of the University of Tennessee, and former New Jersey Governor Thomas Kean, now president of Drew University, top the list. Yet Cavazos remains a bad mark on the "education President's" record. But as the nation's first Hispanic cabinet member, Cavazos cannot be fired easily. Sacking him, an administration official acknowledges, "would create a serious political problem for the White House."

There are a few bright spots in the Bush cabinet, especially at the Department of Labor, where Secretary Elizabeth Dole has launched several initiatives to strengthen school-to-work transitions, and at the Department of Energy, where Secretary James Watkins has cut through the federal bureaucracy to mobilize the department's laboratories at Oak Ridge, Los Alamos and elsewhere to help tackle the nation's math-and-science crisis. Marc Tucker, president of the National Center on Education and the Economy, based in Rochester, N.Y., argues that the initiatives by Watkins and Dole "prove that the White House could do far more to mobilize the resources of the federal government" on behalf of education. "The Department of Defense in peacetime is essentially a training organization," he says. "Imagine if some fair fraction of its resources were deployed against the educational problems of the inner cities. The administration is suffering a failure of imagination."

Unless President Bush's leadership on education becomes bolder as well as more imaginative, it's unlikely that his "education President" slogan will be nearly as useful to him in his next election as it was in the last. ■

by Thomas Toch
with Kenneth T. Walsh and Ted Slafsky

The many woes of baseball's bad boy

SPORTS & SOCIETY ■ Feisty Yankee owner George Steinbrenner faces a full count once again

The New York Yankees, the most famous brand name in America, the regal firm of Ruth, DiMaggio and Mantle, have been recast this week as national underdogs. Wistfully and wishfully, the country is rooting for them to be rid of George Steinbrenner.

For consorting with a gambler, albeit a pipsqueak, for paying him \$40,000 either in extortion money or for blackmail

croquet. (Both found spectacular use for the expression "Off with their heads!") Reshaping attitudes like wickets, he has championed a strain of crassness that helps define the last two decades. For social significance, his toppling would rank roughly with Caligula's.

Still, Steinbrenner possessed virtues at the start and sustained a number of them. He built things up before he tore them

down. He was born on the Fourth of July, 1930, in the middle of the nation. His earliest influences were his father, the military and football.

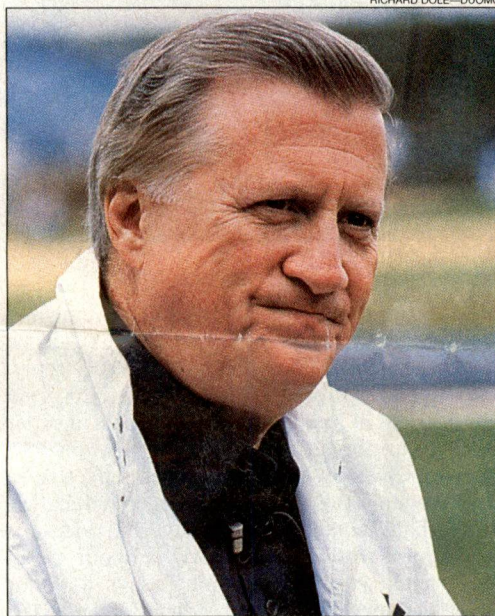
His father owned a Cleveland shipping company; that is, a fleet of five modest ships on Lake Erie. He had been a competent hurdler in college. Whenever George finished second in a schoolboy track meet, the father appeared automatically at his side, demanding to know: "What the hell happened? How'd you let that guy beat you?" Eventually, the son found it more prideful to crash through the hurdles than to fly over them.

Steinbrenner was educated at military school—Culver Academy in Indiana—and went on to Williams College, where he edited the sports section of the campus newspaper. In the glee club, he stood directly behind Stephen Sondheim and by his own account outsang him. After graduation and three tranquil years in the Air Force,

Steinbrenner became an assistant football coach, first in high school and then at Northwestern and Purdue.

Inevitably, George returned to the shipyard, where his father put him to work counting rivets in crawl spaces. Dabbling in pro basketball, Steinbrenner lost a fortune on the Cleveland Pipers. But the resolute way he paid off his debt worked for him when he needed financing to resurrect the family's listing fleet. As he began to succeed by ingenuity and force of personality, Steinbrenner started buying into the American Ship Building Company. Ultimately taking over its presidency, he fetched his father out of retirement to run the son's hurdles for a change.

At the start of the '70s, when CBS let the imperial Yankees slip pitifully, Stein-



RICHARD DOLE—DUOMO

Salted wounds. *The dynastic Yankees are deep in the cellar and Steinbrenner is in deep snit*

information, the Yankee owner has become entangled in the commissioner's "not in the best interests of baseball" catchall. After several itchy weeks on Fay Vincent's carpet, Steinbrenner seems to be preparing himself for the worst and his lawyers for the appeal. Although the worst is probably a suspension, romantics are holding out hope that he could be directed to sell the team in the best interests of everybody. Then, not just a tyrant to the field hands, but a tyranny to the spirit, might pass.

A mythic, awesome figure, the first corporate celebrity to monopolize a playing field (Charlie Finley always wanted to be the star of his Oakland A's but never quite made it), Steinbrenner has been to baseball what the Queen of Hearts was to

**"GOVERNMENT AND BUSINESS: WORKING
TOGETHER FOR EDUCATION REFORM"**

**Roger B. Porter
Assistant to the President
for Economic and Domestic Policy**

**FORTUNE EDUCATION SUMMIT
Willard Hotel, Washington, D.C.
October 30, 1989
8:30 p.m.**

**"GOVERNMENT AND BUSINESS: WORKING
TOGETHER FOR EDUCATION REFORM"**

October 30, 1989

Roger B. Porter

Introduction

This distinguished gathering is illustrative of the importance attached these days to education. The past half-dozen years have produced a veritable avalanche of surveys, studies, and reports drawing attention to the conditions in our Nation's schools and to the relationship between what our schools are producing and what is needed if we are to succeed economically now and in the future.

A month ago in Charlottesville, for only the third time in U.S. history, the President convened a Summit Conference with the Nation's governors to discuss a single subject -- education. The numerous communications I have received from Governors in the past four weeks simply confirm the strong sense I had at Charlottesville, that among the chief executives of our Nation and the States, there is a spirit of cooperation, commitment, and non-partisanship when it comes to education. In Charlottesville, there was widespread agreement on the nature of the challenge we face and on what needs to be done about it. But I am getting ahead of my story.

My purpose this evening is threefold. First, to briefly assess our Nation's education system. Knowing one's strengths

and weaknesses is the beginning of wisdom. Second, I want to suggest some of the things we have learned over the last several years of education reform. Finally, I will turn to what I think is needed if we are to make major improvements in the performance of our education system.

Assessing American Education

There are a large number of dimensions along which one might assess America's education system. Time will not permit an exhaustive examination this evening. What is clear is that we have a striking difference between the performance of our elementary and secondary schools and the performance of our institutions of higher education. The latter are doing much better than the former for reasons I will come to in a moment. But first the analysis.

Whether one uses international comparisons, historical trends, or simply measures of what students in our elementary and secondary schools actually know, the results are distressing and uninspiring. The National Assessment of Educational Progress placed the United States last in mathematics and in the bottom group in science in a comparison of U.S. thirteen-year-olds with their peers in eleven nations and four Canadian provinces. Only forty percent of U.S. students could perform a two-step math problem compared with seventy-eight percent of Korean students and about sixty

percent of students in most countries. In the science test, only forty-two percent of U.S. thirteen-year-olds were able to analyze experiments, compared with seventy-three percent in Korea and about fifty-eight percent in most countries.

Particularly disturbing is evidence that the gap between U.S. students and those in other countries increased as students progressed through the education system. In the fifth grade, the U.S. ranked eighth out of 15 countries in science. By the ninth grade, the U.S. had dropped to third from the bottom. By the time students reached twelfth grade, U.S. students scored an average ranking of eleventh out of thirteen. By the twelfth grade, even average Japanese students were outscoring the top five percent of U.S. students in college preparatory math. We were lowest overall in algebra skills and among the lowest in calculus. Moreover, our students ranked seventh out of nine nations in their ability to identify places on a world map.

The average SAT scores of American students fell by ninety points between 1965 and 1980. Since then the scores have gained back only eighteen points. The picture is equally discouraging when one looks at the abilities of many of our high school students. Data from the National Assessment of Educational Progress evaluating eleventh grade students in 1986 concluded that only six percent of them could handle reading at a level of difficulty that enabled them to handle original source material, serious essays, scientific material, and conventional

college-level text books. Only seven percent could successfully complete math problems requiring the use of simple algebra. Only twenty percent could write a letter that satisfied modest requirements for adequacy. And, remember, these are the students who had made it to the eleventh grade, who didn't drop out, and who probably graduated from high school the following year.

The picture is no brighter when one turns to history and literature. Diane Ravitch and Chester Finn wrote a book entitled, What Do our Seventeen-Year-Olds Know? Their work examined what eleventh graders knew about American history and Western literature. Among other things they discovered that fifty-five percent of eleventh graders could place World War I between 1900 and 1950, but when asked in which fifty-year period the Civil War occurred, only a third of them could answer the question correctly. Some placed the Civil War before Columbus; others placed it after Eisenhower. Eighty percent of these students were studying U.S. history that year.

The implications of this are brought home when one notes that the New York Telephone Company recently tested 22,880 applicants for operator and repair technician positions and only 3,619 -- or fourteen percent -- passed. Motorola estimates that half of its factory workforce needs remedial work in basic education skills just to attain fifth-grade skill levels in math and seventh-grade skill levels in English.

This is not to suggest that every trend is in the wrong direction. Overall dropout rates were one-sixth higher a decade ago than they are today. The decrease in the dropout rate is especially pronounced among blacks. In 1988, 14.9 percent of black adults aged eighteen to twenty-four were dropouts compared with 27.4 percent in 1968.

Moreover, large numbers of individuals who drop out of school during their high school years return to school at a later date. In 1986, roughly one million students did not graduate with their class but 428,000 Americans received high school equivalency degrees. Nearly half of all dropouts return and get their degrees at some point in their lives. The number of equivalency degrees granted during the 1980s was twenty-five percent higher than in the 1970s.

Currently, an estimated thirteen percent of the adult U.S. population is functionally illiterate and the reading skills of many more adults are marginal.

When one turns to our postsecondary school system, the picture brightens considerably. Our finest research universities are widely acknowledged to be the best in the world. Not only do we find a very high percentage of the best athletes in the world, both U.S. and foreign citizens, being trained on American campuses, but our universities are a magnet for foreign students wishing to study a wide variety of subjects.

Each year, 360,000 foreign students attend school in America. More than twenty percent of our science Ph.D.'s,

nearly half of our mathematics Ph.D.'s, and nearly sixty percent of our engineering Ph.D.'s are granted to citizens of other nations.

Not only are our universities internationally excellent but we have achieved a remarkable degree of access for Americans to these schools. The U.S. has twice the percentage of young adults in postsecondary education as do other countries. Total enrollment in higher education increased from 3.3 million students in 1957 to an estimated 13.1 million students this year. Of those students who graduate from high school, 70 percent eventually enroll in college and, of those, 50 percent graduate with a bachelors degree. Today there are 27 million adult Americans with university diplomas.

In general, our university system, while not perfect, is serving us far better than our elementary and secondary schools. Not surprisingly, one does not see hundreds of thousands of foreign students clamoring to get into our elementary and high schools.

What We Have Learned

The problems of our elementary and secondary schools are not principally a lack of funds or resources. Six years after the release of A Nation at Risk spending on education has increased by forty percent. This year we will spend, on average, over 5,200 dollars per student, almost one-third of the average per capita

income. This is more than any other nation. It is a greater share of our GNP than other nations. It is more than we have invested in education in the past. Per-pupil spending on education has more than tripled, after adjusting for inflation, over the past three decades.

This year the average teacher salary for public school teachers will reach \$31,200. That is a real increase of twenty-three percent from the 1981 school year. By contrast, real median family income has risen about fourteen percent over the same period.

There are now about nineteen students for each teacher in America's public schools, a post-war low. In 1960, as the baby boom swelled the school-age population, there were nearly twenty-six students for each teacher.

There is much that is encouraging about lower student-teacher ratios and higher teacher pay. But these trends have not had a major affect on what our schools are producing. A recent report by Eric Hanushek, a University of Rochester economist, concludes that "there is no strong systematic relationship between school expenditures and student performance." His report summarizes 187 previous studies that attempted to show a correlation between school expenditures and academic performance. It concluded that higher per-pupil spending, higher teacher salaries, and greater administrative expenditures had no measurable impact on student performance.

The last few years have proven disappointing with respect to the bottom line, a concept well-known in business. Despite having poured more resources into our educational system, we have little to show for it in the way of results. The conclusion one is inevitably driven to is that more of the same is not what is needed. It will not produce the improved performance we need.

What is Needed

May I suggest at least three changes are needed if we are to see a different pattern of performance. The first of these flows from common sense. It is also corroborated by much recent educational research. Put simply, students tend to learn that which they study, and then tend to learn it in rough proportion to the amount of time they spend studying it. Time on task is a remarkable predictor of performance. We know this is true, but we have failed to embrace it with the kind of commitment that is needed.

Let us examine the high school graduating class of 1987. These are the students who entered high school the year that the Commission on Excellence in Education declared that our nation was at risk. How many of them actually took the high school courses that the Commission pronounced should constitute the "new basics" of American education?

In 1983, the Commission defined the "new basics" for high school students as follows: four years of English, three years of math, three years of science, three years of social studies, two

years of a foreign language, and a half-year of computers. Four years later, only thirteen percent of American high school students were actually exposed to these courses. Eighty-seven percent took something less. Even if one drops the foreign language and computer requirements, the results are not appreciably different -- seventy percent still took something less than the remaining "basic courses."

Second, there is a major need for restructuring in America's education system. This restructuring needs to embody two fundamental concepts: leadership and competition. This restructuring must acknowledge a fundamental tension that exists in the life of every individual, every organization, and every society. It is the tension between our desire for security and stability on the one hand, and our recognition of the need for dynamism and change on the other. Over time most institutions, including our educational institutions, gravitate toward security and stability. They become routinized and lose the capacity for innovation and change. To many, innovation and change seem threatening and their first instinct is to resist. This has certainly been the reaction of many in our education system for a long time.

Yet there is little doubt that our education system is desperately in need of greater dynamism and change. And, as I have suggested, this change should embrace the twin pillars of leadership and competition.

John Chubb has recently completed a major study of over 500 public and private high schools nationwide based on the response of roughly 20,000 teachers, principals, and students. The purpose of the study was to determine the elements of student achievement. He found, not surprisingly, that the most important determinant of student achievement is the aptitude or entering ability of the student. But significantly, the second most important influence is the school itself, measured comprehensively.

His study then sought to determine systematically what it is that distinguishes good schools from bad ones. He discovered three common elements in excellent schools -- a sense of mission, strong leadership, and a high sense of professionalism. Effective schools tend to have ambitious goals that are clear to everyone. They are focused on excellence. The teachers and the principals agree about what the school is trying to accomplish.

The leadership provided by the most successful principals was focused more on education than management. When asked why they decided to become principals, those who presided over effective schools tended to say things like: "I wanted to take control of the personnel of this school. I wanted to take control over school policy." In the ineffective schools they were more likely to say: "I preferred administration to teaching." In the most successful schools, one found educational leaders, not managers or administrators, running the school.

Professionalism was also much higher in these effective schools. Within their classrooms, teachers were given the freedom to operate more or less as they chose. They were treated with respect. These teachers also tended to get along better with one another. They treated each other as colleagues, cooperated with one another, coordinated their teaching, and knew what was going on in each others' classes. In short, these schools tended to operate like a community.

The less effective schools behaved much more like a typical bureaucracy where rules and regulations, not trust and shared values, governed what went on. Chubb concluded: "The more freedom that the school was granted to chart its own course, the more likely it was to become effectively organized; the more that the school was imposed upon by requirements from outside, the more likely that it would be fraught with internal conflict, that it would be ineffectively organized and would perform badly." In short, genuine leadership operated at the school level.

The second restructuring concept that holds great promise is competition. Indeed, if one looks at our relatively successful postsecondary system one finds that it is filled with much choice and competition. Universities compete with one another for the best faculty; they compete with one another for the best students. Students and their parents have a significant say in deciding where they go. Most high school seniors bound for college consider and apply to half a dozen or more schools before

selecting the one that best meets their needs and circumstances. In contrast, much of our public elementary and secondary school system is the antithesis of this principle of choice and competition. These two principles -- leadership and competition -- complement one another.

If autonomy is central to the leadership that is needed in our schools, a central question is how this autonomy can be provided within our public school system. At the present time, public schools receive autonomy only under unusual circumstances. Private schools have autonomy under all conditions. The reason is simple: competition.

Private schools are under competitive pressure to please parents. As a result, they inevitably delegate decision-making to the level where parents are most effectively engaged. Parents are least satisfied when decision-making is held in some distant central office.

The question then becomes, how can one provide autonomy and still hold schools accountable? One can't simply turn over the keys to the teachers and principals and wish them well. What is needed is a system that holds schools accountable not from the top-down, but through the market process, through competition. It holds schools accountable by permitting parents to observe how well the schools succeed. It is a system which elevates the wishes of parents and students rather than the wishes of politicians and bureaucrats.

Attitudes and Expectations

Finally, a third great need is a change in attitudes and expectations. This is a change that flows from our culture as well as from our habits. It recognizes the wisdom of an ancient Greek philosopher who observed that what is honored in a country will be cultivated there.

Ours is a society which tends to elevate athletes and entertainers. I have nothing against great athletes and, many years ago, had the same kind of dreams and hopes of athletic accomplishment that motivate many of today's youths. What troubles me is the casual attitude toward education that is exhibited by many Americans. There is no excellence demanded or inspired. School is an experience to be endured at best and ignored at worst.

Fortunately, there are islands of excellence which reveal what is possible and these are shining lights, indeed. This past week I received a letter from a good friend and former colleague who wrote as follows: "Our daughter, Lisa, age fourteen, entered Phillips Academy in Andover this Fall as a ninth grader. Soon after she went to Phillips, the Superintendent of Schools of the Winchester Public Schools called us. 'Why,' he asked, 'had Lisa left the public schools to go to Andover?'

"When I had the chance, I asked Lisa what the difference was between her public and private school experience. She told me that the main thing was the attitude of both pupils

and teachers at Andover toward learning. 'Here,' she said, 'everybody tries to learn and expects that from you. Everyone has something he or she tries to be good at besides studies, and also here students respect each other's efforts and applaud each other's achievements, whether it be academics, music, art, theater, sports, or community service. This is very different from my junior high in Winchester and from what my friends say of the high school. There people make fun of you if you work hard at schoolwork, and many extracurricular activities are ridiculed.'

He continued: "Interestingly, Winchester is a typical suburban community with few minorities in the schools. Andover has a large number of African-Americans and Latino-Americans among its pupils and faculty, and obviously works hard at developing both a knowledge of, and respect for, other cultures. It is striking that Andover, a private school, is far more representative of the ethnic composition of the U.S. population as a whole than is the school system in Winchester."

A second illustration is found in a letter I received earlier this month from Marva Collins, founder of the Westside Preparatory School in Chicago, Illinois. Among other things she wrote: "When I see three- and four-year-olds here reading, writing, computing, and loving it without recess, gym, art, and all the extras we give our children, I then know that miseducation does not have to be the American plight. . . . I am so...so...so... proud of all of our students. If you could see the lecture series

that the seven and eight-year-olds have put together, it would indeed make you proud to be an American."

In both these schools expectations play a major role in shaping the ethos of the institutions. When asked the difference between a lady and a flower girl, George Bernard Shaw said that it's not how she behaves, it's how she's treated. Likewise, it is how one treats students and parents that determines how they behave. It has been my experience, having spent many years in the classroom, that if one has high expectations of students, they will not disappoint you.

The Partnership That is Needed

At the Education Summit with Governors in Charlottesville, and in the sessions with education leaders during the weeks before the Summit, I was encouraged by both the sense of urgency regarding the magnitude of the task before us, and the commitment to work together to meet our Nation's educational challenge.

The changes that are needed will not happen easily or quickly. They will need to take place state-by-state, district-by-district, and school-by-school. The adult literacy problems we confront will not be solved by some massive Federal program or undertaking. Once again, the battle will be fought community-by-community and firm-by-firm.

American business has a stake in the outcome of this venture as well as an important role to play in its success or failure.

community and corporate America can play a significant role in shaping a new attitude toward excellence in education. Business must also play an active role state-by-state, district-by-district, and school-by-school in creating the conditions whereby the kind of leadership and healthy competition that I have described can flourish.

In many ways this will not be a particularly visible battle. Nor will it happen all at once. It is an exercise more like climbing a mountain than jumping a ditch. It is a journey that will occur incrementally, step by step. But the journey could hardly be more important for the future of our Nation. The outcome will affect our capacity to compete in the global marketplace. In that sense it will influence our standard of living and the quantity of our lives.

But it is also at the heart of the quality of our lives. Our schools have an important role to play not only in teaching skills but in transmitting our cultural heritage. At their finest they help shape the character of our students and our citizens that is the foundation of our democratic institutions.

Transforming America's education system will require a partnership between teachers, administrators, students, parents, business, and the community at large. It is a partnership we should willingly embrace. Our Nation needs and deserves no less.

Transforming America's education system will require a partnership between teachers, administrators, students, parents, business, and the community at large. It is a partnership we should willingly embrace. Our Nation needs and deserves no less.

THE WHITE HOUSE

Office of the Press Secretary

EMBARGOED FOR RELEASE
UNTIL 2:30 P.M. EST
FRIDAY, JANUARY 26, 1990

THE PRESIDENT'S HEAD START INITIATIVE

FACT SHEET

The President today announced a significant effort to improve school readiness through the Head Start program.

Central to the President's program is a significant new resource commitment -- \$500 million additional dollars in FY 1991. This 36% increase in funding will make it possible for Head Start enrollment to increase by up to 180,000 additional four year olds. It will allow as many as 70% of the children who live in poor families to have the Head Start experience before they start school.

Background on Head Start

Head Start is a comprehensive child development program serving pre-school low-income children, usually in the year just before they enter school. The program emphasizes parental involvement and control of the program's direction. It operates through a network of local grantees that include local non-profit groups, school districts, and local governments.

From its inception in 1965, twenty five years ago, Head Start has emphasized comprehensive, developmentally appropriate services, with extensive parental involvement. Children enrolled in Head Start receive immunizations, medical care, dental care, speech and hearing screening and social services. Every program also provides each enrollee with at least one meal per session. Head Start programs emphasize the acquisition of social and learning skills necessary to success in school.

Aspects of Head Start and the President's Initiative

- o Funding is proposed to increase from \$1,386 million in FY 90 to \$1,886 million in FY 91. Enrollment would rise from the pre-Bush level of 450,000 to as many as 668,000.

THE WHITE HOUSE
Office of the Press Secretary

EMBARGOED FOR RELEASE
AT 9:00 PM (EST)
WEDNESDAY, JANUARY 31, 1990

NATIONAL EDUCATION GOALS

At the historic President's Education Summit with Governors in Charlottesville, Virginia four months ago, President Bush and the nation's Governors declared that, "the time has come, for the first time in U.S. history, to establish clear, national performance goals, goals that will make us internationally competitive." In his State of the Union message, the President announced six national goals for education:

1. By the year 2000, all children in America will start school ready to learn.
2. By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.
3. By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
4. By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
5. By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

The President and members of the Governors' Task Force on Education jointly developed these goals with the advice of scores of education associations and organizations, business and community leaders, parents, teachers, and state and local administrators. The announcement of these six national performance goals represents a first phase in carrying out the commitment made in Charlottesville. These goals will be part of a comprehensive goals and objectives statement and presented to all the Governors at their Winter meeting in late February.

Background

These goals are about excellence. They are about recognizing that every child, regardless of background or disability, can learn. They are based on a recognition that education is a life-long enterprise. They are about restructuring and revitalizing the education system of the United States. They are designed to encourage a renaissance in American education.

Meeting these goals will require that our education system boosts the performance of our highest achievers to levels that equal or exceed the performance of the best anywhere; substantially increases the performance of our lowest achievers to far higher levels than their current performance; and ensures that what our best students can achieve now, our average students be able to achieve by the turn of the century.

A strong education system is essential to maintaining a vigorous and responsible democracy and a prosperous and growing economy. The President and the Governors have developed a clear set of national education goals that they believe are worthy of our people and our times, and that will provide a measure by which our responsible leaders can be held accountable for results.

In order for national education goals to be meaningful, progress toward achieving these goals must be measured accurately and adequately, and reported to the American people on a timely basis. Present data collection efforts and activities in progress to improve assessment tools and statistics provide a solid foundation on which to build. However, more work is needed. The President and the Governors agree that this effort will require a substantial national commitment over several years to further develop and refine our national measurement capabilities.

The President's FY 1991 budget recognizes the importance of measuring how the nation progresses toward achievement of these goals. The President has requested a fifty percent increase, from \$40 million to \$60 million, in the federal investment for statistics for the U.S. Department of Education. In addition, the President's budget includes \$20 million for follow-up activities related to the President's Education Summit with Governors. A portion of this request may provide additional funding for assessment and statistics development. In the coming months, the Administration and the Governors will work with other interested groups to develop fully the range and quality of measures needed to report on progress.

MEASURING PROGRESS TOWARD NATIONAL GOALS

Readiness for School

GOAL 1: By the year 2000, all children in America will start school ready to learn.

Assessments indicating readiness for school generally are not administered by schools. Nor do the President and the Governors recommend that such an assessment, especially one that could wrongfully be used to determine when a child should start school, be developed for purposes of measuring progress toward this goal. Other current indicators of readiness may serve as proxies, and still others need to be developed.

The National Center for Education Statistics' (NCES) National Household Education Survey will be designed to furnish as much useful data as possible on a child's early learning experiences and the extent of parental involvement. In addition, the Current Population Survey, the Administration on Children, Youth, and Families, and other units of the U.S. Department of Health and Human Services collect information on learning experiences and the social and physical status of young children that will provide essential data for measuring appropriate dimensions of readiness.

High School Completion

GOAL 2: By the year 2000, we will increase the percentage of students graduating from high school to at least ninety percent.

According to best estimates, approximately 72 percent of the nation's 18 to 19-year-olds had completed high school in 1988. Presently, national data on high school completion rates are available from the Current Population Survey. New measurement and collection efforts will be necessary to gather comparable state-level data on dropout and high school completion rates.

Student Achievement

GOAL 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.

Demonstrating competency is not merely a function of successfully completing courses. It involves mastering a meaningful level of knowledge and skills. Assessment tools must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. While the focus of this goal specifies competency in several subject areas, the list is not to be interpreted as exhaustive, nor as recommending a

national curriculum. Furthermore, in order to demonstrate a meaningful level of competency at certain points in the educational process, performance at every grade level and among all quartiles of achievement must increase substantially. Only in this manner will our entire educational system be lifted toward excellence.

Appropriate measures of achievement must be accurate, comparable and constructive. While comparable state-level data is not presently available, the National Assessment of Educational Progress (NAEP) will be a principal mechanism for measuring student achievement in grades four, eight, and twelve in reading, writing, mathematics, science, history and geography on a national, and eventually state-by-state, basis. The National Center for Education Statistics is working with NAEP and others to extend and improve appropriate national assessments in a variety of subject areas. Thirty-seven states will participate in the NAEP pilot state-level assessment this year. It is expected that all States will participate in future state-level assessments.

Science and Mathematics

GOAL 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

While no international comparisons of student achievement to date are considered adequate, available measures suggest that U.S. 13-year-olds perform near the bottom in science and mathematics compared to their peers in other industrialized countries. Significant work must be accomplished to ensure that international comparisons of achievement are reliable.

The National Academy of Sciences is working with the U.S. Department of Education and the National Science Foundation to develop recommendations for the creation of a permanent international framework for coordinating international assessments that compare the performance of U.S. students in mathematics and science to that of their counterparts in other industrialized countries. In 1991, twenty-two countries will participate in a comparative study in mathematics and science conducted by the International Assessment of Educational Progress. In 1993, the International Association for the Evaluation of Educational Achievement will conduct its third cross-national mathematics assessment.

In addition, several groups, including the National Council on Teachers of Mathematics, the Mathematical Sciences Education Board, the American Academy for the Advancement of Science, the National Assessment Governing Board and others, are working to improve assessments of mathematics and science achievement.

Literacy and Lifelong Learning

GOAL 5: By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

No good data relating to dimensions of literacy and lifelong learning currently exist. While work is required to develop meaningful measures, the National Survey of Adult Literacy now underway will provide important information on functional literacy skills by 1993. The National Center for Education Statistics also gathers data on indicators of lifelong learning such as participation in post-secondary education and degrees received. The Department of Labor is a source of survey data on employer activities and the labor force, and is leading efforts to develop measures of workforce literacy skills.

Safe, Disciplined, and Drug-free Schools

GOAL 6: By the year 2000, every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

No single or comprehensive source of data exists to measure the extent to which our schools are safe, disciplined, and drug-free. The Justice Department collects national juvenile and crime survey data. The National Institute of Drug Abuse conducts annual surveys of student drug use and attitudes. The Department of Education's Schools and Staffing Survey provides information on school climate and environment. Further data collection efforts may be required.

A National Challenge

These national education goals are not the President's goals or the Governors' goals, they are the Nation's goals. Achieving them will require a strong commitment and concerted effort on the part of every sector and every citizen to improve dramatically our nation's education system and the performance of each and every student.

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Information for the White House Speechwriter for President's
Remarks at September 17 Rose Garden Ceremony Honoring
Representatives of 221 Elementary and Middle Schools Selected in
the 1989-90 Blue Ribbon Schools Program

BACKGROUND INFORMATION:

- o The Blue Ribbon Schools Program, also known as the Elementary School Recognition Program or the Secondary School Recognition Program (in alternate years), was created in the 1982-83 school year. The 221 schools being honored at this time were selected in the 1989-90 Elementary School Recognition Program, the third elementary school competition. They join 498 other elementary schools recognized in earlier years. (See attached sheet for additional statistics on the 1989-90 Program.)
- o The purpose of the Blue Ribbon Schools Program is to identify and spotlight unusually effective public and private schools so that other schools may learn from them. The program promotes school improvement by requiring schools to engage in self-evaluation as part of the application process, by taking advantage of the motivational properties of recognition, and by sharing successful program and practices from recognized schools. (See attached one-page description of the Blue Ribbon Schools Program.)

PROPOSED FOCUS OF REMARKS:

The 221 schools being honored have made significant progress toward the achievement of the National Goals for Education announced by the President and the Governors and have made a firm commitment to pursue them vigorously in the future. We recommend focussing on the following four themes reflected in the National Goals and well illustrated in the recognized schools:

1. These schools offer students challenging subject matter, provide opportunities for students to learn to use their minds, and provide knowledge and practice to prepare them for responsible citizenship. Not content with just providing experiences, these schools use both formal and informal means of ongoing assessment to insure students are in fact acquiring the necessary knowledge, skills, and behaviors. (See Goal 3.)
2. These schools believe that all students can learn and are dedicated in helping each one succeed. One school

nomination form started with a quote from the Indian poet Tagore: "Every child born into the world brings a message from God that He is not yet discouraged with Man." These 221 schools share the vision of hope that they can foster the full potential and development of each child and ultimately help make a better nation and a better world. If the school dropout rate is to be significantly reduced (See Goal 2), the special needs of "at-risk" students must be met from the moment they enter elementary school.

3. These schools actively involve parents as decision-makers, teachers, learners, and supporters and advocates in the school. They view parents as key partners in the education of their children and provide them with information and skills to carry out this role effectively. (See introduction to the National Goals.)
4. These schools value teachers as professionals. They empower teachers by involving them in decision-making about curriculum, instruction, discipline policy, teacher evaluation, and other significant topics. Recognizing that teachers must be outstanding, they provide many opportunities for staff development in diverse areas related to the school priorities and individual development plans. New teachers receive special assistance and support, and all teachers receive ongoing constructive evaluation by principals. (See "Necessary Changes and Restructuring" in the National Goals statement.)

To illustrate these points, the nomination forms and site visit reports for four representative schools are attached. Information particularly relevant to the above is highlighted.

Also included are a copy of a request for information from principals, to be used in developing a profile of this year's principals, and their answers to a number of these questions. Once again, information relevant to the above or of potential interest to a speechwriter is highlighted.

BLUE RIBBON SCHOOLS PROGRAM

At a time when the American public is making increasing demands for accountability and better schools, the Blue Ribbon Schools Program, popularly known as the School Recognition Program, can point to more than 2,000 elementary and secondary schools that have been identified over the past eight years as unusually effective. These schools represent the diversity of American schools--public and private; inner-city, suburban, and rural; consistently high-achieving and improving; and affluent and financially strapped. Elementary and secondary schools are recognized in alternate years.

Schools are judged on a number of research-based criteria: (1) visionary leadership; (2) a sense of shared purpose among faculty, students, parents, and the community; (3) a climate conducive to effective teaching and teacher growth and recognition; (4) an environment that conveys that all students can learn and that provides programs to challenge gifted, average, and at-risk students; (5) evidence of impressive academic achievement and responsible behavior on the part of students; (6) a high degree of involvement of parents and the broader community in school affairs; (7) a commitment to ongoing assessment and improvement; and (8) a "can-do" attitude toward problem solving.

Although the Program has always recognized the total school program, during the past four years one or two special emphases have been selected each year to call attention to areas in which, according to national and international assessments, school performance needs to be improved. Schools selected for national recognition with model programs in these areas receive special honors. In the 1989-90 Elementary School Recognition Program, geography and content-rich visual and performing arts were chosen to receive special emphasis.

The Blue Ribbon Schools Program is designed as a national school improvement strategy. It is the intent of the Program to effect improvement in several ways: (1) through the collaborative self-evaluation required of local school communities that decide to participate in the Program, (2) through the stimulus that recognition provides to the continued pursuit of excellence, (3) as a result of Review Panel members' and Site Visitors' identifying and acting upon exemplary programs and practices in outstanding schools; (4) through the technical assistance State liaisons provide in linking principals of already recognized schools with potential candidates, (5) through collaboration fostered with other national organizations to promote change in high priority areas, (6) through analysis and dissemination of essential characteristics of and good ideas from recognized schools, and (7) through ongoing networking among the above participants and stakeholders in the Blue Ribbon Schools Program.

President Bush's Leadership in Education

"Today, we're launching a new era in education reform. Its focus: high expectations. Its hallmark: results."

President Bush, February 26, 1990

Since taking office, President Bush has lead a national effort toward a renaissance of excellence in America's schools. Rejecting the status quo, the President has underscored the importance of accountability and results in the national debate about education, and focussed national efforts on "what works." Through his leadership, education has risen to new heights on the national agenda, an unprecedented era of partnership has been launched, and the Nation now shares a clear sense of direction toward common goals.

The Educational Excellence Act of 1989

As a first step in his pledge to provide national leadership in education, President Bush sent the "Educational Excellence Act of 1989" to Congress on April 5, 1989 -- less than three months after taking office.

- o The President's bill contains seven important proposals: Presidential Merit Schools, Magnet Schools of Excellence, Alternative Certification of Teachers and Principals, President's Awards for Excellence in Education, National Science Scholars, Drug-Free Schools Urban Emergency Grants, and endowment grants for Historically Black Colleges and Universities.
- o These proposals are designed to promote fundamental changes in our education system, not perpetuate the status quo. They embody four principles which guide the President's education policy: encouraging excellence; promoting flexibility and choice; targeting assistance to those most in need; and ensuring accountability.
- o Congress has yet to enact the President's bill. The House and the Senate have passed bills that contain modified versions of some of the President's proposals. However, their bills add millions of dollars in additional spending programs -- a result of the Democratic majority's attempt to pour more resources into a failed system.

The President's Education Summit with Governors

President Bush convened the "President's Education Summit with Governors" in Charlottesville, Virginia on September 27-28, 1989.

- o This event marked only the third time in history the President has convened the Nation's governors to discuss a single issue of importance, and the first time involving the participation of the entire Cabinet.
- o The Education Summit was effective in shifting the debate about education from resources to results and establishing a constructive partnership with the governors on education.
- o The President and the governors issued a Joint Statement at the conclusion of the Summit committing to four objectives for advancing education reform: establishing national education goals; increasing flexibility in the use of Federal funds in exchange for enhanced accountability; implementing state-by-state restructuring of each state's education system; and reporting to the Nation on progress toward the national education goals.

The National Education Goals

President Bush announced six national education goals in his State of the Union address. The goals were subsequently endorsed by all the governors:

- Goal 1: By the year 2000, all children in America will start school ready to learn.
- Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.
- Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.
- Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in our global economy and exercise the rights and responsibilities of citizenship.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

- o The goals recognize education as a lifelong enterprise.
- o The development of the national education goals benefitted from the advice of a broad range of individuals and organizations involved in education.

The President's Commitment to the National Education Goals

The President is committed to a long-term partnership with the governors toward achieving the national education goals.

- o On July 31, President Bush issued a Joint Statement with the governors establishing the National Education Goals Panel for overseeing the process of measuring progress toward the national education goals and reporting annually to the Nation.

The President has appointed his chief of staff, director of the Office of Management and Budget, Secretary of Education, and domestic policy advisor to serve with governors and the majority and minority leadership of the Congress on the Panel.

Adm.
Virtually all Cabinet departments and agencies are actively involved in efforts to support the national education goals.

- o Since the Education Summit, initiatives have been launched across the Bush Administration related to the national education goals. In July, President Bush issued The National Education Goals: A Report to the Nation's Governors highlighting these efforts as well as ongoing Federal activities that support the goals.

Choice

President Bush believes that choice in education is a potent strategy that works: "Choice empowers people. And it puts competition to work, improving schools for every student."

- o The President continues to voice his strong and unequivocal support for expanding choice for parents and students to the greatest extent possible, and to applaud state and local victories making choice a reality in schools across America.

Head Start

In support of his commitment to Goal 1, the President is dedicated to fulfilling his pledge to provide every poor four-year-old in America an opportunity to participate in Head Start.

- o The President requested an unprecedented half-billion dollar increase in Head Start for fiscal year 1991. This increase will give up to 70 percent of poor children an opportunity to participate in Head Start the year before entering school.

Science and Mathematics Education

President Bush recognizes the vital importance of science and mathematics education to ensure America's competitive standing in the 21st Century.

- o The President's fiscal year 1991 budget requests over \$1 billion across five Federal agencies to support science and mathematics education nationwide.

Flexibility and Accountability

To advance the commitment made in Charlottesville, the President is working with the Congress to enact education reform legislation that will give states and schools greater flexibility in the use of Federal funds in return for enhanced accountability.

- o In support of this objective, Congressman Peter Smith (R-VT) has introduced legislation that would give states and localities across America the chance to prove that greater flexibility and accountability will improve results.
- o The Bush Administration also is working to identify how administrative rules and regulations could be modified to provide states greater flexibility under current law.

The President's Education Policy Advisory Committee

President Bush formed an education policy advisory committee - his first advisory committee as President -- including respected leaders in education and the private sector. This group helps advise President Bush on how he can best exercise his unique leadership role to improve education in America.

Improving Education for Minorities

President Bush is committed to strengthening America's Historically Black Colleges and Universities.

- o In April, 1989, the President signed an Executive Order launching an Administration-wide initiative to enhance the role of Historically Black Colleges and Universities.

President Bush directed his Secretary of Education to form a Task Force on Hispanic Education through the Domestic Policy Council.

- o The task force is finalizing options for the President's consideration on how the Administration may help improve the educational performance of Hispanics.