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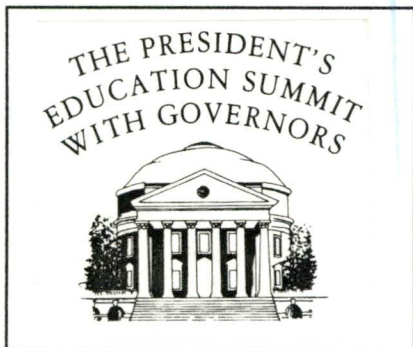
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The Joint Statement issued at the President's Education Summit with the Nation's Gov

(The following are excerpts from the Joint Statement.)

The President and the Nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals that will make us internationally competitive.



The President and the Nation's Governors have agreed at this summit to:

- establish a process for setting national education goals;
- to seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through both regulatory and legislative changes;
- to undertake a major state-by-state effort to restructure our education system; and
- to report annually on progress in achieving our goals.

Setting National Education Goals

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the President's designees to recommend goals to the President and the Nation's Governors.

The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large.

The overriding objective is to develop an ambitious, realistic set of performance goals that reflect the views of those with a stake in the performance of our education system. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in science and math;
- the reduction of the dropout rate and the improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive workforce;

GRAY COMMENTS

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At present, neither Federal nor State and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and State executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed:

- to examine Federal regulations under current law and to move in the direction of greater flexibility;
- to take parallel steps in each state with respect to State laws and administrative rules;
- to submit legislation to Congress early next year that would provide State and local recipients greater flexibility in the use of Federal funds, in return for firm commitments to improved levels of education and skill training.

The President and the Governors have agreed to establish a

working group of Governors and the President's designees to being work immediately to accomplish these tasks.

We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential. In a phrase, we want to swap red tape for results.

Making a Commitment to Restructuring

The President and the Nation's Governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more of the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that systematically reward excellence and performance. Most

successful restructuring efforts seem to have certain common characteristics:

- a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- a rigorous program of instruction designed to ensure that every child can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;
- an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed to a major restructuring effort

in every state. The Governors will give this task high priority and will report on their progress in one year.

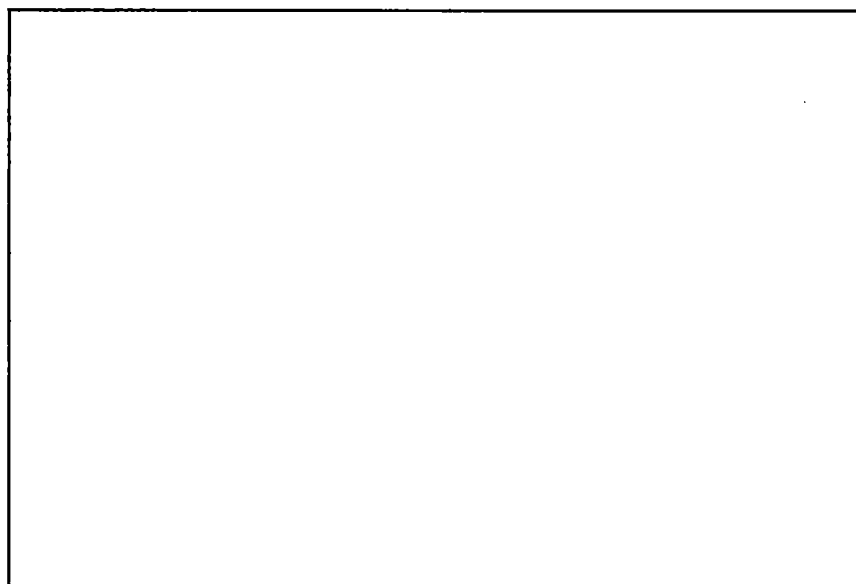
Assuring Accountability

As elected chief executives, we expect to be held accountable and we expect to hold others accountable as well.

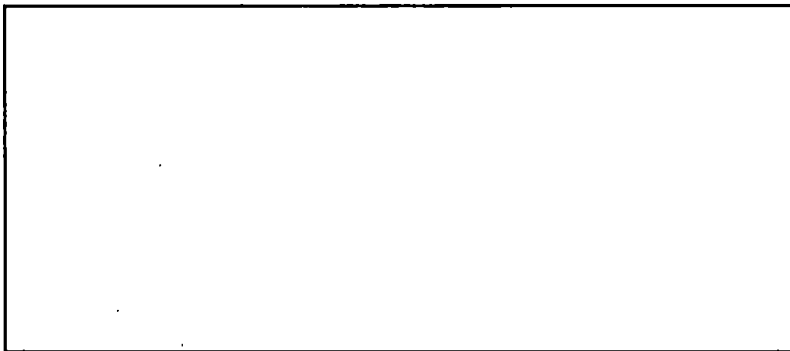
When goals are set and strategies for achieving them are adopted, we must establish clear measures of performance and then issue annual Report Cards on the progress of students, schools, the States, and the Federal Government.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact -- a Jeffersonian compact to enlighten our children and the children of generations to come.

The time for rhetoric is past; the time for performance is now.



President Bush Calls Governors Together for Historic Education Summit in Charlottesville



On September 27th and 28th, President Bush convened the Nation's governors to discuss and define a plan of action for improving American education. This is only the third time in our country's history a President has called a meeting with the Nation's governors to address a single major issue. At the Summit's end, the President and the governors joined in a "Jeffersonian Compact," calling for national education goals and a new flexibility in the use of federal resources in exchange for strengthened accountability -- in short, they said, "We want to swap red tape for results."

"We believe 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," according to the joint statement. (Full text, pages 2-3). In addition, the President and the governors committed to a major state-by-state

restructuring of our education system and to exploring the best ways to measure programs.

Taking place at the University of Virginia in Charlottesville, the Summit was marked by a spirit of bipartisanship and cooperation. The governors were led by National Governors Association chairman, Gov. Terry Branstad of Iowa and the Summit Cochairmen, Govs. Bill Clinton of Arkansas, Carroll Campbell of South Carolina and Booth Gardner of Washington.

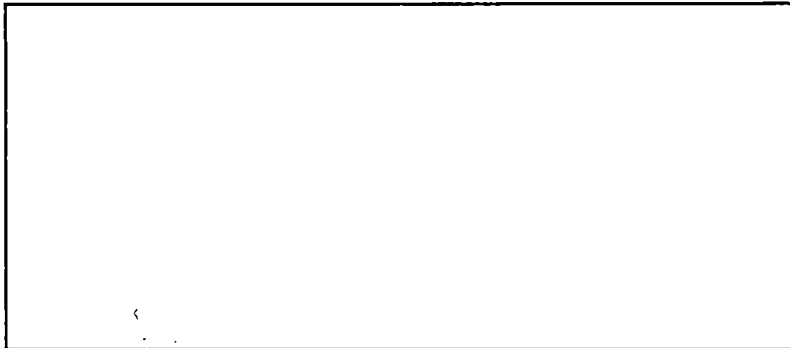
The President, his Cabinet officers, and 53 Governors held working group meetings and plenary sessions on such topics as flexibility, accountability and choice. Specific working groups met to discuss "Teaching: Revitalizing a Profession"; "Choice and Restructuring"; "The Learning Environment"; "Governance: Who is in Charge?"; "A Competitive Workforce and Education"; and "Post-Secondary Education: Strengthening Access and Excellence." (Continued, page 4.)

White House, Governors Build on Progress Achieved at Summit

Administration officials and the Governors are working together to put in place action teams and the processes to realize the goals of the Summit. The followup process will include concerned parents, teachers, business and education leaders from all across America. Building upon the progress achieved at the Education Summit, Paul O'Neill, the CEO of the Aluminum Corporation of America, was named chairman of the President's Education Policy Advisory Committee. Committee members will be announced in the near future.

On October 16 and 17, Education Secretary Cavazos convened the first regional strategy meeting on choice in education, at Public School 117 in East Harlem, New York. Secretary Cavazos and Gov. Thomas Kean of New Jersey addressed the meeting, and participants included parents, teachers, students, business leaders, legislators, school board members, and state and local education officials. A second regional meeting was held in Minneapolis, MN on October 23-24. Other regional meetings include Charlotte, NC (November 13-14); Denver, CO (November 16-17); and Richmond, CA (November 28-29).

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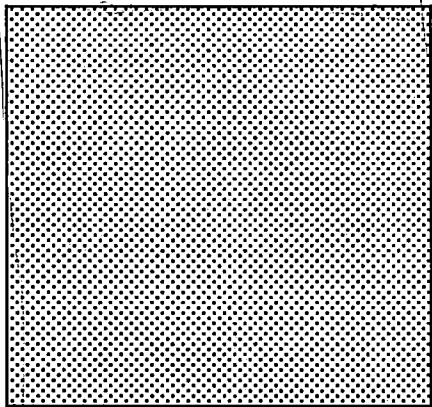
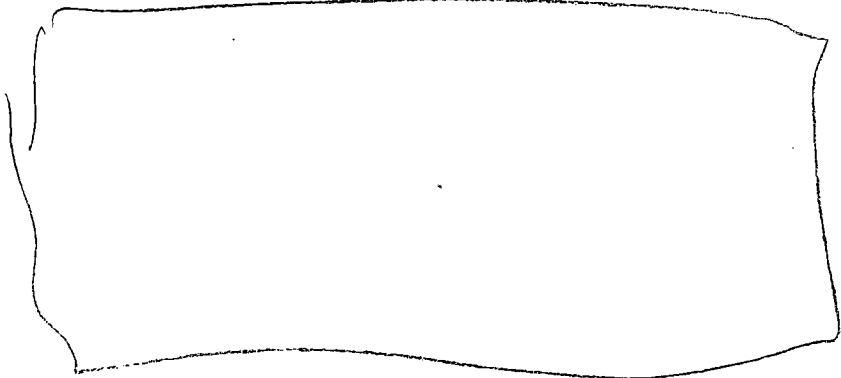
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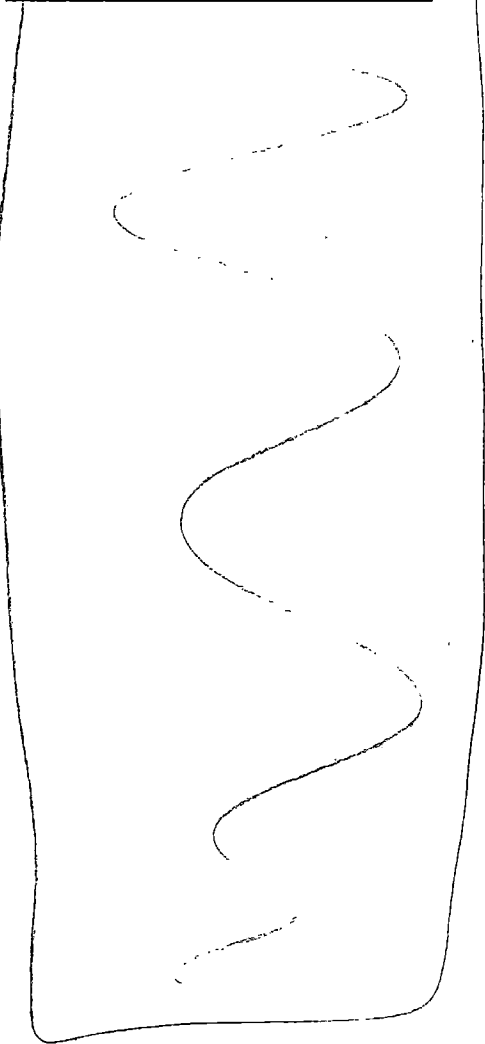
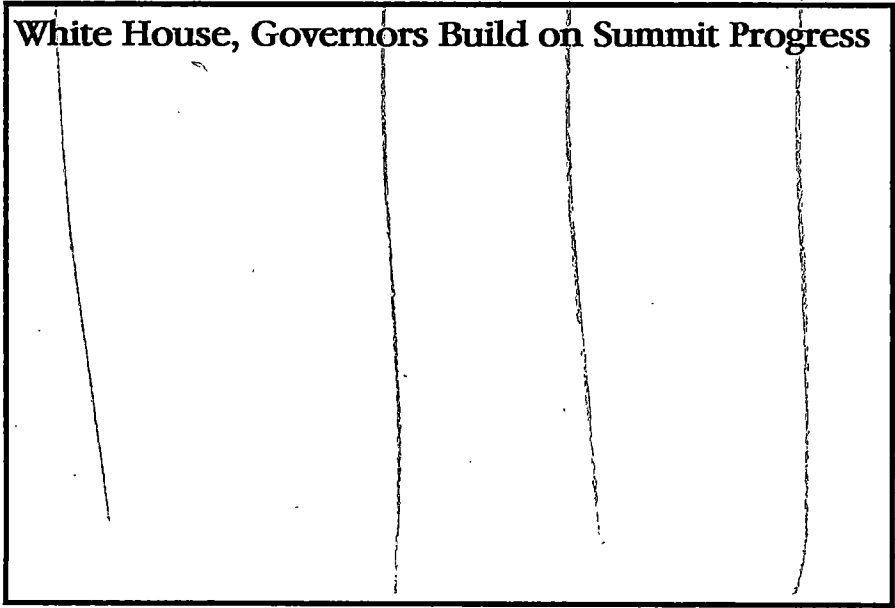
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President Bush Calls Governors Together for Historic Education Summit



White House, Governors Build on Summit Progress



for ten worthy programs. Your states may also choose to spend more. But to those who say that money alone is the answer, I say that there is no one answer. If anything, hard experience teaches that we are simply not getting our money's worth in education. Our focus must no longer be on resources. It must be on results.

And this is only the third time in our 200 years as a nation that a President has called a summit with the governors. I have called you together because you bear the Constitutional responsibility for education. And I didn't ask you to such an historic occasion merely to bemoan what is wrong. We are here to work; and work together; to once again make an American education the best in the world. And let me say to the governors before this majestic audience, these sessions have been informative and thoughtful and very useful to me. And I appreciate the obvious extensive preparations that the governors have undertaken on the days and weeks leading up to this summit. The governors have emphasized to me the need for national performance goals and the importance of greater flexibility in the use of federal funds, while accepting enhanced accountability for the results.

And they've also stressed the high priority that helping prepare preschool children should have in federal spending even in time of fiscal constraint.

And finally, the governors have articulated eloquently the need to restructure our education system. You already are consulting with the state legislators to better our schools. Our teachers already are giving their heart and soul to their jobs. But we've never before worked together -- President and principal, governor and teacher -- to

achieve results in education.

A social compact begins today in Charlottesville, Virginia -- compact between parents, teachers, principals, superintendents, state legislators, governors and the Administration. Our compact is founded not on promises, but on challenges -- each one a radical departure from tradition.

I hope that you will join me, to define national goals in education for the first time. From this day forward, let us be an America of tougher standards, // of higher goals // and a land of bigger dreams.

Our goals must be "national," not "federal." That's why I welcome the initiatives of the National Governors Association, from the Time for Results report in 1986, to the goal-setting project recently begun under the leadership of Iowa's Terry Branstad, South Carolina's Carroll Campbell, Washington's Booth Gardner, Bill Clinton of Arkansas. And my Administration will work with you to build on the National Assessment Program's first state-by-state achievement results. We will work with you to formulate national goals. And then we're going to challenge superintendents and principals to meet these higher goals.

In return, I accept your challenge, and will work with you to loosen the grip of federal restrictions. How many great ideas, how many grand and noble experiments, have been impaled on the narrow spike of a federal directive? Unnecessary restriction is the enemy of the bold. And bold action is what we need most of all.

I ask Congress to allow Washington to be more flexible, by passing reform legislation. And I ask you, in turn, to ease

state restrictions on local bodies. And then we'll judge our efforts not by our intentions, but by our results.

So to get results, we need national goals, and more flexibility from federal and state government. To get results, we will need a new spirit of competition between students, between teachers and between schools -- a report card for all. And to get results, we will need discipline, structure and goals.

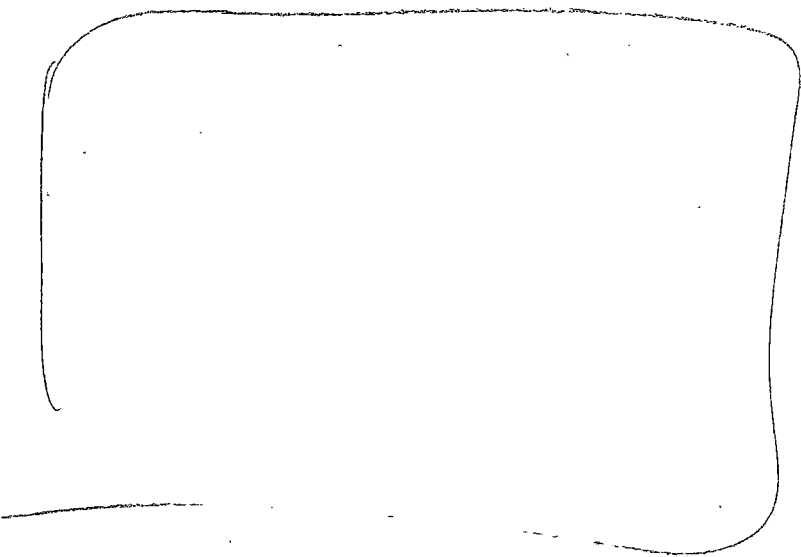
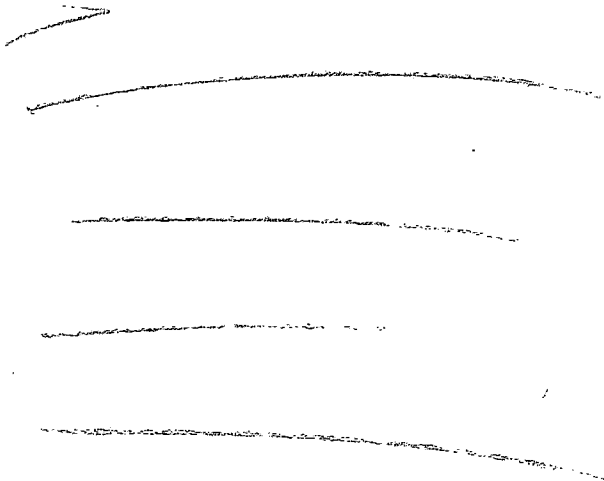
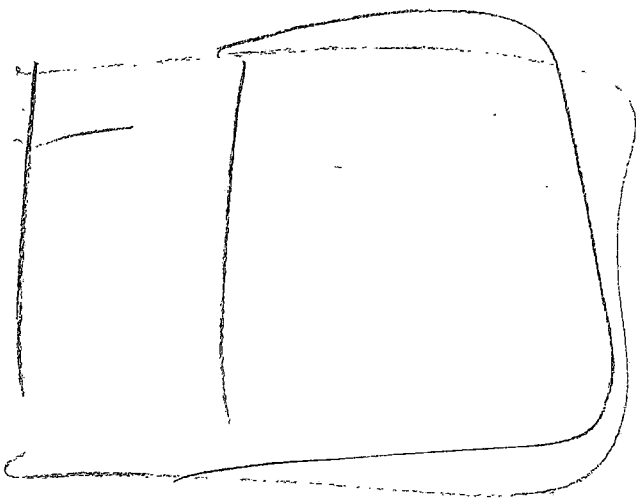
Yet I do not counsel a naive nostalgia, some tame adherence to the past. Business as usual is not getting us where we need to go. So when hallowed tradition proves to be hollow convention, then we must shatter tradition. The polls show what every P.T.A. board member already knows: The American people are ready for radical reforms. We must not disappoint them.

For myself, I envision tradition-shattering reform in five areas.

First, I see the day when every student is literate. But literacy should mean more than the "three R's." We must be a reading nation. We must grapple with the hard sciences. And because education is as spiritual as it is practical, our children must know why Americans died at Bunker Hill, at Gettysburg and at Monte Cassino. They must do more than identify names on a multiple choice question. They must understand the generosity of Andrew Carnegie, the genius of Alexander Graham Bell and the heroism of Rosa Parks.

Some youngsters will naturally take longer than others. Some will need more study, and extra instruction. But we should never send a student from school to school just because he or she has passed an arbitrary birthday.

Second, I see a day when our



EDUCATION LEADERS PRAISE AGENDA SET AT EDUCATION SUMMIT

"It was a historic event. The President and the Governors acknowledged the national interest in education in a dramatic fashion. What they said and did will shape public schooling in America for years to come." – Dr. Ernest L. Boyer, president, Carnegie Foundation for the Advancement of Education

"The successful summit is worth literally hundreds of millions of dollars because it provides inspiration and motivation for teachers and generates a lot of activity on the part of the business community." – Dr. Scott Thompson, executive director, National Association of Secondary School Principals

"We are particularly excited about the focus on goals for the nation and the states, and the attention given to early childhood education; this is the kind of leadership and vision that we would have wanted from the President." – Gene Wilhoit, executive director, National Association of State Boards of Education

"The Education Summit has reminded us that, despite our differences, we are all behind children." – Keith Geiger, president, National Education Association

The summit "has the potential for bringing about a historical turnaround in public education." – Albert Shanker, president, American Federation of Teachers

"They not only agreed to set nationwide goals, but they also included seven areas in which to set those goals. I'm very pleased by the results." – Gordon Ambach, president, Council of Chief State School Officers.

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In preparation for the historic Summit, the President summoned education and business leaders to the White House for a series of listening sessions. The President met with the leaders of major national education organizations in elementary, secondary, and post-secondary public and private education. These groups represented parents, teachers, principals, school administrators, education reform leaders, and local and state elected officials. On September 26, President Bush also met with the Business Roundtable as a follow-up to his June "call to action" for involvement in education by the business community.

educational system will be unafraid of diversity. Of course, all schools in a state will share a core curriculum and minimum standards of achievement. But the means by which that curriculum is taught, and those goals met, should be as diverse and varied as America itself. Let them blend, in myriad ways, the traditional and the modern, the human and the technological. Let us give our schools and our teachers the freedom to do what they do best.

Children also differ -- in their interests and learning styles and capabilities. And so, third, I see the day when choice among schools will be the norm rather than the exception; when parents will be full partners in the education of their children.

Too many parents have come to see education as a service we can hand over to the school boards, in much the same way we expect our cities to provide electricity or water. But education is not a utility, not something to be delegated. Education is a way of life. And educational reform is an urgent responsibility for every parent, every student, every community. And those who do not advance the cause of education, hinder it. Parents, students and professional educators must be accountable to one another, as a community.

But to be accountable, we need to know just how much progress we're making. So, fourth, I see the day when we use accurate assessments, carefully linked to our educational goals. We need to first know where we are; and this means accepting the bad news along with the good. We've always measured our progress against our past performance. We must now evaluate ourselves on a tougher grading curve -- one that includes the other major industrial nations.

And accountability also means we must act on what we discover. Weak

performance in the classroom, or the principal's office, will no longer be tolerated. But neither will indifference toward good educators. Society has no greater benefactors than outstanding teachers and principals. And so, let them have their day in the sun, get what they deserve -- generous praise and solid rewards.

Fifth, I see an educational system that never settles for the minimum, in academics or in behavior. Decades of research bear out what the best teachers already know: when standards and expectations are high, everyone does better. And this includes both the unusually gifted, and those with special needs and disabilities. But it must also include the student we too often forget, the average student. For I do believe, that with a little care and a little work, we can unleash within each of these so-called ordinary kids an extraordinary potential.

This same potential can be found within every disadvantaged child, those from troubled neighborhoods: children for whom our schools must be a beacon of excellence; a sanctuary from violence; a model of good character, sound values, exemplary ethics. Let no child in America be forgotten or forsaken.

Some of our reforms and experiments are sure to come up short. But for too many of our schools, experimentation is preferable to the status quo, because the status quo could scarcely be worse. The worthy and the useful will win out only if we give our schools the freedom that they need.

And such freedom will not lead to a quick and easy solution. It's the work of years. And we've taken such a long-term view in our meetings over the last couple of days.

We've discussed the need for educational reform in terms of our national competitiveness -- you

heard Governor Baliles refer to that just a minute ago. But I'm sure you agree that there is more to learning than just our trade balance or the graying of our work force; it is broader than the important, but narrow, compass of economics and government.

A scholar once wrote that great books are not lifeless paper, but minds alive on the shelves. He observed that just as the touch of a button on a stereo will fill a room with music, so by taking down one of these volumes, and opening it, one can call into range the voice of a man far distant in time and space, and hear him speak, mind to mind, heart to heart.

As a nation, we can again hear these voices, feel this enchantment -- every time a parent reads a bedtime story to a sleepy child; every time a young scholar turns to the great books. The day must come when every young American can know the life of the mind.

I might say parenthetically that is why my wife, Barbara, for many years, has devoted a lot of her time to making this country more literate.

In essence, that is why we have gathered here, at Mister Jefferson's school. He was just one man, but look at what one man can do. Imagine what we can do, if we -- more than fifty strong -- are united by this great cause. So let us dream. And let us talk. And if need be, let us argue. But in the end, let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson.

Thank you for your hard work and dedication. God bless you. And God bless the United States of America.

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(The following is the text of the President's convocation address at the Education Summit.)

The spirit of our summit is not: "Who will get the credit?" The spirit of this summit is: "How can we get results?" We are here to put progress before partisanship, the future before the moment and our children before ourselves.

I've heard eloquent advice from many of you, and from so many others, in the last few weeks. And I've listened, and I am deeply appreciative of all that I have learned.

But I've also learned that we should listen to our children. And they have much to tell us. In many ways, they are the luckiest generation in history. Just last month, our children observed, in the clarity of Voyager's sight, the horizons of new worlds, the majesty of space. And think what these images would have meant to the ever-curious founder of this university, who could only look through a primitive telescope at faint patches of light and wonder.

Education is our most enduring legacy, vital to everything we are and can become.

But our children are growing up in an age where wonder is commonplace, and peace and prosperity are often taken for granted. And our children are also the beneficiaries of a nation that lavishes unsurpassed resources on their schooling. So in many ways, we're close to fulfilling the Enlightenment dream of universal education, a dream that became a reality in the shadows of the Shenandoahs here at Mister Jefferson's school.

And every step we take at this University is truly a walk in Thomas Jefferson's footsteps. When he first charted the ground on which we

gather today, there was just a field of grass, a horizon limited only by the blue mountains beyond. But Jefferson surveyed a horizon no one else could see. He saw the graceful dome of the Rotunda, the elegance of the Lawn and its Pavilions. He saw meeting rooms and libraries and lecture halls teeming with professors and students yet unborn.

Jefferson set out to fashion his rarified vision into solid reality, brick by brick, book by book. And it is his University -- and his dream -- that inspires us today to follow in his footsteps.

As President O'Neil said, Thomas Jefferson, our first education president, was a relentless advocate for universal public education. "He had a fundamental conviction that on the 'good sense of' an educated citizenry, we could build and defend a country of liberty and justice."

I borrowed those words -- this assessment -- from a friend of mine -- another Renaissance man of our time -- the late A. Bartlett Giamatti.

Like Jefferson, his life was a metaphor for civility and public service. And it is this commitment to

public service that we must carry on. So let us make this an education society.

We have already come close to this Jeffersonian ideal. Our educational system is, in many ways, unrivaled in its scale and its diversity; in its commitment to meeting special needs and individual differences. And we're inspired by our best teachers, who give more than we can rightly expect; and from our best students, who surpass our highest expectations.

And yet, after two centuries of progress, we are stagnant. While millions of Americans read for

pleasure, millions of others don't read at all. And while millions go to college, millions may never graduate from high school.

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

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

Six years ago, the Committee on Excellence in Education issued its powerful report; and yet today, our nation is still at risk. The educational reform movement has done well in articulating its criticisms. And now it is time to define goals. This is the time for action.

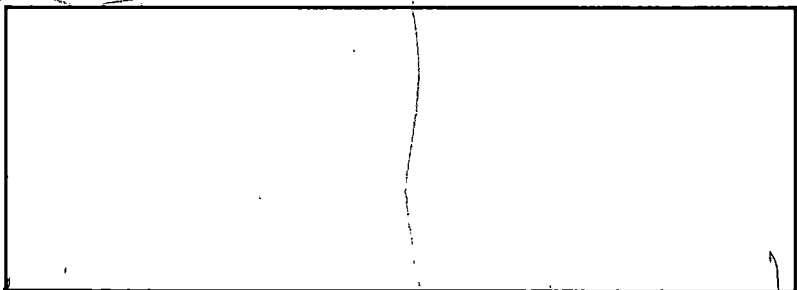
I sent my proposals for federal action in education to Congress last spring, including an increase in funding for Head Start. The Educational Excellence Act of 1989 includes ways to reshape and expand federal efforts, to recognize excellence, lift the needy, foster flexibility and choice, and measure and reward progress. I remain solidly committed to these principles, and I value your advice and ideas as we continue to refine the federal role.

Some offer a completely different answer -- to spend more money. And at the federal level, we have asked Congress to provide nearly a half a billion dollars in new funding

16?

yes

PRESIDENT BUSH CALLS GOVERNORS TOGETHER FOR HISTORIC EDUCATION SUMMIT IN CHARLOTTESVILLE



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WHITE HOUSE, GOVERNORS BUILD ON PROGRESS ACHIVED AT SUMMIT

Administration officials and the Governors are working together to put in place action teams and the processes to realize the goals of the Summit. The followup process will include concerned parents, teachers, business and education leaders from all across America. Building upon the progress achieved at the Education Summit, Paul O'Neill, the CEO of the Aluminum Corporation of America, was named chairman of the President's Education Policy Advisory Committee. Committee members will be announced in the near future.

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The President and the Governors have agreed to establish a working group of Governors and the President's designees to being work immediately to accomplish these tasks.

We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential. In a phrase, we want to swap red tape for results.

Making a Commitment to Restructuring

The President and the Nation's Governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more of the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that system-

atically reward excellence and performance. Most successful restructuring efforts seem to have certain common characteristics:

- a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- a rigorous program of instruction designed to ensure that every child can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;
- an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed

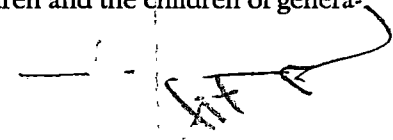
to a major restructuring effort in every state. The Governors will give this task high priority and will report on their progress in one year.

Assuring Accountability

As elected chief executives, we expect to be held accountable and we expect to hold others accountable as well.

When goals are set and strategies for achieving them are adopted, we must establish clear measures of performance and then issue annual Report Cards on the progress of students, schools, the States, and the Federal Government.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact -- a Jeffersonian compact to enlighten our children and the children of genera-

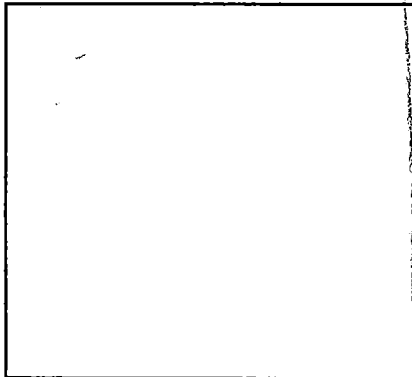


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(The following are excerpts from the Joint Statement issued at the Summit.)

The President and the Nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals that will make us internationally competitive.



The President and the Nation's Governors have agreed at this summit to:

- establish a process for setting national education goals;
- to seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through both regulatory and legislative changes;
- to undertake a major state-by-state effort to restructure our education system; and
- to report annually on progress in achieving our goals.

Setting National Education Goals

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the President's designees to recommend goals to the President and the Nation's Governors.

The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large.

The overriding objective is to develop an ambitious, realistic set of performance goals that reflect the views of those with a stake in the performance of our education system. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in science and math;
- the reduction of the dropout rate and the improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive workforce;

- the supply of qualified teachers and up-to-date technology; and
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The process for establishing these goals should be completed and the goals announced by early 1990.

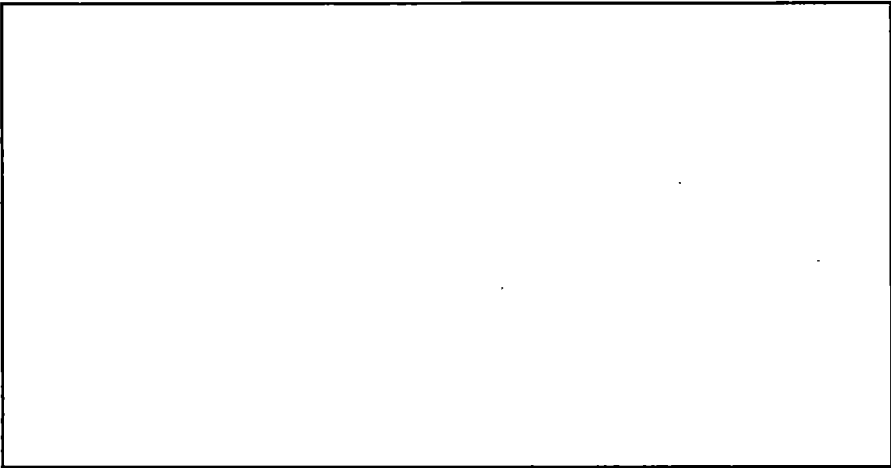
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Federal funds, which represent only a small part of total educational spending, are directed particularly toward services for young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither Federal nor State and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and State executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed:

- to examine Federal regulations under current law and to move in the direction of greater flexibility;
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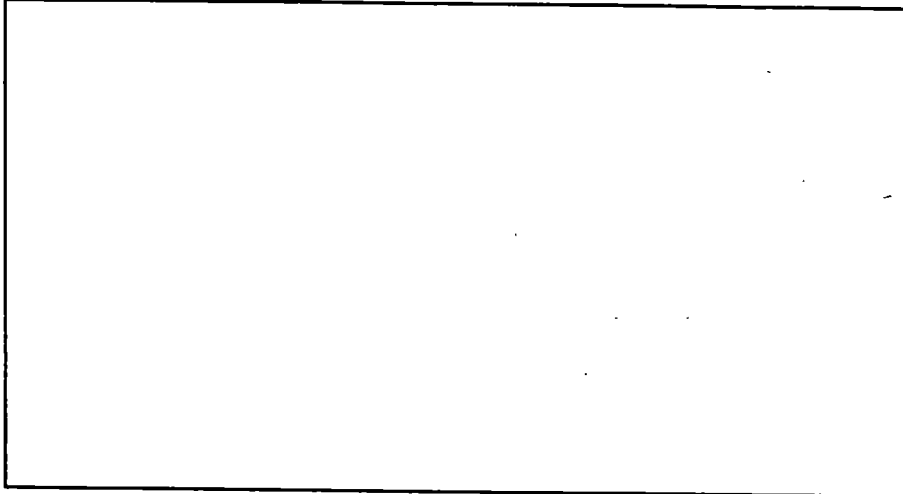
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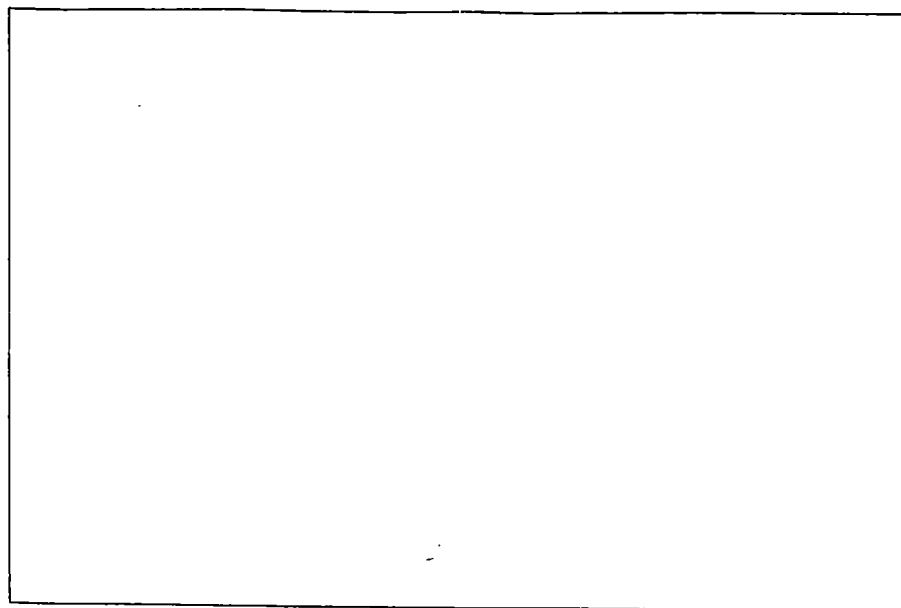
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The time for rhetoric is past; the time for performance is now.

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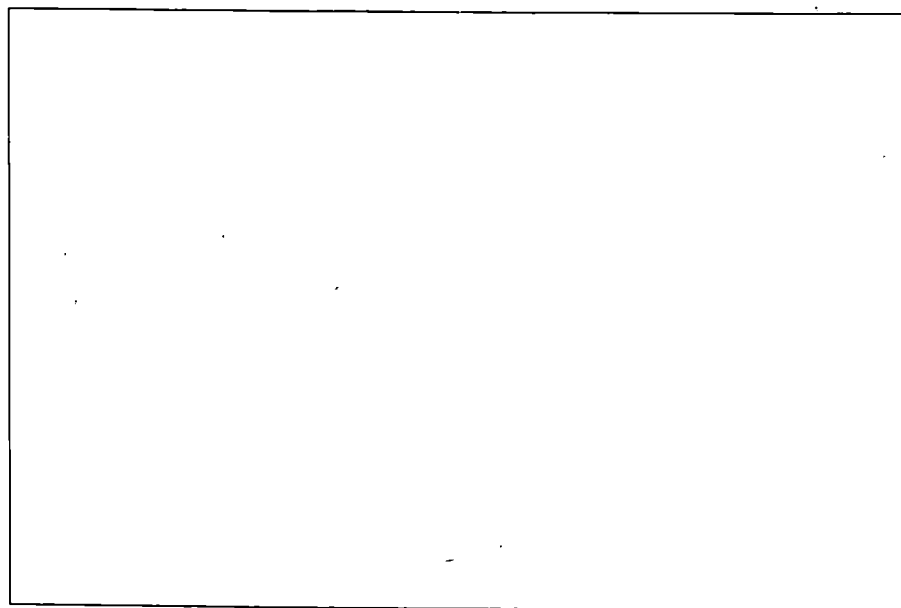
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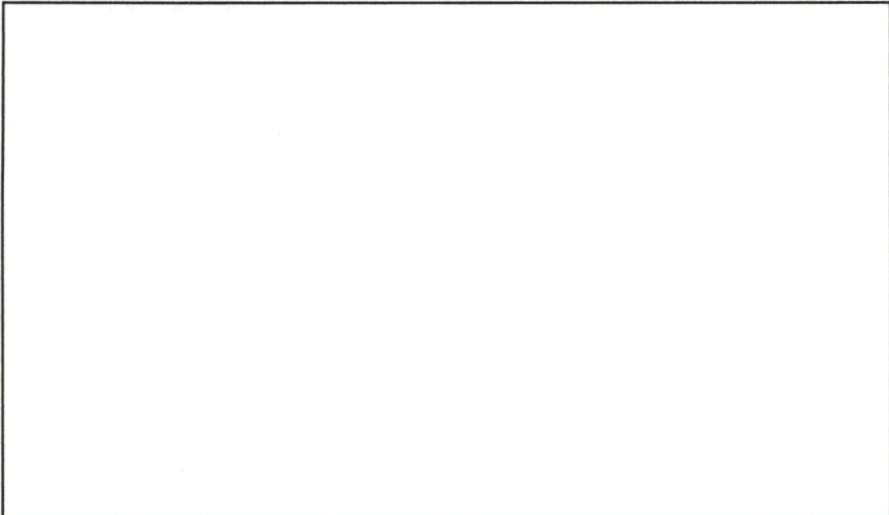
As elected chief executives, we expect to be held accountable and we expect to hold others accountable as well.

When goals are set and strategies for achieving them are adopted, we must establish clear measures of performance and then issue annual Report Cards on the progress of students, schools, the States, and the Federal Government.

Over the last few days we have humbly walked in the footsteps of Thomas Jefferson. We have started down a promising path. We have entered into a compact -- a Jeffersonian compact to enlighten our children and the children of generations to come.

The time for rhetoric is past; the time for performance is now.

✓



President Bush addressing the Summit convocation with (from l.) Mrs. Robert O'Neill; U.Va. President O'Neill; Mrs. Bush; Mrs. Lauro Cavazos; Education Secretary Cavazos.

"From this day forward, let us be an America of tougher standards, of higher goals and a land of bigger dreams." – President George Bush

(The following are excerpts from the President's convocation address at the Education Summit.)

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

[Jeffersonian]

"Our compact is founded not on promises, but on challenges -- each one a radical departure from tradition."

"I see an educational system that never settles for the minimum, in academics or in behavior ... when standards and expectations are high, everyone does better."

"I see the day when choice among schools will be the norm rather than the exception; when parents will be full partners in the education of their children."

"But to those who say that money alone is the answer, I say that there is no one answer. If anything, hard experience teaches that we are simply not getting our money's worth in education. Our focus must no longer be on resources. It must be on results."

"So let us dream. And let us talk. And if need be, let us argue. But in the end, let us walk together on a journey to enlightenment, in the footsteps of Thomas Jefferson."

President Bush Calls Governors Together ...

Continued from page 1

In preparation for the historic Summit, the President summoned education and business leaders to the White House for a series of listening sessions. The President met with the leaders of major national education organizations in elementary, secondary, and post-secondary public and private

education. These groups represented parents, teachers, principals, school administrators, education reform leaders, and local and state elected officials. On September 26, President Bush also met with the Business Roundtable as a follow-up to his June "call to action" for involvement in education by the business community.

EDUCATION LEADERS PRAISE AGENDA SET AT EDUCATION SUMMIT

"It was a historic event. The President and the Governors acknowledged the national interest in education in a dramatic fashion. What they said and did will shape public schooling in America for years to come." -- Dr. Ernest L. Boyer, president, Carnegie Foundation for the Advancement of Education

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"They not only agreed to set nationwide goals, but they also included seven areas in which to set those goals. I'm very pleased by the results." -- Gordon Ambach, president, Council of Chief State School Officers.



The President and the Governors have agreed to establish a working group of Governors and the President's designees to work immediately to accomplish these tasks.

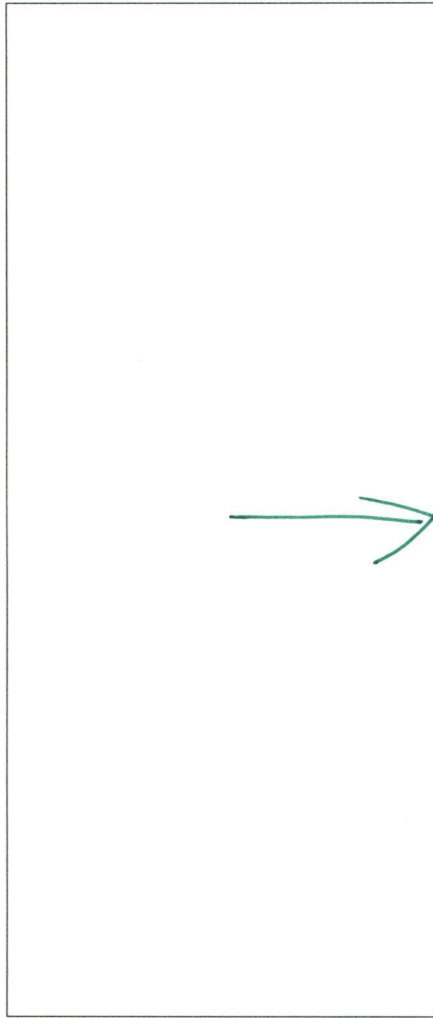
We know that other voices need to be heard in this discussion -- voices of educators, parents, and those whose primary interest is the protection of the disadvantaged, minorities, and the handicapped. We need to work with the Congress. The processes we will set up immediately following this conference will involve all parties.

These commitments are historic steps toward ensuring that young people with the greatest needs receive the best our schools and training programs can give them, and that all children reach their highest educational potential. In a phrase, we want to swap red tape for results.

Making a Commitment to Restructuring

The President and the Nation's Governors agree that significant steps must be taken to restructure education in all states. We share the view that simply more of the same will not achieve the results we need. We must find ways to deploy the resources we commit to education more effectively.

There are many promising new ideas and strategies for restructuring education. These include greater choice for parents and students, greater authority and accountability for teachers and principals, alternative certification programs for teachers, and programs that system-



President Bush with (from l.) Gov. Clinton, Education Sec. Cavazos, Gov. Branstad

atically reward excellence and performance. Most successful restructuring efforts seem to have certain common characteristics:

- a system of accountability that focuses on results, rather than on compliance with rules and regulations;
- decentralization of authority and decision-making responsibility to the school site, so that educators are empowered to determine the means for achieving the goals and to be held accountable for accomplishing them;
- a rigorous program of instruction designed to ensure that every child

can acquire the knowledge and skills required in an economy in which our citizens must be able to think for a living;

- an education system that develops first-rate teachers and creates a professional environment that provides real rewards for success with students, real consequences for failure, and the tools and flexibility required to get the job done; and
- active, sustained parental and business community involvement.

Restructuring efforts are now underway in many states. The Nation's Governors are committed to a major restructuring effort in every state. The Governors will give this task high priority and will report on their progress in one year.

Assuring Accountability

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The time for rhetoric is past; the time for performance is now.

"We have entered into a ... Jeffersonian compact to enlighten our children..."

(The following are excerpts from the Joint Statement issued at the Summit.)

The President and the Nation's Governors agree that a better educated citizenry is the key to the continued growth and prosperity of the United States. Education has historically been, and should remain, a state responsibility and a local function, which works best when there is also strong parental involvement in the schools. And, as a Nation we must have an educated workforce, second to none, in order to succeed in an increasingly competitive world economy.

We believe that the time has come, for the first time in U.S. history, to establish clear, national performance goals that will make us internationally competitive.

The President and the Nation's Governors have agreed at this summit to:

- establish a process for setting national education goals;
- to seek greater flexibility and enhanced accountability in the use of Federal resources to meet the goals, through both regulatory and legislative changes;
- to undertake a major state-by-state effort to restructure our education system; and
- to report annually on progress in achieving our goals.

Setting National Education Goals

The first step in restructuring our education system is to build a broad-based consensus around a defined set of national education goals. The National Governors' Association Task Force on Education will work with the President's designees to recommend goals to the President and the Nation's Governors.

The process to develop the goals will involve teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large.

The overriding objective is to develop an ambitious, realistic set of performance goals that reflect the views of those with a stake in the performance of our education system. National goals will allow us to plan effectively, to set priorities, and to establish clear lines of accountability and authority. These goals will lead to the development of detailed strategies that will allow us to meet these objectives.

By performance we mean goals that will, if achieved, guarantee that we are internationally competitive, such as goals related to:

- the readiness of children to start school;
- the performance of students on international achievement tests, especially in science and math;
- the reduction of the dropout rate and the improvement of academic performance, especially among at-risk students;
- the functional literacy of adult Americans;
- the level of training necessary to guarantee a competitive workforce;

- the supply of qualified teachers and up-to-date technology; and
- the establishment of safe, disciplined and drug-free schools.

The process for establishing these goals should be completed and the goals announced by early 1990.

Building the Federal/State Partnership

Federal funds, which represent only a small part of total educational spending, are directed particularly toward services for young people most at risk. Federal laws and regulations control where and for whom states and localities spend this money. State and local laws and regulations control what is taught, and how, for all students.

At present, neither Federal nor State and local laws and regulations focus sufficiently on results, or on real educational improvement for all children. Federal and State executives need authority to waive statutory and regulatory provisions in return for greater accountability for results.

The President and the Governors have agreed:

- to examine Federal regulations under current law and to move in the direction of greater flexibility;
- to take parallel steps in each state with respect to State laws and administrative rules;
- to submit legislation to Congress early next year that would provide State and local recipients greater flexibility in the use of Federal funds, in return for firm commitments to improved levels of education and skill training.

PRESIDENT BUSH CALLS GOVERNORS TOGETHER FOR HISTORIC EDUCATION SUMMIT IN CHARLOTTESVILLE

President Bush with (from l.) Gov. Gardner, Gov. Branstad, Sec. Cavazos, Gov. Clinton

On September 27th and 28th, President Bush convened the Nation's governors to discuss and define a plan of action for improving American education. This is only the third time in our country's history a President has called a meeting with the Nation's governors to address a single major issue. At the Summit's end, the President and the governors joined in a "Jeffersonian Compact," calling for national education goals and a new flexibility in the use of federal resources in exchange for strengthened accountability -- in short, they said, "We want to swap tape for results."

"We believe 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," according to the joint statement. (Full text, pages 2-3). In addition,

the President and the governors committed to a major state-by-state restructuring of our education system and to exploring the best ways to measure programs.

Taking place at the University of Virginia in Charlottesville, the Summit was marked by a spirit of bipartisanship and cooperation. The governors were led by National Governors Association chairman, Gov. Terry Branstad of Iowa and the Summit Cochairmen, Gvs. Bill Clinton of Arkansas, Carroll Campbell of South Carolina and Booth Gardner of Washington.

The President, his Cabinet officers, and 53 Governors held working group meetings and plenary sessions on such topics as flexibility, accountability and choice. Specific working groups met to discuss "Teaching: Revitalizing a Profession"; "Choice and Restructuring"; "The Learning Environment"; "Governance: Who is

White House, Governors Work to Build on Progress Achieved at Summit

Administration officials and the Governors are working together to put in place action teams and the processes to realize the goals of the Summit. The followup process will include concerned parents, teachers, business and education leaders from all across America. Building upon the progress achieved at the Education Summit, Paul O'Neill, the CEO of the Aluminum Corporation of America, was named chairman of the President's Education Policy Advisory Committee. Committee members will be announced in the near future.

On October 16 and 17, Education Secretary Cavazos convened the first regional strategy meeting on choice in education, at Public School 117 in East Harlem, New York. Secretary Cavazos and Gov. Thomas Kean of New Jersey addressed the meeting, and participants included parents, teachers, students, business leaders, legislators, school board members, and state and local education officials. A second regional meeting was held in Minneapolis, MN on October 23-24. Other regional meetings include Charlotte, NC (November 13-14); Denver, CO (November 16-17); and Richmond, CA (November 28-29).

in Charge?"; "A Competitive Workforce and Education"; and "Post-Secondary Education: Strengthening Access and Excellence." (Continued, page 4.)

THE WHITE HOUSE
WASHINGTON

October 23, 1989

MEMORANDUM FOR CHRISS WINSTON
Deputy Assistant to the President for
Communications

FROM: JEFFREY R. HOLMSTEAD *JRH*
Assistant Counsel to the President

SUBJECT: Proposed White House Wire on the Education Summit

To confirm my telephone call to your office earlier today, Counsel's office has reviewed the above-referenced draft and we have no objections to it from a legal standpoint.

Thank you for the opportunity to review this matter.

cc: James W. Cicconi

89 OCT 23 PM 5:13

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/20/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/23/89 NOON

SUBJECT: PROPOSED WHITE HOUSE WIRE ON THE EDUCATION SUMMIT

		ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments to Chriss Winston, Rm. 122, x2930, no later than NOON, Monday, October 23, with a copy to my office. Thank you.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 20 PM 1:07

((Grant))
October 13, 1989
Draft three
A:wire1011

PROPOSED WHITE HOUSE WIRE
ON THE EDUCATION SUMMIT

PRESIDENT CALLS GOVERNORS TOGETHER FOR HISTORIC EDUCATION SUMMIT

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"We believe 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," according to the joint statement. (Full text, pages 2-3). The President and the governors agreed on to undertake a major state-by-state effort to restructure our education system by focussing on seven areas: pre-school readiness; math and science performance; the drop-out rate; illiteracy; workforce competitiveness; teacher qualifications; and drug-free schools.

Taking place at the University of Virginia in Charlottesville, the Summit was marked by a spirit of bipartisanship and cooperation. The governors were led by

National Governors Association president, Gov. Terry Branstad of Iowa and the Summit Cochairmen, Govs. Bill Clinton of Arkansas, Carroll Campbell of South Carolina and Booth Gardner of Washington.

The President, his Cabinet officers, and 53 Governors held working group meetings and plenary sessions on such topics as flexibility, accountability and choice. Specific working groups met to discuss "Teaching: Revitalizing a Profession"; "The Learning Environment"; "Governance: Who is in Charge?"; "A Competitive Workforce and Education"; and "Post-Secondary Education: Strengthening Access and Excellence."

In preparation for the historic Summit, the President summoned education and business leaders to the White House for a series of listening sessions. The President met with the leaders of major national education organizations in elementary, secondary, and post-secondary public and private education. These groups represented parents, teachers, principals, school administrators, education reform leaders, and local and state elected officials. On September 26, President Bush also met with the Business Roundtable as a follow-up to his June "call to action" for involvement in education by the business community.

WHITE HOUSE, GOVERNORS WORK TO BUILD ON SUMMIT ACHIEVEMENTS

Administration officials and the Governors are working together to put in place action teams and the processes to realize the goals of the Summit. The followup process will include concerned parents, teachers, business and education leaders from all across America. Building upon the progress achieved at the Education Summit, Paul O'Neill, the CEO of the Aluminum Corporation of America, was named chairman of the President's Education Policy Advisory Committee. Committee members will be announced in the near future.

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THE WHITE HOUSE
WASHINGTON

October 23, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER *RBP*
SUBJECT: White House Wire on Education Summit

Thank you for the opportunity to review the draft White House Wire on the Education Summit. Allowing a wider audience to learn of the accomplishments of Charlottesville will help build momentum as work continues on follow-up activities.

From a policy perspective, perhaps a paragraph could be inserted on the President's convocation speech. In the speech, which has been widely acclaimed, the President envisioned "tradition-shattering reform" in education and spoke of a day when "choice among schools will be the norm," "parents will be full partners in the education of their children," and described an education system which "never settles for the minimum." I would also like to offer the following suggestions.

Page 1, para. 1

Suggest inserting after sentence one:

"This is only the third time in our country's history a President has called a meeting with the Nation's governors to address a single major issue."

Page 1, para. 2

Suggest substituting the following for second sentence:

"In addition, the President and Governors committed to a major state-by-state restructuring of our education system and to exploring the best ways to measure progress."

Page 2, para. 2

Please insert "Choice and Restructuring" as one of the working group meetings.

Please let me know if you have any questions on these comments or if I can be of assistance in any other way.

61:2d 82 150 88

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SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>		NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>		PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		ROGICH <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES <i>on way</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>		ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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2nd para 5line (4 the govt. agreed to untake) date out on

REMARKS:

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RESPONSE:

89 OCT 20 P3:17

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 20 PM 1:07

((Grant))
October 13, 1989
Draft three
A:wire1011

PROPOSED WHITE HOUSE WIRE
ON THE EDUCATION SUMMIT

PRESIDENT CALLS GOVERNORS TOGETHER FOR HISTORIC EDUCATION SUMMIT

On September 27th and 28th, President Bush convened the Nation's governors to discuss and define a plan of action for improving American education. *This is only the ~~second~~ ^{thing} time in ~~the~~ ^{our} country's history a President has* At the Summit's end, the President and the governors joined in a "Jeffersonian Compact," calling for national education goals and a new flexibility in the use of federal resources in exchange for strengthened accountability -- in short, they said, "We want to swap red tape for results."

"We believe 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," according to the joint statement. (Full text, pages 2-3). *In addition,* The President and the governors ~~agreed on~~ ^{COMMITTED} to ~~undertake~~ a major state-by-state ~~effort to restructure~~ ^{ing of} our education system ~~by focussing on seven~~ ^{and to exploring the} ~~best ways to measure progress.~~ *best ways to measure progress.* ~~areas: pre-school readiness; math and science performance; the drop-out rate; illiteracy; workforce competitiveness; teacher qualifications; and drug-free schools.~~

Taking place at the University of Virginia in Charlottesville, the Summit was marked by a spirit of bipartisanship and cooperation. The governors were led by

Called a meeting with the Nation's governors to address a single major issue.

National Governors Association ^{Chairman} president, Gov. Terry Branstad of Iowa and the Summit Cochairmen, Govs. Bill Clinton of Arkansas, Carroll Campbell of South Carolina and Booth Gardner of Washington.

The President, his Cabinet officers, and 53 Governors held working group meetings and plenary sessions on such topics as flexibility, accountability and choice. Specific working groups met to discuss "Teaching: Revitalizing a Profession"; ^{"Choice and Restructuring"} "The Learning Environment"; "Governance: Who is in Charge?"; "A Competitive Workforce and Education"; and "Post-Secondary Education: Strengthening Access and Excellence."

In preparation for the historic Summit, the President summoned education and business leaders to the White House for a series of listening sessions. The President met with the leaders of major national education organizations in elementary, secondary, and post-secondary public and private education. These groups represented parents, teachers, principals, school administrators, education reform leaders, and local and state elected officials. On September 26, President Bush also met with the Business Roundtable as a follow-up to his June "call to action" for involvement in education by the business community.

WHITE HOUSE, GOVERNORS WORK TO BUILD ON SUMMIT ACHIEVEMENTS

Administration officials and the Governors are working together to put in place action teams and the processes to realize the goals of the Summit. The followup process will include concerned parents, teachers, business and education leaders from all across America. Building upon the progress achieved at the Education Summit, Paul O'Neill, the CEO of the Aluminum Corporation of America, was named chairman of the President's Education Policy Advisory Committee. Committee members will be announced in the near future.

On October 16 and 17, Education Secretary Cavazos convened the first regional strategy meeting on choice in education, at Public School 117 in East Harlem, New York. Secretary Cavazos and Gov. Thomas Kean of New Jersey addressed the meeting, and participants included parents, teachers, students, business leaders, legislators, school board members, and state and local education officials. A second regional meeting was held in Minneapolis, MN on October 23-24. Other regional meetings include Charlotte, NC (November 13-14); Denver, CO (November 16-17); and Richmond, CA (November 28-29).

EDUCATION LEADERS PRAISE AGENDA SET AT EDUCATION SUMMIT

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fashion. What they said and did will shape public schooling in America for years to come." -- Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Education

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"I get the sense the President is committed, and spotlighting education can serve an important purpose ..."

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###

So let us dream
And let us talk
And if need be let us
argue. But in the end..

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/20/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/23/89 NOON

SUBJECT: PROPOSED WHITE HOUSE WIRE ON THE EDUCATION SUMMIT

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments to Chriss Winston, Rm. 122, x2930, no later than NOON, Monday, October 23, with a copy to my office. Thank you.

RESPONSE:

OK

89 OCT 24 9:57 AM
 89 OCT 24 9:45 AM
 James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

1989 OCT 20 PM 1:07

((Grant))
October 13, 1989
Draft three
A:wire1011

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DATE: 10/20/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/23/89 NOON

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	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>ROGERS</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

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RESPONSE:

*Please see comments below.
10/23/89.*

89 OCT 23 P 3: 05

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 20 PM 1:07

((Grant))
October 13, 1989
Draft three
A:wire1011

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ON THE EDUCATION SUMMIT

PRESIDENT CALLS GOVERNORS TOGETHER FOR HISTORIC EDUCATION SUMMIT

On September 27th and 28th, President Bush convened the Nation's governors to discuss and define a plan of action for improving American education. At the Summit's end, the President and the governors joined in a "Jeffersonian Compact," ^{providing} ~~calling~~ for ~~the establishment of~~ national education goals, ^{to be established for the first time and calling for} and a new flexibility in the use of federal resources in exchange for strengthened accountability -- in short, they said, "We want to swap red tape for results."

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*from all ? States
and Puerto Rico
and the*

The President, his Cabinet officers, and ~~50~~ Governors held working group meetings and plenary sessions on such topics as flexibility, accountability and choice. Specific working groups met to discuss "Teaching: Revitalizing a Profession"; "The Learning Environment"; "Governance: Who is in Charge?"; "A Competitive Workforce and Education"; and "Post-Secondary Education: Strengthening Access and Excellence."

In preparation for the historic Summit, the President summoned education and business leaders to the White House for a series of listening sessions. *participants in these sessions with* The President ~~met with the~~ *included* leaders of major national education organizations in elementary, secondary, and post-secondary public and private education. *these organizations* ~~These groups~~ *represented* parents, teachers, principals, school administrators, education reform leaders, and local and state elected officials. On September 26, President Bush also met with the Business Roundtable as a follow-up to his June "call to action" for involvement in education by the business community.

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OTET

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SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments to Chriss Winston, Rm. 122, x2930, no later than NOON, Monday, October 23, with a copy to my office. Thank you.

RESPONSE:

OK S.F.

89 OCT 23 P 2: 09

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 20 PM 1:07

((Grant))
October 13, 1989
Draft three
A:wire1011

PROPOSED WHITE HOUSE WIRE
ON THE EDUCATION SUMMIT

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SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>WINSTON</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>PINKERTON</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	<u> </u>	<input type="checkbox"/>	<input type="checkbox"/>

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RESPONSE:

Comments 10/23/89

see

89 OCT 23 P1:24

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 20 PM 1:07

((Grant))
October 13, 1989
Draft three
A:wire1011

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Comment from Education:

You may want to get a quote from someone regarding private education.

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WHITE HOUSE, GOVERNORS WORK TO BUILD ON SUMMIT ACHIEVEMENTS

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fashion. What they said and did will shape public schooling in America for years to come." -- Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Education

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/20/89 ACTION/CONCURRENCE/COMMENT DUE BY: 10/23/89 NOON

SUBJECT: PROPOSED WHITE HOUSE WIRE ON THE EDUCATION SUMMIT

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments to Chriss Winston, Rm. 122, x2930, no later than NOON, Monday, October 23, with a copy to my office. Thank you.

RESPONSE: *No comments.*

09 OCT 23 PM 12:40

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1989 OCT 20 PM 1:07

((Grant))
October 13, 1989
Draft three
A:wire1011

PROPOSED WHITE HOUSE WIRE
ON THE EDUCATION SUMMIT

PRESIDENT CALLS GOVERNORS TOGETHER FOR HISTORIC EDUCATION SUMMIT

On September 27th and 28th, President Bush convened the Nation's governors to discuss and define a plan of action for improving American education. At the Summit's end, the President and the governors joined in a "Jeffersonian Compact," calling for national education goals and a new flexibility in the use of federal resources in exchange for strengthened accountability -- in short, they said, "We want to swap red tape for results."

"We believe 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," according to the joint statement. (Full text, pages 2-3). The President and the governors agreed on to undertake a major state-by-state effort to restructure our education system by focussing on seven areas: pre-school readiness; math and science performance; the drop-out rate; illiteracy; workforce competitiveness; teacher qualifications; and drug-free schools.

Taking place at the University of Virginia in Charlottesville, the Summit was marked by a spirit of bipartisanship and cooperation. The governors were led by

National Governors Association president, Gov. Terry Branstad of Iowa and the Summit Cochairmen, Govs. Bill Clinton of Arkansas, Carroll Campbell of South Carolina and Booth Gardner of Washington.

The President, his Cabinet officers, and 53 Governors held working group meetings and plenary sessions on such topics as flexibility, accountability and choice. Specific working groups met to discuss "Teaching: Revitalizing a Profession"; "The Learning Environment"; "Governance: Who is in Charge?"; "A Competitive Workforce and Education"; and "Post-Secondary Education: Strengthening Access and Excellence."

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