

Bill K.

COPY FOR YOUR
INFORMATION

Mike S.

TITLE: CLINTON'S PROMISES
COLUMN: CLOSE-UP
BYLINE: ROBERT A. RANKIN, ANGIE CANNON
CREDIT: KNIGHT-RIDDER NEWSPAPERS
EST. PAGES: 3
DATE: 08/19/96
DOCID: SETL2344965
SOURCE: The Seattle Times; SETL
EDITION: FINAL; SECTION: NEWS; PAGE: A3
CATEGORY: SERIES; LIST; ANALYSIS
ORIGIN: WASHINGTON
(Copyright 1996)

WASHINGTON - Politicians make promises when campaigning that they often fail to keep once in power.

As a candidate for president in 1992, Bill Clinton made a lot of promises - in speeches, in debates, and most of all, in his 232-page book, "Putting People First."

Did he keep them?

Not all, to be sure. He walked away early from some big ones, such as his vow to cut middle-class taxes.

Overhauling the nation's health-care system, which he made the centerpiece of his first two years, failed in Congress. But he delivered on changing welfare, with the help of the Republican Congress.

But Clinton has delivered on most of his promises.

After his 1992 election, Knight-Ridder Newspapers compiled a list of 160 specific commitments made by Clinton. Now, near the end of his full four-year term, the record shows he has achieved 106 of them - a success rate of 66 percent.

Clinton did not deliver on 50 of his promises - a failure rate of 31 percent - and action remains pending on the final four, or 3 percent.

However, Clinton failed to deliver on at least 23 promises because Congress blocked his efforts. Add those 23 failed attempts to keep promises to the 104 promises kept, and Clinton could be credited with trying to keep 79 percent of his campaign promises.

The standards used to rate the president were:

Yes: Clear steps have been taken to fulfill the promise.

No: Clinton has taken no action, or his proposals have fallen short.

Pending: Action on a proposal that would fulfill a Clinton promise is still pending.

Children

-- Establish a children's tax credit.

Pending: He has proposed a \$300 tax credit for children younger than 13, but it has not passed Congress. However, child-welfare activists say Clinton's expansion of the earned-income tax credit in 1993 helped millions of low-income families.

-- Fully fund Head Start and other preschool programs.

No: Clinton has increased Head Start funding sharply, but it is not fully funded, owing primarily to congressional opposition.

-- Provide more health care for low-income women and children.

Yes: The administration expanded Medicaid coverage for poor women and children and cut child vaccination costs. Major expansion of services failed with his health-care reform in 1994, however.

-- Fully fund the Women, Infants and Children nutrition program.

Yes: In fiscal 1996 Clinton won 97 percent of what child-care advocates consider "full funding," i.e., coverage of 7.5 million participants. His fiscal 1997 budget would achieve the goal, but the House seeks to freeze spending where it is, covering 7.3 million participants.

-- Establish more rigorous standards for licensing child-care facilities.

No: The administration made no significant changes of what is essentially a matter for state and local governments.

-- Crack down on deadbeat parents by using the Internal Revenue Service to collect child support and starting a national deadbeat data bank.

Yes: The administration used existing IRS authority to include strong deadbeat-parent enforcement terms in the new welfare-reform legislation, including creation of both federal and state data banks.

Cities

-- Set up a network of community-development banks to provide small loans to low-income entrepreneurs and homeowners in inner cities.

No: Congress passed a much more limited plan to provide development aid to existing institutions.

-- Create enterprise zones in inner cities that would give tax and regulatory breaks to companies locating there and hiring local workers.

Yes: The administration has designated nine empowerment zones and 95 enterprise communities, has won funding and tax breaks for them, and is pushing to expand the network.

-- Prevent redlining and require financial institutions to invest in their communities.

(3)

14

Yes: The administration issued new regulations and endorsed legislation to punish redlining and encourage community investment, but Congress resists his initiatives.
-- Allow cities to redirect 15 percent of their federal aid to meet their own community needs.

No: Administration often encourages flexibility in compliance with its programs but has not removed all red tape from 15 percent of its aid to cities.

Civil rights and diversity

-- End the ban on gays and lesbians in the military.

No: Gays may legally serve under Clinton's "don't ask, don't tell" compromise, but they may not declare their sexual orientation.
-- Support federal civil-rights legislation for gays and lesbians.

Yes: The administration supports a bill prohibiting job discrimination against gays and lesbians.
-- Lift damage caps in workplace-discrimination legal cases for women, people with disabilities and religious minorities.

No: The administration has endorsed the idea of such legislation but has not pushed such a bill before Congress.
-- Increase the number of women and minorities in top levels of government.

Yes: Clinton has appointed record numbers of women and minorities.

Crime

-- Put 100,000 more police officers on the streets, partly through the national service plan.

Yes: In 1994, Clinton signed a major anti-crime bill giving cities and states matching grants to begin hiring 100,000 police officers and creating a program offering scholarships for students who become officers.
-- Establish community boot camps to discipline first-time nonviolent offenders.

Yes: The anti-crime bill provided for boot camps.
-- Enact the Brady Bill, requiring a five-day waiting period to buy handguns.

Yes: Clinton signed it in November 1993.

(4)

15

-- Make schools eligible for federal assistance for metal detectors and security personnel.

Yes: Clinton's GOALS 2000 school legislation provided \$900,000 for metal detectors and security personnel.

-- Make high-crime communities eligible for federal aid for proven anti-crime measures.

Yes: The 1994 crime bill authorized spending on such programs.

-- Ban assault rifles and limit access to multiple-round clips.

Yes: The crime bill banned the manufacture, sale and possession of 19 types of semiautomatic weapons.

-- Stiffen criminal penalties for white-collar crimes, including environmental crimes.

Yes: The anti-crime bill established federal penalties for insurance fraud and computer crimes. The Environmental Protection Agency says it, too, has cracked down on criminal enforcement.

-- Require criminals to serve jail sentences in "real prisons," not cushy ones.

Yes: The anti-crime bill authorized building prisons, with half the grants awarded to states with the toughest sentencing laws.

Defense

-- Cut Pentagon spending by \$100 billion by end of 1997.

No: Defense spending cost \$298 billion in fiscal 1992 and Clinton budgeted \$259 billion for it in fiscal 1997, a cut of \$39 billion.

-- Cut U.S. troop levels in Europe to between 75,000 and 100,000 troops.

No: There were 116,078 troops in Europe, including Bosnia, in mid-1996.

-- Cut the number of Navy aircraft carriers to 10.

No: The Navy has 11 carriers on duty and one in reserve, down from 14.

-- Prohibit deployment of any massive space-based defense program.

Yes: The administration cut back space-based missile defense plans dramatically, by at least \$20 billion, but research continues.

Defense conversion

-- Offer early retirement and a pro-rated pension system for

military personnel with 15 to 20 years' experience.

Yes: The administration has begun an extensive program.

-- Expand the GI Bill to allow military personnel to take a one-year educational leave of absence with pay before retirement.

No: Clinton proposed this, but Congress did not approve it.

-- Create a national inventory to match military personnel skills with civilian jobs.

Yes: The administration developed such an inventory, and as of the summer of 1996, private businesses had tapped it with 2.4 million requests for military resumes.

-- Increase investment in civilian high-tech research and development with every dollar cut from defense research and development.

Yes: Spending on non-military research has grown proportionate to the decline in defense spending.

-- Make special Small Business Administration loans and grants available to small defense contractors to help them adjust to military downsizing.

Yes: The SBA developed a loan-guarantee program called Delta for this.

-- Create a civilian advanced-technology agency.

Yes: Clinton redirected the Defense Department's Advanced Research Projects Agency to promote civilian as well as military projects. He dramatically expanded the mission of the National Institute of Standards and Technology to serve manufacturers as a research extension service.

-- Provide grants for defense professionals to master civilian technologies.

Yes: The Pentagon established troops-to-cops and troops-to-teachers programs that defense officials consider successful.

Disabilities

-- Expand long-term-care choices for people with disabilities.

No: Clinton's health-care-reform proposal included money for home-based care, but it died in Congress.

-- Increase special education, professional training and job training for people with disabilities.

Yes: His initial budgets increased money for these programs, but since Republicans captured Congress, the administration has fought to defend those programs, not expand them.

ART: PHOTO;
Caption: PRESIDENT CLINTON
OTHER TERMS: SECOND OF FOUR PARTS

12

TITLE: CLINTON'S PROMISES
COLUMN: CLOSE-UP
BYLINE: ROBERT A. RANKIN, ANGIE CANNON
CREDIT: KNIGHT-RIDDER NEWSPAPERS
EST. PAGES: 3
DATE: 08/19/96
DOCID: SETL2344965
SOURCE: The Seattle Times; SETL
EDITION: FINAL; SECTION: NEWS; PAGE: A3
CATEGORY: SERIES; LIST; ANALYSIS
ORIGIN: WASHINGTON
(Copyright 1996)

WASHINGTON - Politicians make promises when campaigning that they often fail to keep once in power.

As a candidate for president in 1992, Bill Clinton made a lot of promises - in speeches, in debates, and most of all, in his 232-page book, "Putting People First."

Did he keep them?

Not all, to be sure. He walked away early from some big ones, such as his vow to cut middle-class taxes.

Overhauling the nation's health-care system, which he made the centerpiece of his first two years, failed in Congress. But he delivered on changing welfare, with the help of the Republican Congress.

But Clinton has delivered on most of his promises.

After his 1992 election, Knight-Ridder Newspapers compiled a list of 160 specific commitments made by Clinton. Now, near the end of his full four-year term, the record shows he has achieved 106 of them - a success rate of 66 percent.

Clinton did not deliver on 50 of his promises - a failure rate of 31 percent - and action remains pending on the final four, or 3 percent.

However, Clinton failed to deliver on at least 23 promises because Congress blocked his efforts. Add those 23 failed attempts to keep promises to the 104 promises kept, and Clinton could be credited with trying to keep 79 percent of his campaign promises.

The standards used to rate the president were:

Yes: Clear steps have been taken to fulfill the promise.

No: Clinton has taken no action, or his proposals have fallen short.

Pending: Action on a proposal that would fulfill a Clinton promise is still pending.

Children

Welfare-reform decision could come back to haunt Clinton

Intraparty tug of war pits centrists against the old guard

By Warren P. Strobel
THE WASHINGTON TIMES

Shortly after President Clinton announced his intention to sign a historic welfare-reform bill, Sen. Daniel Patrick Moynihan, one of the president's chief congressional critics on the issue, sent him a surprisingly warm private note.

The New York Democrat had led a coalition of forces both inside and outside the administration in opposition to the measure, contending that it would throw more than 1 million children into poverty. In his note to Mr. Clinton, however, he acknowledged being on the losing side of the issue.

Mr. Moynihan wrote "to the effect of 'the debate's over, let's move on,'" said a White House spokesman.

Not every one in Mr. Clinton's party is willing to move on so quickly.

As he prepares for his renomination in Chicago in little more than a week, there are some indications that Mr. Clinton's footsteps in the fall campaign could be dogged by his welfare-reform decision.

The decision inflamed internal divisions in the Democratic Party. The party's liberal wing, including advocates of urban and children's issues, denounced Mr. Clinton for abandoning the Democrats' historic commitment to the needy. Party centrists, however, are elated that the president, after vetoing two earlier, more stringent welfare-reform measures, adopted a centrist position that updates the Democrats' image.

"The challenge of the Democratic Party was to modernize its progressive agenda and make it appropriate for the information age," said Al From, president of the centrist Democratic Leadership Council, referring not only to Mr. Clinton's decision on welfare, but also to overturning party orthodoxy on crime and trade.



Sen. Daniel Patrick Moynihan

"People who hold on to the old programs aren't going to like it very much."

While it remains to be seen whether intraparty disputes over welfare will mar the Democratic National Convention — as the abortion issue nearly did for the Republicans in San Diego — White House and campaign officials are concerned.

Protesters already have begun to heckle Mr. Clinton on a regular basis, following the president around in much the same way that Republican presidential nominee Bob Dole has been dogged by "Butt-man," the cigarette character ridiculing Mr. Dole's views on tobacco.

The president could hardly open his mouth in public in New York on Sunday without being interrupted by hecklers, who injected a sour note into his 50th birthday celebration. A dozen or so demonstrators, dressed in black, were dragged from Radio City Music Hall during an all-star birthday extravaganza when they jumped to their feet as Mr. Clinton

was speaking and started chanting, "Shame!"

The protests, which are still small-scale, help "highlight" the president's decision on the issue and underscore his position, the official said. He did not need to add that welfare reform is at the top of many voters' wish lists.

"The voters will decide" whether Mr. Clinton made the right decision, the official said.

Mr. Clinton plans to sign the welfare-reform bill sometime this week, White House spokesman Michael McCurry said yesterday.

The measure ends the federal entitlement to assistance under the Aid to Families With Dependent Children program, replacing AFDC with block grants to the states. The overall measure, which also imposes work requirements on welfare recipients, was crafted mostly along Republican lines, although Mr. Clinton succeeded in winning some changes from the two bills he vetoed earlier.

Mr. Clinton made it clear that he will sign the bill with some reservations, particularly regarding provisions that would cut off aid to legal immigrants and pare back food-stamp spending.

Mr. Clinton has promised, if re-elected, to seek legislation rectifying what he sees as the bill's shortcomings.

That line of defense was picked up during the swank birthday celebration in New York on Sunday by entertainer Whoopi Goldberg, who was once a welfare recipient herself.

Mr. Clinton must be re-elected to "make sure everything that's in that bill gets done the right way, baby," Miss Goldberg told one heckler.

As the protesters were being removed from Radio City Music Hall, Mr. Clinton told the audience, perhaps a little hopefully: "Four years from now, some of them will come back and say, 'You were right about that, Mr. President. You were right.'"

-- Establish a children's tax credit.

Pending: He has proposed a \$300 tax credit for children younger than 13, but it has not passed Congress. However, child-welfare activists say Clinton's expansion of the earned-income tax credit in 1993 helped millions of low-income families.

-- Fully fund Head Start and other preschool programs.

No: Clinton has increased Head Start funding sharply, but it is not fully funded, owing primarily to congressional opposition.

-- Provide more health care for low-income women and children.

Yes: The administration expanded Medicaid coverage for poor women and children and cut child vaccination costs. Major expansion of services failed with his health-care reform in 1994, however.

-- Fully fund the Women, Infants and Children nutrition program.

Yes: In fiscal 1996 Clinton won 97 percent of what child-care advocates consider "full funding," i.e., coverage of 7.5 million participants. His fiscal 1997 budget would achieve the goal, but the House seeks to freeze spending where it is, covering 7.3 million participants.

-- Establish more rigorous standards for licensing child-care facilities.

No: The administration made no significant changes of what is essentially a matter for state and local governments.

-- Crack down on deadbeat parents by using the Internal Revenue Service to collect child support and starting a national deadbeat data bank.

Yes: The administration used existing IRS authority to include strong deadbeat-parent enforcement terms in the new welfare-reform legislation, including creation of both federal and state data banks.

Cities

-- Set up a network of community-development banks to provide small loans to low-income entrepreneurs and homeowners in inner cities.

No: Congress passed a much more limited plan to provide development aid to existing institutions.

-- Create enterprise zones in inner cities that would give tax and regulatory breaks to companies locating there and hiring local workers.

Yes: The administration has designated nine empowerment zones and 95 enterprise communities, has won funding and tax breaks for them, and is pushing to expand the network.

-- Prevent redlining and require financial institutions to invest in their communities.

(3)

14

Yes: The administration issued new regulations and endorsed legislation to punish redlining and encourage community investment, but Congress resists his initiatives.

-- Allow cities to redirect 15 percent of their federal aid to meet their own community needs.

No: Administration often encourages flexibility in compliance with its programs but has not removed all red tape from 15 percent of its aid to cities.

Civil rights and diversity

-- End the ban on gays and lesbians in the military.

No: Gays may legally serve under Clinton's "don't ask, don't tell" compromise, but they may not declare their sexual orientation.

-- Support federal civil-rights legislation for gays and lesbians.

Yes: The administration supports a bill prohibiting job discrimination against gays and lesbians.

-- Lift damage caps in workplace-discrimination legal cases for women, people with disabilities and religious minorities.

No: The administration has endorsed the idea of such legislation but has not pushed such a bill before Congress.

-- Increase the number of women and minorities in top levels of government.

Yes: Clinton has appointed record numbers of women and minorities.

Crime

-- Put 100,000 more police officers on the streets, partly through the national service plan.

Yes: In 1994, Clinton signed a major anti-crime bill giving cities and states matching grants to begin hiring 100,000 police officers and creating a program offering scholarships for students who become officers.

-- Establish community boot camps to discipline first-time nonviolent offenders.

Yes: The anti-crime bill provided for boot camps.

-- Enact the Brady Bill, requiring a five-day waiting period to buy handguns.

Yes: Clinton signed it in November 1993.

(4)

15

-- Make schools eligible for federal assistance for metal detectors and security personnel.

Yes: Clinton's GOALS 2000 school legislation provided \$900,000 for metal detectors and security personnel.

-- Make high-crime communities eligible for federal aid for proven anti-crime measures.

Yes: The 1994 crime bill authorized spending on such programs.

-- Ban assault rifles and limit access to multiple-round clips.

Yes: The crime bill banned the manufacture, sale and possession of 19 types of semiautomatic weapons.

-- Stiffen criminal penalties for white-collar crimes, including environmental crimes.

Yes: The anti-crime bill established federal penalties for insurance fraud and computer crimes. The Environmental Protection Agency says it, too, has cracked down on criminal enforcement.

-- Require criminals to serve jail sentences in "real prisons," not cushy ones.

Yes: The anti-crime bill authorized building prisons, with half the grants awarded to states with the toughest sentencing laws.

Defense

-- Cut Pentagon spending by \$100 billion by end of 1997.

No: Defense spending cost \$298 billion in fiscal 1992 and Clinton budgeted \$259 billion for it in fiscal 1997, a cut of \$39 billion.

-- Cut U.S. troop levels in Europe to between 75,000 and 100,000 troops.

No: There were 116,078 troops in Europe, including Bosnia, in mid-1996.

-- Cut the number of Navy aircraft carriers to 10.

No: The Navy has 11 carriers on duty and one in reserve, down from 14.

-- Prohibit deployment of any massive space-based defense program.

Yes: The administration cut back space-based missile defense plans dramatically, by at least \$20 billion, but research continues.

Defense conversion

-- Offer early retirement and a pro-rated pension system for

(5)

16

military personnel with 15 to 20 years' experience.

Yes: The administration has begun an extensive program.

-- Expand the GI Bill to allow military personnel to take a one-year educational leave of absence with pay before retirement.

No: Clinton proposed this, but Congress did not approve it.

-- Create a national inventory to match military personnel skills with civilian jobs.

Yes: The administration developed such an inventory, and as of the summer of 1996, private businesses had tapped it with 2.4 million requests for military resumes.

-- Increase investment in civilian high-tech research and development with every dollar cut from defense research and development.

Yes: Spending on non-military research has grown proportionate to the decline in defense spending.

-- Make special Small Business Administration loans and grants available to small defense contractors to help them adjust to military downsizing.

Yes: The SBA developed a loan-guarantee program called Delta for this.

-- Create a civilian advanced-technology agency.

Yes: Clinton redirected the Defense Department's Advanced Research Projects Agency to promote civilian as well as military projects. He dramatically expanded the mission of the National Institute of Standards and Technology to serve manufacturers as a research extension service.

-- Provide grants for defense professionals to master civilian technologies.

Yes: The Pentagon established troops-to-cops and troops-to-teachers programs that defense officials consider successful.

Disabilities

-- Expand long-term-care choices for people with disabilities.

No: Clinton's health-care-reform proposal included money for home-based care, but it died in Congress.

-- Increase special education, professional training and job training for people with disabilities.

Yes: His initial budgets increased money for these programs, but since Republicans captured Congress, the administration has fought to defend those programs, not expand them.

ART: PHOTO;

Caption: PRESIDENT CLINTON

OTHER TERMS: SECOND OF FOUR PARTS

The President's Vision

"We need a New Covenant to rebuild America,
a solemn agreement
between the people and their government.
Government's responsibility is to create more
opportunity for everybody, and our
responsibility is to make the most of it."

The President's Vision

**"We need a New Covenant to rebuild America,
a solemn agreement
between the people and their government.
Government's responsibility is to create more
opportunity for everybody, and our
responsibility is to make the most of it."**

Rebuilding America for a New Era: Clinton Administration Accomplishments Stump Speech

Introduction

Two years ago, President Clinton entered office with a vision for keeping the American dream alive as we prepare our nation for the challenges of a new century.

The end of the Cold War radically changed the way we must think about our national security. A new global economy has emerged, where goods, services, and information speed around the globe.

Here at home, Americans were struggling in this new economy. A harsh recession thwarted growth, pushing unemployment up and wages down. Middle class American families, playing by the rules, were working harder just to stay in place. Education costs were rising out of control, at a time when the need for an education was more important than ever to raise standards of living. The difficulty of saving for retirement increased the financial pressures on working families. Americans knew that they were always one financial emergency -- perhaps a sick relative, or the loss of a job -- away from disaster. It seemed ordinary, middle class Americans were always the ones asked to make sacrifices in this new economy.

Yet a bloated government in Washington, trapped in yesterday's problems, could do little to help, and worked more for the special interests than the public interest. The budget was out of control, with deficits projected to top \$300 billion and head higher into the next century, limiting our ability to invest in the future.

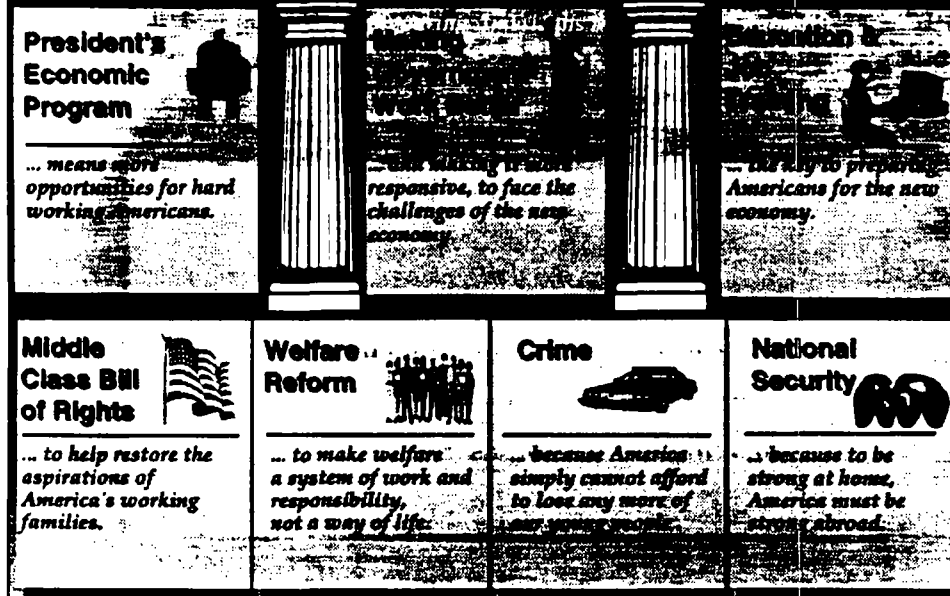
The President's Vision: A New Covenant

President Clinton offered a new vision for America in his speech announcing his candidacy for president. He said, "We need a New Covenant to rebuild America, a solemn agreement between the people and their government. Government's responsibility is to create more opportunity for everybody, and our responsibility is to make the most of it."

One side of the old partisan debate in Washington said that big government could fix every problem. The other side said that the federal government was the cause of every problem.

President Clinton believes the purpose of government is to expand opportunity, not bureaucracy, while demanding responsibility from all of us. He believes in government that is not a savior, but not on the sidelines either, working instead as a partner as we fight to restore the American Dream.

The New Covenant



In a world of great opportunity, with a new economy, we must dedicate ourselves to giving hardworking middle class Americans the tools to succeed and prosper. We must create a leaner, more responsive government that expands opportunity, not bureaucracy. At the same time, all Americans must use their education and skills to find good jobs, work hard, and support their families and make the most of these opportunities.

Values are what have always made our country strong. The New Covenant is rooted in age-old American values, like individual responsibility, family, work, tolerance, and community. It looks to the future by laying the groundwork for prosperity in a changing world.

The New Covenant is a lot like the compact our country offered to returning veterans after World War II. Through the GI Bill, they could get loans for education, or a house, but then it was their responsibility to complete the education, get jobs and build good lives. The result was an explosion of the middle class, and decades of strong economic growth. Our job is to recreate that vision and sense of purpose as we approach a new millennium.

The President's Economic Program



... means a stronger economy and more opportunities for hard working Americans.

Investment in People +

- Tax relief for small business & working families
- Worker training

Deficit Reduction +

- Deficit reduction through smart budget cuts

Open Markets

- NAFTA, GATT
- Latin America, Asia

- Over 6 million new jobs
- 3 straight years of deficit reduction
- Lowest core inflation since 1965

Fulfilling the New Covenant: The President's Economic Program

Everything President Clinton and his Administration have done has been based on the New Covenant equation of more opportunity linked with more responsibility.

After 12 years of trickle down economics which had quadrupled the deficit and ignored investment in our future, we needed to create more opportunity and demand more responsibility. Middle class Americans, working harder for less, understand that large, out of control budgets have been thwarting new opportunities for growth. They see more and more of their tax dollars just going to pay for interest on the debt. They know that means fewer opportunities for investing in education and building a foundation for the future.

That's why President Clinton took on the special interests and fought to enact the largest deficit reduction package in history, which has reduced the deficit three straight years in a row, by over \$600 billion.

Republicans say they want to cut spending and balance the budget, but what did they do when they were in the White House? They ran up trillions of dollars in debt. Our budget would be in **surplus** now, if not for the interest from the deficit we built up under Reagan and Bush. Now their approach is to cut government blindly. But that will cost us even more in the long run by cutting off avenues of opportunity for our people.

President Clinton's approach to cutting the deficit is smart, tough and responsible. For example, he targeted such obsolete government agencies as the Interstate Commerce Commission for elimination. His guide for deciding whether to cut a government program is simple: does it help prepare our nation for the challenges of the next century?

The President did more than cut the deficit, however. By expanding the Earned Income Tax Credit, the President provided a tax cut averaging \$1,000 a year for families with income under \$25,000 to 15 million working American families, and provided important tax relief to small businesses.

Because export-related jobs tend to pay better than others, the President also aggressively opened world markets for American goods and services. He passed the North American Free Trade Agreement, opening a huge market to U.S. exports in Mexico, completed a new round of negotiations to the General Agreement on Tariffs and Trade, which will expand U.S. exports and help create millions of jobs, and set the stage for expanded trade with the big emerging markets in Latin America and Asia.

In just over two years, we have begun to turn things around. President Clinton's economic strategy has triggered the best combination of unemployment and low inflation in 25 years.

The President said as a candidate that the economy would create 8 million new jobs under his presidency: in the last 2 years alone, the economy has created over 6 million new jobs, more than twice as many as in the previous four years. Ninety-three percent of that job growth has come from the private sector and many of the jobs are high wage. Unemployment is below 6 percent, down from over 7 percent when the President took office. Core inflation in 1994 was the lowest it has been since 1965.

Now we plan to go further. In his fiscal year 1996 budget, the President has proposed another \$81 billion in deficit savings for the next five years, bringing his total deficit reduction to about \$700 billion since 1993. That means a stronger economy and more opportunities for hard working Americans.

Making Government Work Better



... and making it more responsive to face the challenges of the new economy.

- **Government should be a partner**

- offering new opportunities

- demanding more responsibility

- **Government should be more efficient**

- Reform

- **Government should provide opportunity**

- not bureaucracy

Fulfilling the New Covenant: Making Government Work Better

Middle class Americans are upset when their government does what it shouldn't be doing, and does poorly what it should be doing. President Clinton understands we have to get rid of yesterday's government in order to face tomorrow's challenges.

The old, big-government Washington view is that government should be a savior. The Republican contract view is that government should just step out of the way. President Clinton believes government should be a partner, one that offers new opportunities, yet demands more responsibility.

We have begun a massive effort to cut government and make it more efficient. As President Clinton says, "we need a leaner, not meaner government." Under the leadership of Vice President Gore, we have eliminated 100,000 positions from the federal bureaucracy. We're on the way to reducing it by 272,900 positions, making the government the smallest since the Presidency of John Kennedy.

President Clinton is preparing our government for the challenges of the 21st century. He has taken the ax to more than 300 wasteful government programs, and consolidated hundreds of others. He closed 1,200 regional offices of the Department of Agriculture that were located in areas that no longer contain farms. These reinventing government initiatives have already saved taxpayers \$63 billion.

He has proposed restructuring the Departments of Housing and Urban Development, Energy, Transportation, the General Services Administration, and the Office of Personnel Management. Those restructurings not only will make the five agencies work better, they will save \$23 billion. In the coming months, through Phase II of the National Performance Review, he will continue to cut red tape and eliminate ridiculous regulations.

The Republicans just want to blindly cut government. President Clinton wants to streamline the government to make it more responsive as we face the challenges of the new economy.

Education and Job Training



... the key to preparing Americans for the new economy.

- Reformed and expanded Head Start
- Fought successfully for Goals 2000
- Expanded apprenticeship programs
- Started the National Service program
- Provided direct lending for student loans

Fulfilling the New Covenant: Education and Job Training

Education is the key to preparing Americans for the new economy. It embodies the New Covenant: Helping people help themselves. President Clinton believes educating Americans is the way to replace fear with hope; it is the way to replace anxiety about the future with new opportunities and the means to harvest those opportunities.

Unlike the old Washington view that just offered handouts with no responsibility, or the Republican Contract view that wants to just cut people off, President Clinton believes in creating opportunities for people to get the tools they need to prosper in the new economy, while requiring that they make the most of it by working hard and staying in school.

Now more than ever, lifelong education and retraining is critical to succeeding in the new economy.

- That's why President Clinton reformed and expanded Head Start, which begins education for low-income, pre-school children at an early age.
- That's why he fought successfully for Goals 2000, which sets world-class standards for our schools, yet gives to educators and parents much more say than the federal government about how to meet these standards.

- That's why he sought to expand educational and career opportunities for the non-college bound through youth apprenticeship programs.
- That's why he expanded opportunities and revived a spirit of citizenship through the National Service program, where citizens work in public service positions and receive a stipend for post-secondary education.
- And that's why he provided direct lending for student loans, making it easier to pay for higher education, and saving students and taxpayers billions of dollars.

Some in Washington want to eliminate the National Service program, but it is one of the smartest things we are doing right now. It helps young people get an education, while they give something back to the country. It is about opportunity and responsibility.

At a time when education is more important than ever to succeed and prosper, cutting education or National Service is like cutting defense spending in the middle of the Cold War.

From pre-school training to training for a new job in mid-career, education needs to be lifelong. By investing in education, President Clinton is placing a down payment on America's future.

The Middle Class Bill of Rights



... to help restore the aspirations of America's working families

- A tax deduction for all education and training after high school
- A \$500 tax cut for each child under 13
- Tax breaks for families to save for education, the purchase of a first home, or retirement
- Skill Grants given directly to workers, paid for by consolidating federal programs

Fulfilling the New Covenant: The Middle Class Bill of Rights

Despite the advances the Clinton Administration has made, too many families are still working harder for less and are concerned about their future. Too many families are unable to seize the opportunities of this new economy.

President Clinton has proposed the Middle Class Bill of Rights to help restore the aspirations of America's working families. It includes a tax deduction for all education and training after high school. With the President's streamlined college loan process, which eliminates the middle man, college becomes today's reality, not tomorrow's dream. The Middle Class Bill of Rights also includes a \$500 tax cut for each child under age 13; tax breaks for families that save for education, the purchase of a first home, or retirement; and Skill Grants given directly to workers, paid for by consolidating federal programs.

The Middle Class Bill of Rights puts government back on the side of middle class Americans. Unlike the Republican Contract, it benefits ordinary working Americans, who are willing to take responsibility to make the most of the cuts, not the wealthy few who are already flourishing. Unlike Republican proposals, every penny in tax cuts is paid for by specific spending cuts -- with billions left over for deficit reduction.

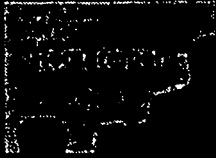
The Middle Class Bill of Rights creates opportunities for working American families to benefit from this new economy. But it's up to all of us to make the most of those opportunities.

Welfare Reform



... to make welfare a system of work and responsibility, not a way of life.

**Demanding
Responsibility**



**A Tough and
Fair Welfare
Reform Plan**

**Creating
Opportunity**

**Employment
Assistance**

**Increased
Minimum
Wage**

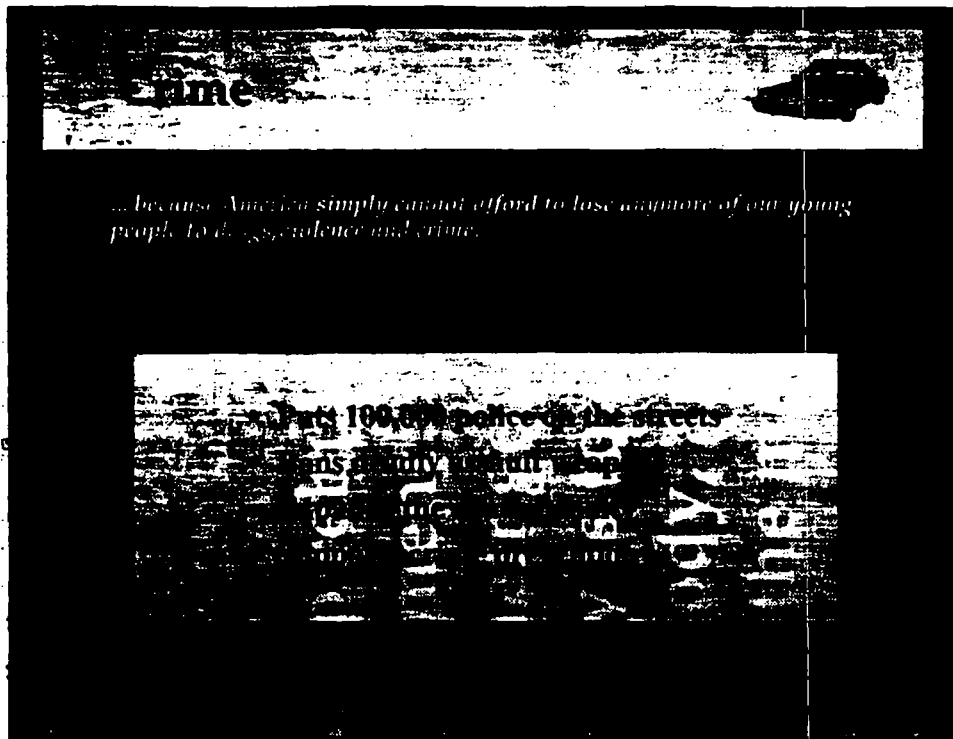
Fulfilling the New Covenant: Welfare Reform

The President is fighting to make welfare a system of work and responsibility, not a way of life. He wants to create opportunities for people on welfare to help them get off, while demanding more responsibility, through responsible parenting, the requirement that to receive benefits, young people should be in school or working toward going to work, and tougher child support enforcement. If every deadbeat parent paid the child support they should, 800,000 mothers and children could move off welfare immediately.

He has proposed a tough and fair welfare reform plan that will help welfare recipients in getting a job, and prevent people from abusing the system. He has proposed raising the minimum wage to reward work and make it easier to move from welfare to work.

The old Washington view to reform welfare is to just create more bureaucracy. The Republican Contract view is more interested in punishment than creating new opportunities. It would simply punish children without offering real opportunities for work for those on welfare. The essence of President Clinton's plan is to link opportunity and responsibility.

President Clinton has been working on reforming the welfare system for fifteen years, first as Governor, and now as President. He understands no one wants to reform welfare more than the people who are on it. He understands the heart of the effort must be to reestablish American values by creating new opportunities for those who are caught in a cycle of poverty and despair and demanding more responsibility.

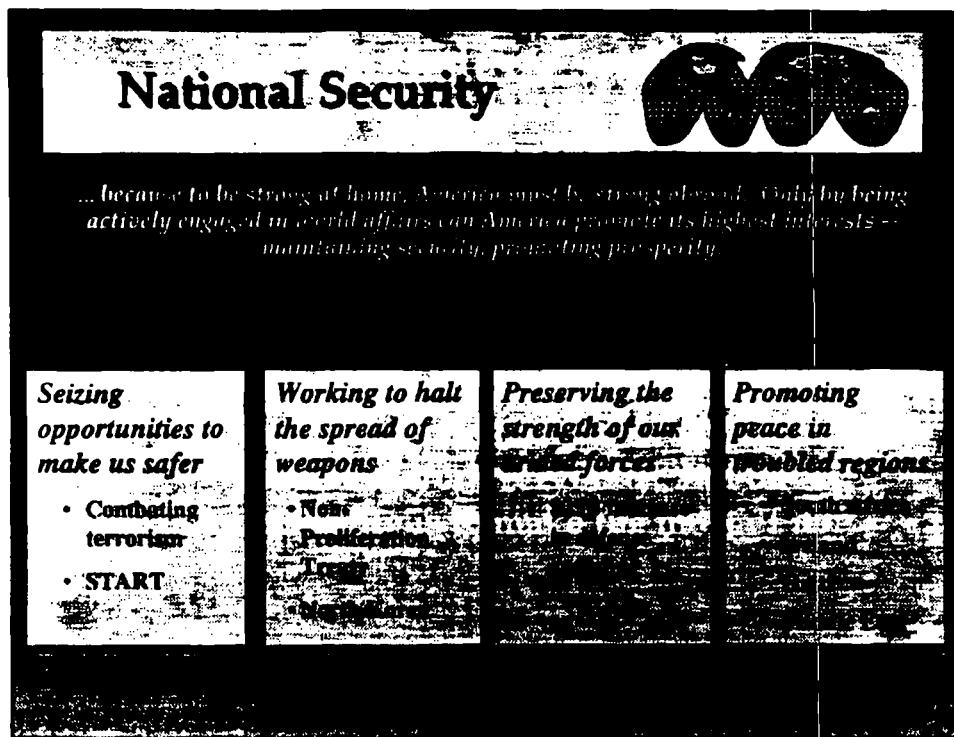


Fulfilling the New Covenant: Crime

An important part of the New Covenant is to make Americans more secure at home. We can no longer tolerate a society where kids kill kids, parents fear for the safety of their children -- when they are at school -- and the elderly can not leave their homes. That's why President Clinton fought the special interests to enact a tough Crime Bill last year.

It puts 100,000 police on the streets, bans deadly assault weapons, expand the death penalty, and supports smarter prevention efforts which offer opportunities to young people to find a way out of the cycle of drugs and violence. We have already released funds since just last fall for 17,000 new law enforcement officers.

President Clinton believes fighting crime shouldn't be a partisan issue. Yet the Republican Contract calls for slashing our anti-crime efforts. But President Clinton believes it is a serious mistake to sacrifice our safety as we cut the deficit. And America simply cannot afford to lose any more of our young people to drugs, violence and crime.



Fulfilling the New Covenant: National Security

President Clinton believes that for America to be strong at home, it must be strong abroad. He has fought to preserve the tradition of American leadership in the world against a growing tide of isolationism. Only by being actively engaged in world affairs can America promote its highest interests -- maintaining security, promoting prosperity.

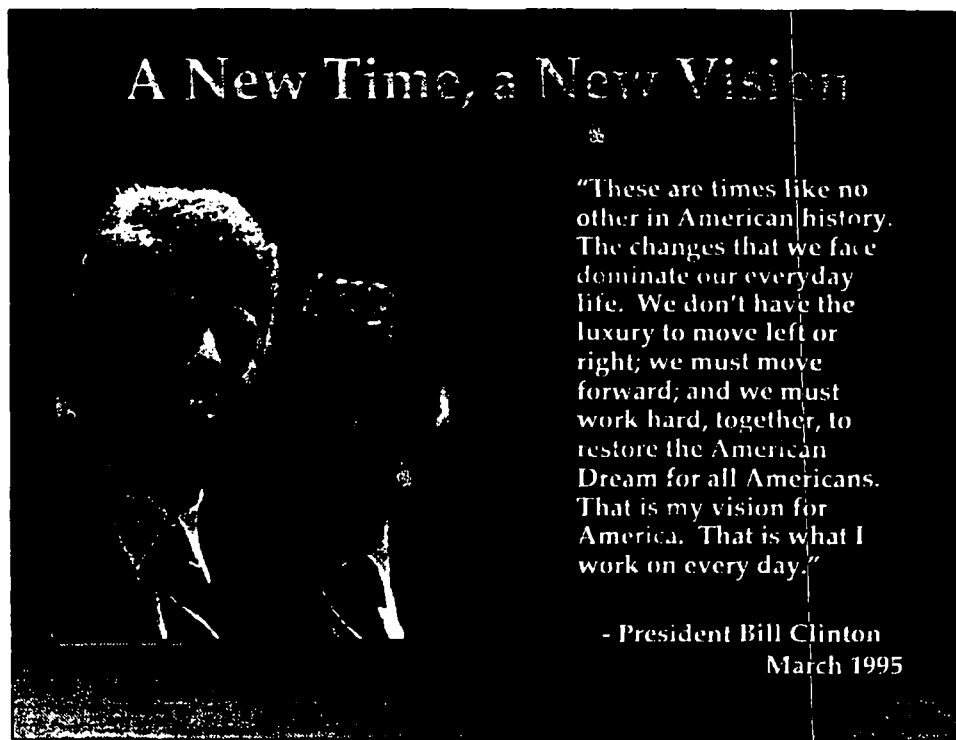
The end of the Cold War has brought tremendous opportunities to make America safer, and President Clinton is seizing those opportunities. He has made great strides to reduce the threat of nuclear weapons. Thanks to the Administration's efforts, the START I treaty was put into force. It will eliminate delivery systems that carry 9,000 nuclear warheads. Because of our diplomacy, three of the Newly Independent States that emerged from the Soviet Union gave up their nuclear weapons entirely and signed the Non-Proliferation Treaty. The ratification process for the START II treaty is under way in the Senate, and when that treaty goes into effect, another 5,000 nuclear weapons will be eliminated. President Clinton also reached a landmark agreement to have our nuclear forces stop targeting each other's cities and citizens. So today, our families can turn out the lights at night and sleep in greater safety than at any time since the dawn of the nuclear age.

The Clinton Administration is also working to halt the spread of weapons for mass destruction -- including biological, chemical and nuclear weapons. We have confronted the North Korean nuclear threat and stopped it. The agreement we reached will freeze and, if fully implemented, dismantle their nuclear program -- with international monitoring.

Our national security depends on preserving the strength of our armed forces. President Clinton vowed to keep our troops the best-trained, best-equipped, best-prepared in the world. And he kept that pledge, adding a \$25 billion increase in defense spending over six years. That way our military can maintain its readiness and fulfill its missions with the skill and professionalism it demonstrated last year when it helped restore democracy in Haiti; and in the Persian Gulf, where our armed forces' rapid deployment convinced Saddam Hussien not to make the same mistake twice.

Promoting peace in the troubled regions of the world also serves the United States' security interests and fulfills the hopes of so many Americans. The Clinton Administration's vigorous diplomacy has helped further the cause of peace in such areas as South Africa, Northern Ireland, and the Middle East. In his time in office, President Clinton has played a key role in the historic agreements Isreal has signed with the PLO and Jordan -- agreements that have paved the way for a new era in the Middle East.

President Clinton has sent Congress comprehensive legislation to strengthen our hand in combatting terrorists -- whether they strike at home or abroad. As the cowards who bombed the World Trade Center found out, this country will hunt down terrorists and bring them to justice. Terrorists represent the past, not the future. We cannot permit the future to be marred by terror and fear and paralysis.



Conclusion

President Clinton has dedicated his presidency to a simple, yet profound idea: to keep the American dream alive as we enter the 21st century. He wants to offer more opportunities for ordinary hardworking American families and demand more responsibility. That may seem like common sense to you, but it's practically heresy in Washington, where too many people put what's good for them ahead of what's good for everybody. He came to Washington because he understood how to help Americans make the most of the opportunities in a changing world.

That's why President Clinton has taken on the special interests. He is breaking through the stale partisan debates that have gridlocked our country. He will work with anyone -- Republican or Democrat -- who has a good idea for moving America forward.

So, as you leave here today, I want you to remember one thing: President Clinton is fighting for what's good for ordinary working American's every day. He is fighting to expand opportunity for all, and to infuse a new sense of responsibility in the country. He is fighting to put the American community on a path of restored hope and opportunity. But he needs your help. We will only succeed in making our nation stronger by working together.

Author: "Jason S. Goldberg" <GOLDBERG_JS@a1.eop.gov> at INTERNET
Date: 7/28/95 1:17 PM
Priority: Normal
BCC: William Kincaid at WDCT01
TO: ;@a1.eop.gov at INTERNET
CC: ;@a1.eop.gov at INTERNET
Subject: President Outlines Agenda for America's Families 7/28/95

----- Message Contents -----

President Outlines Agenda for America's Families
Friday, July 28, 1995

Today, President Clinton addresses the American Federation of Teachers, where he will outline ten points that form our real family values agenda:

1. Caring for elderly parents
 2. Family and Medical Leave
 3. Health insurance Reform
 4. Child support enforcement
 5. Prevention of teen pregnancy
 6. Drug abuse prevention
 7. Prevention of teen smoking
 8. Handgun and assault rifle control
 9. Raising the minimum wage
 10. Education
-
1. Caring for Elderly Parents. 30 years ago, we decided to protect our elderly against the costs of illness with Medicare. Before Medicare, half of the nation's elderly lacked insurance. Now, 97 percent have insurance, but that new security is at risk. Congress wants to cut \$270 billion from Medicare, which could mean thousands of dollars in new out-of-pocket costs for our seniors. The President is committed to reforming Medicare, but he will fight these efforts to ruin it.
 2. Family and Medical Leave. The first bill the President signed into law was the Family and Medical Leave Act, which allows people to care for their loved ones without losing their jobs. He will fight efforts by Congress to cut funds that make Family and Medical Leave work.
 3. Health Insurance Reform. The President has proposed health insurance reforms that respond to the real needs of America's families:
 - o Portable health insurance -- insurance should follow people as they move from one job to another.
 - o Coverage should not be tied to preexisting conditions.
 - o Establish voluntary purchasing pools to allow small businesses and self-employed people to buy insurance on the same terms as big business.
 - o Make sure that if a parent loses a job, the family keeps its coverage -- even if

the parent is unemployed for an extended

period of time.

4. Child Support Enforcement. President Clinton believes that anyone who brings a child into this world must take responsibility for it. That is why his Administration has worked so hard to enforce child support collection. The President's welfare reform plan has five provisions to ensure the toughest possible enforcement:

- o Employer reporting of new hires to catch deadbeat dads who move from job to job;
- o Uniform interstate child support laws;
- o Computerized statewide collection;
- o Efforts to identify the father;
- o Tough new penalties like revoking licenses.

Earlier this year, the President signed an Executive Order to make it easier to find federal employees who do not meet their obligations to their children.

5. Prevention of Teen Pregnancy. The President's welfare plan includes measures to motivate young people to make responsible life choices:
- o Teen mothers on welfare will be required to live at home with their parents, stay in school, identify the father, and work after a limited period of time.
 - o Tough new child support laws so that teen fathers will know they have to provide child support for the next 18 years.
 - o States will have the flexibility to try innovative ways to encourage responsible behavior, such as rewarding teen recipients who make progress in school and sanctioning those who drop out.
 - o School-based teen pregnancy prevention programs in high-risk areas.
 - o A national teen pregnancy clearinghouse to disseminate information on model programs.
6. Drug Abuse Prevention. The President has expanded efforts to fight the war on drugs, and this year's budget for that fight is the largest in history. He will fight the effort in Congress to cut funds for the war on drugs, and for Safe and Drug Free Schools. Our children need a constant drum-beat reminding them that drugs are not safe.

7. Prevention of Teen Smoking. Too many of America's children have access to one of the worst killers in the country -- ordinary tobacco products. Underage smoking is wrong, bad for kids, and illegal. We must do more to stop it.
8. Handgun and Assault Rifle Control. The President is doing everything in his power to stop the violence that affects too many of our families:
 - o He stood up and fought for the assault weapons ban;

- o Signed the Brady Bill into law;
- o Is putting 100,000 more cops on the street.

9. Rasing the Minimum Wage. Raising the minimum wage rewards hard work and gives parents the money they need to raise healthy children who become productive adults. The minimum wage is at its lowest level in 40 years. The President thinks it's time to change that.

10. Education. Education is the key to our success in the global economy. It is the fault-line dividing those who make it from those who don not. That is why the President has fought to improve our nation's education system:

- o Expanded Head Start;
- o Signed GOALS 2000 into law;
- o Created the School-to-Work initiative;
- o Created cheaper, more accessible student loans.
- o Created the national service program.

The President is committed to fighting those who want to roll the back the progress we have made on education -- slashing education investments to pay for tax cuts for the wealthy.

PRESIDENT CLINTON SAYS EDUCATION KEY TO AMERICA'S FUTURE Vows to Fight GOP Cuts in Education and Protect Investment in Vermont's Families

"Cutting education in the time of global economic competition would be like cutting defense spending during the Cold War." -- President Clinton, March 14, 1995

Education and training are cornerstones of President Clinton's economic policy, designed to expand opportunities for all Americans. Now, more than ever, opportunity in the global economy depends on skills and education. Yet Republicans plan significant cuts in the very educational programs that help working families. Here is what that means to Vermont:

- o **STUDENT LOANS** President Clinton supports student loans and opposes Republican efforts to make them more expensive. Republicans want to help pay for their tax cuts for the wealthy by eliminating a grace period that allows 4.5 million students to defer interest charges while still in school. President Clinton will fight to stop Republicans from raising the costs of college and job training for 19,943 students in Vermont. The Department of Education estimates that ending this grace period would mean that a student who borrows \$17,125 over four years **would owe \$3,150 more**, and have his or her monthly repayment amount increased by more than 18%.
- o **DIRECT LENDING** The President wants to expand his Direct Lending program which simplifies the application process, reduces fees for students, and offers borrowers convenient repayment options, including pay-as-you-can. Direct Lending is saving taxpayers \$6.8 billion in administrative expenses. The President opposes Republican efforts to help banks by capping participation in Direct Lending and preventing thousands of schools and millions of students from receiving its benefits. In the 1995-96 school year, 7 schools in Vermont will participate in direct lending. The Republican proposal would prevent any further schools from entering the program.
- o **MAKING COLLEGE AFFORDABLE** President Clinton wants to offer a tax deduction of up to \$10,000 to help middle-class Americans meet the cost of education and job training. Families in Vermont would receive approximately \$63 million from this deduction over the next five years. The President opposes Republican efforts to cut education to pay for tax breaks for the wealthy.
- o **NATIONAL SERVICE** AmeriCorps, President Clinton's service program, offers young people a hand paying for their education if they give a hand to their community. The President opposes Republican efforts to gut AmeriCorps and prevent 206 students in Vermont from serving their communities.
- o **GOALS 2000** The President won passage of Goals 2000 to help states and local communities train teachers and upgrade standards for their schools. Republicans call for a 40% cut in the program that would reduce support for high standards by \$498,961 in as many as 14 schools in Vermont.
- o **SAFE AND DRUG-FREE SCHOOLS** President Clinton recognizes that safety in school is a major concern of parents, students, and teachers. Republicans want to gut a program - that 262 out of 279 school districts in Vermont have already implemented - that teaches students to avoid drugs and violence, and enables schools to purchase metal detectors and hire security personnel.
- o **DEPARTMENT OF EDUCATION** The President believes strongly in the federal role in education. Republicans want to abolish the Department of Education.

THE CLINTON RECORD: EDUCATION

A LIFELONG LEARNING AGENDA

President Clinton, early in his term, announced his commitment to a Lifelong Learning Agenda – expanding and improving education and training from early childhood through adulthood. This agenda reflected his belief in the critical role of education in building America's future and the federal government's role as a partner in that effort.

HEAD START

- o In his first two budgets, the President increased Head Start spending by \$760 million, and now proposes an additional \$400 million in FY96 for this program which provides comprehensive services for disadvantaged children, ages three to five, and their families.
- o The President appointed the Head Start Advisory Commission to examine the program after 25 years of operation and to recommend ways to improve its operation. The Commission's recommendation formed the basis of the 1994 reauthorization, passed with bipartisan support.

GOALS 2000

- o Passed in 1994, the legislation supports meaningful state and community school improvement efforts, based on raising academic and occupational standards, improving teaching and expanding the use of technology.
- o The President's FY96 budget requests \$347 million in increased funding for states and communities to proceed with their education reform agenda. More than 40 states have already chosen to participate in Goals 2000 and with the leadership of local communities, parents, teachers and school administrators have developed their own strategic plans for educational reform.

NATIONAL SERVICE With passage of the National Service legislation, Americorps has 20,000 volunteers working in schools, hospitals, neighborhoods and parks. Reiterating his belief that National Service can change the way government works by enabling participants to further their education while helping to change communities, President Clinton is asking for \$812.5 million in 1996 to expand the program to 47,000 participants.

DIRECT LENDING With the passage of the Student Loan Reform Act, 104 schools and over 300,000 students are already participating in the program. This year more than 1,400 schools – representing 40% of the total number of loans and the maximum allowed under this year's authorization – have committed to enrolling. This program cuts bureaucracy and saves taxpayers and students billions of dollars, while allowing more borrowers flexible repayment arrangements -- including pay-as-you-earn plans through Individual Education Accounts.

ELEMENTARY AND SECONDARY EDUCATION ACT Designed primarily to help disadvantaged children, this law focuses on improvements in teaching in more than 50,000 schools and has a direct impact on five million children in high poverty areas. By increasing school flexibility to use federal aid and supporting effective innovations, this law is a significant step in helping all students meet high academic standards.

SCHOOL TO WORK ACT Broadens educational, career and economic opportunities for students not immediately bound for four-year colleges through local partnerships among businesses, schools, community organizations and state and local governments. By equipping students with the knowledge and skills necessary to pursue work or post-secondary training, this law helps ensure that America will be capable of performing and prospering in a competitive global economy.

(April 7, 1995)

TO: David Montoya at WDCB01
TO: Kerri Morgan at WDCB01
TO: Caroline Morris at WDCL02
TO: Nancy Ozeas at WDCB01
TO: Jennifer Peck
TO: Joshua Perttula
TO: Laurence Peters at WDCR03
TO: Dang Pham at WDCC04
TO: Marianne Phelps at WDCA01
TO: Diana Phillips at WDCB01
TO: Alfred Ramirez at WDCE03
TO: Sandra Rinck at WDCB01
TO: Alvin Rivera at WDCE03
TO: Bryant Robinson at WDCB01
TO: Valerie Rockefeller at WDCB01
TO: Diane Rogers at WDCA01
TO: Billie Rollins
TO: Kim Ross at WDCE03
TO: Diane Rossi at WDCB01
TO: Mary Anne Schmitt at WDCE03
TO: Jonathan Schnur at WDCB01
TO: Nhora Lucia Serrano at WDCF01
TO: Kathy Silva at WDCJ03
TO: Amy Squire
TO: Patrick Steel at WDCB01
TO: Eric Stern at WDCE03
TO: Kevin Sullivan at WDCB01
TO: Will Tanner at WDCE03
TO: Gayle Tauzin at WDCE03
TO: Amy Theobald at WDCE03
TO: Gabriela Uro at WDCC01
TO: Josefina Velasco at WDCC04
TO: Carole Wacey
TO: Esther Watkins
TO: Stephanie Willerton at WDCB01
TO: Alexander Wohl at WDCB01
TO: Jodi Wolk at WDCE03
TO: Judy Wurtzel at WDCE02
TO: Julie xKaminkow
TO: Theda Zawaiza at WDCI03
TO: Ruth Zimmerman at WDCR03
Subject: Talking Points: Mon:4/03

----- Message Contents -----

PRESIDENT CLINTON SPEAKS at ARKANSAS STATE
Defends Investments in Education
April 3, 1995

" The fight for education is
the fight for the American Dream "
President Clinton
April 1, 1995

Today, President Clinton dedicates a new library at Arkansas State University at Jonesboro. Continuing the themes of this Saturday's radio address, the President will contrast his commitment to national investment in education to Republican efforts to cut education to pay for tax cuts for the rich. Vice-President Gore will underline the President's

commitment to education in a speech at the National Press Club. While the Clinton Administration fights to expand opportunity for all Americans, Republicans are pushing education cuts in the Senate this week, and House Republicans and House Republicans are trying to cut taxes on the wealthy.

HOLDING THE LINE AGAINST CUTS IN EDUCATION INVESTMENT

The President will outline his differences with Republicans who are trying to gut our role in promoting opportunity through education. Specifically, the President has vowed to protect investments in:

- * STUDENT LOANS: Republicans want to add \$2 billion a year in costs to 4 million students by removing the grace period on interest for student loans:
- * DIRECT LENDING: Republicans want to eliminate a program that cuts bureaucracy and saves taxpayers and students billions. The President wants to expand it to all schools and all students:
- * HEAD START: Republicans want to scale back this program. Despite tough fiscal times, the President wants to expand Head Start and support programs that work.
- * GOALS 2000: Republicans also want to cut a program that fosters high standards in our schools.
- * NATIONAL SERVICE: Republicans want to dismantle Americorp, the President's service program which expands opportunity for young people willing to give something back to their country.
- * DEPARTMENT of EDUCATION: Republicans also want to eliminate the Department of Education. President Clinton believes we must preserve national investment in education while making government more efficient and responsive.
- * SAFE AND DRUG-FREE SCHOOLS: Republicans are trying to destroy a program that teaches students the dangers of drug and alcohol abuse in 94% of the nation's schools.

THE PRESIDENT'S INVESTMENT IN EDUCATION & TRAINING - CENTERPIECE OF HIS NATIONAL AGENDA

- * The President's call for a New Covenant envisions providing children with opportunity and making sure they behave responsibly enough to take advantage of those opportunities.

THE CLINTON ADMINISTRATION HAS A SOLID RECORD OF ACCOMPLISHMENT

THE LIFE-LONG LEARNING AGENDA: Last year the President outlined a seven point agenda for education in this country. That program is based on his belief that success in the new economy is based more than ever on

knowledge and skills. The first six pieces of that agenda passed last year.

* REFORM AND EXPANSION OF HEADSTART:

Provides comprehensive developmental services for America's low-income, preschool children, ages 3-5

* GOALS 2000: Sets world-class standards for our schools for the first time and pushes responsibility for meeting those goals down to the grassroots

* REAUTHORIZATION: Elementary and Secondary School Act
Focuses on improving teaching to help students meet high standards and help disadvantaged students

* SCHOOL TO WORK: Broadens educational and economic opportunities for students not bound for four year colleges by means of local partnerships between business, schools, community organizations and state and local governments

* NATIONAL SERVICE: Increases educational opportunity by enabling citizens to work in public service positions where they will receive a small stipend and earn education awards to pay for post-secondary education

DIRECT LENDING: Allows students to secure loans in a quick and easy manner taking the expense and confusion out of how they finance their costs of higher education

* REEMPLOYMENT ACT: Ensures that all Americans have the skills, knowledge and opportunity to do their jobs better and to get better jobs

Author: "Jason S. Goldberg" <GOLDBERG_JS@a1.eop.gov> at INTERNET
Date: 4/24/95 1:04 PM
Priority: Normal
BCC: William Kincaid at WDCE02
TO: ;@a1.eop.gov at INTERNET
Subject: Talking Points

----- Message Contents -----

Education Key to America's Future
Monday, April 24, 1995

"Let's not forget that we have an educational deficit. Education is the fault line in America today; those who have it are doing well in the global economy, those who don't are not doing well. We cannot walk away from this fundamental fact. The American Dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States of America."

President Clinton
April 12, 1995

Preparing the Next Generation for the Future.
In a speech today to the American Association of Community Colleges, President Clinton made clear that our generation must devise a strategy that fuels prosperity and reignites the promise of American life for our children. Education must be the cornerstone of that strategy.

Our Children's Legacy is Threatened by Two Deficits.
President Clinton will restate the themes of his speech on the anniversary of FDR's death, where he explained that our children's future is threatened by twin deficits:

- o A Fiscal Deficit. If we ignore cutting the fiscal deficit, we risk an upward spiral of debt where no one can pull ahead. President Clinton has focused hard on the fiscal deficit, cutting it by over \$600 billion and proposing new cuts of \$81 billion.
- o An Educational Deficit in the education and skills of America's workers. If we ignore investments in education and training and just cut the deficit, we risk a downward spiral of limited incomes and joblessness where everybody falls behind.

We Must Tackle Both Deficits. Success in the global economy demands that we tackle both deficits. One requires cuts and discipline; the other requires investment and innovation. One innovative investment that we know works is the President's new direct student loan program.

Innovation that Works: A New Loan Program that Offers Flexibility and Saves Taxpayers Money. President Clinton's new direct loan program work, and they save money. Direct loans are lowering costs for students and giving them flexible repayment arrangements, like the pay-as-you-earn option. And by eliminating the middlemen and cutting red tape, direct loans save money. Over the next five years, student loan reforms will save taxpayers \$12 billion.

Cutting Down on Student Loan Defaults. When President Clinton took office, student loans were costing taxpayers \$2.8 billion a year. Under the President's and Education Secretary Riley's leadership, the Clinton Administration has cut that by nearly two-thirds.

Direct Loans is a Success with Students and Schools. In its first year, 104 schools and over 252,000 students benefitted from the direct loan program. In its upcoming second year, more than 1400 schools, representing 37 percent of all loans, will join the program.

Expanding the Direct Loan Program. Today, the President Clinton will announce the expansion of the innovative direct student loans. He will announce that, in its third year, beginning July 1996, 450 schools will join the program. That means that 45 percent of all student loans will be administered by the President's loan program.

"The fight for education is the fight for the American Dream."

President Clinton
April 1, 1995

*** overflow headers ***

To: ABELSON.JILL@EPAMAIL.EPA.GOV, ATERNO.KATHY@EPAMAIL.EPA.GOV,
Amy_S._Liu@hud.gov%INET%EOPMRX@mr.eop.gov,
"Jeremy D. Benami" <BENAMI_J@a1.eop.gov>,
BROWNER.CAROL@EPAMAIL.EPA.GOV, CANNON.JON@EPAMAIL.EPA.GOV,
"Phillip M. Caplan" <CAPLAN_P@a1.eop.gov>,
CLARKE.CHUCK@EPAMAIL.EPA.GOV, CSTRUBA@DOC.GOV,
CUMMIS.CYNTHIA@EPAMAIL.EPA.GOV, CUTTER.STEPHANIE@EPAMAIL.EPA.GOV,
Christine_Sopko@ITA.DOC.GOV%INET%EOPMRX@mr.eop.gov,
"Paul A. Deegan" <DEEGAN_P@a1.eop.gov>,
"Michael D. Deich" <DEICH_M@a1.eop.gov>,
"Julie E. Demeo" <DEMEO_J@a1.eop.gov>, DEVILLAR.JOHN@EPAMAIL.EPA.GOV,
Diana_Phillips@ted.gov%INET%EOPMRX@mr.eop.gov,
FOX.JEANNE@EPAMAIL.EPA.GOV, Friedman@interRamp.com,
GARDINER.DAVID@EPAMAIL.EPA.GOV,
"Jason S. Goldberg" <GOLDBERG_JS@a1.eop.gov>,
GOLDMAN.LYNN@EPAMAIL.EPA.GOV, Robert Gordon <GORDON_R@a1.eop.gov>,
GRAMS.DENNIS@EPAMAIL.EPA.GOV,
Graham_Whatley@ITA.DOC.GOV%INET%EOPMRX@mr.eop.gov,
HANKINSON.JOHN@EPAMAIL.EPA.GOV, HANSEN.FRED@EPAMAIL.EPA.GOV, "Charlotte
A. Hayes" <HAYES_C@a1.eop.gov>, HERMAN.STEVEN@EPAMAIL.EPA.GOV, Kathryn
Higgins <HIGGINS_K@a1.eop.gov>, Elgie Holstein <HOLSTEIN_E@a1.eop.gov>,
HUGGETT.ROBERT@EPAMAIL.EPA.GOV, LeeAnn Inadomi <INADOMI_L@a1.eop.gov>,

JACKSON.CAROL@EPAMAIL.EPA.GOV, JORDAN.MICHELLE@EPAMAIL.EPA.GOV,
Jose_cintron@hud.gov,
"Erin C. Kelly" <KELLY_EC@a1.eop.gov>, KOSTMAYER.PETER@EPAMAIL.EPA.GOV,
"Adam R. Kreisel" <KREISEL_A@a1.eop.gov>, LAWS.ELLIOT@EPAMAIL.EPA.GOV,
Michael Levitan <LEVITAN_M@a1.eop.gov>,
LMcRea%doc.gov%INET%EOPMRX@mr.eop.gov,
MANNING.COURTNEY@EPAMAIL.EPA.GOV, MARCUS.FELICIA@EPAMAIL.EPA.GOV,
MCPOLAND.FRAN@EPAMAIL.EPA.GOV, METZENABUM.SHELLEY@EPAMAIL.EPA.GOV,
MINERVA.DANA@EPAMAIL.EPA.GOV,
Michael_W._Brown_at_OSTNOVM%postmaster2.dot.gov%INET%EOPMRX@mr.eop.gov,
Mike.Martin@OPM.GOV, NELSON.JEAN@EPAMAIL.EPA.GOV,
NICHOLS.MARY@EPAMAIL.EPA.GOV, NITZE.WILLIAM@EPAMAIL.EPA.GOV,
Thomas O'Donnell <ODONNELL_T@a1.eop.gov>, ONEILPA@VACO.VA.GOV,
"Jennifer N. Palmieri" <PALMIERI_J@a1.eop.gov>,
PERCIASEPE.ROBERT@EPAMAIL.EPA.GOV,
"Carol H. Rasco" <RASCO_C@a1.eop.gov>,
RHayes%DOL.GOV%INET%EOPMRX@mr.eop.gov,
Dorothy Robyn <ROBYN_D@a1.eop.gov>,
"Patricia E. Romani" <ROMANI_P@a1.eop.gov>,
"Stacey L. Rubin" <RUBIN_S@a1.eop.gov>, SAGINAW.JANE@EPAMAIL.EPA.GOV,
SIESNET.SIES1.THEBERT%SIES.WSC.AG.GOV%INET%EOPMRX@mr.eop.gov, "Stephen
B. Silverman" <SILVERMAN_S@a1.eop.gov>, SNELL.RAND@EPAMAIL.EPA.GOV,
"John O. Sutton" <SUTTON_J@a1.eop.gov>, "Barry J. Toiv"
<TOIV_B@a1.eop.gov>,
"Sheila D. Turner" <TURNER_S@a1.eop.gov>,
Thomas O'Donnell <ODONNELL_T@a1.eop.gov>, Tom.Hicks@OPM.GOV,
VIVALO.JOE@EPAMAIL.EPA.GOV, YELLOWTAIL.BILL@EPAMAIL.EPA.GOV,
"Alexis R. Yeoman" <YEOMAN_A@a1.eop.gov>,
"Peter M. Yu" <YU_P@a1.eop.gov>, abackiel@sies.wsc.ag.gov,
adc@oa.sba.gov, albert_herberger@postmaster2.dot.gov,
alex.rodriguez@treas.sprint.com, alexander_wohl@ed.gov,
alfred_ramirez@ed.gov, alicia.munnell@treas.sprint.gov,
alvin_rivera@ed.gov, amarquez@doc.gov, amarquez@doc.gov,
amarquez@eda.gov, amy_billingsley@ed.gov, amy_squire@ed.gov,
amy_theobald@ed.gov, anita.boles@mspb.gov, anna_erdreich@ed.gov,
anne_alonzo@ita.doc.gov, antitrust@justice.usdoj.gov,
art_coleman@ed.gov, aschumacher@ag.gov, atif.harden@gsa.gov,
atipton@doc.gov, audrey_hutchinson@ed.gov, augusta_kappner@ed.gov,
balehman@uspto.gov, bart_meroney@ita.doc.gov, bcarter@doc.gov,
bc Cox@sies.wsc.ag.gov, ben.erdreich@mspb.gov,
berman.david@epamail.epa.gov, betsey_grais@postmaster2.dot.gov,
betty_duval@ed.gov, bhubbard@dol.gov, billie_rollins@ed.gov,
bm@wbo.sba.gov, bmm@adv.sba.gov, bmp.ro4.sba.gov@PMDF.EOP.GOV,
bob.dunfey@gsa.gov, bob_santos@hud.gov, bonney.melissa@epamail.epa.gov,
breinsch@doc.gov, brenda_dann-messier@ed.gov,
brian.thompson@archI.nara.gov, brian_gunson@ed.gov,
briceu@s101vac02.vaco.va.gov, briceu@s10vac02.vaco.va.gov,
briceu@s101vaco2.vaco.va.gov, brinkrob@justice.usdoj.gov,
brown.katherine@epamail.epa.gov, brown.shantrell@epamail.epa.gov,
bruce@ro7.sba.gov, bryant_robinson@ed.gov, bstaffor@doc.gov,
carla_nuxoll@ed.gov, carole.dortch@gsa.gov, carole_wacey@ed.gov,
caroline_morris@ed.gov, cassedy.ellen@e.eop.gov

%% end overflow headers %%

President Clinton Challenges America to
Ensure our Children's Educational Future
March 27, 1996

Speech to the National Governors' Association Education Summit. Today, President Clinton speaks to the National Governors' Association, in Palisades, New Jersey, about our challenge to improve education for America's children. The President will urge states, communities, businesses, parents, teachers and students to come together to meet this national challenge.

A critical challenge that demands action. We must face two basic realities: Some of our public schools are failing and we cannot walk away. If we work together, we can revitalize our schools. President Clinton is doing everything in his power to focus America's attention on this urgent challenge.

Real progress. President Clinton has helped America make real progress on meeting this challenge by giving communities more flexibility and demanding more accountability in return. He has:

- * Enacted Goals 2000, emphasizing standards and accountability;
- * Worked with businesses and communities to make the School-to-Work program a reality;
- * Cut regulations at the Department of Education by half, and revised the rest to encourage flexibility and emphasize results.
- * Helped take guns and drugs out of our schools with the Gun Free Schools Act, the Safe and Drug Free Schools initiative and by supporting random drug testing of student athletes.

Five challenges. In today's speech, the President will issue six new challenges to states, communities, businesses, parents, teachers and students to make our schools stronger.

1. Standards for students:

- A. "No free pass." Challenge every state to develop achievement tests at every level that students must pass to graduate or be promoted. If students aren't ready to move on, we must work with them after school and over the summer, and if necessary, hold them back.
- B. Every Child Reading by the End of Third Grade. Set a concrete standard for the most basic of skills: reading. Every school district, teacher and parent, must be committed to ensuring that every child is

reading by the end of the third grade, and every parent should read to their child 30 minutes a day.

2. Standards for teachers:

- A. Change Certification Rules that Bar Many Talented Young People from being Teachers: Support alternative certification procedures with high standards to bring talented people into teaching as long as high standards are met. Governor Clinton reformed certification procedures in Arkansas. We should do it everywhere.
- B. Reward Excellent Teachers and Find Ways to Dismiss Incompetent Teachers: Challenge teachers to meet high standards for performance and states to reward them when they do. Make it easier and cheaper to remove incompetent or ineffective teachers, while providing more rewards for successful teachers and schools. We shouldn't bash teachers; we should try to find ways to keep the best teachers in the classroom.

3. Standards for our schools:

- A. Focus on teaching, not administration. Challenge states to cut regulation and overhead, and spend more on the classroom, not on administration.
- B. Public school choice, charter schools. President Clinton believes that parents should be given the right to choose which public school their children will attend. The President's balanced budget calls for seed money to help start 3,000 charter schools over the next five years.
- C. Close or fix broken schools. Challenge states to take direct action to shut down or fix schools that don't work.

4. Make schools safe, disciplined and drug free.

- A. Permit Uniforms and Drug Testing. Support School uniforms and other innovative approaches to increase discipline and reduce violence. In Long Beach, school uniforms have helped reduce school crime 36%.
- B. Make It Easier for Teachers and Schools to Take Appropriate Disciplinary Action. Children can't learn and teachers can't teach unless there is order in the classroom. More states should follow the lead of Indiana, New York and Maryland in giving teachers and schools the power to remove disruptive students.
- C. Enforce tough truancy laws. Follow the model of Police Chief Reubin Greenberg in Charleston, South

Carolina.

- D. Community Schools as Safe Havens. Support Crime Trust funding that encourages community schools to stay open for longer hours -- at the time when students need a safe haven and when most juvenile crime is committed. We must provide young people a safe place to go to keep off the streets, particularly during the peak hours of juvenile crime -- between 3:00-6:00 p.m.
5. Accept technology literacy challenge for all students.
- A. Ensure that Technology Literacy Challenge is Met for Every Schools and Every Student: States and local communities must ensure that students do not become divided by access to technology. States should accept the President's \$2 billion Technology Literacy Challenge to help ensure that all students are technologically literate and all schools can meet the four pillars of the technology literacy challenge: classrooms wired to the information superhighway; computers in every school and classroom; technology-trained teachers, and engaging learning software that challenges students.
 - B. Ensure Teachers Can Teach Their Students to Become Technologically Literate: Work with teacher unions, colleges and corporate America to ensure that every new teacher can use and teach technology.

THE WHITE HOUSE
WASHINGTON

January 18, 1995

MEMORANDUM FOR CHIEFS OF STAFF

FROM: CABINET AFFAIRS

SUBJECT: Administration Accomplishments and Promises

January 20, 1995 will be the two year anniversary of President Clinton's inauguration and the mid-point of the President's first term. In response to press inquiries to the White House about the progress of the Administration in meeting commitments proposed during the campaign, we have prepared materials that we hope will be helpful in analyzing the Administration's record over its first two years. We have analyzed two existing written documents: 1) the 162 campaign promises listed by The Washington Post on January 20, 1993, and 2) the 58 major policies proposed in the June 22, 1992 campaign pamphlet Putting People First.

Of the 162 promises from The Washington Post list, action was taken on 155 (96%) of the promises, with 123 (76%) of the policy pledges either substantially or partially accomplished. Of the 58 major policies mentioned in Putting People First, action was taken on 57 (98%) of the promises, while there has been substantial or partial accomplishment on 45 (78%) of the policies.

In response to press inquiries, the first materials attached are short summaries of the major domestic and national security accomplishments, as well as the top legislative victories, of the President's first two years. Following that are summary tables and charts of the progress the Administration has made in accomplishing the promises listed in both the Washington Post list and Putting People First.

We believe that the progress report described here documents a strong record of accomplishment with substantial positive benefits for tens of millions of American families. **Please share this document with persons throughout your agency, with individuals and groups you may encounter outside your agency, and with the press.** This Administration has much to be proud of. Thanks to the hard work of people in your Agency, we have a strong record of accomplishments and promises kept. In the next two years we will work hard together to achieve even more. President Clinton ran for President saying that he would change the way government does business, making government work for real people. We are moving with great speed down the road towards realizing that goal.

Thank you.

CLINTON ADMINISTRATION ACCOMPLISHMENTS

ECONOMY:

- Signed the **Economic Package**, August 10, 1993.
- The economy created **5.6 million new jobs** in the first 23 months of this Administration.
- Passed the largest **deficit-cutting** plan in history -- resulting in over \$700 billion over five years.
- On track for three consecutive years of **deficit reduction** -- for the first time since Harry Truman.
- **Cut federal spending** by \$255 billion.
- Made **new tax cuts** available to over 90% of small businesses.
- Lowest **unemployment** in over 4 years.

EDUCATION:

- Signed the **Student Loan Reform Act**, August 10, 1993.
- Signed the **National Service Act**, September 21, 1993.
- Signed the **Goals 2000: Educate America Act**.
- Signed the **School-to-Work Act** on May 4, 1994.
- Signed the **Elementary and Secondary Schools Act**.
- Increased **Head Start** funding by \$760 million.
- Introduced the **Reemployment Act**.

CRIME:

- Signed a tough \$30 billion **Crime Bill**, September 7, 1994
- Signed the **Brady Bill**, November 30, 1993.
- Signed the **Assault Weapons Ban**.
- On the way to putting **100,000 new police** on the street.
- Signed the **Police Hiring Supplement**, which awards \$200 million for **community policing**.
- Signed the **Violence Against Women Act** as part of the Crime Bill.
- Expanded funding for the **SAFE Schools Initiative**.
- Introduced **Operation Safe Home**.
- Developed a **clean sweep** policy to keep crime out of federally-funded public housing.

REINVENTING GOVERNMENT:

- Conducted a **National Performance Review** of the Federal Government.
- Already cut the **Federal Workforce by 100,000** -- on the way to lowest level in 30 years.
- Signed the **Government Performance and Results Act** of 1993.
- Appointed the most **diverse** Cabinet and Administration in history.
- Signed the **Federal Workforce Restructuring Act** of 1994.
- Eliminated 284 federal **advisory committees**.
- Initiated thorough review of **human radiation experiments**.
- Reformed **Pension Benefit Gurantee Corporation** to protect 8.5 million pensions.

COMMUNITY & ECONOMIC DEVELOPMENT:

- Created nine **Economic Empowerment Zones** and 95 **Enterprise Communities**.
- Signed the **Community Development Banking Bill**, September 23, 1994.
- Signed the **Interstate Banking Bill**.
- Introduced the **Housing and Community Development Act** of 1993.
- Instituted the **Defense Reinvestment and Conversion Initiative**.
- Delivered over \$9.5 billion in Federal aid for California **earthquake relief**.

ENVIRONMENT:

- Introduced a **Climate Change Action Plan**.
- Passed the **California Desert Protection Act**.
- Developed a **Forest Management Plan** for the Pacific Northwest.
- Signed **environmental executive orders** to ensure a "green" federal government.
- Signed the **Biodiversity Convention**.
- Issued an Executive Order on **environmental justice**.
- Introduced comprehensive **Safe Drinking Water and Clean Water Act** reforms.
- Developed a plan to **restore Florida's Everglades**.
- Developed a plan to allow logging and preserve **old-growth forests** in the Northwest.
- Developed a consensus plan for the allocation of **California water**.

HEALTH CARE:

- Introduced the **Health Care Security Act**, November 20, 1993.
- Signed the **Family and Medical Leave Act**, February 5, 1993.
- Signed a comprehensive **Child Immunization Plan**.
- Revoked the Reagan/Bush restrictions on **abortion counseling ("the gag rule")**, abortions in military hospitals, "Mexico City" policy and RU-486 imports.
- Increased **Ryan White CARE Act** funding for outpatient **AIDS care** by \$231 million.
- Put the **Women, Infants and Children Program (WIC)** on a full-funding path.

FAMILIES AND CHILDREN:

- Expanded the **Earned Income Tax Credit** by \$21 billion over five years.
- Introduced the **Work and Responsibility Act** - comprehensive welfare reform.
- Passed the **Family Support and Preservation Program**.
- Issued the **Federal Plan to End Homelessness**.
- Passed major funding increases for **homeless programs** in both Houses.
- Approved **24 waivers** to states permitting comprehensive **welfare reform** demonstrations.
- Signed the **Social Security Independent Agency Act**.

POLITICAL REFORM:

- Signed the **National Voter Registration Act (Motor-Voter)**, May 20, 1993.
- Eliminated the tax deduction for **lobbying expenses**.
- Imposed strictest Administration **ethics guidelines** in history.
- Fought for passage of **Campaign Finance Reform**.
- Fought for passage of **Lobbying Disclosure Bill**.

FREE TRADE:

- Signed **NAFTA** into law, December 8, 1993, which will create hundreds of thousands of US jobs.
- Signed **GATT** into law, December 8, 1994, the largest trade agreement in history.
- Secured free-trade commitments from **Asia-Pacific Economic Cooperation (APEC)** leaders.
- Hosted **Summit of the Americas** and agreed to negotiate a Free Trade Area of the Americas by 2005.
- Developed **National Export Strategy**, eliminating export controls on \$35 billion in exports.
- Reinstated **Super 301** in order to eliminate major trade barriers around the world.
- Opened Japan's **cellular telephone, construction and apple markets**.

SECURITY CHALLENGES/PROMOTING PEACE:

- **Eliminating nuclear weapons** in Ukraine, Belarus and Kazakhstan; in 1994 brokered agreement with Russia and Ukraine that opened way to elimination of nuclear weapons in Ukraine.
- Reached agreement with Russia to **detarget missiles** trained on US citizens and cities.
- Worked with Kiev to bring Ukraine into **Nonproliferation Treaty**, which permitted START I entry-into-force, which will reduce by over 9,000 (40%) U.S. and Russian strategic nuclear weapons.
- Facilitated agreement between **Russia** and the **Baltics** allowing the complete withdrawal of Russian troops. All Russian troops are out of Central and Eastern Europe for the first time since World War II.
- Proposed and helped create **Partnership for Peace** and orderly NATO expansion process.
- Maintained strong commitments to **military readiness**, including a \$25 billion increase over 6 years.
- Prepared a "**Bottom-Up Review**" strategy for our armed forces to fight two major regional conflicts nearly simultaneously.
- Achieved agreement with **North Korea** that **halts** and leads to the eventual **elimination** of North Korea's threatening nuclear program.
- Reversed **Iraqi military threat** against Kuwait.
- Pursued and **convicted terrorists**, including World Trade Center bombers.
- Helped **Israel and Jordan** achieve a historic peace treaty and **Israel and the Palestinians** fulfill their historic accord.
- Contributed to an historic cease-fire in **Northern Ireland**.
- Carried out a massive humanitarian operation in **Rwanda**.
- Undertook, with NATO allies and UN, actions to alleviate suffering and end the conflict in **Bosnia**.
- Reached an agreement with **Cuba** to normalize immigration and avert a mass influx of boat people.
- Signed into law the most comprehensive **counterintelligence legislation** since 1976.
- Worked to **safely dispose of nuclear materials** from the former Soviet republics and took steps to prevent smuggling.

PROMOTING DEMOCRACY:

- Assisted states, such as **Russia and Ukraine**, make progress toward democracy and market reforms.
- Assisted in **South Africa's** transition to democracy providing support for elections and development.
- Restored democratically elected Haitian **President Aristide** to power October 15, 1994; created a secure and stable environment which will enable UN to take over the operation.
- Hosted White House Conference on **Africa**.
- Made **promotion of democracy** a foreign aid priority especially in NIS, Russia, Central Eastern Europe and South Africa.

CLINTON ADMINISTRATION LEGISLATIVE ACCOMPLISHMENTS

MAJOR LEGISLATIVE VICTORIES:

Below is a list of some of the most important legislation the Clinton Administration has passed:

- **Family and Medical Leave Act, February 5, 1993.**
This is an historic effort to allow working Americans unpaid time off work to care for a sick relative or a new child. Over 42 million workers are covered by the new law and it is estimated that as many as 2.5 million workers will take advantage of it annually.
- **Economic Package, August 10, 1993.**
Evenly balanced between spending cuts and revenue increases, the President's five-year deficit reduction plan is largely responsible for reducing the deficit by \$708.4 billion -- \$500 billion from policy changes and the rest from strengthening the economy and technical improvements. The greater economic security has caused interest rates to drop, stimulating the economic recovery. *One of the largest deficit reduction plans ever, the Clinton deficit reduction will halve the deficit as a percentage of GDP by 1995.*
- **Student Loan Reform Act, August 10, 1993.**
The new direct student loan program will enable 20 million borrowers to consolidate their guaranteed loans into direct loans. Borrowers will benefit from lower fees and the option of income contingent repayment - taxpayers will save at least \$4.3 billion over five years.
- **Empowerment Zones and Enterprise Communities, August 10, 1993.**
After a decade of failed attempts, President Clinton championed the passage of this legislation, which uses tax incentives and flexible grants to promote economic empowerment and private-sector job creation in 104 distressed communities across America. Over 500 communities took up the "EZ" challenge, developing comprehensive strategies and forging unprecedented partnerships for community renewal that made all applicants winners.
- **National Service Act, September 21, 1993.**
In 1994, 20,000 AmeriCorps members (more than served during the largest year of the Peace Corps) tutored students, immunized children, reclaimed parks and patrolled streets -- and in return received education awards that make college or job training more affordable. AmeriCorps is scheduled to increase to 33,000 members in FY1995, with a total over the first three years of 100,000 Americans serving our country.
- **Assistance for the New Independent States (NIS), September 30, 1993 and August 23, 1994.**
The Administration secured \$3.3 billion in the FY1994 and FY1995 foreign operations appropriations bills for the denuclearization and marketization process in the NIS.
- **Reduced Military/Nuclear Threat from Russia and NIS, November 11, 1993 and September 30, 1994.**
The Administration included \$800 million for denuclearization of NIS in the Department of Defense appropriations bills for FY1994 and FY1995.
- **The Brady Act, November 30, 1993.**
After stalling for several years in Congress, the Brady Bill became law under the leadership of President Clinton. The Act requires a five-day waiting period during which all potential handgun purchasers are required to submit to a background check. \$100 million has been appropriated for implementation in FY1995 and another \$50 million is authorized for the next fiscal year.

- **NAFTA, December 8, 1993.**

The Administration forged a bipartisan coalition to pass NAFTA, after concluding tough negotiations on side agreements covering workers' rights, the environment and import surges. Exports to Mexico rose 23% in the first 11 months of 1994.

- **Federal Workforce Restructuring Act, March 30, 1994.**

As a component of the National Performance Review, this act is part of a process that will help streamline the federal government and improve the quality of federal government services. When the President and Vice President's plan to reinvent government is fully implemented, the federal workforce will have been reduced by over 272,000 workers and will be at its lowest level since the Kennedy Administration.

- **Goals 2000: Educate America Act, March 31, 1994.**

The Goals 2000 bill codifies the National Education Goals and offers grants to states that commit themselves to specific plans for systemic reform of K-12 education. Already 41 states and territories have received federal grants. Funding for Goals 2000 in FY1995 will be \$403 million.

- **School-to-Work Act, May 4, 1994.**

A crucial element of the Administration's lifelong learning agenda, this landmark legislation will provide venture capital to spark a nationwide system for moving America's young people smoothly from the classroom to a job with a future. This year, all states, plus the District of Columbia and Puerto Rico, have received funds for planning their school-to-work programs and eight states and 15 localities will receive grants to implement their programs.

- **The Crime Bill, September 13, 1994.**

The Crime Bill attacks crime by adding 100,000 police officers, funding comprehensive prevention programs and building more prisons. The legislation also includes strong punishment for criminals by expanding the number of offenses eligible for the death penalty and implementing "three-strikes-and-you're-out" for repeat violent offenders.

- **Assault Weapons Ban, September 13, 1994.**

President Clinton successfully challenged gun interests to ban 19 specific types of deadly assault weapons while simultaneously protecting hunters rights by exempting over 650 hunting rifles.

- **Community Development Banking and Financial Institutions Act, September 23, 1994.**

The legislation creates a national network of non-traditional grassroots community lending institutions and will inject \$4.8 billion of capital into economically distressed urban and rural areas.

- **Interstate Banking Act, September 29, 1994.**

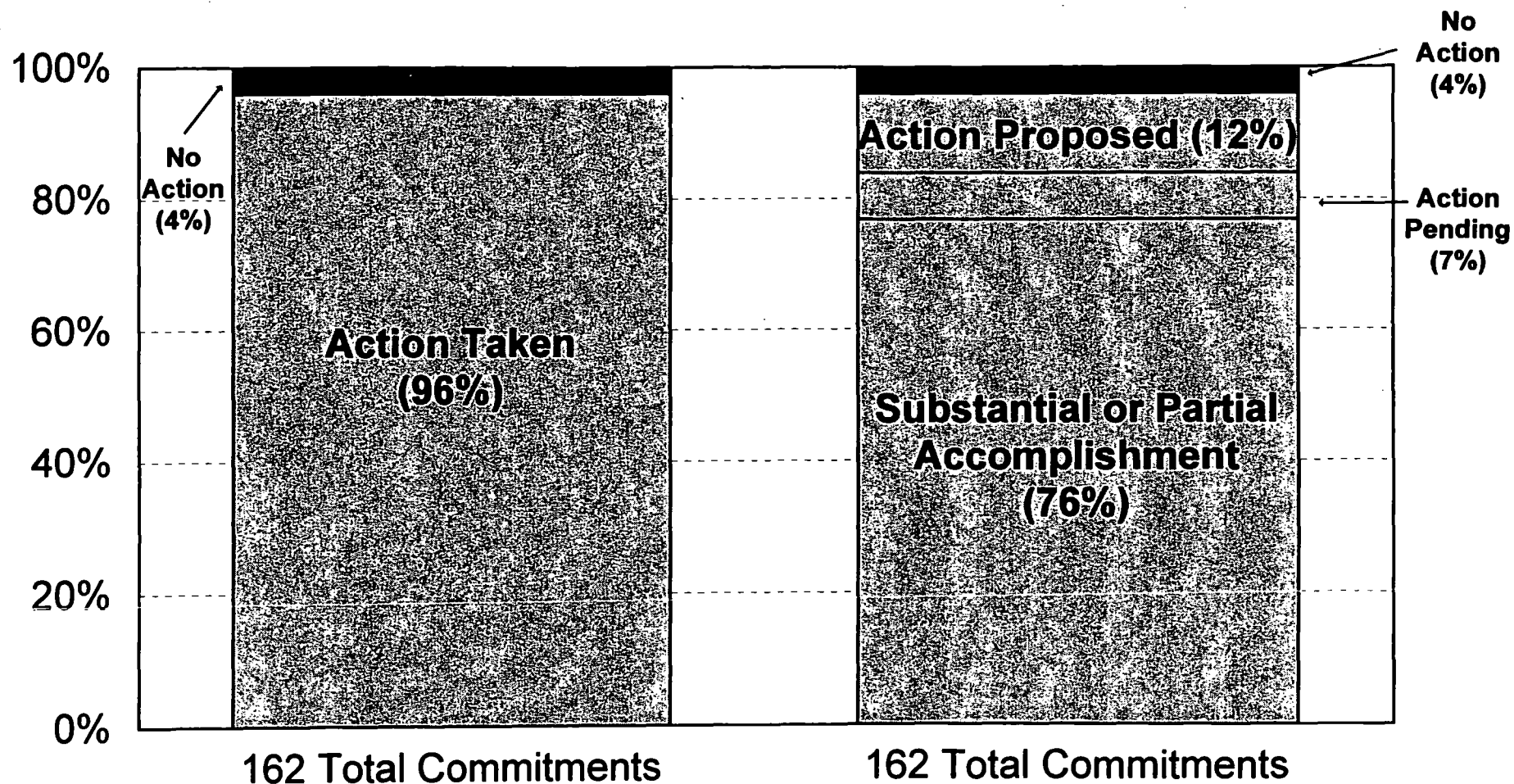
This legislation, which had been languishing in Congress for more than a decade before the Clinton Administration made it a priority, will eliminate most of the remaining barriers to efficient nationwide banking. By allowing banks to locate branches across state boundaries, it will make banking more efficient and increase the convenience of banking for private consumers.

- **The Uruguay Round of GATT, December 8, 1994.**

President Clinton forged a bi-partisan coalition to pass this agreement, which lowers tariffs worldwide by \$744 billion over ten years -- the largest international tax cut in history. It also cuts foreign tariffs on manufactured products by more than one-third overall and eliminates tariffs in major markets in a number of sectors in which the U.S. is particularly competitive. When fully implemented in 2004, the Uruguay Round agreement will add \$100 to \$200 billion per year to the U.S. GDP.

Promises from *The Washington Post*

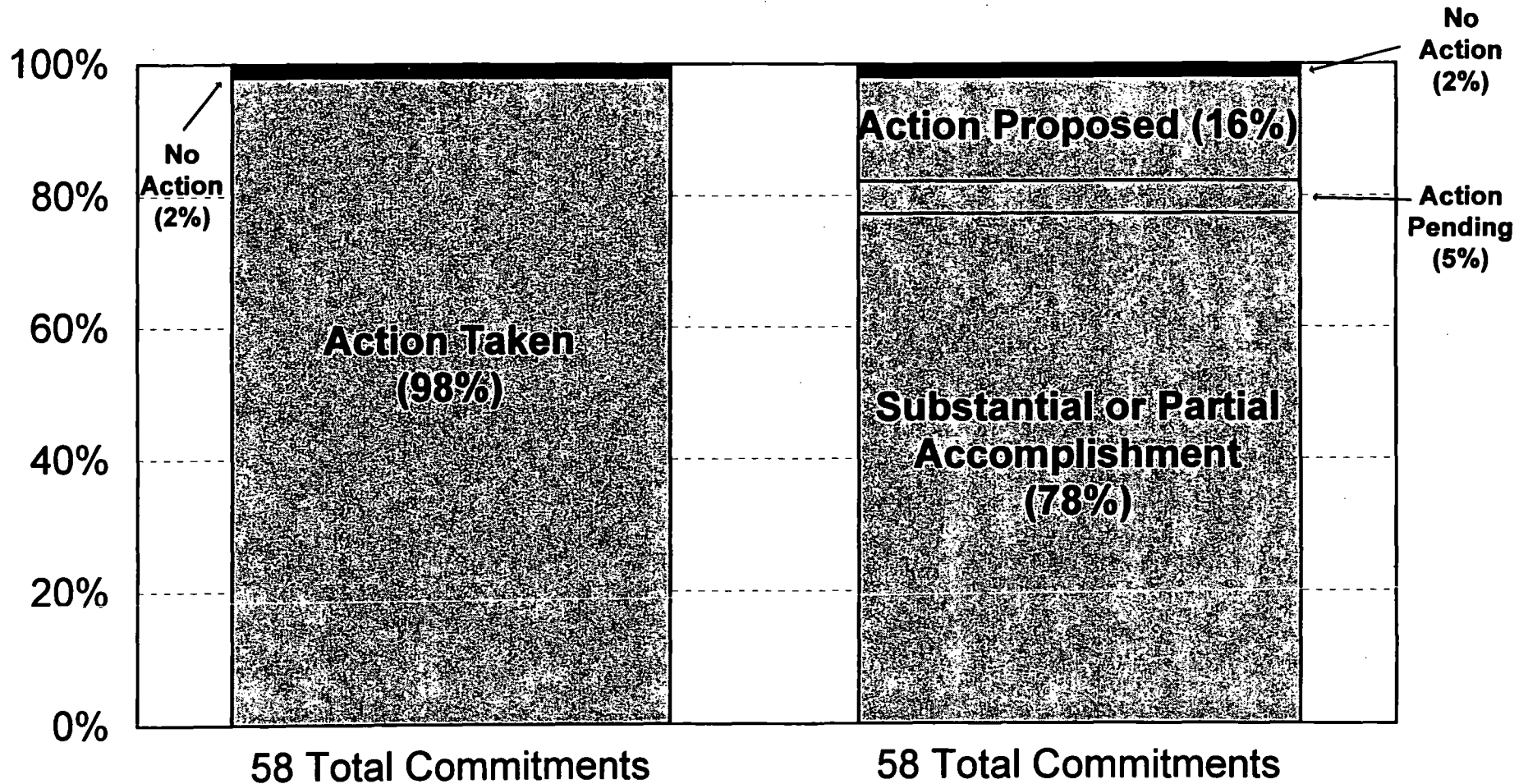
Progress Report



* Numbers may not add to 100% due to rounding.

Promises from *Putting People First*

Progress Report



* Numbers may not add to 100% due to rounding.

Progress Report: Clinton Campaign Promises from The Washington Post

	Total Commit- ments	Action Taken	Substantial or Partial Accomp.	Action Pending	Action Proposed	No Action
Commitments from <i>The Washington Post</i>	162	155 96%	123 76%	12 7%	20 12%	7 4%
Categories Specified by <i>The Washington Post</i>						
Abortion	6	6 100%	4 67%	0 0%	2 33%	0 0%
Agriculture	2	2 100%	2 100%	0 0%	0 0%	0 0%
AIDS	6	5 83%	5 83%	0 0%	0 0%	1 17%
Arms Control	6	6 100%	6 100%	0 0%	0 0%	0 0%
Arts	1	1 100%	1 100%	0 0%	0 0%	0 0%
Budget	2	2 100%	1 50%	1 50%	0 0%	0 0%
Cities	5	5 100%	3 60%	2 40%	0 0%	0 0%
Civil Rights	3	3 100%	1 33%	0 0%	2 67%	0 0%
Crime and Drugs	9	9 100%	9 100%	0 0%	0 0%	0 0%
Defense	10	9 90%	9 90%	0 0%	0 0%	1 10%
Economy and Jobs	11	10 91%	9 82%	1 9%	0 0%	1 9%
Education	13	11 85%	11 85%	0 0%	0 0%	2 15%

Progress Report: Clinton Campaign Promises from The Washington Post

	Total Commit- ments	Action Taken	Substantial or Partial Accomp.	Action Pending	Action Proposed	No Action
Election and Government	12	12 100%	7 58%	0 0%	5 42%	0 0%
Energy and Environment	16	15 94%	12 75%	2 13%	1 6%	1 6%
Family Planning	1	1 100%	1 100%	0 0%	0 0%	0 0%
Families	3	3 100%	3 100%	0 0%	0 0%	0 0%
Health Care	10	10 100%	2 20%	0 0%	8 80%	0 0%
Housing	8	8 100%	7 88%	1 13%	0 0%	0 0%
Immigration	4	3 75%	3 75%	0 0%	0 0%	1 25%
International Relations	10	10 100%	9 90%	1 10%	0 0%	0 0%
Poverty and Welfare	2	2 100%	0 0%	0 0%	2 100%	0 0%
Social Security	3	3 100%	1 33%	2 67%	0 0%	0 0%
Space	6	6 100%	6 100%	0 0%	0 0%	0 0%
Taxes	6	6 100%	5 83%	1 17%	0 0%	0 0%
Trade	4	4 100%	4 100%	0 0%	0 0%	0 0%
Veterans	3	3 100%	2 67%	1 33%	0 0%	0 0%

Progress Report: Clinton Campaign Promises from Putting People First

	Total Commit- ments	Action Taken	Substantial or Partial Accomp.	Action Pending	Action Proposed	No Action
Commitments from <i>Putting People First</i>	58	57 98%	45 78%	3 5%	9 16%	1 2%
Excluding Health Care	51	50 98%	44 86%	3 6%	3 6%	1 2%
Categories Specified by <i>Putting People First</i>						
National Economic Strategy	1	1 100%	1 100%	0 0%	0 0%	0 0%
Putting Americans to Work	24	24 100%	23 96%	1 4%	0 0%	0 0%
Rewarding Work and Family	5	5 100%	3 60%	1 20%	1 20%	0 0%
Lifelong Learning	11	10 91%	10 91%	0 0%	0 0%	1 9%
Health Care	7	7 100%	1 14%	0 0%	6 86%	0 0%
A Revolution in Government	10	10 100%	7 70%	1 10%	2 20%	0 0%

THE FEDERAL PAGE

CLINTON'S
PLEDGES

That a candidate would promise as much as President-elect Clinton did last year might be surprising after one broken campaign pledge—"Read my lips, no new taxes"—created his predecessor in many problems.

But as Democratic rival Paul E. Tsongas showed with his 85-page policy manifesto during the early primaries, voters wanted detailed answers to their questions. "Specifically to the character issue of 1992," George Stephanopoulos, Clinton's communications director, said before last year's New Hampshire primary.

This year's character question for Clinton may be keeping his word. Even before the inauguration, his administration-in-waiting took steps for fulfilling on pledges to oppose growing taxes, reduce the federal budget deficit, protect Hasidim refugees, cut White House staff and cut taxes for the middle class. What follows are some of the main proposals Clinton advanced during last year's campaign.

—Mark Hann

ABORTION

- Pass the Freedom of Choice Act that protects abortion rights but allows some state restrictions, such as parental notification.
- Overturn laws prohibiting federal abortion funding.
- Expand Bush administration rules restricting abortion counseling at clinics that receive federal funds.
- Protect women seeking abortions and health care workers from intimidation protesters.
- Reauthorize federal family planning programs.
- Allow testing of RU-486 abortion pill.

AGRICULTURE

- Open new markets for U.S. products, particularly in Eastern Europe and the former Soviet republics.
- Expand international food aid programs.

AIDS

- Increase funding for research, treatment and prevention.
- Appoint a policy coordinator to enact recommendations of the National Commission on AIDS.
- Speed up federal drug approval process.
- Fully fund the Ryan White CARE Act.
- Launch frank education and prevention program and support local efforts to distribute condoms in schools.
- End AIDS-related stigmatization and travel restrictions.

ARMS CONTROL

- Ratify START I and START II treaties.
- Use sanctions to seek stronger export controls from countries with technologies for nuclear and other arms.
- Prevent foreign governments from using agricultural and other non-military aid on weapons.
- Enable the International Atomic Energy Agency to conduct more inspections to stop nuclear proliferation.
- Press countries to join the Missile Technology Control Regime.
- Seek Comprehensive Test Ban Treaty and an international agreement banning chemical weapons.

THE ARTS

- Oppose restrictions on grants from the National Endowment for the Arts based on content.

THE BUDGET

- Halve the annual federal budget deficit to four years, from the \$322 billion gap first proposed by the Congressional Budget Office for 1993 to \$141 billion in 1994.
- Seek a two-term veto to cut wasteful spending.

CITIES

- Offer tax and regulatory incentives to businesses that create jobs in urban enterprise zones.
- Provide funding and block grants to improve infrastructure.
- Create a network of 100 community development banks to aid low-income entrepreneurs and homeowners.
- Reverse local reinvestment requirements for commercial banks.
- Allow cities to spend 15 percent of their federal aid on local priorities.

CIVIL RIGHTS

- Oppose racial quotas.
- Support and seek passage of an Equal Rights Amendment and federal civil rights laws for homosexuals that exempt religious organizations.
- Raise caps on damages in workplace discrimination cases.

CRIME AND DRUGS

- Put 100,000 new police officers to work and expand community policing.
- Create a National Police Corps to put military personnel and unemployed veterans to work in law enforcement.
- Have first-time, nonviolent offenders serve out their sentences in community boot camps.
- Enact tough penalties for assaults against women and children to deter domestic violence.
- Increase federal funding for school-based and community drug education programs and treatment clinics.
- Provide federal matching funds for crime prevention in hard-hit communities.
- Impose a five-day waiting period on handgun purchases, ban assault weapons with high-capacity feeding systems, and limit access to multiple-round clips.
- Seek jail terms for serious white-collar criminals in "real prisons, not high-tech summer camps."
- Crack down on hate crimes.

DEFENSE

- Save \$100 billion in defense spending over 5 years, or \$60 billion more than the Bush administration proposed.
- Cut military personnel by offering voluntary early retirement and pro-rated pensions for those who have served 15 to 20 years.
- Pay retiring personnel for a year of retraining.

- Build fleet of C-17 cargo planes to expand air- and air-lift capabilities and enhance rapid-deployment forces.
- Reduce U.S. forces in Europe to 71,000-100,000 troops but maintain commitment to NATO.
- Maintain U.S. military presence in Korea.
- Maintain 10 carrier battle groups instead of 12.

- Develop short- and medium-range missile defenses and continue research on limited long-range missile defenses.
- Cut spending on large, space-based missile defenses.
- Reverse ban on homosexuals in the military.

THE ECONOMY AND JOBS

- Create a National Economic Council.
- End tax incentives that encourage companies to export plants and jobs.
- Provide investment tax credits to companies that invest in U.S.-based plants and American-made equipment.
- Make foreign companies with businesses in the United States pay the same taxes as U.S. companies.
- Offer a 50 percent tax incentive to those who make long-term investments in new businesses.
- Create a \$20 billion-a-year fund for spending on transportation and roads, communications and information networks, and environmental technology.
- Make business tax credits for research and development permanent.
- Develop new commercial technologies through a new civilian research and development agency.
- Raise the minimum wage to keep pace with inflation.
- Limit deductions for executive pay.
- Allow businesses to deduct home and convenience packages for executives only if other employees are offered similar packages.

EDUCATION

- Create a national service program that allows college students to repay federal loans with community work.
- Fully fund Head Start and other programs recommended by the National Commission on Children.
- Enact national standards for public schools to be measured with examinations on core subjects.

- Help students not going to college develop job skills through a national apprenticeship program.
- Require employers to spend 1.5 percent of payroll on education and training for all workers.
- Encourage competition in education by giving parents public school choice.
- Increase Chapter One funding to "level the playing field" for disadvantaged students.
- Give school systems flexibility to use federal funds to reduce class size or as they see fit.
- Develop programs that help disadvantaged parents work with their children on school assignments.
- Provide funds for security and metal detectors at schools that need them.
- Require large federal contractors to sponsor jobs and after-school employment for disadvantaged youths.
- Promote bilingual education programs in which students learn core subjects in their native languages while also studying English.

ELECTIONS AND GOVERNMENT

- Support District of Columbia statehood.
- Voluntarily cap spending in congressional races and reduce contributions from Political Action Committees from \$5,000 to the \$1,000 limit on individuals.
- End "soft" money contributions to parties.
- Restrict prices on TV ad time for candidates.
- Sign the "Motor Voter Act."
- Require lobbyists to disclose contributions to members of a congressional committee before they can lobby.
- End tax breaks for lobbying expenses.
- Make top appointees pledge not to lobby agencies within their purview for five years after leaving office.
- Reduce the White House staff by 25 percent and cut 100,000 federal jobs through attrition.
- Cut 3 percent in agency administrative costs.
- Appoint more women and minorities to government jobs.

ENERGY AND THE ENVIRONMENT

- Oppose increased federal estate (tax) laws or so-called reliance on nuclear power.
- Raise Corporate Average Fuel Economy standards for auto makers from 27.5 miles per gallon to between 40 and 45.
- Convert federal vehicle fleet to natural gas.
- Encourage renewable and alternative energy projects with tax incentives.
- Use highway spending to encourage car pooling and mass transit.
- Change regulations and building standards to make energy efficiency profitable for utilities and consumers.
- Cut industrial and home emissions and expand markets for recycled products with tax incentives.
- Enforce environmental laws with jail terms for corporate polluters when necessary.
- Push utilities to consider social and economic costs of fuel sources with incentives to adopt least-cost planning.
- Protect expanded Arctic National Wildlife Refuge in Alaska from drilling.
- Require companies to recover some of the waste they generate or buy "credits" from companies that do.
- Pass Clean Water Act that includes incentives to reduce "non-point-source" pollution from household chemicals, pesticides and other substances.
- Allow states to use federal agencies for approving environmental laws and regulations.
- Stick to "no net loss" wetlands policy.
- Limit carbon dioxide emissions to 1990 levels by 2000.
- Push major banks to reduce debt burdens on developing nations in exchange for land conservation efforts.
- Allow U.S. funds to support international family planning and population control efforts.

FAMILIES

- Pass a Family and Medical Leave Act giving workers 12 weeks of unpaid time off a year to care for newborn children or sick relatives.
- Crack down on parents who avoid child support.
- Create a child care network like the network of public schools and enforce new standards on child care facilities.

HEALTH CARE

- Provide coverage to all Americans with cost controls and by requiring employers to buy private insurance or pay into a public system.
- Allow people to choose services from competing local networks of insurers, hospitals, clinics and doctors, who will be paid a fixed rate.
- Provide a core benefits package that includes ambulatory physician and outpatient hospital care, prescription drugs, basic mental health coverage, and expanded access to preventative treatments and routine screenings.
- Create a board of consumers, providers and representatives from government, business and labor to establish a core package of benefits and annual health budget targets.
- Require insurers to cover individuals with any pre-existing conditions, charge all businesses in a community the same rate, and streamline billing practices to cut administrative costs.
- Phase in requirements for small employers until costs are reduced.
- Allow small employers to pool to receive more favorable rates from insurers.
- Eliminate tax breaks for prescription drug manufacturers whose prices increase faster than incomes.
- Expand Medicare benefits for the elderly and disabled to include more options for long-term care.

HOUSING

- Hold a Housing and Homelessness Summit with urban leaders to develop poverty and housing programs.
- Transfer 10 percent of all federal housing to churches and other non-profit community groups for the homeless.
- Use housing at closed military bases for the homeless.
- Provide federal support to programs that restore old

- Encourage more private investment in the former Soviet Union.
- Guarantee loans for Israel to help settle Soviet Jews.
- Reexamine Jerusalem to the capital of Israel and oppose the creation of an independent Palestinian state.
- Modify foreign aid programs to promote democracy.
- Establish Radio Free Asia.

POVERTY AND WELFARE

- Require welfare recipients who can work to find jobs or repay services with work in the community after two years of expanded assistance and training.
- Create optional Individual Development Accounts for low-income Americans to encourage savings with federal matching funds.

SOCIAL SECURITY

- Raise earning limitations so recipients can collect more income along with their benefits.
- Consider higher taxes on benefits for wealthier recipients.
- Ensure system's solvency.

SPACE

- Launch more ventures with Europe, Japan and Russia.
- Maintain NASA's fleet of space shuttles and continue building Space Station Freedom.
- Back away from Bush plans for exploration of the moon and Mars by U.S. astronauts, but continue scientific studies for internationally financed missions.
- Continue to use unmanned probes and robots to explore other planets.
- Back away from Bush plans for exploration of the moon and Mars by U.S. astronauts, but continue scientific studies for internationally financed missions.

TAXES (Personal)

- Raise tax rates on post-1981 whose adjusted gross income are more than \$200,000 or individuals whose AGIs are more than \$150,000.
- Increase the Alternative Minimum Tax rate from 34 to 26 or 27 percent.
- Require self-employed to pay a 10 percent surtax.
- Offer middle-class families \$60 billion in tax cuts over four years in the form of a \$300 tax cut per couple or a \$300 per child tax credit.
- Increase the Earned Income Tax Credit for the working poor.

TRADE

- Continue international talks to renew the General Agreement on Tariffs and Trade while strengthening U.S. "Super 301" laws to punish nations with unfair trading practices unilaterally.
- Support the North American Free Trade Agreement as long as other accords can be reached on the environment and labor standards.
- Ban U.S. trade negotiators and all senior administration officials from working as lobbyists for foreign governments or businesses.

VETERANS

- Oppose opening VA hospitals to non-veterans.
- Decrease waiting periods for outpatient care.
- Modify disabled veterans' benefits changes in advance.

—www.bushadministration.com/policies/92/1993/01/27/012701.htm
Clinton's 1992 campaign promises and the 1993 deficit of \$100 billion, or \$71 billion more than the Bush administration proposed, are shown in the chart.

Clinton's 1992 campaign promises and the 1993 deficit of \$100 billion, or \$71 billion more than the Bush administration proposed, are shown in the chart.

CLINTON CAMPAIGN PROMISES

From *The Washington Post*

January 1995

PROMISE	STATUS	LATEST POLICY/RESULT
ABORTION: Pass the Freedom of Choice Act that protects abortion rights but allows some state restrictions, such as parental notification.	PROPOSED	Freedom of Choice Act did not pass in Congress.
ABORTION: Overturn laws prohibiting federal abortion funding.	PARTIAL ACCOMPLISHMENT	Federal law requires Medicaid to pay for abortions for poor women in cases of rape or incest. Congress added rape and incest authorization to life of the woman abortion funding.
ABORTION: Repeal Bush administration rules restricting abortion counseling in clinics that receive federal funds.	SUBSTANTIAL ACCOMPLISHMENT	Repealed by Presidential Memorandum January 22, 1993.
ABORTION: Protect women seeking abortions and health care workers from antiabortion protesters.	SUBSTANTIAL ACCOMPLISHMENT	Signed and enforcing Clinic Access Law.
ABORTION: Reauthorize federal family planning programs.	PROPOSED	Reauthorization is up for consideration in 1995.
ABORTION: Allow testing of RU-486 abortion pill.	SUBSTANTIAL ACCOMPLISHMENT	Clinical testing of RU-486 is now in progress in the U.S.
AGRICULTURE: Open new markets for U.S. products, particularly in Eastern Europe and the former Soviet republics.	SUBSTANTIAL ACCOMPLISHMENT	- Enacted Freedom Support Act which authorized expanded Food for Peace program in the Former Soviet Union. - Opened up Japanese and Korean rice markets. Opened apple markets in Japan and China to US producers. - Passed and signed NAFTA. - Passed and signed GATT.
AGRICULTURE: Expand international food aid programs.	SUBSTANTIAL ACCOMPLISHMENT	- Announced \$800 million Food for Progress program expanding U.S. agricultural exports to Russia. - Food aid extended to countries including Angola, Ethiopia, Congo, Croatia, Macedonia and Mozambique. Increased program size in most cases.
AIDS: Increase funding for research, treatment and prevention.	SUBSTANTIAL ACCOMPLISHMENT	- Increased Ryan White CARE Act funding for outpatient AIDS care by \$231 million to \$579 million for FY94. - Proposed a 20% increase in NIH spending for AIDS research. Received \$633 million for FY95, an 83% percent increase.
AIDS: Appoint a policy coordinator to enact recommendations of the National Commission on AIDS.	SUBSTANTIAL ACCOMPLISHMENT	Appointed first ever AIDS czar to focus on consolidating federal resources and funds to find a cure and address issues surrounding AIDS.
AIDS: Speed up federal drug approval process.	PARTIAL ACCOMPLISHMENT	- Set up the National Task Force on AIDS Drug Development to Create a public-private sector partnership to speed AIDS drugs to market. - The FDA has approved or provided new labeling indications for six products for HIV and related condition.

PROMISE	STATUS	LATEST POLICY/RESULT
AIDS: Fully fund the Ryan White CARE Act.	SUBSTANTIAL ACCOMPLISHMENT	- Increased Ryan White CARE Act funding for outpatient AIDS care by \$231 million to \$579 million for FY94. - Proposed a 20% increase in NIH spending for AIDS research. Received \$633 million for FY95, an 83% percent increase.
AIDS: Launch education and prevention program and support local awareness and prevention efforts to distribute condoms in schools.	PARTIAL ACCOMPLISHMENT	- Instituted community prevention planning for greater local control over HIV education efforts. - Began Prevention Marketing Initiative aimed at young adults to change HIV risk behaviors, including ads promoting both abstinence and consistent use of latex condoms. - Issued memorandum to heads of executive departments and agencies instructing them to implement ongoing HIV/AIDS education and prevention programs and to develop nondiscriminatory workplace policies for employees with HIV/AIDS. - Began National AIDS Awareness Advertising Campaign in January 1994.
AIDS: End AIDS-related immigration and travel restrictions.	NO ACTION	Congress has mandated continuation of this policy.
ARMS CONTROL: Ratify START I and START II treaties.	PARTIAL ACCOMPLISHMENT	- START I entered into force on December 5, 1994. - START II hearings will begin in late January or early February in the Senate.
ARMS CONTROL: Use sanctions to seek stronger export controls from countries with technologies for nuclear and other arms.	SUBSTANTIAL ACCOMPLISHMENT	- Sanctioned China and Pakistan for missile sales and Thailand for chemical weapons-related exports to Libya. Sanctioning Russia for Arms sales to Iran. - Provided export-control assistance to numerous countries, including Russia and the NIS and Central European States.
ARMS CONTROL: Prevent foreign governments from using agricultural and other non-military aid on weapons.	SUBSTANTIAL ACCOMPLISHMENT	Vigorously enforced prohibition on using non-military aid for military purposes. No pending non-compliance cases.
ARMS CONTROL: Enable the International Atomic Energy Agency to conduct more inspections to stop nuclear proliferation.	SUBSTANTIAL ACCOMPLISHMENT	- Increased IAEA funding \$10 million, a 33% increase in U.S. contribution to safeguards. - Reached an Agreed Framework with North Korea that halts and will eventually eliminate its dangerous nuclear weapons program and that eases full IAEA access to nuclear sites.
ARMS CONTROL: Press countries to join the Missile Technology Control Regime.	SUBSTANTIAL ACCOMPLISHMENT	Concluded agreements with Russia, Ukraine, and China to abide by MTCR guidelines. Hungary and Argentina have joined the MTCR and Brazil has committed itself publicly to adhere to the MTCR guidelines.
ARMS CONTROL: Seek Comprehensive Test Ban Treaty and an international agreement banning chemical weapons.	SUBSTANTIAL ACCOMPLISHMENT	Suspended nuclear testing and began work with other governments to achieve a Comprehensive Test Ban Treaty by 1996. Obtained Senate approval for Open Skies Treaty and sent to Senate the Chemical Weapons Convention, which would ban an entire class of weapons of mass destruction.
ARTS: Oppose restrictions on grants from the National Endowment for the Arts based on content.	SUBSTANTIAL ACCOMPLISHMENT	No content restrictions on NEA grants have been imposed.
BUDGET: Halve the annual federal budget deficit in four years, from the \$323 billion gap first projected by the Congressional Budget Office for 1993 to \$ 141 billion in 1996.*	SUBSTANTIAL ACCOMPLISHMENT	President Clinton signed into law the largest deficit reduction plan in history August 10, 1993. Under the plan: - the deficit, as a percentage of GDP, will be cut by more than one-half from 4.9% in 1992 to 2.4% in 1995; - the deficit will drop by more than \$700 billion dollars over 5 years; and - the deficit will drop 3 years in a row for the first time since Harry Truman was President.

PROMISE	STATUS	LATEST POLICY/RESULT
BUDGET: Seek a line-item veto to cut wasteful spending.	PENDING	- In the 104th Congress, President Clinton is supporting the strongest version of the line item veto, with the broadest scope and effective immediately. - In the 103rd Congress, President Clinton supported expedited rescission authority, which was adopted in the House but never reached the full Senate for consideration.
CITIES: Offer tax and regulatory incentives to businesses that create jobs in urban enterprise zones.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton proposed and signed into law legislation for empowerment zones in August 1993 that will award \$3.5 billion to 104 empowerment zones and enterprise communities. President Clinton announced in December 1994 which communities will be designated Empowerment Zones in 1995: (1) 6 urban communities will each receive \$100 million in block grants and business tax breaks; and (2) 3 rural communities will receive \$40 million in assistance and block grants.
CITIES: Provide funding and block grants to improve infrastructure.	PARTIAL ACCOMPLISHMENT	\$300 million has been appropriated for the new Economic Development Initiative (EDI) of the FY 95 budget which will provide grants to assist financing of economic development projects. - FY 96 budget calls for reinventing HUD, which will involve creating new flexible block grants for community economic development and consolidating a number of current formula-based and competitive programs.
CITIES: Create a network of 100 community development banks to aid low-income entrepreneurs and homeowners.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton proposed and signed into law the Community Development and Regulatory Improvement Act in August 1994 which authorizes \$500 million to encourage a network of new and existing Community Development Banks and Financial Institutions (CDFIs) across the country. The Treasury Department projects that the act will: - lead to approximately \$5 billion in new credit for economically distressed communities; - provide financial and technical support for as many as 75 new insured community development banks; and - support as many as 916 new well-capitalized community development corporations and over 4,000 community development loan funds.
CITIES: Revise local reinvestment requirements for commercial banks.	PENDING	The federal banking regulatory agencies, at the request of the Clinton Administration, are in the process of approving final regulations which will: - provide clearer and more objective evaluation standards; - eliminate unnecessary documentation requirements; and - improve the consistency of the Community Reinvestment Act examinations and enforcement efforts.
CITIES: Allow cities to spend 15 percent of their federal aid on local priorities.	PENDING	The Reinventing Government plan would give local governments more flexibility in how they spend federal aid.
CIVIL RIGHTS: Oppose racial quotas	SUBSTANTIAL ACCOMPLISHMENT	Continue to oppose racial quotas.
CIVIL RIGHTS: Support and seek passage of an Equal Rights Amendment and federal civil rights laws for homosexuals that exempts religious organizations.	PROPOSED	Testified on behalf of Senate legislation in the 103rd Congress.
CIVIL RIGHTS: Raise caps on damages in workplace discrimination cases.	PROPOSED	Endorsed House and Senate bills in the 103rd Congress.

PROMISE	STATUS	LATEST POLICY/RESULT
CRIME AND DRUGS: Put 100,000 new police officers to work and expand community policing.	SUBSTANTIAL ACCOMPLISHMENT	The President proposed and signed the Crime Bill, which will: - Put 100,000 new police officers on the street. More than 1,200 communities have already received grants to hire nearly 10,000 cops. - Promote community policing. \$1.5 billion was appropriated for cities in FY95 to hire new police, if cities agree to establish a community policing plan. As much as 15% of the funds can be used to promote community policing in other ways, such as, redeploying other officers, developing new technologies, and offering specialized training to officers.
CRIME AND DRUGS: Create a National Police Corps to put military personnel and unemployed veterans to work in law enforcement.	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill created a police corps to give young people money for college and train them in community policing. A total of \$100 million has been authorized for the Police Corps program and \$100 million has been authorized for in-service law enforcement scholarships.
CRIME AND DRUGS: Have first-time, nonviolent offenders serve out their sentences in community boot camps.	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill includes a grant program for state corrections agencies to build and operate correctional facilities, including boot camps to insure that additional space will be available to put - and keep - violent offenders incarcerated.
CRIME AND DRUGS: Enact tough penalties for assaults against women and children to deter domestic violence.	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill includes formula and competitive grant programs which will: - Support police and prosecutor efforts to strengthen enforcement and provide services to victims in such cases; - Authorize \$325 million for battered women's shelters and other domestic violence prevention activities; - Establish a National Domestic Violence Hotline. The Crime Bill also provides for: - Prohibiting firearms sales to and possession by persons subject to family violence restraining orders; - Enhancing penalties for interstate domestic violence.
CRIME AND DRUGS: Increase federal funding for school-based and community drug education programs and treatment clinics.	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill authorizes funding for: - Education prevention and treatment programs for at-risk juveniles; - Drug Courts program ; - Enhancing the education, providing substance abuse treatment and funding job programs to prevent crimes.
CRIME AND DRUGS: Provide federal matching funds for crime prevention in hard-hit communities.	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill authorizes funding for: - The President's Prevention Council; - Rural anti-crime and drug efforts; - Local Crime Prevention Block Grant program to be distributed to local governments; - Model crime prevention programs targeted at high-crime neighborhoods; up to 15 cities will be selected.
CRIME AND DRUGS: Impose a five-day waiting period on handgun purchases, ban assault weapons with no legitimate hunting purpose, and limit access to multiple-round clips.	SUBSTANTIAL ACCOMPLISHMENT	Signed the Brady Bill into law on November 30, 1993. The Crime Bill also provides for the following: - Banning the manufacture of 19 military-style assault weapons, assault weapons with specific combat features, "copy-cat" models, and certain high-capacity ammunition magazines of more than ten rounds; - Banning imports of foreign assault pistols, such as the Uzi; - Strengthening Federal licensing standards for firearms dealers; - Increasing penalties for interstate firearms trafficking; firearms theft and smuggling and use of semi-automatic weapons; - Prohibiting the sale or transfer of a firearm to or possession of certain firearms by juveniles.
CRIME AND DRUGS: Seek jail terms for serious white-collar criminals in "real prisons, not high-tech summer camps."	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill prohibits favoritism for white-collar criminals when making prison assignments.

PROMISE	STATUS	LATEST POLICY/RESULT
CRIME AND DRUGS: Crack down on hate crimes.	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill includes an increase of tough penalties for federal hate crimes. Hate crime violators will now be sentenced to an additional 12 to 15 months in prison.
DEFENSE: Save \$ 100 billion in defense spending over 5 years, or \$ 60 billion more than the Bush administration proposed.	SUBSTANTIAL ACCOMPLISHMENT	The \$1.241 trillion military spending plan for FY94-98 matched this pledge, as measured against the revised \$1.365 trillion Bush defense budget for the same years.
DEFENSE: Cut military personnel by offering voluntary early retirement and pro-rated pensions for those who have served 15 to 20 years.	SUBSTANTIAL ACCOMPLISHMENT	Offered such benefits to certain personnel classes.
DEFENSE: Pay retiring personnel for a year of retraining. 3	PARTIAL ACCOMPLISHMENT	Several retraining programs have been implemented since January 1993.
DEFENSE: Build fleet of C-17 cargo planes to expand sea- and air-lift capabilities and enhance rapid-deployment forces.	PARTIAL ACCOMPLISHMENT	Worked to ensure that C-17 manufacturers address all outstanding business issues and performance specifications; requested funds for 6 aircraft in FY95. 26 C-17S now under contract.
DEFENSE: Reduce U.S. forces in Europe to 75,000-100,000 troops but maintain commitment to NATO.	SUBSTANTIAL ACCOMPLISHMENT	- On target to reduce to 100,000 level. - Proposed and won Allied approval for process of NATO's gradual expansion to Europe's new democracies. - Led way in NATO and with Central and Eastern European countries to set up "Partnership for Peace" (PFP), offering former Soviet republics and CEE nations practical military ties with NATO. - Held PFP first military exercise in Poland in September. - Intensified military relations with CEE, including offer of \$10 million Baltic Battalion, offer of \$100 million for military cooperation with new PFP Partners, including \$25 million for Poland.
DEFENSE: Maintain U.S. military presence in Korea.	SUBSTANTIAL ACCOMPLISHMENT	37,000 American troops remain in Korean theater. Patriot missiles were sent in 1994 when crisis loomed.
DEFENSE: Maintain 10 carrier battle groups instead of 12.	NO ACTION	As a result of Bottom-Up Review, decided 11.5 carriers were required.
DEFENSE: Develop short- and medium-range missile defenses and continue research on limited long-range missile defenses.	PARTIAL ACCOMPLISHMENT	Requesting over \$2 oillion in FY95 funds to continue research on national missile defense and to develop highly effective theater missile defenses.
DEFENSE: Cut spending on large, space-based missile defenses.	SUBSTANTIAL ACCOMPLISHMENT	Reduced funding for space-based lasers and missiles. Eliminated SDIO and created Ballistic Missile Defense Organizations in its place.
DEFENSE: Reverse ban on homosexuals in the military.	PARTIAL ACCOMPLISHMENT	New, more tolerant policy took effect February 28, 1994.
ECONOMY AND JOBS : Create a National Economic Council.	SUBSTANTIAL ACCOMPLISHMENT	Executive Order 12835 established the NEC on January 25, 1993.
ECONOMY AND JOBS: End tax incentives that encourage companies to export plants and jobs.	SUBSTANTIAL ACCOMPLISHMENT	Two Clinton Administration initiatives have advanced this pledge: - President Clinton's Economic Plan 1993 added a provision in the Internal Revenue Code that imposes a current tax on U.S. shareholders of controlled foreign corporations that invest their earnings in an excessive amount of passive assets abroad. By reducing the opportunities for unlimited deferral, the incentive to shift plants overseas is significantly reduced; and - transfer pricing initiatives have reduced the opportunity to shift income to foreign tax havens.

PROMISE	STATUS	LATEST POLICY/RESULT
ECONOMY AND JOBS: Provide investment tax credits to companies that invest in U.S.-based plants and American-made equipment.	PARTIAL ACCOMPLISHMENT	- Proposed incremental investment tax credit in 1993, but did not pass in Congress. - The President's Economic Plan increased the small business expensing limit to \$17,500 from \$10,000 (an increase to \$25,000 was proposed). The change allows small business owners to expense 75% more of their purchases of depreciable assets, a measure that small business had sought unsuccessfully for years. The Treasury Department estimates that 1.3 million small businesses will benefit from the provision this year.
ECONOMY AND JOBS: Make foreign companies with businesses in the United States pay the same taxes as U.S. companies.	PARTIAL ACCOMPLISHMENT	July 1994 the Treasury issued final regulations governing transfer pricing. These rules, backed by severe penalties, are expected to ensure that an accurate amount of multinational company profits are subject to tax in the United States. In addition: - President Clinton's Economic Plan 1993 included a provision that will make it more difficult for multinational companies to strip earnings out of the U.S. through deductible payments such as interest; and - the Clinton Administration has budgeted significant resources to the enforcement of these rules governing transfer pricing.
ECONOMY AND JOBS: Offer a 50 percent tax exclusion to those who make long-term investments in new businesses.	SUBSTANTIAL ACCOMPLISHMENT	The Administration enacted, as part of its Economic Plan 1993, a 50% capital gains tax exclusion targeted at investments in small businesses. The provision allows investors who buy newly issued stock in small businesses and hold that stock for more than 5 years to receive a 50 percent cut in the capital gains tax on the profit from the sale of the stock.
ECONOMY AND JOBS: Create a \$20 billion-a-year fund for spending on transportation and roads, communications and information networks, and environmental technology.	PARTIAL ACCOMPLISHMENT	- President Clinton announced a five-year \$20 billion Defense Reinvestment initiative in March 1993 that is centered on four major areas of new investment: (1) worker training and adjustment; (2) community reinvestment; (3) "dual-use" technologies with both commercial and military applications; and (4) new civilian technology investments that provide diversification opportunities - EPA's enacted budget for environmental technology doubled over the FY1993-FY1995 period, to \$139 million. Other new funding for private sector technology partnerships are 1) U.S. Climate Change Action Program -- \$232 million FY1995 enacted -- and 2) Partnership for a New Generation of Vehicles (Clean Car) -- \$269 million FY1995 enacted. - The President's FY 1996 budget will propose establishing a network of State Infrastructure Banks that will allow states to leverage federal funding, thereby achieving a greater level of investment from a given level of federal resources.
ECONOMY AND JOBS: Make business tax credits for research and development permanent.	PARTIAL ACCOMPLISHMENT	The Administration secured a three-year extension of the Research & Development tax credit, retroactive to June 30, 1992 and effective through June 30, 1995.
ECONOMY AND JOBS: Develop new commercial technologies through a new civilian research and development agency.	SUBSTANTIAL ACCOMPLISHMENT	The President has refocused defense R&D on "dual-use" technologies: - Removed the word <i>Defense</i> from DARPA's name (Defense Advanced Research Projects Agency) to reflect a new commercial focus. - Launched the Technology Reinvestment Project, the largest multi-agency technology program ever, to stimulate dual-use technology. - Increased budgetary support of civilian R&D. Funding for the Advanced Technology Program has increased from \$68 million in FY93 to \$450 million in FY95. - Created the National Science and Technology Council to help define and achieve science and technology goals. - Government-industry partnerships have been launched in critical technologies such as flat-panel displays, the "Clean Car", semiconductors, and environmental technologies necessary for sustainable economic development.
ECONOMY AND JOBS: Raise the minimum wage to keep pace with inflation.	PENDING	The National Economic Council is in the process of making a recommendation to the President.

PROMISE	STATUS	LATEST POLICY/RESULT
ECONOMY AND JOBS: Limit deductions for executive pay.	SUBSTANTIAL ACCOMPLISHMENT	As part of his Economic Plan, President Clinton signed legislation that denies a deduction to any publicly held corporation for compensation exceeding \$1 million paid to CEOs or certain other high-ranked officers. Some forms of compensation, such as qualified retirement plan contributions and performance-based awards approved by shareholders, is exempt from the cap.
ECONOMY AND JOBS: Allow businesses to deduct bonus and severance packages for executives only if other employees are offered similar packages.	NO ACTION	
EDUCATION: Create a national service program that allows college students to repay federal loans with community work.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton proposed and signed the National and Community Service Trust Act creating AmeriCorps September 21, 1993. AmeriCorps is already: • giving young people the chance to spend a year or more helping those within our communities grow safer, smarter, and healthier – while earning an award of nearly \$5,000 to pay for college or job training; • engaging 20,000 Americans as AmeriCorps Members in its first year – more than the Peace Corps at its height; and • consolidating existing Federal agencies and supporting local efforts to meet community needs.
EDUCATION: Fully fund Head Start and other programs recommended by the National Commission on Children.	PARTIAL ACCOMPLISHMENT	Increased funding for Head Start by \$760 million over 2 years.
EDUCATION: Enact national standards for public schools to be measured with examinations on core subjects.	SUBSTANTIAL ACCOMPLISHMENT	Proposed and signed the GOALS 2000: Educate America Act which codifies national education goals, supports state reform efforts, including state standards. 41 states are now participating, and more will follow soon.
EDUCATION: Help students not going to college develop job skills through a national apprenticeship program.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton signed the School-to-Work Opportunities Act on May 4, 1994 that provides \$250 million in 1995 for all 50 states to establish their own diverse school-to-work initiatives.
EDUCATION: Help communities open youth centers for teenagers who drop out of school.	SUBSTANTIAL ACCOMPLISHMENT	The Crime Bill includes several provisions that fulfill this promise: • the Community Schools Youth Services and Supervision effort will support academic and extracurricular programs after-school, on weekends, and in the summer for children and adolescents (For 1995, \$25.9 million will be available and \$567 million is authorized for 1996-2000); and • the Family and Community Endeavor Schools initiative will improve opportunities for at-risk children (\$11 million is available for 1995 and \$243 million is authorized for 1996-2000).
EDUCATION: Require employers to spend 1.5 percent of payroll costs on education and training for all workers.	NO ACTION	President Clinton has pursued providing training for all workers in a number of different ways: • increasing funding for reemployment services by 150 percent, enabling 400,000 more workers to participate in 1995 than in 1993; • offering individual skills assessments and help with business start-ups to those applying for unemployment services; and • helping states to plan or assemble networks of one-stop career centers to offer efficient, customer-driven access to counseling, labor-market information, job listings, training and education, and other reemployment services (about one-half of the states are doing so already).
EDUCATION: Encourage competition in education by giving parents public school choice.	SUBSTANTIAL ACCOMPLISHMENT	Passed Charter School legislation which encourages state and local decisionmaking to set up public school choice.
EDUCATION: Increase Chapter One funding to "level the playing field" for disadvantaged students.	SUBSTANTIAL ACCOMPLISHMENT	Requested an additional \$500 million for FY95 bringing the total budget to \$7.2 billion.

PROMISE	STATUS	LATEST POLICY/RESULT
EDUCATION: Give school systems flexibility to use federal funds to reduce class sizes or as they see fit.	SUBSTANTIAL ACCOMPLISHMENT	Enacted Goals 2000 and reauthorized the Elementary and Secondary Schools Act which provide flexibility, including waivers, coupled with accountability for results.
EDUCATION: Develop programs that help disadvantaged parents work with their children on school assignments.	SUBSTANTIAL ACCOMPLISHMENT	• Signed the Elementary and Secondary Education Act reauthorization which promotes partnerships between schools and families. • Signed Head Start and Goals 2000 legislation which expand and enhance the role of parents in schools and pre-school programs. • Signed the Family Support and Family Preservation Act which authorizes \$1 billion to support programs that help teach their children.
EDUCATION: Provide funds for security and metal detectors at schools that need them.	SUBSTANTIAL ACCOMPLISHMENT	Proposed and signed the Passed Safe and Drug Free Schools and Community Act and Safe Schools Act, which provide \$480 million in FY95 to help schools fight violence and drug abuse. Schools can use funds for activities such as conflict resolution, after school programs, and drug prevention programs. Schools can use up to 25% of their funds to purchase metal detectors, develop safe zones, and hire school security personnel.
EDUCATION: Require large federal contractors to sponsor jobs and after-school employment for disadvantaged youths.	NO ACTION	
EDUCATION: Promote bilingual education programs in which students learn core subjects in their native languages while also studying English.	SUBSTANTIAL ACCOMPLISHMENT	Discretionary grant program included in ESEA encourages students to learn challenging academic content while also developing English skills.
ELECTIONS AND GOVERNMENT: Support District of Columbia statehood.	PROPOSED	Supported legislation to make the District of Columbia a state.
ELECTIONS AND GOVERNMENT: Voluntarily cap spending in congressional races and reduce contributions from Political Action Committees from \$ 5,000 to the \$1,000 limit on individuals.	PROPOSED	• Included in campaign finance reform bills supported in the 103rd Congress. • The President sent a letter to leaders of the 104th Congress urging them to pass legislation on campaign finance reform.
ELECTIONS AND GOVERNMENT: End unlimited "soft money" contributions to parties.	PROPOSED	• Included in campaign finance reform bill supported by President Clinton. Versions of the bill passed both houses. • On the first day of the current Congressional session, President Clinton called on the Congressional leadership to enact campaign finance reform measures.
ELECTIONS AND GOVERNMENT: Restrict prices on TV ad time for candidates.	PROPOSED	• Included in campaign finance reform bill supported by President Clinton. Versions of the bill passed both houses. • On the first day of the current Congressional session, President Clinton called on the Congressional leadership to enact campaign finance reform measures.
ELECTIONS AND GOVERNMENT: Sign the "Motor Voter Act."	SUBSTANTIAL ACCOMPLISHMENT	Proposed and signed the National Voter Registration Act on May 20, 1993. The Motor-Voter law makes it easier for 70 million unregistered Americans to vote by allowing them to register when they get their drivers licenses.
ELECTIONS AND GOVERNMENT: Require lobbyists to disclose contributions to members of a congressional committee before they can testify.	PROPOSED	• Proposed legislation barring lobbyists from contributing for one year to the lawmakers they contact. • The President sent a letter to leaders of the 104th Congress urging them to pass legislation on lobbying disclosure and ban gifts from lobbyists.
ELECTIONS AND GOVERNMENT: End tax breaks for lobbying expenses.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton's Economic Plan 1993 repealed the tax provision, dating back to 1962, that allowed businesses to deduct the cost of their lobbying expenses.

PROMISE	STATUS	LATEST POLICY/RESULT
ELECTIONS AND GOVERNMENT: Make top appointees pledge not to lobby agencies within their jurisdiction for five years after leaving office	SUBSTANTIAL ACCOMPLISHMENT	Signed Executive Order 12834 entitled "Ethics Commitments by Executive Branch Appointees" on January 20, 1993 which restricts all senior appointees in executive agencies from lobbying agencies within their jurisdiction for five years after leaving office.
ELECTIONS AND GOVERNMENT: Reduce the White House staff by 25 percent and cut 100,000 federal jobs through attrition.	SUBSTANTIAL ACCOMPLISHMENT	- By September 1994, 350 White House jobs had been cut from a staff of 1,394 during the Bush Administration -- a 25% reduction. - There are already 100,000 fewer federal jobs than in January 1993. Under the recommendations of the National Performance Review, the federal payroll will be cut by 272,000.
ELECTIONS AND GOVERNMENT: Cut 3 percent in agency administrative costs.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton signed Executive Order 12837 in February 1993 which requires that federal government reduce its administrative expenses 14% by FY 1997. Already, administrative costs are down by more than 3 percent.
ELECTIONS AND GOVERNMENT: Reform defense procurement and foreign aid	SUBSTANTIAL ACCOMPLISHMENT	- Signed Presidential Memorandum on Electronic Commerce to automate the procurement system. - Defense Secretary William Perry has ordered dramatic procurement reforms. - Signed the Federal Acquisition Streamlining Act of 1994. - Undertook extensive review and restructuring of foreign aid programs.
ELECTIONS AND GOVERNMENT: Appoint more women and minorities to government jobs.	SUBSTANTIAL ACCOMPLISHMENT	The President has appointed the most diverse cabinet and administration in history: - There are 6 women, 4 African-Americans & 2 Hispanics in the cabinet. - Nearly half of all appointees are women (44%).
ENERGY AND THE ENVIRONMENT: Oppose increasing federal excise gas taxes or increased reliance on nuclear power.	PARTIAL ACCOMPLISHMENT	- No increased reliance on nuclear power. No new nuclear power plants. - Opposed large gas tax increase, but did sign a \$0.043 per gallon tax increase on transportation fuels.
ENERGY AND THE ENVIRONMENT: Raise Corporate Average Fuel Economy standards for auto makers from 27.5 miles per gallon to between 40 and 45.	PENDING	Under the Climate Action Plan, the White House convened at FACA on climate change and personal cars - "Car Talk." This is a public process aimed at developing policies designed to reduce the contribution of cars to climate change.
ENERGY AND THE ENVIRONMENT: Convert federal vehicle fleet to natural gas.	SUBSTANTIAL ACCOMPLISHMENT	- Issued an Executive Order increasing the numbers of federal vehicles that should use alternative fuels to 11,000 in 1994. - The Clean Cities program ensures the Executive Order levels will be exceeded.
ENERGY AND THE ENVIRONMENT: Encourage renewable and alternative energy projects with tax incentives.	SUBSTANTIAL ACCOMPLISHMENT	Federal partnerships launched to cost-share renewable energy deployment; 20% increase in renewable energy budget; and 10% investment tax credit was made permanent.
ENERGY AND THE ENVIRONMENT: Use highway spending to encourage car pooling and mass transit.	SUBSTANTIAL ACCOMPLISHMENT	Budget includes 21% increase for mass transit and light rail systems. EPA has worked with business, state and local governments on programs to encourage experimentation in transportation demand management and trip reduction to improve air quality in the nation's most polluted areas.
ENERGY AND THE ENVIRONMENT: Change regulations, and building standards, to make energy efficiency profitable for utilities and consumers.	SUBSTANTIAL ACCOMPLISHMENT	- The administration is reaching out to American business with programs that increase energy efficiency, decrease energy use and help our international competitiveness. - Improved efficiency standards on appliances implemented, and program launched to assist states in upgrading building efficiency codes. - Dramatic increases in budget for building efficiency programs.

PROMISE	STATUS	LATEST POLICY/RESULT
ENERGY AND THE ENVIRONMENT: Curb industrial and toxic emissions and expand markets for recycled products with tax incentives.	PARTIAL ACCOMPLISHMENT	- President Clinton signed an Executive Order requiring reduction of toxic emissions from federal facilities by 50 percent by 1999. - The President issued a second Executive Order requiring that all federal purchases of recycled products such as printing and writing that contains 20 percent post consumer material by the end of 1990 to expand markets for recycled products.
ENERGY AND THE ENVIRONMENT: Enforce environmental laws with jail terms for corporate polluters when necessary.	SUBSTANTIAL ACCOMPLISHMENT	- Over 200 criminal environmental cases were referred by the EPA to the Department of Justice in FY94. - Criminal charges were brought against 250 individuals and corporate defendants and 99 years of jail sentences and \$36.8 million in criminal fines were assessed in FY94.
ENERGY AND THE ENVIRONMENT: Push utilities to consider social and economic costs of fuel sources with incentives to adopt least-cost planning.	SUBSTANTIAL ACCOMPLISHMENT	- President's Climate Change Action plan launched program to advocate integrated resource planning and expanded technical and financial assistance to utilities and state regulators to implement reforms. - Over 800 electric utilities comprising 80% of electricity generated in the US are signing agreements with the Department of Energy to voluntarily reduce consumers' energy use.
ENERGY AND THE ENVIRONMENT: Protect expanded Arctic National Wildlife Refuge in Alaska from drilling.	SUBSTANTIAL ACCOMPLISHMENT	There has been no further drilling in these areas.
ENERGY AND THE ENVIRONMENT: Require companies to recover some of the waste they generate or buy "credits" from companies that do.	NO ACTION	
ENERGY AND THE ENVIRONMENT: Pass Clean Water Act that includes incentives to reduce "non-point-source" pollution from household chemicals, pesticides and other substances.	PROPOSED	Proposed to Congress a comprehensive set of Clean Water Act reforms. Congress failed to act.
ENERGY AND THE ENVIRONMENT: Allow citizens to sue federal agencies for ignoring environmental laws and regulations.	PARTIAL ACCOMPLISHMENT	- The Clean Water Act reauthorization proposal supported the right of citizens to sue the Federal Government. - In addition, the Administration has aggressively implemented the Federal Facilities Compliance Act which provides citizens with the right to sue the Federal government for violation of the nation's solid and hazardous waste laws. - Supported broadening Clean Water Act so that citizen suit authority would extend to radioactivity discharges.
ENERGY AND THE ENVIRONMENT: Stick to "no net loss" wetlands policy.	SUBSTANTIAL ACCOMPLISHMENT	Introduced Wetlands Plan to preserve wetlands.
ENERGY AND THE ENVIRONMENT: Limit carbon dioxide emissions to 1990 levels by 2000.	SUBSTANTIAL ACCOMPLISHMENT	Announced plan to limit carbon dioxide emissions to 1990 levels in the year 2000.
ENERGY AND THE ENVIRONMENT: Push major banks to reduce debt burdens on developing nations in exchange for land conservation efforts.	PENDING	Draft administration proposal under consideration.

PROMISE	STATUS	LATEST POLICY/RESULT
FAMILY PLANNING: Allow U.S. funds to support international family planning and population control efforts.	SUBSTANTIAL ACCOMPLISHMENT	- Mexico City Policy revoked by Presidential Memorandum, 1/22/93, repealed ban on funding to worldwide family planning groups. - Roughly \$40 million, the first funding since 1985, was in the budget for FY94; the enacted amount for FY95 is \$50 million.
FAMILIES: Pass a Family and Medical Leave Act giving workers 12 weeks of unpaid time off a year to care for newborn children or sick relatives.	SUBSTANTIAL ACCOMPLISHMENT	Though President Bush vetoed Family and Medical Leave legislation twice, President Clinton signed this legislation into law February 5, 1993, which offers employees 12 weeks of unpaid, job-guaranteed leave for childbirth, adoption, or personal or family illness. More than 40 million American workers will be covered under the legislation.
FAMILIES: Crack down on parents who avoid child support.	PARTIAL ACCOMPLISHMENT	- In its first national push to crack down on dead-beat parents, the Department of Justice filed 28 cases seeking over \$1 million in overdue payments in December, 1994, and more than 200 cases are under review. Also, each of the 94 U.S. Attorneys has designated a child support enforcement coordinator, and prosecution guidelines have been developed to assist them in going after the most egregious violators. - President Clinton's Work and Responsibility Act, introduced in June 1994, includes the toughest child support provisions ever. These provisions would double child support collections to \$20 billion by 2000 and place more emphasis on the responsibility of fathers, regular award updates, and the withholding of wages of those who do not regularly pay their child support.
FAMILIES: Create a child care network like the network of public schools and enforce new standards on child care facilities.	PARTIAL ACCOMPLISHMENT	- Launching nationwide effort to improve health and safety in childcare through public-private partnerships and technical assistance. - Launched 1st ever National Childcare Information Center to help share promising practices across state lines.
HEALTH CARE: Provide coverage to all Americans with cost controls and by requiring employers to buy private insurance or pay into a public system.	PROPOSED	Included in the Health Care Security Act.
HEALTH CARE: Allow people to choose services from competing local networks of insurers, hospitals, clinics and doctors, who will be paid a fixed rate.	PROPOSED	Included in the Health Care Security Act.
HEALTH CARE: Provide a core benefits package that includes ambulatory physician and inpatient hospital care, prescription drugs, basic mental health coverage, and expanded access to preventative treatments and routine screenings.	PROPOSED	Included in the Health Care Security Act.
HEALTH CARE: Create a board of consumers, providers and representatives from government, business and labor to establish a core package of benefits and annual health budget targets.	PROPOSED	Included in the Health Care Security Act.
HEALTH CARE: Require insurers to cover individuals with any pre-existing conditions, charge all businesses in a community the same rate, and streamline billing practices to cut administrative costs.	PROPOSED	Included in the Health Care Security Act.

PROMISE	STATUS	LATEST POLICY/RESULT
HEALTH CARE: Phase in requirements for small employers until costs are reduced.	PROPOSED	Included in the Health Care Security Act.
HEALTH CARE: Allow small employers to pool to receive more favorable rates from insurers.	PROPOSED	Included in the Health Care Security Act.
HEALTH CARE: Eliminate tax breaks for prescription drug manufacturers whose prices increase faster than incomes.	PARTIAL ACCOMPLISHMENT	- President Clinton proposed and signed legislation, as part of his Economic Plan 1993, that will eliminate drug price gouging. Subsequently, 17 pharmaceutical industry executives, representing two-thirds of the U.S. pharmaceutical market, agreed to hold price increases at or below the general inflation rate. - Also included in the Health Care Security Act.
HEALTH CARE: Expand Medicare benefits for the elderly and disabled to include more options for long-term care.	PROPOSED	Included in the Health Care Security Act.
HEALTH CARE: Fully fund the Women, Infants, and Children (WIC) Program	SUBSTANTIAL ACCOMPLISHMENT	President Clinton and Congress placed WIC on a full-funding path. Funding is projected to increase by \$610 million from 1993 to 1995 – a 21% gain. As a result, an additional one million people will have the opportunity to get the nutrition and care they need to stay healthy.
HOUSING: Hold a Housing and Homelessness Summit with urban leaders to develop poverty and housing programs.	SUBSTANTIAL ACCOMPLISHMENT	HUD Secretary Cisneros held 18 interactive homeless forums in 18 cities and a National Housing and Community Development Conference with the Vice President attended by over 2,000 people.
HOUSING: Transfer 10 percent of all federal housing to churches and other non-profit community groups for the homeless.	SUBSTANTIAL ACCOMPLISHMENT	Support McKinney program which has continued to provide opportunity to nonprofit homeless organizations to have first bid at all surplus federal property.
HOUSING: Use housing at closed military bases for the homeless.	SUBSTANTIAL ACCOMPLISHMENT	Backing new process that will allow for reasonable process for balancing needs for the homeless and community for closed military bases. In place at Lowry AFB, Long Beach, Ca and elsewhere.
HOUSING: Provide federal support to programs that restore old housing to sell to low-income home buyers.	SUBSTANTIAL ACCOMPLISHMENT	Included in Housing and Community Development Act, 1993
HOUSING: Attract investment with a permanent Low Income Housing Tax Credit.	SUBSTANTIAL ACCOMPLISHMENT	Permanent extension of Low Income Tax Credit and Mortgage Revenue Bonds included in OBRA '93.
HOUSING: Provide increased federal funding for maintenance of existing public housing.	SUBSTANTIAL ACCOMPLISHMENT	Increased budget from \$3.2 billion in FY94 to \$3.7 billion in FY95.
HOUSING: Raise the ceiling on Federal Housing Authority mortgage insurance to 95 percent of the price of a home in average metropolitan areas.	PENDING	Introduced legislation to raise ceiling in 103rd Congress. Passed House but failed in Senate.
HOUSING: Expand local authority to make more low-income rental units available through the HOME Program.	SUBSTANTIAL ACCOMPLISHMENT	HOME is funded at \$2 billion for FY95.

PROMISE	STATUS	LATEST POLICY/RESULT
IMMIGRATION: Give temporary asylum to political refugees from Haiti until that country's elected government is restored.	SUBSTANTIAL ACCOMPLISHMENT	Provided temporary asylum at Guantanamo Naval Base for Haitians fleeing the military regime and restored democratic government to Haiti.
IMMIGRATION: Cut the two-year waiting period for people seeking visas to the United States who are separated from immediate family members and reduce the backlog of extended family members in similar situations.	NO ACTION	
IMMIGRATION: Close "sweat shops" and "abusive farm labor contractors" that rely on illegal immigration.	SUBSTANTIAL ACCOMPLISHMENT	Enforcement in low wage industries, in which many illegal workers work, has been increased and will continue to be increased.
IMMIGRATION: Use trade agreements with Latin American neighbors to raise wages in that region, discourage immigration and protect U.S. jobs.	SUBSTANTIAL ACCOMPLISHMENT	• Passed NAFTA. • Concluded and passed a successful GATT agreement. • Agreed to negotiate a Free Trade Area of the Americas by 2005. • Held successful Summit of the Americas to strengthen and safeguard democracy and promote open-markets.
INTERNATIONAL RELATIONS: Link most-favored-nation trading status for China with progress on human rights and nuclear proliferation.	SUBSTANTIAL ACCOMPLISHMENT	MFN was linked to China's human rights record for a year. Although the Administration is not satisfied with China's progress in the area of human rights, it delivered MFN in favor of increased dialogue and rule of law programs; continued "Tienanmen Square" sanctions, a ban on munitions imports from China, and vigorous enforcement of US laws on prison labor exports.
INTERNATIONAL RELATIONS: Seek U.N. authorization for air strikes against forces that disrupt relief efforts in Bosnia while using U.S. and European naval forces to tighten economic sanctions against Serbia and Montenegro.	SUBSTANTIAL ACCOMPLISHMENT	• Won NATO commitments to protect UN forces with airpower and to threaten air strikes to prevent strangulation of Sarajevo and other areas. Secured NATO's February 1994 ultimatum imposing ban on heavy weapons around Sarajevo, relieving attacks on capital. • Tightened UN economic sanctions against Serbs. Participated in NATO sanctions enforcement in Adriatic. • Enforced no-fly zone together with NATO allies. • On basis of NATO ultimatum, brokered truce between Muslims and Croats.
INTERNATIONAL RELATIONS: End reported atrocities in Serbian detention camps with international military force if necessary, and punish those responsible for atrocities in Bosnia under international law.	PARTIAL ACCOMPLISHMENT	• Through NATO decisions and support for UNPROFOR, have ended sustained artillery shelling of Sarajevo's civilian population, reduced level of violence country-wide. • Established UN War Crimes Tribunal. Published extensive documentation of Serb ethnic cleansing, war crimes and acts of genocide.
INTERNATIONAL RELATIONS: Get full accounting of POWs and MIAs.	PARTIAL ACCOMPLISHMENT	Best progress in recent years in the four key areas outlined by President Clinton achieved by insistence on fullest possible accounting of POWs and MIAs. Continued efforts with Russians produced return of remains of U.S. flyer shot down during Cold War.
INTERNATIONAL RELATIONS: Increase political and economic pressure on Haiti's current leadership to restore that country's democratically elected government.	SUBSTANTIAL ACCOMPLISHMENT	Restored democracy to Haiti on October 15 by leading a multinational coalition force that peacefully returned President Aristide and his constitutionally established government.
INTERNATIONAL RELATIONS: Encourage more private investment in the former Soviet Union.	SUBSTANTIAL ACCOMPLISHMENT	• Considerable expansion of US-Russia business ties, particularly aerospace and high-technology. • Increased emphasis on trade and investment through more than \$800 million in OPIC loan guarantees and risk-insurance, and other programs. • Established innovative investment funds to sponsor private enterprise development.

PROMISE	STATUS	LATEST POLICY/RESULT
INTERNATIONAL RELATIONS: Guarantee loans for Israel to help settle Soviet Jews.	SUBSTANTIAL ACCOMPLISHMENT	Loan guarantees remain in place.
INTERNATIONAL RELATIONS: Recognize Jerusalem as the capital of Israel and oppose the creation of an independent Palestinian state.	PENDING	In September 1993, Israel and PLO agreed in Declaration of Principles that status of Jerusalem should be dealt with in final status negotiations to begin no later than May 4, 1996. The President pledged during the campaign that he would do nothing to disrupt peace negotiations. Since taking office, he has strongly supported the peace process, the Israel/PLO agreement and the peace treaty between Israel and Jordan. Action is pending the outcome of the final status negotiations.
INTERNATIONAL RELATIONS: Modify foreign aid programs to promote democracy.	SUBSTANTIAL ACCOMPLISHMENT	Undertook extensive review and restructuring of foreign aid programs and policies, which now include democracy promotion as a major foreign aid priority that includes information and exchange programs as well as major programs in South Africa, the Newly Independent States of the former Soviet Union, Central and Eastern Europe and countries in transition. Increased funding for the National Endowment for Democracy.
INTERNATIONAL RELATIONS: Establish Radio Free Asia.	PARTIAL ACCOMPLISHMENT	Funds appropriated.
POVERTY AND WELFARE: Require welfare recipients who can work to find jobs or repay services with work in the community after two years of expanded assistance and training.	PROPOSED	To reform welfare, President Clinton introduced the Work and Responsibility Act in June 1994 that includes several critical components. The act: • limits welfare for those able to work; • expands funding for training programs and child care to help people get off welfare as quickly as possible in order to work; and • contains the toughest child support enforcement measures ever proposed.
POVERTY AND WELFARE: Create optional Individual Development Accounts for low-income Americans to encourage savings with federal matching funds.	PROPOSED	Included in Work and Responsibility Act proposed in Congress.
SOCIAL SECURITY: Raise earning limitations so recipients can collect more income along with their benefits.	PENDING	Continue to support a reasonable increase in Social Security earning disregard. Testified on behalf of increase in the 104th Congress.
SOCIAL SECURITY: Consider higher taxes on benefits for wealthier recipients.	SUBSTANTIAL ACCOMPLISHMENT	Included in budget FY94.
SOCIAL SECURITY: Ensure system's solvency.	PENDING	Social Security Advisory Council is examining questions surrounding system's solvency and will report in 1995.
SPACE: Launch more ventures with Europe, Japan and Russia.	SUBSTANTIAL ACCOMPLISHMENT	Congress approved funding for the international space station.
SPACE: Maintain NASA's fleet of space shuttles.	SUBSTANTIAL ACCOMPLISHMENT	Reduced operational costs of shuttle fleet while continuing safe flight program.
SPACE: Develop new, less costly launch systems.	SUBSTANTIAL ACCOMPLISHMENT	Presidential Directive (NSTC - PDD4) signed establishing new launch policy to develop systems to lower costs.
SPACE: Increase environmental research through NASA's "Mission to Planet Earth."	SUBSTANTIAL ACCOMPLISHMENT	Restructured the Landsat program through Presidential Directive (NSTC - PDD2).
SPACE: Continue to use unmanned probes and robots to explore other planets.	SUBSTANTIAL ACCOMPLISHMENT	Supported reforms at NASA for faster, better, cheaper space science missions.

PROMISE	STATUS	LATEST POLICY/RESULT
SPACE: Back away from Bush plans for exploration of the moon and Mars by U.S. astronauts, but continue scientific studies for internationally financed missions.	SUBSTANTIAL ACCOMPLISHMENT	Refocus NASA resources on affordable programs in space flight, aeronautics, earth sciences, and space science.
TAXES (Personal): Raise tax rates on joint-filers whose adjusted gross incomes are more than \$ 200,000 or individuals whose AGIs are more than \$ 150,000.	SUBSTANTIAL ACCOMPLISHMENT	- Income tax rates were raised on the top 1.2% of tax payers. - Joint tax-filers making over \$180,000 in adjusted gross income -- saw their income taxes increase. - Objective sources -- including H&R Block, the Wall Street Journal and the Congressional Budget Office -- confirm that only the top 1.2% saw their income tax rates increase.
TAXES (Personal): Increase the Alternative Minimum Tax rate from 24 to 26 or 27 percent.	SUBSTANTIAL ACCOMPLISHMENT	Increased alternative minimum tax rate from 24 to 26 percent (and to 28 percent for high-income individuals.)
TAXES (Personal): Require millionaires to pay a 10 percent surtax.	SUBSTANTIAL ACCOMPLISHMENT	An additional 10 percent surcharge was imposed on taxpayers with taxable income in excess of \$250,000.
TAXES (Personal): Offer middle-class families \$ 60 billion in tax cuts over four years in the form of a \$300 tax cut per couple or a \$ 300 per child tax credit.	PENDING	President Clinton has proposed a Middle-Class Bill of Rights that includes a \$60 billion tax break for middle-class families that would provide: - a tax credit of up to \$500 per child for families making less than \$75,000; - a tax deduction for post-high school education expenses of up to \$10,000 per year for families making under \$100,000; - an expanded IRA that allows people to withdraw money tax-free and without penalty for education, medical expenses, or the purchase of a first home; and - a new re-employment program that makes individuals eligible for skill grants of up to \$3,000 and income contingent loans -- while consolidating the web of 50-60 federal training programs.
TAXES (Personal): Increase the Earned Income Tax Credit for the working poor.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton included in his Economic Plan 1993 an historic expansion of the Earned Income Tax Credit (EITC) that will: - expand the EITC by \$21 billion over 5 years to reward work over welfare; and - provide more than 15 million households with incomes of \$27,000 or less with either a new or increased EITC when the program is fully implemented.
TAXES: Encourage private investment by providing a targeted investment tax credit.	PARTIAL ACCOMPLISHMENT	After originally proposing an increase in the small business expensing limit to \$25,000, President Clinton signed into law an increase to \$17,500 as part of his Economic Plan 1993. The change allows small business owners to expense 75% more of their purchases of depreciable assets, a measure that small businesses had sought unsuccessfully for years. The Treasury Department estimates that 1.3 million small businesses will benefit from the provision this year, and millions more in years to come. The Administration also has supported private investment by securing a three-year extension of the Research & Development tax credit.
TRADE: Continue international talks to renew the General Agreement on Tariffs and Trade while strengthening U.S. "Super 301" laws to punish nations with unfair trading practices unilaterally.	SUBSTANTIAL ACCOMPLISHMENT	- Reached GATT agreement and signed GATT into law December 8, 1994. The WTO took effect on January 1, 1995. - President Clinton reinstituted Super 301 through an Executive Order and has used it to bring our trading partners to the table. - Extended "Super 301" in GATT legislation.
TRADE: Support the North American Free Trade Agreement as long as other accords can be reached on the environment and labor standards.	SUBSTANTIAL ACCOMPLISHMENT	- Signed NAFTA into law December 8, 1993. - On January 1, 1994, the US opened a National Administrative Office to handle NAFTA-related labor issues.
TRADE: Urge trading partners to abandon unfair trade subsidies in shipbuilding and aerospace.	SUBSTANTIAL ACCOMPLISHMENT	President Clinton restarted talks on ship building that resulted in an agreement reached in July 1994 to eliminate foreign subsidies and other unfair trade practices by 1996. An aerospace agreement is pending.

PROMISE	STATUS	LATEST POLICY/RESULT
TRADE: Ban U.S. trade negotiators and all senior administration officials from working as lobbyists for foreign governments or businesses.	SUBSTANTIAL ACCOMPLISHMENT	Signed Executive Order 12834 on January 20, 1993, prohibiting all senior appointees from working as lobbyists for foreign governments or businesses within five years of their employment termination.
VETERANS: Oppose opening VA hospitals to non-veterans.	SUBSTANTIAL ACCOMPLISHMENT	VA hospitals remain closed to non veterans.
VETERANS: Decrease waiting periods for outpatient care.	PENDING	Implemented policies to reduce waiting periods at VA hospitals.
VETERANS: Notify disabled veterans of benefit changes in advance.	SUBSTANTIAL ACCOMPLISHMENT	Initiated aggressive effort keep disabled vets informed of benefits changes.

CLINTON CAMPAIGN PROMISES

From *Putting People First*

January 1995

PROMISE	STATUS	LATEST POLICY/RESULT
NATIONAL ECONOMIC STRATEGY: Cut the deficit in half within four years.	Substantial Accomplishment	President Clinton signed into law the largest deficit reduction plan in history August 10, 1993. Under the plan: - the deficit, as a percentage of GDP, will be cut by more than one-half from 4.9% in 1992 to 2.4% in 1995; - the deficit will drop by more than \$700 billion dollars over 5 years; and - the deficit will drop 3 years in a row for the first time since Harry Truman was President.
PUTTING AMERICA TO WORK: Ask the very wealthy to pay their fair share of taxes.	Substantial Accomplishment	Income tax rates were raised on only the top 1.2% of tax payers – joint tax-filers making over \$180,000 in adjusted gross income – saw their income taxes increase. Objective sources – including H&R Block, the Wall Street Journal and the Congressional Budget Office – confirm that only the top 1.2% saw their income tax rates increase.
PUTTING AMERICA TO WORK: End tax breaks for American companies that move plants overseas.	Partial Accomplishment	Two Clinton Administration initiatives have advanced this pledge: - President Clinton's 1993 Economic Plan added a provision in the Internal Revenue Code that imposes a current tax on U.S. shareholders of controlled foreign corporations that invest their earnings in an excessive amount of passive assets abroad. By reducing the opportunities for unlimited deferral, the incentive to shift plants overseas is significantly reduced; and - transfer pricing initiatives have reduced the opportunity to shift income to foreign tax havens.
PUTTING AMERICA TO WORK: Eliminate deductions for outrageous executive pay.	Substantial Accomplishment	As part of his 1993 Economic Plan, President Clinton signed legislation that denies a deduction to any publicly held corporation for compensation exceeding \$1 million paid to CEOs or certain other high-ranked officers. Some forms of compensation, such as qualified retirement plan contributions and performance-based awards approved by shareholders, is exempt from the cap.
PUTTING AMERICA TO WORK: Crack down on foreign companies that manipulate U.S. tax laws.	Partial Accomplishment	July 1994 the Treasury issued final regulations governing transfer pricing. These rules, backed by severe penalties, are expected to ensure that an accurate amount of multinational company profits are subject to tax in the United States. In addition: - President Clinton's 1993 Economic Plan included a provision that will make it more difficult for multinational companies to strip earnings out of the U.S. through deductible payments such as interest; and - the Clinton Administration has budgeted significant resources to the enforcement of these rules governing transfer pricing.
PUTTING AMERICA TO WORK: Create a Rebuild America fund that focuses on transportation, a national information network, environmental technology, and defense reinvestment.	Partial Accomplishment	- President Clinton announced a five-year \$20 billion Defense Reinvestment initiative in March 1993 that is centered on four major areas of new investment: (1) worker training and adjustment; (2) community reinvestment; (3) "dual-use" technologies with both commercial and military applications; and (4) new civilian technology investments that provide diversification opportunities - EPA's enacted budget for environmental technology doubled over the FY1993-FY1995 period, to \$139 million. Other new funding for private sector technology partnerships are 1) U.S. Climate Change Action Program – \$232 million FY1995 enacted – and 2) Partnership for a New Generation of Vehicles (Clean Car) – \$269 million FY1995 enacted. - The President's FY 1996 budget will propose establishing a network of State Infrastructure Banks that will allow states to leverage federal funding, thereby achieving a greater amount of investment from a given level of federal resources.

PROMISE	STATUS	LATEST POLICY/RESULT
PUTTING AMERICA TO WORK: Target funding to rebuild America's urban infrastructure.	Partial Accomplishment	President Clinton's first attempt to fulfill this promise was stymied by Congress. However, several other Administration initiatives target federal funds for urban infrastructure: • \$300 million has been appropriated for the new Economic Development Initiative (EDI) program in FY1995 that will provide grants to assist with the financing of economic development projects; and • President Clinton's FY1996 budget proposal calls for reinventing the Department of Housing and Urban Development (HUD), which will involve creating new flexible block grants for community economic development and consolidating a number of current formula-based and competitive programs.
PUTTING AMERICA TO WORK: Create a nationwide network of community development banks.	Substantial Accomplishment	President Clinton proposed and signed into law the Community Development and Regulatory Improvement Act in August 1994 which authorizes \$500 million to encourage a network of new and existing Community Development Banks and Financial Institutions (CDFIs) across the country. The Treasury Department projects that the act will: • lead to approximately \$5 billion in new credit for economically distressed communities; • provide financial and technical support for as many as 75 new insured community development banks; and • support as many as 916 new well-capitalized community development corporations and over 4,000 community development loan funds.
PUTTING AMERICA TO WORK: Put 100,000 new police officers on the streets.	Substantial Accomplishment	President Clinton's Crime Bill, which he signed into law on September 7, 1994, will put 100,000 new police on the street. More than 1,200 communities have already received grants to hire nearly 10,000 cops.
PUTTING AMERICA TO WORK: Establish a national police corps.	Substantial Accomplishment	The Crime Bill created a police corps to give young people money for college and train them in community policing. A total of \$100 million has been authorized for the Police Corps program and \$100 million has been authorized for in-service law enforcement scholarships.
PUTTING AMERICA TO WORK: Expand community policing	Substantial Accomplishment	A total of \$1.5 billion was appropriated in FY1995 for cities to hire new police if they agree to establish a community policing plan. As much as 15% of the funds can be used to promote community policing in other ways, such as, redeploying existing officers (i.e., through overtime and new equipment), developing new technologies, and offering specialized training to officers.
PUTTING AMERICA TO WORK: Fund drug treatment.	Substantial Accomplishment	President Clinton is expanding treatment availability through 3 initiatives: • a \$1 billion Drug Courts program in the Crime Bill, for which Congress appropriated \$29 million in FY1995; • \$383 million authorized by the Crime Bill to treat offenders in prison, including \$270 million in formula-based grants for states (these funds will be available in FY1996); and • a \$42 million increase in the Substance Abuse and Mental Health Services Block Grant.
PUTTING AMERICA TO WORK: Expand boot camps.	Substantial Accomplishment	The Crime Bill includes a grant program for state corrections agencies to build and operate correctional facilities, including boot camps, to ensure that additional space will be available so that violent offenders can be and will be incarcerated for an adequate amount of time.
PUTTING AMERICA TO WORK: Create urban empowerment zones.	Substantial Accomplishment	President Clinton proposed and signed into law legislation for empowerment zones in August 1993 that will award \$3.5 billion to 104 empowerment zones and enterprise communities. President Clinton announced in December 1994 which communities will be designated Empowerment Zones in 1995: (1) 6 urban communities will each receive \$100 million in block grants and business tax breaks; and (2) 3 rural communities will receive \$40 million in assistance and block grants.

PROMISE	STATUS	LATEST POLICY/RESULT
PUTTING AMERICA TO WORK: Improve the Community Reinvestment Act (CRA).	Pending	The federal banking regulatory agencies, at the request of the Clinton Administration, are in the process of approving final regulations which will: • provide clearer and more objective evaluation standards; • eliminate unnecessary documentation requirements; and • improve the consistency of the Community Reinvestment Act examinations and enforcement efforts.
PUTTING AMERICA TO WORK: Encourage private investment by providing a targeted investment tax credit.	Partial Accomplishment	After originally proposing an increase in the small business expensing limit to \$25,000, President Clinton signed into law an increase to \$17,500 as part of his 1993 Economic Plan. The change allows small business owners to expense 75% more of their purchases of depreciable assets, a measure that small businesses had sought unsuccessfully for years. The Treasury Department estimates that 1.3 million small businesses will benefit from the provision this year, and millions more in years to come. The Administration also has supported private investment by securing a three-year extension of the Research & Development tax credit.
PUTTING AMERICA TO WORK: Help small businesses and entrepreneurs by offering a 50 percent tax exclusion.	Substantial Accomplishment	The Administration enacted, as part of its 1993 Economic Plan, a 50% capital gains tax exclusion targeted at investments in small businesses. The provision allows investors who buy newly issued stock in small businesses and hold that stock for more than 5 years to receive a 50 percent cut in the capital gains tax on the profit from the sale of the stock.
PUTTING AMERICA TO WORK: Make permanent the Research & Development tax credit.	Partial Accomplishment	The Administration secured a three-year extension of the Research & Development tax credit, retroactive to June 30, 1992 (when it had expired) and effective through June 30, 1995.
PUTTING AMERICA TO WORK: Create a Civilian Research and Development Agency.	Substantial Accomplishment	President Clinton has focused defense-related Research & Development on "dual-use" technologies by: • removing the word "Defense" from the Defense Advanced Research Project Agency (DARPA) name to reflect a new commercial focus; • working along with the ARPA to launch the Technology Reinvestment Project, the largest multi-agency technology program ever, to stimulate dual-use development; and • increasing budgetary support of civilian-related research & development. For example, funding targets for the Advanced Technology Program, which takes economic growth as its sole goal, have increased from \$68 million in 1993 to \$450 million in 1995.
PUTTING AMERICA TO WORK: Open up foreign markets to quality American goods and services.	Substantial Accomplishment	The Administration has led the following set of successful initiatives to increase trade: • signed GATT/WTO into law December 8, 1994 (WTO took effect January 1, 1995); • signed NAFTA December 8, 1993, making North America the world's largest free-trade zone; and • has won commitments to open APEC markets to free trade by 2020 and all of the Americas to free trade by 2005.
PUTTING AMERICA TO WORK: Urge our trading partners to abandon unfair trade subsidies in key sectors like shipbuilding and aerospace.	Substantial Accomplishment	President Clinton restarted talks on ship building that resulted in an agreement reached in July 1994 to eliminate foreign subsidies and other unfair trade practices by 1996. An aerospace agreement is pending.

PROMISE	STATUS	LATEST POLICY/RESULT
PUTTING AMERICA TO WORK: Pass a stronger, sharper "Super 301" trade bill.	Partial Accomplishment	President Clinton reinstituted Super 301 through an Executive Order and has used it to bring our trading partners to the table. The United States and Japan reached Framework agreements on government procurement (telecommunications, medical technologies) and insurance October 1, 1994 and on flat glass December 12, 1994. President Clinton has also demonstrated his determination to act under Super 301 by instituting investigations of the practices governing Japan's auto parts industry and China's piracy of intellectual property. Also extended Super 301 in GATT legislation.
PUTTING AMERICA TO WORK: Support a free trade agreement with Mexico.	Substantial Accomplishment	The Administration secured Congressional approval for the largest free trade area in the world after negotiating labor and environmental side agreements for the North American Free Trade Agreement (NAFTA).
PUTTING AMERICA TO WORK: Create an Economic Security Council.	Substantial Accomplishment	President Clinton issued an Executive Order establishing the National Economic Council (NEC) to help coordinate both domestic and international economic policy January 25, 1993.
PUTTING AMERICA TO WORK: Reform the Office of the U.S. Trade Representative, banning trade negotiators from cashing in on their positions.	Substantial Accomplishment	President Clinton signed Executive Order 12834 prohibiting all senior appointees from working as lobbyists for foreign governments or businesses within five years of their employment termination January 20, 1993.
REWARDING WORK AND FAMILIES: Expand the Earned Income Tax Credit.	Substantial Accomplishment	President Clinton included in his 1993 Economic Plan an historic expansion of the Earned Income Tax Credit (EITC) that will: • expand the EITC by \$21 billion over 5 years to reward work over welfare; and • provide more than 15 million households with incomes of \$27,000 or less with either a new or increased EITC when the program is fully implemented.
REWARDING WORK AND FAMILIES: Lower the tax burden on middle-class Americans.	Pending	President Clinton has proposed a Middle-Class Bill of Rights that includes a \$60 billion tax break for middle-class families that would provide: • a tax credit of up to \$500 per child for families making less than \$75,000; • a tax deduction for post-high school education expenses of up to \$10,000 per year for families making under \$100,000; • an expanded IRA that allows people to withdraw money tax-free and without penalty for education, medical expenses, or the purchase of a first home; and • a new re-employment program that makes individuals eligible for skill grants of up to \$3,000 and income contingent loans -- while consolidating the web of 50-60 federal training programs.
REWARDING WORK AND FAMILIES: Empower people on welfare with the education, training, and child care they need for up to two years so they can break the cycle of dependency.	Proposed	To reform welfare, President Clinton introduced the Work and Responsibility Act in June 1994 that includes several critical components. The act: • limits welfare for those able to work; • expands funding for training programs and child care to help people get off welfare as quickly as possible in order to work; and • contains the toughest child support enforcement measures ever proposed.
REWARDING WORK AND FAMILIES: Pass and sign into law the Family and Medical Leave Act.	Substantial Accomplishment	Though President Bush vetoed Family and Medical Leave legislation twice, President Clinton signed this legislation into law February 5, 1993, which offers employees 12 weeks of unpaid, job-guaranteed leave for childbirth, adoption, or personal or family illness. More than 40 million American workers will be covered under the legislation.

PROMISE	STATUS	LATEST POLICY/RESULT
REWARDING WORK AND FAMILIES: Strengthen child support enforcement.	Partial Accomplishment	In its first national push to crack down on deadbeat parents, the Department of Justice filed 28 child support cases seeking over \$1 million in overdue payments in December 1994, and more than 200 cases are under review. Also, each of the 94 U.S. attorneys has designated a child support enforcement coordinator, and prosecution guidelines have been developed to assist them in going after the most egregious violators. President Clinton's Work and Responsibility Act, introduced in June 1994, includes the toughest child support provisions ever. These provisions would double child support collections to \$20 billion by 2000 and place more emphasis on the responsibility of fathers, regular award updates, and the withholding of wages of those who do not regularly pay their child support.
LIFELONG LEARNING: Improve the way parents prepare their children for school.	Substantial Accomplishment	President Clinton has pursued a comprehensive strategy to helping parents in their effort to become more actively involved in their children's education. Accomplishments to date: • signed the Elementary and Secondary Education Act Reauthorization which promotes partnerships between schools and families that recognize that each is mutually responsible for promoting student learning; • signed Head Start reform and Goals 2000 legislation that expand and enhance the role of parents in pre-school programs and schools; and • Secretary of Education Richard Riley, at President Clinton's request, is leading a national campaign to promote parental participation in their children's education, which includes gaining the support of religious, community, and business leaders.
LIFELONG LEARNING: Fully fund Head Start.	Partial Accomplishment	Increased funding for Head Start by \$760 million over 2 years that will help improve program quality and make it possible for thousands more children to participate in the program.
LIFELONG LEARNING: Fully fund the Women, Infants, and Children (WIC) Program.	Substantial Accomplishment	President Clinton and Congress placed WIC on a full-funding path. Funding is projected to increase by \$610 million from 1993 to 1995 – a 21% gain. As a result, an additional one million people will have the opportunity to get the nutrition and care they need to stay healthy.
LIFELONG LEARNING: Dramatically improve K-12 education.	Substantial Accomplishment	President Clinton has signed three acts that will help transform K-12 education: (1) the Goals 2000: Educate America Act; (2) the Improving America's Schools Act, reauthorizing the Elementary and Secondary Education Act; and (3) the Safe Schools Act. Together, these acts authorize more than \$13 billion in new support for reform and will: • codify the national education goals; • encourage states and schools to develop high standards for all students and schools; • develop comprehensive, bottom-up reform programs, including technology development, teacher training, and curriculum reform; • cut through tangled bureaucracies in order to get the education system to focus on enabling students to achieve high standards; and, • enable schools to become safer, with violence prevention efforts and new security measures. Some 41 states are planning their reforms right now--and more will follow soon.
LIFELONG LEARNING: Provide funds for violence-ridden schools to hire security personnel and purchase metal detectors.	Substantial Accomplishment	Passed the Safe and Drug Free Schools and Community Act and the Safe Schools Act, which provide over \$480 million in FY1995 to help schools fight violence and drug abuse. Schools can use funds for activities such as conflict resolution, after school programs, and drug prevention programs. Schools can use up to 25% of their funds to purchase metal detectors, develop safe zones, and hire school security personnel.

PROMISE	STATUS	LATEST POLICY/RESULT
LIFELONG LEARNING: Help communities open youth centers for teenagers who drop out of school.	Substantial Accomplishment	The Crime Bill includes several provisions that fulfill this promise: - the Community Schools Youth Services and Supervision effort will support academic and extracurricular programs after-school, on weekends, and in the summer for children and adolescents (For 1995, \$25.9 million will be available and \$567 million is authorized for 1996-2000); and - the Family and Community Endeavor Schools initiative will improve opportunities for at-risk children (\$11 million is available for 1995 and \$243 million is authorized for 1996-2000).
LIFELONG LEARNING: Develop a national apprenticeship-style system that offers non-college-bound students training valuable skills.	Substantial Accomplishment	President Clinton signed the School-to-Work Opportunities Act on May 4, 1994 that provides \$250 million in 1995 for all 50 states to establish their own diverse school-to-work initiatives.
LIFELONG LEARNING: Create a national service program that allows young people to earn money for college.	Substantial Accomplishment	President Clinton proposed and signed the National and Community Service Trust Act creating AmeriCorps September 21, 1993. AmeriCorps, within its first year, is already: - giving young people the chance to spend a year or more helping those within our communities grow safer, smarter, and healthier -- while earning an award of nearly \$5,000 to pay for college or job training; - engaging 20,000 Americans as AmeriCorps Members in its first year -- more than the Peace Corps at its height; and - consolidating existing Federal agencies and supporting local efforts to meet community needs.
LIFELONG LEARNING: Offer every American the opportunity to pay college loans back as a small percentage of income over time.	Substantial Accomplishment	President Clinton incorporated student loan reform in his Economic Plan signed in August 1993, which included creating Individual Education Accounts. Individual Education Accounts will: - enable any student to get loans to pay for college or job training and to repay them in one of four ways, including "pay-as-you-go" repayment as a small percentage of income over time; - reduce borrowing fees; - cut red tape dramatically since more and more students will be given the option to borrow directly from one lender; and - save taxpayers more than \$4.3 billion. 105 schools are already participating in the new direct lending program. Some 20 million Americans will be able to benefit nationwide when the program is fully implemented.
LIFELONG LEARNING: Require every employer to spend 1.5 percent of payroll for continuing education and training, and provide training for all workers.	No Action	President Clinton has pursued providing training for all workers in a number of different ways: - increasing funding for reemployment services by 150 percent, enabling 400,000 more workers to participate in 1995 than in 1993; - offering individual skills assessments and help with business start-ups to those applying for unemployment services; and - helping states to plan or assemble networks of one-stop career centers to offer efficient, customer-driven access to counseling, labor-market information, job listings, training and education, and other reemployment services (about one-half of the states are doing so already).

PROMISE	STATUS	LATEST POLICY/RESULT
LIFELONG LEARNING: Streamline the confusing array of publicly funded training programs.	Partial Accomplishment	A substantial number of the states are in the process of streamlining federal education and training programs and labor market information systems through state design and development of convenient one-stop career centers. The Administration's education and training agenda for the next two years includes the following objectives: • consolidate over 50 separate training programs into a set of customer-centered financing options that put workers in control of their own learning; • boost workers purchasing power through Skill Grants that are big enough to cover tuition and fees at a community college for up to two years; • provide for common points of access at community colleges so all workers can get easy access to reemployment services, performance data on training providers, skills training, and labor-market information; and • help states extend unemployment benefits to those dislocated workers who need retraining.
HEALTH CARE: Establish annual health care budget targets.	Proposed	President Clinton submitted his Health Security Act (HSA) to Congress September 1993. HSA called for caps on health insurance premiums.
HEALTH CARE: Ensure access to local health care alliances, comprised of insurers, hospitals, clinics and doctors.	Proposed	The Health Security Act included provisions that: • create regional health care alliances that will be required to incorporate into the organization any state-certified health insurer that is willing to enroll all eligible individuals; • ensure that each health care alliance offers recipients the opportunity to choose their health plan and means of payment; and • encourage regional alliances to use prospective budgeting in establishing their fee schedule.
HEALTH CARE: Eliminate tax breaks for drug companies that raise their prices faster than Americans' incomes rise.	Partial Accomplishment	President Clinton proposed and signed legislation, as part of his 1993 Economic Plan, that will eliminate drug price gouging. Subsequently, 17 pharmaceutical industry executives, representing two-thirds of the U.S. pharmaceutical market, agreed to hold price increases at or below the general inflation rate. The Health Security Act included provisions which require that manufacturers of drug products rebate part of their Medicare sales to the Secretary of Health and Human Services, to provide an incentive for manufacturers: to keep prices at reasonable levels.
HEALTH CARE: Reduce the administrative costs of health insurance companies.	Proposed	The Health Security Act included provisions which require that: • the National Health Board develop standardized forms for insurance companies, including a single claims form; • health insurers accept all those eligible and seeking enrollment, ban underwriting practices that help seek out the best risks, and prohibit insurers from denying coverage for those with pre-existing conditions; and • health insurers charge everyone in a region a community rate that can only differ by family type.
HEALTH CARE: Streamline the billing systems of health insurance companies to control costs and reduce billing fraud.	Proposed	The Health Security Act included provisions that: • provide for the simplification of claim forms; • require that Health Security Cards or "smart cards" containing essential health information are distributed to everyone; and • toughen penalties for fraud and abuse.

PROMISE	STATUS	LATEST POLICY/RESULT
HEALTH CARE: Ensure that every American is guaranteed a basic health care benefits package.	Proposed	The Health Security Act called for establishing a National Health Board that would be responsible for ensuring universal health care coverage through • require that every health insurer provide for all enrollees a basic health care package that includes specific services; • ensure that each health care alliance offers recipients the opportunity to choose their health plan; • amend the Medicaid statute to specify that all Medicaid enrollees are eligible to receive long term care covered under their state's medicaid plan; and • require that all eligible individuals enroll in a private health insurance plan and pay a share of their health insurance premium; and • require that each employer pay 80 percent of the health insurance premium for each employee.
HEALTH CARE: Protect small businesses from excessively high health care costs.	Proposed	The Health Security Act requires that health insurers charge those within a particular region a community rate that can only differ by family type.
A REVOLUTION IN GOVERNMENT: Reduce the White House staff by 25% and challenge congress to do the same.	Substantial Accomplishment	President Clinton had fulfilled this promise by September 1994: 350 jobs were cut from a staff of 1,394 during the Bush Administration. However, the new Congress has only accepted President Clinton's challenge in part. House leaders have promised to reduce committee staffs by one-third, with no cuts in personal staffs. The Senate has committed to no cuts.
A REVOLUTION IN GOVERNMENT: Cut 100,000 federal government positions through attrition by FY 1995.	Substantial Accomplishment	President Clinton issued an Executive Order in February 1993 requiring federal agencies and departments to eliminate 100,000 positions by FY1995. Already there are 98,000 fewer federal government jobs than in January 1993. The Administration is now projecting that 272,900 positions will be eliminated from the federal workforce over five years, bringing it to its smallest level since the Johnson Administration. By 1999, the workforce will be the smallest it has been since the Kennedy Administration.
A REVOLUTION IN GOVERNMENT: Require federal managers and workers to achieve 3 percent across-the-board administrative savings in every agency.	Substantial Accomplishment	President Clinton signed Executive Order 12837 in February 1993 which requires that federal government reduce its administrative expenses 14% by FY 1997. Already, administrative costs are down by more than 3 percent.
A REVOLUTION IN GOVERNMENT: Eliminate taxpayer subsidies for narrow special interests.	Partial Accomplishment	President Clinton and Vice President Gore established the National Performance Review (NPR) unveiled in September 1993. At least 90 percent of NPR's recommendations are already in place, including the elimination of subsidies for such goods as honey and mohair.
A REVOLUTION IN GOVERNMENT: Reform defense procurement and foreign aid.	Substantial Accomplishment	• Procurement reform has been a central goal of the Administration's reinventing government initiatives. President Clinton signed a Presidential Memorandum on Electronic Commerce to automate the procurement system in October 1993 and the Federal Acquisition Streamlining Act in August 1994. Defense Secretary William Perry has ordered dramatic procurement reforms as well. • The Administration undertook an extensive review and restructuring of foreign aid programs and policies, which now include democracy promotion as a major foreign aid priority that includes information and exchange programs as well as major programs in South Africa, the Newly independent State of the former Soviet Union, Central and Eastern Europe and countries in transition. Increased funding for the National Endowment for Democracy.

PROMISE	STATUS	LATEST POLICY/RESULT
A REVOLUTION IN GOVERNMENT: Ask Congress to give the president line item veto authority.	Pending	In the 104th Congress, President Clinton is supporting the strongest version of the line item veto, with the broadest scope and effective immediately. OMB Director Alice Rivlin has already testified in favor of the line item veto and Associate Attorney General Walter Dellinger is also scheduled to testify. In the 103rd Congress, President Clinton supported expedited rescission authority, which was adopted in the House but never reached the full Senate for consideration.
A REVOLUTION IN GOVERNMENT: Eliminate the tax deductions for special interest lobbying expenses.	Substantial Accomplishment	President Clinton's 1993 Economic Plan repealed the tax provision, dating back to 1962, that allowed businesses to deduct the cost of their lobbying expenses.
A REVOLUTION IN GOVERNMENT: Stop the revolving door for top appointees.	Substantial Accomplishment	President Clinton has required all top appointees to sign a pledge that they will refrain from lobbying government agencies within their responsibilities for five years after leaving office. He has also required senior officials to pledge never to become registered agents on behalf of any foreign government.
A REVOLUTION IN GOVERNMENT: Lobbying reform.	Proposed	President Clinton fought for the Lobbying Disclosure Bill.
A REVOLUTION IN GOVERNMENT: Campaign finance reform.	Proposed	President Clinton fought for the Campaign Finance Reform Bill, versions of which passed both houses. On the first day of the current Congressional session, President Clinton called on the Congressional leadership to quickly enact campaign finance reform measures.



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 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 American 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.

10/27/94

CLINTON ADMINISTRATION'S EDUCATION ACCOMPLISHMENTS

March 15, 1996

1. Encouraging High Standards and Accountability in the Basics and Core Academics

The Clinton Administration has overhauled the federal role in elementary and secondary education to focus on supporting state efforts to establish challenging academic standards with assessments and accountability geared to those standards:

- **Goals 2000:** Forty-eight states received funding under the Goals 2000: Educate America Act to develop and implement their own challenging academic standards. The majority of the funds available through Goals 2000 are assisting local districts and schools with the implementation of challenging standards. Almost 10,000 schools are currently benefitting from Goals 2000.
 - With Goals 2000 funds, nine assessment grants were awarded in 1995 to a total of twenty-five states to develop or field test new student assessment systems aligned to the state's standards.
- **Elementary and Secondary Education Act (ESEA):** Title I of ESEA provides 50,000 schools with extra resources to strengthen achievement in the basics. It was completely overhauled in 1994 to focus on high standards and state assessments to measure progress toward the standards.
- **School-to-Work Opportunities Act:** The Administration's School-to-Work Act also encourages the use of challenging state academic standards in school as well as skill standards.
- **National Skill Standards Board:** Created under the Goals 2000 Act, this board helps to stimulate the development of voluntary occupational skill standards and certification in such fields as bio-science, advanced manufacturing, and health care. These skill standards will help students know what skills are needed in these fields and provide a voluntary industry certification that lets employers know that the skills have been obtained.

2. Increasing Flexibility and Providing New Waiver Authority

Under the Clinton Administration, the U.S. Department of Education has eliminated 79% or 3/4 of the regulations affecting elementary and secondary education programs. Prior to 1993, the U.S. Secretary of Education did not have the authority to waive rules and regulations of federal

education laws. Upon passage of the Goals 2000 Act, the School-to-Work Opportunities Act and the reauthorization of the Elementary and Secondary Education Act, the Secretary was granted broad waiver authority.

- No new regulations were issued to carry out the Goals 2000: Educate America Act and the School-to-Work Opportunities Act.
- Close to 100 waivers have been approved in little more than a year under the authority granted in the Goals 2000 Act, the School-to-Work Opportunities Act, and the Improving America's Schools Act.
- Six states have been designated "Ed-Flex" states, where the Secretary of Education delegates his waiver authority over certain federal programs to the states. —
- All of the Administration's elementary and secondary programs now encourage streamlining and building on state reform efforts through consolidated applications and planning.

3. Expanding Charter Schools and Public School Choice

The Clinton Administration has supported a variety of public school choice options including charter schools and the expansion of magnet schools:

- In 1993, the President proposed, as part of the Elementary and Secondary Education Act, a program to provide start-up funds for public charter schools around the nation. This program is now providing start-up funds to charter schools in 11 states.
- The Department has encouraged states and school districts to consider using Goals 2000, Title I and other federal funds to support charter schools. Already, at least three states -- Michigan, Minnesota, and Massachusetts -- are using Goals 2000 funds for charter schools.
- The President also continues to support magnet schools, another important form of public school choice. The magnet schools program is tying magnet schools to overall school reform efforts and to challenging state standards in 25 states.
- The Department of Education is funding the nation's most comprehensive study of charter schools. This 4-year study will provide important information for educators, governors and other policy-makers, and communities interested in the success of, and challenges facing, charter schools.

4. Supporting the Use of Technology in Education

The Administration's Technology Initiative supports technology planning, infrastructure development, classroom connections to the information highway with affordable access, computers and software for teaching and learning, and professional development for teachers. Bringing every school and classroom into the 21st century is a national effort that includes every sector of government, community leaders and the private sector. The elements include:

- Partnerships of local school systems, universities, and private businesses to create new applications of technology for learning across the curriculum. Nineteen Technology Challenge Grants were awarded in 1995 to consortia of districts in 23 states. Other educational and community partnerships in educational telecommunications are supported through the Telecommunications and Information Infrastructure Assistance Program. The Star Schools Program, another example of partnerships between education and telecommunications entities, helps over one million students and their teachers in all 50 states improve instruction in math, science, foreign language, and literacy skills.
- Five million dollars was provided to 48 states for state technology infrastructure development under the Goals 2000 Act. In addition, many states are using portions of their Goals 2000 funds to integrate technology into professional development, assessment, and student learning.
- Most of the federal government's largest education and training programs, including Goals 2000, Head Start, Elementary and Secondary Education Act, the School-to-Work Opportunities Act, the Perkins Vocational Education Act, and the Individuals with Disabilities Education Act allow funds to be used for educational technology, including training for teachers to incorporate technology into their classrooms and purchasing hardware and software.
- Helping states, school districts, schools, teachers, parents, professional organizations and the private sector know and share what works in educational technology is a major function of the six regional technology centers, the ERIC clearinghouses, the Regional Education Labs, and other entities.
- On March 9, 1996 the President, Vice President and other administration officials joined 20,000 volunteers and more than a hundred industry sponsors, to lay 6 million feet of cable in California Schools for NetDay '96. This was the first of such efforts in California and plans are to hold NetDay in other states.
- The Administration will provide leadership and work with Governors, educational leaders, parents, industry providers, and regulators to carry out the provisions in the 1996 Telecommunications Act. This Act promotes affordable access and connections to the internet and other technology resources to schools, libraries, hospitals and clinics.

- The Technology Literacy Challenge is a challenge to the Nation to provide all teachers with the training and support they need to help students learn through technology, develop effective and engaging software and on-line learning resources, provide access to modern computers for all teachers and students, and connect every school and classroom in America to the information highway. The President has proposed a \$2 billion, 5-year fund that will catalyze and leverage state, local, and private sector efforts to meet these goals.

5. Making Investments in Education a Top Priority

The Clinton Administration has made investing in education an top priority of its Administration.

- From 1993 to 1995, the Clinton Administration increased investments in education programs from \$23.7 billion to \$24.5 billion, an increase of \$800 million.
- The President has presented a seven year balanced budget proposal that invests in education priorities. Over the next seven years, the President's budget proposes \$311 billion for education and training, \$61 billion more than the 1996 congressional budget resolution.

6. Supporting the American Family in Children's Learning

The most important teachers in any child's life are her parents. The Clinton Administration recognizes this and has helped to encourage and support parent and family involvement in learning through a variety of initiatives:

- The Family Involvement Partnership for Learning, which was launched in September 1994, brings together over 250 national education, family, and civic organizations and employers to encourage more family involvement in education. The partnership includes thirty-five national religious denominations representing over 75% of church-going Americans.

There are two major projects of this partnership:

READ*WRITE*NOW!, launched in the spring of 1995, reached over 425,000 children last summer. Over 125,000 reading partners provided mentoring and literacy support.

AMERICA GOES BACK TO SCHOOL, organized each September since 1994 to encourage Americans to get involved in education. This effort has included celebrities, community leaders, parents and thousands of volunteers who went back to school to highlight the importance of education.

- National and local employers all over the country, including Disney, Marriott, HBO, Hewlett-Packard, John Hancock Financial Services, are signing the "Employer's Promise"

to adopt family-friendly business practices that encourage employees to help their own children learn and to volunteer time in schools.

- Nonprofit organizations in 28 states were awarded \$9.9 million in 1995 to establish parent information and resource centers. These centers are collaborating with schools, institutions of higher education, social service agencies, and other nonprofit organizations to help children learn.
- The reauthorized Elementary and Secondary Education Act emphasizes parental involvement in education through school-parent compacts to increase student achievement. The Goals 2000 Act also encourages parental involvement in all aspects of education reform and improvement efforts from setting standards to developing school improvement plans.

7. Preparing Young People for a Strong Transition from School to Work

Seventy-five percent of students do not attend college directly after completing high school. The Clinton Administration recognized how important it is that these young people have opportunities to develop the skills they need to get good paying jobs and be productive, responsible citizens. The Administration and Congress passed the School-to-Work Opportunities Act in 1994 to help support local partnerships--among businesses, schools, community organizations and state and local governments--and to create opportunities for young people to receive the skills and training they need.

- In 1994 all 50 states received School-to-Work planning grants to begin to produce comprehensive plans for helping students develop the skills they need to successfully transition from school to work.
- To date, 27 states have received multi-million dollar implementation grants totaling over \$215 million.
- Local School-to-Work grants have also been awarded to 37 communities.

8. Expanding Access to College

Since 1992, the President has substantially increased the level of Federal financial assistance actually available to students. In 1992, \$22.5 billion (grants, loans and work-study) was available to help students pay for the costs of higher education. The 1997 budget proposes \$41.5 billion in aid available, an increase of \$19 billion, or 84 percent since 1992.

- The Direct Student Loan, proposed by President Clinton, simplifies the process for receiving a student loan and provides more flexible repayment options. The Direct Loan program has been successfully implemented at 1,330 institutions and borrowers and schools have indicated overwhelming support.

- The President has proposed a substantial increase in the maximum Pell grant award to \$2,700--an increase of \$360 or 15 percent above the current 1995 level.

9. Making Schools Safe and Disciplined

The Clinton Administration has supported a number of initiatives and programs to reduce violence and drugs in the schools. For example:

- Since 1994, more than \$18 million has been awarded under the Safe Schools Act to local education agencies for violence prevention programs--including conflict resolution, peer mediation, and teach training--and for metal detectors and security personnel.
- This program was expanded in 1994. The Safe and Drug-Free Schools and Communities Act will provide nearly \$500 million to communities and states for a wide variety of violence and drug prevention programs.
- In his State of the Union address, the President encouraged communities to explore the option of implementing uniform policies as one approach to reducing violence and focus students back on learning the basics.

10. Helping Children Start School Ready to Learn

One of the top priorities of the Clinton Administration has been to help ensure that young children in America start school prepared to learn. The 1994 Head Start reauthorization included efforts to improve Head Start programs, including professional development for teachers, expansion in enrollment, and extended days for children with working parents. The administration has proposed consistent growth in Head Start funding, and Congress has provided for continual increases in appropriations since 1992. Over 730,000 children are served by Head Start every year.

11. National and Community Service

The national service program is creating opportunities for young people all over the country to earn or pay back college tuition through community service. Through this initiative, more than 25,000 Americans are at work in schools and neighborhoods across the country helping to reduce youth gang/violence, providing after school mentoring and tutoring, helping children learn computer skills, and offering other educational services.

President Clinton and Americans are Meeting
Meeting the Challenge of Cherishing our Children
May 31, 1996

An outstanding record of accomplishment for our children. President Clinton is committed to protecting our children, improving their quality of health, expanding educational opportunities, ensuring economic opportunities for their parents, and strengthening parents' capacity to nurture healthy families.

Cherishing our Children:

- * WIC. The Clinton Administration is committed to fully funding the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), reaching 7.5 million participants by the end of FY 1997. This program works: Every dollar invested in the pre-natal portion of WIC has been proven to save up to \$4.25 in preventive health-care costs.
- * Immunizations. President Clinton established a Childhood Immunization Initiative to ensure vaccinations and healthy futures for all children. In 1995, the immunization rate for two-year old children reached 75%, an historic high.
- * Removing barriers to adoption. The Administration is working to encourage adoption, including adoption of children with special needs, and to reduce the amount of time children spend in foster care. President Clinton also strongly supports the adoption tax credit in the Adoption Promotion Stability Act of 1996. During this Administration, there has been a 60 percent increase in the number of children with special needs adopted with federal assistance.
- * Protecting Medicaid for women and children. President Clinton is committed, as he demonstrated in his balanced budget, to protecting Medicaid, which covers two-thirds of pregnant women and children.
- * Child care. Every budget submitted by President Clinton has included increases to improve and expand child care services. In addition, the Administration has launched a National Child Care Information Center for policy makers and the public, and highlighted solutions for including children with disabilities in child care through technical assistance to states.
- * Ensuring responsibility, enforcing child support. Through tougher enforcement, a record \$11 billion in child support was collected in 1995, a nearly 40 percent increase over 1992. President Clinton has issued an Executive Order to help track down federal workers who fail to pay child support.
- * The Earned Income Tax Credit. President Clinton's balanced budget continues the expansion of tax relief for millions of working families and their children.

- * Giving parents the tools they need, protecting children from TV violence. President Clinton gave parents greater control over what their children watch on television by requiring the installation of anti-violence screening chips ("V-Chips") in all new televisions. In addition, the President announced a breakthrough agreement with the media and entertainment industry to develop a television ratings system to enable parents to protect their children from violence and adult content.
- * Helping to stop teen tobacco use. President Clinton has proposed

targeted measures to cut off children's access to tobacco products and reduce their appeal to children.

- * Combating teen pregnancy. The President has worked with community, business and religious leaders to form a national campaign to reduce teen pregnancy.

Keeping our Children Safe:

- * Combatting youth drug use. The number one priority of President Clinton's 1996 National Drug Control strategy is to motivate America's youth to reject illegal drugs and substance abuse. The first ever White House Conference on Youth, Drug Use and Violence in March 1996 launched a national media literacy and drug deglamorization campaign aimed at youth.
- * Supporting community-based curfews. President Clinton believes that curfews, when they are backed by a community of support and are a part of a larger plan to help fight juvenile crime, can play an important role in keeping our children safe.
- * Keeping our communities safe. The President's 1994 Crime Bill is putting 100,000 new police on the streets in our neighborhoods, while his Anti-gang and Youth Violence Control Act of 1996 will strengthen laws that will help stop the rise of youth violence and drug use, including expanded use of drug and gun courts.

Helping our Children Get the Education They Need:

- * A major expansion of Head Start. President Clinton has made a commitment to fund one million Head Start opportunities for preschool children by 2002. Since taking office, President Clinton has increased funding for Head Start by almost \$800 million to serve tens of thousands of additional children.
- * Keeping our schools safe. President Clinton believes that we should be exposing our children to good teaching and learning, not violence and crime, and that schools should be able to focus on education, not crime prevention. President Clinton expanded the Safe and Drug Free Schools Act, so that 97 percent of the school districts in America can use those funds to keep violence and drugs away from students and our schools. President Clinton also signed the Gun Free Schools Act that demands "zero tolerance" -- if you bring a gun to school, you don't come back for a year. Finally, President Clinton has encouraged schools to adopt school uniform policies, which promote discipline and respect. The Administration has developed a guide for schools to assist them in establishing these policies, which will be distributed to 16,000 school districts.
- * A balanced budget that supports what works. President Clinton's budget increases funding for education and training programs that work, such as Pell Grants, Safe & Drug Free Schools, Charter Schools, School to Work, and Goals 2000. His balanced budget

calls for a 24 percent increase in major education and training programs for 1997 over 1993 levels.

- * Investing in education. Through Goals 2000, President Clinton supported the development of standards of excellence for students while encouraging grass-roots local reforms to improve our schools. In addition, President Clinton gave schools greater flexibility to use federal aid and develop effective teaching innovations to help economically disadvantaged students achieve their full potential.
- * Preparing our schools for the 21st century. President Clinton has

proposed a \$2 billion Technology Literacy Challenge Fund to help communities and the private sector ensure that every student is equipped with the technology literacy skills needed for the 21st century. Additionally, President Clinton has been joined by the nation's education leaders, parents and business groups in the creation of a new voluntary teacher corps -- 21st Century Teachers -- to help all teachers learn how to use new technology to improve teaching and learning in every school, classroom and home in America. Over 100,000 teachers already familiar with the new technology will train more than 500,000 teachers nationwide.

Opening the Doors to Higher Education:

- * More affordable loans. President Clinton reformed the student loan program, making college more affordable this year for more than 5 million students and saving taxpayers billions of dollars.
- * Preserving National Service. The President's AmeriCorps program enabled 45,000 volunteers to earn money for college by serving their communities and their country.
- * Innovative initiatives. President Clinton has proposed a number of other new initiatives to provide greater access to higher education for more of America's youth:
 - * \$1000 Honors Scholarships for the top five percent of graduates from every high school
 - * Expansion of work study to reach 1 million students by the year 2000
 - * A \$10,000 tuition tax deduction to help middle-class families afford college.



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

Overview

In his third annual State of American Education address, U.S. Secretary of Education Richard W. Riley poses this challenge to all Americans: "If we are to make the most of our opportunities in this new education era, we must get into high gear and 'fast forward' what we are doing."

Such "fast forwarding" requires that all Americans join together in the effort to educate our children. It means that we must ensure that Americans are a literate and reading people. It means building partnerships for education and forgetting partisanship. It means keeping our playgrounds safe and healthy, and not maintaining playgrounds for turf wars and politics as usual.

Education cannot be about politics. It must be about helping our children and young people learn to higher standards and teaching them basic American values. Education is about giving every child a fair shake and discovering in all children their special skills and talents -- uncorking that world-renowned "American Ingenuity" that has characterized our country.

Secretary Riley aptly notes, "America does not have to fear the future if we are willing to educate our young people to master the information economy."

Today we have major challenges confronting American education. In the following pages, tips are provided for what we can do together to meet these challenges. These tip sheets will continue to be works in progress, and we look forward to your comments and ideas.

Joining forces for education, we must seek common solutions to common problems.

Challenges Facing American Education

- A. Becoming a Reading, Literate Society
- B. Supporting the American Family in Children's Learning: The Bedrock of Quality Education
- C. Making Our Schools Safe and Disciplined: A Precondition for Learning
- D. Achieving High Standards and Real Accountability: Reaching for New Levels of Excellence
- E. Helping Our Students Become Technologically Literate: A Basic Skill for the 21st Century
- F. Preparing Young People for Careers: A Strong Transition from School to Work
- G. Making College More Accessible: Keeping the Promise of the American Dream
- H. Expanding Public School Choice: Strengthening Public Education as a Foundation of Our American Way of Life



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

BECOMING A READING, LITERATE SOCIETY

This page offers you tips on how to improve the reading skills of children and improve literacy at the community level for a more literate America. This is one of the issues that Americans say they want addressed by their schools.

Background: Reading is the basis of all learning. The time families spend reading with children helps build a solid foundation of reading skills. The amount of time is the single greatest predictor of children's reading success. Schools must make literacy and the basics a top priority. Reading relies not only on good instruction in school but also on reinforcement outside of school. If children do not read over the summer, for example, they can lose three to four months of reading gains they made over the previous school year. If families, schools, community groups, employers and religious groups make improving the skills of children a top priority, then we can attain the goal of being a reading, literate society.

10 Tips That Can Help Increase the Reading Skills of Our Children

1. **Families:** Set 30 minutes aside every night to read to or with children. Read with children or grandchildren in a way that actively involves them. Ask and answer questions about pictures and people in the story and point to pictures, letters, and words. Ask older students questions that get them to think and solve problems. Be sure your children or grandchildren see you read and write. Dads and granddads can be especially important reading role models for their sons.
2. **Families:** Take your children to the library and get them a library card. Visit the library at least once a week and allow the children time to select their own books. Share a good book with a teenager. Encourage older children in the family to read to and with younger children in the family.
3. **Families:** Limit the amount of television children view to no more than two hours on school nights, and help them select the right programs for their age. Watch and discuss television programs together. Studies show that academic achievement drops sharply for children who watch more than two hours of TV a day, and that the quality of programming is also of concern. When the President's new V-chip is available in television sets, ask for it.
4. **Schools:** Rigorously teach reading and writing skills and the core academic subjects. Compare your reading curriculum and materials against the most successful schools and best state standards. Encourage family involvement in teaching and learning the basics and raising standards. Let families know what they can do at home to help children become better readers. Use interesting, real-life, community settings to stimulate reading and writing. For example, organize students and their families to conduct an oral history project, a history or case study of their school or neighborhood, or a folklife project that involves collecting local stories, recipes for a community cookbook, or learning local songs, art, or folk dances.
5. **Schools:** Encourage teachers to work together to teach reading and writing across all the subjects, teach new vocabulary words and use technology to engage students in challenging reading and writing activities. Offer extended learning time opportunities for students after school and in the summer to learn reading and other basic skills.
6. **Schools:** Start a schoolwide family reading or family literacy program. Recruit and organize reading tutors from community groups. Offer a reading challenge to students to read a certain number of minutes each day or a specific number of books in one month. Sponsor a sign-up day for public library cards at the school. When children meet the challenge, reward them with a special activity.
7. **Libraries, Families, and Schools:** Set a summer reading and literacy goal for your school and community -- to read and write 30 minutes a day, five days a week. Reward your children with special books from the library, a favorite kid's magazine, or even buy a paperback book for work well done in reading.
8. **Businesses:** Encourage your employees to read to and with their children every night. Provide copies of READ*WRITE*NOW! kits for employees, by obtaining them from the U. S. Department of Education or copublishing

them with your business's logo on them, and work with other community-based literacy groups.

9. **Businesses:** Provide a list of schools and community organizations that can provide extra help before and after school in reading for employees' children and for adults to learn to read and write better.
10. **Libraries, community groups and religious organizations:** Start community READ*WRITE*NOW! programs. Obtain volunteers who can meet with children once a week for one-half hour to read and write together. Provide tutors or mentors for students during the school day and after school. Start or expand adult literacy training. Donate telephones, voice-mail systems, and personnel to begin a community homework hotline to keep parents informed and help children with homework that involves reading and other basics.

Selected Resources: Tutors and reading partners can be obtained by asking your local school, PTA, library, community group, or house of worship for help. Many Girl Scout cadette troops, Boys and Girls Clubs, Americorps volunteers, retired teachers, librarians, and college sororities and fraternities have tutor volunteers. READ*WRITE*NOW! kits, developed by reading and writing specialists to help children increase their reading and writing skills, can be obtained through local libraries, the U. S. Department of Education's tollfree number 1-800-USA-LEARN, the U. S. Department of Education's homepage on the World-Wide Web, and through the ERIC documentation system at your local library. Schools can use funds from the U.S. Department of Education's Title I-basic skills program to extend learning time after school and in the summer for children who need it and redesign the reading and basic skills programs to be more effective to reach for higher standards.

Organizations that can immediately get you started to help children read and working for a more literate America include:

American Library Association

50 East Huron Street
Chicago, IL 60611
312-944-6780

Center for the Book in the Library of Congress

Washington, DC 20540-8200
202-707-0288

National Center for Family Literacy

One Riverfront Plaza, Suite 608
Louisville, KY 40202
502-584-1133

Even Start Family Literacy Programs

Contact your State Department of Education or the
U.S. Department of Education at 202-260-0996

Extra help in the basics -- Title I

Contact your State Department of Education or the
U.S. Department of Education at 202-260-0826

Americorps

1201 New York Avenue, NW
Washington, DC 20525

Reading is Fundamental

600 Maryland Avenue, SW
Washington, DC 20024

Pizza Hut's Book It! Program

9111 East Douglas
Wichita, KS 67201

Books and Beyond

309 North Rios
Solano Beach, CA 92075
619-755-3823

International Reading Association

800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
302-731-1600 ext. 220

The following publications can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

• **READ*WRITE*NOW!**

- *Activities for Reading and Writing*
- *Play on Paper*
- *The READ*WRITE*NOW! Partners Tutoring Program*

The following publications are available from the National Library of Education, U.S. Department of Education, by calling 1-800-424-1616:

- *State of the Art: Transforming Ideas for Teaching and Learning to Read*
- *Helping Your Child Learn to Read*
- *Helping Your Child Learn to Use the Library*



UNITED STATES DEPARTMENT OF EDUCATION

GOALS 2000: EDUCATE AMERICA ACT



January 1996 Update

The Goals 2000: Educate America Act is seeking to raise academic achievement by supporting high-quality teacher professional development, expanding the use of computers and technology in classrooms, raising academic standards, and increasing parental and community involvement in education.

Bipartisan History

- The Goals 2000 Act is based on lessons learned from state and local education improvement efforts sparked by the Reagan Administration's 1983 report A Nation At Risk;
- The nation's governors and President Bush laid the groundwork for the Goals 2000 Act in 1990 when they established national goals for education and launched a grassroots state and local effort to reach them;
- The Goals 2000 Act passed with strong bipartisan support in Congress and with the endorsement of every major national business, parent, and education organization;
- The Goals 2000 Act, signed into law by President Clinton on March 31, 1994, recognizes that education is a state and local responsibility, but it must also be a national priority. The Act provides direct support to state and local school improvement efforts.

Goals 2000:

- represents the first federal education act that helps states and communities build on and coordinate their existing reform efforts rather than creating a new discrete program;
- provides incentive grants for schools, communities and states to support their own effective approach to improve student achievement;
- provides funds to states and school districts for better teacher training and professional development;
- encourages parents to get more involved in the education of their children;
- promotes flexibility by providing, for the first time in history, authority for the Secretary of Education to waive certain regulations to assist states and local communities in implementing school improvements;
- encourages each state to develop challenging academic standards for students.

Overview of Implementation of the Goals 2000 Act

Goals 2000 recognizes that there is no cookie-cutter approach to improving education. It supports a wide array of state and local approaches to raise academic achievement.

No regulations have been or will be issued for Goals 2000. The application for Goals 2000 first-year funds was only four pages. On average, state funding awards have been granted in less than a month following submission of the application.

Year 1: Under Title III of Goals 2000, participating states used funds to form broad-based citizen panels responsible for developing or building upon a comprehensive statewide school improvement plan. At least 60 percent of the funds were passed on to individual school districts and schools for teacher professional development and district and school strategic planning. Congress appropriated \$105 million for Goals 2000 in 1994. Forty-eight states received first-year Goals 2000 funds.

Years 2-5: Funds for years two through five will support implementation of state, district and community education improvement plans. At least 90 percent of the funds must be passed on to individual school districts and schools. Congress has appropriated \$362 million for 1995. To date, 36 states have received second-year funding under Goals 2000.

Every state is using Goals 2000 to support its own unique approach to improving education. In Massachusetts, Goals 2000 funds are being used to support the creation of charter schools. In Kentucky, funds are being used to encourage parental involvement in ongoing reform efforts. In Illinois, challenging standards for student achievement have been set in six core subject areas.

Delaware, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Nevada, New Mexico, North Dakota, Ohio, Oregon, Texas, Utah and Vermont have had their comprehensive statewide school improvement plans approved through a peer review process. A team of teachers, business people, and community members involved in education reform efforts across the country reviews each plan and makes a recommendation to the Secretary for plan approval.

Ohio, Oregon, Kansas, Massachusetts and Texas are the first five states in the nation to be designated Ed-Flex states, giving the waiver authority of the Secretary of Education to the states to assist in the implementation of school reform efforts.

While implementation is still in the early stages, it is evident that Goals 2000 is uniting local and state leaders in a combined effort to provide -- community by community -- a quality education that prepares all children for responsible citizenship and productive employment in our modern economy.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES PROGRAM

The Safe and Drug-Free Schools and Communities Program (SDFSCA) supports comprehensive, integrated approaches to drug and violence prevention in schools. Currently, 97% of all school districts participate in the program and provide direct services to more than 40 million children. The new legislation explicitly includes school safety for the first time, in addition to drug prevention activities, and stresses the use of comprehensive approaches.

Participating districts must use their SDFSCA funds to implement a comprehensive drug and violence prevention program for students and employees and must involve parents and community groups. Most funds are distributed to districts (30 percent of these allocations are based on "high need," as determined by the state), and then allocated by districts to their schools; a small percentage of funds are available to states for statewide initiatives such as training, curriculum development, and demonstration projects. In addition, funds are provided to governors to support prevention projects for children and youth who need special services or additional resources (such as preschoolers, runaway or homeless children and youth, incarcerated youth, and dropouts).

WHAT IS THE NEED?

The public is very concerned about this issue. Nationally, 72% of Americans say "drugs and violence" are serious problems in schools in their area. For African American parents of public school students, 80% say these are serious problems in their local schools, compared to 58% of white parents (Johnson & Immerwahr, 1994). Only 24% of parents of students in grades 6 to 12 feel that most young people are safe from violence in the schools. Among the students themselves, only 21% agree (Harris, 1993).

Drugs

Alcohol, tobacco, and other drug use is a serious problem for school-aged youth. After 12 years (1979-1991) of steady decline, youth drug use has recently increased (although levels are still significantly below the peak reached in 1979). The 1995 Monitoring the Future study (University of Michigan, 1995) found that drug use by 8th, 10th, and 12th graders continues to increase:

- Marijuana use increased significantly in 1995: 16% of 8th graders used marijuana in 1995 (up from 6% in 1991); 35% of 12th graders used marijuana in 1995 (up from 22% in 1992). Moreover, *daily* use continues to rise—nearly 1 in 20 12th graders (4.6%) uses marijuana daily.

- Other significant increases in 1995 include use of LSD (overall rates are low) and use of inhalants—particularly for 8th graders. Use of cocaine continued a gradual upward climb (overall rates are low; for example, 4% of 12th graders use cocaine in any form, and 2.1% use crack). Use of alcohol generally remained steady but high—30% of 12th graders had *five* or more drinks in a row during the two weeks preceding the survey.
- Drug use is widespread and begins early; 38% of today's 8th graders have tried an illegal drug (including inhalants) at least once.

Beliefs about drugs' harmfulness are important determinants of use. Monitoring the Future found the proportions of students seeing drugs as dangerous continued to decline in 1995.

- For example, the recent increase in marijuana use has been accompanied by a sharp decline in the perceived risk of using marijuana, which generally began after 1991 in all three grade levels (e.g., while 79% of 12th graders in 1991 thought regular marijuana users run a "great risk" of harming themselves, by 1995 only 61% thought so).
- Peer disapproval is also an important deterrent, and tolerance for drug use has recently increased, although most youth disapprove of trying drugs. Even for marijuana, 57% of 12th graders disapprove of trying it.

Causes for increased tolerance for drug use vary, but may largely result from recent teens receiving less information about drugs and fewer anti-drug messages than their predecessors. (Other factors include pro-drug messages from popular music and, for alcohol and cigarettes, from advertisements, as well as increased teen smoking, which is strongly correlated with marijuana use.)

Violence

Youth are disproportionally the victims of crime and violence, particularly at or near school. School crime today tends to be more violent and to involve younger children than in the past.

- The most recent data from the Monitoring the Future study (University of Michigan, 1994) found that 20% of 8th, 10th, and 12th graders had been threatened with a weapon and almost 10% injured by a weapon at school. The 1993 Youth Risk Behavior Survey (Kann et al., 1995) found that 1 out of every 5 high school students regularly carries a gun, knife, or club. Students in central cities are more likely than suburban students to fear attack at school and to avoid certain public places.
- According to a 1991 report based on the National Crime Victimization Survey, nearly 3 million thefts or violent crimes occur on or near school campuses every year—almost 16,000 incidents a day. Nearly 500,000 teens are victimized annually by a violent crime at or near school; 12% of violent crimes in schools involve weapons.

WHAT IS WORKING?

Drugs

Prevention activities such as those supported by the program are effective:

- Results released in 1995 from a 6-year study of 3,600 students by the National Institute on Drug Abuse (NIDA) found that drug prevention programs conducted with 7th graders and reinforced in the 8th and 9th grade produced lower levels of tobacco, alcohol, and marijuana use *through high school*, compared to a control group that did not receive the programs. The study focused on the Life Skills Training Program, which combines training in the skills and knowledge to resist social pressure to use drugs and in basic interpersonal skills with information about the risks and prevalence of drug use. Researchers conclude that an effective school-based prevention program for young teens must cover a wide range of personal and interpersonal skills that address their needs for peer approval and provide strategies for resisting social pressure, managing anxiety, and making healthy choices, and the program must be reinforced in subsequent years. ("School-based prevention program," 1995).
- A longitudinal study, also sponsored by NIDA, is examining the effectiveness of drug prevention activities in Kansas City (KA and MO)—including mass media programming, a school-based educational program for youths, parent education, and community organization. In the first two years of the project, 22,500 6th and 7th graders received prevention education, along with the other project components. Analysis of 42 schools indicates that use of cigarettes, alcohol, and marijuana were significantly lower one year after the prevention activities, compared to schools where this intervention was delayed; the net increase in drug use among intervention schools was half that of delayed intervention schools. (Pentz et al., 1989).
- A Department study (Thorne & Newton, 1995) of 20 successful school- and community-based drug prevention programs typical of those supported by the SDFSCA program found positive outcomes, based on evaluation activities conducted by the programs, including:
 - Students were less likely (in some cases, compared to their own behavior prior to the program, and in others, compared to nonparticipants) to use drugs and alcohol, less likely to resort to violence to solve problems, less likely to be arrested, and less likely to ride with a drunk driver.
 - Students were less likely to think it acceptable for them or their peers to use drugs, drink alcohol, or smoke cigarettes.

- Students were more likely to seek help and support for substance abuse and for other problems when they needed it.

Violence

- Concerning school-based violence prevention activities, some experts have concluded that they are necessary but not sufficient. “Changing the social norms that sustain violent behavior will require a broad-based effort involving families, the mass media, and entire communities” (DeJong, 1994). Furthermore, “violence prevention may prove most effective when it is one of a number of services offered as part of a ‘full service school.’ . . . While violence prevention programs are not *the* solution, carefully designed, targeted, and implemented programs with good teacher training and technical support can be part of the solution” (Posner, 1994).
- Because very few school-based violence-prevention programs have been evaluated, it is difficult to say definitively what works. Moreover, because youth violence can have many causes, “not every strategy will work every time” (Lawton, 1994). Therefore, experts recommend using a comprehensive approach that deals with students, teachers, family, and community and tailoring any program to the particular situation in the school or student population involved. Promising approaches include increased parental involvement, increasing the motivation of high-risk youths to attend classes and do well in school, and providing these youth with opportunities for positive community activities (Lawton, 1994).
- According to a 1995 GAO report (U.S. General Accounting Office, 1995) on four promising school-based violence prevention programs, promising programs are associated with seven characteristics: a comprehensive approach; an early start and long-term commitment; strong leadership and disciplinary policies; staff development; parental involvement; interagency partnerships and community links; and a culturally sensitive and developmentally appropriate approach.

Profiles

Profiles of specific projects addressing drug use and violence include:

- **Malvern Junior High School, Malvern, AR** (a rural community with 40% of students below the poverty level). Malvern identifies its peer leadership program as its most important prevention program; it also implements a prevention curriculum, maintains a student assistance program, and offers parenting classes. Drug policy violations have decreased and disciplinary suspensions for violent or threatening behavior have been cut in half between 1988 and 1992. Student drug use rates have also decreased significantly between 1986 and 1992—the number of students who say

they have ever used alcohol declined from 28% to 15%; tobacco and marijuana use also decreased. (Thorne & Newton, 1995).

- **Cordova Elementary School, Phoenix, AZ** (an urban community with 70% of families below the poverty level). Cordova's prevention program includes about 20 hours of prevention instruction in each of grades K through 8. It supplements that instruction with support groups, a Students Against Drunk Driving program, conflict mediation, cross-grade tutoring, latchkey programs, and counseling services. Suspensions and disciplinary actions have decreased, and between 1988 and 1991, rates of use for tobacco, alcohol, and marijuana all fell. (Thorne & Newton, 1995).
- **New York City Public Schools, New York, NY.** The Resolving Conflict Creatively program (RCCP) provides instruction for teachers and students in conflict resolution. "We show them the futility of violence while replacing it with concrete skills" (Linda Lanteri, program coordinator). The program began in 1985 with 20 teachers from 3 schools and today involves 150 schools, 3,000 teachers, and 70,000 students nationwide. The K-12 program includes 20 hours of training for teachers, follow-up training, and regular classroom instruction in conflict resolution and intergroup relations. RCCP also trains peer mediators to deal with playground fights and harassment. RCCP is one of the few violence prevention programs that has been evaluated. An evaluation of 5 elementary schools using RCCP found that mediators prevented arguments from escalating into fights in an average of 103 schoolyard incidents. A 1989 survey of participating teachers found that 71% saw less physical violence among their students, 66% observed less name-calling, and 69% found children more willing to cooperate. (Lawton, 1994; Metis & Associates, 1990).
- **Timilty Middle School, Roxbury, MA** (an urban community with 82% of students eligible for subsidized lunch). Whereas in 1984 Timilty was one of the worst schools in Boston, with gang violence, drug use, and low academic performance, the school has transformed itself. As a pilot site for "Project Promise," beginning in 1985 the school began to implement activities to address school violence, including conflict resolution classes and a written commitment by all students and staff to end violence and drug use. Students, parents, and teachers are now involved in managing the school, and there is increased emphasis on academics. Student achievement and attendance are up, dropout rates and suspensions are down, and the school is now a model for other Boston schools seeking to end violence.

Sources

- DeJong, W. (1994, fall). Peer Review. *Health Affairs*, p. 163.
- Harris, L. (1993). A Survey of Experiences, Perceptions, and Apprehensions about Guns Among Young People in America. Conducted by LH Research, Inc. (not associated with Louis Harris and Associates, Inc.) for The Harvard School of Public Health.
- Johnson, J., & Immerwahr, J.. (1994). *First Things First: What Americans Expect from the Public Schools*. Public Agenda.
- Kann, L., Warren, C., Harris, W., Collins, J., Douglas, K., Collins, M., Williams, B., Ross, J., Kolbe, L. (1995, March 24). Youth risk behavior surveillance—United States, 1993. *Morbidity and Mortality Weekly Report: CDC Surveillance Summaries*, U.S. Department of Health and Human Services, pp. 1-31).
- Lawton, M. (1994, November 9). Violence-prevention curricula: What works best? *Education Week*, pp. 1, 10, 11.
- Metis & Associates. (1990). Resolving Conflicts Creatively Program: 1988-1989, Summary of significant findings. New York: Author.
- National Crime Victimization Survey. (1991).
- Pentz, M., Dwyer, J., MacKinnon, D., Flay, B., Hansen, W., Wang, E., & Johnson, C.A. (1989). A multicomunity trial for primary prevention of adolescent drug abuse: Effects on drug use prevalence. *Journal of the American Medical Association*, 261(22), 3259-3266.
- Posner, M. (1994, May/June). Research raises troubling questions about violence prevention programs. *Harvard Education Letter*, p. 1, 3-4.
- School-based prevention program reduces teens' drug use through the end of high school. (1995). Washington, DC: U.S. Department of Health and Human Services, National Institutes of Health, National Institute on Drug Abuse.
- Thorne, J. & Newton, E. (1995). *How do we know they work? An examination of evidence for effectiveness in school-based drug prevention programs*. Washington, DC: U.S. Department of Education.
- University of Michigan. (1994). Data from the survey on school violence.
- University of Michigan. (1995). Drug use rises again in 1995 among American teens. Ann Arbor, MI: Author.
- U.S. General Accounting Office. (1995). *School safety: Promising initiatives for addressing school violence*. Washington, DC: Author.

PENNSYLVANIA AVENUE

By Morton M. Kondracke

This Time, a Real 'Education President' Runs for Re-Election

The quality of the nation's public schools could become a major 1996 campaign issue, and President Clinton has every reason to believe it will work to his advantage.

ACNN/USA Today poll in January showed that education has moved ahead of crime and jobs as the top concern of US voters, and Clinton not only has a legislative record to tout on the subject but — as he demonstrated last month at the National Governors' Association education summit — he's a master at using the bully pulpit.

In March, a Gallup poll for CNN and USA Today showed that by 54 to 40 percent, the public approves of Clinton's performance on education issues, while by 48 to 33 percent, it disapproves of GOP presidential candidate Bob Dole's (Kan) performance.

In the campaign, Dole will have to defend GOP proposals to eliminate the Department of Education, which a 1995 NBC/Wall Street Journal poll showed 80 percent of the public opposed, and a Congressional budget that cut education spending, which 1996 primary ex-

Near-theological resistance to national education standards by the GOP-dominated governors led to well-publicized jibes by the corporate CEOs who helped sponsor the summit.

it polls show that even a majority of Republicans oppose.

Dole has said repeatedly on the campaign trail that he voted against creating the Education Department and advocates a large-scale transfer of federal responsibilities to the states.

He probably would be helped by nominating Michigan Gov. John Engler, Wisconsin Gov. Tommy Thompson, or Ohio Gov. George Voinovich as his running mate — all have records as school reformers — but Clinton has the ability to out-talk even them.

Clinton's speech at the governors' summit was widely reported as a bow toward state pre-eminence in education, but it also made the point that the states still have a long way to go in producing world-class schools.

Though the school reform movement has been under way in earnest since 1983, when the landmark report, "A Nation at Risk," was released, Clinton noted that "there are only five states in the country today which require [a test for] promotion from grade to grade or school to school for its young people."

According to a document issued by the governors' association, Ohio requires tests for graduation from high school, but Michigan and Wisconsin do not, and none of the states headed by a potential Dole vice president requires passing a test for promotion from grade to grade. Arkansas requires tests for promotion, but not graduation.

Now dominated by Republicans, the nation's governors did their best at the summit to downplay and even disparage the federal role in education.

While 40 of the 50 states have tests to measure the performance of their own students, no test exists to compare one state's children against another's — and Republicans (along with the National Education Association) are adamantly against establishing them.

Near-theological resistance by the gover-

nors to national standards and testing dominated the summit, leading to well-publicized jibes at the governors by the major corporate CEOs who co-sponsored the meeting.

Paul O'Neill, chairman of Alcoa and Gerald Ford's deputy budget director, asked, "Why on earth can't we insist on universal standards at least for nine-year-olds? Can't a nine-year-old multiply nine by nine and get the same answer in all 50 states?"

The summit's host, Louis Gerstner of IBM, replied, "This is a political issue, Paul, not a rational issue."

Clinton acknowledged in his speech that national history and English standards established under the Goals 2000 program, which Congress passed in 1993, have come under criticism, and granted that states should have the power to select their own standards.

But he also added, "We shouldn't kid our-

selves. Being promoted ought to mean more or less the same thing in Pasadena, California, as it does in Palisades, New York. In a global society, it ought to mean the same thing."

Besides Goals 2000, Clinton in 1993 won enactment of a major expansion of Head Start, a reduced-cost college student loan program, and a reform of the so-called Title I program forcing schools in low-income communities to meet the same performance standards as other schools.

Clinton also has going for him the fact that the federal government accounts for only 6 percent of total national spending on elementary and secondary education, so that lack of progress in improving education ultimately is something for which the states are to blame.

While some education statistics have improved over the past 25 years — 86 percent of students now complete high school, com-

More...

KONDRACKÉ, continued...

pared with 78 percent in 1971 — the National Assessment of Educational Progress shows that most performance measures in math, reading, writing, and science show little or no improvement.

At a time when US graduates must increasingly compete against workers around the world, the NAEP showed that science proficiency scores for high school seniors actually dropped from 1970 to 1992. US students remain last in science among nine countries tested.

To the extent it matters, Republicans lead Democrats on the issue of providing education choice to parents — whether through vouchers or by allowing for creation of alternative “charter” public schools.

But it's Clinton who seems to have succeeded in making himself the “education president” that George Bush once claimed he'd be. If education is a sleeper issue in November, it may help Clinton get re-elected.

Talking Points
President Clinton is Fighting for Better Education;
They are Blocking Progress in Education**

It doesn't make a lot of sense to prepare for the future by cutting education today; that's why President Clinton, in his budget, fights for better education for every child:

- **better basics and higher standards** (They will kick out 1 million kids out of the tutoring they need to learn to read and do math well by cutting Title I by \$1.1 billion. They will stop the support to 10,000 schools starting to raise their standards of achievement and discipline by killing the \$380 million investment by the Goals 2000: Educate America Act in effective school change.)
- **improved discipline and safe and drug-free schools** (They will derail efforts in more than half the schools in America that are trying to attack violence and drugs by cutting by almost 60% the Safe and Drug Free Schools Program.)
- **more parent involvement and quality teachers** (They will destroy the local Parent Information Centers recently started to help parents and schools work together to improve through student learning by killing the Goals 2000: Educate America Act. They will deny the retraining and upgrading of 200,000 teachers by cutting the Eisenhower Professional Development program by \$200 million.)
- **better student loans and help for families to pay for college** (They are wrecking the successful and popular direct student loan program for college students by catering to the special interests. They are severely undermining the AmeriCorps program and failing to expand the Pell Grant program for working families.)
- **smaller, responsive community schools -- charter schools and public school choice** (They are failing to expand the start-up funds for public charter schools which enables parents and teachers to design schools that better meet their students' needs. They are gutting the gifted and talented aid to schools by two-thirds.)
- **getting computers in the classroom and giving students hands-on work-study experience** (They are failing to fund hundreds of local private-public partnerships to get the best computer technology into American schools to better teach the core academics and computer skills. Only 20 of 500 requests are able to be funded in the Technology Challenge Grant program.)
- **career preparation and adult literacy** (They are curtailing school-to-work, basic vocational education and literacy training for youth and adults. School-to-work funding is being cut in half, and all career preparation and literacy activities for youth and adults are being reduced significantly.)

We can balance the federal budget without cutting education. The Republican leadership seems dedicated to cutting Medicare, Medicaid, education, and the environment in order to provide excessive tax breaks to the wealthiest among us.

The President is fighting for the very improvements in education that parents and grandparents want for their children and for the economic future of this country. Providing a quality education is our common responsibility and is absolutely necessary to bring us together as Americans and to compete in today's international marketplace of skills, jobs, and commerce.

**U.S. House Appropriation levels

**STATE OF THE UNION ADDRESS
TALKING POINTS -- JANUARY 25, 1995 -- 11:30 a.m.**

Last night, the President laid out his vision for America's future:

NEW COVENANT. We must forge a New Covenant that expands opportunity and demands responsibility in return. This New Covenant is grounded in an old idea: **That all Americans have not just a right, but a responsibility to rise as far as their God-given talents and determination can take them, and to give something back to their communities and their country in return.** We must make our New Covenant the foundation of a new economy. And we must use the New Covenant to reshape our government -- reduce its size and scope -- to fit our era and make it more responsive to the will of the people.

NEW ECONOMY. An economic strategy for preparing the American people to face the demands of today's economy and to raise incomes:

- **Fighting for a Middle Class Bill of Rights** to help hard-working families meet the costs of raising and educating their children, obtain training for higher-paying jobs, buy a first home, save for their retirement.
- **Helping lower-income workers support themselves**, through an increase in the **minimum wage**, soon to be at its lowest level in 40 years.
- **Continuing vigilance on the deficit**, while protecting Social Security and opposing efforts to pay for tax cuts with Medicare cuts.
- **Starting the nation, step-by-step, on the path to health security.**

NEW GOVERNMENT. Creating a smaller and more effective government to meet new challenges, not serve old interests.

- **Fighting for political reforms**, calling for an immediate end to lobbyists' gifts to Congress and the passage of real lobbying and campaign finance reform based on PAC limits, spending limits and free T.V. for candidates.
- **Cutting the Federal bureaucracy** by more than a quarter million positions.
- **Continuing to cut unnecessary spending** and programs that have outlived their usefulness, while fighting for the line-item veto.

- **Reforming our welfare system to a system of work and responsibility. A National Campaign Against Teen Pregnancy.**
- **Continuing the fight against crime -- keeping the ban on assault weapons.**
- **Moving aggressively to secure our borders against illegal immigration.**
- **Building on the successes of the Americorps national service program.**

LEADERSHIP ABROAD. After the Cold War, our security depends on our continued world leadership for peace, freedom, and democracy. We must be strong abroad to be strong at home.

- **Securing American jobs by putting Mexico back on track.**
- **Approving START II to eliminate 5000 nuclear weapons.**
- **Leading the charge to extend the Nuclear Non-Proliferation Treaty.**
- **Strengthening our hand in combatting international terrorists.**
- **Maintaining the best prepared fighting force in the world.**

WORKING WITH CONGRESS where possible, but not allowing Congress to take us backwards. No roll-back of the progress we've made cutting the deficit, reforming education, fighting crime, or improving public health and the environment.



UNITED STATES DEPARTMENT OF EDUCATION



Goals 2000: Educate America Act Legislative Summary

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. (Public Law 103-227)

Timetable and Funding

- In 1994, \$105 million was appropriated for Goals 2000. First-year funds became available to the states on July 1, 1994. Congress has appropriated \$403 million in 1995.
- Funding will be formula-based. 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.
- Section 318 of the Act specifically prohibits federal mandates, direction and control of education.

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 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.

For more information, contact 1-800-USA-Learn.

11/2/94



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

Overview

In his third annual State of American Education address, U.S. Secretary of Education Richard W. Riley poses this challenge to all Americans: "If we are to make the most of our opportunities in this new education era, we must get into high gear and 'fast forward' what we are doing."

Such "fast forwarding" requires that all Americans join together in the effort to educate our children. It means that we must ensure that Americans are a literate and reading people. It means building partnerships for education and forgetting partisanship. It means keeping our playgrounds safe and healthy, and not maintaining playgrounds for turf wars and politics as usual.

Education cannot be about politics. It must be about helping our children and young people learn to higher standards and teaching them basic American values. Education is about giving every child a fair shake and discovering in all children their special skills and talents -- uncorking that world-renowned "American Ingenuity" that has characterized our country.

Secretary Riley aptly notes, "America does not have to fear the future if we are willing to educate our young people to master the information economy."

Today we have major challenges confronting American education. In the following pages, tips are provided for what we can do together to meet these challenges. These tip sheets will continue to be works in progress, and we look forward to your comments and ideas.

Joining forces for education, we must seek common solutions to common problems.

Challenges Facing American Education

- A. Becoming a Reading, Literate Society
- B. Supporting the American Family in Children's Learning: The Bedrock of Quality Education
- C. Making Our Schools Safe and Disciplined: A Precondition for Learning
- D. Achieving High Standards and Real Accountability: Reaching for New Levels of Excellence
- E. Helping Our Students Become Technologically Literate: A Basic Skill for the 21st Century
- F. Preparing Young People for Careers: A Strong Transition from School to Work
- G. Making College More Accessible: Keeping the Promise of the American Dream
- H. Expanding Public School Choice: Strengthening Public Education as a Foundation of Our American Way of Life



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

BECOMING A READING, LITERATE SOCIETY

This page offers you tips on how to improve the reading skills of children and improve literacy at the community level for a more literate America. This is one of the issues that Americans say they want addressed by their schools.

Background: Reading is the basis of all learning. The time families spend reading with children helps build a solid foundation of reading skills. The amount of time is the single greatest predictor of children's reading success. Schools must make literacy and the basics a top priority. Reading relies not only on good instruction in school but also on reinforcement outside of school. If children do not read over the summer, for example, they can lose three to four months of reading gains they made over the previous school year. If families, schools, community groups, employers and religious groups make improving the skills of children a top priority, then we can attain the goal of being a reading, literate society.

10 Tips That Can Help Increase the Reading Skills of Our Children

1. **Families:** Set 30 minutes aside every night to read to or with children. Read with children or grandchildren in a way that actively involves them. Ask and answer questions about pictures and people in the story and point to pictures, letters, and words. Ask older students questions that get them to think and solve problems. Be sure your children or grandchildren see you read and write. Dads and granddads can be especially important reading role models for their sons.
2. **Families:** Take your children to the library and get them a library card. Visit the library at least once a week and allow the children time to select their own books. Share a good book with a teenager. Encourage older children in the family to read to and with younger children in the family.
3. **Families:** Limit the amount of television children view to no more than two hours on school nights, and help them select the right programs for their age. Watch and discuss television programs together. Studies show that academic achievement drops sharply for children who watch more than two hours of TV a day, and that the quality of programming is also of concern. When the President's new V-chip is available in television sets, ask for it.
4. **Schools:** Rigorously teach reading and writing skills and the core academic subjects. Compare your reading curriculum and materials against the most successful schools and best state standards. Encourage family involvement in teaching and learning the basics and raising standards. Let families know what they can do at home to help children become better readers. Use interesting, real-life, community settings to stimulate reading and writing. For example, organize students and their families to conduct an oral history project, a history or case study of their school or neighborhood, or a folklife project that involves collecting local stories, recipes for a community cookbook, or learning local songs, art, or folk dances.
5. **Schools:** Encourage teachers to work together to teach reading and writing across all the subjects, teach new vocabulary words and use technology to engage students in challenging reading and writing activities. Offer extended learning time opportunities for students after school and in the summer to learn reading and other basic skills.
6. **Schools:** Start a schoolwide family reading or family literacy program. Recruit and organize reading tutors from community groups. Offer a reading challenge to students to read a certain number of minutes each day or a specific number of books in one month. Sponsor a sign-up day for public library cards at the school. When children meet the challenge, reward them with a special activity.
7. **Libraries, Families, and Schools:** Set a summer reading and literacy goal for your school and community -- to read and write 30 minutes a day, five days a week. Reward your children with special books from the library, a favorite kid's magazine, or even buy a paperback book for work well done in reading.
8. **Businesses:** Encourage your employees to read to and with their children every night. Provide copies of READ*WRITE*NOW! kits for employees, by obtaining them from the U. S. Department of Education or copublishing

them with your business's logo on them, and work with other community-based literacy groups.

9. **Businesses:** Provide a list of schools and community organizations that can provide extra help before and after school in reading for employees' children and for adults to learn to read and write better.
10. **Libraries, community groups and religious organizations:** Start community READ*WRITE*NOW! programs. Obtain volunteers who can meet with children once a week for one-half hour to read and write together. Provide tutors or mentors for students during the school day and after school. Start or expand adult literacy training. Donate telephones, voice-mail systems, and personnel to begin a community homework hotline to keep parents informed and help children with homework that involves reading and other basics.

Selected Resources: Tutors and reading partners can be obtained by asking your local school, PTA, library, community group, or house of worship for help. Many Girl Scout cadette troops, Boys and Girls Clubs, Americorps volunteers, retired teachers, librarians, and college sororities and fraternities have tutor volunteers. READ*WRITE*NOW! kits, developed by reading and writing specialists to help children increase their reading and writing skills, can be obtained through local libraries, the U. S. Department of Education's tollfree number 1-800-USA-LEARN, the U. S. Department of Education's homepage on the World-Wide Web, and through the ERIC documentation system at your local library. Schools can use funds from the U.S. Department of Education's Title I-basic skills program to extend learning time after school and in the summer for children who need it and redesign the reading and basic skills programs to be more effective to reach for higher standards.

Organizations that can immediately get you started to help children read and working for a more literate America include:

American Library Association

50 East Huron Street
Chicago, IL 60611
312-944-6780

Center for the Book in the Library of Congress

Washington, DC 20540-8200
202-707-0288

National Center for Family Literacy

One Riverfront Plaza, Suite 608
Louisville, KY 40202
502-584-1133

Even Start Family Literacy Programs

Contact your State Department of Education or the
U.S. Department of Education at 202-260-0996

Extra help in the basics -- Title I

Contact your State Department of Education or the
U.S. Department of Education at 202-260-0826

Americorps

1201 New York Avenue, NW
Washington, DC 20525

Reading is Fundamental

600 Maryland Avenue, SW
Washington, DC 20024

Pizza Hut's Book It! Program

9111 East Douglas
Wichita, KS 67201

Books and Beyond

309 North Rios
Solano Beach, CA 92075
619-755-3823

International Reading Association

800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
302-731-1600 ext. 220

The following publications can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

• **READ*WRITE*NOW!**

- *Activities for Reading and Writing*
- *Play on Paper*
- *The READ*WRITE*NOW! Partners Tutoring Program*

The following publications are available from the National Library of Education, U.S. Department of Education, by calling 1-800-424-1616:

- *State of the Art: Transforming Ideas for Teaching and Learning to Read*
- *Helping Your Child Learn to Read*
- *Helping Your Child Learn to Use the Library*



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

SUPPORTING THE AMERICAN FAMILY IN CHILDREN'S LEARNING: THE BEDROCK OF QUALITY EDUCATION

This page gives you tips on how to help support the American family in children's learning. When you get involved, you can work on an issue that Americans say they want their schools to address.

Background: The American family is the rock on which a solid education can and must be built. Thirty years of research clearly show that family and community involvement in children's learning is key for getting children on the right path in life. Good practices for families include: taking the time to talk with children at evening meals, reading together, using TV wisely, staying in contact with your child's school, demanding high academic standards, knowing where your children are, and talking directly to your children about the dangers of alcohol, drugs, and tobacco. Increased family involvement should be a special focus of local, state and national efforts to raise academic standards but every "sector" within the local community has a role: schools, employers, community organizations and religious groups.

10 Tips That Can Support Families in Helping Children Learn

1. **Families:** Read and write with children or grandchildren in a way that actively involves them. Ask and answer questions about pictures and people in the story and point to pictures, letters, and words. Ask older students questions that get them to think and solve problems. Be sure your children or grandchildren see you read and write. Dads and granddads can be especially important reading role models for their sons.
2. **Families:** Limit the amount of television children view to no more than two hours on school nights, and help them select the right programs for their age. Watch and discuss television programs together. Studies show that academic achievement drops sharply for children who watch more than two hours of TV a day, and that the quality of programming is also of concern. When the President's new V-chip is available in television sets, ask for it.
3. **Families:** Set high standards for your students' course work; encourage your students to work hard to meet challenging standards; and make sure they complete their homework each night. Think ahead about preparing your children and grandchildren for college -- academically and financially. New financial aid proposals make college more accessible for qualified students at all income levels.
4. **Families and schools:** Work together. Parents and teachers should reach out to each other and regularly talk before any problems happen. Use newsletters, voicemail, cable TV, and other new technologies to keep informed of school activities of mutual interest.
5. **Schools:** Be family-friendly! Review school policies, newsletters, and correspondence for educational jargon that parents might not readily understand. Make a quick inventory of school signs. As a former President of the National PTA noted, a sign directing that "Visitors, report to the Principal's Office" is not especially welcoming, particularly for those who might have had bad school experiences themselves. A former National Teacher of the Year puts rocking chairs in her classroom for parent-teacher conferences. Join America Goes Back to School in the Fall of 1996.
6. **Schools:** Rigorously teach the basics and core academic subjects, and encourage family involvement in teaching and learning the basics and raising standards. Let families know what they can do at home to help. Use interesting, real-life, community settings to stimulate learning. For example, organize students and their families to conduct an oral history project, a history or case study of their school or neighborhood, an environmental monitoring project, or a folklife project that involves collecting local stories, recipes for a community cookbook, or learning local songs, art, or folk dances.
7. **Businesses:** Sign the Employers Promise for Learning. Employers throughout America are pledging to help improve education and be family-friendly for learning. Call 1-800-USA-LEARN. Businesses are offering leave time for employees to volunteer in school, flex-time, parent resource centers, help in local school improvements, and sites for student work-study and internship experiences.

8. **Schools, community groups, religious organizations, and businesses:** Meet as school-family, community organization, religious group, and business "sector" to commit to being family-friendly and helping families and schools help children learn. Then, sign on to the Family Involvement Partnership for Learning via the School-Family Partnership Pledge, the Community Promise, the Statement of Common Purpose, or the Employers for Learning Promise.
9. **Community members:** Sponsor "Family Math" or "Family Science" programs or events where community members talk about math and science in their careers and lead "hands-on" activities. For example, local merchants can talk about how math and science are used in their stores. Students can be asked to calculate the price of food in a grocery cart, weigh produce and calculate its cost, figure the cost of items reduced for sale, and figure sales tax, commissions, or tips.
10. **Community groups, religious organizations, and businesses:** Provide tutors or mentors for students during the school day and after school. Start or expand adult literacy training in core subjects. Donate telephones, voice-mail systems, and personnel to begin a community homework hotline to keep parents informed and help children with homework. Donate equipment, if necessary, and ask members of our organization to participate.

Selected Resources: You can go to your local school, PTA, community group, or house of worship for more help. In addition, 28 Parental Information and Resource Centers have been funded through the Goals 2000: Educate America Act. For more information on these parent centers, call 202-401-0039. Title I of the Improving America's Schools Act, which provides resources to schools needing extra help to strengthen programs in the basics and core academics, encourages the creation of school-parent compacts in half of the nation's schools. For more information on school-parent compacts, call 202-260-0965. The U.S. Department of Education supplies two-thirds of all student financial aid for college (loans and grants). Call 1-800-4-FEDAID for more information on student aid. The following national organizations can also provide you with more information.

The National PTA
135 South La Salle
Department 1860
Chicago, IL 60674-1860
312-549-3253

Family Geography Challenge
National Geographic Society
1145 17th Street, NW
Washington, DC 20036
202-828-6686

Family Involvement Partnership for Learning
600 Independence Avenue, SW
Washington, DC 20202-8173
1-800-USA-LEARN

The National Coalition for Parent Involvement in Education
Institute for Educational Leadership
1875 Connecticut Ave., NW
8th Floor
Washington, DC 20036
202-822-8405

Parents as Teachers
9374 Olive Boulevard
St. Louis, MO 63132
314-432-4330

Family Math
Lawrence Hall of Science
University of California
Berkeley, CA 94720-5200
510-642-6550

The following publications can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

- **READ*WRITE*NOW!**
- *Strong Families, Strong Schools: Building Community Partnerships for Learning*
- *America Goes Back to School Partners' Activity Guide*
- *Employers, Families and Education: Promoting Family Involvement in Learning*
- *Team up for Kids! How Schools Can Support Family Involvement in Education*
- *Be Family-Friendly: It's Good Business!*
- *Join Together for Kids! How Communities Can Support Family Involvement in Education*
- *Summer Home Learning Recipes*
- *Preparing Your Child for College*
- *Helping Your Child Learn Series (Read, Math, Science, History, and others)*



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

MAKING OUR SCHOOLS SAFE AND DISCIPLINED: A PRECONDITION FOR LEARNING

This page lists tips on how you can help make our schools safe and disciplined. This is one of the issues that Americans say they want addressed by their schools.

Background: Disciplined and safe schools are a precondition for learning. One way families, communities, and school personnel work to improve schools is by establishing guidelines and standards for safe schools and disciplined student behavior. When children and teachers feel safe in their schools, teaching and learning are significantly improved. While most schools are already safe and drug-free, a growing number of schools in all parts of the country -- urban, suburban, and rural -- are experiencing problems with violence and with alcohol and drug use. From school uniforms to strict discipline codes, and from the training of teachers in dealing with violence to after-school programs to keep kids off the streets, schools, parents, and communities are fighting back against violence and drugs.

10 Tips to Help Make Our Schools Safe and Disciplined

1. **Families:** Talk to children about the dangers of alcohol, tobacco and drug use. Make sure they have accurate and up-to-date information about alcohol and drugs, and that they understand that hanging out with kids who use alcohol, drugs and weapons can affect their own safety and relationships with people whose respect they value. These conversations could literally save their lives.
2. **Schools and families:** Work together to take aggressive actions, when necessary, to ensure an orderly and safe environment. Some schools are employing uniforms to encourage school spirit and stem assaults over clothing or gang apparel. Others are preparing their staffs to prevent violence through family and community engagement and conflict resolution. Still others are teaching character education and citizenship.
3. **Families and community groups:** Build networks with other adults to talk about issues such as alcohol, drug use, violent behavior, and school safety. Form a parents' organization or community association, such as "parent patrols" or "security dads and moms" that will work in and around school to discourage alcohol and drug abuse and ward off unwanted intruders. Build partnerships with local law enforcement.
4. **Schools, families, community groups, and religious organizations:** Work together to develop responses to violence and substance abuse that let students know that all parties view the problem the same way. Help plan and participate in school and community alcohol- and drug-free activities, including weekend dances and social events, holiday celebrations, proms, and graduation parties. Sponsor after-school and summer learning activities, sports and cultural events.
5. **Schools, families, and students:** Set standards of behavior and clear expectations for children and students. Read the school's discipline policies and discuss them with young people. Talk about how school rules support the rights of all students to attend schools that are free of violence and substance abuse. Practice clear responses to people who are intoxicated, abusive, aggressive, or hostile. Develop an honor code for behavior in school. Convene meetings in which students join with parents, teachers, principals, school board members, administrators, and community members to develop a list of behaviors that contribute to a positive school environment. Develop ways to implement the code. Elect a panel of parents, teachers, students, and community members to work with students who have trouble meeting the honor code standards. Make sure all families have a copy of the school's discipline code and urge them to read it. Review the code periodically and involve parents and students in the process.
7. **Community groups and religious organizations:** Conduct conflict resolution workshops that teach children how to respond without violence when someone is "bothering" them. Work with students on a "squash it" anti-violence campaign.
8. **Businesses:** Sponsor sports teams, bands, chess clubs, arts activities, and other positive activities for children when they are not in school.

9. **Community groups, local law enforcement, religious organizations, and businesses:** Help create safe corridors for children on their way to and from school by extending your "place of business" beyond your doors. Businesses can also identify themselves as "Safe Spaces" -- places youth can go if they are being threatened. The police can work with businesses, parents, and schools to design and implement patrols which bring trained safety officers into and around schools when necessary.
10. **Local news organizations and television stations:** Cover positive stories about youth activities and accomplishments. They make great human interest stories. Highlight youth, school, and community efforts that have taken on violence, drug, alcohol, and gang issues.

Selected Resources: You can seek help from local sources such as your local PTA, school board, community agencies, and police department. The Safe and Drug-Free Schools and Communities Act provides funding through the U.S. Department of Education to help schools build local partnerships to reduce violence and drug use, install metal detectors and hire security guards, and train teachers to prevent problems. The act offers school districts the flexibility to design their own comprehensive school safety programs and coordinate them with community agencies. For information, call 202-260-3954. The following organizations also provide assistance and information:

American Council for Drug Education
204 Monroe St.
Rockville, MD 20850
301-294-0600

National Institute for Citizen Education in the Law
711 G St., SE
Washington, DC 20003
202-546-6644

National Center to Prevent Handgun Violence
1225 Eye St., NW
Washington, DC 20005
202-289-7319

National School Safety Center
4165 Thousand Oaks Blvd., Suite 290,
Westlake Village, CA 91362
805-373-9977

National Crime Prevention Council
1700 K St., NW
Washington, DC 20006
202-466-NCPC

Partnership for a Drug Free America
405 Lexington Ave.
New York, NY 10174
212-922-1560
1-800-624-0100

National Families in Action, Inc.
2296 Henderson Mill Road, Suite 300
Atlanta, GA 30345
404-934-6364

National Clearinghouse on Alcohol and Drug Information
PO Box 2345
Rockville, MD 20852
1-800-SAY-NO-TO

National Family Partnership
PO Box 3878
St Louis, MO 63122
314-845-1933

Office of National Drug Control Policy
Executive Office of the President
Washington, DC 20500
202-467-9800

National PTA Drug and Alcohol Abuse Prevention Project
330 N. Wabash Ave.
Chicago, IL 60611
312-670-6782

The following are available free of charge from the U.S. Department of Education by calling 1-800-624-0100:

- Creating Safe Schools: A Resource Collection for Planning and Action
- Manual on School Uniforms
- Growing Up Drug Free: A Parent's Guide to Prevention
- READY SET GO
- School Administrators' Violence Prevention Resource Anthology



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

ACHIEVING HIGH STANDARDS AND REAL ACCOUNTABILITY: REACHING FOR NEW LEVELS OF EXCELLENCE

This page offers tips on how to help achieve high education standards and real accountability. This is one of the issues that Americans say they want addressed by their schools.

Background: High expectations and high standards bring out the best in students and schools. Although states and communities are starting to make progress in developing high, challenging standards for all students, academic standards are often too low and many students still suffer from the tyranny of low expectations. In budget crises, schools are reducing or eliminating gifted and talented classes, arts education, and after-school extracurricular activities. In 1989, the nation's governors and the President reached agreement that unless the nation established clear education goals and citizens worked cooperatively to achieve them, the United States would be unprepared for the challenges of the 21st century. Congress adopted eight National Education Goals in 1994 and schools, states, national organizations, and communities are working on raising academic standards to reach the Goals. The goals make raising standards a priority across America.

10 Tips That Can Help Achieve High Standards and Real Accountability

1. **Schools:** Work with parents, teachers, businesses and local colleges to identify the types of skills and understandings needed by your students. Compare your standards against the best schools, your state's standards and voluntary national standards. Involve the whole community in the attempt to raise standards of promotion, graduation, and improved content in core subjects. Report on progress to your parents and community.
2. **Families:** Make sure your children enroll in challenging courses. Encourage high schoolers to take advanced placement courses or advanced technology and tech-prep courses. Be as involved as you can in your children's education each and every day. And always expect your children to learn.
3. **Colleges:** Share with teachers, parents, and students the types of skills and work habits needed to be successful in college. Explain how taking advanced placement courses and/or tech-prep in high school is a great advantage when entering college.
4. **Businesses:** Encourage part-time student employees to attend school every day and to study hard. Ask to see transcripts and diplomas when high school graduates apply for jobs, and call teachers or principals to get job references. This will send students the message that achievement in school counts in the "real" world.
5. **Businesses:** Share with the school and community the skills that are needed for today's -- and tomorrow's -- jobs, and work with schools to help students learn those skills. Offer work-study opportunities for students and summer opportunities for teachers to see skills needed for today's and tomorrow's employment.
6. **Families, schools, community members, religious groups, and businesses:** Sponsor community discussion groups to talk about high standards for student achievement. In partnership with local schools, develop statements of what students are expected to know and be able to do as a result of their education. Work with schools to develop clear, high standards of achievement for all students -- those going directly to college and those in occupational or tech-prep courses preparing for careers. Make sure students have access to high-level instruction in all the core subjects -- English, math, science, the arts, civics, geography, history, economics, and foreign languages -- and in key occupational areas.
7. **Families, schools, community members, religious groups and businesses:** Convene an assembly, discussion group or after-school program to tell personal stories to students about how "Going the Extra Mile Made a Difference in My Life." These stories should reinforce the real benefits of having high standards that require discipline, extra effort, dedicated study, and persistence.
8. **Students and schools:** Encourage students to work hard to achieve the school's standards and their personal goals. Convene small groups of students from your school and ask them to put into writing what they expect to know and be able to do when they graduate. Ask them what they want to do after completing high school (further education, work, self-sufficiency) and what they have to do to prepare for those activities? What knowledge and skills will they need to

succeed? Share the results with school staff, the students, and the PTA.

9. **Community, religious groups, schools:** Offer mentoring and tutoring programs and homework centers to help children do well in learning their challenging course work. Organize a regular time during the week for parent/child sports, such as basketball, softball, volleyball, kickball, or soccer. Try to make the event an ongoing activity with parents and children playing these and other games together, or create arts-and-crafts, music-and-dancing evenings.
10. **Businesses:** Adopt flexible employee leave policies that allow family members to attend school conferences or volunteer in their children's schools. Join other employers in signing on to the Employer's Promise for Learning. Assist in school improvement efforts. Provide apprenticeship and internship opportunities for students geared to high academic and occupational standards.

Selected Resources: Contact your local school district or state department of education to find out what's going on in your community and state to develop and set higher educational and occupational standards. The Goals 2000: Educate America Act provides funding to help schools raise standards and improve their accountability. It encourages communities to create their own locally developed school improvement plans. For information, call your state education department or 202-401-0039.

The following are other sources of information on standards and associations and organizations coordinating the development of voluntary standards in core subjects.

Council of Chief State School Officers
1 Massachusetts Avenue, NW/Suite 700
Washington, DC 20001-1431
202-408-5505

Council for Basic Education
1319 F Street, NW
Washington, DC 20004
202-347-4171

National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
202-289-2800

Math
National Council of Teachers of Mathematics
1906 Association Drive
Reston, VA 22091
1-800-235-7566

Arts
Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 22091
1-800-828-0229

Civics and Government
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
1-800-350-4223

Foreign Language
American Council on the Teaching of Foreign Languages
6 Executive Blvd.
Yonkers, NY 10701-6801
914-963-8830

Geography
National Geographic Society
P.O. Box 1640
Washington, DC 20013-1640
1-800-368-2728

Science
National Research Council
National Science Education Standards Project
2101 Constitution Ave., NW
Washington, DC 20418
202-334-1399

The following publication can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

- *Moving America to the Head of the Class.* Education Excellence Partnership, 1995.
- *Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students.* U.S. Department of Education. Washington, D.C., 1995.
- *State Content Standards.* Directory of state projects funded by the U.S. Department of Education, Office of Educational Research and Improvement. Washington, D.C., 1995.



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

HELPING OUR STUDENTS BECOME TECHNOLOGICALLY LITERATE: A BASIC SKILL FOR THE 21ST CENTURY

This page offers tips on how to help our students become technologically literate. This is one of the issues that Americans say they want addressed by their schools.

Background: Many schools are using technology in their classrooms to provide engaging and challenging learning experiences. Computers help students learn at their own pace, provide unlimited sources of information, offer access to other learners and mentors, and motivate students of all ages. But access is critical. While half of public schools have access to the Internet, more than 90 percent of instructional classrooms are not yet connected to the "Information Superhighway" and too many schools have yet to reap the full benefits of technology. In the information age, we still have schools that were designed for the factory age. In classrooms that could be modern communication centers for learning, the basic tools of instruction continue to be the blackboard and chalk. Only a handful of schools have access to the new technologies that are becoming central to our lives. Indeed, many schools have less technology than the neighborhood grocery store.

10 Things You Can Do to Help Become Technologically Literate

1. **Families:** Encourage your school to provide access to the computer lab after school and on weekends.
2. **Families and community organizations:** Explore options for the use of technology in the schools and in the home, such as take-home personal computers from schools and libraries.
3. **Families, community groups, religious organizations, and businesses:** Develop a technology plan for your school that explores how technology can support students, teachers, and administrators. Talk with local cable, telecommunications, and wireless companies about ways to improve technical facilities at your local school, including telephones in the classrooms, e-mail linkages across the building, and free or low-cost modem access between school and home.
4. **Schools:** Work with local businesses to set up a voice-mail system to help parents communicate with teachers and principals. Make the use of technology and computers a learning priority at every grade level. Provide opportunities for teachers with computers to demonstrate how technology can be applied to classroom teaching and learning. Allow time for technology-literate teachers to help colleagues. Invite families to visit classrooms while students are using the computers. Offer Saturday family and senior citizen computer classes taught by students and teachers.
5. **Schools:** Set up a school-based communications network to share information about useful software for teachers, and send home ideas for family-student learning through school-to-home modem access. Set up a computer lending library so families can borrow computers and software. Ask parents who are computer-literate to work with families and students who want to learn more about technology. Challenge students to be resources and experts to design World Wide Web pages and train teachers and parents in the effective use of technology.
6. **School boards and community groups:** Build bridges with State Public Utility Commissioners to make sure schools and libraries have affordable access to telecommunications.
7. **Colleges, community groups, libraries, and religious organizations:** Establish computer labs in neighborhood centers. Work with local community colleges or technical schools to offer professional development opportunities for teachers using online materials and online discussions. Offer family classes on computing. Encourage students, families and teachers to access the World Wide Web through your local library or via online services at home, and build relationships with pen pals in other communities or countries.
8. **Colleges, community groups and businesses:** Explore ways that technology can be used to enhance learning for children with disabilities, students with limited English proficiency, and other students with special needs.
9. **Businesses:** Establish computer donation and upgrading programs for schools and families. Assist schools directly by supplying used, no-cost, or low-cost computers and software, modems, and training and support to help teachers use technology in the classroom to teach better the basics and core academics.

10. **Businesses:** Act as an online mentor to students, parents, teachers, and community members who are exploring the best ways to use new technology for learning. If you use the Internet, help teachers learn how they and their students can also use it. Contact the Tech Corps for volunteers in your community who are working with schools.

Selected Resources: Check with the technology coordinator in your local school district or state education agency, your local library, and local Computer Users Groups for further help. Check your local telephone directory for the number of the Computer Users Groups. At the U.S. Department of Education, Challenge Grants for Technology in Education provide funding to school consortia to support the development and innovative use of technology to enhance learning. Challenge grants help communities turn their schools into information age learning centers. President Clinton recently proposed a \$2 billion initiative to build and support state and local partnerships promoting technological literacy for all students. For information, call 202-708-6001.

In addition, there are national organizations such as:

The International Society for Technology in Education (ISTE)

1787 Agate Street
Eugene, OR 97403-1923
1-800-336-5191 or 503-346-4414.

Educational Resources Information Clearinghouses (ERIC)

ACCESS ERIC
1600 Research Blvd.
Rockville, MD 20850-3172
1-800-LET-ERIC
AskERIC (askeric@ericir.syr.edu)

KickStart Initiative: Connecting America's Communities to the Information Highway
National Information Infrastructure Advisory Council
NTIA Openness Center
Department of Commerce, Room 1609
Washington, DC 20230
202-482-3999
<http://www.benton.org/kickstart/kick.home.html>

The National Parent Information Network

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 W. Pennsylvania Ave.
Urbana, IL 61801-4897
1-800-583-4135 or 217-333-1386

The Eisenhower National Clearinghouse for Mathematics and Science Education Projects

The Ohio State University
1929 Kenny Road
Columbus, OH 43210-1079
614-292-1373

Tech Corps

P.O. Box 65332
Washington, DC 20035
508-620-7749
<http://www.ustc.org>

If you have access to any online service or to the Internet, you can reach our World Wide Web site at <http://www.ed.gov>; our gopher server is at gopher.ed.gov (or select North America-->USA-->General-->U.S. Department of Education from the All/Other Gophers menu on your system.) FTP users can ftp to ftp.ed.gov and log on as anonymous. E-mail users can get our catalog and instructions on how to use our mail server by sending e-mail to almanac@inet.ed.gov; in the body of the message, type send catalog. You may also contact your Regional Technology Consortium:

Northwest Regional Technology Consortium
505-275-9624

North Central Regional Technology Consortium
708-218-1272

NetTech-Northeast Regional Technology Consortium
212-541-0972

Southwest & Pacific Regional Technology Consortium
310-985-1570

South Central Regional Technology Consortium
913-864-4954

Southeast & Islands Regional Technology Consortium
910-334-3211



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

PREPARING YOUNG PEOPLE FOR CAREERS: A STRONG TRANSITION FROM SCHOOL TO WORK

This page gives you tips on how to help better prepare our youth for careers. This is one of the issues that Americans say they want addressed by their schools.

Background: When challenging academics are combined with practical on-the-job experience, students become motivated and excited about learning. They get hands-on, rigorous preparation for careers and college. Some communities across America are beginning to come together to improve their schools and enhance teaching and learning in career preparation. Some are building innovative school-to-work systems to better prepare youth for good jobs, rewarding careers, and learning for a lifetime. Some businesses are joining forces with schools to offer worksite learning experiences, mentors, and exposure to careers. In some high schools, school-to-work programs are organized around broad career themes, with links to education and postsecondary training after high school. While America has a number of exciting school-to-career initiatives, they still are not available to many students and that's our challenge.

10 Tips That Can Help Prepare Youth for Careers

1. **Families:** Expose your children to a wide variety of career possibilities through contacts with friends and acquaintances. Take your children to work. Participate in your child's learning and urge them to take advantage of school-to-work opportunities in your area.
2. **Students:** Explore potential career fields, and learn about the skills and education needed to enter those fields. Talk with career counselors, family friends, and teachers.
3. **Libraries:** Offer a career resource directory of extracurricular programs, internships, and activities available for youth in the community.
4. **Community members, businesses, and religious groups:** Volunteer to participate as tutors or mentors so that young people get opportunities to talk with adults about their jobs. Visit schools and share your work experience with students.
5. **Teachers:** Integrate hands-on learning with rigorous academics. Develop interdisciplinary, project-based curricula. Join forces with employers and discover how you can work together. Do an internship with a business during the summer. Relate what you are teaching to today's and tomorrow's world of work.
6. **Guidance counselors:** Develop and maintain ways to keep students informed about a wide range of career and educational opportunities. Assist students in developing personalized plans to reach their goals. Develop workplace readiness programs with employers.
7. **Colleges and universities:** Inform high school students about the wide range of occupational and technical programs that are available in your school. Establish programs in which work-based learning and service learning counts as credits for graduation.
8. **Businesses:** Contact the high schools in your area to see if there is a school-to-work or tech prep program available. If a program exists, offer to participate by providing work-based learning experiences for students, apprenticeships, internships, work study and training. If no program exists, start one by working with other employers, high schools, and community colleges. Ask employees to volunteer at school to talk about their jobs and demonstrate what they do. Another good idea is to help students and teachers set up business ventures. Buy products and services from them.
9. **Businesses:** Hire qualified graduates of school-to-work programs. Set up a program where students can shadow employees to learn about their jobs. Make high school grades meaningful by asking prospective employees to show you their transcripts.
10. **Employees:** Urge your employer to participate in local school-to-work systems and volunteer to serve as a mentor or

supervisor for students who participate. Volunteer in schools to help students learn about your job and tutor them in critical skills.

Selected Resources: Funds are available from the U.S. Department of Education to underwrite the initial costs of planning and establishing school-to-career systems at the state and local level. For more information on funding and development assistance, contact your state department of education or the School-to-Work Opportunities Learning & Information Center at 1-800-251-7236.

The National School-to-Work Learning & Information Center provides information, assistance and training to build school-to-work opportunities throughout the country. The Center uses the latest information technology to help increase the capacity of professionals and to develop and implement School-to-Work systems across the nation. Its services are available to state and local school-to-work offices, employers, schools, labor, parents, students, and the general public.

The Center, jointly operated by the U.S. Department of Education and the U.S. Department of Labor, offers access through six distinct services:

- The 800-number "Answer Line" (1-800-251-7236)
- Internet Home Page/Information Network (<http://www.stw.ed.gov>)
- Relevant publications
- A resource bank of select technical assistance providers
- Databases on key School-to-Work contacts, organizations, and practices
- Meetings, conferences, and training sessions

Service learning opportunities can also be important to help prepare youth for a career. For information about the AmeriCorps program and service learning, call 1-800-ACORPS.

The following associations and organizations are coordinating the development of voluntary occupational standards in four critical areas:

Occupational Standards--Bioscience

Education Development Center
55 Chapter St.
Newton, MA 02158
617-969-7100

Occupational Standards--Electronics

American Electronics Association
5201 Great American Parkway
Box 54990
Santa Clara, CA 95056
408-987-4267

Occupational Standards--Chemical Process Industries

American Chemical Society
1155 16th St., NW
Washington, DC 20036
202-872-8734

Occupational Standards--Photonics

Center for Occupational Research and Development
601 Lake Air Drive
Waco, TX 76710
817-772-8756



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

MAKING COLLEGE MORE ACCESSIBLE: KEEPING THE PROMISE OF THE AMERICAN DREAM

This page offers tips on how to help make college more accessible to America's students and families. This is one of the issues that Americans say they want addressed.

Background: Higher education in America is the "jewel" of education worldwide. Our diverse colleges and universities produce more Nobel laureates than any other higher education system in the world. Many Americans actively participate in education programs beyond high school. In 1991, nearly 24 percent of Americans aged 25 to 64 had completed college compared to about 17 percent of Canadians and 13 percent of Japanese. Workers with bachelor's degrees earn, on average, almost \$14,000 more a year than workers with high school diplomas. Graduates of community colleges with a two-year associate degree earn almost \$6,000 more per year than high school dropouts. Not every student who wants to attend college can do so. But with adequate preparation -- academic and financial -- more students can have the opportunity to attend technical or community colleges or four-year colleges.

10 Activities That Can Make College More Accessible

1. **Families and community members:** Find out whether the high schools in your district offer challenging classes that are recommended for college-bound students and tech-prep or school-to-work programs. These include courses such as algebra I and II, geometry, trigonometry, calculus, biology, chemistry, physics, foreign languages, advanced technologies, computers, the arts, music, literature and composition, and advanced placement classes. If the schools do not offer challenging courses in all core subject areas and critical occupational areas, contact the school board and ask for such courses. Encourage your children to take the courses that are recommended for college-bound students and for career fields that require one or two years of postsecondary education.
2. **Colleges:** Inform middle- and high-school students, teachers, and parents which courses are needed to get into college and which are needed for the various associate degrees and four-year college majors. Help parents and grandparents learn about financial aid and show them how they can save for college. Build partnerships with local K-12 schools to improve academic and technical preparation for college.
3. **Schools:** Offer college-prep, technical classes, and challenging coursework to all students. Be sure all students and their families know about these courses in time to plan their academic programs, and build local partnerships with colleges, community colleges, universities, and businesses.
4. **Community members, religious groups, and businesses:** Call the schools in your area to volunteer as mentors and tutors. Mentors can help students learn about many different kinds of careers and college programs and master basic skills.
5. **Businesses:** Help students learn more about the kinds of careers that exist and the educational preparation that those careers required. Volunteer to visit a school and talk to students about the education and training that you received in order to get your job. Discuss the connection between the skills and knowledge you gained in high school and college, and the skills and knowledge that you use each day at work. Sponsor shadowing programs, internships, and apprenticeships in your businesses for middle school, high school, and college students so they can learn about careers firsthand.
6. **Community members, colleges, and religious groups:** Sponsor college visits for students and their families. Many students have never been exposed to the academic side of a college campus and aren't familiar with college programs. Arrange to have the admissions office talk to students about the courses they will need to enroll, what scholarships and financial aid are available, and the many exciting and rewarding careers that college graduates can pursue.
7. **Colleges, community members, and businesses:** Help high school guidance counselors conduct college fairs. Contact several colleges, make arrangements for college representatives to attend, publicize the event, and set up college visits.
8. **Colleges, community members, religious groups, and businesses:** Volunteer to help local high school students learn

about different college programs, the college application process, and financial aid forms. Counselors in many high schools do not have the time to provide one-on-one college counseling and guidance to each student.

9. **Businesses:** If you have expertise in financial planning and are familiar with the ways that families can save money for college, volunteer to talk about various savings strategies to students and parents at an elementary school or middle school in your area.
10. **Community members and businesses:** Provide opportunities for AmeriCorps and college work-study students to work in the community and earn money for college. Volunteer to help high school students research sources of financial aid. Go with them to the library to help them find reference books and guides to scholarships. Also, make sure that they explore all available institutional, state, and federal financial aid.

Selected Resources: Preparing your child for college includes both academic and financial preparation. You can seek information from your local school guidance counselor, local community college or university, and some community and service organizations. You can also obtain financial aid information from the U.S. Department of Education. The Department supplies seventy percent of the financial aid to college students in the United States. For the facts about financial aid, including the Direct Loan Program, call 1-800-4-FED-AID. Here are some other resources that you can use to find out more about planning for careers and college:

The Occupational Outlook Handbook, 1996-97 Edition.
U.S. Department of Labor, Bureau of Labor Statistics, 1996.

Careers for the '90s: Everything You Need To Know to Find the Right Career. Research and Education Association, 1994.

The College Board Guide to Jobs and Career Planning, Second Edition, Joyce Slaton Mitchell. The College Board, 1994.

The ACT and the National Career Development Association have developed a career exploration and guidance kit called, "*Realizing the Dream*." Ask your child's guidance counselor if *Realizing the Dream* is being used in your child's school or district. To find out more about the kit, you can call 319-337-1379 or write to the following address:

Heidi Hallberg, Program Coordinator--ACT
2201 North Dodge St.
P.O. Box 168
Iowa City, IA 52243-0168

The College Guide for Parents, Third Edition, Charles Shields. The College Board, 1994.

The College Handbook, 1996. The College Board, 1995.

Peterson's Guide to Four-Year Colleges, 1996, Twenty-Sixth Edition. Peterson's Guides, 1995.

Barron's Profiles of American Colleges, Twenty-First Edition. Barron's Educational Series, Inc., 1996.

Rugg's Recommendations on the Colleges, Thirteenth Edition. Rugg's Recommendations, 1996.

For a free copy of *Preparing Your Child for College: A Resource Book for Parents*, call the U.S. Department of Education at 1-800-USA-LEARN. For a free copy of *The Student Guide: Financial Aid from the U.S. Department of Education*, call the U.S. Department of Education at 1-800-4-FED-AID.

The Multicultural Student's Guide to the Colleges, Robert Mitchell. Noonday Press, 1996.

The U.S. Department of Education offers a free PC-based software package that helps young people choose a college and learn about student financial aid. The package is called, the "*AWARE Early Awareness Software*." You can obtain a copy by calling 1-800-4FED-AID, or by writing to the following address:

Federal Student Aid Information Center
P.O. Box 84
Washington, D.C. 20044

For information on testing programs, write or call:

The College Board SAT Program
P.O. Box 6200
Princeton, NJ 08541-6200
609-771-7600

ACT Registration
P.O. Box 414
Iowa City, IA 52243
319-337-1270

PSAT/NMSQT
P.O. Box 6200
Princeton, NJ 08541-6200
609-771-7070



TIPS ON MEETING AMERICAN EDUCATION'S CHALLENGES

EXPANDING PUBLIC SCHOOL CHOICE: STRENGTHENING PUBLIC EDUCATION AS A FOUNDATION OF OUR AMERICAN WAY OF LIFE

This page offers tips on how to expand public school choice and charter schools and improve individual public schools. This is one of the issues that Americans say they want addressed by their schools.

Background: Public charter schools are a promising new vehicle for raising academic standards, empowering educators, involving parents and communities, and expanding choice and accountability in public education. Created and managed by groups of parents, teachers, community groups and others, they can be tailored to meet the needs of a local community. These schools -- now permitted in 20 states -- are public schools freed from most laws and regulations in exchange for accountability for better performance and results. Charter schools are non-sectarian, may not charge tuition, and should be open to all students. Parents and teachers also have additional options for tailoring educational opportunities for children, including public school choice, magnet schools, schools-within-schools, and redesigning and improving individual public schools.

10 Tips to Help Expand Public School Choice and Accountability in Your Community

1. **Families:** Get involved in your children's schools. Find out whether the school is setting high enough academic standards for your child, and whether the school is offering your child the educational opportunities he or she needs to meet the highest standards available in other schools and states. Get together with other families, teachers, community groups, school district staff, and the school's principal to begin to make improvements in your child's school. Join an existing school improvement committee, or help form a new one.
2. **Families:** One size does not fit all. Consider asking the local school district whether you have the option to send your child to another public school. If you do have this option for "public school choice," request information from the school district about all of your available choices. Ask about deadlines for applying, and begin shopping around early.
3. **Families:** If you are shopping around for a public school, write a list of key elements you desire in your child's education. Develop a set of questions you want to ask about the educational opportunities provided by a school for your child. Visit schools, sit down with the principal, stop in classrooms, and talk to teachers and parents at that school.
4. **Families, teachers, principals, and community organizations:** If existing schools don't meet your expectations, consider applying for a charter to create a new public school or convert an existing public school to "charter" status. Twenty states now permit teachers and others to form public charter schools, providing them with public funds and dramatic flexibility to custom-make a local school, while holding the school accountable for results. For a list of states, and people to contact in your state for further information, call 1-800-USA-LEARN.
5. **Families, teachers, principals, and community organizations:** If charter schools may be established in your state, find out the organizations that are authorized by state law to approve applications for charter schools (e.g., local school districts, state boards of education, a public university). Contact those organizations, ask for information about developing a charter school application, and request recommendations of people who have experience in developing a charter school. Find out whether your state permits only conversions of existing public schools or also permits the creation of new charter schools.
6. **School boards and states:** Review regulations and red tape and eliminate any that get in the way of schools trying to meet the needs of their students and help them meet challenging local and state standards. Provide assistance to all schools to enhance the quality of teaching and raise levels of learning for all students. Help regular public schools and public charter schools to improve and help them develop reliable performance standards by which schools are held accountable.
7. **School districts and states:** Promote public school choice and charter schools in a way that preserves public schooling and raises academic standards for all children. Develop helpful information for teachers, parents, and others who want to custom-make a local public school to better help all students meet high academic standards. Provide relevant and understandable information about all public schools where families may send their children. Develop an effective

process for reviewing applications for charter schools, and approve those that will have sound fiscal management and real promise to help all children learn. Ensure that transportation is available for students seeking to attend other public or charter schools. Provide adequate autonomy for charter and other public schools. Host conferences or seminars on charter school issues for potential applicants, existing charter schools, and their community partners. Raise awareness and conduct outreach to inform people of opportunities to form charter schools.

8. **Families, teachers, principals, community organizations, colleges and universities:** Recognize the importance of significant advance planning before submitting an application to form a charter school or making fundamental changes in an existing school. This enterprise is not easy; it takes time, energy, commitment, and considerable knowledge about teaching, learning, and management.
9. **Families, teachers, principals, community organizations, colleges, universities, and businesses:** Develop skills in building consensus, developing a shared vision, budgeting, contracting and financial management needed to manage a successful charter school, magnet school, or site-based managed school. Businesses, local colleges and universities, school districts, and others can help identify and develop these skills. Teachers, principals, and parents must work to develop these skills quickly and effectively to manage successful schools.
10. **Families, teachers, principals, community organizations, colleges, and universities:** Think about other critical issues in creating a school that improves teaching and learning for all. These include: decide that you are prepared to invest the time and energy needed; develop a consensus on your goals and vision for the school; decide if you want your school to have a specialized educational focus such as math and science, foreign languages, the arts, or preparation for the workplace; talk to and visit others involved in high-performing schools or who have successfully started a charter or magnet school; discuss what will be the nature of your curriculum, how time within the school day will be organized, how student learning will be assessed, where the school will be located if it is a new school, what will be the governance structure of the school, and by what performance measures the school will be held accountable.

Selected Resources: Contact one of the national organizations listed below for additional information and ideas to consider as you develop a charter school. Or call 1-800-USA-LEARN for a list of states with charter school laws, and contact names and telephone numbers in your state. And contact your local school district or state board of education for additional information.

In the Improving America's Schools Act (IASA) of 1994, President Clinton proposed and Congress enacted a competition for start-up funds for charter schools through the U.S. Department of Education, typically providing between \$30,000 and \$60,000 of "venture capital" annually for up to three years. The President is proposing substantial increases in this start-up fund. Also, school districts and states may use Goals 2000: Educate America Act funds to support efforts to redesign and improve public schools and to establish charter schools. IASA contains major financial support for efforts to raise the quality of teaching and improve schools across the country.

Center for School Change
Humphrey Institute, University of Minnesota
301 19th Avenue South
Minneapolis, MN 55455
Tel: 612-626-1834
E:mail: Natha001@maroon.tc.umn.edu

Charter Schools Strategies, Inc. (CSSI)
210 West Grant Street, Suite 321
Minneapolis, MN 55403-2244
Tel: 612-321-9221
Fax: 612-672-0244
E:mail: Charter SSI@aol.com

RPP International
2200 Powell Street, Suite 250
Emeryville, CA 94608
Tel: 510-450-2550, 510-843-8574
E:mail: Rppintl.@aol.com

U.S. Department of Education
Information Resource Center
600 Independence Ave, SW
Washington, DC 20202-0498
1-800-USA-LEARN (1-800-872-5327)
(Or in D.C. call 202-401-2000)