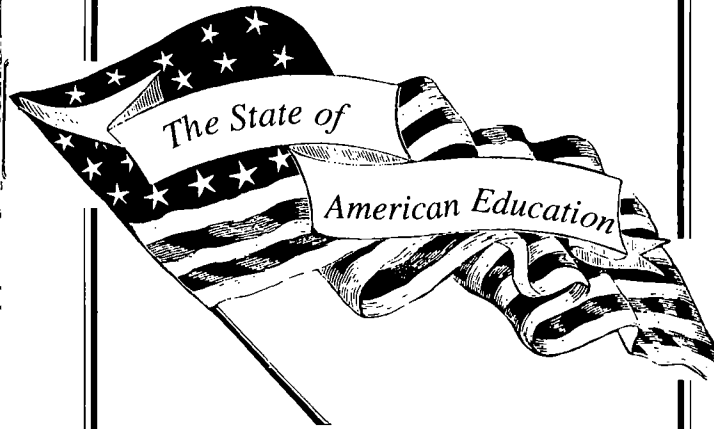

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Address by

Richard W. Riley

U.S. Secretary of Education

Georgetown University

Washington, D.C.

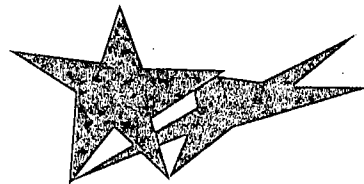
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SCHOOL TO WORK OPPORTUNITIES

AN OWNER'S GUIDE

U.S. DEPARTMENT OF EDUCATION • U.S. DEPARTMENT OF LABOR



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

THE IMPROVING AMERICA'S SCHOOLS ACT of 1993: HISTORY AND CONTEXT

Enacted as part of President Lyndon Johnson's War on Poverty, the Elementary and Secondary Education Act of 1965 (ESEA) offered federal support for the first time targeted to school districts in low-income communities. ESEA originally focused on those students most in need of the skills and knowledge that would help them get ahead: poor children.

Over the years, Congress has made substantial amendments to ESEA seven times, adding programs to help other groups of children with special needs. Programs were created to help Indian children, children who speak little or no English, migrant children, neglected and delinquent children and youth, and other students with special needs. Over time, additional programs supported more general educational improvement that would benefit all students throughout the country. The early 1980s witnessed a consolidation of dozens of smaller categorical grant programs into a block grant for fostering school improvement. Other programs were launched to improve math and science instruction and to free schools from drugs.

In its thirty-year history, ESEA has contributed to improvements in American education. At least in part as a result of ESEA, the needs of at-risk children, which were once ignored, are now recognized; and the academic achievement of these children has improved, particularly in basic skills. Public awareness about the role of schools in combating illegal drug use has grown, and most schools have curricula and policies to prevent drug abuse. Opportunities for professional development have expanded, as has support for instructional innovation.

Despite these successes, evaluations indicate that ESEA resources have seldom triggered the kinds of transforming changes that our schools need, particularly in economically disadvantaged communities. Resources are spread thinly, instead of being targeted to where the needs are greatest. ESEA programs tend to operate independently of each other, focusing on narrow categories of need, instead of the comprehensive learning needs of each child and the whole environment of a school. Separate and fragmented programs have led to fragmented practices. Separating and labeling children in pull-out programs has resulted in separate -- and lower -- expectations for participating children.

All our children must develop the knowledge, skills, and habits of mind we once expected only of our top students. And even our top students need to grapple with material far more challenging than they do right now. Upgrading the quality of education in America relies on a fundamental, guiding principle: high standards should replace minimum standards for all children. Research has demonstrated that content-rich instruction is indispensable for all children at every stage of intellectual development, if they are to reach their full potential.

Other countries have faced similar crises of quality and have taken serious steps to improve the nature of their schooling. Many nations have successfully aligned every part of their education systems around high standards including curricula and instruction, student assessment and teacher learning, use of technology and time, and school management.

In a similar fashion, standards can drive reforms in American education. State content and performance standards can define the knowledge and skills we expect of all students. Such standards can drive the development of curricula, tests, professional development, and other parts of schooling to create a coordinated system. Changes in curriculum and instruction can provide a focus for reform efforts at all levels of the education system.

The federal government is an important partner in education reform. The National Education Goals, established by the President and the governors in 1989, provide a national vision of what we must strive to achieve by the year 2000 and establish a framework for sustained improvement. These goals must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to lead productive lives.

The Goals 2000: Educate America Act will support coordinated efforts to reach the national goals based on a new partnership among the federal government, states, parents, businesses, schools, communities, and students. Goals 2000 will encourage states and local districts to develop and implement systemic reform plans designed to ensure that all children have access to high-quality teaching and learning geared to challenging standards.

The Improving America's Schools Act of 1993 refocuses federal programs to support systemic reform efforts and ensure that children and schools most in need benefit from them. Under our ESEA reauthorization proposal, Title I, bilingual education and other programs will become integral to, not separate from, state and community education reform. By focusing resources on children whose needs are the greatest, we will work to ensure that all students have access to high-quality, standards-based educational experiences.

Thirty years after the federal government began its efforts to ensure that poor children and other children in need had access to equal educational opportunities, we have learned a great deal about what it takes to give them that opportunity. Setting high expectations for all students and providing them the tools they need to meet those high standards, should drive education reform at all levels. The revised ESEA will help create an ethic of learning across America, based on the straightforward premise that all students can learn to challenging standards.



UNITED STATES DEPARTMENT OF EDUCATION



Goals 2000 and School Safety The Safe Schools Act of 1994

Signed into law on March 31, 1994, as part of the Goals 2000 legislative package, the Safe Schools Act authorizes the U.S. Secretary of Education to award competitive grants to school districts to help them reduce violence.

Under the program, grants may be made for a period of up to two years and may not exceed \$3 million. Grants may be used to support a variety of activities, including:

- comprehensive and long-term violence prevention efforts, including training school personnel;
- safe zones of passage to school;*
- acquiring metal detectors;*
- hiring security personnel;*
- involving parents in efforts to prevent school violence;
- coordinating violence prevention efforts with related efforts in the community; and
- counseling victims and witnesses of school crime and violence.

* Not more than 5 percent of grant funds may be used for safe passage programs, acquiring metal detectors, and hiring security personnel.

To receive a grant, school districts must demonstrate that they serve an area where there is a high rate of:

- homicides committed by youth;
- referrals of youth to juvenile court;
- youth under court supervision;
- expulsions and suspensions of students from school;
- referrals of youth for disciplinary reasons to alternative schools;
- victimization of youth by violence, crime, or other forms of abuse; and
- serious crime, violence, and discipline problems, as indicated by other appropriate data.

Priority will be given to school districts that submit applications that assure a strong local commitment to the activities that would be funded by a Safe Schools Act grant. Congress appropriated \$20 million for the Safe Schools Act in fiscal year 1994. Of that amount, approximately \$18 million will be devoted to grants to school districts. After 1994, the Safe Schools Act will be combined with the Drug-Free Schools and Communities Act to encourage a comprehensive effort to eliminate drugs and violence in schools.

In addition to grants to school districts, the act authorizes the Secretary to conduct a variety of national activities, including research, program development and evaluation, data collection, and training and technical assistance related to safe and drug-free schools.

The statute requires the Secretary to designate the District of Columbia as a national model city and provide funding to a local education agency serving the District of Columbia to carry out a comprehensive program to address school and youth violence.

May 11, 1994

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The Washington Post

Sunday, November 28, 1993



BY ANNALISA KRAFT — THE WASHINGTON POST

David S. Broder

The Hine Junior High Example *Secretary Riley finds the right forum for his message.*

Bill Clinton never promised to be "the education president," as his predecessor did. But there was every reason from his history to expect that education would be a keystone of his program. It had been his passion and almost his obsession during the decade he was governor of Arkansas.

It's turned out that other things have pre-empted his attention this first year—the budget, Bosnia, NAFTA, health care etc. Clinton has launched several school initiatives, but probably the best thing the president has done for education is to pick his old friend, former South Carolina governor Richard Riley, as the secretary of education.

Riley is one of the most decent and honorable people in public life. He has little of the showmanship of his predecessor, former Tennessee governor Lamar Alexander. But Riley's sincerity and commitment to schools made a difference in his home state—where he led the fight to keep schools open during the battles over busing and launched the drive to improve their quality. He will make a difference here as well.

The other morning, I went out to see Secretary Riley at Hine Junior High School, seven blocks from the Capitol, where he met with students and teachers and made a talk about a newly released report on America's young people.

Hine Junior High has been a shining example of excellence in a generally beleaguered school system. Between the time Riley's visit was scheduled and his actual appearance, Hine became even more famous for its outspoken principal, Princess Whitfield.

Angry because the slowpoke District of Columbia school bureaucracy would

not assign the four extra teachers needed to meet the increased enrollment in her magnet school, Whitfield went on the warpath and took her demands to the public. By the time Riley got there, two of the extra teachers were at work—and Whitfield was telling anyone who would listen that "no one is going to stop me. One way or another, I'm going to get this done."

With its palpable school pride and its pushy, no-compromise-with-quality principal, Hine proved to be the perfect setting for Riley to tell the country about a "revolution of rising expectations" that has not been widely noted. Among the scores of social

"...the public schools have a chance to meet the rising expectations of this latest generation of Americans. Nothing is more important than their success."

trends—many of them negative—reported in the study he was releasing, "Youth Indicators 1993," the most hopeful, he said, is that "the education aspirations of our young people have jumped enormously in the last 10 years."

In 1980 a Department of Education survey showed more high school sophomores planned to end the schooling with a high school diploma—or less—than were aiming at a bachelor's degree. A similar question in 1990 showed more than three times as many said their goal was a bachelor's degree than said completing high school was their aim. The evidence in the report suggests this is not just talk. Many more are enrolled in academic college preparatory tracks than a decade earlier. More are participating in after-

school academic clubs, fewer in cheerleading, athletics and similar activities.

The upward shift was particularly dra-

"...the larger point that Riley made is that now that large majorities of our young people understand that they need more education in order to earn decent wages and lead good lives, this society simply cannot fail them."

matic among black students surveyed, and that was certainly true of many of the youngsters in Riley's audience at Hine. Eighth-grader Gregory Stevens said he would "most definitely go college" to pursue his interest in art and music. Classmate Angela Bennett was even more specific: "I plan to go UDC [the University of the District of Columbia] and then to law school. I want to be a criminal lawyer, so I can help people and see that they get their rights."

That such students should be stuck in classrooms with 35 or more pupils because the District school bureaucracy cannot get teachers to the schools where they are needed is almost criminal. But the larger point that Riley made is that now that large majorities of our young people understand that they need more education in order to earn decent wages and lead good lives, this society simply cannot fail them.

The PTA mothers who met with Riley put the demand in specific terms, telling Riley what Hine needs locally to make it "stand out even more," as one of them put it. He responded in general terms, talking about the legislative agenda that next year will be full of bills to improve federal school aid to needy children, to set national standards for education performance and to ease the transition from school to work—all projects he has helped launch this year.

And then he spoke about the faith that he and President Clinton share with millions of other Americans. "Public education," Riley said, "is the bedrock of our free enterprise system and our democratic rights. It is the one American institution that has done more than any other to give each generation, and new immigrants as well, the leg up in life they need to get ahead."

With principals as uncompromising as Princess Whitfield and an education secretary as committed as Dick Riley, the public schools have a chance to meet the rising expectations of this latest generation of Americans. Nothing is more important than their success.

The Washington Post

Thursday, February 10, 1994

MARY McGRORY

Schools Gain Key Boosters

When President Clinton went to the Kramer Junior High School in dismal Anacostia last week, Education Secretary Richard Riley went with him. At one point, asked by a student how to avoid getting AIDS, Clinton said it was up to the student, and someone leaned over to Riley and whispered, "Can you imagine Reagan or Bush doing this?"

The answer is no. George Bush wanted to be the education president, Clinton seems to want to be the children's president, and his chosen instrument is public schools, which are supposed to get a boost from the "Goals 2000" act that passed the Senate on Tuesday. Riley, the former governor of South Carolina, is his agent.

Riley is not your usual appointee. He and the president were both elected governors the same year, 1978, and they became fast friends in the National Governors Association. Hillary Clinton worked on a NGA task force on infant mortality chaired by Riley. Clinton made Riley his transition chief. What Washington cannot understand is how such a close Friend of Bill's, who reportedly could have had the Supreme Court seat now occupied by Ruth Bader Ginsburg, should choose to stay at un-trendy Education.

Nor is it understood in this town of turf wars of Bosnian ferocity how Riley can be so relaxed about sharing power—and money—with others. He and Health and Human Services Secretary Donna Shalala cooperate on Head Start and he and Labor Secretary Robert Reich do the new "School to Work" program in amiable tandem—"it makes so much sense, it knocks your socks off," says the resolute non-empire builder.

Riley, who has suffered for most of his life from a spinal disease which makes it difficult for him to turn his head, has a southerner's manner, a troll's smile and a fanatic's dedication to education.

"I must be simple-minded," he says. "I always love what I am doing."

What he loves doing best is reviving public schools. He did it in his home state of South Carolina during his second term—they had to change the Constitution to let him run—where test scores were among the lowest in the nation. He and his wife, Tunky—"that's short for Ann," he explains—went to over 500 classrooms to talk to teachers, students, principals and parents about how everyone could do better. South Carolina has been

pulled up to a respectable showing, and Riley wants to do the same thing for the nation.

George Bush also sought to smarten up the public schools but went about it in an odd way: He thought a little competition would stir them out of inertia and mediocrity and proposed giving vouchers to parents for private schools.

Says Riley, "I am for anything that is designed to improve the public schools. Vouchers are not designed to improve them but to eliminate them. The public schools are an absolutely critical part of our democracy."

Where Bush sought to create 535 "break-the-mold" schools, one for every congressman and senator, Clinton wants to reform programs in 80,000 schools.

At the heart of the Clinton change is a truly staggering concept. It is that all children can learn. That's right. All. Children who live in crack houses or broken homes or in trailers for the homeless, children who don't know what a giraffe is. It's an

optimistic view, and profoundly democratic, and Riley doesn't think it is unduly optimistic to expect every child to reach the world-class standards that are being set in every state seeking federal money.

The transforming difference will be that teachers will expect high performance from the children and that the children will be told to expect it from themselves. Head Start is being improved and expanded to help level the playing field on which the disadvantaged meet luckier children.

"We want to tell them that it isn't as much where you are but what you are moving towards. If you disconnect from education and from school and from society, it is very difficult for you later on in life. The double standard is gone; those watered-down tests and curricula are gone. Everyone is the same."

Riley believes that the country is beginning to "tune in" on excellence. He thinks the "spark" is there. He saw it at Kramer, where the president's visit plainly thrilled teens who would rather be cool. He saw it when he visited the Hines Junior High School himself several weeks ago. The premises were all spruced up, as were the students. There were welcoming posters. People seemed happy with the attention. They need that in a system whose SAT scores are 49th in the country. They need more, and Riley thinks the reforms provide it.

"At the heart of the Clinton change is a truly staggering concept. It is that all children can learn ... Riley doesn't think it is unduly optimistic to expect every child to reach the world-class standards that are being set..."



UNITED STATES DEPARTMENT OF EDUCATION



Goals 2000: Educate America Act Supporting Communities and States to Improve Student Achievement

Overview

- The Goals 2000 Act provides resources to states and communities to develop and implement comprehensive education reforms aimed at helping students reach challenging academic and occupational skill standards.

Legislative Review

- On March 23, the House of Representatives approved the final Goals 2000 bill by a bipartisan vote of 306-121. On March 26, the Senate approved Goals 2000 by a bipartisan vote of 63-22.
- The President signed the bill into law March 31, 1994.

Timetable and Funding

- Congress has appropriated \$105 million for Goals 2000 for fiscal year 1994. First-year funds became available to the states on July 1, 1994. The President has asked Congress for a substantial increase for fiscal year 1995. The House of Representatives has proposed \$388.4 million and the Senate has proposed \$428.4 million. A House-Senate conference committee will determine the final appropriation for Goals 2000 for fiscal year 1995.
- For first-year funding, states have been asked to submit an application that will describe how a broad-based citizen panel will develop an action plan to improve their schools. The application will also describe how subgrants will be made for local education improvement and better teacher preservice and professional development programs.
- During the first year, states will use at least 60 percent of their allotted funds to award subgrants to local school districts for the development or implementation of local and individual school improvement efforts, and for better teacher education programs and professional development activities.
- In succeeding years, at least 90 percent of each state's funds will be used to make subgrants for the implementation of the state, local and individual school improvement plans and to support teacher education and professional development.

- During the first year, local districts will use at least 75 percent of the funds they receive to support individual school improvement initiatives. After the first year, districts will pass through at least 85 percent of the funds to schools.

Components of the “Goals 2000: Educate America Act”

Title I: Setting High Expectations For Our Nation: the National Education Goals

Formalizes in law the original six National Education Goals. These goals concern: readiness for school; increased school graduation rates; student academic achievement and citizenship; mathematics and science performance; adult literacy; and safe, disciplined, and drug-free schools. The Act adds two new goals that encourage parental participation and better professional development for teachers and principals.

Title II: Public Accountability for Progress Toward the Goals and Development of Challenging, Voluntary, Academic Standards

Establishes in law the bipartisan National Education Goals Panel, which will: report on the nation’s progress toward meeting the goals; build public support for taking actions to meet the goals; and review the voluntarily-submitted national standards and the criteria for certification of these standards developed by the National Education Standards and Improvement Council.

- Creates the National Education Standards and Improvement Council, made up of a bipartisan, broad base of citizens and educators, to examine and certify voluntary national and state standards submitted on a voluntary basis by states and by organizations working on particular academic subjects.
- Authorizes grants to support the development of voluntary assessment systems aligned to state standards, and for the development of model opportunity-to-learn standards.

Title III: Supporting Community and State Efforts to Improve Education

- The central purpose of the Goals 2000 Act is to support, accelerate, and sustain state and local improvement efforts aimed at helping students reach challenging academic and occupational standards.

Broad-Based Citizen Involvement in State Improvement Efforts

- The Governor and the Chief State School Officer will each appoint half the members of a broad-based panel. This panel will be comprised of teachers, principals, administrators, parents, representatives of business, labor, and higher education, and members of the public, as well as the chair of the state board of education and the chairs of the appropriate authorizing committees of the state legislature.
- States that already have a broad-based panel in place that has made substantial progress in developing a reform plan may request that the Secretary of Education recognize the existing panel.

Comprehensive Improvement Plan Geared to High Standards of Achievement

- The State Planning Panel is responsible for developing a comprehensive reform plan.
- States with reform plans already in place that meet the Act's requirements will not have to develop new plans for Goals 2000. The U.S. Secretary of Education may approve plans, or portions of plans, already adopted by the state.
- In order to receive Goals 2000 funds after the first year, a state has to have an approved plan or have made substantial progress in developing it.
- A peer review process will be used to review the state plans and offer guidance to the State Planning Panel. The U.S. Department of Education also will offer other technical assistance and support by drawing on the expertise of successful educators and leaders from around the nation.

In general, the plans are to address:

- Strategies for the development or adoption of content standards, student performance standards, student assessments, and plans for improving teacher training.
- Strategies to involve parents and the community in helping all students meet challenging state standards and to promote grass-roots, bottom-up involvement in reform.
- Strategies for ensuring that all local educational agencies and schools in the state are involved in developing and implementing needed improvements.
- Strategies for improved management and governance, and for promoting accountability for results, flexibility, site-based management, and other principles of high-performance management.
- Strategies for providing all students an opportunity to learn at higher academic levels.
- Strategies for assisting local educational agencies and schools to meet the needs of school-age students who have dropped out of school.
- Strategies for bringing technology into the classroom to increase learning.

Funds are also available to states to support the development of a state technology plan, to be integrated with the overall reform plan.

Broad-Based Involvement in Local Education Improvement Efforts

- Each local school districts that applies for Goals 2000 funds will be asked to develop a broad consensus regarding a local improvement plan.

- Local districts will encourage and assist schools in developing and implementing reforms that best meet the particular needs of the schools. The local plan would include strategies for ensuring that students meet higher academic standards.

Waivers and Flexibility

- State educational agencies may apply to the U.S. Secretary of Education for waivers of certain requirements of Department of Education programs that impede the implementation of the state or local plans. States may also submit waiver requests on behalf of local school districts and schools.
- The Secretary may select up to six states for participation in an education flexibility demonstration program, which allows the Secretary to delegate his waiver authority to State education agencies.
- The Act specifies certain statutory and regulatory programmatic requirements that may not be waived, including parental involvement and civil rights laws.

Title IV. Support for Increased Parental Involvement

- This title creates parental information and resource centers to increase parents' knowledge and confidence in child-rearing activities and to strengthen partnerships between parents and professionals in meeting the educational needs of children. Parent resource centers will be funded by the U.S. Department of Education beginning in fiscal year 1995.

Title V. National Skill Standards Board

- This title creates a National Skill Standards Board to stimulate the development and adoption of a voluntary national system of occupational skill standards and certification. This Board will serve as a cornerstone of the national strategy to enhance workforce skills. The Board will be responsible for identifying broad clusters of major occupations in the U.S. and facilitating the establishment of voluntary partnerships to develop skill standards for each cluster. The Board will endorse those skill standards submitted by the partnerships that meet certain statutorily prescribed criteria.

Relationship of Goals 2000 to Other Federal Education Programs

- State participation in all aspects of the Goals 2000 Act is voluntary, and is not a precondition for participation in other Federal programs.
- The Goals 2000 Act is a step toward making the Federal government a better partner — a supportive partner — in local and state comprehensive improvement efforts aimed at helping all children reach higher standards. The proliferation of many sets of rules and regulations for different federal education programs has often interfered

with local school, community or state efforts to improve schools. The Goals 2000 Act is designed to be flexible and supportive of community-based improvements in education.

- Other new and existing education and training programs will fit within the Goals 2000 framework of challenging academic and occupational standards, comprehensive reform, and flexibility at the state and local levels. The aim is to give schools, communities and states the option of coordinating, promoting, and building greater coherence among Federal programs and between Federal programs and state and local education reforms.
- For example, the School-to-Work Opportunities Act will support state and local efforts to build a school-to-work transition system that will help youth acquire the knowledge, skills, abilities, and labor-market information they need to make a smooth transition from school to career-oriented work and to further education and training. Students in these programs could be expected to meet the same academic standards established in states under Goals 2000 and will earn portable, industry-recognized skill certificates that are benchmarked to high-quality standards.
- Similarly, the Clinton Administration's proposed reauthorization of the Elementary and Secondary Education Act (ESEA) allows states that have developed their own standards and assessments under Goals 2000 to use them for students participating in ESEA programs, thereby providing one set of standards and assessments for states and schools to use for their own reform needs and, at the same time, to meet Federal requirements.

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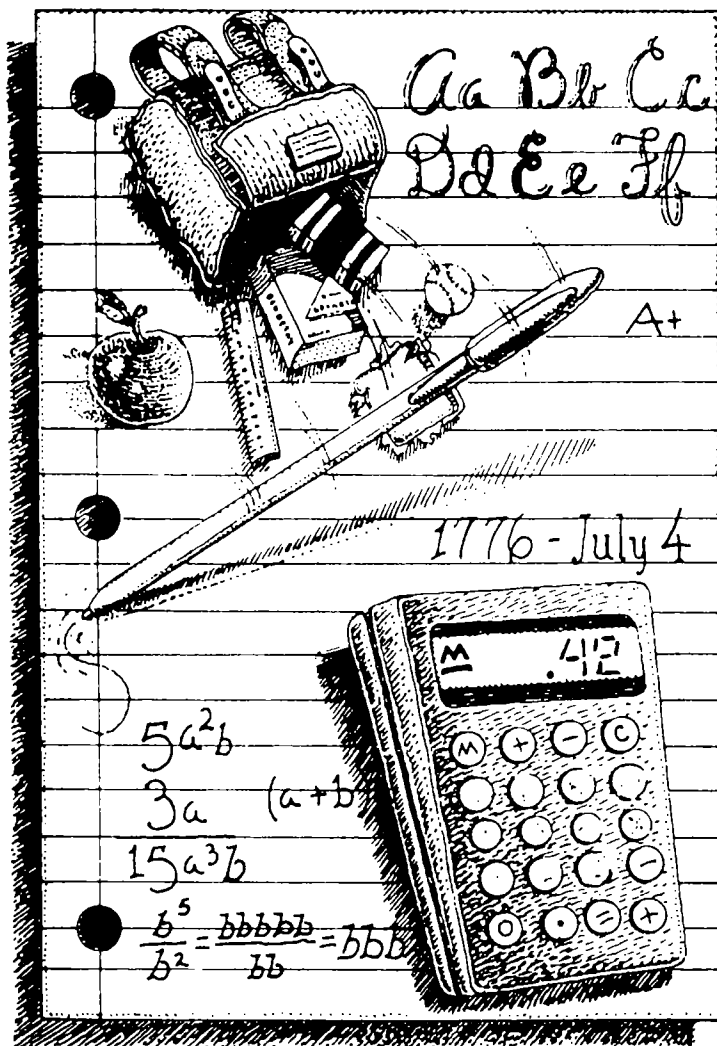
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High Standards for All Students



U.S. Department of Education

June 1994



UNITED STATES DEPARTMENT OF EDUCATION



The Goals 2000 Act Supporting Community Efforts to Reach Challenging Goals And High Standards

Since 1983, when the report "A Nation at Risk" sent alarming signals across America that our nation's public schools were not preparing our youth for the changing times, many state and local leaders have been engaged in school reform. What we have all learned from their experiences has shaped the principles underlying the Goals 2000: Educate America Act — the need for high expectations for students, full participation by parents, educators and communities in education, safe and disciplined learning environments, quality teaching and professional development, the effective use of technology in learning, long-term systemwide improvement efforts, and communities and states custom-making school improvement efforts to meet their needs.

Goals 2000 has drawn broad support from both major political parties, parents, and representatives of the business community, governors, teachers, labor, school administrators, state legislators, school boards, and state school superintendents.

The Act recognizes that there is no simple or cookie cutter approach to improving education. It supports a wide array of state and local approaches to raise academic achievement, and to provide a safe, disciplined learning environment for all children. **The Goals 2000 Act "reaffirms that the responsibility for control of education is reserved to the states and local school systems."**

Major Directions of Goals 2000:

• IMPROVING STUDENT ACHIEVEMENT — HIGH EXPECTATIONS FOR ALL

What we've learned: We've learned that children often meet expectations set for them. U.S. Education Secretary — and former South Carolina Governor — Richard Riley cites the urgent need for "ending the tyranny of low expectations" that is blocking the progress of many of our students.

What Goals 2000 helps states and communities to do: States and communities are being asked to make their own high expectations concrete by establishing standards for what children should learn and know how to do. These standards would be in core academic subjects, such as math, science and English. Voluntary national standards could be used as models for academic excellence to help set challenging learning standards.

● INCREASING PARENT AND COMMUNITY INVOLVEMENT IN EDUCATION

What we've learned: While schools have been given an important responsibility for helping communities and parents to educate children, we have learned that schools cannot do it alone. Students simply achieve more when there is meaningful parental and community involvement in their children's education. Parents and families are often our "secret weapon" to improve student learning. The American family is the rock on which a solid education can and must be built.

What Goals 2000 helps states and communities to do: The Goals 2000 Act encourages the building of strong family-school partnerships for learning. Schools need to open their doors for parental and community involvement in the design and implementation of school improvement efforts. At the state and local level, broad-based panels will develop and oversee the implementation of improvement efforts, including strengthening parental involvement in learning.

Finally, Goals 2000 authorizes the creation of parent resource centers to support strong and effective parental involvement.

● MAKING SCHOOLS SAFE, DRUG-FREE AND DISCIPLINED

What we've learned: Students learn better when they are in orderly environments in which they feel safe. Such environments also make it possible for teachers to focus on teaching and provide students with real opportunities for learning.

What Goals 2000 helps states and communities to do: States and communities can address ways to make schools safe, drug-free, and more disciplined as part of their improvement efforts. In addition, Title VII of Goals 2000, entitled the Safe Schools Act, authorizes the Secretary of Education to award competitive grants to school districts to help them reduce violence. Grants of up to \$3 million each may be made for periods up to two years. These funds can support activities ranging from the installation of metal detectors to comprehensive violence prevention efforts, which might include mentoring programs and the training of school personnel in conflict resolution.

Related activities could also be supported by the crime prevention authority in the crime bill that recently passed Congress. This bill provides substantial new funds for community and school efforts to prevent and reduce violence.

● UPGRADING TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

What we've learned: Improving student achievement depends on the ability of teachers to teach challenging subject matter to all students, and to manage effectively

an orderly learning environment. Prospective and current teachers need sustained and meaningful opportunities to learn how to do these things well.

What Goals 2000 helps states and communities to do: Participating states will develop competitive grant processes to award at least 60 percent of Goals 2000 funds in the first year — and at least 90 percent in subsequent years — to school districts for the development of reform plans, *and* for improving professional development opportunities for prospective and current teachers. Subgrants for professional development will be awarded by the state to school districts working with institutions of higher education and other non-profit organizations.

● BRINGING TECHNOLOGY INTO THE SCHOOLS

What we've learned: The use of educational technologies — including computers in the classroom — can improve student achievement, support professional development, and increase the learning resources available to our students. In this information age, students must be prepared to use computers and other technology in school and beyond.

What Goals 2000 helps states and communities to do: Goals 2000 funds can be used by states to integrate technology into their school improvement efforts. It also creates an Office of Educational Technology within the Department of Education, charged with supporting state and local efforts to bring technology into the classrooms.

● SUPPORTING LONG-TERM AND SYSTEMWIDE EFFORTS

What we've learned: Improving schools involves intensive and long-term effort. Moreover, success depends on ensuring that all parts of an educational system are working together to help all children reach challenging academic standards. Reforms are less likely to lead to gains in student achievement when focus is placed only on one piece of an educational system, rather than on all pieces and how they fit together. A piecemeal approach, for example, might focus on professional development or educational technology without looking at challenging standards for what communities want their children to learn, or rigorous assessments of learning.

What Goals 2000 helps states and communities to do: At the heart of Goals 2000 is the grant program for the development and implementation of long-term comprehensive school improvements. Participating states and communities are being supported in their efforts to set high academic standards and goals, and improve all aspects of education to reinforce the achievement of these standards and goals — including parent involvement, the use of better assessments, professional development, technology, and how related education and training initiatives can work together to improve student achievement.

• COMMUNITIES, STATES TAILORING IMPROVEMENTS TO THEIR NEEDS

What we've learned: Improvements in education are most likely to take place when schools, districts, and states have the flexibility and support needed to custom-make their own strategies to improve student achievement. This approach is particularly effective when new flexibility is exchanged for accountability based on results.

This lesson highlights the need for a new role of government at all levels — one that focuses on removing unnecessary barriers to improvement, and supporting those closest to the classroom and community as they work to improve their schools.

What Goals 2000 helps states and communities to do: Under Goals 2000, the focus of government shifts from rules and compliance, and toward flexibility and support for high student achievement and accountability for results. Moreover, Goals 2000 provides support for communities and state to custom-make their own improvement efforts to meet their own needs. The two-page Goals 2000 application and the absence of any regulations associated with the Goals 2000 plans are important — and unprecedented — manifestations of this new partnership.

The Goals 2000 Act provides new waiver authority to the Secretary of Education to cut through federal red tape in education. Once a state reform plan is approved, the state may ask the Secretary to waive requirements of certain federal education programs that the state has determined impede the implementation of state or local plans. State educational agencies may also submit waiver requests on behalf of local educational agencies and schools.

In addition, six states will be selected for participation in an education flexibility demonstration program. This provision authorizes the Secretary to *delegate* his waiver authority to state educational agencies.

Helping to Reach the National Education Goals

The Goals 2000 Act formalizes in law eight national education goals. These goals constitute a lighthouse that can guide the efforts of communities and states to improve education. The Goals are: By the year 2000...

School readiness. All children in America will start school ready to learn.

Improved student achievement. All students in America will be competent in the core academic subjects.

Increased graduation rate. The high school graduation rate will increase to at least 90 percent.

Best in Math and Science. U.S. students will be first in the world in math and science.

Adult literacy and lifelong learning.

Every adult American will be literate and possess the skills necessary to compete in the economy of the 21st century.

Teacher education and professional development.

All teachers will have the opportunity to acquire the knowledge and skills needed to prepare U.S. students for the next century.

Safe, disciplined, and drug-free schools.

Every school in America will be safe, disciplined and drug-free.

Parental involvement. Every school will promote parental involvement in their children's education.

Conclusion

Together, these school improvement efforts — supported by Goals 2000 — can help create a new ethic of learning in this country, and play a critical role in helping children reach challenging goals and standards. These efforts can help create better education and training opportunities — geared to the needs of states and local communities — to best support children's success in school, in the workplace, and as responsible citizens in our nation's democracy.

9/9/94



U. S. SECRETARY OF EDUCATION RICHARD W. RILEY



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

RICHARD W. RILEY U.S. SECRETARY OF EDUCATION BIOGRAPHICAL SKETCH

Few members of President Clinton's cabinet have been as successful and as widely praised in the first year of the Clinton presidency as the soft-spoken but accomplished Secretary of Education, Richard Wilson Riley. For those who follow education and politics, the success is not surprising. Riley's nomination in December of 1992 received unequivocal support and he was unanimously confirmed a month later immediately following the President's inauguration.

As Governor of South Carolina, Riley spearheaded a comprehensive and highly successful reform of that state's school system, an endeavor that most informed observers at the time considered to be an impossible task, but which Riley accomplished by bringing together a coalition of groups, including business people, educators, and parents. As a result, South Carolina's students made leaps of progress -- enrollment in Advanced Placement courses increased by more than 250 percent, twice the national average, and more than 500 percent for African Americans. Enrollment in more challenging chemistry and foreign language courses increased significantly, and SAT and similar test scores rose substantially.

As a fellow Governor who had long expressed concern about education, President Clinton chose Secretary Riley to head the U.S. Department of Education to help work the same kind of education reform on a national scale that he did in South Carolina. Syndicated columnist David Broder recently wrote that "probably the best thing the president has done for education is to pick his old friend, former South Carolina governor Richard Riley, as the secretary of education." Broder also called Riley one of the "most decent and honorable people in public life."

Since taking office, Secretary Riley has helped the Administration introduce a wealth of education legislation that has served to refocus the nation's attention in this area of growing importance, as well as forcing it to think in new and creative ways about education and our children's future. Riley realizes our young people have great aspirations and expectations, and that polls show that the nation's students have high hopes for their future. As a result, his message is founded on a push for high educational standards for every child, for greater parental involvement, and for promoting means of preparing our children for a challenging future in the new information age that is already upon us.

Riley was born in Greenville County, South Carolina on January 2, 1933. He received a bachelor's degree cum laude in political science from Furman University in 1954. He served for two years as an officer on a minesweeper in the United States Navy. In 1959, Riley received a law degree from the University of South Carolina School of Law. He served as legal counsel to the Judiciary Committee of the United States Senate. He also served as a South Carolina state representative and state senator, from 1963 to 1977.

Riley was elected governor in 1978, and reelected in 1982, after the people of South Carolina voted to amend the state constitution to enable Riley to be the first person in modern South Carolina history to run for a second term.

Riley is married to the former Ann Osteen Yarborough. They have four children.



UNITED STATES DEPARTMENT OF EDUCATION
PUBLIC AFFAIRS

RESULTS OF SECRETARY RILEY'S
SCHOOL REFORM EFFORTS
IN SOUTH CAROLINA

- * South Carolina led the nation in two Carnegie Foundation surveys of teacher approval of reform efforts in their states (1987 and 1990).
- * In scientific polls, citizens, parents and business leaders give high marks to the state's school reform efforts.
- * Enrollment in Advanced Placement courses increased 250 percent overall - twice the national rate and more than 500 percent for African Americans.
- * Enrollments in tougher courses such as chemistry and foreign languages doubled.
- * SAT scores increased 36 points in seven years - the highest gain among states primarily using the test for college entrance.
- * 97 percent of the Class of 1991 met the exit exam standards for graduation after all attempts, compared to 55 percent passing all three parts on the first attempt in 1986.
- * The percentage of high school graduates going to college has increased 8.3 percent and more students are passing freshman college course work.
- * Graduates of vocational programs are being employed in greater numbers in related fields of training.
- * The percentage of first-time college freshmen needing remedial education decreased by 24 percent, compared to a 9 percent regional decline.
- * South Carolina teacher salaries were raised to be competitive with others in the Southeastern region.
- * South Carolina's child development program for 4-year-olds considered at-risk for learning deficiencies was chosen as a national model by the National Governors' Association and the Council of State Governments.
- * South Carolina has ranked among the top states in student attendance since 1987.
- * Among states with the largest per pupil funding to help students overcome reading, math and writing deficiencies in grades 1-12.

- * One of six states initiating strategies to help parents in their role as the principal teacher of their very young children, particularly those at-risk of later school failure.
- * One of five states with a state residential high school for gifted science and math students and special residential summer programs for gifted students in academic fields, and the arts.
- * One of five states that provides schools with broad flexibility from state regulations if they have a track record of improving student performance.
- * More than 800 schools have been financially rewarded for high productivity and attendance since 1985 through the state's School Incentive Reward Program.
- * One of six states that has initiated a campus incentive pay program to reward teachers and principals for improving student performance and reaching school goals.
- * One of six states that can intervene in a school district when it is judged to have education deficiencies.
- * The only state that held regional forums, including discussion groups involving 13,000 people, to help formulate the reform package coupled with an outreach program to every county.
- * The only state with an oversight committee of business leaders and other citizens to review the implementation and impact of the state's reform legislation.
- * More than 6,000 businesses officially involved in business-education partnerships - a 600 percent increase since 1983.
- * Business partners are helping to sponsor major innovative projects such as a teacher recruitment center, homework centers for "latchkey" students and a management training center for school administrators.
- * An annual business-education state conference for business and education leaders to focus on the link between economic development and public education and the benefits of collaboration.
- * PTA membership has increased by 100 percent in the state since the late 1970's.
- * More than 120,000 volunteers contribute their time to South Carolina schools.



NEWS STORIES OF INTEREST

Standard-Bearer

Education Secretary Richard W. Riley, a consummate backroom negotiator, has helped push a remarkable array of reform legislation through Congress. Now comes the hard part: selling his ideas for revitalizing the nation's schools to state and local administrators.

BY ROCHELLE L. STANFIELD

Don't be fooled by appearances, folks. Behind that gentle, self-effacing exterior, Education Secretary Richard W. Riley is a man of steely determination and iron resolve.

"He looks frail and weak and unhealthy, but he is the strongest, toughest son of a bitch I've ever dealt with—he will wear you out," said Dwight F. Drake, an old friend from South Carolina who has been Riley's campaign strategist, gubernatorial aide and, most recently, law partner.

"He knows what he wants and will just keep going until he gets it," added Marcia L. Hale, another South Carolina politico and former Riley aide who now directs intergovernmental affairs at the White House.

So when Riley says he wants to change education as we know it, pay attention.

"I want more than anything in the world to impact . . . the education for all children in America," he said in a recent interview. "Education is far and above any other issue in terms of preparing [the nation] for the future—and for the present."

Riley has already helped push through Congress a remarkable array of legislation: direct federal college loans; the Goals 2000 general reform package for public elementary and secondary education; the School-to-Work Opportunity Act, designed to beef up the system of technical education for high school graduates who don't go on to college; and all but the finishing touches on the reauthorization of the 1965 Elementary and Secondary Education Act, the big-money bill for disadvantaged students.

"Much of the legislation wouldn't have become law if it weren't for the secretary," Dale E. Kildee, D-Mich., chairman of the House Education and Labor Subcommittee on Elementary, Secondary and Vocational Education, acknowledged in a recent interview.

Achieving bipartisan support took considerable legislative and political wizardry. Riley had to persuade liberal congressional Democrats to back President Clinton's centrist plans while fending off conservative attacks.

That was a job tailor-made for Riley, say those who know him well. He is in his element when he's building consensus in quiet, backroom negotiations. "He has the capacity to listen and to seek out other opinions, but with great tenacity and purpose," explained White House deputy chief of staff Philip Lader, another South Carolina transplant.

Riley's next hurdle is a big one: selling education reform to 50 states, 15,000 school districts, 2.5 million teachers and 42 million students across the country.

The federal government can set high academic standards—Riley's top priority—exhort the states to provide the kind of schooling that will enable all students to meet those standards and sweeten the pot with dollars. But "the ownership, the strength of the movement, the belief in what you're doing, has to come from the bottom up," Riley said. To this end, he spends at least one day a week on the road, selling reform as he visits schools and speaks to education groups.

Whether this sales job will be sufficient—whether Riley's considerable powers of persuasion will extend outside the backroom to the country at large—remain open questions. Washington-based education specialists are frankly doubtful. The bully pulpit doesn't seem a natural platform for the 61-year-old Riley, with his high, reedy voice, unmemorable rhetoric and unimposing persona. (A painful spinal disease in the 1950s left him with permanently bent posture and stiff neck.)

"He's not the most magnificent speaker," said Gloria Cabe, a former Clinton education aide in Arkansas who worked with Riley on the transition. "But he manages to be very persuasive anyway."

And it's possible that the skeptics haven't reckoned with Riley's single-mindedness. "Once he sets his sight on a goal, he can work either in front of the scenes or behind the scenes to get it accomplished," said James A. Wilsford, a South Carolina education official who, as a school superintendent, worked with Gov. Riley on South Carolina's landmark education reform package.

More...

of the American Council on Life Insurance, recently announced that he will not seek elective office. But that has not quieted speculation that he might make a run for Thurmond's Senate seat. And that has South Carolina politicians rubbing their hands in anticipation of a possible Riley versus Campbell knock-down-drag-out contest.

Riley's relationship with Clinton, on the other hand, is warm and affectionate, but not without reserve. They were both elected to their first terms as governor in November 1978. They met soon afterward at an NGA meeting in Washington, D.C., and hit it off immediately. In December 1992, when President-elect Clinton announced his Cabinet choices, the Associated Press recorded that his "face flushed with emotion" when he introduced Riley as "my partner and often my mentor."

Riley and Clinton almost always agree on education reform. "There's very little difference between them on what they think, which makes this all a lot easier," chief of staff Webster said. "Dick Riley is not here pushing Dick Riley's agenda."

For all their intellectual kinship, Riley and Clinton are not best buddies, those who know them both say. Their relationship, however, is more than cordial. When Clinton spied Riley's 93-year-old father, Edward P. Riley—a dominant feature of South Carolina Democratic politics for many decades who headed John F. Kennedy's 1960 presidential campaign in the state—at a recent Washington event, he not only embraced him warmly but invited him to spend the night at the White House.

When Riley wants to talk to the President, aides say, he gets right through. But unless it is an emergency, he usually goes through White House channels. "Some people who probably know the President much less well try to go directly to him," an associate said. "[Riley] just doesn't need to show off like that."

Some education lobbyists believe that Riley will need all the help he can get—from Clinton on down—to implement the education reform agenda. "The

toughest part starts now; getting it passed was easy, comparatively," said William H. Kolberg, president of the National Alliance of Business and a major force behind business advocacy of education reform. "I think the real leadership of Dick Riley and the department is going to be tested on this one."

Washington insiders wonder whether Riley will be up to that task. Those who watched him in South Carolina point to his successes there to brace their confidence in him.

Although education was his top priority when he ran for governor, it wasn't the first thing he did when he assumed office. First, he got a state constitutional amendment passed to allow him to run for a second term. "That made his pitch all the stronger for education reform because it made people realize that he wasn't going away for probably eight years," White House aide Hale said. "That just shows how pragmatic and political he is."

Then he got the various warring educational factions in the state to agree on the reform. Perhaps the most important ally he enlisted there was the business community. Riley needed a one-cent sales tax increase to pay for his reform. And, against all odds, he got the business community to lobby for the increase.

It took Riley six years to fit all the pieces in place. "It began like his campaign for governor did—he was way behind," chief of staff Webster recalled. "Maybe 19 out of more than 160 people in the legislature were for it at first."

With his one-two punch of pragmatic politics and single-minded zeal, Riley will have his way with education reform, those who watched him in South Carolina promise. "This is not some blow-dried politician on the lookout out for his future," said Mark D. Musick, president of the Southern Regional Education Board in Atlanta. "He's genuinely in this to make a difference."

Musick recounted a story told by one of Riley's fellow former governors, Buddy Roemer of Louisiana. Roemer was in Japan seeking investments for Louisiana, when he met the director of a large Japanese bank who kept turning the conversation to Riley. Riley is a fine governor, Roemer said, but we want you to invest in Louisiana. "We invest in South Carolina," the bank president said, "because Richard Riley believes in the children."

"You know Dick Riley was over in Japan pounding the streets for industrial development," Musick said. "But what came through, halfway around the world, was his belief in children." Riley's fans are convinced that the same persuasive zeal will come through for education reform all across this country. ■

Riley is only the sixth person to hold his job, but many who have watched the office closely since it was created in 1980 say that he is far and away the best. "He brings decency to the office," Kildee said. "I don't think he has any other agenda but to improve education. Others in that office had at least a dual agenda." —

Riley also presides over a department that's in some disarray. It's never really made a comeback after President Reagan tried to abolish it. And its management needs an overhaul. Riley has gone far to boost morale, bureaucrats in and outside of the department say. He's turned supervision of management reform over to deputy Secretary Madeleine M. Kunin while he concentrates on education reform.

Riley seems to relish impossible tasks. Take his 1978 gubernatorial campaign, for example. He entered the race against the advice of just about all his political counselors. He started out with 3 per cent of the vote, according to his own polls; two months before Election Day, he had risen to a mere 8 per cent.

But he campaigned relentlessly. He out-debated the leading candidate, Lt. Gov. W. Brantley Harvey Jr., and after a bitter, three-way contest, captured the prize. Then, in what has become a hallmark of Riley operating style, he converted Harvey into an ardent supporter.

As governor, Riley's top priority was education reform—a goal he shared with Arkansas's young governor, Bill Clinton. It took Riley six years to achieve that objective.

Now he is just as determined to spread change across the country. He even turned down the opportunity to be considered for a seat on the Supreme Court (a post for which Harvey, former president of the South Carolina Bar, highly recommended him).

"I was more interested in what I am doing, even though a position on the Court is a much higher position," Riley said. He says he has no plans to run for elective office, although speculation is simmering that in 1996 he may try for the Senate seat now held by 91-year-old Republican Strom Thurmond.

"I have thrown myself into education," Riley said. "I can't think of a more significant place to be than where I am now."

TROUBLE ON THE HILL

Once installed at Education, Riley, as he did when he was governor of South Carolina, set an agenda and stuck to it religiously, even though his plan ran into trouble early on in Congress and with elements of the education community.

The first item on his agenda was a general education reform bill that would codify the broad national goals (world-class achievement in math and science, for example) adopted by the Bush Administration and the governors in 1989, set voluntary national standards to measure progress toward those goals and encourage state reform programs along the same lines. He called the bill the "Goals 2000: Educate America Act."

"I had to get Goals 2000 out there first; it wasn't any secret," he said recently. "I said over and over and over that it was the framework, and everything else would fit into it."

Among the several items he envisioned fitting into the goals framework was reform of the 1965 Elementary and Secondary Education Act (ESEA), the \$10 billion program that has provided the primary source of federal dollars for—and thus federal leverage over—state and local public schools.

Democrats on the House Education and Labor Committee didn't like the goals bill—it sounded too elitist and Republican. The education lobby was much more interested in ESEA. That's where the money is. (Goals 2000 does provide some aid—\$100 million in start-up this fiscal year, with \$700 million requested for 1995 and \$1 billion in 1996—but not of the magnitude of ESEA.)

Early last year, Riley met with the House Education and Labor Democrats. Several members lectured him severely on what was wrong with his approach. Riley listened politely and used what he heard to further his own agenda.

Riley "walked in and just got lambasted by the House committee—and learned from it, adapted accordingly and ended up passing the bill," said William Mendenhall (Billy) Webster IV, an old family friend who was Riley's chief of staff until July 1.

In fact, the legislation was much more appealing to moderate Republicans than to Riley's Democratic constituency. "He had many more unpleasant meetings on the majority side than he did on the minority side," ranking committee Republican William F. Goodling of Pennsylvania said in a recent interview. "He and I think very much alike."

"In the 1960s, the problem was access and the focus was civil rights," John F. Jennings, the committee's education counsel, explained. "Now the problem is quality. So Riley is trying to refashion the federal role so it doesn't just deal with access but with quality."

The major sticking point was a provision called the "opportunity-to-learn standards." The Democrats and education organizations such as the National

Education Association (NEA) argued that if you were going to require low-income students to meet high academic standards, then you also had to require the states to provide them the "opportunity-to-learn"—such as well-trained teachers, good facilities, new textbooks and equipment, health and social services. To congressional Republicans and governors of all political stripes, that smacked of federal intervention.

Former Govs. Riley and Clinton leaned toward the latter view. Mandates sweetened by some money "was fine in the 1960s; it got a lot of things started," Riley said recently. "But that's not the way to best operate the government today, in my judgment. Education is a state responsibility and a local function, and we should recognize that."

Five Democrats on the committee insisted on opportunity-to-learn and other amendments that Riley believed would subvert the intent of the legislation and, perhaps more important, prevent its ultimate passage. "He visited each one of them and talked to them on the phone repeatedly," Jennings recalled. "There was nothing flashy. He just quietly went door-to-door and tracked them down."

Rep. Jack Reed, D-R.I., for example, wanted to require states that accepted Goals 2000 money to show they were taking "corrective action" toward providing all students an opportunity to learn. At the time, Goodling called it a "deal breaker."

Kildee recently recalled how Riley met with Reed and Goodling and worked out face-saving language that would incorporate the concept of opportunity-to-learn and yet not impose any mandates. "Here were provisions that were moving in two different directions," Kildee said. "And [Riley] finessed it."

Lawyerly wording didn't do the entire job, of course. When asked whether his compromise language really persuaded the Democrats to vote for the bill—or whether he ultimately had to appeal to party loyalty and Clinton's need for an education win, Riley answered: "In all honesty, some of both."

WHERE THE MONEY IS

Clinton signed Goals 2000 in March, and Riley finally turned his attention to ESEA.

The most important feature of ESEA is Title I, which provides \$6.9 billion to school districts for compensatory education programs to bring low-income students up to academic speed. For the most part, that has involved pulling these chil-

More...

dren out of their regular classrooms and drilling them in basic reading, writing and arithmetic skills.

Riley wanted to overhaul the program to require disadvantaged students to meet the same high standards that wealthy students in academically competitive schools have to meet; to give these students a high-quality education rather than the current watered-down curriculum featured in many Title I programs; and to work on improving entire schools in poor neighborhoods instead of just drilling a portion of the student body on the basics of reading and arithmetic.

"In our estimation, it would have been much more difficult to have gotten those changes in ESEA without having Goals 2000 precede it," explained Terry K. Peterson, an education expert who came from South Carolina with Riley and now serves as his counselor. "So we looked at this as a sequence."

The House had been working on ESEA all along and passed it earlier this year. The Senate Labor and Human Resources Committee has completed consideration of a different version. Most of the program reforms Riley sought are in both versions in some form.

The major setback for Riley—and the major bone of contention expected in conference—is the formula to distribute the Title I funds. Currently, more than 90 per cent of school districts get some of the money. Riley wanted to target more of the money to poor school districts. Members of Congress, not surprisingly, insisted on spreading the money around nearly every congressional district. The final House compromise would target only a portion of new money appropriated as the program grows over the next few years.

The Senate committee came up with a totally new formula, which among other things would maximize the amount of money going to the states of committee members and the Senate leadership. Some education experts complain it is even less targeted than the current formula.

Until now, Riley hasn't played as personal a role in the ESEA deliberations as he did with Goals 2000. Riley insisted that wasn't because he didn't view ESEA as important. He hasn't spent a lot of time lobbying for it because, as a reauthorization, "it's going to pass," he said. "It's not like Dick Riley has to come in here and convince the Congress to reauthorize ESEA."

Nonetheless, his low visibility has sorely disappointed some members of an informal coalition that has been pushing Title I reform. "I find him quiescent on the whole reauthorization overhaul of Title I. He sort of disappeared from

view," said William L. Taylor, a civil rights lawyer who serves as counsel to the coalition.

Others in the coalition also complained that Riley didn't fight hard for his more-targeted formula. Riley's low profile on the formula fight and his position against strong opportunity-to-learn standards in both Goals 2000 and ESEA have led some of these lobbyists to question his commitment to help the disadvantaged.

Civil rights activists, who had expected Riley to champion the desegregation cause, also express disillusionment with his record at Education. "One doesn't get the sense of any real movement," Taylor said. "If you did not know what his reputation was, there is very little happening [in the department's civil rights office] that would lead you to feel very good about his commitment to fight racial isolation."

As a state legislator in the 1960s and 1970s, Riley was a prominent member of the pro-integration movement in South Carolina. In 1970, when a court ordered his hometown, Greenville, to integrate the schools, Riley led the effort to do so peacefully. He recalled that struggle in a May 17 speech marking the 40th anniversary of the Supreme Court decision, *Brown v. Board of Education*, that declared unconstitutional the practice of government-sanctioned segregation. Although "it was not an easy time to live through," he said, "it was a necessary time, and we are all the better for it."

Ever the stickler for his Goals 2000 agenda, however, Riley went on to say (somewhat to the dismay of civil rights activists who don't believe that too much attention can be paid to desegregation): "We were so focused on the physical desegregation of schools in the 1960s and 1970s that we did not do justice to the issue of excellence and high standards, which was always the primary goal."

ENEMIES AND FRIENDS

Just about everybody who has dealt closely with Riley comments about his openness—what you see is what you get.

But that doesn't mean he's transparent or uncomplicated. On the contrary, people who know him well call him complex and intensely private. He has many friends—Clinton high among them—and few, if any, enemies. "But I don't know if anybody really knows him that well," said a close, longtime associate.

How he conducts these relationships helps explain how he gets things done.

If anyone would qualify as Riley's enemy it would be Carroll A. Campbell Jr., the current Republican governor of South Carolina. "Carroll Campbell and I have an accommodation," R

don't think our goals are greatly different." (Campbell was unavailable for an interview for this story.)

The hostility between them, which has simmered for almost 25 years, surfaced most recently in the campaign to pass Goals 2000. But it began in 1970 with the struggle over school desegregation in Greenville, which is Campbell's hometown as well. While Riley was leading the pro-integration forces, Campbell was heading the opposition. Among other things, Campbell organized a march to Columbia, the state capital, protesting integration.

"That led to some right nasty personal situations for Dick and his family and his kids, name-calling and that sort of thing," former aide Drake said.

When Riley completed his second term as governor in 1986, Campbell was elected to succeed him, beating Lader. Now it's Campbell's final year as governor, and he talked during the spring about running for President in 1996.

In the meantime, he is chairman of the National Governors' Association (a political jumping-off place for ambitious governors, including Clinton), which was an important component of the lobbying effort for Goals 2000.

"It was a governors' bill; it was their goals," Riley said. "Governors were the leading supporters."

Except, that is, for opportunity-to-learn, which most governors opposed and which Campbell vehemently denounced. Riley prevailed on the House Education and Labor Committee to, in effect, delete opportunity-to-learn, and all the other state and education organizations jumped on the bill. The National Governors' Association (NGA) still refused to endorse it, at Campbell's behest.

As he described this incident, Riley raised his voice in frustration, swinging his arm about. It was the only time in two long interviews and a morning spent with him that he lost his composure. (Others who have known him a long time say that one of the few times they've ever seen Riley get angry was when the NGA failed to come on board Goals 2000.)

But he quickly rallied. "That's politics," he said. "[Campbell] was running for President—he's not now, but for a time he was considering it—and I guess it's awfully difficult for a person who is looking at running for President to come out and say, 'I strongly endorse Bill Clinton's bill.'"

Campbell, who will become president

More...

The Riley Basics

EDUCATION SECRETARY Richard Riley appears to be perfecting one of the more useful educational skills, the ability to say sensible things over and over without letting them become old news. The recent kickoff at the National Press Club of a department campaign to get more parents to spend time on their children's education was typical—and got listeners. Nothing could be more widely agreed upon, or less acted upon, than the notion that it's parents who can best shape their children's ability to benefit from their schooling. It's not that the quality of schools doesn't make a difference for children (though this nutty idea has been in and out of vogue in the past, often right after a punishing period of attempted school reform) but that without parents' help, that difference is unlikely to be enough. Mr. Riley has been stumping his straightforward prescription for seven months and says he has talked about it with 125 groups, but its components remain the sort of actions that every school principal, every neighborhood and, at root, every parent will have to set in motion through pure personal initiative.

Some of the common-sense prescriptions are hard, others relatively simple. The doable ones: Parents should talk to their children about school, particularly about homework, read to them, have books in the house. The tough ones: Parents should make themselves genuinely responsible for their kids' school attendance and for the amount of time

they spend watching TV. It is the last two steps, not the first, that cause parents to throw up their hands, especially single or working parents whose opportunities for supervision are severely limited.

To this concern Mr. Riley offers ways that schools and workplaces can help coordinate with parents on scheduling the time in the day more effectively: nightly family appointments, workshops with tips sent home from schools, meetings between schools, parents and employers to promote flexible time and time off for the first day of school. But for parents to whom supervision looms as an impossible task, the real hope lies in the other list, the list of early, manageable ways to help a child find school and reading interesting. Keeping a rebellious or disengaged teenager in school is virtually impossible *unless* that teenager has already been given the wherewithal to find some interest or motivation in school; the same goes for fending off TV dependency if a child isn't comfortable with other ways of getting entertainment. In both cases, that means early comfort with reading and other basic skills; and though some criticize this as a solution that will work best for middle-class or privileged families, more contact with parents could also do wonders for teenage parents themselves deficient in these building-block abilities. Mr. Riley should go right on repeating himself. It can't be said often enough.