

outstripping hundreds of more affluent schools. Why? Because the teachers of Wrigley Elementary school expect the world from their children, and they get it.

But Wrigley is not alone. While there is a significant correlation between poverty and lower achievement, there are hundreds of poor schools around the country like Wrigley where students excel. These children do not benefit from lower standards and lower expectations -- for such expectations become a self-fulfilling prophecy.

As president, I will expect great things from all our children.

We must do more to help rebuild aging schools in this country. Every morning, children who walk into schools with crumbling walls and peeling paint receive a message that they don't matter. We must continue federal support of school construction, and my focus on school accountability will allow states to concentrate on construction.

And we must do all we can to bridge the digital divide. Over 90 percent of our schools are wired, but only 50 percent of our classrooms are. We must finish job. But more than that, even in classrooms that are wired, computers often collect dust because teachers do not know how to use the new technology. My Teach to Reach scholarship program each year will get 10,000 teachers who are familiar with the technology into high-need rural and urban classrooms.

My proposals on education are not some isolated set of little programs from Washington but are part of my integrated approach to making sure our children are ready to succeed in a changing, knowledge based world. For I believe education is not preparation for life, as John Dewey liked today, but life itself.

It begins when life beings, takes place in and out of the classroom, before and after school, and for the whole of one's life.

That is why I've invested in \$2 billion a year to communities for early education and childcare to ensure that our youngest citizens get the best possible start in life.

That is why I've also proposed increasing Head Start by 400,000 children over the next four years so that nearly every child who is eligible can go.

That is why I've proposed support for 2000 Beacon centers, which are after-school learning centers.

That's why I've also proposed stipends for seniors who volunteer in our schools and neighborhoods to assure the presence of caring adults in the lives of our next generation.

That is why I will also invest \$2 billion over five years for our community colleges, which will help people go back to school to get themselves ready for this new economy.

That is why my other proposals in this campaign -- to provide access to affordable health care for all, to reduce child poverty, to get common sense gun control, and to bridge the racial divide -- are part of education policy as well.

There isn't a politician in America who doesn't talk about education. Politicians read polls and it's at the top of the list of voter concerns.

But education is not a new cause for me. In the Senate, I was guided by the same core principles that I have repeated over and over on the campaign trail: that education must begin at birth,

extend through life, and include everyone.

In 1993, I proposed residential houses for young, disadvantaged mothers so that their babies could get the right stimulation from the earliest ages.

That same year I also developed an innovative form of educational financial aid: Self-Reliance Loans. The idea is that everyone should be able to borrow money for education and be able to pay that money as a percent of their future income, so that repayments are not backbreaking. The Administration has not done enough to publicize this, and I say that it ought to be the chief way people get and repay their education loans in this country.

But to really change education in this country, you must first change politics in this country. You must be willing to go up against established power; you must be more than just a custodian of the status quo.

That's why I'm fighting in this election, because I'm the one Democrat who can win in November.

The one Democrat who can change the way Washington works.

The one Democrat who John McCain can't beat like a drum over fundraising.

The one Democrat who will be able to fix our schools and shore up our future.

The last seven years haven't exactly brought revolutionary changes to education.

On Al Gore's watch, children's test scores stayed basically flat. He tried to portray mediocre reading scores as great gains, when in reality small gains since 1994 simply raised scores to their 1992 level.

On Al Gore's watch, the Administration won funding for new teachers but didn't include strict provisions to make sure those teachers were highly qualified.

On Al Gore's watch, the Administration suffered what one review panel called "a massive failure of will and nerve" when it came to holding states accountable for raising achievement for disadvantaged children.

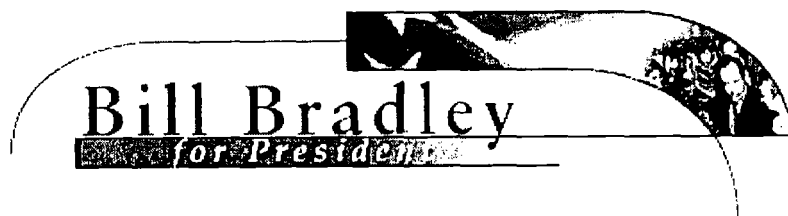
When you look at cold hard results, we still have too much mediocrity, too much failure, and too much status quo in our schools.

Education is too important to tolerate anything but excellence. I'm not willing to settle for anything but excellence for all our children. Robert Kennedy once said that you measure the success of a society by how it treats its children. By that standard, we must do better. We must lift up all of our children. All of them must have an equal chance. We must not settle for anything less than that. Our future depends on it. The strength of our nation depends on it.

Paid for and authorized by:

Bill Bradley for President, Inc.
395 Pleasant Valley Way
West Orange, NJ 07052
973-731-2100
888-643-9799

This is the only official web site of the Bill Bradley for President Committee. While other web sites might advocate Bill Bradley's election or the defeat of other candidates, and while they might contain links to this site or republish information or materials that we have made available to the general public, they are not authorized by the Bill Bradley for President Committee, nor have they been coordinated in any way with the Bill Bradley for President campaign.



Bradley Record on Education

Throughout his public life and tenure in the Senate, Bill Bradley has made education a top priority. Guided by the principles of opportunity and excellence, Bill Bradley has left a legacy of sound and practical education initiatives that have demonstrated unwavering commitment to our nation's youth.

Elementary and Secondary Education

In 1983, **Bradley fought off an attempt by several senators to reduce aid for disadvantaged students in special education programs.** In the wake of the 1980 census, which found a shift in the concentration of poor children from the South and West to the Northeast, about 30 Senators attempted to pass a last minute amendment to nullify the new population statistics by modifying the existing formula to emphasize average personal income in each state. Bradley fought back and saved New Jersey \$10.8 million in funding.

In 1987, **Bradley pushed and achieved passage of an amendment to the 1987 Trade Bill to eliminate skewing of education formulae for Chapter I funds to small states.** Without such changes, New Jersey would have lost hundreds of thousands of dollars in Chapter I funding.

Bill Bradley was the driving force behind The Jacob K. Javits Gifted and Talented Education Program. This valuable program, enacted in 1988, provides funding for developing ways to identify and support gifted and talented students from urban and suburban families that might otherwise be overlooked.

In 1988, **Bradley sponsored Secondary School Basic Skills Education Act**, which provides grants to schools to improve basic skills of disadvantaged secondary schools and prevent them from dropping out of school.

Bradley voted to assist disadvantaged students. In 1994, Bradley voted for the Elementary and Secondary Education Reauthorization Bill, which provided \$12.6 billion dollars to help disadvantaged students. [Vote #252, 8/2/94]

Bradley voted to authorize the Head Start Program. Bradley voted to expand this valuable program for preschoolers. Head Start funds were awarded to about 1,400 grant recipients that ran the programs in cities and counties. [Vote #109, 5/11/94; Congressional Quarterly, pp. 370, 1994]

In 1994, **Bradley voted to fund new programs under the Elementary and Secondary Education Reauthorization bill.** These new programs included assistance to rural and urban schools, school renovation and improvement, teacher professional development and new school safety and violence prevention programs. Overall, this legislation went on to authorize \$60 billion in aid to local public schools for elementary and secondary, including programs for disadvantaged students. [Vote

#243, 8/1/94, NEA: Legislative Report Card, 103rd Congress, 1993-94; Vote #321, 10/5/94]

During consideration of the fiscal year 1996 Budget Reconciliation Act, **Bradley fought against Republican efforts to cut spending on education.** Bradley voted to increase education spending by \$28 billion and spending on Pell Grants by \$8.8 billion both by closing corporate tax loopholes. On May 22, 1995, Bradley voted to restore \$40 billion from cuts in education and student loans. Two days later, Bradley again stood up for education voting to freeze defense spending in favor of increasing spending on education and job training by \$34.8 billion [Vote #219, 5/25/95; Vote #220m 5/25/95; Vote #175, 5/22/95; Vote #181, 5/24/95]

Bradley took on the NRA and supported Gun-Free Schools Zones. In 1996, Bradley voted to preserve legislation that would make it a Federal felony to possess or discharge a gun in a school or within 1000 feet of school property. [Vote #290, 9/12/96]

Higher Education

Bradley has also concentrated on making higher education available to all students, including the middle class, by consistently fighting to restore and increase funding for Pell Grants, National Direct Student Loans and Guaranteed Student Loan programs.

In 1991, **Senator Bradley introduced legislation to expand Pell Grants and to allow homeowners to qualify for aid.** This was particularly important to middle class families in New Jersey, since the inflated property values of their homes often unfairly excluded them from aid eligibility. The elimination of home ownership in aid calculation, for both loans and grants, was enacted as part of the Higher Education Reauthorization of Act of 1992.

In 1991, **Bradley developed an innovative financial aid program that allowed all students to obtain the money needed for college and ensured that they would be able to repay their loans after graduation, the Self-Reliance Scholarship Program.** This legislation provided direct loans from the government to students, saving the government billions of dollars by eliminating banks as middlemen; enabled all students, regardless of family income or age, to become eligible for student loans; and let students pay back their student loans as a self-selected percentage of their income after graduation, thereby allowing middle class students a chance to get a good start without being burdened with high monthly payments. Unlike other student loans, these would be available to the mother who, after raising her family, wanted to go back to school to learn more so she could earn more. They would also be available to the worker who had been displaced by technology and needed to upgrade her skills. A demonstration project was enacted as part of the Higher Education Reauthorization Act of 1992.

On the same day in 1995, **Bradley voted on two separate occasions to increase spending for student loans.** Fighting against the Republican Congress, Bradley voted for two amendments, one that would have increased Pell Grants spending by \$8.8 billion and another to increase funding for student loans by \$9.4 billion. Both increases would come from eliminating tax breaks. [Vote #220, 5/25/95; Vote #231, 5/25/95]

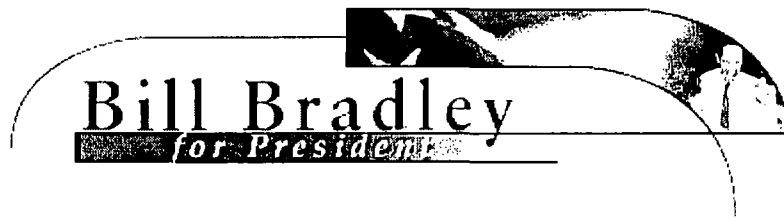
Bradley believes young people need to be challenged to learn more about participating in the political system as young adults. Each year since 1981, while he was in the Senate, Bradley brought students from every high school in New Jersey together with the Senator and his staff to discuss the problems

facing the nation and to allow them to attempt to solve the problems as though they were a Senator. These seminars became so popular that, in 1996, at what might have been the last session, Rutgers University announced that it would continue sponsoring the seminars after Senator Bradley's departure from the Senate.

Paid for and authorized by:

Bill Bradley for President, Inc.
395 Pleasant Valley Way
West Orange, NJ 07052
973-731-2100
888-643-9799

This is the only official web site of the Bill Bradley for President Committee. While other web sites might advocate Bill Bradley's election or the defeat of other candidates, and while they might contain links to this site or republish information or materials that we have made available to the general public, they are not authorized by the Bill Bradley for President Committee, nor have they been coordinated in any way with the Bill Bradley for President campaign.



Issue Brief: Bill Bradley on Education

Bill Bradley believes that education is the key to fulfilling the American dream.

He knows parents want to do what is best for our children. But those who are middle-class worry that their children won't have the things they had - while those who are poor fear that their children will. Bradley has listened to parents and understands that good schools and good teachers are keys to the success of all children. He has never voted to take money out of the public school system.

As the most powerful and prosperous nation in the world, we can do nothing less than provide our children with a bright and hopeful future. So we must ensure that all our sons and daughters will have every available opportunity.

Bradley has put forward a bold set of education proposals that will:

Prepare Children For School:

- Create a coordinated Early Care and Education (ECE) Partnership program - to improve the education of children from infancy to age 5. The partnerships will include educators, parents and business people, and federal agencies and will assess the specific needs of children in their communities. These local groups will determine if they need, for example, an infant/toddler center, a training program for caregivers or another early education program. Bradley's plan will allocate \$2 billion dollars a year to develop these county or regional level programs.
- Fully Fund Head Start - so no child is left out of this proven and valuable program.

Put More Trained Teachers in Classrooms

- Create a Teach-to-Reach Program - to hire and train 60,000 new teachers every year for urban and rural schools, where they are needed most. This new program will:
- Establish scholarships for gifted high-school graduates who commit to teach in high-need school districts.
- Offer loan forgiveness to students enrolled in universities that offer rigorous teacher training.
- Promote alternative teacher certification, so it is easier for talented mid-career professionals to enter the classroom.
- Encourage partnerships between universities and local schools to provide professional development for teachers already in the classroom.

Invest in Life-Long Learning

- Improve Access to Community Colleges, by providing child care and flexible class schedules for students with full or part-time jobs. The Bradley plan will provide \$2 billion over 5 years to improve the technology infrastructure of community colleges.

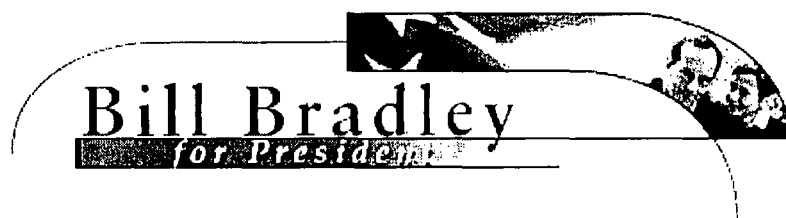
Improve After-School Care and Education

- Create and Invest \$1 Billion in After-School Community Centers, which will be open 6 or 7 days a week until 11 or 12 at night - so children have more positive options in their lives. These centers will offer a wide range of services, including: homework help, arts and recreation, literacy classes and health information.
- Tap into the Experience and Energy of our Older Citizens, through a new Senior Volunteer program. This program will remove roadblocks to seniors volunteering in schools and neighborhoods and will provide a \$200 stipend per month for transportation and other costs. When wisdom and youth get together, the benefits are incalculable.

Paid for and authorized by:

Bill Bradley for President, Inc.
395 Pleasant Valley Way
West Orange, NJ 07052
973-731-2100
888-643-9799

This is the only official web site of the Bill Bradley for President Committee. While other web sites might advocate Bill Bradley's election or the defeat of other candidates, and while they might contain links to this site or republish information or materials that we have made available to the general public, they are not authorized by the Bill Bradley for President Committee, nor have they been coordinated in any way with the Bill Bradley for President campaign.



Investing in Quality, Accountability and Choice in Education

All children are capable of high achievement if provided a good education, and our country's future success depends on making sure all children get one. Today, however, too many do not. Real leadership and real commitment to excellence in education can change that.

The federal government gives the states \$8 billion every year in Title I funding to increase student achievement without asking much in return. Bill Bradley wants to double that investment in education, but make it a wiser one.

First, he wants to invest more in the education of disadvantaged students, and so will increase funding for the Title I program by \$8 billion a year (to \$16 billion) to help low-income schools raise student achievement. He would also provide \$500 million in new funding for charter schools to encourage innovation in American education and provide additional schooling options. Second, he would make three major changes to Title I to ensure that American taxpayers get a decent return on their education dollars and that children get a quality education. The three changes would improve teacher quality, increase school accountability, and provide parents with information and choices.

TEACHER QUALITY

For the first time, the federal government will require that all students have a qualified teacher. Teachers must demonstrate that they know the subjects they teach and be given the support needed to help students meet high standards. Teachers must demonstrate their competence by passing rigorous state-administered subject area tests or having an academic major in all the subjects they teach.

States and school districts will have to institute a plan to ensure that current Title I teachers meet this requirement within four years and will have to annually monitor their progress in meeting this goal.

School districts must be prepared to pay a competitive salary to attract and retain qualified and skilled teachers. For too long, most school districts have not been willing or able to do this. Schools must prioritize the use of federal funds to create bonuses or other financial incentives to attract teachers to schools that have a difficult time recruiting qualified teachers, or to provide the training and education that existing teachers need to meet higher standards.

ACCOUNTABILITY FOR RESULTS

Schools will be held accountable for boosting the performance of all students and for closing the achievement gap between minorities and non-minorities and between economically

disadvantaged students and their peers.

Improvements must reach all children. States will set numerical goals for the performance of all Title I students, as well as specific subgroups (economically disadvantaged; racial and ethnic minorities; students with disabilities).

States must have a 10-year plan for bringing all students to a "proficient" level of performance in math and reading (performing approximately at or above grade level).

Schools that fail to meet their goals two years in a row will receive technical assistance to improve their programs. After two years of school improvement, schools that are still failing will be subject to corrective action by the state, such as reconstitution or reopening as charter schools.

Funds will be set aside to financially reward schools that show outstanding progress in boosting achievement for all students and closing the achievement gap.

INFORMED CHOICE

Parents and schools are partners in making sure that children get the best possible education. Just as teachers and schools should be provided with more support than they receive today, parents should be provided with more information than they receive today. Parents have a right to know how their child is progressing, the qualifications of their children's teachers, and how their school compares with others in the district and the state.

States will give students in low-performing schools the choice to attend any higher-performing public school in their area, and all funding (basic per pupil funds plus Title I funds) will follow the child. The federal government will also increase start-up grants for charter schools, providing parents with more educational options.

To ensure that parents can make informed choices about the school that's best for their child, each school must issue a report card to the parents based on their child's performance on state assessments that would supplement the information that parents get on student grades. They shall also make available to all parents information on the qualifications of their child's teachers. In those cases in which teachers do not fully meet state and local standards (including cases in which teachers are emergency-certified), schools would have to actively notify parents.

AGENDA FOR IMPROVING AMERICAN EDUCATION

Bill Bradley believes in a strong federal commitment to public education. He believes education starts at birth, continues through life, and must include everyone. He also believes that leadership is about pursuing core convictions.

That's why he has proposed a strong, integrated and targeted agenda to improve American education. He recognizes that improving student achievement requires focusing on several priorities. In the early years, he would help ensure that children are ready for school. In the K-12 years, he would concentrate on putting qualified teachers in every classroom, holding schools accountable for student achievement, providing parents with choices, and developing rich afterschool opportunities for children who want them. In the later years, he would make lifelong learning possible by strengthening our community college system. He would make a significant investment -- \$175 billion over ten years -- in these initiatives.

But Bradley also realizes that really improving student achievement requires thinking about education in broader terms. Whether a child does well in school isn't just about 30 different little programs that come down from Washington. It's also about whether she is well-fed, cared for at home, healthy, and attends a safe school. Race and poverty are major determinants of student achievement. Bradley's poverty policy will help a poor child do better in school. His health care proposal will help a sick child do better in school. His gun control proposal will help a scared child do better in school. His efforts to bridge the racial divide will help all children do better in school. This is thinking outside the "education box" -- it's thinking about the child.

SCHOOL READINESS

Early Care and Education partnerships: \$2 billion per year

Bradley will give communities significant funding to sponsor the early education activities most needed in their community, including preschool, child care, and programs for infants and toddlers. The first ever federal ECE program builds upon North Carolina's successful "Smart Start" initiative, and will ensure that America's youngest citizens (age 0-5) are cared for in a manner that maximizes their development and school readiness. The ECE program will be based on public-private partnerships that put decision making in the hands of community leaders in the communities where funding will be invested. Specifically, the ECE partnership program will:

Provide \$2 billion per year to states for early care and education activities. Funding will be provided in the form of 5:1 (federal: state) matching grants. States must provide the seed funding (preferably contributed by the private sector) to trigger matching funds.

Each state will create a public-private partnership to determine broad early-care-and-education goals specific to that state. The partnership will include, among others, educators, parents, child care providers, relevant government agencies, and representatives from the business, non-profit and faith communities.

Individual counties within each state will create similar local public-private partnerships to determine early-care-and-education initiatives tailored to their specific counties and the communities within them. These initiatives may include child care, preschool, programs for infants and toddlers, family support, parenting, children with disabilities, and children whose primary language is not English.

After confirming that the initiatives selected by the county promote state goals, the state partnership will distribute the funding to the county partnerships. The state partnership will be responsible for ensuring the accountability of county partnerships. The private sector will be encouraged to support county initiatives through additional funding or in-kind contributions.

40% of funding must be used to enhance the quality of existing programs and/or improve infrastructure. The remaining 60% of funding must be used to provide direct services and programs.

Head Start: \$1 billion increase every year for next four years

\$4 billion in new funds to enroll nearly all children eligible. This will fund an additional 400,000 children in addition to the 835,000 currently served.

QUALITY TEACHERS, ACCOUNTABLE SCHOOLS, PARENT CHOICE

Teach to Reach: \$1.3 billion per year

Bradley believes that excellent teachers are the key to excellent education, and wants to ensure there is a highly-qualified teacher in every classroom. His Teach to Reach program would go a long way to recruiting an excellent teaching force. There are four components to Teach To Reach, which is designed to hire and train 60,000 new teachers every year for urban and rural schools, where they are needed most. This new program will:

Establish scholarships for gifted high-school graduates who commit to teach for 5 years in high-need subject matters

(science, math, technology, or foreign language) in urban or rural school districts. Bradley will provide 10,000 students with four-year scholarships worth up to \$7,500 per year.

Offer loan forgiveness to students who commit to teaching for 4 years in rural or urban classrooms. Bradley will provide 50,000 students with four-year loan forgiveness worth up to \$5,000 per year. Students must get rigorous training and practical classroom experience as part of their education.

Promote alternative teacher certification, so it is easier for talented mid-career professionals to enter the classroom. Some of the 50,000 loan forgiveness offers will go to mid-career professionals.

Encourage partnerships between universities and local school districts to provide professional development for teachers already in the classroom.

Investing in Quality, Accountability and Choice : \$8.5 billion per year

The federal government gives the states \$8 billion every year in Title I funding to increase student achievement without asking much in return. Bradley wants to double this investment in education, but make it a wiser one. First, he wants to invest more in the education of disadvantaged students, and so will increase funding for the Title I program by \$8 billion a year (to \$16 billion annually) to help low-income schools raise student achievement. He would also provide \$500 million in new funding for charter schools to encourage innovation in American education and provide additional schooling options. Second, he would make three major changes to Title I to ensure that American taxpayers get a decent return on their education dollars and that children get a quality education. The three changes would improve teacher quality, increase school accountability, and provide parents with information and choices.

Qualified Teachers: Every child should be taught by someone who is qualified to teach. Schools that receive federal money will have to ensure there are qualified teachers in every classroom within the next four years.

Accountable Schools: Schools should be held accountable for improving student achievement. Schools that receive federal money must take steps to do two things within 10 years: 1) close the achievement gap between minority and non-minority students and between poor and non-poor students; and 2) raise the achievement of all students so all students can perform at grade level in reading and math.

Informed Choice: If a school isn't meeting a child's needs, parents should have the choice to send their child to a better school, and should be provided with the information needed to make that choice. Children who attend failing schools shouldn't be trapped there. As a condition of receiving federal aid, states must allow students who want to transfer out of a low-performing school to attend a higher-performing school. To increase the

options for choice and to encourage more innovation in our schools, Bradley would also significantly increase support for charter schools.

AFTERSCHOOL OPPORTUNITIES

Beacon Centers: \$1 billion per year

Learning doesn't stop when the school lets out for the day. Bradley wants to provide enriching afterschool opportunities for children who need them. He will invest \$1 billion in after-school community centers, which will be open 6 or 7 days a week until 11 or 12 at night - so children have more positive options in their lives. These centers will offer a wide range of services, including: homework help, arts and recreation, literacy classes and health information. \$1 billion will fund 2,000 community centers across America, serving more than 5 million people (the majority of whom are kids, though parents are also welcome).

Senior Volunteers: \$300 million year one, \$1.2 billion by year three

Bradley will tap into the experience and energy of our older citizens, through a new Senior Volunteer program. This program will remove roadblocks to seniors volunteering in schools and neighborhoods and will provide a \$200 stipend per month for transportation and other costs. When fully funded (year 3), 500,000 senior volunteers will be helping children during and after school.

LIFELONG LEARNING

Lifelong Learning Communities: \$400 million per year

Bradley will provide \$2 billion over five years for community colleges. The program will make competitive grants to community colleges that present the best plans for three purposes: 1) upgrading technology; 2) developing partnerships with high schools, universities, and local employers; and 3) removing barriers that prevent students from enrolling by providing such options as on-site child care or classes at convenient hours. Community colleges currently serve almost half of all undergraduates, but only get 5% of all federal funding for higher education. This represents a 30% increase over current federal spending (\$1.2 billion) on community colleges.

Universal Self-Reliance Loans: No net cost

The promise of higher education must be available to all Americans. Many young people today believe that it is financially impossible for them to attend college, and knowing that a high school diploma alone is insufficient in today's economy, many see little reason to finish high school. While financial aid is available, younger students worry about the heavy burden of monthly loan repayments, and older students returning to college find the system is not designed for them.

Bill Bradley saw this problem nine years ago, and developed a solution. Self-Reliance Loans would allow anyone to borrow, at any age, and repay the loan not as a fixed amount each month, but as a percentage of income. In this way, students who choose careers in public service, teaching, or the arts will be encouraged to pursue their dreams, and those returning to school will be able to harness the income they will gain from education in order to pay for it. Bill Bradley got these principles enacted into law in 1992 and 1993, and graduates have the option to repay a percentage of income, but too few know about it. Financial aid options that students don't know about might as well not exist. Therefore, Bradley would make the Self-Reliance option universal: all students, by default will repay their loans as a percentage of income, structured so that they repay the full amount in a period ranging from 5 years to 25 years, depending on the amount borrowed. Banks, private lending agencies, and

the federal government's direct lending program would all be required to make this the first option for student loan repayment.

Paid for and authorized by:

Bill Bradley for President, Inc.
395 Pleasant Valley Way
West Orange, NJ 07052
973-731-2100
888-643-9799

This is the only official web site of the Bill Bradley for President Committee. While other web sites might advocate Bill Bradley's election or the defeat of other candidates, and while they might contain links to this site or republish information or materials that we have made available to the general public, they are not authorized by the Bill Bradley for President Committee, nor have they been coordinated in any way with the Bill Bradley for President campaign.



The Boston Globe boston.com

Nation | World

[[Send this story to a friend](#) | [Easy-print version](#) | [Add to Daily User](#)]

Bradley offers school-improvement plan, trades barbs with Gore

By Bob Hohler and Ann Scales, Globe Staff, 2/10/2000

UNIVERSITY CITY, Mo. - Bill Bradley, who has been criticized for weeks over his lack of a comprehensive education plan, yesterday proposed nearly \$14 billion a year in new federal spending to improve schools. He also ridiculed Vice President Al Gore's education record as mediocre.

Gore, in turn, said that Bradley had been absent from the education debate for months, and that Bradley had effectively stolen some of his core initiatives.

Bradley, speaking to several hundred students and teachers in a St. Louis suburb, not far from his boyhood home in Crystal City, Mo., said his plan would require teachers to be fully qualified, would hold schools accountable for meeting performance standards, and would grant parents access to information about a school's performance.

In his riskiest move, Bradley called for permitting parents to withdraw their children from substandard public schools and enroll them in better ones.

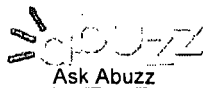
But he stopped short of endorsing vouchers to permit public school students to attend private schools. Gore has criticized Bradley for supporting the plan on an experimental basis.

"During the past seven years, we've heard a lot of talk about education, but too often the rhetoric hasn't been backed up by action," Bradley told the audience at University City High School. "In far too many schools in this country, there is what amounts to educational malpractice."

Gore responded from Southfield, Mich., where he visited a preschool and filled in the details of his plan to offer families help in paying college tuition as part of his previously announced \$115 billion, 10-year education plan.

Gore's plan, called the National Tuition Savings Program, would allow individuals to buy an "insurance policy" that would lock in tomorrow's college tuition costs at today's prices. Many states already have such tuition savings programs, but Gore's plan would make the accounts portable or interchangeable from state to state, and would cover tuition at any participating public or private college or university.

Campaign 2000
Complete coverage of the presidential campaign.



LATEST NEWS
[National](#)
[International](#)
[Washington, D.C.](#)

Sections

PAGE ONE
NATION | WORLD
METRO | REGION
BUSINESS
SPORTS
LIVING | ARTS
EDITORIALS | OP-ED

Weekly
[Health | Science \(Tues.\)](#)
[Food \(Wed.\)](#)
[Calendar \(Thu.\)](#)
[At Home \(Thu.\)](#)
[Picture This \(Fri.\)](#)

Sunday
[Automotive](#)
[Focus](#)
[Learning](#)
[Magazine](#)
[New England](#)
[Real Estate](#)
[Travel](#)
[City Weekly](#)
[South Weekly](#)
[West Weekly](#)
[North Weekly](#)
[North West Weekly](#)
[NH Weekly](#)

Features
[Archives](#)
[Book Reviews](#)

[Book Reviews](#)
[Columns](#)
[Comics](#)
[Crossword](#)
[Horoscopes](#)
[Death Notices](#)
[Lottery](#)
[Movie Reviews](#)
[Music Reviews](#)
[Obituaries](#)
[Special Reports](#)
[Today's stories A-Z](#)
[TV & Radio](#)
[Weather](#)

[Classifieds](#)
[Autos](#)
[Classifieds](#)
[Help Wanted](#)
[Real Estate](#)



Merlin-Net
GET THE PICTURE
Buy a Globe photo

Help
[E-mail addresses](#)
[Send us feedback](#)

Alternative views
[Low-graphics version](#)
[Acrobat version \(.pdf\)](#)

Search the Globe:

☒ Today

☐ Yesterday

SEARCH

Search the Web
Using AltaVista:

SEARCH

"We need to make it easier for parents to pay college tuition," Gore told a couple of dozen parents, teachers, and preschoolers at the Bussey Center for Early Childhood Education.

Gore was acerbic about Bradley's education initiative. "Fourteen months have passed in this presidential campaign and three states have had elections now, and only today, for the first time in 14 months has Senator Bradley made his first speech on education," he said.

Bradley, in a news conference after his speech, denied that he had unveiled the education plan in response to Iowa and New Hampshire exit polls that showed voters consider education to be a top priority and Gore to be better able to address it. Bradley said he had "planned all along" to stake out several major policy positions in the five weeks between the New Hampshire primary and the 15-state "national primary" on March 7.

"This is when the country is actually paying attention to what someone who would be president would do," Bradley said. "This is the best time to do it."

Bradley reiterated his criticism of Gore for proposing greater increases for the Pentagon than the federal education budget, and said Clinton-Gore administration had a lackluster record on the issue.

"The last seven years haven't exactly brought revolutionary changes to education," Bradley said. "When you look at the cold hard results, we still have too much mediocrity, too much failure, and too much status quo in our schools."

The centerpiece of Bradley's plan calls for doubling funding for Title I aid to low-income schools to \$16 billion to \$8 billion. Under the plan, schools that receive the funding must raise student testing standards and close the achievement gap between whites and minorities within 10 years.

Each school would be required to provide parents with a "report card" on its performance and the qualifications of its faculty. And parents whose children attend poorly ranked schools would be permitted to transfer to other public schools of their choice.

Bradley said some of the students who leave inadequate public schools could transfer to public charter schools, for which he proposed \$500 million, more than triple the current budget of \$145 million.

Bradley did not advocate vouchers. Gore, who has the support of the nation's two largest teachers unions, the National Education Association and the American Federation of Teachers, again criticized Bradley yesterday for voting for experiments with school vouchers, an anathema to teachers' unions.

The record shows that Gore indeed opposed school vouchers as a member of Congress, while Bradley supported them seven times in votes that always failed.

But though Gore champions himself as leader on education in Congress, only four of the 300 pieces of legislation he introduced in his

16 years in the House and Senate concerned education.

By contrast, Bradley sponsored 37 pieces of education legislation among his 563 measures over the course of 18 years in the Senate. Bradley repeatedly proposed resolutions and amendments to increase the amount of Pell Grants awards to poor college students and to restore cuts in education spending. Gore signed on as a co-sponsor for two of Bradley's measures.

Hohler reported from Missouri, Scales from Michigan.

This story ran on page A17 of the Boston Globe on 2/10/2000.
© Copyright 2000 Globe Newspaper Company.

[[Send this story to a friend](#) | [Easy-print version](#) | [Add to Daily User](#)]



© Copyright 1999 Globe
Newspaper Company

The Boston Globe
EXTRA
Extending our newspaper
services to the web

[Return to the home page
of The Globe Online](#)