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<b>AMERICA 2000: TRANSFORMING IDEAS</b>	<b>REVOLUTIONARY CHANGE</b>	<b>"BUSINESS AS USUAL"</b>
★ <i>Flexibility for Teachers and Principals</i>	<ul style="list-style-type: none"> <li>● Secretary allowed to waive regulations on request for good reason</li> <li>● Covers more than 70 federal programs and almost \$11 billion ✓</li> <li>● For all school districts, in all states</li> </ul>	
★ <i>Break-the-Mold New American Schools</i>	<ul style="list-style-type: none"> <li>● \$545 million over three years for communities to create first 535 + break-the-mold schools</li> <li>● No limitations on types of schools</li> <li>● Submitted by Governors to Secretary guaranteeing truly break-the-mold</li> </ul>	
★ <i>World Class Standards and Voluntary National Exams</i>	<ul style="list-style-type: none"> <li>● Bi-partisan recommendations of National Council on Education Standards and Testing (NCEST)</li> </ul>	
★ <i>Parental Choice of Schools</i>	<ul style="list-style-type: none"> <li>● Help for middle and low-income families to have more choices of all schools, public, private, religious</li> </ul>	

# AMERICA 2000



NUMBER 23, WEEK OF MARCH 30, 1992

U.S. DEPARTMENT OF EDUCATION

## AMERICA 2000: One Year Later

by Lamar Alexander, U.S. Secretary of Education

AMERICA 2000 will have its first birthday April 18. Just one year ago President Bush launched a strategy to help America, community by community, reach six ambitious National Education Goals by the turn of the century. The President and the nation's Governors had agreed on the goals after the education summit in Charlottesville.

AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to

***“AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to bottom.”***

bottom, and the U.S. Department of Education has become the sparkplug for that change.

AMERICA 2000 is not a seven-second soundbite and won't have instant results. Most of it is about helping Americans do things for themselves, in their own families, schools and hometowns.

But there is new energy and a new agenda and an inevitable sort of momentum developing. Here are some of the most important things that have happened during this first year:

1. **More people saying “the Nation's at risk, so I may be, too”**—While not often on the front pages or at the top of the evening news, education is more often seen as the *solution* to what is at the top of the news. George Gallup says Americans think nothing is more important for the next 25 years than having the best education system in the world. Education has become the national worry.
2. **AMERICA 2000 Communities**—Led by both Democrat and Republican Governors, 43 states and more than 1,100 communities are mobilizing under the AMERICA 2000 banner to reach the six National Education Goals. Over 86 of Maine's 184 communities are MAINE 2000 communities. MEMPHIS 2000 has 800 persons working on task forces to find ways to reach the goals, develop progress reports, and create a New American School.

AMERICA 2000 helps give shape to an emerging education movement that will be for America in the 1990s what the civil rights movement was in the 1960s.

3. **World-class standards and new curriculum frameworks**—The National Council on Education Standards and Testing and the National Education Goals Panel have moved rapidly to help create a consensus about what children should know and be able to do in order to live, work and compete in today's world. The National Academy of Sciences is coordinating the development of standards for the sciences; UCLA is coordinating history. The work in English, geography, the arts and civics is about to begin. I see math teachers learning the new standards in virtually every school I visit. States—with our help—are accelerating efforts to change curriculum frameworks to incorporate these new world-class standards.
4. **American Achievement Tests**—There is a new consensus about the need for and the shape of a voluntary national examination system so that parents and communities can know how their schools and kids are doing. In just one year the question has become not whether to do it, but how best to do it.
5. **September Goals Report**—In 1991, Governors and the Administration published the first annual September

***“AMERICA 2000 is about helping Americans do things for themselves, in their own families, schools and hometowns.”***

Goals Report measuring the nation's and each state's progress toward the six National Education Goals. Each year these reports will be increasingly powerful engines for change.

6. **New American Schools**—The New American Schools Development Corporation formed, raised over \$45 million, and received nearly 700 proposals from design

*See One Year Later, next page*

teams that want to help communities create their own “break-the-mold” schools. Minnesota has authorized the creation of deregulated charter schools, a sort of independent public school. Other states, including California, Colorado, Connecticut, and Michigan, are considering similar proposals.

7. **More school options for parents**—This year 10 more states gave parents more choices of the schools their children attend as a way to unleash competitive forces to improve all schools. The President proposed a half billion dollar program to help states create their own GI Bill for Children, \$1000 scholarships that would follow the children of middle- and low-income families to any lawfully operating school.
8. **Flexibility for teachers**—Ohio, Texas, and 12 other states

***“All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership.”***

have given state commissioners of education broad authority to free from regulation schools that set high goals and produce results. The President wants Congress to do the same with federal funds.

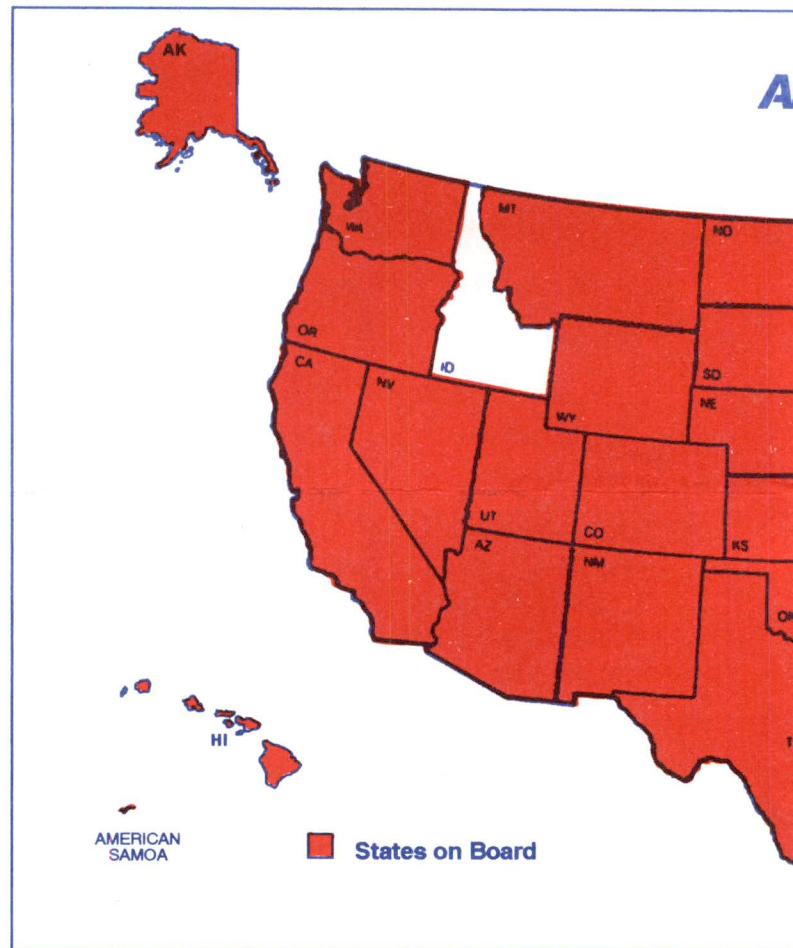
9. **Money**—Education is the President’s No. 1 federal budget priority, including record increases for Head Start, for grants and loans that help families pay for college, and for university research and development. Much of the new funding proposals support the agenda for radical change: New American Schools, standards and testing, choices for families, flexibility.
10. **A bi-partisan spirit**—All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership. In turn, STATE and COMMUNITY 2000 efforts include educators at every level because nothing will change in education unless it changes inside the classroom.

Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message. After all, in the end what we are trying to do is to help people rethink their attitudes and ways of doing things.

***“Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message.”***

And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors. There have been a few important areas of cooperation. The National Council for Education Standards and Testing included members of Congress. Congress appropriated \$100 million for AMERICA 2000, but Congress can’t seem to agree on how to spend it. The President wants to give teachers more flexibility, to help communities create New American Schools, and to give families more

## One Year Later, continued



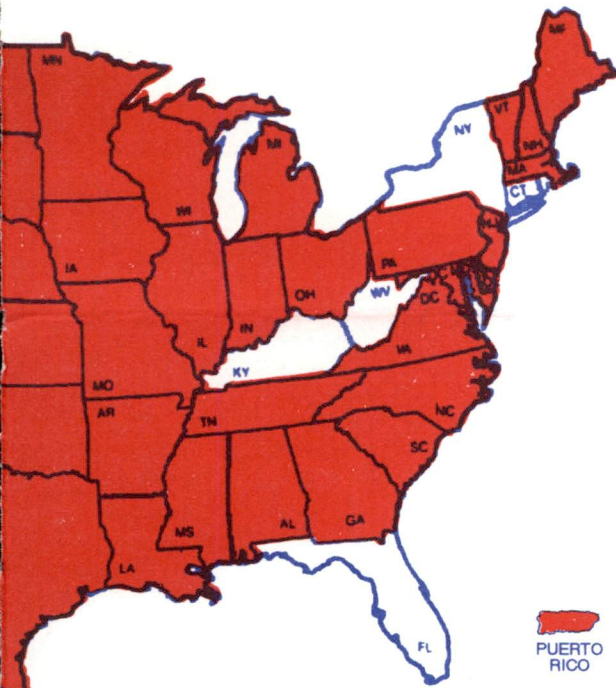
choices of schools. Yet the Congress cannot bring itself to support this much change.

***“And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors.”***

During the past year I have spent about half my days in schools and communities helping to begin AMERICA 2000 efforts. What I see is usually inspiring—families, students, and teachers straining to fit out-dated school structures and community attitudes with a world that has changed dramatically:

- ▲ Math teachers retraining to teach to vastly different standards;
- ▲ Decatur, Georgia, raising \$1 million a year to help children outside the schools so they can learn while they are inside;
- ▲ Murfreesboro, Tennessee, opening all its elementary schools 12 hours a day and in the summer to fit needs of working families;
- ▲ In Minnesota, a kindergarten in a bank, a school in a shopping mall, and a school for teenage mothers in a corporate headquarters;

## AMERICA 2000: One Year Later



- ▲ In Derry, New Hampshire, plans for a year-round school that includes the Alan B. Shepard School of Math and Science;

*“Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.”*

- ▲ Milwaukee, giving poor families more of the same choices of schools wealthier families already have, including private schools;

- ▲ Louisville, Kentucky, saving money by giving school principals the right to acquire electrical services and air conditioning somewhere other than the central maintenance system;
  - ▲ Balderas School in Fresno, California, with evening classes for Hmong, Cambodian, Laotian and Spanish-speaking parents so those parents can understand what their children are learning;
  - ▲ Hispanic first graders in the Bronx learning English on computers so they can improve their math scores.
- Standards are higher. Children are growing up differently. School systems and ways of thinking are atrociously out of date. And most adults are finding we need to go back to school ourselves.

It is harder today to be a teacher, to be a student, to be a

*“The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children.”*

parent. More of us are gradually realizing that radical change in our schools, rather than business as usual, will be necessary if we are to reach the ambitious education goals by the end of the century. And it is also dawning on more of us that there will also have to be radical change in our attitudes outside our schools, within our families and in our own communities. Schools must become better, but that means changing communities, too. It's hard for a school to be a better place than the community it serves.

Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.

More than anything, we want to give more energy and visibility to the need for really radical change in our schools and in our attitudes toward education—all of which begins with helping even more individuals come to their own conclusion that “The Nation’s at risk, so I might be, too.”

A few weeks ago Russia’s new education minister came by the U.S. Department of Education to learn about our schools. I said, “But we should learn from you as well. American eighth graders were 14th in math and 13th in science scores—nearly last—in international comparisons last month. Russian children were ahead of ours.”

He replied, “But you were not 13th in democracy.”

Most of the world is now ready to try the American way of life, to follow our example. They know we have more advantages than any other country. The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children. ▲

## The National Education Goals

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in 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.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Forty-three states, the District of Columbia, American Samoa, Puerto Rico and more than 1,100 communities are mobilizing AMERICA 2000 initiatives.

State	Governor	Kickoff Date
ALABAMA	Guy Hunt (R)	October 31, 1991
ALASKA	Walter Hickel (I)	October 17, 1991
AMERICAN SAMOA	Peter Coleman (R)	August 30, 1991
ARIZONA	Fife Symington (R)	December 12, 1991
ARKANSAS	Bill Clinton (D)	March, 18, 1992
CALIFORNIA	Pete Wilson (R)	April 10, 1992
COLORADO	Roy Romer (D)	June 17, 1991
DELAWARE	Michael Castle (R)	September 19, 1991
DIST. of COLUMBIA	Sharon Pratt Kelly (D)	December 19, 1991
GEORGIA	Zell Miller (D)	October 18, 1991
HAWAII	John Waihee (D)	January 28, 1992
ILLINOIS	Jim Edgar (R)	February 11, 1992
INDIANA	Evan Bayh (D)	October 1, 1991
IOWA	Terry Branstad (R)	October 27, 1991
KANSAS	Joan Finney (D)	October 29, 1991
LOUISIANA	Edwin Edwards (D)	September 9, 1991
MAINE	John McKernan (R)	September 3, 1991
MARYLAND	William Schaefer (D)	September 5, 1991
MASSACHUSETTS	William Weld (R)	October 24, 1991
MICHIGAN	John Engler (R)	November 13, 1991
MINNESOTA	Arne Carlson (R)	September 12, 1991
MISSISSIPPI	Kirk Fordice (R)	February 10, 1992
MISSOURI	John Ashcroft (R)	October 29, 1991
MONTANA	Stan Stephens (R)	December 11, 1991
NEBRASKA	Ben Nelson (D)	September 5, 1991
NEVADA	Bob Miller (D)	March 9, 1992
NEW HAMPSHIRE	Judd Gregg (R)	December 17, 1991
NEW JERSEY	James Florio (D)	April 13, 1992
NEW MEXICO	Bruce King (D)	October 7, 1991
NORTH CAROLINA	James Martin (R)	September 27, 1991
NORTH DAKOTA	George Sinner (D)	To Be Scheduled
OHIO	George Voinovich (R)	November 25, 1991
OKLAHOMA	Dave Walters (D)	December 19, 1991
OREGON	Barbara Roberts (D)	August 22, 1991
PENNSYLVANIA	Robert Casey (D)	October 18, 1991
PUERTO RICO	R. Hernandez-Colon (PDP)	To Be Scheduled
SOUTH DAKOTA	George Mickelson (R)	December 19, 1991
SOUTH CAROLINA	Carroll Campbell (R)	November 20, 1991
TENNESSEE	Ned McWherter (D)	October 25, 1991
TEXAS	Ann Richards (D)	March 5, 1992
UTAH	Norm Bangerter (R)	December 10, 1991
VERMONT	Howard Dean (D)	September 20, 1991
VIRGINIA	Douglas Wilder (D)	To Be Scheduled
WASHINGTON	Booth Gardner (D)	February 28, 1992
WISCONSIN	Tommy Thompson (R)	November 21, 1991
WYOMING	Mike Sullivan (D)	June 21, 1991

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3 legacies  
5 pillars.  
→ 6 goals.  
4 tracks.

7-93  
Fed-State  
why I've taken  
America 2000  
is comm-based.  
why I've taken  
Governance.

1) NAS - 100 B deadline Apr. 1.

2) Choice - opp schools.

3) Ed Flex. 12 B federal dollars covering 70 programs "hands Fed."  
or  
GI Bill 1 Billion or 1/2 billion?

4) Comm units?

or

Tests -

Apr. 18 -

Amer Ach. Tests

4th Graders - Sept. 1993.

## What there is to Decide

1. Congressional Strategy
  - A. Agree on Message
  - B. Meet with GOP Leaders
  - C. Announce Message in a Speech (and repeat it often)
  - D. By April 18, an America 2000 anniversary event: visit an AMERICA 2000 Community (Omaha, San Antonio, Memphis, Las Cruces, Richmond, a town in Maine, Houston)
  
2. Longer Term
  - A. 30 minutes on education every 10 days ?
  - B. Coordinate message with speechwriting
  - C. 3 New Big Ideas (3)
    - (1) State GI Bill for Children--Milwaukee
    - (2) The Armed Forces helping to create schools for kids not making it in regular schools--Los Angeles
    - (3) \$25,000 Lifetime learning line of credit for education and job training--Midwestern State community college
  - D. New American Schools: Sam Walton, Jack Phelan

## The Message

I will not sign business as usual legislation for our schools.

We must have revolutionary changes if our children are going to meet the six national education goals by the year 2000.

Almost a year ago, I outlined the America 2000 strategy to help our country, community by community, reach the six ambitious national education goals that all the nation's Governors and I--Democrats and Republicans--had agreed upon.

The Governor have responded. At least 40 of them have already launched America 2000 efforts in their states. ✓

Communities have responded, more than 1000 of them--like San Antonio 2000, Fresno 2000, Detroit 2000, Memphis 2000.

Educators and Governors are working harder on new academic standards, on changing curriculum frameworks, on building a voluntary national examination system, on new report cards that let us know each year, state by state, community by community what progress we're making toward these goals.

American business has responded by agreeing to raise \$200 million to fund creative design teams that will help communities create a new generation of truly break-the-mold New American schools, the best schools in the world, schools that meet the needs of kids the way kids are growing up today. ✓

700 teams of the most creative Americans have applied to become the design teams that help communities create New American Schools --including 120 universities, educators in more than 1000 schools, several hundred corporations of all sizes, 140 think tanks--they all want to do one thing: help create the best schools in the world. }

America is determined to create the best schools in the world for our children and grandchildren and I am determined to help do just that.

**"WHEN I THINK OF AMERICA IN THE YEAR 2000. . ."**

[NOTE: This is about how to follow up and to actually make happen what the President talked about in his excellent February 12 campaign kick-off statement. It is a medium term strategy focused upon the President's speech at the convention as the defining moment.

While a speech on March 20 might define the President's current agenda and program versus the "business as usual" Congress, what follows is different. It defines a longer view of what kind of America we want, and how we should get there. It might be mentioned in passing in response to the March 20 deadline but should not be rushed.]

1. The central thrust of the 1992 electorate.
  - a. Partly because of American success in beating Communism abroad, and partly because of the speed of change at home too (Technology, medicine, job market, etc.) the 1992 election will be about the future of America at home.
  - b. The recession accelerates the focus of our attention to matters at home and it should be taken seriously but it is only a traffic jam. It will end. The question is where the road leads then.
  - c. The public will want the candidates (the President included) to understand America and to point to where the road goes -- what kind of America we want, and how we should get there.
  - d. In that sense the election is less a referendum on the successful past than the first day of an uncertain future. That might be dangerous for leaders who have been around for awhile -- and a chance for new faces who seem to be generational change (Probably an explanation for early Clinton success).

e. The people sense that our institutions need renewal:

- Our cities aren't what they should be.
- Something is wrong with our education system.
- Something is wrong with our health system.
- Big business seems to be indifferent to little workers.
- Congress and Washington don't seem to work very well.
- The people aren't sure about their jobs because they're not sure their employers will survive 5 years.
- They're not sure their kids will get good jobs.
- They have no sense of what America will be like in the year 2000.

f. The people don't need a complete and detailed road map but they want to know what their leadership has in mind.

2. Leadership for the future is best shown not talked about -- shown through involvement, commitment. Words, speeches, bills alone may not do it.

a. It may be very important for the President to seem as engaged in and by domestic issues as foreign. When the words seem words only while his heart/mind are overseas, it may hurt. The people want to know he cares.

b. The key may be consecutive time -- few highly visible interruptions for foreign things -- and truly engaging the President's attention over a long enough period to get his mind fully into it. His schedule needs to assure him private quality time to talk with people about the future of the country,

--The Cabinet can be asked to fill in the following: "When I think of America in the year 2000. . ." Attachment A is an example of what the President might say about education as he thinks of America in the year 2000.

--A series of great American thinkers might spend individual quality time with the President -- asked to the White House to share with him their thoughts about "When I think of America in the year 2000 . . ."

--He might ask himself and all around him, in every meeting, on every subject: "What does this mean for America in the year 2000?"

--He might instruct every speechwriter to include the concept in every speech: "When I think of America in the year 2000 ...". The process is to impose the discipline upon everyone to think in those terms.

- c. Leadership about the future need not be comprehensive. The people don't expect an answer for everything. But they do want to see that their President understands the questions, has some answers, and is looking for more.
3. One vehicle, the America 2000 Communities, already exists as one example of how to think about many of these subjects.
  4. A relevant campaign year calendar might look like this:
    - a. From now until the late Spring/early Summer might be a good time to engage in the quiet consecutive time meetings with Cabinet and outsiders on what America in the year 2000 will be like.
      - The Democrats will be pre-occupied with their own primary mess.
      - The immediate public focus is appropriately on the short-term economic plan to end the recession (the "Traffic jam")
    - b. If some things leak out about great thinkers asked to the White House to talk about America in the year 2000, that's OK, probably good. After all, the most important thing the President should be doing is getting his thoughts together for exactly how to make the most of a second term. Although it really should not be done for PR but to help focus on the job ahead.
    - c. Come early Summer he should start to use the line repeatedly on all domestic subjects -- in most speeches, regardless of the subject: "When I think of America in the year 2000. . ."

- d. The objective of the exercise should be to select no more than 5 areas which address and symbolize American concerns for today as well as for tomorrow. The product itself (goals, strategy and assessment) must be designed to provide assurance that the American ship of state is not rudderless and that future unknown problems will also be solved with effective leadership.
- e. The Convention acceptance speech is the right moment to launch it in a campaign speech. It should be a knock-em-dead speech about the America we can be -- optimistic -- uplifting -- with confidence in the future and excitement in getting there: Here is the America I see in the year 2000 -- and here's how we can get there.
- f. This is less a definition of Democratic weakness than it is a reason to re-elect a Republican President. It leaves plenty of room to criticize the Democrats, but from a position of maximum strength.
- g. Everything in the campaign -- and in the President's schedule -- would re-emphasize his upbeat commitment to the future: All scheduling, all advertising, all campaign materials, all speeches, all releases (campaign or White House).
- h. It would be less a referendum on the past than seeking a mandate for the future. (The specifics of the mandate are less important than the public's awareness that the President not only thinks about the future but has an exciting concept of it and how to get there. He will thus get support from many who might disagree on the specifics but are thrilled by the leadership.)
- i. The beginning point might be a schedule like this:
  - Consult with Skinner and Teeter by 3/10
  - Small group (2-5) put draft plan together by 3/17
  - Plan ready for the President by 3/18 (meet that week).

**When I think of America in the Year 2000--Education**

When I think of America in the year 2000--I think of schools, colleges and universities that are the best in the world.

Instead of a nation at risk I think of America as a nation of students.

To accomplish that we must make revolutionary changes in our schools and in our attitudes about our educational responsibilities at home.

Business-as-usual has no chance whatever of getting us where we must go.

That is why we have worked with Governors to create six such ambitious national education goals. This is the first time in our nation's history America has had such goals.

That is why we are working so hard on the America 2000 strategy to implement these goals, community-by-community.

This is an agenda for radical change:

--working with educators to create world class standards in math, science, English, history and geography;

--helping states build new curriculum frameworks;

--moving ahead on a voluntary national examination system so parents and communities can know how their children and schools are doing;

--beginning a period of massive teacher retraining and of parents and communities re-examining their own responsibilities toward children.

I have challenged America to create an entirely new generation of "break-the-mold" New American schools, to literally start from scratch and create the best schools in the world.

America has responded. Hundreds of communities are rethinking their schools and their responsibilities from top to bottom. Business has responded by agreeing to raise \$200 million to create design teams to help those communities create New American schools. And 700 of the most creative teams in America are competing to be among those design teams.

I have challenged every American city, town and village to become an America 2000 community: to adopt the six national goals, to find their own way to reach them, to create a report card to measure their progress, and to create at least one new American school.

America has responded. In less than a year 40 states and more than 1000 communities are hard at work on their American 2000 activities.

I have challenged Congress to give teachers more flexibility in spending federal money and to help communities create New American Schools.

I have challenged Congress to give families more choices of schools, to give teachers more flexibility, to help states create world class standards, new curriculum frameworks and a national examination system.

Congress has been thinking about my challenges now for nearly a year and is about to send (has sent) me a billion dollars worth of business-as-usual legislation.

But I am not going to let Congress authorize spending one billion new dollars on business as usual and pretend that it is real education reform.

Business as usual and more of the same will not help us reach our dream of creating the best education system in the world by the turn of the century.

We must have revolutionary change.

That means ambitious goals, America 2000 communities, world-class standards and a national examination system--it means break-the mold New Americans Schools, more flexibility for classroom teachers, and opportunity scholarships that give middle and low income families more choices of schools.

And it means spending the money we are now spending more wisely--as well as making new investments at all levels--to make these revolutionary changes real.

I am glad to put new money into education. I think of education as an investment in our future.

My new budget puts more new dollars into education than into any other department. Federal spending for education has been going up faster than state and local spending while I have been President.

The budget has record increases for head start and for helping families pay for college. It has a half billion new federal dollars to create opportunity scholarships and another half billion over three

years for New American schools. It allocates \$2.1 billion to math and science education with a new focus on teacher retraining.

This year I have also challenged Congress to create one million \$1000 "opportunity scholarships" that will give middle and low income families more of the same choices of all schools that wealthy people have always had. "Opportunity scholarships" will mean new federal dollars to help states do for elementary and high school students what the federal government did for veterans with the GI Bill and what the federal government does today with Pell Grants to help students pay for college costs. These "opportunity" scholarships would mean fairness to middle and low-income families, would put new federal money into schools that serve our children who need the most help, and would unleash powerful competitive forces to help make all schools better.

When I think of education in America in the year 2000 I think of all of our children arriving at school ready to learn, of at least 90 per cent of our children graduating from high schools, of all children learning at least math, science, history, English and geography to a standard so that they can live work and compete with children in every part of the world. I think of our children working hard to become first in the world in math and science. I think of working Americans literate and skilled so that they can have and keep good jobs. I think of schools that are drug and violence free.

I can think of no crusade that will bring out the best in this wonderful country better than this America 2000 crusade, a crusade community-by community to make certain that when the next

century comes, America is a nation of students and that those students have the best education system in the world.

And every indication is that the only kind of legislation Congress will send to me is warmed over business as usual legislation, more money for more of the same.

**I want Congress to know this: I will not sign business as usual legislation for our schools.**

**The American education system needs revolutionary change, not more of the same.**

**Just because it is an election year, I will not sign business as usual legislation that pretends to be education reform. That will not help us create the best schools in the world. That will not help our children move fast enough toward our six ambitious education goals. That will not create the kind of America we want by the year 2000.**

**Congress must give teachers more flexibility, help communities create truly break-the-mold New American Schools, help states create world class standards and new curriculum frameworks and a voluntary national examination system. And, as a matter of simple fairness, Congress should give middle and low income families more of the same choices of schools that families with money already have.**

And while Congress is at it there is a good deal more that it can do-

--increase head-start funding so that it will be available to every four year old;

--give families help paying for college by increasing college scholarships by more than \$1 billion, making student loans deductible from income taxes, make it possible to use retirement accounts for education costs without penalty;

--help working people by giving every American a \$25,000 lifetime learning line of credit for education and job training and by

making those who can only take one course at a time eligible for federal grants and loans;

--create Governor's Academies for Teachers of math, science, English, history and geography in every state and increase support for retraining math and science teachers;

--make it easier for Americans in mid career to enter teaching;

This costs money. I am ready to spend more money:

--my new budget has more new discretionary dollars for education than for any other department; federal spending for education has been rising faster than state spending while I have been President.

--while I have President head-start spending will have gone up 127 per cent while the federal budget has increased only 25 per cent;

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--I have asked for half billion new federal dollars to help states create a state or local GI Bill for Kids. That is a half million new 1000 scholarships for middle and low income families to spend at the school of their choice. It would affect every family making less than \$40,000 per year in a participating school district.

--I have asked for a half billion new federal dollars over three years for the first 500 new American Schools.

But money alone is not the answer. America already spends nearly as much per student on elementary and secondary education as any country in the world.

Rethinking from top to bottom our schools and our attitudes about education and our children is the answer.

When I think of America in the year 2000 I think of America as a nation of students--students of all ages--lucky enough to live in a country that has provided for them the best schools, colleges and universities in the world.

Most of what must be done can't be done in Washington. It must happen community, community, school by school, family by family.

**But Congress can help. And one year ago, I asked to Congress to do just that--to join America's effort to change our education system from top to bottom, and to help America create the best schools in the world for our children.**

**Specifically, I asked Congress:**

**--to give teachers more flexibility in their classrooms spending federal money;**

**--to give communities help in creating break-the-mold, New American schools;**

**--to give middle and low income families more of the same choices of schools that families with money already have**

**--and to help state leaders and educators create world-class standards so we can agree on what our children know and can do, to build new curriculum frameworks that will move those standards to the classrooms, and to construct a national voluntary examination system--a system of American Achievement Tests-- so that we can tell whether our schools and our children are meeting these standards.**

This is urgent business.

There is no more important enterprise in this country than a community by community movement to create the best schools in the world for our children by the year 2000.

It has been a year now. Congress has not responded.

Congress has missed my March 20 deadline.

Congress has even missed its own April 1st deadline, one it set for coming up with legislation to spend \$100 million that it appropriated for America 2000.

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1. Getting the talk right -- Let speechwriters turn the attached policy into a few paragraphs of rhetoric and use it over and over and over again: "When I think of America in the year 2000 I think of a nation of students educating ourselves throughout our lifetimes at the best system of schools, colleges and universities in the world. This will take revolutionary changes. Business as usual will not help us reach our six ambitious national education goals."

2. Prepare for Second Term -- The President hosts small one hour private sessions every 10 days to talk about and get comfortable with his second term plans for education and how he should go about talking about this to the American people.

WHERE THE PRESIDENT GOES AND WHAT HE SAYS -- The President should seize the initiative on education, make it his by a sustained series of public appearances that make clear his agenda, where he thinks the nation ought to go, what it ought to do in order to become a nation of students educating ourselves at the best system of schools, colleges and universities in the world. All of the following ideas are either approved and part of the budget, or are now being worked out with OMB.

1. Draw the line with Congress -- The President should invite bipartisan congressional leaders to the White House immediately (before April 1). Tell them: "I won't sign business as usual legislation for our schools. We need revolutionary changes if our children are going to meet the six national education goals by the year 2000. That means support for world class standards, new curriculum frameworks and a voluntary national examination system. It means giving teachers more opportunity for training and more flexibility spending federal funds in their classrooms, giving communities help in creating truly break-the-mold New American Schools, and giving middle- and low-income families more of the same choices of schools for their children that wealthy families already have."

2. A bold Republican initiative for working Americans -- Invite Republican congressional leaders to the White House. Let them tell the President about their amendment to the higher education bill. They will say: "Let's create a \$25,000 lifetime line of credit for education and job training for every American which can be paid back out of earnings collected by the IRS. This will give working men and women and their children a better chance for a better job and a better life." The President can offer his support and use this for the rest of the year.

3. Drawing the line with Congress again -- When Congress does not act by March 20 and the April 1 deadline for authorizing the use of \$100 million appropriated for AMERICA 2000 passes, criticize the Congress: "Congress has missed not only my deadline but its own deadline. Worse than that, all Congress is thinking about passing is more of the same, business as usual. We need revolutionary changes: world-class standards and a voluntary national examination system; training and flexibility for teachers; break-the-mold New American Schools; more choices of schools for families."

4. Celebrate the first birthday of AMERICA 2000 (April 18) -- Celebrate the first anniversary of AMERICA 2000 by making one or two visits the week before to cities working hard to become an AMERICA 2000 community (e.g.: Omaha, Memphis, Las Cruces, etc.). "Forty states, led by Governors of both parties -- more than 1000 communities -- have accepted my challenge to become AMERICA 2000 communities. This is how America will create the best system of schools in the world by the turn of the century, community-by-community. This is how we can help our children reach the six ambitious national education goals we established in Charlottesville in 1989."

Another visit in May to Charlotte-Mecklenburg Chamber of Commerce Community Education Summit -- (May 22) Major POTUS address on education. Organizers expect "thousands" of citizens attending. Community has made a strong commitment to AMERICA 2000 and made rapid strides on standards and testing. Trip should include visit to Johnson C. Smith University's Kiddie Kollege.

5. World Class Standards and Testing -- Go to Nashville on April 3-4 (or videoconference) to address 15,000 math teachers: "You are one more reason for America to value its teachers. You led the way. You got out in front, established clear and high standards for what our children should know and be able to do about math. We are working together to create voluntary American

Achievement Tests so parents and communities can know how their kids and schools are doing. We want them to be able to live, work and compete with kids growing up in Seoul, Tokyo and Berlin."

6. "Opportunity Scholarships" -- Go to Milwaukee, check on the progress of Polly Williams and Gov. Thompson's program to help poor families attend private schools: "I have included in my new budget a half billion dollars to create one million new thousand dollar scholarships for children of middle- and low-income families. The only restriction would be that families be able to use this scholarship at any lawfully operating school. This is fair to families, will put money into the schools that help children who need the most help, and will unleash competitive forces that will make all schools better. It is federal support for a kind of state or local GI Bill for Kids. It is, in effect, a Pell grant for elementary and high school students. It will help to create the best system of elementary and high schools in the world just as the GI Bill and Pell grants have helped to create the best system of colleges and universities in the world. For Houston, for example, this would be \$100 million new federal dollars into the hands of middle- and low-income families to be spent in the schools that serve their children. . ."

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7. New American Schools -- Go to almost any city, visit a break-the-mold school with Ted Sizer, or Jim Comer, or Hank Levin. "We must rethink our schools from top to bottom. We must break the mold, make revolutionary changes, invent schools that meet the needs of children the way children are growing up today. More than 700 of the most creative teams in America are competing for the \$200 million that the New American Schools Development Corporation will be giving to design teams that will in turn help communities everywhere create a new generation of new American schools, the best schools in the world."

8. Head Start and Parental Responsibility -- Go to National Meeting of Elementary School Principals in New Orleans, April 31: "We know Head Start helps. That is why I have pushed for a 127 percent increase in funding for Head Start during my four years while the federal budget as a whole was going up only 25 percent. Beginning next year Head Start will be available for every four-year-old. But, in the end, it is the parent who must make certain the child is born healthy, loved, read to, listened to, cared for. The family makes a difference. Every teacher knows this."

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9. Flexibility -- Meet with teachers anywhere about this: "I can't think of a better example of the difference between what Washington thinks and what America thinks about this. I have yet to meet a teacher who does not think that she and her colleagues could not help children more if they had more flexibility in the way they spend the \$12 billion in more than 70 federal elementary and secondary programs. Yet Congress won't move. I think everybody against the idea of giving teachers more flexibility in the classroom must live in Washington, D.C." ✓

10. Retraining Teachers -- Go to a Teachers or Principals Academy, lots of places: "One thing is certain -- if we are going to have new world-class standards, and different curriculum frameworks, and New American Schools, if we are going to expect so much more of our children we must be prepared for a period of massive retraining of teachers. That is why I have recommended that Congress provide funds to begin Governors Academies for teachers of math, science, English, history and geography in every state. That is why we have refocused \$2.1 billion of federal math and science education programs on teacher retraining."

11. Education and Job Training for working Americans and their Children -- Go to any community college, or to the national convention of community colleges in Phoenix on April 12 (or videoconference): "When I think of America in the year 2000, I think of a nation of students, Americans of all ages, throughout their lifetimes educating themselves in the best system of schools, colleges and universities in the world. This means we must give working men and women and their children a \$25,000 lifetime line of credit for education and job training which may be paid back from earnings collected by the IRS. It means we should let the working mother, who can only take one class at a time while she is working and managing her family, be eligible for our federal grants and loans to continue her education."

12. The Armed Forces helping to create the best schools in the world -- The President should take Cheney and Alexander to a conference in Los Angeles, direct them to implement a plan for how the armed forces can work with Los Angeles and other school districts to create schools for kids that aren't making it in regular schools: "If we can put missiles down smokestacks, we can create the best schools in the world for our children. As we cut back on military spending, we should take some of this brain power, equipment and dollars to help our cities with some of their toughest educational problems."

13. Colleges and Universities -- Commencement address: "We have the best system of colleges and universities in the world. We are the world grand champions of science and technology. That is why I have recommended record levels of R&D spending. That is why I have recommended record increases in federal funds to help families pay for college costs. That is why I have recommended letting students deduct from their federal taxes the interest on student loans and to withdraw money without penalty from their IRAs for education. Today one of every two four-year-college students has a federal grant or loan to help pay college costs. We must use the principles that have helped to create the best system of colleges and universities in the world to help to create the best elementary and high schools in the world by the turn of the century."

14 Design Teams -- In mid to late June the New American Schools Development Corporation will announce the 20-30 award winners from the nearly 700 design teams who submitted bids. The President should meet with a few of these teams, perhaps at the proposed geographical location of the school and speak with them about their winning "break-the-mold" ideas.

cc: Richard Darman  
Ede Holiday  
Clayton Yuetter

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Yer.



STATE OF ARKANSAS  
 OFFICE OF THE GOVERNOR  
 State Capitol  
 Little Rock 72201

Bill Clinton  
 Governor

March 18, 1992

Dr. Sam Wilson  
 Secretary's Regional Representative  
 United States Department of Education  
 1200 Main Tower Building, Room 2125  
 Dallas, TX 75202

Dear Sam:

This letter is to announce Arkansas 2000. In joining with the America 2000 initiative, Arkansas will continue its education revolution that we began a decade ago with the adoption of state school standards--a crusade that encourages the involvement of our communities in the education of all its citizens.

In joining this national effort, I challenge and encourage every community in Arkansas to move toward reaching the six National Education Goals by the year 2000.

Thank you for your attention to this matter.

Sincerely,

Bill Clinton

BC:rdd

Post-It™ brand fax transmittal memo 7871		# of pages > 1	
To	John Crisp	From	Sam P. Wilson
Co.		Co.	Ark. VE
Dept.		Phone #	729-3626
Fax #	441-1971	Fax #	729-3634

# AMERICA 2000

DRAFT

NUMBER 23, WEEK OF MARCH 30, 1992

U.S. DEPARTMENT OF EDUCATION

## AMERICA 2000: One Year Later

by Lamar Alexander, U.S. Secretary of Education

AMERICA 2000 will have its first birthday April 18. Just one year ago President Bush launched a strategy to help America, community by community, reach six ambitious National Education Goals by the turn of the century. The President and the nation's Governors had agreed on the goals after the education summit in Charlottesville.

AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to

***“AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to bottom.”***

bottom, and the U.S. Department of Education has become the sparkplug for that change.

AMERICA 2000 is not a seven-second soundbite and won't have instant results. Most of it is about helping Americans do things for themselves, in their own families, schools and hometowns.

But there is new energy and a new agenda and an inevitable sort of momentum developing. Here are some of the most important things that have happened during this first year:

1. **More people saying “the Nation's at risk, so I may be, too”**—While not often on the front pages or at the top of the evening news, education is more often seen as the *solution* to what is at the top of the news. George Gallup says Americans think nothing is more important for the next 25 years than having the best education system in the world. Education has become the national worry.
2. **AMERICA 2000 Communities**—Led by both Democrat and Republican Governors, 42 States and more than 1,100 communities are mobilizing under the AMERICA 2000 banner to reach the six National Education Goals. Over 86 of Maine's 184 communities are MAINE 2000 communities. MEMPHIS 2000 has 800 persons working on task forces to find ways to reach the goals, develop progress reports, and create a New American School.

AMERICA 2000 helps give shape to an emerging education movement that will be for America in the 1990s what the civil rights movement was in the 1960s.

3. **World-class standards and new curriculum frameworks**—The National Council on Education Standards and Testing and the National Education Goals Panel have moved rapidly to help create a consensus about what children should know and be able to do in order to live, work and compete in today's world. The National Academy of Sciences is coordinating the development of standards for the sciences; UCLA is coordinating history. The work in English, geography, the arts and civics is about to begin. I see math teachers learning the new standards in virtually every school I visit. States—with our help—are accelerating efforts to change curriculum frameworks to incorporate these new world-class standards.
4. **American Achievement Tests**—There is a new consensus about the need for and the shape of a voluntary national examination system so that parents and communities can know how their schools and kids are doing. In just one year the question has become not whether to do it, but how best to do it.
5. **September Goals Report**—In 1991, Governors and the Administration published the first annual September

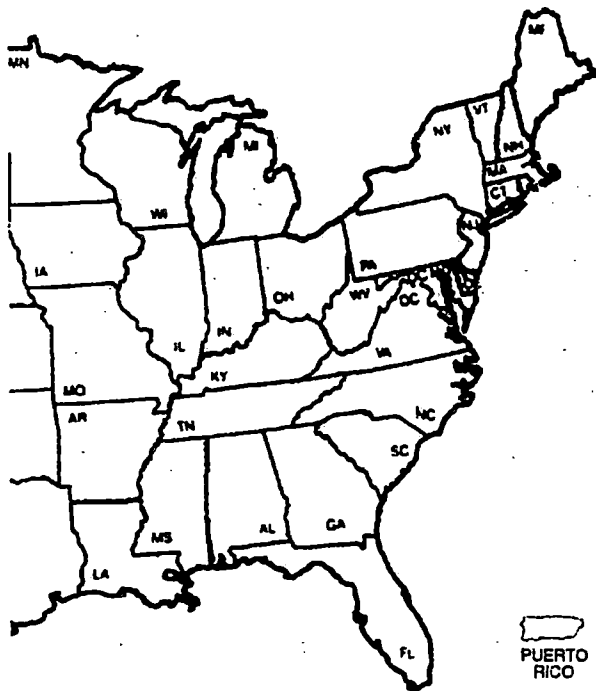
***“AMERICA 2000 is about helping Americans do things for themselves, in their own families, schools and hometowns.”***

Goals Report measuring the nation's and each state's progress toward the six National Education Goals. Each year these reports will be increasingly powerful engines for change.

6. **New American Schools**—The New American Schools Development Corporation formed, raised over \$45 million, and received nearly 700 proposals from design

*See One Year Later, next page*

## AMERICA 2000: One Year Later



- ▲ In Derry, New Hampshire, plans for a year-round school that includes the Alan B. Shepard School of Math and Science;

*“Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.”*

- ▲ Milwaukee, giving poor families more of the same choices of schools wealthier families already have, including private schools;

- ▲ Louisville, Kentucky, saving money by giving school principals the right to acquire electrical services and air conditioning somewhere other than the central maintenance system;
- ▲ Balderas School in Fresno, California, with evening classes for Hmong, Cambodian, Laotian and Spanish-speaking parents so those parents can understand what their children are learning;
- ▲ Hispanic first graders in the Bronx learning English on computers so they can improve their math scores.

Standards are higher. Children are growing up differently. School systems and ways of thinking are atrociously out of date. And most adults are finding we need to go back to school ourselves.

It is harder today to be a teacher, to be a student, to be a

*“The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children.”*

parent. More of us are gradually realizing that radical change in our schools, rather than business as usual, will be necessary if we are to reach the ambitious education goals by the end of the century. And it is also dawning on more of us that there will also have to be radical change in our attitudes outside our schools, within our families and in our own communities. Schools must become better, but that means changing communities, too. It's hard for a school to be a better place than the community it serves.

Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.

More than anything, we want to give more energy and visibility to the need for really radical change in our schools and in our attitudes toward education—all of which begins with helping even more individuals come to their own conclusion that “The Nation’s at risk, so I might be, too.”

A few weeks ago Russia’s new education minister came by the U.S. Department of Education to learn about our schools. I said, “But we should learn from you as well. American eighth graders were 14th in math and 13th in science scores—nearly last—in international comparisons last month. Russian children were ahead of ours.”

He replied, “But you were not 13th in democracy.”

Most of the world is now ready to try the American way of life, to follow our example. They know we have more advantages than any other country. The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children. ▲

teams that want to help communities create their own "break-the-mold" schools. Minnesota has authorized the creation of deregulated charter schools, a sort of independent public school. Other states, including California, Colorado, Connecticut, and Michigan, are considering similar proposals.

- 7. **More school options for parents**—This year 10 more states gave parents more choices of the schools their children attend as a way to unleash competitive forces to improve all schools. The President proposed a half billion dollar program to help states create their own GI Bill for Children, \$1000 scholarships that would follow the children of middle- and low-income families to any lawfully operating school.

- 8. **Flexibility for teachers**—Ohio, Texas, and 12 other states

*"All the Governors of both parties set the national education goals, and almost all are involved in the AMERICA 2000 partnership."*

have given state commissioners of education broad authority to free from regulation schools that set high goals and produce results. The President wants Congress to do the same with federal funds.

- 9. **Money**—Education is the President's No. 1 federal budget priority, including record increases for Head Start, for grants and loans that help families pay for college, and for university research and development. Much of the new funding proposals support the agenda for radical change: New American Schools, standards and testing, choices for families, flexibility.

- 10. **A bi-partisan spirit**—All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership. In turn, STATE and COMMUNITY 2000 efforts include educators at every level because nothing will change in education unless it changes inside the classroom.

Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message. After all, in the end what we are trying to do is to help people rethink their attitudes and ways of doing things.

*"Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message."*

And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors. There have been a few important areas of cooperation. The National Council for Education Standards and Testing included members of Congress. Congress appropriated \$100 million for AMERICA 2000, but Congress can't seem to agree on how to spend it. The President wants to give teachers more flexibility, to help communities create New American Schools, and to give families more



choices of schools. Yet the Congress cannot bring itself to support this much change.

*"And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors."*

During the past year I have spent about half my days in schools and communities helping to begin AMERICA 2000 efforts. What I see is usually inspiring—families, students, and teachers straining to fit out-dated school structures and community attitudes with a world that has changed dramatically:

- ▲ Math teachers retraining to teach to vastly different standards;
- ▲ Decatur, Georgia, raising \$1 million a year to help children outside the schools so they can learn while they are inside;
- ▲ Murfreesboro, Tennessee, opening all its elementary schools 12 hours a day and in the summer to fit needs of working families;
- ▲ In Minnesota, a kindergarten in a bank, a school in a shopping mall, and a school for teenage mothers in a corporate headquarters;

## The National Education Goals

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in 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.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Forty-two states, the District of Columbia, American Samoa, Puerto Rico and more than 1,100 communities are mobilizing AMERICA 2000 initiatives.

State	Governor	Kickoff Date
ALABAMA	Guy Hunt (R)	October 31, 1991
ALASKA	Walter Hickel (I)	October 17, 1991
AMERICAN SAMOA	Peter Coleman (R)	August 30, 1991
ARIZONA	Fife Symington (R)	December 12, 1991
ARKANSAS	Bill Clinton (D)	March 18, 1992
CALIFORNIA	Pete Wilson (R)	April 10, 1992
COLORADO	Roy Romer (D)	June 17, 1991
DELAWARE	Michael Castle (R)	September 19, 1991
DIST. of COLUMBIA	Sharon Pratt Kelly (D)	December 19, 1991
GEORGIA	Zell Miller (D)	October 18, 1991
HAWAII	John Waihee (D)	January 28, 1992
ILLINOIS	Jim Edgar (R)	February 11, 1992
INDIANA	Evan Bayh (D)	October 1, 1991
IOWA	Terry Branstad (R)	October 27, 1991
KANSAS	Joan Finney (D)	October 29, 1991
LOUISIANA	Edwin Edwards (D)	September 9, 1991
MAINE	John McKernan (R)	September 3, 1991
MARYLAND	William Schaefer (D)	September 5, 1991
MASSACHUSETTS	William Weld (R)	October 24, 1991
MICHIGAN	John Engler (R)	November 13, 1991
MINNESOTA	Arne Carlson (R)	September 12, 1991
MISSISSIPPI	Kirk Fordice (R)	February 10, 1992
MISSOURI	John Ashcroft (R)	October 29, 1991
MONTANA	Stan Stephens (R)	December 11, 1991
NEBRASKA	Ben Nelson (D)	September 5, 1991
NEVADA	Bob Miller (D)	March 9, 1992
NEW HAMPSHIRE	Judd Gregg (R)	December 17, 1991
NEW JERSEY	James Florio (D)	April 13, 1992
NORTH CAROLINA	James Martin (R)	September 27, 1991
NORTH DAKOTA	George Sinner (D)	To Be Scheduled
OHIO	George Voinovich (R)	November 25, 1991
OKLAHOMA	Dave Walters (D)	December 19, 1991
OREGON	Barbara Roberts (D)	August 22, 1991
PENNSYLVANIA	Robert Casey (D)	October 18, 1991
PUERTO RICO	R. Hernandez-Colon (PDP)	To Be Scheduled
SOUTH DAKOTA	George Mickelson (R)	December 19, 1991
SOUTH CAROLINA	Carroll Campbell (R)	November 20, 1991
TENNESSEE	Ned McWherter (D)	October 25, 1991
TEXAS	Ann Richards (D)	March 5, 1992
UTAH	Norm Bangerter (R)	December 10, 1991
VERMONT	Howard Dean (D)	September 20, 1991
VIRGINIA	Douglas Wilder (D)	To Be Scheduled
WASHINGTON	Booth Gardner (D)	February 28, 1992
WISCONSIN	Tommy Thompson (R)	November 21, 1991
WYOMING	Mike Sullivan (D)	June 21, 1991

## New American Schools (NAS)

*"The centerpiece of our National Education Strategy is not a program, it's not a test. It's a challenge: to reinvent American education—to design New American Schools for the year 2000 and beyond."*

—George Bush, April 18, 1991.

### What are they?

- ▲ New American Schools would reflect the best of what is known about teaching, learning, and educational technologies and would enable all students to meet World Class Standards of achievement in at least five core subject areas: English, math, science, history and geography. This bill would provide seed money for the creation of the first wave of these break-the-mold schools.

### Why do we need them?

- ▲ Reforms of the 1980s were too slow and too timid. To meet the six National Education Goals set by the President and the Governors, we need to enter the 21st century with a new generation of American schools—schools that are not just improved but *uniquely American and the best in the world*.

### Who will create them, and how?

- ▲ It begins with communities. The President has challenged every city, town, and neighborhood in the country to become an AMERICA 2000 Community by doing four things:
  1. Adopt the six National Education Goals.
  2. Develop a community-wide strategy to meet them.
  3. Design a report card to measure progress.
  4. Plan for and support a break-the-mold New American School.
- ▲ The fourth part of the challenge, to "plan for and support" a NAS, begins with the community deciding that its schools are not good enough and asking a question: if the schools we have today did not exist, what would we create in their place? Answering that question means examining curriculum, staffing, technology, community resources, rules and regulations, and more. It means figuring out how *all* dimensions of schooling can contribute to making students reach World Class Standards in at least five core subjects.
- ▲ While communities begin to develop ideas about what their own NAS might look like, a national effort is underway to help. The New American School Development Corporation (NASDC) is a non-profit, tax-exempt organization created by business in July of 1991 at the request of President Bush.

- ▲ NASDC will raise \$200 million of private capital for the support of 20 to 30 Design Teams. The Design Teams—an assemblage of the best thinking the country has to offer—will create adaptable models for break-the-mold schools. They can help communities see what is possible and assist in creating the New American School that best suits a given community.
- ▲ Operating costs for NAS will be about the same as the cost of running most of today's schools. To get them started, the President has asked Congress to provide initial funds of up to one million dollars for at least 535+ New American Schools—one for each Congressional District and two for each state. The money may be used for planning, staff training, purchasing equipment, software, and instructional materials, etc—whatever a community needs to get its New American School launched. After that, operating costs will be met with non-Federal funds.
  - The legislation would authorize \$180 million for fiscal year 1992, \$180 million for 1993, and \$185 million for 1994. → 545m.
  - To receive funding, communities would be nominated by Governors from among AMERICA 2000 Communities and selected by the Secretary of Education acting on the advice of a panel of experts.
  - All New American Schools would be fully operational by school year 1996-97.
- ▲ But these 535+ New American schools are just the beginning. We hope that in years ahead thousands of schools across the country will become a New American Schools.

launch.

545m.

**How does this effort to create a new generation of American school differ from previous reform efforts?**

- ▲ *It relies on clear, World Class Standards of performance.* The central mission of each NAS will be to help all student's reach World Class Standards in five core subjects, as measured by American Achievement Tests.
- ▲ *It depends on community-wide efforts.* It brings a wide range of intellectual and social resources to bear on the challenge of helping students reach those World Class Standards.
- ▲ *It aims to integrate all dimensions of a school's life* to promote the achievement of World Class Standards. This means using time, space, staff, and community resources in more powerful ways.
- ▲ *It brings visionary designers together with communities dedicated to creating schools that are best in the world*—schools that draw on state-of-the-art technology, the latest education research, the best education practices, and the community resources to put them in place.

- ▲ *It calls for leadership from all levels.*

**The President** introduced AMERICA 2000 and sought to put education first—and keep it there.

**Governors**—31 are now leading STATE 2000 efforts.

**Local leaders**—thousands of civic, business, education and religious leaders are organizing COMMUNITY 2000 efforts to transform learning in their schools and communities.

**Congress**—the President has asked Congress to provide seed money for a new generation of American schools.

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- ★ *The attached provides an idea of what a New American School might look like—nine promising projects that help point the way...*

## A New Generation of American Schools

### 1. RJR Nabisco's Next Century Schools

The RJR Nabisco Foundation is supporting fundamental school reform projects across the country. Over five years, 1990 through 1994, 45 schools will share in \$30 million in grants. To date, 30 schools have received three-year grants of up to \$250,000 per school per year to help them increase the time students spend learning, alter the structure of the school day and year, group students according to mastery level, and measure success based on student performance. This year's 15 winning schools were chosen from 1,600 applicants.

### 2. Ted Sizer's Coalition of Essential Schools

Less is more, student as worker, personalized learning—these are among the nine essential principles that schools must commit to in order to become an Essential School. Ninety-eight schools in 23 States have made commitment, in an effort to transform the roles of their students and teachers, to recast students as active learners and teachers as coaches. Such transformation, the Coalition recognizes, can come about only through comprehensive, concentrated efforts at the individual school site. As Ted Sizer puts it, "Schools cannot be redesigned piecemeal: everything important within a school affects everything else important there. Substantial redesign by and of an existing school while it is operating is often every bit as difficult as *rebuilding an entire car while it speeds along an Interstate.*"

### 3. Washington State's Schools for the 21st Century

Created by the legislature in 1987, Washington's Schools for the 21st Century competition has resulted in awards for 33 innovative educational projects. Schools are connected by an electronic network, which enables teachers to "discuss" ideas and share lesson plans. The program supports a 10-day supplemental contract which, in effect, sets aside two weeks for school-level planning, staff development, and instructional improvement. Common themes among projects include outcomes-based education, integrated curricula, cross-age grouping of students, parents involvement, and technology.

### 4. Saturn School of Tomorrow

In 1986, in his weekly New York Times column, Al Shanker wrote that "Perhaps the most important step in revitalizing the [automobile] industry is the Saturn project. It is designed to make believe that no one has ever made a car before and to start the whole process from scratch—to reopen not just what the car should look like and how it should run but every question of production, supplies; labor, relations, the role of management." That, Shanker, argued, is what's needed in education—an educational Saturn project. Taken by this idea, Tom King and David Bennett set out to make it happen. The result is the Saturn School of Tomorrow which opened in St. Paul, MN in the fall of 1989. The Saturn School of Tomorrow uses innovative approaches in staffing, use of computers, and creation of individual lesson plans for students. It groups students by interest and ability, rather than by grade level. And students go to museums, libraries, and elsewhere in the community for lessons. Saturn enjoys enthusiastic support from parents.

## 5. **Lighthouse Project**

In 1989 in Casper, Wyoming, Lamar Alexander called for the creation of "brand new American Schools." The Casper business community responded to that challenge by sponsoring a competition, open to anyone, to create innovative schools. The competition triggered a flurry of creative thinking, drawing 37 proposals, from which five winning "Lighthouse School" proposals were selected. Four of those proposed schools are scheduled to open in the fall of 1991, with seed money from the business community.

## 6. **James Comer's School Improvement Program**

Yale child psychologist James Comer's innovative school improvement process has been adopted by a total of 165 elementary, middle and high schools, including schools in Prince Georges County, Maryland, and by all elementary schools in New Haven, Connecticut. The "Comer process," which was first implemented in 1968, emphasizes team building with parents, comprehensive planning, staff development, and continuous assessment of student progress. All Comer schools use a governance structure that includes three components: a school planning and management team, a mental health, and a parent group.

## 7. **Henry Levin's Accelerated Schools Program**

Unlike most approaches to compensatory education, where instruction is slowed down, Henry Levin's idea is to *accelerate* instruction. The purpose of his Accelerated Schools Program is simple: to bring every low-performing child up to grade level by end of elementary school. Approximately 50 schools, including statewide networks in Missouri and Illinois, are testing the three principles of Levin's program. First, parents and educators have set goals for their schools and their children and identified ways to achieve those goals. Second, parents and educators are at the school site are empowered to make the decisions necessary to make learning happen. Third, teachers, parents, and students build on students' strengths.

## 8. **Speech by Chris Whittle at the April 1990 Education Roundtable, Sponsored by the Tennessee Business Roundtable**

"What we need is a fundamentally different American education. We need a new American school. One that is better for students, one that is better for teachers, one that is better for the country .... In our new American schools, the objectives are going to be much clearer.... Grade levels will be a thing of the past. Students will learn at their own pace. They will finish when they finish....

"The pieces of the new American school are all around us. The great thing that pilots and experiments have done is that they have shown us all the various things that we might do. The 'education Edisons' are really massive systems integrators. They are going around and taking all these pieces and reassembling them into a whole that is fundamentally different that the one we have."

## 9. **Project Genesis**

A unique proposal in North Carolina would allow teams of educators to bid on—and winning teams to run—new schools before their doors are opened. Proposed requirements would be minimal; they would include a statement of principles, information on funding, and an accountability plan. Also, up to half the slots in each school would be reserved for students living outside the attendance area. A key provision in Project Genesis is training. Winning teams would receive training and assistance in reconceptualizing schooling. They would then hire and train their own staff, who may not need to meet teacher certification requirements. The idea, ultimately is to extend Project Genesis beyond new schools to include existing schools as well.

## SUCCESS FOR ALL

SUCCESS FOR ALL is a school-wide program for students in grades pre-K to five. The idea behind this program is to organize resources to ensure that virtually every student in a Chapter I school will reach the third grade with adequate reading skills, and that no student will be allowed to "fall between the cracks". The main elements of the program are:

1. **Tutors:** In grades 1-3, specially trained certified teachers work one-on-one with any students who are failing to keep up with their classmates in reading. First grade students are the priority for tutoring.
2. **Reading Program:** During reading periods, students are regrouped across age lines for 90 minutes so that each reading class contains students at one reading level. This eliminates the need to have reading groups within the class and increases the amount of time for direct instruction. Also, use of tutors as reading teachers during reading time reduces the size of most reading classes. The reading program in grades K-1 emphasizes language skills, auditory discrimination and sound blending, and uses engaging, phonetically regular mini-books which students read to one another in pairs. At the second through the fifth grade levels, students use school or district selected reading materials, basals, and trade books. This program emphasizes cooperative learning activities built around partner reading, identification of characters, settings, and problem-solutions in narratives, story summarization, writing, and direct instruction in reading comprehension skills. At all levels, students read books of their choice for twenty minutes each evening as homework. Classroom libraries of books are developed for this purpose.
3. **Preschool and Kindergarten:** A half-day preschool program is provided for all eligible children. The program emphasizes language development, readiness, and positive self-concept. A full-day kindergarten program continues the emphasis on language, using children's literature and big books as well as thematically related activities. It also adds early reading activities such as oral and written composition, activities promoting the development of concepts about print, alphabet games, and math concept development. Peabody Language Development Kits are used to provide additional experience in language.
4. **Cooperative Learning:** Cooperative learning is the vehicle that drives the *Success For All* curriculum. Students work together in partnerships and teams, helping one another to become strategic learners. Emphasis is placed on equal opportunities for success, individual accountability, common goals, and rewards.
5. **Eight-Week Assessments:** Students in grades 1-5 are assessed every eight weeks to determine whether they are making adequate progress in reading. This information is used to assign students to tutoring and to suggest alternative teaching strategies in the regular classroom, to make changes in reading group placement, family support interventions, or other means of meeting students' needs. The school facilitator coordinates this process with the active involvements of teachers in grade level teams.
6. **Family Support Team:** The Family Support Team is designed to work with parents in ensuring the success of their children. The team focuses on promoting parent involvement, developing plans to meet the needs of individual students who are having difficulty, implementing attendance plans, and integrating community and school resources. The team is composed of the principal or vice-principal, facilitator, social worker, and other personnel. In addition, all teachers share the responsibility of interacting closely with the team.
7. **Facilitator:** A full-time facilitator works with teachers in each *Success For All* school to help them implement the reading program. In addition, the facilitator coordinates eight-week assessments, assists the Family Support Team, facilitates staff support teams, plans and implements staff development, and helps all teachers make certain that every child is making adequate progress.
8. **Staff Support Teams:** Teachers in the *Success For All* program support one another through the training and implementation process in coaching partnerships, grade level teams, and other staff team configurations. These teams become a catalyst for the dissemination of new material, goal setting, problem solving, and they provide a supportive forum for discussion around new instructional strategies.

For more information contact:

Success for All Program

Center for Research on Effective Schooling for Disadvantaged Students

3503 N. Charles Street, Baltimore, MD 21218

(410)516-0274

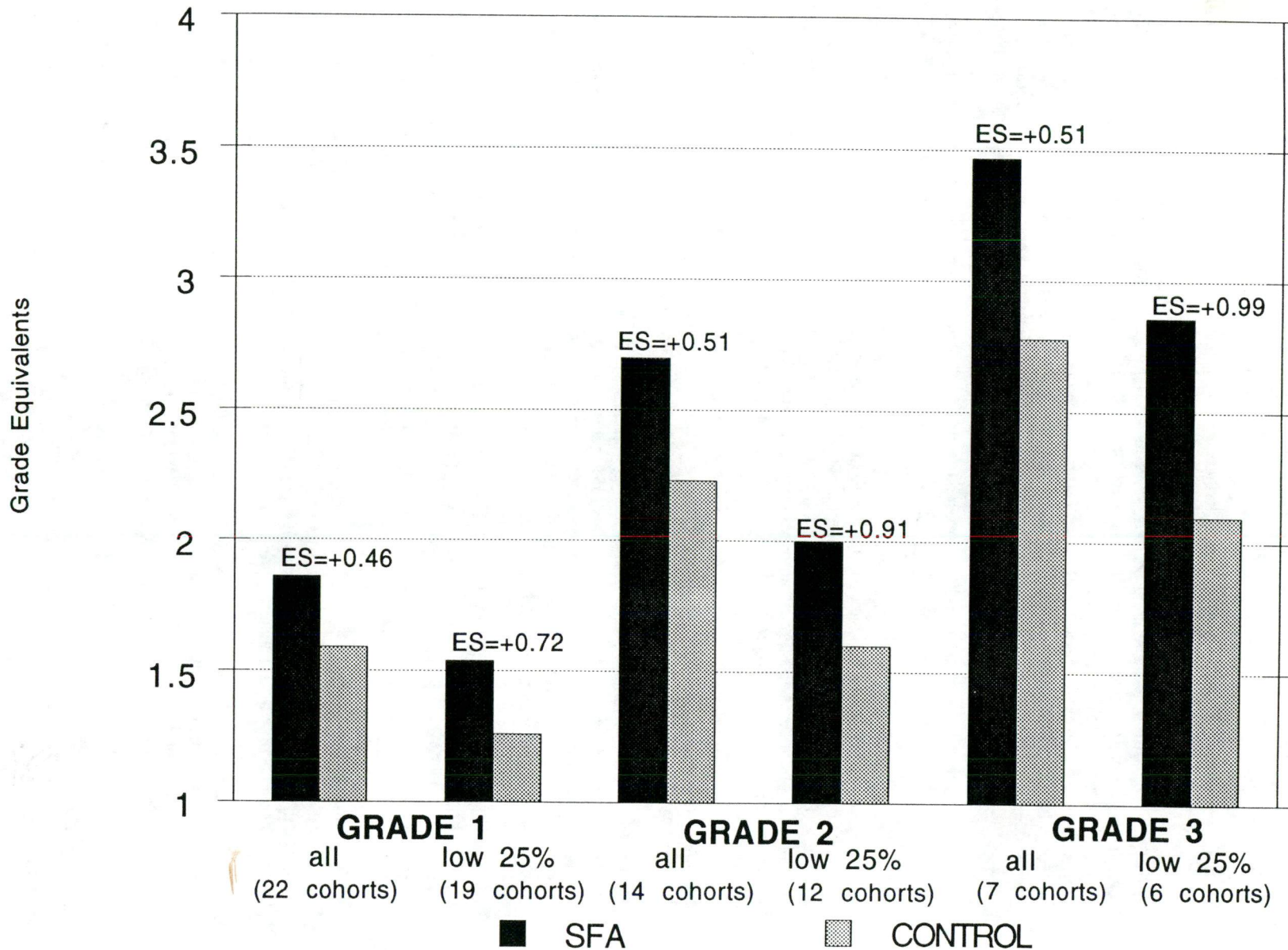
In use in 31 states,  
schools

12 states

cut special ed.  
placements in half.

ch. 1 -  
remedial  
reading teacher  
open doors?  
know  
about  
regular  
reading  
institutions.

**Figure 7.11**  
**All Success for All Schools, All Years (1987-1991):**  
**Average Grade Equivalents and Effect Sizes**



Note: Includes all students in all years of program implementation who were in Success for All or control schools since first grade.

## New American Schools

### **Theodore Sizer's Coalition of Essential Schools--Walbrook Senior High School, Baltimore, Maryland**

**Rationale:** Joining approximately 200 other high schools throughout the country that have adopted the Coalition of Essential Schools model, Walbrook has incorporated two basic tenets in its instructional program: establishing teaching practices for the individual needs of schools and students, and teaching students to make their own discoveries. Instruction, therefore, focuses more on student experimentation rather than lecturing or drill and practice. Rather than end of semester testing, students' progress is determined by their ability to work through experiments, write essays, or answer questions orally. Promotion and graduation is based on mastery of the required critical skills and knowledge.

**Description:** The Walbrook High School is one of the charter sites for the Coalition of Essential Schools, located in Baltimore, MD. Its student population is 99 percent black. It began implementation of the Essential Schools program in September 1986 with 116 of its 450 9th graders. The school uses a school-within-a-school model. This model has spread from the first ninth grade team throughout the school.

In implementing the Essential Schools Model at Walbrook staff concentrate on developing students "essential" skills--how to speak coherently, read and comprehend, conduct research in libraries and compute basic math--all the while providing students with the tools they need to continue learning throughout their lives.

Staff development is an important part of the program. In its initial stages, teachers attended a six-week summer institute and made several visits to Brown University to learn implementation strategies to develop instructional programs, based on students' identified needs. Teachers now participate in a two-week long staff development institute each summer. The school has received several grants to support the program. Most of the grant money has been used to support staff development activities.

Like all Coalition schools, Walbrook staff must agree to develop school faculty governing boards, participate in staff development, undergo a staff evaluation every three years, and demonstrate sufficient funds to support their activities. The beginning ninth grade class graduated in 1990. Seventy-three percent of the class went on to college, and the remaining students all had post high school plans for continued education or employment. In addition, to graduation rates, the school is beginning to collect achievement data. However, in addition to

test scores, mastery of essential skills has also been documented through the use of exhibitions of students work focusing on a central theme.

**Contact:** Samuel Billups  
Walbrook Senior High School  
Baltimore, MD  
(301) 396-0721

## **RJR Nabisco Foundation's Next Century Schools**

Next Century Schools is a competitive grants program of the RJR Nabisco Foundation designed to stimulate bold reforms in American public elementary and secondary education. The program provides grants of up to \$250,000 per year for three years to individual public schools.

**Rationale:** The Next Century Schools Program was started in order to recognize and reward entrepreneurial reform in public education in grades K-12. The program was started by Louis V. Gerstner, Jr., Chairman and CEO of RJR Nabisco, who recognized that business has a vital stake in the education of the Nation's children. As he explained:

"Next Century Schools is designed to bring about a radical change in our Nation's public schools... For anyone who has taken a long hard look at our public education system, it is painfully clear that traditional approaches to education aren't working anymore." (News Release, April 2, 1990, RJR Nabisco, Inc., Washington, DC)

By providing \$30 million in venture capital over a five-year period, RJR Nabisco expects to enable entrepreneurs and risk-takers in education to break up the institutional gridlock that has stifled innovation and creativity.

**Program schedule:** The program was announced on November 1, 1989, by the RJR Nabisco Foundation, with a \$30 million base for five years. The first 15 winners were announced in April 1990, chosen from nearly 1,000 applicant schools. The first 15 schools implemented their programs in September 1990. The second group of 15 winners was announced in April 1991, chosen from approximately 1,600 applications. The second group of schools will implement their programs in September 1991. A third and final group of 15 schools will be selected in April 1992 and will implement their programs in September 1992.

**Application and selection process:** Any individual public school in the United States is eligible to apply. Each applicant submits a proposal describing what they intend to do and how they intend to spend the grant funds. The proposal narrative includes: (a) a description of the school and school district, (b) a summary of the elements of the program, (c) the goals of the program, including specific targets being set for the students, (d) how progress toward these targets will be measured and documented, (e) a statement of why outside funds are needed, and in particular, why the grant will make a critical difference in the program, and (f) a capabilities statement. Applicants also describe how their program, if it succeeds, could be continued and expanded within their school district, or replicated across the State or Nation.

An advisory board composed of notable education, business, and public policy leaders help to select the winning proposals. Until tapped by President Bush as Education Secretary, former Tennessee Governor Lamar Alexander had served on the program's 17-member board.

Applications are judged on the likelihood of improving the performance of children in school. Grants are awarded based on prospects for improving student performance; a commitment to reform shared by parents, teachers, and the community; and plans for sustaining and expanding the program once it proves successful.

**Description:** "The Next Century Schools program addresses the failure of public education by rewarding educators who challenge the system and try fundamentally new ways to teach. Rather than tinker at the margins, the NCS grant winners have volunteered to be educational pioneers and devise model programs that can be adapted by local communities nationwide," declared Mr. Gerstner. (News Release, April 16, 1991, RJR Nabisco, Washington, DC)

Guiding principles for Next Century Schools include:

- o The overriding objective of school reform is to improve the academic performance of students;
- o Grants will be made only at the school building level to those with direct responsibility for educating children;
- o Success will require a shared commitment from many community participants, not only teachers, but parents, administrators, community organizations, and businesses, among others; and
- o Successful programs should be able to be expanded and replicated.

Winning reform initiatives included such elements as:

- o implementing all-day, year-round schooling;
- o bringing parental involvement into every classroom;
- o using an enhanced curriculum to motivate elementary children to take extra math instruction during recess and after school;
- o involving teachers in redesigning an alternative high school;
- o breaking an urban middle school into five mini-schools with specialized instruction, small classes and personalized support for each student;
- o creation of new learning environments;
- o bold programs for at-risk students; and

o new methods to improve math and science skills.

**Evaluation:** Each of the Next Century Schools undertakes a yearly evaluation of their program, assessing how they performed against the goals they set. The RJR Foundation utilizes the expertise of (1) the University of Tennessee Graduate School of Education to work with each school to establish appropriate assessment measures, and (2) the McKenzie Group of Washington, DC to perform case studies and ethnographic studies of the schools. Additionally, the Foundation conducts site visits.

Since each Next Century School is given a three-year grant, the Foundation wants to allow sufficient time for each school to design and implement its program and, thus, does not expect to report to the public anytime soon.

(404) 727-5788

## Education

The President is committed to revolution and change in our education system in order to meet the national education goals for the year 2000. The Congress is satisfied with a "business as usual" bill.

- The President is committed to giving low- and middle-income parents the same choice of schools for their children that wealthier parents now have (Congress says "no").
- The President wants help for communities to create break-the-mold New American Schools (Congress says "no").
- The President believes teachers and schools deserve greater flexibility in how they use the more than \$11 billion of Federal funds covering more than 70 programs (Congress says "no").
- The President is working with the Governors to establish world-class standards for what our students should know and be able to do and a national assessment system tied to those standards (Congress says "no").

*News papers: Standards Challenge.*  
*low standards - barely literate, connect to newspapers.*

## AMERICA 2000 LEGISLATIVE BACKGROUND

President Bush sent to Congress on May 23, 1991, his legislative proposal for a National Education Strategy, "The AMERICA 2000 Excellence in Education Act," S. 1141 and H.R. 2460. This measure contained thirteen initiatives to help make radical changes in our Nation's education system. Congress has since enacted several of these initiatives: the National Council on Educational Standards and Testing, the National Commission on Time and Learning, and the Regional or State Literacy Centers.

Important initiatives that remain to be legislated are: assisting States to create world class academic standards and a voluntary national examination system, helping communities to create "break-the-mold" New American Schools, allowing educators more flexibility in using Federal money, as well as providing for middle- and low-income parents to have more of the choices that wealthy families have in selecting public or private schools for their children. Other major initiatives of the Administration's proposal include: Merit Schools, Governor's Academies for Teachers, Governor's Academies for School Leaders, and Alternative Certification of Teachers and Principals.

On January 23, 1992, the Senate passed S.2, the "Neighborhood Schools Improvement Act," as an alternative to the Administration's AMERICA 2000 proposal. This bill, which provides for block grants to States to be used for educational restructuring efforts, was amended during Floor consideration to incorporate the AMERICA 2000 initiatives of: world class academic standards and American Achievement Tests for our Country's children, New American Schools (public only), and Regulatory Flexibility.

The Senate bill provides for New American Schools to be supported through applications for the combination of two waivers, aggregating 25% of the State's grant, submitted to the Secretary by the chief State school officer, acting in consultation with the governor. The bill's Regulatory Flexibility provision allows six States, at no more than fifty sites, to waive cumbersome regulations relating to the use of Federal funds. The bill authorizes public school Choice; however, the Senate rejected an amendment to authorize a demonstration program that would allow public and private Choice for middle- and low-income families. The Administration's strategy to attempt to make the Senate bill more acceptable was guided by the agreement with the House Committee, which resulted in the inclusion of a provision to authorize public and private Choice in H.R. 3320.

The House Education and Labor Committee, on September 21, 1991, reported out the Kildee/Goodling education reform bill, H.R. 3320, as an alternative to the Administration's AMERICA 2000 proposal. H.R. 3320, represented a genuine bipartisan effort to take some initial steps in the direction of revolutionary change.

This measure, which authorized block grants to States for "district-wide" reform activities, included the AMERICA 2000 initiatives of New American Schools, as an "allowable activity," as well as public and private school Choice. However, on February 26, 1992, House Democrats introduced H.R. 4323 to replace H.R. 3320. The new bill removes the provision for school Choice, and permits local school boards to retain authority over the legislation's provisions for "reform" plans for public school education. New American Schools remain as an allowable activity for public schools. On March 12, 1992, Secretary Alexander sent a letter to Chairman William Ford (D-MI), which informed the Chairman of the Secretary's disappointment in the Democrat's decision to abandon the bipartisan Kildee/Goodling bill and to strip the bill of crucial provisions. The Secretary's letter stated that this action "takes us back to business as usual."

## REASONS TO OPPOSE THE SENATE AND HOUSE EDUCATION REFORM BILLS

The AMERICA 2000 National Education Strategy is based on four transforming ideas: New American Schools, Regulatory Flexibility, Public and Private School Choice, and Standards and Testing. On each of these key provisions, it appears that the Congress will fail to pass a bill that will adequately implement any of the Administration's objectives.

### NEW AMERICAN SCHOOLS

The Senate bill has changed the Administration's New American Schools proposal in the following significant ways: only public schools are eligible for participation in the program; through inordinately complicated and unnecessary waiver provisions, only 25% of the funds available under this bill can be spent on New American Public Schools; and the entire funding and approval process is placed in the hands of the existing education bureaucracy -- the same cast of characters that are responsible for the current state of education in our Country.

The House bill, as currently written, also limits New American Schools to public schools. In addition, the House bill lists New American Schools as only one of a number of allowable activities, and leaves the entire funding process created in the bill in the hands of the educational establishment on the state and local levels.

**RESULT:** It is almost certain that any final bill sent to the President will do little more than mention New American Public Schools, will not be funded in such a way to allow New American Schools to be created in every Congressional District as proposed by the Administration, and will not be organized and controlled at the community level.

### EDUCATION FLEXIBILITY

The Senate bill creates a demonstration program that allows only six States (at no more than fifty sites) to waive their regulations relating to the use of Federal funds.

The House bill has no flexibility provision, and the House Education and Labor Committee Democrats have been the strongest opponents of this issue in past years. Consequently, it is expected that only a demonstration program even more limited than the Senate provision will be added to the bill in the House.

**RESULT:** Congressional Democrats are not willing to do more than pay lip service to the concept of providing the flexibility that educators need to develop innovative new ideas at the local level.

-2-

**CHOICE**

The Senate bill permits only public school Choice. The full Senate rejected a very limited public and private school choice demonstration amendment that was offered by Senator Orrin Hatch (R-UT).

In the House, Education and Labor Committee Chairman William Ford (D-MI) reneged on his agreement with former White House Chief of Staff John Sununu and Secretary Alexander, to include public and private school choice as an allowable activity in the bill. As a result, the current bill makes no reference to public and/or private school choice.

**RESULT:** Public and private school Choice will not be included in the final bill. Accordingly, low- and middle-income parents will not be allowed the opportunity to choose among all schools for their children.

**STANDARDS AND TESTING**

The Senate, in S.2 and in the OERI reauthorization, has included a provision, supported by the Administration, that adopts many of the recommendations of the Commission on Standards and Testing.

The House bill will be amended to add its own Standards and Testing provision. The Committee appears to be headed in the direction of adding a number of objectionable provisions. In particular, it is likely that the final bill passed by the Committee will include a section attempting to tie the issue of Standards and Testing to school financing.

**RESULT:** Any final bill sent to the President will likely include a provision attempting to equalize funding among all schools in the Country before, or at least concurrent with, proceeding with the Administration's proposals on Standards and Testing.

**OVERALL CRITICISMS**

The bill could be vetoed for the following reasons:

- o The final bill makes little or no progress toward implementing any of the AMERICA 2000 four transforming concepts that are listed above;

-3-

- o It is "business as usual" in many respects:
  - o The educational establishment will be in control of the entire process, as witnessed by the strong support of nearly every education interest group -- including the teachers' unions;
  - o In and of itself, the bill does not accomplish institutional change in our Nation's education system -- it is simply another block grant, that is similar to Chapter 2;
  - o The opportunity for parents and others at the community level to provide input, as envisioned in the Administration's AMERICA 2000 proposal, is severely limited.
- o From a procedural standpoint, Democrats, particularly in the House, have refused to compromise and have reneged on agreements with the Administration, as well as with the Ranking Republican on the House Education and Labor Committee, William Goodling (R-PA), to make the legislation more acceptable. Additionally, Congressional Democrats have included almost every major provision that has been advanced by the education establishment interest groups.

★ → Beth - grave for SA邓小平

suby. of choice:

Forma in text: drug + violence

recall the goal.

short list of goals

Why are we doing this:

Simple: But search for children - burial

Norm 2000: minimum mobilizing support for children.

Not my goals  
for 2 goals  
national goals →

→ 25 million through the existing state agencies

K-12

curriculum frameworks  
standards

Content: formula grants only

anniversary

L. Arshf -  
Resurrection day  
Call us...

Black + Hispanic  
schools:  
Austin  
East Harlem  
Riverside