

① Contacted old dail 4/18

② Unit stops 6/1/11

Fax 916 - 331-4936

~~John~~ Gene McAdams

Pic

JAN 23 1996 07:52AM SHERATON DENVER WEST

DRAFT

After reviewing the federal legislation enacting "Goals 2000: the Educate America Act," Governor Pete Wilson and Superintendent of Public Instruction Delaine Eastin have agreed on the following four conditions for expenditure of current year funds:

- 1.) that the U.S. Secretary of Education, Richard Riley, recognize the California State Board of Education as the Goals 2000 Statewide Panel.

The Secretary of Education has the authority in legislation to recognize as the requisite statewide panel, an authoritative representative panel previously charged with planning for statewide systemic school reform. Given the work and the nature of membership of the State Board of Education, it is the representative body which has been working collaboratively with the Office of the Governor and the Superintendent of Public Instruction to develop a statewide plan for systemic reform.

Therefore, pursuant to Sec. 306(q)(2) of the Goals 2000 legislation, we submit a joint request to the Secretary of Education to formally recognize the State Board of Education as California's Goals 2000 statewide panel.

- 2.) that the Secretary of Education appoint a federal review panel consisting primarily of Californians to evaluate the statewide plan to be submitted by the State Board of Education acting as the Goals 2000 statewide panel.

The Secretary of Education may assign readers to evaluate any proposal submitted for funding under current Goals 2000 legislation. Because of the complexity, diversity, and size of the student population in California and other significant extenuating circumstances, readers from other areas of the United States may not have the background to fully grasp the extraordinary issues which must be addressed in a plan for systemic school reform for this state.

Therefore, we ask the Secretary of Education to appoint a review panel with a membership consisting of a majority of Californians for the purpose of recommending approval or modification of the California application for Goals 2000 funding.

3.) that the State of California be empowered to use \$___M of its \$42M second year allotment of Goals 2000 funds to provide grants to local school districts which received planning grants from the first year allotment.

Because ___ school districts successfully competed for initial systemic reform planning grants with the understanding that additional funds would be available for implementation, these districts should be given second year grants in order to act on their local plans.

Therefore, it is our intent to dedicate \$___M of second year funds for that purpose.

4.) and that the State of California be empowered to use the remainder of its \$42M in second year allotment of Goals 2000 monies in the sum of \$___M to fund a major statewide systemic initiative critical to the improvement of the K-12 public schools.

It is the intent of the Governor and the Superintendent of Public Instruction to expend \$___M from the second year allotment of Goals 2000 funds to provide for a major initiative focused on reading and mathematics in grades K-4. Alternatively, the \$___M may be expended to support a statewide instructional technology dissemination plan to provide necessary equipment and training to schools for the purpose of improving teaching and learning at the local school site level.

Therefore, in accordance with legislative requirements, a plan for support of either initiative will be submitted in a timely manner for expenditure of Goals 2000 funds to the Secretary of Education by the State Board of Education acting as the Goals 2000 statewide panel.

Pending agreement by the Secretary of Education in support of the preceding conditions, the Governor and the Superintendent of Public Instruction are prepared to act immediately to provide for the expenditure of second year Goals 2000 funds as herein specified.

DRAFT INSERT FOR LETTER FROM THE DEPARTMENT TO CALIFORNIA

Goals 2000 provides States, local districts, and schools with considerable flexibility in developing and implementing comprehensive improvement plans designed to help all children reach challenging academic standards. A State has substantial discretion in selecting the types of reform activities that it will support with Goals 2000 funds reserved for State use, and in awarding subgrant funds (totalling at least 90% of its Goals 2000 award) for local reform, professional development, and preservice teacher education.

A significant portion of Goals 2000 subgrants for local reform is made available to individual schools, helping to facilitate bottom-up reform. Schools have considerable latitude in determining how best to use these funds to meet the specific needs of their particular student population.

DRAFT INSERT FOR LETTER FROM CALIFORNIA TO THE DEPARTMENT

Consistent with Goals 2000, California intends to use at least 90% of its Goals 2000 allocation to award subgrants to local educational agencies for local reform, professional development, and preservice teacher education. Most of the funds for local reform will be made available to individual schools so that they may develop comprehensive school improvement plans that meet the needs of their particular student population.

*Make
A first stab
at some language
Dina*

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen c/o Burnside Hotel

ORGANIZATION: _____

PHONE NUMBER: (303) 830-1000FAX NUMBER: (303) 830-7676 969-0263FROM: ~~MICHAEL COHEN~~ Angela ButterPHONE NUMBER: 202 401-3070 / 401-3003MESSAGE: Would like to Set-up Conference call
this afternoon. Please call with a time.
Thanks**CONFIDENTIALITY NOTICE**

THIS TRANSMISSION IS INTENDED FOR AND RESTRICTED TO THE NAMED ADDRESSEE ONLY. IT MAY CONTAIN CONFIDENTIAL AND/OR PRIVILEGED INFORMATION. IF YOU RECEIVE THIS TRANSMISSION IN ERROR, YOU ARE NOTIFIED THAT YOU ARE PROHIBITED FROM READING, COPYING, OR DISSEMINATING THE TRANSMISSION. PLEASE CALL 202-401-3000 TO ARRANGE FOR RETURN OF ANY TRANSMISSION SET IN ERROR. THANK YOU.

3 PAGE(S) TO FOLLOW

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20502

DRAFT

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OCT-20-1995 12:54 FROM CA DEPT OF EDUCATION

TO

914155567242 P.01

NEWS RELEASE

CALIFORNIA DEPARTMENT OF EDUCATION

Contact: Susie Lange

(916) 657-3027

REL#95-55

FAX (916) 657-5101

10/20/95

EASTIN SENDS LETTER TO GOVERNOR REGARDING GOALS 2000 FUNDING

SACRAMENTO—State Superintendent of Public Instruction Delaine Eastin sent the attached letter to Governor Pete Wilson this morning. In the letter Eastin expresses grave concern about the possibility that the governor will return \$42 million to the federal government, which is intended to go directly to California schools to improve education. The programs funded represent a diverse array of locally designed initiatives (see attached examples).

For more information about California's Goals 2000 proposals, contact Robert Agos, Chief Deputy Superintendent for Administrative Services, at (916) 657-2644.

#

Attachments

RECEIVED
OCT 20 1995

OFFICE OF THE SECRETARY'S
REGIONAL REPRESENTATIVE
U.S. DEPARTMENT OF EDUCATION, REGION IX

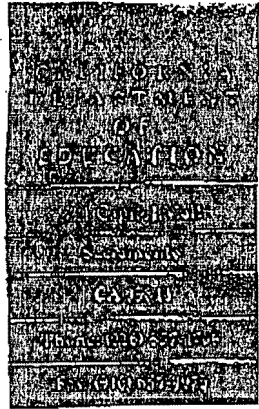
Post-It™ brand fax transmittal memo 7671		# of pages 5
To <i>Ronnie L. Linder</i>	From	
Co.	Co.	
Dept.	Phone #	
Fax # <i>415-556-7242</i>	Fax #	

P.O. Box 944272 • Sacramento, California 94244-2720

OCT-20-1995 12:54 FROM CA DEPT OF EDUCATION

TO

914155567242 P.02

**DELAINE EASTIN**

State Superintendent of Public Instruction

REL#95-55

Attachment 1

1-1-1-1

October 20, 1995

Honorable Pete Wilson
Governor, State of California
State Capitol
Sacramento, CA 95814

Dear Governor Wilson:

Once again I am writing to urge you to release the \$42 million in federal Goals 2000 funds for California schools. I am gravely concerned that our students are being denied access to important programs and services that they need and deserve.

A month ago I wrote to clarify what seemed to be some misunderstanding by your staff about federal constraints on Goals 2000 spending. Over 90 percent of this \$42 million will go to districts to be used for projects designed entirely at the local level which are consistent with their local goals. The proposals have or will be developed by local planning committees made up of parents, community members and educators.

Those projects and the specific amounts allocated were announced to the schools and the media in July. Some examples of the kinds of activities to be funded by schools are attached.

A small portion of the funds will be used at the state level to underwrite implementation of reading, math and technology programs.

I am concerned about a recent newspaper report stating that you are still considering turning California's share of Goals 2000 funds back to the United States Treasury for distribution to the other 46 states that are accepting Goals 2000 funds.

Governor, I can assure you that I find the conditions attached to this grant application to be far less onerous than those associated with such programs as School-to-Work. That grant, you will recall, California applied for and did not receive. In that case we both lamented the loss of nearly \$15 million in federal funds. Let us not turn our noses up at nearly three times as much money for education reform.

OCT-20-1995 12:54 FROM CA DEPT OF EDUCATION

TO

914155567242 P.03

REL#95-55
Attachment 1
2-2-2-2Honorable Pete Wilson
October 20, 1995
Page 2

I am offering, as I did a month ago, to answer any specific concerns that you have about "conditions" or "strings" attached to the funds. Please help me to help our school children.

Let's bring California taxpayers' \$42 million home. I know of no better way to support locally-initiated school reform.

Sincerely,

DELAINE EASTIN
State Superintendent of Public InstructionDE:slr
Attachment

OCT-20-1995 12:55 FROM CA DEPT OF EDUCATION TO

914155567242 P.04

RFL#95-55
Attachment 1
3-3-3-3

Examples of Goals 2000 Activities

DISTRICTS:

San Ramon Valley Unified School District in Contra Costa County will receive \$184,120 to develop and implement a plan based on bench marks for students' work, personal learning plans for all students, and a decentralized budgeting process.

Dinuba Elementary District in Tulare County will use its grant of \$49,600 to review existing restructuring efforts in the district and augment its existing plan with standards of excellence for students, improved assessment, and a process for improving instruction.

Norwalk-La Mirada Unified School District in Los Angeles County will receive \$118,350 to continue development of school-to-career systems, schools that serve the entire community beyond the traditional school day, and to lay out expectations for what students should know and be able to do.

Poway Unified School District in San Diego County, which already has standards for student performance under review, will use its \$296,500 grant to develop assessment standards and the means to enable all students to meet high performance standards.

Los Alamitos Unified School District in Orange County will expand the Reading Recovery and other early literacy programs, and strengthen connections between school and work by developing articulated career path opportunities.

Walnut Valley Unified School District in Los Angeles County will emphasize staff development in reading and mathematics, and develop staff competence in telecommunications and multimedia technologies.

SCHOOLS:

Bellevue School in Arwater Elementary School District will use funds to investigate model reading programs, develop a school-wide computer network, and put in place a Parent Resource Center.

In Santa Clara County, Stonegate Park Community School will support on-campus learning before, during, and after school. **South County Community School** will work with community and government agencies on gang prevention activities.

Mt. Carmel High School in Poway Unified School District will lengthen instructional time to include after-school hours, evenings, and Saturday mornings. In addition, teachers will receive training in diagnosing student needs, students will practice goal setting, and parents will receive training on factors influencing student success.

October 20, 1995

REF: 95-55
Attachment 2

Chronology of Goals 2000

Distribution of Funding

- The Governor has already authorized the expenditure of \$10 million in 1994-95 Goals 2000 funds.
- Of this amount, \$6.2 million has been distributed to 170 consortia that applied for funds and scored well against a set of criteria. The 170 consortia represent 228 districts and over 1800 schools.
- In addition, \$1.5 million was authorized for other local assistance activities, including library grants, Reading Recovery, REACH Network for teachers, and other reading and mathematics improvement projects.
- Of the \$42.1 million available in 1995-96, \$36.8 million will be distributed as subgrants to districts. The \$36.8 million will pay:
 - \$9 million for the final payments on the first year of funding for current subgrants.
 - \$15 million for the second year of funding for the same subgrants.
 - And almost \$15 million for beginning a second grant process which will bring in over 300 additional local school districts.
- Another \$1.1 million of the \$42.1 million will be used for high impact elementary reading projects.

Local Uses of Funds

- Districts receiving Goals 2000 funding may use up to 25% of the grant to develop a local improvement plan with the involvement of a broad-based panel of community members, educators, and parents.
- The remainder of the grant, 75%, is to be distributed to schools for their use in carrying out locally developed school improvement initiatives.
- Goals 2000 represents the first federal education act that helps communities build on and coordinate their existing reform efforts rather than introducing new requirements and regulations.

October 20, 1995

San Francisco Chronicle

THE VOICE OF THE WEST

EDITORIALS

12/20/95

Schools Lose While \$42 Million Sits Idle

GOVERNOR WILSON apparently suffers from post-dropout-syndrome. It is months since he took himself out of the running for the 1996 Republican nomination for president, yet still he plays stealth presidential politics for no other discernible purpose than to tweak the Clinton administration.

Local school districts have applied for federal government funds and have been approved to receive those funds. The districts want the money — a not-insignificant \$42 million state-wide. They have devised their own programs for using the Goals 2000 money, which has such noble aims as improving children's academic

performance in reading, math and science, promoting safety and discouraging drugs and violence, decreasing the dropout rate and raising academic standards.

But school officials must sit twiddling their thumbs while the money sits idle in a Washington account and the governor enjoys a fit of pique — about what is not quite clear.

It is a quiet fit, though. Wilson has kept a low profile since he aborted his run for the presidency in September.

But the effect of his invisibility and lack

of positive leadership that moves the state forward is that all Californians have to focus on are Wilson's niggling antics — in this case antics that deprive schoolchildren of precious funds.

The governor has been careful not to state flatly that he will never accept the money. But his coyness is all the more aggravating since the money has been available since the start of the school year, and individual principals and teachers are at the mercy of Wilson's whims and internal timetable.

In the past, the governor has expressed concerns about micromanagement of schools from the federal level (a very popular theme among Republican primary voters), about federal promises that last only one or two years and then are broken — leaving the districts to make up the deficit — and about a state-by-state peer review of California's plan for use of the funds.

Those concerns either have been addressed or do not amount to enough of a major issue to justify turning down a cool \$42 million for financially-trapped California education.

The California Business Roundtable says take the money. Local schools — the very entities Wilson claims to be protecting — say take the money. Other Republican governors have taken the money, and schoolchildren in their states will soon be reaping the benefits.

California, too, should take the money and the governor should start leading again.

To:
Michael
Cohen
FR:
Mary
Anderson

Pat Callahan

REL#95-58

The California Education Round Table

California Department of Education, California Community Colleges, California State University, University of California, Association of Independent California Colleges and Universities, California Postsecondary Education Commission

October 30, 1995

CALIFORNIA EDUCATION ROUND TABLE TAKES STEPS TO IMPROVE THE STATE'S EDUCATIONAL SYSTEM

SACRAMENTO—The California Education Round Table, representing the leaders of all segments of California education—kindergarten through postdoctoral education—issued an action plan outlining steps to address the state's educational crisis, at a news conference today.

State Superintendent of Public Instruction Delaine Eastin; University of California President Richard Atkinson; California State University Chancellor and current California Education Round Table Chair Barry Munitz; California Community Colleges Chancellor David Mertes; California Postsecondary Education Commission Executive Director Warren Fox; and a representative of independent colleges and universities, Pepperdine President David Davenport, have come together in a unique partnership, seeking solutions to the state's education problems.

Superintendent Eastin said, "This effort resulted from a growing awareness that K-12 student performance is far too low, that students attending the California State Universities (CSU) are too often not prepared for college-level work, and that the pool of eligible students for the University of California (UC) needs to be expanded. I am especially enthusiastic about the prospect of bringing additional community and professional resources, including college students, into our elementary and high schools. We need all of them to help us help children learn."

Chancellor Mertes commented, "The quality of learning improves in every segment when students coming from high school are better prepared for college-level work. The leadership of Superintendent Eastin is central to this entire endeavor."

Chancellor Munitz explained, "Unfortunately, until recently, the segments of the education community have too often seen themselves as separate entities, tending to focus on their own concerns. But we now recognize that our activities are closely interrelated, and we will fail our students if we do not work together more closely on their behalf."

"Working together is particularly crucial because 70 percent of all jobs in the future will require some postsecondary education—and 60 percent of jobs will require skills that only 20 percent of our population currently possess."

RECEIVED
OCT 31 1995

MORE MORE MORE

IDE TO TOWN TRONIC FUTURE

out the tricks and treats in
ld of telecommunications

► See Page C1



MARY TYLER MOORE BACK IN THE NEWS

She writes a telling autobiography,
plays an editor in 'New York News'

► See Page D1



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San Francisco Chronicle

NORTHERN CALIFORNIA'S LARGEST NEWSPAPER

TUESDAY, OCTOBER 31, 1995

415-7

Quebec Secession Vote Falls Just St



Bid to split from Canada loses by 1.2%

By David Crary
Associated Press

Montreal

By a perilously narrow margin, Quebecers heeded pleas for national unity and voted against secession yesterday, sparing Canada a traumatic fracture but leaving the French-speaking province split down the middle.

After losing by barely more than 1 percent of the vote, the separatists defiantly pledged to try again. "To see it escape our grasp is

THE REF

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1995? Yes/No

HOW OUT

50.6%

■ 2,361,376

49.4%

■ 2,307,878

10-31-202-401-0000

Opponents of the secession referendum celebrated by waving Canadian and Quebec flags as election results were announced

Education Reform Plan Proposed

Uniform standards urged for state

By Edward Epstein
Chronicle Staff Writer

Sacramento

The top leaders of California's educational system from kindergarten to universities offered an unprecedented plan yesterday to improve academic performance by requiring students to meet higher standards and providing schools with new resources to help them.

The educators called for uniform high school graduation standards and new statewide tests to let high school freshmen and sophomores know how they are doing.

"It will be essential to articulate content and performance standards for high school graduation with expectations for first-

EDUCATION: Page A11 Col. 1

The Grill Is Gone — Zim's Shuts Its Doors

Fast food fells S.F. restaurant chain

By Steve Rubenstein
Chronicle Staff Writer

Zim's, the chain of San Francisco burger joints founded by a hungry GI who daydreamed of hamburgers and milk shakes during World War II, is no more.

The chain once numbered 25 restaurants, but beset by fast food giants and the city's changing palate, it quietly closed its last three sites last week.

Some longtime workers saw the end coming. Others were sizzling like fries in the vat.

"I was so angry and hurt," said Kim Vallianos, a Zim's waitress for 21 years, after the doors of the restaurant at 3490 California Street were closed and locked by the owner last week without a word to employees. "They never even told us they were sorry."

For 48 years, a Zimburger

represented something more than a fast food burger in a sack. It was bigger, leaner and hotter. With it, according to owner Steve Zimmerman, came "a slice of genuine Bermuda onion, a high quality bun and a very thick slice of tomato." Fast food joints, said Zimmerman, did the chain in.

"To have a Zimburger, fries and a Coke, you're talking eight bucks," said Zimmerman with a sigh. "At McDonald's or Burger King, it's about \$3."

Zim's was founded in 1947 by Zimmerman's father, Art, who returned home from World War II determined to get the taste of K rations out of his mouth. The menu at the first Zim's at Steiner and Lombard streets featured all the stuff Art Zimmerman could not find in the mess line — broiled cheese-

ZIM'S: Page A11 Col. 5



BY VINCE MAGGIORA

The first Cesar Chavez sign was raised at the Folsom on March 31

Army-Chavez Street Fight Goes to V

Neighbors at odds on changing name

By Carl Nolt
Chronicle Staff Writer

Politics can get pr sometimes, but San Francisco's Board of Supervisors is now debating a proposition on next

all the of quar neighbor again bor.

The battle is over w one of San Francisco's brated streets. Until the changed to Cesar Chavez the Board of Supervisor ary, it was called Army Proposition O, which v the ballot by an initiati

STREET: Page A11 Col. 1

✓ A NEW 'GOLDEN AGE' FOR OFFBEAT TYPES

They're Not Goofy, Just Eccentric

By Edward Epstein
Chronicle Staff Writer

"Professor" Bill Steed is president, dean of frogs and the only faculty member at Croaker College, a one-of-a-kind institution of amphibian higher education in Emeryville.

Diana Stoneberg of Los Angeles is an "automatic writer" who at times can draw what she says are ancient Chinese characters even though she does not know any Chinese.

And Gary Holloway of San Francisco likes to go around

'Eccentrics' Book Review
SEE DATEBOOK, PAGE D5

town dressed as a Franciscan monk, owns a collection of almost 1,000 tea and cocoa tins, is an expert on obscure British colonies such as Tristan da Cunha, and is president and founder of the Martin Van Buren Fan Club.

The common thread? According to Dr. David Weeks, a neuropsychologist, all three are certified eccentrics. A would-be eccentric himself, Weeks since 1984 has studied thousands of

people who "have thrown off the constraints of normal life to let themselves do exactly as they please — and anyone who doesn't like it be damned."

Weeks says eccentricity is enjoying a new golden age in the United States. He speculates that this is an outgrowth of the beatnik and hippie movements, coupled with the American tradition of political rebelliousness.

Of course, eccentricity has been a way of life for San Franciscans since the storied days of

ECCENTRICS: Page A6 Col. 1

EDUCATION: New Standards

From Page 1

year students entering higher education," said the report of the California Education Round Table.

That almost certainly means that high school would get more rigorous for many students in schools that traditionally have not been at the top of the academic heap.

The plan also calls for improved teacher training, more classroom use of computers and asking more university students and senior citizens to work in elementary and high schools as tutors, teachers' aides and role models.

The plan suggests that colleges might even pay college students small salaries for their work, along with giving them academic credit. The University of California's new president, Richard Atkinson, has already made such a program one of his top priorities.

There is no strict timetable for implementing the plan, which requires coordination among various components of the state education system as well as some help from the Legislature.

The power behind the plan comes from the clout of its authors, who meet together as the Round Table. They are the state superintendent of public instruction, the president of the University of California, the chancellors of the California State University and community college systems, the head of the state Postsecondary Education Commission and a representative of the state's private universities.

"For too long, we've gone about our own business. We haven't seen each other as partners," Delaine Eastin, state superintendent of public instruction, said at a press conference of the roundtable's leaders.

But under the pressure of tight budgets, the need to educate a big new wave of young people entering schools — the so-called Tidal Wave II — and the fact that students' test scores still lag, the educational power structure is coming together as never before.

One of the specific steps the leaders outlined calls for forming task forces on education in mathematics and English to come up with single statewide high school standards for graduation. These would be developed in conjunction with UC and the CSU to allow students to see how they are doing in meeting the two systems' admis-

year 2001. Across the 21-campus CSU system, about 60 percent of incoming freshmen for the 1993 school year required remedial classes in one or both of these subjects.

After 2001, students who do not meet the admission requirement would be sent to community colleges to bring their course work up to CSU level.

The proposal has met with withering criticism, in large part from students, parents and teachers who say that students already well along in elementary or middle school cannot be expected to suddenly meet higher standards.

Yesterday, CSU Chancellor Barry Munitz said that when his board of trustees votes on the plan in January they most likely will delay implementation. The effective date might be the year 2004, meaning that today's fourth-graders would be the first ones affected.

The plan announced yesterday also revives the idea of a statewide test of public school students, following the abandonment of the controversial California Learning Assessment System test. This time, Eastin said, the idea is to test high school freshman and sophomores in reading, math and writing. The tests would be formulated with UC and CSU admission standards specifically in mind.

Students, parents and teachers would be informed of the results, to let them know how each student was progressing.

"The earlier we can start this program, the earlier we can impose standards, the sooner we get this message out to all students, the better off we'll be," said Munitz.

Today will see another first, as the CSU board of trustees, the state community college board and the state Board of Education hold a joint one-day meeting at Cal State Sacramento to zero in on the issue of improving high school students' English and math abilities.

One big issue arising from CSU's idea of getting out of the remedial education business is the pressure this would place on high schools to improve students' scores and on community colleges to handle increased enrollments.

In an additional show of unity and impatience with slow progress in reforming schools, the leaders of the Education Roundtable announced yesterday that they have received a \$420,000 grant from the William and Flora Hewlett Foun-

decision, it lowered the threshold for such claims and said "inadequately explained evidence of a significant statistical disparity in the race of those prosecuted suffices" to suggest that racism may be involved.

"Few claims (are) as serious as the charge put forth here — that the government has selected them for prosecution because of their race," Judge Stephen Reinhardt wrote for the majority.

The decision upheld a judge's order requiring federal prosecutors to supply information on at least 3,000 drug cases processed over the past three years, including a racial breakdown and the basis for deciding which cases were sent to federal vs. state court.

The difference between federal and state prosecution can be crucial. People convicted in federal court of having more than 50 grams of crack get at least 10 years and possibly life in prison. But the same charge in a California state court will yield a prison term of five years or less, lawyers say. Generally, federal officials say, they prosecute major dealers and suspects with long criminal records.

A public defender representing five young black men arrested in the Inglewood area of Los Angeles had raised the claim, showing that 24 consecutive federal crack cases in 1991 involved blacks.

The U.S. attorney's office, backed up by the Clinton administration, countered that such numbers were meaningless. Last year, it noted, all the antitrust defendants charged in federal court, and nearly all those charged with pornography and LSD violations, were white.

When the prosecutors refused to comply with the federal appellate order, U.S. District Judge Consuela Marshall in Los Angeles dismissed the indictments of the five defendants.

The government urged the Supreme Court to reverse the appel-

er's attempt to... validated Georgia law... had allowed grandpa... win court-ordered visita... with their grandchildren... parents' objections.
■ Rejected the appeal... ican businessman Ruben... Arce, sentenced to life in... on for his role in the 198... nap, torture and slaying... U.S. drug agent Enrique... morena.

late decision so prosecu... spend their time "pro... crime... instead of chas... tics." Otherwise, it said... lawyers will be encoura... on "fishing expeditions."

Yesterday, the hig... agreed to hear the gove... appeal in U.S. vs. Armstro... ing is due by July.

The court's action co... a recent report that de... soaring number of you... men in prison. A study... Justice Department dat... ed that about one in th... black men was either be... on parole or on probatio... ing at the Million Man... Washington two weeks... Rev. Jesse Jackson blar... numbers on harsh drug l... racially biased justice sy

Unquestionably, the... Abuse Act of 1986 has b... pact. It set a five-year n... federal prison term fo... convicted of having five... more of crack and a 10... for anyone with 50 gram

In the Los Angeles ca... attorneys say the nur... easy to explain. "Jamai... tians and black street ga... nate the large-scale ma... and distribution of cra... wide." Solicitor Genera... Days III said, and "bl... gangs dominate the dist... crack in the Los Angele

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rigorous for many students in schools that traditionally have not been at the top of the academic heap.

The plan also calls for improved teacher training, more classroom use of computers and asking more university students and senior citizens to work in elementary and high schools as tutors, teachers' aides and role models.

The plan suggests that colleges might even pay college students small salaries for their work, along with giving them academic credit. The University of California's new president, Richard Atkinson, has already made such a program one of his top priorities.

There is no strict timetable for implementing the plan, which requires coordination among various components of the state education system as well as some help from the Legislature.

The power behind the plan comes from the clout of its authors, who meet together as the Round Table. They are the state superintendent of public instruction, the president of the University of California, the chancellors of the California State University and community college systems, the head of the state Postsecondary Education Commission and a representative of the state's private universities.

"For too long, we've gone about our own business. We haven't seen each other as partners," Delaine Eastin, state superintendent of public instruction, said at a press conference of the roundtable's leaders.

But under the pressure of tight budgets, the need to educate a big new wave of young people entering schools — the so-called Tidal Wave II — and the fact that students' test scores still lag, the educational power structure is coming together as never before.

One of the specific steps the leaders outlined calls for forming task forces on education in mathematics and English to come up with single statewide high school standards for graduation. These would be developed in conjunction with UC and the CSU to allow students to see how they are doing in meeting the two systems' admission requirements.

CSU is considering a controversial proposal to abolish remedial classes in English and math in the

meet the admission requirement would be sent to community colleges to bring their course work up to CSU level.

The proposal has met with withering criticism, in large part from students, parents and teachers who say that students already well along in elementary or middle school cannot be expected to suddenly meet higher standards.

Yesterday, CSU Chancellor Barry Munitz said that when his board of trustees votes on the plan in January they most likely will delay implementation. The effective date might be the year 2004, meaning that today's fourth-graders would be the first ones affected.

The plan announced yesterday also revives the idea of a statewide test of public school students, following the abandonment of the controversial California Learning Assessment System test. This time, Eastin said, the idea is to test high school freshman and sophomores in reading, math and writing. The tests would be formulated with UC and CSU admission standards specifically in mind.

Students, parents and teachers would be informed of the results, to let them know how each student was progressing.

"The earlier we can start this program, the earlier we can impose standards, the sooner we get this message out to all students, the better off we'll be," said Munitz.

Today will see another first, as the CSU board of trustees, the state community college board and the state Board of Education hold a joint one-day meeting at Cal State Sacramento to zero in on the issue of improving high school students' English and math abilities.

One big issue arising from CSU's idea of getting out of the remedial education business is the pressure this would place on high schools to improve students' scores and on community colleges to handle increased enrollments.

In an additional show of unity and impatience with slow progress in reforming schools, the leaders of the Education Roundtable announced yesterday that they have received a \$420,000 grant from the William and Flora Hewlett Foundation of Menlo Park to undertake their own re-evaluation of the state Master Plan for Higher Education, now 35 years old.

for prosecution because of their race," Judge Stephen Reinhardt wrote for the majority.

The decision upheld a judge's order requiring federal prosecutors to supply information on at least 3,000 drug cases processed over the past three years, including a racial breakdown and the basis for deciding which cases were sent to federal vs. state court.

The difference between federal and state prosecution can be crucial. People convicted in federal court of having more than 50 grams of crack get at least 10 years and possibly life in prison. But the same charge in a California state court will yield a prison term of five years or less, lawyers say. Generally, federal officials say, they prosecute major dealers and suspects with long criminal records.

A public defender representing five young black men arrested in the Inglewood area of Los Angeles had raised the claim, showing that 24 consecutive federal crack cases in 1991 involved blacks.

The U.S. attorney's office, backed up by the Clinton administration, countered that such numbers were meaningless. Last year, it noted, all the antitrust defendants charged in federal court, and nearly all those charged with pornography and LSD violations, were white.

When the prosecutors refused to comply with the federal appellate order, U.S. District Judge Consuela Marshall in Los Angeles dismissed the indictments of the five defendants.

The government urged the Supreme Court to reverse the appel-

nap, torture and slaying of U.S. drug agent Enrique C. Marena.

Associated

late decision so prosecutors spend their time "prosecuting crime ... instead of chasing tactics." Otherwise, it said, defense lawyers will be encouraged on "fishing expeditions."

Yesterday, the high court agreed to hear the government appeal in U.S. vs. Armstrong, which is due by July.

The court's action comes in the wake of a recent report that decimated the number of young black men in prison. A study by the Justice Department data showed that about one in three black men was either behind bars on parole or on probation. In a recent case, the Supreme Court, in the Million Man March in Washington two weeks ago, Rev. Jesse Jackson blamed the numbers on harsh drug laws and a racially biased justice system.

Unquestionably, the Anti-Racketeering and Corrupt Activities Act of 1986 has had a major impact. It set a five-year mandatory federal prison term for a convicted felon having five or more grams of crack and a 10-year term for anyone with 50 grams or more.

In the Los Angeles case, federal attorneys say the numbers are easy to explain. "Jamaican street gangs and black street gangs dominate the large-scale manufacture and distribution of crack nationwide," Solicitor General D. Michael Hayes III said, and "black gangs dominate the distribution of crack in the Los Angeles area."

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October 15, 1995

#19

Goals 2000 and California Education: Devolution in Retreat? -

By Lance T. Izumi and Natalie Williams*

EXECUTIVE SUMMARY

Few topics in recent years have inflamed parents and grassroots education activists as the Clinton administration's Goals 2000: Educate America Act, passed in 1994. Although the law's supporters contend that Goals 2000 is merely a helpful attempt to increase academic standards in K-12 education, the authors of this study find that in any common sense reading of the law, power is transferred from state and local education authorities to the federal bureaucracy in Washington.

The law makes mandatory a wide variety of federal dictates, controls education's purse strings, requires national standards, issues federal "skill certificates," imposes new regulations, and manipulates state and local assessments. In so doing, Goals 2000 radically alters the education decisionmaking landscape by centralizing policymaking at the federal level, leaving the states and localities to carry out Washington's dictates.

The major findings of this study include:

- Drafters of the Goals 2000 law use the command "will" at least forty-five times in describing what the federal government expects states and local districts to do to accomplish the Act's eight national goals. The more permissive "should" is used only three times.

- Goals 2000 creates a wide variety of bureaucracies (e.g., the National Goals Panel, regional education laboratories, federal education research institutes, etc.) which are endowed with wide "advocacy" powers in order to get states and localities to implement the national goals and objectives contained in the Act.
- Once a state accepts federal Goals 2000 money, it must implement the national goals and objectives of Goals 2000. According to the Act, any state that applies for Goals 2000 funding must devise a state improvement plan that incorporates "strategies for meeting the National Education Goals."
- Through its control of the purse, the federal government will increase its influence over school curricula. Washington explicitly recommends that states include "gender equitable and multicultural materials" in its improvement strategies.
- Goals 2000 tells states how to cut their education pie and in some cases even dictates the size of the pie (the level of spending) and mandates what social services schools are to provide on campus.
- Goals 2000 creates a National Skills Standards Board that will endorse a broad spectrum of skills standards to be considered by business and employers when hiring. The related School-to-Work law strongly encourages states to issue "skill certificates" to students who supposedly have met the skills standards promulgated by the National Skills Standards Board. Schools and students who refuse to participate in the skill-certificate program will be at a disadvantage in the job market.
- Even though compliance with Goals 2000 is "voluntary" for states, the law holds disadvantaged children hostage to its dictates. Goals 2000 requires states that receive federal money under the Improving America's Schools Act of 1994 (IASA) to align state assessments, curriculum, and professional teacher development programs with the standards contained in the Goals 2000 law. California is slated to receive more than \$1 billion in IASA money in 1995-96; two-thirds of this money goes to "compensatory education."
- Goals 2000 may impose radical and untried ideas on most of the nation, but its objectives are already mirrored in California's subject frameworks and its statewide assessment (both the defunct CLAS test and the proposed new assessment). In other words, California has "been there, done that." Since student performance in California has continued to fall under these frameworks, we can expect no improvement if California decides to participate in Goals 2000.

INTRODUCTION

"We seek to support and encourage; we do not dictate or determine local or state policy."

*Richard Riley
U.S. Secretary of Education*

"In the future, because of Goals 2000 and its tight linkage to the Elementary and Secondary Education Act. . . federal regulation may extend much more directly into what is taught, how it is taught, the conditions in which it is taught, and how it is tested."

*Diane Ravitch
former Assistant Secretary of Education
U.S. Department of Education*

In 1989, the nation's governors met with President Bush and issued a list of six education goals that they wanted America to achieve by the year 2000. Then-governor of Arkansas Bill Clinton was a big proponent of this goal-setting process, which combined national leadership with state innovation and flexibility. There were no federal dollars involved, and no new federal bureaucracy was created to administer it. It was a state-centered program pledged to broad national goals, with the key role of policy development left to the governors of the 50 states.

But once Clinton moved from the statehouse to the White House, he abandoned this state-centered program. Instead of a *national* program of statehouse leadership, it became a *federal government* initiative—a distinction that has been lost or forgotten by many of the governors who had joined the Bush initiative. The original six goals were expanded to eight by Clinton and his new Secretary of Education, Richard Riley, and the eight goals were tied to the reauthorization of the Elementary and Secondary Education Act, which channels billions of dollars to local school districts.

Why has Goals 2000 become controversial? After all, what could be wrong with wanting American students to be number one in the world in math and science? Or wanting every American adult to be literate? Or wanting to increase parental involvement?

The answer, of course, is that there is nothing wrong with desiring these and some of the other laudable goals contained in the Goals 2000 law. However, as with many worthwhile objectives, the means to the ends are just as important as the ends themselves. And in the case of Goals 2000, the means contained in the law's more than 150 pages of fine print should give great pause to anyone who takes seriously the notion of state and local control of education.

This paper, a joint publication of the Pacific Research Institute and the Claremont Institute, examines the fine print in Goals 2000 and focuses on how this law will affect California's public education system—and by inference, the public school systems in other states. Although the law has been seen by many as helpful at best and innocuous at worst, the authors of this study find that Goals 2000 threatens to dominate and control its subject area and concentrate decision-making power in a few unelected officials in Washington. For this reason, it is fair to call it "devolution in retreat," a step backward to greater centralization of authority, not forward to more state and local responsibility. As such, it is a piece of warmed-over 1970s legislation, not a progressive step into the 21st Century.

MECHANISMS OF FEDERAL CONTROL

Congress and the Clinton administration were well aware of the suspicion that had grown in many quarters regarding Goals 2000's potential for federal usurpation of educational decision-making authority. The Goals 2000 law, therefore, specifically cites past laws enacted by Congress that reserves responsibility for education to the states and local school systems. Section 319 of the Goals 2000: Educate America Act (hereafter "the Act") notes:

Public Law 96-88 specified that the establishment of the Department of Education shall not increase the authority of the Federal Government over education or diminish the responsibility for education which is reserved to the States and local school systems and other instrumentalities of the States.¹

This statement is more than a little disingenuous, however, since everyone knows that the vast array of federal programs that funnel federal tax dollars to the states all come with strings and conditions that increase Washington's control over what goes on at local levels. For example, many public schools in low-income areas must ensure that their actions conform to Washington's requirements if they are to receive the millions of federal dollars earmarked for disadvantaged children.

Still, the Act maintains that:

Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.²

¹ "Goals 2000: Educate America Act," Public Law 103-227, March 31, 1994, Section 319, p. 187.

² Ibid., Section 318, p. 186.

Viewed in isolation, this provision seems to preclude the type of federal intrusion that has become all too familiar over the last thirty years. Unfortunately, the Act is laden with terminology, programs and incentives that clearly contradict this supposed respect for the autonomy of states and local jurisdictions.

In Title I, which lays out the eight national education goals and the thirty-five objectives listed under the goals, there is a troubling pattern of word usage that indicates a greater willingness by the federal government to impose its will than it would have the public believe.³ Although the Clinton administration emphasizes the voluntary nature of the goals, the Act uses the command word "will" at least forty-five times in describing what the federal government expects states, localities, and individuals to do to accomplish the various goals.

Thus, one finds dictates such as:

All children will have access to high-quality and developmentally appropriate preschool programs. . . .

Parents will have access to the training and support parents need.

Children will receive the nutrition, physical activity, experiences, and health care needed to arrive at school with healthy minds and bodies. . . .

All students will be knowledgeable about the diverse cultural heritage of this Nation. . .

All teachers will have access to preservice teacher education and continuing professional development activities. . . .

States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators. . . .

Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities. . . .

Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program. . . .⁴ (Emphases added.)

³ Ibid., Section 102. See the Appendix at the end of this paper for a listing and analysis of the eight national goals contained in the Act.

⁴ Ibid., Section 102, pp. 130-133.

What are the meanings of phrases such as "will have access to," "will offer," "will develop," and "will create"? Do they not mean that states and local school districts have an obligation to create a plethora of new programs to fulfill the imperatives of the Act?

It is obvious that the use of the command word "will" was deliberate. In Title I, the permissive word "should" is used as well, but only three times. Thus, for example:

Community-based teams should be organized to provide students and teachers with needed support.

Every school should work to eliminate sexual harassment.⁵ (Emphases added.)

Why the difference? One expert on legal drafting observes that the word "will" not only expresses a future contingency, but also, "when the relationship is a delicate one, expresses both parties' obligations."⁶ Under such a definition of "will," the states could find themselves forced to implement the goals' many objectives (especially if, as will be discussed later, the states decide to accept the federal funding attached to the Act).

A principal problem that arises from such word usage is judicial interpretation in future court cases. Recent judicial history is replete with examples of courts making critical changes in public policy through loose interpretations of the words in laws. The word "will" is not permissive; it is a mandate to do a specific thing, and federal courts will likely interpret it that way.

New Bureaucracies

Another concern is the various federal entities that are created under the Act. For instance, the National Education Goals Panel is empowered to report progress that the states and the nation are making toward achieving the goals of the Act. Among the Goals Panel's duties is to "identify actions that should be taken by Federal, State, and local governments to enhance progress toward achieving the National Education Goals and to provide all students with a fair opportunity to learn."⁷ Although states and local jurisdictions may decide to ignore the identified actions, as we discuss in the following section on the federal "purse," resisting federal "advice" will not be as easy as it may seem.

The Goals Panel is also charged with an advocacy mission:

⁵ Ibid.

⁶ Bryan A. Garner, *Advanced Legal Drafting* (Dallas, TX: Law Prose, Inc. 1994), p. 13.

⁷ "Goals 2000," Section 203, p. 136.

The Goals panel shall help build a nationwide, bipartisan consensus for the reforms necessary to achieve the National Education Goals.⁸

Statements by Colorado Governor Roy Romer, an active supporter of Goals 2000, demonstrate what type of advocacy one can expect from the Goals Panel and its bureaucratic subgroups. According to Romer, Goals 2000 is in trouble because "parents and voters oppose the scheme." In view of this skepticism on the part of the public, Romer is encouraging the Goals Panel's subgroups to work with business executives and state legislators who have been resistant to Goals 2000. In other words, if local leaders aren't showing the proper enthusiasm, they must be educated and propagandized until they come around. The federal goals will drive local reforms, not the other way around.

The Act also creates Resource and Technical Planning Groups on School Readiness. A primary duty of these Groups is to "create clear guidelines regarding the nature, functions, and uses of early childhood assessments, including assessment formats that are appropriate for use in culturally and linguistically diverse communities, based on model elements of school readiness."⁹ What is the force of these guidelines? Will the federal government determine the validity of assessments in areas such as bilingualism? Even though the Planning Groups are supposed to operate in an advisory capacity, in California their guidelines could have a disproportionate impact on the state's assessment programs. The assessment debate in California continues to rage after last year's California Learning Assessment System (CLAS) debacle, leaving an open field for federal influence.

A major body created by the Act, the National Education Standards and Improvement Council (NESIC), which is charged with overseeing the creation of the voluntary national content and student performance standards, is currently the target of defunding moves in Congress. Although still not officially dead, the NESIC will not be a factor for some time, if at all (at present, no nominations have been put forward for any Council member positions). It should be remembered, however, that the NESIC's possible demise does not eliminate the national standards themselves, or the fact that states receiving federal funds will have to meet those standards.

The Act also creates a number of federal research institutes. The problem with these institutes is that the mission outlined for them in the Act contains provisions that would turn them into advocacy organizations. For example, the National Institute on Student Achievement, Curriculum and Assessment (NISACA) is charged with, among other things, identifying:

⁸ Ibid., Section 203(6), p. 136.

⁹ Ibid., Section 207, p. 138.

- (viii) the impact and effectiveness of Federal, State, and local efforts to provide gender-fair educational opportunities to elementary and secondary students;
- (ix) programs, policies, and approaches which promote gender equity in elementary and secondary education.¹⁰

Given this charter, what would the Institute have to say about recent efforts by African-American parents to create single-sex schools, which have been shown to improve the achievement and discipline of children, especially male children, in that community? It is hard to imagine that such innovations would be able to receive a fair hearing and analysis.

Another group of bureaucracies created by the Act, which have so far received little attention, are the "regional educational laboratories." Under Section 941(h) of the Act, the United States would be divided up into regions each having a regional educational laboratory. States participating in Goals 2000 must give their consent to the formation of these laboratories through their chief state school officials and their state boards of education. The mission of the labs is to promote reform efforts. The labs are supposed to be, among other things, a resource for schools within the region.

Although the regional labs may prove to be innocuous, they are simply another layer of bureaucracy that have the potential to impose their will on local schools. The regional labs will be governed by an unelected, appointed board made up of various state officials and special interest representatives. Among its main duties, the board:

Directs the regional educational laboratory to carry out the laboratory's duties in a manner as will make progress toward achieving the National Education Goals and reforming schools and education systems.¹¹

Like the Goals Panel and the research institutes, the board and the labs are given an advocacy mission.

Potentially more damaging to local control of schools is the labs' stated duty to:

Facilitate school restructuring at the individual school level, including technical assistance for adapting model demonstration grant programs to each school.¹²

¹⁰ Ibid., Section 931(d)(2)(A), p. 232.

¹¹ Ibid., Section 941(h)(6)(A)(v), p. 253.

¹² Ibid., Section 941(h)(3)(D), p. 251.

This duty is much more interventionist than simply supplying educational research to state and local school agencies. Furthermore, "restructuring" has become a buzz word in many education circles for changing school curricula and school governance and for promoting the controversial principles of outcome-based education. The fact that unelected bureaucratic entities such as the regional educational labs have, as a primary duty, the facilitation of this controversial concept at the school site level is an open invitation to unwanted federally-sponsored meddling into local decision-making.

Federal Requirements Come with the Money

Perhaps the most pernicious instrument of federal control of state and local education policy is the additional federal funding that is made available by the Goals 2000 Act. Under Title III of the Act, \$400 million was authorized for fiscal year 1994-95 for the purpose of allowing the federal government to make allotments to the states. In order for states to receive this funding they must, unsurprisingly, meet a number of requirements contained in the Act.

What are those requirements? According to Section 306 of the Act, "any State educational agency that wishes to receive an allotment under [Title III] after its first year of participation shall develop and implement a State improvement plan for the improvement of elementary and secondary education in the State."¹³ In turn, the required state improvement plan must itself meet an important requirement:

Each State educational agency, with broad-based classroom teacher input, shall establish and include in its State improvement plan strategies for meeting the National Education Goals by improving teaching and learning and students' mastery of basic and advanced skills. . . .¹⁴

In order for the states to get the Goals 2000 money, they must adhere to the goals, objectives and standards laid out by the Act. The minute any state decides to accept any part of the Goals 2000 largesse, the supposedly "voluntary" goals become mandatory.

But this is not all. The Act not only requires that states abide by its goals, it also lists the strategies that they must follow in order to meet the goals. Alarming, these required strategies open the door to radical policy-meddling by federal officials. For example, a state strategy must include:

A process for aligning State or local curricula, instructional materials, and State assessments with the State content standards and State student performance standards.¹⁵

¹³ Ibid., Section 306, p. 160.

¹⁴ Ibid., Section 306(c), p. 162.

¹⁵ Ibid., Section 306(c)(1)(C), p. 163.

The trouble is that under Goals 2000, state content and student performance standards are heavily influenced by the federal government. (This influence is explained in detail below.) The federal government will therefore have a heavy influence on the curricula, books and tests of local schools.

What kinds of books and materials does the federal government wish to promote? Again, the Act explicitly recommends that state strategies include:

A process for developing, selecting, or recommending instructional materials, including gender equitable and multicultural materials, and technology to support and assist local educational agencies and schools to provide all students the opportunity to meet State content standards and State student performance standards.¹⁶

Gender-equity and multiculturalist textbooks and materials have caused extreme controversy and division among parents and state and local school officials. Many of these works are infused with anti-male and anti-Western biases, and often rely more on polemics than on objective scholarship. Yet this is the type of instructional material that Washington singles out for inclusion in state strategies.

Further, the Act seeks to affect the exact ways in which states divide their education budget pie. The Act recommends that strategies include:

Assessing the effectiveness and equity of the school finance program of the State to identify disparities in the resources available to each local educational agency and school in such State and how such disparities affect the ability of the State educational agency and local educational agencies to develop and implement plans under [Title III].¹⁷

In view of provisions such as this, the Act's pretense of not directing how a state or locality allocates its resources is no more than empty rhetoric.

A good example of the gap between a good goal and bad means can be found in the Act's standards regarding parental and community involvement. On the positive side, the Act requires that:

Each State improvement plan shall describe strategies for how the State educational agency will involve parents and other community representatives in planning, designing, and implementing the State improvement plan. . . .¹⁸

¹⁶ Ibid., Section 306(c)(2)(C), p. 163.

¹⁷ Ibid., Section 306(c)(2)(B), p. 163.

¹⁸ Ibid., Section 306(f), p. 164.

The strategy described by the Act as a way to achieve parental and community involvement raises very serious questions. The Act envisions a strategy which will result in:

Increasing the access of all students to social services, health care, nutrition, related services, and child care services, and locating such services in schools, cooperating service agencies, community-based centers, or other convenient sites designed to provide "one-stop shopping" for parents and students.¹⁹

To what social services must the state and local jurisdictions provide "access" to? What types of health care services? Perhaps those "reproductive services" advocated by former Surgeon General Joycelyn Elders? And what types of child care services? And how appropriate is it to locate these services on school campuses? Is this not another example of schools taking on new roles that divert it from its primary mission—to teach?

Carrots and Sticks: Federal Approval of State Plans and Strategies

Although Goals 2000 advocates in California downplay the mandatory nature of the state improvement plans and the strategies required to implement them, there is no getting around the fact that under Section 307 of the Act, it is the federal Secretary of Education who has approval power over a state's application for funding under the Act. More important, after the first year of funding, the Secretary will approve further funding only if he has approved the state improvement plan and has determined "that the State has made substantial progress in developing its State improvement plan and will implement such plan not later than the end of the second year of participation."²⁰

This process raises important questions, such as:

- Does the state's improvement plan and accompanying strategies include gender equitable and multicultural textbooks?
- Does it include an "equitable" distribution (at least in Washington's eyes) of state education budget dollars?
- Are large numbers of social services, including perhaps even reproductive services, available to the state's children?
- Has the state included in its plan and strategies ways to implement the thirty-five objectives listed under the eight national goals?

¹⁹ Ibid., Section 306(f)(2), p. 164.

²⁰ Ibid., Section 307(b)(1)(B), p. 167.

The answers to such questions could determine whether the federal Secretary decides to bestow a Goals 2000 grant on a state. In other words, the federal Secretary has significant discretionary power to accept or reject a state's application based on the state's adherence to Washington's policies. Given that states have historically accepted federal dictates that translate to more dollars in their budgets, there will be powerful and irresistible pressure on states to conform to federal education policies.

It is not just the Secretary's power to approve a state's improvement plan that gives his agency carrot-and-stick leverage. According to Section 317 of the Act, the Secretary of Education can award technology grants to states that, as part of their state improvement plans, include:

[A] systemic statewide plan to increase the use of state-of-the-art technologies that enhance elementary and secondary student learning and staff development in support of the National Education Goals and State content standards and State student performance standards.²¹

Again, behind the promise of money is the requirement that the federal goals be promoted. It is also instructive to note that the Act dictates how the states allocate the funds they receive under its auspices. After the first year of funding, at least ninety percent of a state's allotment must be used either to fund the state improvement plan at the local level or "to improve educator preservice programs and for professional development activities that are consistent with the State improvement plan."²² The remaining ten percent or less can be used for state activities such as promoting public magnet and charter schools; supporting contracting with private management organizations to reform schools; and supporting violence-reduction programs in schools. In essence, teachers are given access to the vast majority of the Act's funds, but supporters of cutting-edge reforms such as charter schools and private contracting have access to only a tiny fraction of these funds.

Even supporters of Goals 2000 admit that there are potential control problems if states decide to take the Act's funding. California's state Legislative Analyst's Office (LAO), which supports California's participation in the Act, nevertheless warns that "Taking advantage of the federal framework is not risk-free. . . ." The LAO realizes that the voluntary nature of the Act is more illusion than reality:

The state would always be able to opt out of Goals 2000 if it appeared federal policy making was interfering with state or local authority. (Of course, California would also

²¹ Ibid., Section 317(b)(1), p. 184.

²² Ibid., Section 308(b)(1)(B), p. 168.

have to relinquish the federal funds provided under Goals 2000, which would not be easy.)²³

The amount of money California has received under the Act has been modest thus far. In 1994-1995, California was allocated \$10 million. For 1995-1996, however, California is to receive \$42 million. After that, the amount increases even more dramatically. How easy will it be for the state to withdraw after local districts become dependent on this money? And remember, only the state has this option; California's 1,002 districts will have no such option.

GOALS 2000 AND THE FEDERAL SCHOOL-TO-WORK LAW

Usurping local decision-making power is just one troubling aspect of the Goals 2000 Act. Equally disturbing is the Act's intrusion into the private labor market. Under the Act, a National Skill Standards Board is established, the purpose of which is:

... to serve as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of attainment of skill standards.²⁴

Why the need for "skill standards"? According to the Act, the standards, assessment, and certification are to be used:

(A) by the Nation, to ensure the development of a high skills, high quality, high performance workforce, including the most skilled front-line workforce in the world;

(B) by industries, as a vehicle for informing training providers and prospective employees of skills necessary for employment;

(C) by employers, to assist in evaluating the skill levels of prospective employees and to assist in the training of current employees;

(D) by labor organizations, to enhance the employment security of workers by providing portable credentials and skills;

(E) by workers, to—

(i) obtain certifications of their skills to protect against dislocation;

(ii) pursue career advancement; and

²³ Legislative Analyst's Office, "Implementing New Federal Education Legislation," Sacramento, CA, February 1995, p. 7.

²⁴ "Goals 2000," Section 502, p. 191.

(iii) enhance their ability to reenter the workforce;

(F) by students and entry level workers, to determine the skill levels and competencies needed to be obtained in order to compete effectively for high wage jobs;

(G) by training providers and educators, to determine appropriate training services to offer.²⁵

In other words, *everybody* should be using these skill standards.

As with the Act's national goals, skill standards may, at first, seem like a good idea, especially in view of employer complaints about the quality of new workers coming out of the public schools. Unfortunately, the envisioned skill standards, like the national goals, are a Pandora's box of federal entanglement in local education and the private sector job market.

The National Skills Standards Board will, after conferring with representatives of business, labor, education, and various other organizations, adopt skill standards for a broad spectrum of private industries (the Act refers to "broad clusters of major occupations"²⁶). These standards must take into account, among other things, standards used in other countries, requirements of work organizations, and, perhaps most importantly, "content and performance standards" certified by the National Education Goals Panel.²⁷ Thus, the education standards created by the National Education Goals Panel will be incorporated into the national skills standards that Washington wants employers to use. It is apparent that the Clinton administration wants the business community to pressure local schools to use the education standards contained in the Act so that students will be able (supposedly) to meet the new skill standards.

Goals 2000 supporters will undoubtedly point out that, like other provisions in the Act, the skills standards will be voluntary. However, like these other "voluntary" provisions, closer scrutiny shows that there is less "voluntariness" here than meets the eye.

To judge fully just how "voluntary" the skills standards are, it is necessary to look at the federal School-To-Work Opportunities Act of 1994 (referred to below as STW), which is a companion law to the Goals 2000 Act. According to its stated purpose, STW establishes:

... a national framework within which all States can create statewide School-to-Work Opportunities systems that—

²⁵ Ibid.

²⁶ Ibid., Section 504(a), p. 195.

²⁷ Ibid., Section 505(d)(1)(B)(III), p. 197.

(A) are part of comprehensive education reform;

(B) are integrated with the systems developed under Goals 2000: Educate America Act and the National Skill Standards Act of 1994; and

(C) offer opportunities for all students to participate in a performance-based education training program. ...²⁸

In addition, STW explicitly states that another of its purposes is:

... to further the National Education Goals set forth in Title I of the Goals 2000: Educate America Act.²⁹

STW, therefore, exists in large part simply to further the reach of Goals 2000.

One of the principal tools used by STW to ensure that the ideology of Goals 2000 becomes part of both school and workplace is the creation of a "skill certificate." According to STW, a skills certificate is:

... a portable, industry-recognized credential issued by a School-to-Work Opportunities program under an approved State plan, that certifies that a student has mastered skills at levels that are at least as challenging as skill standards endorsed by the National Skill Standards Board established under the National Skill Standards Act of 1994, except that until such skill standards are developed, the term "skill certificate" means a credential issued under a process described in the approved State plan.³⁰

Why is this skill certificate so critical? If the government is handing out skill certificates to select students, then these students will, at least initially, have an advantage

over those students who do not have a certificate when it comes to getting a job or perhaps getting into college. The problem then becomes two-fold. First, those states and local jurisdictions that want to resist participation in Goals 2000 will feel pressure to reverse their position because students from states and localities participating in Goals 2000/ STW will be receiving skill certificates which will, as a consequence, place the students from non-participating jurisdictions at an initial competitive disadvantage. Second, those students without a certificate will not just be those youngsters who have failed to study hard and perform, but will also include many students who attend private schools and home schools that oppose participation in Goals 2000/STW because of fear of government control.

²⁸ "School-To-Work Opportunities Act of 1994," Public Law 103-239, May 4, 1994, Section 3(a). The National Skills Standards Act of 1994 is that part of the Goals 2000 Act that established the National Skills Standards Board.

²⁹ Ibid.

³⁰ Ibid., Section 4(22).

If states, localities and private schools decide to participate in the offering of skill certificates, the inevitable result will be teaching to the certificate: curricula will be shaped to improve the chances of students to obtain these certificates. This is important since, as has been noted, the skills certificates issued under any state plan must meet the skill levels and standards endorsed by the National Skills Standards Board. It will be this federal Board, therefore, that will set the broad criteria for getting a skill certificate, not the states or localities. This power will give the federal government strong influence over what is being taught in the classroom.

Further, STW also increases federal power by requiring that a state or local School-to-Work Opportunities program that awards skill certificates include:

... a program of study designed to meet the same academic content standards the State has established for all students, including, where applicable, standards established under the Goals 2000: Educate America Act. . . .³¹

Thus, all those supposedly voluntary standards contained in the Goals 2000 Act suddenly become mandatory if a state or local jurisdiction wants to award skill certificates under STW. Federal education priorities, not local ones, will, therefore, become dominant.

As with the Goals 2000 Act, the federal government also increases its education policy-making power through the disbursement of federal dollars. Under STW, states can apply for grants to develop a School-to-Work Opportunities system. Not surprisingly, there is a big condition that must be met if states are to get their federal money:

The Secretaries [of Education and Labor] may approve an application submitted by a State under section 203 only if the State demonstrates in such application that the activities proposed to be undertaken by the State to develop a statewide School-to-Work Opportunities system are consistent with the State improvement plan for the State, if any, under the Goals 2000: Educate America Act.³²

Furthermore, in the grant application the state's School-to-Work Opportunities plan must:

... describe how the State will adopt, develop, or assist local partnerships to adopt or develop model curricula and innovative instructional methodologies, to be used in the secondary, and where possible, the elementary grades, that integrate academic and vocational learning and promote career awareness, and that are consistent with academic and skill standards established pursuant to the Goals 2000: Educate America Act and the National Skill Standards Act of 1994.³³

³¹ Ibid., Section 102(3).

³² Ibid., Section 204.

³³ Ibid., Section 213(d)(8).

Also, a state's grant application must:

... describe the process of the State for assessing the skills and knowledge required in career majors, and the process for awarding skill certificates that is, to the extent feasible, consistent with the skills standards certification system endorsed under the National Skill Standards Act of 1994.³⁴

In other words, unless a state can demonstrate that its School-to-Work Opportunities plan is following the national goals and standards contained in the Goals 2000 Act, and that its skills certification system is following the skills standards laid down by the Goals 2000 Act's National Skill Standards Board, a state will not be able to receive its grant. In view of these requirements, STW's Section 604, which purports to prohibit STW from imposing federal mandates, direction, and control, becomes just so much ineffectual boilerplate. The reality is that states will be forced to bend to the federal will because that is what the federal funding strings require.

Is this too harsh an assessment of what faces California and other states? The evidence to date, unfortunately, indicates that this assessment is all too accurate. In June 1994, Governor Wilson created a School-to-Career Task Force. A preliminary report of that task force endorsed the skill certificate concept (the task force proposed so-called "certificates of mastery").

In addition, this year several school-to-work bills were introduced in the State Legislature. One bill, AB 1835 by Assemblywoman Liz Figueroa (D-Fremont), would have created "certificates of mastery" that would have been coordinated and integrated with the Goals 2000 Act and STW. These certificates would be awarded based on "performance-based" assessments of pupils. It should be pointed out that performance-

based assessments are not synonymous with *skill-based* assessments. In today's testing and assessment environment, they often involve putting emphasis on what a child feels rather than what the child knows about the subject. It was this deficiency that led to the cancellation of the CLAS test last year.

Although none of the school-to-work legislation passed, bills such as AB 1835 give Californians an insight into what could lie ahead in their education future under STW. It seems odd that California, which is one of the leaders in the charter school movement—a movement based on empowering parents, teachers, and principals at the school site—could also be on the

³⁴ Ibid., Section 213(d)(16). Local jurisdictions may also apply directly for federal grants under STW. They are subject to the same requirements as states. See Section 303(c)(3).

verge of taking a bite out of the STW apple and transferring key powers to federal bureaucrats in Washington. Indeed, it is chilling to read that under STW:

... the Secretaries [of Education and Labor] shall jointly provide for, and shall exercise final authority over, the administration of this Act, and shall have final authority to jointly issue whatever procedures, guidelines, and regulations, in accordance with section 553 of title 5, United States Code, the Secretaries consider necessary and appropriate to administer and enforce the provisions of this Act.³⁵

Is this not an opening for greatly expanded federal regulation of education? A common sensical reading of Goals 2000 and STW would make it hard not to feel uncomfortable when answering this question.

HOLDING CHILDREN HOSTAGE: THE IMPROVING AMERICA'S SCHOOLS ACT (IASA)

In addition to School-to-Work schemes, another federal program is guided by Goals 2000 and involves vastly greater sums of federal dollars—the Improving America's Schools Act of 1994 (IASA). The IASA reauthorized the Elementary and Secondary Education Act (ESEA), and allocated approximately \$12 billion to thirty-two separate federal funding programs. In 1994-1995, California received \$900 million in ESEA money, and will receive more than \$1 billion in 1995-1996. More than two-thirds of this money goes to "compensatory education," i.e., money for services to disadvantaged children.

In a critical analysis titled, "Goals 2000 and a Reauthorized ESEA: National Standards and Accompanying Controversies," authors Michael W. Kirst and James W. Guthrie note that Goals 2000 will alter the Chapter One element from its long-standing regulatory and fiscal role to a "powerfully administrative instrument for fundamentally changing America's public schools." Goals 2000 in effect achieves a marriage between the financial

clout of the reauthorized ESEA/IASA—nearly \$1 billion in California—and the administrative authority of a planning process aimed at comprehensive goals for all schools.

It should come as no surprise that in order to receive its ESEA/IASA money, California must use the Goals 2000 standards. In summarizing the state responsibilities under ESEA/IASA, the LAO notes:

Title 1—Compensatory Education

- * Develop content and performance standards and assessments to evaluate school performance in mathematics and reading. States are required to use

³⁵ Ibid., Section 5(a)(1).

the standards and assessments developed under Goals 2000 if they are participating in that act.

Title 2—Professional Development

- * Develop a plan to provide teachers and administrators the skills to help students meet Goals 2000 performance standards. . . .
- * Align teacher training and licensing with Goals 2000 curriculum and performance standards.³⁶

Local education agencies, according to the LAO, must also adhere to the Goals 2000 agenda:

Title 2—Professional Development

- * Apply to the state for Title 2 grants. Local applications must be focused on the training needed to meet Goals 2000 standards. . . .

Title 6—Innovative Education Strategies

- * Develop a plan for the use of funds that helps the district meet the Goals 2000 standards. . . .³⁷

Further, under ESEA Title V, which is designed to promote equity of magnet school assistance, priority funding is given to magnet schools that propose to implement approaches that are consistent with Title III of the Goals 2000 Act (recall that this was the part of the Act dealing with state and local improvement plans).

In testimony before Congress, former Secretaries of Education William Bennett and Lamar Alexander observed that the legislation reauthorizing ESEA "mandates the kinds of

federally-approved 'standards' that Goals 2000 said would be voluntary." However, said the two former Secretaries, "Only with those approved 'content' and 'student performance' standards in place can a state or community get its federal aid." Finally, Bennett and Alexander warn:

[The IASA/ESEA] bill takes a giant step toward reviving the legitimacy—and federal supervision—of criteria that judge schools by their spending levels, pupil-teacher ratios, and suchlike, instead of their effectiveness. And since Goals 2000 authorized the Education Department to develop national "opportunity to learn" standards, we can expect that these will soon exist—and be used.³⁸

³⁶ "Implementing New Federal Education Legislation," p.24.

³⁷ Ibid., p. 26.

³⁸ Empower America press release, September 30, 1994, p. 2.

Bennett's and Alexander's fears are more than justified. The Legislative Analyst Office, for example, recommends that:

Local ESEA plans should be required to address the standards set out in the state's Goals 2000 plan.³⁹

If the state follows such recommendations, federal control of state and local education will have been accomplished by the states and localities themselves. As Diane Ravitch, former Assistant Secretary of Education in the Bush administration and a highly respected education writer, observed:

What bears watching in Goals 2000 is the precedent it establishes for federal legislation that influences the kinds of textbooks, teaching materials, teacher training methods, and research findings that must be used in every school to receive federal funds. For many years, the federal government exercised great restraint by respecting state and local control of education. In the future, because of Goals 2000 and its tight linkage to the Elementary and Secondary Education Act . . . federal regulation may extend much more directly into what is taught, how it is taught, the conditions in which it is taught, and how it is tested.⁴⁰

GOALS 2000 AND CALIFORNIA'S DECLINING STANDARDS

Given that Goals 2000 and its related laws will increase federal control over education decision-making, it is fair to ask what effect the Act will have on education standards in California. Most Americans would agree that any standard adopted by policymakers should

be clearly measurable and based on academics. Ravitch says that "A standard is both a goal (what should be done) and a measure of progress toward that goal (how well it was done)."

The Act gives us a clue to the type of standards it will endorse when it says that one of its purposes is "to improve learning and teaching by providing a national framework for education reform."⁴¹ Those involved in recent debates on tests and standards will recognize the term "frameworks." It is the buzz word for California's troubled experiment with outcome-based education. As one California report noted:

Outcome-based education, or whatever it is called by the various school districts, is not yet specifically defined at the state level, though the frameworks suggest learning

³⁹ "Implementing New Federal Education Legislation," p. 51.

⁴⁰ Diane Ravitch, *National Standards in American Education: A Citizen's Guide* (Washington, DC: Brookings Institution, 1995).

⁴¹ "Goals 2000: Educate America Act," Public Law 103-227, March 31, 1994, p. 125.

outcomes. Each district will be required to conform to standards of achievement based on an implied understanding of what reform documents actually mean.⁴²

Goals 2000, therefore, will have a great impact on how the state and local districts understand what standards they should adhere to.

The existing California Subject Matter Frameworks are designed to be a guide for what is taught in California schools. However, methods promoted in the Mathematics and English/Language Arts Frameworks have resulted in the de-emphasis of basic math skills and phonics. As a result of growing pressure from the public, valid criticisms are surfacing. The following is a brief discussion of the current state of "frameworks," standards, and basic skills in California.

California Math Standards

Under California's current "Math Frameworks," the emphasis is on problem solving rather than on basic skills or rote memorization (e.g., multiplication tables). Critics charge, however, that without a good working knowledge of basic skills, it is hard to expect students to come up with academically rigorous responses to word problems. In a recent critique of the California Math Framework, Dr. Wayne Bishop, who teaches mathematics at California State University at Los Angeles, finds that there is little commitment to teaching deepening levels of mathematical competence and sophistication as students progress through the curriculum:

There are to be no assumptions of, let alone mandates of, minimal computational and conceptual competence at progressively higher grade levels. Since there is no data to support the contention that this current practice is aiding students at either end of the performance spectrum, and massive evidence is that it is hindering progress of students overall, this philosophy must be critically challenged instead of embraced.⁴³

Indeed, with the development of the California Learning Assessment System assessment test (which downplays the importance of correct computational answers in favor of answers based on feelings and sincerity), the state, according to Dr. Bishop, has taken steps to eliminate heretofore well-understood statewide assessment.

Reading Skills in California

⁴² "Outcome Based Education," Focus Committee of the California Federation of Republican Women (Northern Division), 1995, p. 29.

⁴³ Wayne Bishop, *A Critique of the 1992 Mathematics Framework for California Schools*, January 3, 1995.

At a time when even teachers union publications are admitting that phonics is the superior English reading instructional technique, many schools in California are still de-emphasizing phonics.⁴⁴ Through its English/Language Arts Frameworks, California has been a leader in adopting the "whole language" approach to reading which calls for teachers to spend more time reading stories to children than on specific skills such as spelling, the sounds of letters or syllables.

Other states have caught on where California has not. In Ohio, a law was passed which requires the teaching of systematic, intensive phonics in the primary grades. Teachers are now receiving phonics in-service programs. The National Right To Read Foundation indicates that there are currently nine states working on phonics legislation: Texas, Michigan, Ohio, Alabama, South Carolina, Wisconsin, Missouri, New York, and Illinois.

Goals 2000 and the CLAS Flasco: The Untold Story

What is the connection between these state Math and English frameworks and the Goals 2000 debate over measuring standards? The answer to that question lies with the California Learning Assessment System (CLAS), the assessment test that was developed by the State Department of Education. The link is that the CLAS test was designed to measure the effectiveness of education reforms envisioned under Goals 2000 programs. Indeed, since CLAS is "performance-based" (i.e., it attempts to measure a child's thought processes rather than simply totaling up right and wrong answers), *it is exactly the type of test envisioned and preferred by Goals 2000 and its supporters.*

News media reports on the 1994 CLAS scores showed students unable to read critically or apply math to real-world problems, but virtually no mention was given to the fact that the English portion of the CLAS exam did not test for incorrect spelling or incorrect grammar, or that the Math portion did not emphasize basic skills. The unwritten story, therefore, is that even the low scores reported on the CLAS exam were still artificially high.

How can California's parents and policymakers judge the effectiveness of the new state frameworks if the state's measuring tool bases its scoring on *non-academic* benchmarks? Thus, although Superintendent Eastin has assigned task forces to examine the state Frameworks, it is disturbing to note the all-out support Ms. Eastin has given for a performance-based successor to the now defunct CLAS test. The ultimate problem of testing based on non-academic benchmarks is that even if scores rise, the public has no assurance that this is the result of improved student learning of academic subject matter.

A Case Study: How One California School District Uses Goals 2000 Funding

⁴⁴ It should be noted, however, that in a letter dated March 17, 1995, the California School Boards Association asked State Superintendent of Public Instruction Delaine Eastin to re-introduce phonics-first programs.

How will districts use Goals 2000 money? The linkage between Goals 2000 and the IASA permits the philosophy behind Goals 2000 to permeate the more than 30 programs authorized under IASA. Poway Unified School District in San Diego County provides a revealing example. The district plans to use Goals 2000 money for elementary school counselors to assist in meeting the supposed emotional and social needs of district children.

As part of these counseling services, Poway has issued so-called "wellness" manuals. These manuals, used without parents' knowledge or permission, contain questions and techniques to get children to reveal private feelings about their family. Questions and techniques include "Do you feel that no one at home loves you and cares about you? Yes or No?" and "As bonding and trust evolve, the [counseling] group becomes a safe place where youngsters talk openly about their lives, sometimes sharing secrets they've never talked about before."⁴⁵

Poway will also use Goals 2000 money to promote an array of "core values": all students learning; parents as partners; competent and caring staff; staff participation in decision-making; safe, orderly, and attractive environment; and effective management of resources. All these goals may sound worthwhile, but notice that the focus is not on academics. The interaction of the Goals 2000 triad (Goals 2000, IASA, and STW) will mean a significant expansion in these "soft" areas of school management and school environment, with no assurance as to improved student performance or a higher quality of classroom instruction.

CONCLUSION AND RECOMMENDATIONS

California should just say "no" to Goals 2000 and School-to-Work dollars.

- Although the funding amounts are not huge at present, there is a clear expansion of federal control underway. At a time when there is a national consensus that decisionmaking power should be returned to the state and local level, Goals 2000 is a throwback to the discredited "Washington-knows-best" solutions of the Great Society.
- California does not need to look to Washington for ways to improve education. Charter schools, privatization, radical decentralization of school finance, streamlining of categorical programs, alternative teacher certification, tenure reform, and other innovations can radically turn around education in our state without any need for approval from a federal bureaucrat. Goals 2000 is a muddy detour on the road to reform, a detour California can't afford to take.

⁴⁵ Information regarding these manuals was provided to Assemblyman Steve Baldwin (R-Lemon Grove), vice chairman of the Assembly Education Committee, by a parent from the Poway Unified School District.

- Goals 2000 will discourage and hinder the development of rigorous standards for California's public schools. At a time when parents and others at the grassroots are demanding that students be made to demonstrate what objective knowledge they possess, Goals 2000 will do nothing to satisfy these demands—and in fact, will impede real reform.
- Rigorous academic standards will only be established by involving the public in a broad-based deliberation on the subject, thereby building a genuine and informed consensus. Goals 2000 obfuscates and delays that public debate by purveying the myth that new federal goals, standards, and strategies are meeting these needs. That is demonstrably not the case. Goals 2000 is, in reality, a gigantic hoax played on the public by the education bureaucrats and the teachers unions, both in Washington and Sacramento. Given what is at stake, the rescue of our failing schools, politicians who contribute to this hoax should face ridicule for the misuse of taxpayers funds.
- Rejecting Goals 2000 funding is only a starting point. Local control must be given more than lip service, and education standards must mean more than testing for "self-esteem." Financial incentives and disguised mandates from the federal level to use any particular type of learning strategy or curriculum program should be rejected.

For too long local schools have opted to rely on supposed "experts" in state and federal bureaucracies to dictate standards and curricula. Goals 2000 merely encourages this dependency, which carries over to other areas, such as textbook adoptions. This whole

process relies heavily on State Department of Education staff, who are generally more committed to the latest curriculum fads than to rigorous academic standards.

What is lost in this fevered quest for federal dollars is local control in any meaningful sense. Local school boards do not understand and therefore cannot influence this process; they become mere observers and cheerleaders for the local superintendent and his team. Federal dollars and state bureaucrats drive both curriculum choices and budget decisions in this system. The current system is bad enough without adding another State Plan to the mix.

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Appendix: The National Education Goals of Goals 2000

It is widely recognized that California's academic standards are deficient and that the basic skills of the state's students are at a woeful level. The paramount question for Goals 2000 is, therefore, will Goals 2000 improve learning or will the attempt to achieve the national goals, not all of which are academic, further dilute academics in the average school day? An examination of the National Educational Goals gives thoughtful citizens cause for concern. Presented below are the eight goals and a brief commentary on each.

1. SCHOOL READINESS

"By the year 2000, all children in America will start school ready to learn."

Analysis: This goal opens the door for government intrusion into family life under the guise of assuring that all children are ready to learn. In an attempt to cure the ills of a few children who may not be well cared for, all families, good and bad, are subject to the government playing nanny. The entire social service agenda of the Clinton administration can be imposed on schools through this goal. A National Education Goals Panel Report states: "Readiness to learn necessarily begins long before school, even before birth itself, and we conclude that 'school readiness' relates to the child's health, to the home environment, and to preschool education." The federal government will be in a position to determine what is and what is not an appropriate home environment through the implementation of Goal #1.

2. SCHOOL COMPLETION

"By the year 2000, the high school graduation rate will increase to at least ninety percent."

Analysis: Creates an incentive for schools to lower the requirements for graduation in order to boost the percentage rates of students who are graduating.⁴⁶ Does not contain an incentive to hold students to rigorous academic standards, but rather gives incentive to teach down to the lowest common denominator. Students are not allowed to choose from a wide array of curriculum and program options; therefore, this goal could homogenize all students and discourage healthy diversity.

3. STUDENT ACHIEVEMENT AND CITIZENSHIP

"By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography, and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy."

⁴⁶ See "Cooking the Books on Dropout Rates," *Education Week*, February 22, 1995. According to the authors, state and local education officials have become very adept at misrepresenting the true dropout rate to deceive elected leaders and the public.

Analysis: In response to this goal of "responsible citizenship," many schools are beginning to mandate community service as a graduation requirement. This is problematic because of the vagueness of what qualifies as community service. Is it really a good use of students' valuable school time to coerce them into community service programs when many are graduating from high schools without basic reading, writing, and computational skills? Is it hypocritical to teach voluntarism by mandating it?

4. TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

"By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century."

Analysis: This is one of the goals added to the original six by the Clinton administration. Throughout the Goals 2000 Act, teacher education and training is a recurrent theme. This is not surprising since the National Education Association and other teacher unions view increased funding for teacher training as one of their top objectives and President Clinton has received key support from the teachers' unions. Unfortunately, the underlying premise of this goal is wrong. The unions feel that the only thing that is needed to turn bad teachers into good ones is a little more training. Yet the real reason for poor teacher performance is union-imposed collective bargaining agreements that protect incompetent teachers. Teacher advancement and pay scales are based on seniority rather than merit.

This goal does not address the serious problem of barriers to non-traditional teachers, whereby many highly skilled individuals such as engineers, chemists and others with professional degrees are not allowed to teach in a public school classroom simply because they lack an irrelevant teaching certificate. As written, this goal serves only the interests of the teacher unions, and it obstructs efforts to open the teaching profession to retirees and others who have much to offer our children.

5. MATHEMATICS AND SCIENCE

"By the year 2000, United States students will be first in the world in mathematics and science achievement."

Analysis: In view of the current Mathematics Framework and the increasing numbers of students enrolled in remedial math at the university level, it is difficult to see how this goal will be reached without an increased focus on academics in California. Further, Californians should take little comfort in this year's publicized bump upward in SAT scores. A key reason why SAT math scores rose is because students were allowed, for the first time, to take calculators into the exam.

6. ADULT LITERACY AND LIFELONG LEARNING

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Analysis: Given that an estimated twenty-seven million adults are "functionally illiterate," is the Clinton administration advocating an entirely new public schooling system for those adults who did not learn to read in 12 years of public education? If so, how much would this cost? Is it logical to entrust this task to the public school system, which often graduates eighteen year-olds without even eighth-grade reading skills?

7. SAFE, DISCIPLINED, AND ALCOHOL AND DRUG-FREE SCHOOLS

"By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."

Analysis: It is difficult to see the Clinton administration making much headway on this goal. Lackadaisical enforcement efforts, poor leadership, and outright endorsement of drug use (e.g., the pronouncements of former Surgeon General Joycelyn Elders) have characterized the Clinton administration's poor record on curbing illegal drug use. It is no wonder that drug use in California (as in many other states) has risen in the years following the Reagan administration's concerted anti-drug campaigns. According to one recent report, "Since 1989, drug use among seventh, ninth, and eleventh graders in California has revealed a disturbing trend of increased use."⁴⁷

Controlling juvenile violence will be just as difficult. Although a recent study showed that juvenile crime rises by seventeen percent for every ten percent increase in the number of children living in single-parent homes, the Clinton administration has done little to address the problem of rising illegitimate births or to break the connection between illegitimacy and high welfare payments (both of which contribute to juvenile crime).⁴⁸ The reality is that violent juvenile crime will increase dramatically because of demographic trends. From 1983 to 1992, juvenile arrests for violent crime (homicide, forcible rape, robbery, assault and kidnapping) increased from 12,321 to 21,549, a 74.8 percent increase.⁴⁹ Between 1995 and the year 2004, California's 11 to 17-year-old population (the ages responsible for 99 percent of juvenile crimes) will increase thirty-three percent, growing from approximately three million to nearly

⁴⁷ Lance T. Izumi, "California Family Wellness Index," Capitol Resource Institute, April 1995, p. 16. Citing statistics from the *Fifth Biennial California Substance Use Survey of 1993-94*, this report finds that, "Use of 'any illicit drug' at least once in the past six months was reported by 18.9 percent of 7th graders in 1989-90, 20.2 percent in 1991-92, and 24.6 percent in 1993-94; by 27.0 percent of 9th graders in 1989-90, 29.3 percent in 1991-92, and 41.6 percent in 1993-94; and by 35.6 percent of 11th graders in 1989-90, 37.7 percent in 1991-92, and 46.5 percent in 1993-94."

⁴⁸ See Patrick Fagan, "The Real Root Causes of Violent Crime: The Breakdown of Marriage, Family, and Community," *Heritage Foundation Backgrounders*, March 17, 1995.

⁴⁹ Little Hoover Commission, "The Juvenile Crime Challenge: Making Prevention A Priority," September 1994, p. 14.

four million. Even if the arrest rate stays the same, the state Legislative Analyst's Office says that the number of juvenile arrests for violent crimes will rise by 62 percent over 1993's total.⁵⁰

8. PARENTAL PARTICIPATION

"By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children."

Analysis: Parent participation often translates into parenting skills classes and mandatory compliance with government programs. All schools that receive funds under this Act are required to have a plan to achieve Goal #8:

Section 2 (8). The purpose of this Act is to provide a framework for meeting the National Education Goals established by Title I of this Act by . . . assisting every elementary and secondary school that receives funds under this Act to actively involve parents and families in supporting the academic work of their children at home and in providing parents with skills to advocate for their children at school.

Under Title IV of the Act, states and non-profit agencies can apply for federal grants to fund parent information centers. Groups applying for grants must include as part of their grant application an assurance that part of the funds they receive will be directed to "Parents as Teachers" (PAT) programs and are required to use the Missouri program as a model.⁵¹

The "certified parent educators" are trained to identify certain "risk factors" that exist in the child's home. Risk factors documented under PAT programs include "inability of parent to relate to or connect with child, overindulgence, undue spoiling on part of parent, low functioning parent (due to limited ability or illness), low weight gain, poor appetite, frequent illness, other." (Missouri Department of Elementary and Secondary Education, PAT National Center) Thus, the laudable goal of involving parents becomes in practice a device for government agencies to intrude into the personal lives of individuals. Parents have the greatest interest in the quality of education that their children receive. The practical effect of Goals 2000 will be to undercut parental rights and parental empowerment, as schools become counseling centers for parents and parents are co-opted into being just one more client of an expanding bureaucracy.

⁵⁰ Legislative Analyst's Office, "Juvenile Crime," May 1995, p. 22.

⁵¹ Section 402 (J) of the Act says, "Each application submitted . . . shall at a minimum, include assurances that a grantee will . . . use part of the funds received . . . to establish, expand, or operate Parents as Teachers programs." Section 405 (B) states that, "The term 'Parents as Teachers programs' means a voluntary early childhood parent education program that . . . is based on the Missouri 'Parents as Teachers' model . . . and provides regularly scheduled personal visits with families by certified parent educators."

EXCEPTS FROM THE CLAREMONT INSTITUTE'S Goals 2000 and California Education: Devolution in Retreat?

ON GOALS 2000 "MANDATES"

The law makes mandatory a wide variety of federal dictates, controls education's purse strings, requires national standards, issues federal "skill certificates," imposes new regulations, and manipulates state and local assessments. In so doing, Goals 2000 radically alters the education decision making landscape by centralizing policy making at the federal level, leaving the states and localities to carry out Washington's dictates.

Drafters of the Goals 2000 law use the command "will" at least forty-five times in describing what the federal government expects states and local districts to do to accomplish the Act's eight national goals. The more permissive "should" is used only three times.... One expert on legal drafting observes that the word "will" not only expresses a future contingency, but also, "when the relationship is a delicate one, expresses both parties' obligations." Under such definition of "will," the states could find themselves forced to implement the goals' many objectives (especially if, as will be discussed later, the states decide to accept the federal funding attached to the Act).

The Act is laden with terminology, programs and incentives that clearly contradict this supposed respect for the autonomy of states and local jurisdictions

Is this not an opening for greatly expanded federal regulation of education? A common sensical reading of Goals 2000 and STW would make it hard not to feel uncomfortable when answering this question.

In testimony before Congress, former Secretaries of Education William Bennett and Lamar Alexander observed that the legislation reauthorizing ESEA "mandates the kinds of federally-approved 'standards' that Goals 2000 said would be voluntary." However, said the two former Secretaries, "Only with those approved 'content' and 'student performance' standards in place can a state or community get its federal aid." Finally, Bennett and Alexander warn: "What bears watching in Goals 2000 is the precedent it establishes for federal legislation that influences the kinds of textbooks, teaching materials, teaching training methods, and research findings that must be used in every school to receive federal funds. For many years, the federal government exercised great restraint by respecting state and local control of education. In the future, because of Goals 2000 and its tight linkage to the Elementary and Secondary Education Act . . . federal regulation may extend much more directly into what is taught, the conditions in which it is taught, and how it is tested."

ON GOALS 2000 "BUREAUCRACY"

Goals 2000 creates a wide variety of bureaucracies (e.g., the National Goals Panel, regional education laboratories, federal education research institutes, etc.).

ON GOALS 2000 FUNDING

Through its control of the purse, the federal government will increase its influence over school curricula.

Even supporters of Goals 2000 admit that there are potential control problems if states decide to take the Act's funding. California's state Legislative Analyst's Office (LAO), which supports California's participation in the Act, nevertheless warns that "Taking advantage of the federal framework is not risk-free..." The LAO realizes that the voluntary nature of the Act is more illusion than reality.

The state would always be able to opt out of Goals 2000 if it appeared federal policy making was interfering with state or local authority. (Of course, California would also have to relinquish the federal funds provided under the Goals 2000, which would not be easy.)

Goals 2000 tells states how to cut their education pie and in some cases even dictates the size of the pie (the level of spending) and mandates what social services schools are to provide on campus.

ON GOALS 2000 CURRICULUM, MATERIALS, SOCIALS SERVICES, ETC.

Gender-equity and multiculturalist textbooks and materials have caused extreme controversy and division among parents and state and local school officials. Many of these works are infused with anti-male and anti-Western biases, and often rely more on polemics than on objective scholarship. Yet this is the type of instructional material that Washington singles out for inclusion in state strategies.

To what social services must the state and local jurisdictions provide "access" to? What types of health care services? Perhaps those "reproductive services" advocated by former Surgeon General Joycelyn Elders? And what types of child care services? And how appropriate is it to locate these services on school campuses? Is this not another example of schools taking on new roles that divert it from its primary missions—to teach?

ON GOALS 2000 SKILLS CERTIFICATES

Why is this skill certificate so critical? If the government is handing out skill certificates to select students, then these students will, at least initially, have an advantage over those students who do not have a certificate when it comes to getting a job or perhaps getting into college. The problem then becomes two-fold. First, those state and local jurisdictions that want to resist participation in Goals 2000 will feel pressure to reverse their position because students from state and localities participating in Goals 2000/STW will be receiving skill certificates which will, as a consequence, place the students from non-participating jurisdictions at an initial competitive disadvantage. Second, those students without a certificate will not just be those youngsters who have failed to study hard and perform, but will also include many students who attend private schools and home schools that oppose participation in Goals 2000/STW because of government control.

If states, localities and private schools decide to participate in the offering of skill certificates, the inevitable result will be teaching to the certificate: curricula will be shaped to improve the chances of students to obtain these certificates. This is important since, as had been noted, the skills certificates issued under any state plan must meet the skill levels and standards endorsed by the national Skills Standards Board. It will be this federal Board, therefore, that will set the broad criteria for getting a skill certificate, not the state or localities. This power will give the federal government strong influence over what is being taught in the classroom.

In other words, unless a state can demonstrate that its School-to-Work Opportunities plan is following the national goals and standards contained in Goals 2000 Act, and that its skills certification system is following the skills standards laid down by the Goals 2000 Act's National Skill Board, a state will not be able to receive its grant. In view of these requirements, STW's Section 604, which purports to prohibit STW from imposing federal mandates, direction, and control, becomes just so much ineffectual boilerplate. The reality is that states will be forced to bend to the federal will because that is what the federal funding strings require.

ON GOALS 2000 CURRENT PROGRAMS

Poway will also use Goals 2000 money to promote an array of "core values": all students learning; parents as partners; competent and caring staff, staff participation in decision-making; safe, orderly, and attractive environment; and effective management of resources. All these goals may sound worthwhile, but notice that the focus is not on academics. The interaction of the Goals 2000 triad (Goals 2000, IASA, and STW) will mean a significant expansion in these "soft" areas of school management and school environment, with no assurance as to improved student performance or a higher quality of classroom instruction.

REPORT'S CONCLUSION AND RECOMMENDATIONS

California should just say "no" to Goals 2000 and School-to-Work dollars.

- Although the funding amounts are not huge at present, there is a clear expansion of federal control underway. At a time when there is a national consensus that decisionmaking power should be returned to the state and local level, Goals 2000 is a throwback to the discredited "Washington-knows-best" solutions of the Great Society.
- California does not need to look to Washington for ways to improve education. Charter schools, privatization, radical decentralization of school finance, streamlining of categorical programs, alternative teacher certification, tenure reform, and other innovations can radically turn around education in our state without any need for approval from a federal bureaucrat. Goals 2000 is a muddy detour on the road to reform, a detour California can't afford to take.
- Goals 2000 will discourage and hinder the development of rigorous standards for California's public schools. At a time when parents and others at the grassroots are demanding that students be made to demonstrate what objective knowledge they possess, Goals 2000 will do nothing to satisfy these demands—and in fact, will impede real reform.
- Rigorous academic standards will only be established by involving the public in a broad-based deliberation on the subject, thereby building a genuine and informed consensus. Goals 2000 obfuscates and delays that public debate by purveying the myth that new federal goals, standards, and strategies are meeting these needs. That is demonstrably not the case. Goals 2000 is, in reality, a gigantic hoax played on the public by the decoction bureaucrats and the teachers unions, both in Washington and Sacramento. Given what is at stake, the rescue of our failing schools, politicians who contribute to this hoax should face ridicule for the misuse of taxpayers funds.
- Rejecting Goals 2000 funding is only a starting point. Local control must be given more than lip service, and education standards must mean more than testing for "self-esteem." Financial incentives and disguised mandates from the federal level to user any particular type of learning strategy or curriculum program should be rejected.

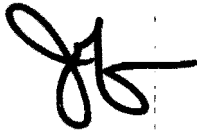
Mike -

Look what

Specter is doing!

This went to CA

PTA -

A handwritten signature, possibly reading "JF", written in black ink.

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P. 01

MARK G. MATFIELD, OREGON, CHAIRMAN

YES OREGON, ALABAMA
 THOMAS COCHRAN, MISSISSIPPI
 ARLEN SPECTER, PENNSYLVANIA
 PETE V. DOMENICI, NEW MEXICO
 PHIL CRAMER, TEXAS
 CHRISTOPHER S. BOND, MISSOURI
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J. KEITH KENNEDY, STAFF DIRECTOR
 JAMES M. ENGLISH, MINORITY STAFF DIRECTOR

United States Senate

COMMITTEE ON APPROPRIATIONS

WASHINGTON, DC 20510-8026

NOV 06 1995

Anson
 Ruley

October 27, 1995

Ms. Roberta Boardman ✓
 Office Administrator
 California PTSA
 P.O. Box 15015
 Los Angeles, CA 90015-0100

Dear Ms. Boardman:

I write to you in my capacity as Chairman of the U.S. Senate Appropriations Subcommittee on Labor, Health and Human Services, and Education to get your views on Goals 2000 and on legislation which I have recently introduced to modify that program.

After the U.S. House of Representatives eliminated all funding for the program for fiscal year 1996, the full Appropriations Committee approved my Subcommittee's recommended funding level of \$310 million for the Goals 2000 program. While this was a substantial reduction below the FY'95 appropriations of \$371.8 million, the Subcommittee was forced to cut below the FY'95 amount due to severe budget constraints.

Four states, Alabama, Montana, New Hampshire and Virginia have now declined to participate in the Goals 2000 program.

Governor Wilson has also expressed reservations regarding federal strings attached to the Goals fund and has temporarily blocked the State from using the grant funds.

I would very much appreciate it if you would review my proposed legislation which is enclosed with the summary of that bill and give me your views on the following questions:

1. Do you believe that Goals 2000 in its present form is an undesirable intrusion on state and local control of education? If so, to the extent that you can be specific on the offensive provisions in Goals 2000?
2. With the modifications of my proposed legislation, would you consider Goals 2000 acceptable? If not, what additional modifications would you suggest?
3. If a state declines to accept funding under Goals 2000, do you agree with the legislative proposal to make the grants directly to local school districts?

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TO 912024010596

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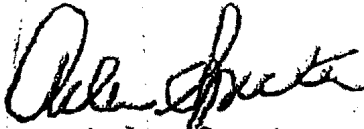
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Since we will be considering this issue shortly in the full Senate and in the House and Senate conference committee, I would appreciate your response as promptly as possible.

My best.

Sincerely,



Arlen Specter
Chairman
Subcommittee on Labor,
Health and Human Services,
and Education, and Related Agencies

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SUMMARY OF SENATOR SPECTER'S BILL TO AMEND GOALS 2000

My bill addresses the concerns raised by several States about perceived intrusion of the Federal government into state and local education responsibilities through the Goals 2000: Educate America Act.

On September 12, 1995, I held a hearing on Goals 2000 to discuss some of these concerns and to try to work out some solutions. I heard the perspectives of the Secretary of Education, Richard Riley, and the Chairman of the New Hampshire State Board of Education, Ovide Lamontagne. I think we were successful in establishing some common ground on which to improve Goals 2000.

On September 13, 1995, the Subcommittee on Labor, Health and Human Services and Education, which I chair, marked up the funding bill for fiscal year 1996 and recommended \$310,000,000 for Goals 2000 programs. On September 15, 1995, the Committee on Appropriations agreed with the funding recommendations made by the Subcommittee.

The legislation which I introduced on October 10, 1995, addressed many of the concerns raised about Goals 2000 by strengthening state and local control over the program. I think my bill restores the proper balance between local, state, and federal responsibilities for education reform.

Specifically, my bill:

- Permits school districts, in States that elect not to participate in the Goals 2000 program, to apply directly to the Secretary of Education for Goals 2000 funding.

- Eliminates the requirement that States submit their plans to the Secretary of Education.

- Removes the authority of the Secretary of Education to review and approve State plans.

- Deletes the requirements for the composition of state and local panels that develop state and local improvement plans.

- Eliminates the National Education Standards and Improvement Council (NESIC), which was to certify national and state standards, and which some viewed as a national school board.

- Removes the requirement for States to develop opportunity-to-learn standards. These standards would specify the educational resources (such as funding, facilities, and materials) deemed necessary for local schools to achieve state or national content and performance standards.

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1 (II) by redesignating subclauses
2 (V) through (VIII) as subclauses (IV)
3 through (VII), respectively.

4 (3) Section 1501(a)(2)(B) of such Act (20
5 U.S.C. 6491(a)(2)(B)) is amended—

6 (A) by striking clause (v); and

7 (B) by redesignating clauses (vi) through
8 (x) as clauses (v) through (ix), respectively.

9 (4) Section 10101(b)(1)(A)(i) of such Act (20
10 U.S.C. 8001(b)(1)(A)(i)) is amended by striking
11 “and opportunity-to-learn standards or strategies for
12 student learning”.

13 (5) Section 14701(b)(1)(B)(v) of such Act (20
14 U.S.C. 8941(b)(1)(B)(v)) is amended by striking
15 “the National Education Goals Panel,” and all that
16 follows through “assessments)” and inserting “and
17 the National Education Goals Panel”.

18 (c) GENERAL EDUCATION PROVISIONS ACT.—Sec-
19 tion 428 of the General Education Provisions Act (20
20 U.S.C. 1228b), as amended by section 237 of the Improv-
21 ing America's Schools Act of 1994 (Public Law 103-382),
22 is amended by striking “the National Education Stand-
23 ards and Improvement Council,”.

24 (d) EDUCATION AMENDMENTS OF 1978.—Section
25 1121(b) of the Education Amendments of 1978 (25

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(i) in paragraph (1)(B), by striking "subparagraph (E)" and inserting "subparagraph (D)"; and

(ii) in paragraph (2), by striking "subparagraphs (E), (F), and (G)" and inserting "subparagraphs (D), (E), and (F)".

(17) Section 504 of such Act (20 U.S.C. 5934) is amended—

(A) by striking subsection (f); and

(B) by redesignating subsection (g) as subsection (f).

(b) ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.—

(1) Section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311) is amended—

(A) in subsection (b)(8)(B), by striking "(which may include opportunity-to-learn standards or strategies developed under the Goals 2000: Educate America Act)";

(B) in subsection (f), by striking "opportunity-to-learn standards or strategies,";

(C) by striking subsection (g); and

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1 (C) in subsection (f), by striking "sub-
2 section (b)(4)" each place it appears and insert-
3 ing "subsection (b)(3)".

4 (14)(A) Section 316 of such Act (20 U.S.C.
5 5896) is repealed.

6 (B) The table of contents for such Act is
7 amended by striking the item relating to section
8 316.

9 (15) Section 317 of such Act (20 U.S.C. 5897)
10 is amended—

11 (A) in subsection (d)(4), by striking "pro-
12 mote the standards and strategies described in
13 section 306(d),"; and

14 (B) in subsection (e)—

15 (i) in paragraph (2), by inserting
16 "and" after the semicolon;

17 (ii) by striking paragraph (3); and

18 (iii) by redesignating paragraph (4) as
19 paragraph (3).

20 (16) Section 503 of such Act (20 U.S.C. 5933)
21 is amended—

22 (A) in subsection (b)—

23 (i) in paragraph (1)—

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1 (12) Section 314(a)(6)(A) of such Act (20
2 U.S.C. 5894(a)(6)(A)) is amended by striking "cer-
3 tified by the National Education Standards and Im-
4 provement Council and".

5 (13) Section 315 of such Act (20 U.S.C. 5895)
6 is amended—

7 (A) in subsection (b)—

8 (i) in paragraph (1)(C), by striking
9 "including the requirements for time-
10 tables for opportunity-to-learn standards,";

11 (ii) by striking paragraph (2);

12 (iii) by redesignating paragraphs (3)
13 through (5) as paragraphs (2) through (4),
14 respectively;

15 (iv) in paragraph (1)(A), by striking
16 "paragraph (4) of this subsection" and in-
17 serting "paragraph (3)";

18 (v) in paragraph (2) (as redesignated
19 by clause (iii))—

20 (I) by striking subparagraph (A);

21 (II) by redesignating subpara-
22 graphs (B) and (C) as subparagraphs
23 (A) and (B), respectively; and

24 (III) in subparagraph (A) (as re-
25 designated by subclause (II)) by strik-

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1 (i) by striking paragraphs (2) and (3);

2 (ii) by redesignating paragraphs (4)

3 through (6) as paragraphs (2) through (4),

4 respectively; and

5 (iii) by amending paragraph (2) (as

6 redesignated by clause (ii)) to read as fol-

7 lows:

8 "(2) review voluntary national content stand-

9 ards and voluntary national student performance

10 standards,"; and

11 (B) in subsection (b)(1)—

12 (i) in subparagraph (A), by inserting

13 "and" after the semicolon;

14 (ii) in subparagraph (B), by striking

15 "; and" and inserting a period; and

16 (iii) by striking subparagraph (C).

17 (7) Section 204(a)(2) of such Act (20 U.S.C.

18 5824(a)(2)) is amended—

19 (A) by striking "voluntary national oppor-

20 tunity-to-learn standards,"; and

21 (B) by striking "described in section

22 213(f)".

23 (8) Section 304(a)(2) of such Act (20 U.S.C.

24 5884(a)(2)) is amended—

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1 will develop a local improvement plan that meets
2 such requirements applicable to a State educational
3 agency under section 306, and will meet such other
4 requirements applicable to a State educational agen-
5 cy under this title, as the Secretary determines are
6 appropriately applied to a local educational agency
7 under this subsection."

8 SEC. 3. TECHNICAL AND CONFORMING AMENDMENTS.

9 (a) GOALS 2000: EDUCATE AMERICA ACT.—

10 (1) The table of contents for the Goals 2000:
11 Educate America Act is amended, in the items relat-
12 ing to title II—

13 (A) by striking the items relating to part
14 B;

15 (B) by striking "PART C" and inserting
16 "PART B"; and

17 (C) by striking "PART D" and inserting
18 "PART C".

19 (2) Section 2 of such Act (20 U.S.C. 5801) is
20 amended—

21 (A) in paragraph (4)—

22 (i) in subparagraph (B), by inserting
23 "and" after the semicolon;

24 (ii) by striking subparagraph (C); and

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1 “(b) PLAN DEVELOPMENT.—A State improvement
2 plan under this title shall be developed by a broad-based
3 State panel in cooperation with the State educational
4 agency and the Governor.”;

5 (B) by striking subsection (d);

6 (C) by striking subsection (n);

7 (D) by amending subsection (p) to read as
8 follows:

9 “(p) AMENDMENTS TO PLAN.—Each State edu-
10 cational agency shall periodically review its State improve-
11 ment plan and revise such plan, as appropriate.”; and

12 (E) by striking subsection (q).

13 (2) SECRETARY'S REVIEW OF APPLICATIONS.—

14 Section 307 of such Act (20 U.S.C. 5887) is amend-
15 ed—

16 (A) by amending subsection (a) to read as
17 follows:

18 “(a) FIRST YEAR.—The Secretary shall approve the
19 State educational agency's first year application under
20 section 305(b) if the Secretary determines that such appli-
21 cation meets the requirements of this title.”; and

22 (B) in subsection (b), by striking “(1)(A)”
23 and all that follows through “(B) the Sec
24 retary” and inserting “(1) the Secretary”.

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NOV 06 1995

104TH CONGRESS
1ST SESSION**S. 1301**

To amend the Goals 2000: Educate America Act to eliminate the National Education Standards and Improvement Council and requirements concerning opportunity-to-learn standards, to limit the authority of the Secretary of Education to review and approve State plans, to permit certain local educational agencies to receive funding directly from the Secretary of Education, and for other purposes.

IN THE SENATE OF THE UNITED STATES

OCTOBER 10, 1995

Mr. SPECTER introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources:

A BILL

To amend the Goals 2000: Educate America Act to eliminate the National Education Standards and Improvement Council and requirements concerning opportunity-to-learn standards, to limit the authority of the Secretary of Education to review and approve State plans, to permit certain local educational agencies to receive funding directly from the Secretary of Education, and for other purposes.

- 1 *Be it enacted by the Senate and House of Representa-*
- 2 *tives of the United States of America in Congress assembled,*

How can Wilson even hesitate to accept \$42 million for California schools?

By Dianne Feinstein

WITH the majority in Congress rushing to turn federal programs from Medicaid to job training into block grants to encourage reform, another block grant — this one for education — is being unjustly pilloried by some Republicans as federal intrusion into state decision-making.

Gov. Pete Wilson is still on the fence about whether or not he will reject California's \$42 million share of Goals 2000 funds because, he says, the program contains "a myriad of federal dictates."

Those of us who want school reform are tired of listening to critics make sweeping judgments without citing one "federal dictate" that this program supposedly contains. In my view, it is time for these critics to either put up or be quiet and take the money.

Goals 2000 is just what it appears to be: a set of goals. There are no federal dictates, strings or unfunded mandates hidden in the text.

The program is simple: Congress adopted a set of national goals, first created by the nation's governors and President Bush, to improve education in this country, and set aside a pot of money for anyone who wants to try to achieve these goals. Here is a list of them:

- All students will start school ready to learn.
- The high school graduation rate will be at least 90 percent.
- Students will be competent in core subjects

such as English, mathematics, science, history, geography and foreign languages.

- The nation's teaching force will have access to programs for the continued development of its professional skills.

- The United States will rank first in the world in math and science achievement.

- Every adult American will be literate and possess the skills necessary to compete in a global economy.

- Schools will be safe, disciplined and drug-free.

- Every school will promote partnerships that will increase parental involvement and participation in their children's learning.

With which of these goals does Gov. Wilson disagree? School districts in California can use Goals 2000 funds to work toward these goals in any way, shape or form that suits their individual needs, as long as the focus is on improved student achievement.

To date, 47 state and hundreds of local school districts, including 228 in California, received Goals 2000 funds last year and are using them for local improvement efforts.

San Ramon Valley school district in Contra Costa County is using the money to develop academic benchmarks for student work. The Norwalk-La Mirada district in Los Angeles County is creating school-to-career systems. Los Alamitos district in Orange County will expand early literacy programs. As these examples suggest, no school district was told by Washington what poli-

cies, practices or strategies to adopt as a result of Goals 2000.

Oh, there is one catch: A state has to want the funds. A state that wants to use the funds to improve its educational system has to apply for Goals 2000 funds and tell the federal government how it intends to use the money.

When was the last time a state complained about telling the government what it wanted to do with its money? No state has ever been turned down for Goals 2000 funds, and no state has ever been asked to alter its plan.

California's school system is in crisis. In the recent National Assessment of Educational Progress, California's fourth-grade students placed almost dead last. Only Guam's students scored lower. California ranks an abysmal 42nd out of all 50 states in the amount of money spent per pupil.

As a result, our classrooms are overcrowded, our teachers are overworked, our school buildings are crumbling and our high schools are graduating students who cannot find China on a map, count change or fill out an employment application.

At a time when California could use every available resource to restore its system to its former status, Gov. Wilson should accept the \$42 million in Goals 2000 funds that belongs to us and put it to use immediately.

Dianne Feinstein is a Democratic senator from California. This column first appeared in the Los Angeles Daily News.



Coalition for A Brighter California

P.O. Box 7643, San Francisco, CA 94120-7643

November 9, 1995

Honorable Pete Wilson
Governor
State of California
State Capitol, 1st Floor
Sacramento, CA 95814

Dear Governor:

As representatives of California's education and business communities, we believe California's schools and students are deserving of the recently awarded \$42 million Goals 2000 grant, and we encourage you to authorize spending of these funds.

Like you, we agree a great deal must be done to improve California's public education system. We have been actively involved in local schools and education-related projects that further the state's goals of improving its education, curriculum, skills, and standards and assessments systems. Through our efforts, we have seen first-hand how Goals 2000 provides for freedom and innovation at the local level, and encourages districts and schools to meet individual students' needs most appropriately.

Authorizing spending of this Goals 2000 grant will further promote school-based change, innovation and parental and community involvement at the school site — all goals to which we are committed. Clearly, California will not remain competitive in the national economy unless we invest in the state's future workforce — our students — and our education system. This \$42 million grant will help local communities, parents, teachers, students and schools do just that.

Wahle Pete Wilson

November 7, 1994

Page two

We urge you to authorize immediately spending of the \$42 million Goals 2000 grant for California's deserving schools and students.

Sincerely,

D. Van Skilling

D. Van Skilling, Executive Vice
President and General Manager
TRW Information Systems & Services

Lewis E. Platt

Lewis E. Platt, Chairman, President
and Chief Executive Officer
Hewlett Packard Company

Larry Stupski

Larry Stupski, Vice Chairman
The Charles Schwab Corporation

Jere Jacobs

Jere Jacobs
Assistant Vice President
Pacific Telesis Group

Karen Wegmann

Karen Wegmann, President
Wells Fargo Foundation

Walfred J. Fassler

Walfred J. Fassler
Regional Vice President
General Representation
Chevron USA, Inc.

David Mertes

David Mertes, Chancellor
California Community Colleges

Mary Bergan

Mary Bergan, President
California Federation of Teachers

Rusty Herod

Rusty Herod, President
California School Employees
Association

Tom Gungni

Tom Gungni, Executive Director
Association of California
School Administrators

Lawrence Lee

Lawrence Lee, Principal
Berkeley High School

Louise Perez

Louise Perez, President
California School Boards
Association

Harvey Gallor - AmEx

Joe Redota

916 445-2864

Judy - Bush

512 463-2729

California

- DC office
- Cal address

Alch

- Gov, Mayor, Co
Letter

Texas

- check with Bill Kined
- call Mary. Leth
- call Sally,

David Wetmore
Director CA Wash office
624 - 5270

Prte Wilson

talk 6. David Whetmore Whetmore
Dir. of AC of the

Key

Joe Rodota

- Same example to Gov.
Very conservative

Keran Strickland - pol. operation
- doesn't count

distinguish from 11/15

Red. - former Policy Dept - U.S.
Comp - issues detail