

CALIFORNIA
DEPARTMENT
OF
EDUCATION

721 Capitol Mall

P.O. Box 944272

Sacramento, CA

94244-2720

DELAINE EASTIN
State Superintendent of Public Instruction

January 25, 1996

Dr. Michael Cohen
Senior Advisor to the Secretary
United States Department of Education
600 Independence Ave., S.W.
FB10, Room 6131
Washington, D.C. 20202

Dear Dr. Cohen:

At the request of Susie Lange of our Executive Office, I am enclosing a packet of news releases and press clippings that relate to Goals 2000 in California. I hope that this information is helpful to you.

Please let us know if there is anything else that we may be able to provide.

Sincerely,



Terry Emmett, Goals 2000 Contact
District and School Support Division
(916) 657-5140

Governor may reject U.S. education money

394
► Wilson says too many strings are attached. A skeptic suggests he's trying to win votes.

By Ken Chavez
McClatchy News Service

SACRAMENTO

Lashing out at "federal dictates," Gov. Wilson may reject \$41.5 million in aid for California schools that is being doled out under President Clinton's Goals 2000 education reform plan.

Thus far, the Republican governor has put the money on hold, telling Superintendent of Public Instruction Delaine Eastin, whose office administers the federal grants, that the money is not a part of his 1995-96 budget.

"What started out as a hopeful partnership has deteriorated into a myriad of federal dictates," Wilson wrote in a July letter to Eastin. "We do not need federal micro-

management of California's education reform efforts."

But a conservative think tank Thursday questioned Wilson's sincerity on the issue, noting that he has used an "obscure" administrative procedure to spend about \$10 million contained in a previous Goals 2000 grant.

"I think he knows politically that it's a hot topic," said Natalie Williams, director of education affairs for the Claremont Institute. "Goals 2000 has a lot of baggage associated with it, and as (Wilson) tries to appeal to people in his run for the presidency, he has had to step around the Goals 2000 issue."

Initiated under former President Bush, the Goals 2000: Educate America Act was signed into law by President Clinton in April 1994.

Conservatives have attacked the program as one that exercises too much federal control over local schools, but others, like Eastin, have defended Goals 2000, saying it gives local educators "great flexibility in determining how best

Please see **WILSON**, Backpage

WILSON: May reject funds

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to meet national goals."

Congress is currently contemplating changes in the Goals 2000 program and may drop it all together.

Maureen DiMarco, the governor's secretary of child development and education, said Wilson is waiting for Congress to act before deciding whether to accept or reject a second-year grant of \$41.5 million.

"To go after the second-year money, you have to know what's going to happen next and that is very unclear in Washington," DiMarco said. "You don't want to be in a position of drawing down the money and then having them change the rules."

Paul Warren, who oversees education policy for the non-partisan legislative analyst, said the federal money is generally forwarded to the state in late September.

The grants are actually awarded to Eastin's Department of Education but expenditures require approval by the state Department of Finance, which is controlled by

Wilson.

The national debate over Goals 2000 has wormed its way into the race for president, as Wilson and other Republican contenders have sought to attract votes by positioning themselves as foes of big government.

President Clinton defended his education spending programs last week, but New Hampshire Gov. Steve Merrill, an influential voice in the contest for the GOP presidential nomination, has rejected Goals 2000 money for his state.

The Claremont Institute sought to pressure Wilson into doing the same by bringing attention to the \$10 million grant he accepted last year.

"He cannot continue to waver back and forth on this issue," said Williams. "This is his chance to take a stand. His actions will show us if he is for or against Goals 2000."

DiMarco and a Wilson finance spokesman said the first-year money did not come with the same restrictions that may apply to the state's second grant.

Wilson May Turn Down \$42 Million for Schools

■ **Education:** He opposes the program's 'federal dictates.' But U.S. officials say the money has no strings attached.

By RICHARD LEE COLVIN
TIMES EDUCATION WRITER

Sitting in a bank account somewhere is \$42.1 million in federal money for California school districts to spend on such Mom-and-apple-pie goals as keeping children in school and helping them compete in math and science with their peers around the world.

But Gov. Pete Wilson, who with conservatives around the country has said that cashing a check from the federal government is akin to turning the keys of local schools over to Washington bureaucrats, has not decided whether to accept the largess or send it back.

The money—part of \$362 million to be made available in the second year of the national Goals 2000 program—is meant to help states and school districts by giving them money to set challenging academic standards and establish programs to meet them.

In July, however, Wilson wrote in a letter that the program has deteriorated into myriad federal dictates and that he would refuse to accept the money unless changes were made. Some in Congress, sharing some of Wilson's concerns, want to eliminate the \$2-billion program.

On Thursday, the federal education department sent the state of California its share of the money anyway and wrote to Wilson offering to meet with him to address his concerns.

"There are no federal dictates in Goals 2000, nor are there any federal regulations issued as [a] result of this new program," the letter said. If Wilson's concerns cannot be assuaged, however, the money cannot be spent and would be reallocated to other states.

"We'll worry about that step if and when we get to it," said Michael Cohen, a senior U.S. Education Department adviser. "Our aim here is not to take the money back, it's to get it to school districts."

At stake is a federal program that, contrary to the concerns of its critics, has almost no strings attached. The eight "goals" referred to in the law's title include having all American children come to kindergarten ready to learn, and promoting parental involvement. Schools are to be free of drugs, violence and guns and students are to meet high standards in academic subjects.

School districts were to come up with a plan that served those goals and, based on those plans, districts began receiving part of the money earlier this summer.

If the new money is accepted, Los Angeles County school districts will share about \$9 million over two years; Orange County schools would get about \$2 million, and Ventura County school districts would wind up with about \$900,000.

The money would support a wide variety of projects, such as, in Anaheim, development of curriculum and training of teachers to help students make the transition between elementary school and middle school. Simi Valley would

Please see **SCHOOLS, A20**

SCHOOLS

Continued from A3

use its share to prepare preschoolers for kindergarten and students in Newbury Park would benefit from improved math instruction.

The Los Angeles Unified School District is set to receive a total of \$3 million which it plans to distribute to 221 schools to help them institute the LEARN reform plan, focusing on improved student achievement, higher standards and a reduction in the dropout rate.

A consortium of seven school districts in the South Bay area of Los Angeles County plans to spend the money to integrate computer technology and the Internet into a new curriculum on the environment.

Beverly Rohrer, the school superintendent in Redondo Beach, said the federal money "would be an asset—definitely an asset."

But conservatives across the country worry that, rather than an asset, the seemingly innocuous program plants the seeds of a federal takeover of schools, which have traditionally been a state and local responsibility. The outcry has been so great that some states, including New Hampshire, Virginia, Montana and Alabama, have either refused to apply for the money or have sent it back to Washington without spending it.

Joan Wonsley, a Dana Point parent who is campaigning against Goals 2000, said the testing it promotes to measure whether students are achieving academic goals amounts to "social engineering" by tracking students into certain futures based on their performance.

Goals 2000 officials say the program does mention testing and establishes academic standards, but they are voluntary, not mandated.

Maureen DiMarco, Wilson's top education adviser, said the governor wants to be sure that such concerns are addressed before agreeing to accept the money. Although the law's goals are laudable, she said, "the question is whether the money is . . . going to go for those goals or sidetrack us into other things."

"We have not said 'No thanks,'" DiMarco said. "If the money is truly a blank check, of course, we would take it. But if it is going to require you to do things that are in conflict with things you believe you should do, then we won't."

She said Wilson will probably stick by his earlier position of not making a final decision until after Congress and the Clinton Administration have decided on whether the program will be continued.

Goals 2000 Doesn't Dictate What to Teach

To the Editor:

"Why New Hampshire Said No to \$9 Million" (Op-Ed, Oct. 7) by George W. Fellendorf, chairman of the New Hampshire Christian Coalition, distorts Goals 2000 beyond recognition.

He claims that the Federal education program "substitutes the teaching of social skills for more traditional cognitive skills." In fact, it focuses on raising academic standards and achievement and preparing students for the world of work.

The specific content of what is taught is decided by state and local officials, with no Federal involvement. The emphasis on rigorous course work in core subjects accounts for the strong support Goals 2000 has in the business community. Louis Gerstner Jr., chairman and chief executive officer of the International Business Machines Corporation, recently said, "If we lose Goals 2000 it would be an incredibly negative setback for this country."

Mr. Fellendorf professes to see strings attached to Goals 2000, yet, curiously, he cannot cite any that are real. Goals 2000 is a flexible program, in which the Federal Government provides funding to any state that sets its own standards for students and uses its own approach to improving education. Not one new regulation has been issued under Goals 2000, and it offers an opportu-

nity for waivers from other Federal education requirements.

Mr. Fellendorf leaves the absurd impression that Goals 2000 will swoop parents up in some sort of dragnet. He is unable to distinguish between a program that promotes parents' helping other parents learn on a voluntary basis and Government officials intervening in families. Goals 2000 supports the former and has nothing to do with the latter.

While the program's political opponents have been spreading misinformation, teachers, parents and administrators across the country are using it to improve schools. High school students in Pennsylvania are visiting businesses to learn how math and science concepts are used. Parental involvement has increased in many Kentucky schools with the help of volunteer coordinators and homework hotlines. In Illinois, teachers received intensive training in using computers to make teaching in core academic areas more exciting and effective.

Mr. Fellendorf's ill-informed attack calls to mind a recent statement by Terrel Bell, United States Education Secretary under President Reagan, in support of Goals 2000: "The American people support educational excellence — not political extremism."

RICHARD W. RILEY
Secretary of Education
Washington, Oct. 11, 1995

LETTERS TO THE EDITOR S.F. Chron. 10-19-95

The Governor, Schools and Goals 2000

Editor — Your October 6 article titled, "Wilson Spurns \$42 Million Federal Grant for Schools," does not properly present the governor's position on Goals 2000.

The governor has made very clear his belief that education is the responsibility of state and local governments, and that the federal government has no role in micro-managing our schools. That's why the governor has stated his belief that we should "proceed with caution" in accepting second-year Goals 2000 dollars.

He believes that educators and parents must be assured that these dollars will, in fact, not be tied to federal mandates that limit local decision-making on how to use the money either now or in the future.

All too often the pattern of federal programs is to offer funds that are then followed by the intervention of controlling regulations and bureaucratic meddling.

A further complication is that the House has removed funding for next year's Goals 2000 budget, and the Senate Appropriations Committee has reduced Goals 2000 by nearly two-thirds below the president's January budget request.

With the future of Goals 2000 funding uncertain, for local school districts to program funds for multiyear projects, which will require the redirection of funds from other worthy projects, if and when the federal dollars are eliminated or diminished, would be counterproductive and imprudent.

We need only look to the broken IRCA and SLIAG commitments to remember that the federal government has promised money before and reneged on that promise.

Very simply put, the governor — with experience as the teacher — is being admirably cautious in refusing to accept these funds until all the details are ironed out. Local school districts will do well by being equally as cautious and not expending funds that are not already in the bank. Writing checks on an empty account is never a good idea.

The bottom line: If the Goals 2000 program is in fact structured to be free of federal strings and fully funded, and the governor believes that the reforms being funded are good for our students, his concerns will be satisfied.

MAUREEN DiMARCO
Cabinet Secretary
Governor's Office
of Child Development
and Education
Sacramento.

SAN DIEGO UNION TRIBUNE

10/18/95

Wilson says he likely will spurn \$42 million in U.S. aid

By DANA WILKIE
Staff Writer

SAN FRANCISCO — Gov. Pete Wilson said yesterday that he probably will reject \$42 million in federal aid for California schools because he fears the money will come with federal mandates and that it may vanish in the future.

In his remarks at and after a Commonwealth Club of California luncheon, Wilson also expressed frustration that many Californians appeared unaware he might have done more for them in the White House than as the state's governor.

Last last month, Wilson dropped out of the Republican presidential campaign, suffering from an inability to raise sufficient funds and move up in the polls.

Asked during an audience question-and-answer session why he was wary of accepting \$42.1 million from the U.S. Department of Education under the federal Goals 2000

program, Wilson said the federal government too often creates programs accompanied by inflexible dictates and inadequate money.

Federal education officials and state Superintendent of Public Instruction Delaine Eastin say that is not the case with the Goals 2000 funds.

Asked later by a reporter whether he intended to accept the \$42 million, Wilson said, "Probably no."

"There is a lot of concern... that in fact what they're saying is that you have to fit (a) mold," Wilson said of the program's requirements.

"There is no assurance whatsoever that (the money) will continue," he added, noting that he fears local schools may become dependent on the funds, only to have them vanish in future budget years.

Wilson said last month that he might not accept the aid, but Eastin applied for the funds anyway. The

federal government has released the money, but it can only be spent if Wilson's Department of Finance authorizes it.

Meanwhile, Lt. Gov. Gray Davis, a Democrat who plans to run for governor in 1998, said that the next time he is acting governor — whenever Wilson is out of the state — he will accept the money.

The money would go to 1,800 local schools. Federal and state education officials have criticized Wilson, saying he is depriving schools of much-needed money for little reason.

Wilson yesterday also ruled out becoming a vice-presidential candidate — he had ruled out a presidential bid last year — and he predicted that neither Gen. Colin Powell nor House Speaker Newt Gingrich would run for the GOP presidential nomination.

Wilson said a private discussion with Powell indicated that the former chairman of the Joint Chiefs of Staff wasn't sure he "had fire in the belly" for a White House run.

Wilson said Powell also told him that "I really don't feel that I have to be president to make a contribution."

Wilson said he believes Gingrich, a Republican from Georgia, will conclude that "the odds are not good enough for him to give up... an opportunity to exercise power in the way Republicans have been unable to do for the past 40 years."

John Wood, a member of the club's program committee, said yesterday's turnout of about 200 for Wilson's speech was unusually light. He said he believed one reason was lingering anger among some members because Wilson broke last year's promise not to run for the White House if re-elected

governor.

"We have a very strong conservative constituency," Wood said, noting that he speaks for himself and not the club.

Asked yesterday if he regretted making that promise, Wilson repeated that he changed his mind because he believed he could do more for Californians in the White House than in the governor's office.

"I find frustrating that most Californians really are not aware of the needless hardship that they have suffered as a result of this (the Clinton) administration," Wilson told reporters after his speech, which focused on his vision of a California built on the "fundamental values... of family and faith, of personal responsibility and individual effort."

(Rejection by Wilson would mean the loss of \$1.28 million in grants for 13 school districts in San Diego County)

NEWS RELEASE

CALIFORNIA DEPARTMENT OF EDUCATION

Contact: Susie Lange

(916) 657-3027
FAX (916) 657-5101

REL#95-40
07/27/95

EASTIN ANNOUNCES GOALS 2000 GRANTS TO SCHOOLS

SACRAMENTO—"I am very pleased to announce California's first recipients of over \$15 million in federal **Goals 2000** grants," said Delaine Eastin, State Superintendent of Public Instruction. "With these funds local schools have a tremendous opportunity to foster significantly greater parent and community participation in setting high standards for student achievement, preparing students for the world of work, and improving school safety and discipline.

"The **Goals 2000: Educate America Act** calls for rethinking the whole system of education both at the state level and in local schools, districts and counties," Eastin explained. "Former President Bush and the nation's governors initiated **Goals 2000** to improve American education, and it has been carried on by President Clinton. The underlying theme is to shift the base of power and direction for education from the federal and state governments to local communities."

Schools, districts and county offices of education that have formed various alliances referred to as consortia, may use their **Goals 2000** funds to improve their delivery of education. In total, 1,883 California schools in 227 school districts will be participating in the school improvement activities funded by this bipartisan federal legislation of 1994 (Attachment A).

Goals 2000 sets broad objectives for improving education nationwide, but also gives states, school districts, and schools great flexibility in determining how best to meet the national goals in each school community. Within each of the funded alliances or consortia, a panel of parents, educators, business and civic leaders will come together to create a common viewpoint and vision and an action plan for improving their local schools.

Local panels will be looking at all aspects of their local educational process, including:

- establishing clear local education goals

MORE...MORE...MORE

- defining high content and performance standards for all students
- evaluating local programs to see where improvement is needed
- developing a specific plan of action to address those local needs
- implementing the locally agreed upon improvements

The Act established eight national educational goals (Attachment B) and provides funding to states to be used for two purposes:

- 1) development of a state plan for educational reform, and
- 2) subgrants to local districts and county offices of education.

The state plan is supposed to be developed by a diverse panel of educators, legislators, and business and community leaders appointed jointly by Governor Wilson and State Superintendent Eastin. Governor Wilson has postponed authorizing the panel while he waits to see if Congress continues the program.

"In the final analysis, I hope that Congress chooses to reauthorize this worthwhile opportunity for local school reform initiatives," noted Eastin. "Not only will the schools cited today receive additional funds, but many other schools will be able to participate. California has an abysmal recent history in failing to support K-12 educational reforms. It would be so foolish for the state to reject \$44 million in federal money available for schools if Congress chooses to reauthorize. I, for one, cannot comprehend retaining tobacco subsidies while discontinuing school improvement programs like Goals 2000."

Nationally, 48 of the 50 states and the District of Columbia are participating in Goals 2000. State panels have already been named in 36, and 10 states have completed state plans that are either approved or currently under review. States that have approved plans are Kentucky, Massachusetts, Oregon, and Utah.

Provided that federal funding continues to be made available, current grant recipients will receive three years of funding in order to begin implementing their plans. In addition, a second round of grant awards will allow additional schools and districts to begin Goals 2000 planning.

The names of individual schools participating in Goals 2000 may be obtained from the individual districts listed. For more information, please contact Terry Emmett at (916) 657-5140 or Margaret Fortune at (916) 657-2741.

#

Attachments

**GRAY DAVIS****Lieutenant Governor
State of California****HAND DELIVERED
October 17, 1995****The Honorable Pete Wilson
Governor of California
State Capitol
Sacramento, CA 95814****Dear Governor ~~Wilson~~:**

I am writing to express my dismay and bewilderment over your refusal to accept the \$42.1 million in Goals 2000 funds awarded to California schools.

As you know, Goals 2000 was the brainchild of former President George Bush, and involved all 50 of the nation's governors in a process that began in 1989. The common-sense goals advanced by this program represent a broad consensus in the education community about how to improve the quality of our public schools — and how to better educate our children for the 21st century.

You have stated that Goals 2000 involves a "myriad of federal dictates" and that the federal government has placed "extraordinary conditions" upon the receipt of these funds. Absolutely nothing could be further from the truth. In fact, there may not be any current federal program involving the disbursement of funds to the states that comes with fewer strings attached. Moreover, no new federal regulations whatsoever were promulgated with regard to the use of this money.

However, based on a personal meeting I had with Education Secretary Richard Riley in Washington last week, I am convinced that the U.S. Department of Education and the Clinton Administration are more than willing to work to accommodate any legitimate objections you may have in order to ensure that California's schoolchildren are not shortchanged.

I sincerely hope you will reconsider and immediately release these funds to the California schools that earned and deserve them.

Sincerely,**GRAY DAVIS**

STATE CAPITOL
ROOM 1114
SACRAMENTO, CA 95814
(916) 445-8984
FAX (916) 323-4999

5777 WEST CENTURY BOULEVARD
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FAX (310) 412-8333

455 CALIFORNIA STREET
SUITE 250
SAN FRANCISCO, CA 94104
(415) 397-2002
FAX (415) 397-3530

Governor Pete Wilson
State Capitol
Sacramento, CA 95814

Dear Governor Wilson,

Once again I am writing to urge you 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. I explained that nearly every dime of that money has already been allocated to projects **designed entirely by local school districts** throughout the state -- they told us how they intended to spend the money consistent with **their** goals. Their proposals had to 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.

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.

Raelene,

I re-did the letter on my disk (attached).

See edits on cover NR page.

Have Terry title the attachment: Examples of GOALS 2000 Activities, and be sure to spell-check and edit.

Also attach the chronology to the news release, NOT to the governor's letter. He only gets the examples page

Mary will sign the letter. It needs to go to the Governor, hand-delivered. That can be done on the way to the capitol press corps. The letter has to go FIRST.

Auto-fax to EW, county and district supts, misc. media in tower of power. OR, better yet, get it down to mailroom and if it can get out today, skip the tower of power list and mail to: radio, tv, ceop, dailies, distA,

Have Bob Agee take care of getting to ed coalition and legislators. I spoke with him about it already.

Also fax to Riley's office. Ask Camille/Mary to take care of that.

I will try to call you from the meeting when I arrive probly by 8:30 or 9:00. Dina should have a contact number at the place where we will be. Try to get a copy to us there if possible.

Wilson considers refusing \$41.5 million in school aid

By Ken Chavez *SAC BEE*
Bee Capitol Bureau 9-15-95

Lashing out at "federal dictates," Gov. Pete Wilson may reject \$41.5 million in aid for California schools — including \$1.1 million earmarked for schools in the Sacramento region — that is being doled out under President Clinton's Goals 2000 education reform plan.

The Republican governor has told Superintendent of Public Instruction Delaine Eastin, whose office administers the federal grants, that the money is not part of his 1995-96 budget.

"What started out as a hopeful partnership has deteriorated into

a myriad of federal dictates," Wilson wrote in a July letter to Eastin. "We do not need federal micro-management of California's education reform efforts."

But a conservative think tank Thursday questioned Wilson's sincerity on the issue, noting that he already authorized spending as much as \$10 million in a previous Goals 2000 grant.

"I think he knows politically that it's a hot topic," said Natalie Williams, director of education affairs for the Claremont Institute. "Goals 2000 has a lot of baggage associated with it, and as (Wilson) tries to appeal to people in his run

Please see WILSON, back page, A24

Wilson: Conservatives oppose program

Continued from page A1
for the presidency, he has had to step around the Goals 2000 issue."

Initiated under former President Bush, the Goals 2000: Educate America Act was signed into law by Clinton in April 1994. The program provides federal financing for state, community and school efforts to raise education standards.

Conservatives have attacked the program as one that exercises too much federal control over local schools.

Eastin is among those who have defended Goals 2000, saying it gives local educators "great flexibility in determining how best to meet national goals."

Congress is contemplating changes in the Goals 2000 program and may drop it altogether.

Maureen DiMarco, the governor's secretary of child development and education, said Wilson is waiting for Congress to act before deciding whether to accept or

reject a second-year grant of \$41.5 million.

"To go after the second-year money, you have to know what's going to happen next, and that is very unclear in Washington," DiMarco said. "You don't want to be in a position of drawing down the money and then having them change the rules."

Of the \$41.5 million contained in California's second Goals 2000 grant, about \$1.1 million is scheduled to go to certain school districts in Sacramento, Yolo, Placer and El Dorado counties.

Paul Warren, who oversees education policy for the nonpartisan legislative analyst, said the federal money is generally forwarded to the state in late September. The grants are awarded to Eastin's Department of Education, but expenditures require approval by the state Department of Finance, which is controlled by Wilson.

The national debate over Goals 2000 has wormed its way into the

race for president, as Wilson and other Republican contenders have sought to attract votes by positioning themselves as foes of big government.

Clinton defended his education spending programs last week, but New Hampshire Gov. Steve Merrill, an influential voice in the contest for the GOP presidential nomination, has rejected Goals 2000 money for his state.

The Claremont Institute sought to pressure Wilson into doing the same by bringing attention to the \$10 million grant he accepted last year.

"He cannot continue to waver back and forth on this issue," Williams said. "This is his chance to take a stand. His actions will show us if he is for or against Goals 2000."

DiMarco and a Wilson finance spokesman said the first-year money did not come with the same restrictions that may apply to the state's second grant.

DIANNE FEINSTEIN
CALIFORNIAUnited States Senate
WASHINGTON, D. C.

September 28, 1995

The Honorable Delaine Eastin
State Superintendent of Public Instruction
California Department of Education
721 Capitol Mall
Post Office Box 944272
Sacramento, California 94244-2720

Dear Delaine:

Thank you so much for the information. I wanted to send you a copy of the letter I am sending to Governor Wilson today. Keep me informed and keep up the good work on behalf of California's students.

Cordially,

A handwritten signature in cursive script, appearing to read "Dianne".

A handwritten note in cursive script that reads "Thanks my friend!".

FAX from ...



Senator Dianne Feinstein

of California

331 Hart Senate Office Building
Washington, DC 20510
(202) 224-3841

DATE: 9/28/95

TIME: _____

TO: Superintendent EastinFROM: Senator FeinsteinCOMMENTS: The originals are in the mailTOTAL NUMBER OF PAGES (INCLUDING COVER SHEET): 4

NOTE: The information contained in this facsimile is confidential. If you receive this transmission in error, please notify the sender immediately.

11TH STORY of Level 1 printed in FULL format.

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September 5, 1991, Thursday, Final Edition

SECTION: Part A; NATION; INSIDE THE BELTWAY; Pg. A6

LENGTH: 892 words

BYLINE: John Elvin; THE WASHINGTON TIMES

BODY:

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not
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Pork patrol

One of our Irregulars suggests the State Department as a candidate for our Federal Fat Award this week, referring us to a General Accounting Office report on consultants and experts hired as contractors by State's Office of the Inspector General. "It's an old-boy network," we are told, "consisting of former ambassadors and other former officials who travel the world, staying in the best accommodations, charging it off to taxpayers via State. They're supposed to be looking into waste, fraud and abuse, but there's some question about whether they do anything more than generate it."

Based on this suggestion, we obtained a copy of the previously restricted document. It says the IG's office "did a poor job" of awarding those contracts, hiring people without really spelling out what they were supposed to do and setting up retirees as independent contractors in violation of federal rules.

The report makes much of the fact that the IG's office didn't deliberately try to cover up anything, it was just a matter of incomplete reports and misunderstandings. The IG, in a response to the report, said its actions were legitimate and well-intentioned. Nonetheless, in reviewing 265 expert and consultant appointments, State decided to terminate a whopping 101 of them.

Our informant is not appeased. "Unlike regular federal employees, the consultants get paid to commute to Washington from wherever they live and are put up in the best hotels while they receive their assignments," we were told. We understand that the Senate Governmental Affairs subcommittee on federal services, post office and civil service asked the Office of Personnel Management to find out exactly what State is doing to correct the situation.

Nice talk

Embattled California conservatives have a new rallying cry in their dogfight with moderate Gov. Pete Wilson. They're calling themselves the "F.I.'s." The initials refer to an April meeting with Assembly Republicans in Grass Valley, Calif., where Mr. Wilson is said to have explained that any legislator who opposed his tax increases was, er, ah, "[fundamentally] irrelevant."

The sentiment could very well come back to haunt the governor at the state

The Washington Times, September 5, 1991

GOP convention in Anaheim on Sept. 13-15. Those fun-loving right-wingers are planning to plaster the meeting with "F.I." bumper stickers, buttons and signs.

"Conservatives are really taking this up as a red badge of courage," said Robert Stutzman of the Capitol Resource Institute in Sacramento.

Drives them crazy

An office has been set up in the foyer of the Kremlin Palace of Congresses to provide psychological services to stressed-out people's deputies. Trained psychologists are on hand to help legislators deal with the rather chaotic events of recent weeks.

According to the official Tass news agency, deputies are suffering from feelings of inadequacy brought on by their behavior during the putsch, or they're feeling disoriented and isolated in the new political climate.

Some of the politicians are reported to be suffering stage fright at the thought of having to speak in public.

Many former members of the Communist Party are among visitors to the counseling center.

White House green

President Bush can whack the little white ball around right on his own lawn, thanks to the installation of a nine-hole putting green. The addition to the existing presidential amusements appeared on the White House South Lawn while Mr. Bush was off vacationing in Maine.

Like any kid with a new toy, Mr. Bush made a beeline for the kidney-shaped artificial-turf green soon after getting back from Kennebunkport. It provided a means of decompressing from the regimen of golfing nearly every day during his monthlong vacation.

The single green, 55 by 35 feet, contains nine separate holes. It's in a secluded area of the White House grounds near the tennis court, hidden from public view by large trees and shrubs. Sports Rec, a sporting equipment company, and the White House Maintenance Office built the green for about \$2,000. It was paid for with money from the White House budget. Also during the vacation, the White House tennis court was resurfaced.

On Tuesday, Mr. Bush tried out the green briefly with first lady Barbara Bush and Vice President Dan Quayle, said White House spokesman Gary Foster.

"He was very pleased with it," Mr. Foster said.

Dial-a-pitch

The selling of the Bush administration's "America 2000" education reform strategy continued yesterday with the inauguration of a daily five-minute conference call that will enable Education Secretary Lamar Alexander to chit-chat with governors and other state officials who are leaping on the bandwagon to reform schools.

The Washington Times, September 5, 1991

Mr. Bush launched the national telephone networking effort when he personally got on the line with Maryland Gov. William Donald Schaefer and Maine Gov. John McKernan. "We are totally committed to keeping this on a non-partisan basis," the president said in his pitch to Gov. Schaefer, a Democrat.

Today Mrs. Bush will travel to Ellicott City to kick off the "Maryland 2000" education reform plan. "Be nice to my wife tomorrow, I don't want her coming home grumpy," Mr. Bush told the Maryland governor before signing off with "over and out."

GRAPHIC: Photo, California Gov. Pete Wilson stirred up a mischievous swarm of rightists.

LANGUAGE: ENGLISH

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October 25, 1991, Friday, City Edition

SECTION: OP-ED; Pg. 15

LENGTH: 692 words

HEADLINE: A press-release program for education reform;
THOMAS OLIPHANT

BYLINE: By Thomas Oliphant, Globe Staff

DATELINE: WASHINGTON

BODY:

Something very interesting happened in Massachusetts this week, a clue perhaps that status quo politics - inaction in a costume of concern - may have surpassed its capacity to deceive.

The subject was elementary and secondary school education, another declining industry in a declining state.

In three days of media politics surrounding a visit by Education Secretary Lamar Alexander, one lesson was learned: the non-policy of the state's rookie Reaganite governor, William Weld, fails to meet even the limited standards of President Bush. At issue is not money per se, but a commitment to serious, thorough reform of a failing system.

For the most part, Bush's response to the country's slipping education system at least fulfills the first obligation of medicine: do no harm. Viewed benignly, the state and federal players at least have a chance to unite in support of reforms at the state level; research can identify a few new ideas; the primacy of good education's place in the country's economic future is recognized; and some important national goals (with timetables) have been set.

In his travels, Alexander can and does assist the process of change in serious-minded states - as Transportation Secretary Sam Skinner has done with the vital issue of infrastructure reconstruction. With a well-timed nod to a dilligent Republican like Pete Wilson of California or an experienced Democrat like Bill Clinton of Arkansas, reform gets a needed boost. Of course, politics is involved, but within the bounds of Bush's limited vision, the politics is not pernicious.

Every so often, however, an Alexander visit serves to highlight what is not happening. That is what really happened in Massachusetts this week.

From the administration's hardly exacting education perspective, Weld's government is a rare example of inaction. In this lousy economy, every state has horrendous budget problems, and is doing horrendous things to fix them; except in the uniquely self-absorbed state political culture, there is nothing unusual

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The Boston Globe, October 25, 1991

about Massachusetts' problems. What is unusual is that unlike other governors in both parties, Weld has neglected education reform; administration officials here are well aware that the real action in Massachusetts is legislative, in the form of a top-to-bottom reform package that is due at the end of the year.

The trouble for Weld was that with Alexander coming to the state, he needed to have a program so that he could be signed onto Bush's America 2000 effort. So, lo and behold, an outline was created out of intellectually thin air and promoted in the press the day before Alexander's visit.

Naturally, that produced a substantive and political counterattack from the people doing the real work of reform. The physical symptom of the Weld policy by press release was the childish effort to pretty up the middle school in Springfield to which the Alexander entourage was escorted.

More important were the policy symptoms mocking the Weld "program." Statewide testing of students, both to measure progress and enforce standards, is a component of the press release. In his budget, Weld sought to slash the state's testing effort in half; only because the Legislature overrode him is the testing budget stable at about \$ 1 million, though the governor's evisceration attempt has ruined basic-skills testing for this year.

Laughably, the press-release program also mentioned extending the school day and year, another basic component of all serious reform efforts - but this one from an administration that briefly signed off on the attempt by one pinched city (Holyoke) to shorten its term.

The press release's nonseriousness was also evident in its total neglect of early-childhood intervention and efforts to assist the transition from school to work, and its propagation of the dangerous myth that private funds (however helpful) can somehow fill the void left by public abandonment.

In two months, Masssachusetts will get a real reform blueprint from the Legislature's Education Committee; At that point, Gov. Weld will have to decide whether to become a serious player; he is not one today.

GRAPHIC: DRAWING, ELEANOR MILL ILLUSTRATION

LANGUAGE: ENGLISH

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04240730 SUPPLIER NUMBER: 16834439 (THIS IS THE FULL TEXT)
The new school war: outcome-based education.
Schrag, Peter
Current, n371, p3(6)
March-April, 1995
ISSN: 0011-3131 LANGUAGE: ENGLISH RECORD TYPE: FULLTEXT; ABSTRACT
WORD COUNT: 5007 LINE COUNT: 00399

ABSTRACT: Outcome-based education has become a contentious issue as conservative groups lobby against its implementation. They claim that this form of educational reform would deny children their freedom of thought by dictating what they are supposed to know.

TEXT:

When the Bush administration first embraced it five years ago, the idea seemed like good conservative education theory and the most promising device around to improve academic standards in American schools. The "it" was "outcome-based education," and OBE was going to help make Bush the "education president." At its core was a fundamental shift in education policy from a focus on inputs - hours spent in class, years of schooling completed, courses taken, dollars spent - to the definition and measurement of academic outcomes. OBE fit perfectly with the increasingly fashionable idea of school decentralization. The state would promulgate guidelines and develop assessments for what students should know and do; the local school would determine how to reach those goals.

The standards and assessments, moreover, were to be "criterion referenced," meaning they would be based on what students had to know in the real world (thus presumably closing the gap with the Germans and the Japanese), not normed, as they had always been, according to what the average student was doing. Chester E. Finn, the most innovative educational thinker in the Reagan and Bush administrations, pushed hard for OBE, and it became part of Bush's America 2000 education proposals. The idea also became a cornerstone of Bill Clinton's education program, now enshrined in Goals 2000 - the Educate America Act - which Clinton signed last spring.

But a funny thing happened to OBE on the way from Checker Finn's embrace to its implementation in the classroom, and thereby hangs a revealing tale about why it's so hard to reform American schools. Mention outcome-based education now to the religious conservatives at Citizens for Excellence in Education (CEE) or the National Association of Christian Educators, with which CEE is affiliated, or to the conservative members of Focus on the Family or Concerned Women for America or Phyllis Schlafly's Eagle Forum, and they're likely to become apoplectic. Depending on the version, they insist, OBE is either nonsensical mumbo jumbo or part of something very sinister: undermining children's religious faith, promoting "politically correct issues such as environmentalism, gun control and homosexuality" in the words of Rutherford Institute President John W. Whitehead, and thus representing "one of the most frightening assaults on individual freedom we've ever faced." OBE, says former Education Secretary Bill Bennett (who happens to be one of Checker Finn's heroes), has become a tool for the education establishment to advance its own social agenda: "a Trojan horse for social engineering."

In the past couple of years, pitched battles have been fought over OBE and related programs from one end of the country to the other: in Pennsylvania and Virginia, Washington and California, Kentucky and

Oklahoma, and a great many local communities in between. In some instances, those fights have been over shadows: a story in a new state curriculum guide that seems to some group to question the primacy of heterosexual marriage as the foundation of social life, or that suggests to someone that maybe the writer is trying to foist vegetarianism and animal rights on the tender minds of fourth graders.

But to dwell on these phantoms of the new school wars would distort a far more complex story. This is not only a controversy between an ever-reasonable education establishment and the know-nothing right, as the annual textbook censorship reports of the liberal People for the American Way seem to suggest; nor is it just a fight against attempts by the forces of political correctness to capture the hearts and minds of our children, as conservatives like Thomas Sowell or Dinesh D'Souza would have it. At bottom it reflects genuine social, intellectual, and ideological controversies about how children should be taught, what they should learn, and what, ultimately, schools should be in a democratic society. Unless the progressive education establishment begins to appreciate the sources of resistance to reform, it will invite the kind of paralyzing backlash we have seen in many areas of our national life.

LOST IN THE TRANSLATION

The OBE fights have raised important educational and ideological issues. If OBE was a welcome answer to conservative impatience with the constant emphasis on school inputs (which usually meant demands for more money), few people noticed that it also dovetailed nicely with a major liberal agenda: to get rid of objective testing and rote learning in favor of so-called performance-based assessment - more open-ended essay questions, more problem solving, more analysis, more emphasis on "higher-order" reasoning, perhaps even more creativity. At the very pinnacle of OBE guru William Spady's "Demonstration Mountain" was something called the transformational zone, "where assignments transcend the bounds of specific academic disciplines and require 'real world . . . complex role performances,' sometimes called 'authentic assessment.'" For all its jargon, Spady's pinnacle seemed to be precisely what a lot of employers were looking for: applicants with social skills, the ability to work cooperatively, tolerance of people of other races, and skills suited to solve practical problems. In many states, the Business Roundtable was a major booster of OBE-type reforms.

But OBE also lends itself to monumental mushiness, and when state departments of education produced their new OBE guidelines for local districts, they often included such outcomes as "positive self-image," "environmental stewardship," "openness to change," "appreciation of diversity in others [and] appreciation of the global community," "interpersonal competencies," "a willingness to question things," and "holistic learning." Those criteria not only brought the Christian right into the battle, sometimes with barrages of misinformation; they also made a great many other parents nervous. Were students going to be tested on this stuff? Were school curricula going to be based on it? OBE, Finn said recently, "was hijacked."

Spady, who is a full-time private consultant on OBE to school systems and state education departments, says those outcomes aren't integral to OBE. As Spady sees it, things got "mistranslated" on the way down: "Values, attitudes, and psychological states like self concept and tolerance are not outcomes and cannot be measured." The important thing, in his view, was to free local districts from the time requirements and curricular boxes that are staples of all education codes: so many years of English and math; so many hours in class. The purpose, he says, is not to impose new mandates but to free schools from the old ones. But he also speaks of stressing "broad attitudinal, affective, motivational and relational qualities."

Whatever his intent, affective OBE set off fights in scores of places. In Pennsylvania and Virginia OBE became a major political issue that, in

the words of CEE, was nothing less than a battle between secular humanists and persons who believe in Judeo-Christian values. OBE, CEE charged, might eventually include gay and lesbian studies; the initiative would lead to the collection of data on the personal moral beliefs and values of individual students, and then to the development of means of altering those beliefs. In the end, OBE was withdrawn or blocked in Virginia, Ohio, and Oklahoma, at least temporarily stopped in Connecticut, and, after a school board was recalled, repealed in Littleton, Colorado, where it had been in place for more than two years. While it survived in Pennsylvania, it did so only after the state agreed to downplay the affective goals and to guarantee that students would not be assessed on them. Yet OBE remains the theoretical cornerstone of the Clinton education reform program and, depending on the definition, versions of OBE are in place in a growing number of states. Among them, according to the nonpartisan Education Commission of the States, are Kentucky, which has overhauled its entire education system, Oregon, Utah, and all overseas U.S. military dependents' schools. Meanwhile, in places like Florida, the battle goes on.

FROM DEWEY TO PUMSY

The struggles over OBE resonate with echoes of curriculum fights past - fights about the inclusion of the United Nations and one-worldism in the social studies curricula of the 1950s and 1960s, fights in the teaching of reading between phonics and look-say, fights over the "open school" and between child-centered and discipline centered learning - fights, most commonly, between traditionalists and Deweyan progressives. The religious right continues to resist the inclusion of *Catcher in the Rye* and *Of Mice and Men* in high school English courses and is still battling furiously to give what it calls scientific creationism equal time with evolution (and, if some of them had their druthers, more than equal time). Liberals are still complaining about Huck Finn and prayers at school graduation exercises.

But the new ideological controversies are loaded with a great deal of additional freight, much of it derived from the national uncertainties about multiculturalism and from escalating mandates that schools educate all students from that great diversity at least through the twelfth grade, which has never been done anywhere. Those mandates pile yet more demands on the already excessive burdens of the schools - AIDS education, sex education, tolerance for ethnic diversity (and often for diversity in sexual preference as well), environmentalism, animal rights, inclusion of even the severely handicapped in regular classes, classes for 14-year-old mothers, and programs to enhance self-esteem. In New York, the chancellor orders the schools to "include references to lesbians and gays in all curricular areas" and requires that they be treated as "real people to be respected and appreciated." In Southampton, New York, school officials cancel a student production of *Peter Pan* after some local Indians complain that the song "Ugg-a-Wugg" is offensive. In Flushing, the same fate befalls an elementary school production of *Annie Get Your Gun* after somebody complains that the word "gun" might encourage violence. In Lake County, Florida the local board, reacting to the miasma of "multiculti" relativism, orders that American culture be presented as "superior to other foreign or other historic cultures." In a Texas district, Santa's name comes off the classroom wall because it's an anagram of Satan.

CENSORSHIP

And then there's Pumsy, a blue dragon in an elementary school series of self-esteem books who is a little short of self-confidence because she doesn't breathe enough fire and who finally gets it together through the power of positive thinking: "I am me," goes a Pumsy anti-drug mantra, "and I'm okay." (Shades of the Reader's Digest of the Eisenhower era). For the 210,000 member CEE, the trouble with Pumsy is that she becomes too self-reliant, thereby undermining the authority of parents, teachers, and organized religion. CEE has waged war on Pumsy all over the country; in

1993 People for the American Way listed Pumsy as one of the leading targets of attempts by the religious right to censor school curricula. But you surely don't have to be a religious fundamentalist to wonder whether trying to generate self-esteem ahead of (or apart from) genuine achievement isn't getting things backward. A few years ago, "Doonesbury" did in the cult of self-esteem better than all the forces of CEE.

A great many of those new cultural imperatives, and particularly those focused on equity and diversity, have now become part of the civic religion of the public schools. It thus shouldn't be surprising that conservative ideas like OBE lose (or gain) a great deal in translation as they move toward the classroom. The problem is compounded by the proclivity of the schools for "wholehoggism": No curriculum change is ever gradual.

Thus, when it's decided that concentration on the basics - the refrain of the late 1970s and 1980s - leaves kids unable to solve real problems or to develop what the trade calls "higher-order skills," the tendency is not just to modify the curriculum but to substitute a new one. And so "whole language" reading programs are instituted to emphasize the comprehension of literature, not just the decoding of words and sentences. But instead of retaining things like phonics, the new syllabus in California now tells teachers they should never teach phonics except in the context of a "whole language" framework. That, the critics charge, probably with some justification, has helped to drive California's fourth grade reading scores down to forty-eighth in the nation, just above Mississippi's. But don't worry, say the state guidelines, if the kids can't spell the words or remember the multiplication tables; the mechanics should always be subordinate. "Early memorization of number facts is seen as a hindrance rather than a help in developing mathematical understanding," the guidelines say. The important thing is that the student gets the general idea. Similarly, the influential National Council of Teachers of Mathematics calls for "a shift toward mathematical reasoning . . . toward conjecturing, inventing and problem solving - away from an emphasis on mechanistic answer-finding."

That may sometimes be a perfectly sensible proposition. But when it hardens into all-purpose doctrine, it has no more validity than what the progressives call drill-and-kill. And, of course, it drives a lot of traditionalists nuts.

CALIFORNIA'S CLAS STRUGGLE

And so we come to what may be the most revealing of the contemporary ideological curriculum battles, the fight last spring over CLAS, the California Learning Assessment System, a so-called performance-based test. In 1991, when Republican Governor Pete Wilson enthusiastically signed the bill authorizing its development, CLAS, like OBE, was expected to become a major instrument for driving the public schools toward higher academic standards. It was also supposed to be a model for the Clinton school reform program. CLAS tests were to be given in grades four, eight, and ten in reading, writing, and math, and in grades five and ten in history, social science, and natural science, and would require a lot more than fill-in-the-bubble answers to multiple-choice questions. The tests would demand analysis, problem solving, and comprehension based on global criteria. Since each test was to provide individual scores for each student, as well as average scores for each school and district, it would also send a persuasive message to the many complacent parents who thought, contrary to most international comparisons, that the A's and B's their kids were getting in school really meant they were doing well.

But last June, after a series of increasingly embarrassing disclosures, Wilson killed CLAS's funding. Several months later he killed a bill extending and reforming CLAS. By then complaints about the test had come not just from the religious right but from the teachers unions, the state school boards, and a wide range of others who had once been strong backers of the test. These groups now objected that the questions intruded

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into the personal lives and beliefs of students; that in shifting to open-ended questions the basics were all but ignored; that the reading samples offended religious sensibilities and, in some cases, contained racial stereotypes to boot; and, worst of all, that CLAS didn't measure the things it purported to measure.

ATTACKS ON THE TEST

Some of the early attacks on the test, which was first given in 1993, were just plain silly: that an Alice Walker story about a Christian (black) woman who marries a Muslim fosters religious relativism; that a child's musings in an Annie Dillard story about a snowball fight were too violent; that another Alice Walker essay on the life of a horse was "anti-meat-eating." In some cases, the complaints parodied themselves. CEE, which was one of the leaders of the fight from the start, complained that on an arithmetic item in which fourth graders were asked how they would divide five apples among four people, the preferred answer was one apple apiece, with the fifth going to the neediest. Nobody could ever produce evidence for such an item, but since state officials, for legitimate security reasons, never disclosed all the test questions, no one could ever prove that the item didn't exist. Still, it seemed reasonable that when some districts asked to be exempted from the test - a number were hit with parent lawsuits filed by the Rutherford Institute, which now regards itself as the civil liberties union of the religious right - the state Education Department argued that they ought not give in to a bunch of religious nuts.

At that point, however, a host of other problems began to emerge. While the department, in its first trial of the test, wisely decided not to give individual scores and to confine its reports to school and district averages, the Los Angeles Times learned that in several hundred schools, those averages were based on the test results of a handful of students and in some cases on no more than one. But that disclosure paled next to news about the test items themselves, particularly on the reading portions. Those items, instead of first asking specific questions about the reading passages, asked students in the fourth grade to note down their "thoughts and feelings about this story." Tenth graders were asked to tell their "first response (ideas, questions, or opinions)." Thereafter they were invited to tell "what it means to you . . . how it relates to your own life, or whatever else you think is important." There were also cartoon-type balloons (or empty heads) to fill in with words or pictures describing what the characters were thinking.

Defenders of the test, echoing the conventional (and depressing) classroom wisdom, argued that, far from being intrusive, such questions reflected standard classroom practice; there was no way to engage kids in the reading unless it was directly related to their own lives. Moreover, they said, in another bow to current fashion, different children learned and expressed themselves best in different ways - hence the empty heads and the invitation to students to draw pictures.

But if the questions were not intrusive invitations to discuss personal and family problems, they were at least self-referential. They demanded not answers and analysis that would show how well the student had read and understood the text but "your first response" (in the tenth grade) or "your thoughts and feelings" (in the fourth). If this was a test of anything, it was a test of writing, not of reading. It seemed to foster the idea that no literary text had content, much less merit, that could be objectively understood and analyzed; it existed only as a mirror of the reader's own experience. It was hardly surprising, therefore, that a lot of people, including Wilson's own secretary of education and child development, were asking why there weren't at least some objective, short-answer questions on the test.

ESTABLISHMENT IDEOLOGY

Yet if the reading test suggested the embrace of the prevailing education establishment ideology, the solitary sample of the fifth grade

science test that the Department of Education provided fairly shouted it. The item, titled "Don't send it to the landfill!," was devoted to the proper disposal of household waste. Given a bagful of "trash," the students were told to think about the properties of such items as tin, paper, and glass, sort them, and then discuss the best methods of disposal. Finally, they were told, "The landfills in our state are running out of space! Write a letter to Governor Wilson telling him how we can reduce the amount of trash we send to our landfills." (All exclamation points in the original.) "This isn't science [but] propaganda," Los Angeles Daily News columnist Linda Seebach wrote. Just as important, in many respects the test was factually wrong and economically misleading.

What made the prospects for CLAS's performance-based future particularly dim was the fact that the independent statistical validation that Wilson ordered (from a group of psychometricians headed by Lee Cronbach of Stanford) cast grave doubts on the possibility that the test could be made reliable for the individual scores that the test was supposed to provide. It was hard for anyone to develop much confidence that a score of 4 in Bakersfield was the same as a score of 4 in Eureka, much less in what the standards were for either. American Federation of Teachers President Al Shanker, who has vigorously pushed for higher school standards, has predicted that it will take 20 years to develop reliable performance-based tests, and there was nothing in CLAS to suggest he's wrong. But that did not prevent FairTest, the Cambridge-based organization that opposes objective testing with something approaching religious fervor, from immediately concluding that it was the Christian right that had done CLAS in.

ESCALATING BATTLES

It's striking how quickly our struggles about curriculum ideas escalate into quasi-religious controversies over social or moral absolutes. The right sees a conspiracy by the federal government and its secular humanist legions to strip parents of control over their children and inculcate them with relativistic values, witchcraft, and satanism. The left looks at every parent who walks into a principal's office complaining about a book or a school assignment as a tool of religious fanatics. A generation ago people who challenged the absolute primacy of phonics were attacked in school board fights as socialists; now FairTest regards anyone too devoted to the SAT as, at the very least, an unconscious racist or sexist.

In the face of such heat, and in the absence of vigorous centrist forces speaking for parents, it's not surprising that politicians and school bureaucrats tend to capitulate easily - formerly (and in some places still) they gave in to the official demands of Rotarians, America firsters, and the organized right; in recent years they more often bowed to the trendier demands of multicultural correctness. Until a generation ago, most textbooks were carefully calibrated not to offend southern segregationists and militant anticommunists, and were only condescendingly conscious of American groups other than WASP males. That in itself was an improvement from the first decades of the century, when textbooks were laced with stereotypes about Jews, Italians, Chinese, and blacks (to quote *The Great School Legend*, Colin Greer's classic study) as "mean, criminal, immoral, drunken, sly, lazy and stupid in varying degrees." Nowadays, by contrast, they tend to be closely tailored to make certain that all races and both genders are proportionately represented, even where the authors have to scratch to find examples - Clara Barton and Susan B. Anthony, yes, but Sarah Winnemucca? Those described as people of color are unfailingly cast in a positive light. In California, one state office does nothing but make certain that the pictures in textbooks offend none of the current shibboleths, from ethnic balance in all occupations and activities, to proper diets and proportional representation of persons with various handicaps. Where anthropomorphized animals are shown, even they must be balanced by gender.

Probably the best indicators are the textbooks, which have to withstand scrutiny from scores of special interest groups and which have undergone a stunning transformation. As Gilbert T. Sewall, Director of the American Textbook Council, points out, in latter-day revisions of venerable textbooks like Lewis Todd and Mere Curti's *Rise of the American Nation*:

Liberal crusades and activism receive uncritical accolades. Two photographs of protestors in wheelchairs and a third captioned, "A woman with visual impairment demonstrating for civil rights," reflect the force of pressure groups on the shape of schoolroom history. So do profiles of Native Americans Russell Means and Wilma Mankiller. The 1974 Bilingual Education Act receives prominent attention as a multicultural initiative. The 1946 Employment Act shrinks to two sentences. The saga of the postwar computer industry vanishes; the computer is presented instead as a machine that helps "make the workplace safe for people with disabilities. Recent American letters are represented by Gish Jen, Sandra Cisneros, and Jessica Hagedorn.

There is no shortage of horror stories; Richard Bernstein has a string of them in his recent book, *Dictatorship of Virtue: Multiculturalism and the Battle for America's Future*. There is the well-rehearsed story of the battle over the Rainbow Curriculum ("Fostering Positive Attitudes Toward Sexuality," including homosexuality) in Queens and the "ice people" versus "sun people" racism of City University Professor Leonard Jeffries. Then there's the bitter battle over the attempt to eliminate a popular advanced placement European history course at Brookline High School in Massachusetts, apparently because it ran counter to the multicultural orthodoxy of both the faculty and the national professional organizations. Bernstein cites a series of official reports, all with the same message: that, to quote a New York commission, all young people are being miseducated because of "a systematic bias toward European culture and its derivatives."

Such stories all leave the same question: Are they aberrations or illustrations? And while the answer is complicated - there are not likely to be many PC-infested business or engineering schools - the elementary and secondary schools, particularly outside the rural South, seem to be showing a pronounced tilt toward the mushy and the therapeutic. That's true whether one looks at the prevailing rhetoric and literature of the National Education Association, the state education departments, the teacher colleges, or the textbooks.

The tilt toward the therapeutic shouldn't be surprising in an age when schools are supposed to succeed with almost everybody (or at least when it's so hard to toss anybody out). But neither should it be surprising that conservative parents and organizations have become increasingly militant and tend to see ominous child-snatching conspiracies even where none exist: fears that, in the name of tolerance, the system is promoting homosexuality; fears that in the face of the (legitimate) prohibition of school prayer, schools are peddling all sorts of New Age mumbo jumbo and sanctioning every sort of sexual promiscuity; fears that the move away from objective tests and traditional rote-and-drill basic education is really a dumbing down instituted for the benefit of those groups - guess who? - that always score below average on the bubble tests. With the passage of Clinton's Goals 2000, says James Dobson, who heads Focus on the Family, "the National Education Association, which supports every anti-family cause from homosexual activism to abortion and condom-mania, has finally achieved the prize it has pursued for decades: control of the nation's children."

But if the right's rhetorical excess isn't new, neither is the wider historical ignorance. When exactly was the presumptive golden age? The editorial writers of the *Wall Street Journal* and the ideologues who are convinced, with Thomas Sowell, that American education these days is mostly deception, decline, and dogma, conveniently forget that the wonderful standards of the past applied to only a small fraction of the students. The

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HEADLINE: Educating America Bush seeks top schools in world

SERIES: ELECTION '92 THE ISSUES / THE BUSH POSITION.

SOURCE: ALEXANDER is secretary of education.

BYLINE: LAMAR ALEXANDER

BODY:

In early 1989, shortly after President Bush was elected, I was among a group of university presidents invited to meet with him. This was a long time before "Desert Storm." Soviet and American missiles were armed and aimed. The Berlin Wall stood tall. Communists still dominated Eastern Europe. Americans had just elected a president whom we expected would spend most of his time as commander-in-chief. But President Bush was already worrying about our schools. He asked, "If we have the best colleges, why not the best schools?"

Today, the Cold War is over, the Berlin Wall is down. Now, most Americans are looking more at how a president might help us create the best schools in the world. If you look carefully before you vote, you will discover that George Bush has been doing exactly what an education president should have been doing. If he is permitted to continue for four more years, he will help America create the best schools in the world.

I was in California last week. The challenges are enormous. Maureen DiMarco, the secretary for child development and education in California, told me:

() There were over 500,000 reported cases of child abuse in California last year alone.

() There were over 70,000 teen-age births last year. out of five California children lives below the federal poverty level.

() One out of eight births in California is positive tox, that is drug or alcohol exposed.

() Approximately 22 percent of the schoolchildren do not speak English.

() California schools are growing by nearly 200,000 new students per year.

Add the threats of gangs, drugs, and violence to the list of challenges that many families face and it's clear that we need to radically rethink the role of schools in our society. President Bush is doing just that. He's doing the

*read
highlights*

The San Diego Union-Tribune, September 27, 1992

things that only a president can do to help California meet its challenges. You will rarely see it at the top of the evening news, or on the front page, but it is happening.

First, it started with the education summit in Charlottesville, Va. in 1989. For the first time in history, the president summoned all of the governors to create six national education goals for our country. Only a president could have done that.

Second, the president formulated the America 2000 strategy to reach those goals, community by community by the year 2000. Currently, over 1,800 communities, 44 states, and 1,000 local chambers of commerce are committed to America 2000. Two weeks ago more than 2,500 communities -- including many in California -- were a part of the largest satellite town meeting in history, working together to reach the national education goals. The next satellite town meeting will be at 5:30 p.m. Oct. 13 on goal 4, to make U.S. students first in the world in math and science.

Third, the president has funded those programs that work: Head Start for four-year-olds, as promised; one-half of all college students (including California) now have a federal grant or loan; \$2 billion in federal funds for math and science education, refocused on teacher training.

The president is pushing four revolutionary ideas at the same time. Let me suggest how this will help in California.

Revolution #1: Break-the-mold, 1 new American schools. Just this week, Gov. Wilson signed legislation allowing parents, teachers and community organizations to create 100 new "charter schools." Simply put, this means you can take all the government and union rules off. You can take the money you have now and create whatever kind of school you believe will help children reach the national education goals.

President Bush asked Congress to appropriate a half-billion dollars to redesign such new American schools. Congress balked, the business community didn't. The president has asked American businesses to raise \$200 million to fund design teams to help communities create such schools. They're raising the money through the New American Schools Development Corp. (NASDC), and they have already funded 11 design teams that are moving ahead with exciting, innovative proposals. The late Sam Walton was so impressed that he donated all the proceeds of his autobiography--about \$3 million -- to NASDC.

Revolution #2: Higher standards and a national examination system. Portland, Mich., has adopted the new tough standards created by the nation's math teachers, retrained its teachers, and math achievement scores have gone straight to the top in Michigan. The president has funded similar efforts in the sciences, history, geography, the arts, and civics, and a similar effort in English will be announced soon. By 1995 these new standards will be in place along with a new set of American achievement tests so parents and communities can know how their kids and schools are doing. We need new higher standards if children in San Diego are to live, work and compete with children in other parts of the world.

Revolution #3: Free the teachers to teach. The president wants to deregulate

*Wilson
Supp
Charter
Schools
Part of
America
2000*

all 110,000 U.S. schools, and make more flexible the federal rules that follow federal money.

Revolution #4: The GI Bill for children. The president has asked Congress to appropriate a half-billion dollars to create \$1,000 scholarships for children of middle-and low-income families which they can spend at any school the parents feel best meets the needs of that child. In San Diego, it could mean up to \$85 million new federal dollars, over and above the \$24 million in federal education funds San Diego currently receives. 1 The money could go to any school, public, private or religious -- just like the Cal grant, GI Bill and federal loans for colleges. It gives parents consumer power, the muscle to change the schools and the dollars to help make the changes.

My own view is that, instead of 100 charter schools, California needs 1,000 charter schools each year for the next ten years. There would be high schools in corporate headquarters, kindergartens in banks, elementary schools operated by museums. School schedules would change radically. What sense does it make to empty the schools at 3 p.m. when gangs are in the street and parents are working? School staffing would change. New technology would fill the schools. New charter schools, a consensus about standards, deregulation, federal funding for break-the-mold schools and the GI Bill for Children would make all this possible.

You will find that Albert Shanker, president of the American Federation of Teachers, or the other union leaders will pay lip service but -- read carefully -- they don't really want such radical changes. Basically, they want to put the largest amount of money into the same system. They don't want to lose control--of school organization to communities, of standard setting to the public, of classroom decision making to the teacher, of school assignment to parents.

Bill Clinton has shown us what kind of education president he would be. This summer, he traveled to Washington, D.C. and told the teachers union leaders exactly what they wanted to hear. They gave him an A+. They control the schools and now they control him. They don't give President Bush's agenda an A+, but, if you are voting in November, you should -- if you want a system of elementary and secondary schools that is as good as California's colleges and universities.

President Bush believes that if we want to change America, we must change our schools. As with most things, California can be the trend setter. But the solutions will have to be as bold as the set of challenges -- and the President we already have in the White House is the candidate for break-the-mold schools, higher standards, better tests, less regulation for teachers, and more choices for families. His opponent is lined up squarely with the more-of-the-same crowd that 1 has given us the school system we have today. It's up to you to make an educated choice.

LANGUAGE: ENGLISH

LOAD-DATE: April 25, 1993

Special election: Initiative would allow state grants for private education. Each county's voters could decide whether to raise sales tax 1 cent for local government.

Los Angeles Times (LT) - FRIDAY May 21, 1993
By: JEAN MERL; SANDY BANKS; TIMES EDUCATION WRITERS
Edition: Orange County Edition Page: 1 Pt. A Col. 5
Story Type: Full Run
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*read
highlight*

TEXT:

Gov. Pete Wilson on Thursday called a statewide special election for Nov. 2 in which voters will consider a sweeping school choice initiative that could fundamentally change public education in California.

At a Los Angeles news conference, Wilson said he called the election to give voters in each county a chance to decide whether to raise the state sales tax by up to 1 cent to help subsidize local government services that are facing cutbacks.

That announcement surprised and angered most members of the Orange County Board of Supervisors, who criticized Wilson for "passing the buck" while counties continue to suffer financially at the hands of the state.

Under the state Constitution, all qualified statewide ballot measures will be placed on the November ballot, including several tax- and budget-related issues and the widely watched school choice initiative.

Supporters and opponents of the initiative, which would provide parents with state-funded grants to help pay tuition for private and parochial schools, were surprised by Wilson's decision. The measure won enough petition signatures last year and was expected to go before voters in June, 1994, which until Wilson's declaration was the next statewide election.

If the measure passes, California would become the first state to take tax money from public schools and allow it to be spent for private school tuition.

The initiative would supply families with vouchers equal to about half of what the state spends per-pupil on its public schools--or \$2,000 to \$2,500--for each child enrolled in a private or parochial school. Public school spending would be cut by that amount.

Supporters of the voucher plan say it would extend the opportunity for school choice to the state's poorest families and provide competition that would spur public schools to improve.

Opponents say it would cripple underfunded public school systems and allow the proliferation of unscrupulous and discriminatory private schools.

The idea of putting tax money into the hands of parents to spend at whatever schools they wish--public or private--has long been advocated in some conservative and business circles as a way to make schools more responsive to students' needs.

The George Bush Administration advocated voucher systems as part of its "America 2000" education revitalization package. The Clinton Administration opposes private school vouchers, favoring choice only among public schools.

Only two states have placed similar measures on the ballot--Oregon in 1990 and Colorado in 1992--and both were soundly rejected.

The California campaign is expected to be hard-fought and intense, conducted against the backdrop of public school systems saddled with the twin afflictions of an increasingly needy student population and a shrinking funding base brought on by the state's deepening fiscal crisis.

The voucher measure is opposed by a coalition of public school interest groups, including the powerful statewide teachers union, the California Teachers Assn.

The groups have pledged to provide hundreds of thousands of volunteers to walk precincts, and to raise as much as \$10 million--"or whatever it takes"--to defeat the measure, said Rick Manter, campaign consultant for the anti-voucher coalition, Committee to Educate Against Vouchers.

Much of that money will come from public schoolteachers, administrators, school board members and other school employees.

"Stopping it is not going to be easy," said Denise Rockwell-Woods, vice president of United Teachers-Los Angeles, the 30,000-member teachers union. "But there will be at least 250,000 public schoolteachers across this state working to see that this is defeated. "We're going to have to work harder and we're going to have to work quicker, but I think it's winnable."

The new timeline will give both sides little more than five months to rally support.

"We're mobilized and ready to move," said Kevin Teasley of the Choice in Education League, which is sponsoring the voucher initiative.

In June, the initiative's backers by a narrow margin fell short of collecting the 677,554 signatures needed to qualify for the November, 1992, ballot. It was later certified for the next statewide election, June, 1994.

Teasley said the group's campaign organization is still in place, but acknowledged that the new date will hamper its ability to finance a successful campaign.

"The big problem will be fund raising," he said. "Instead of writing checks in January for a June ballot, our supporters are going to have to start thinking now about November."

Much of the group's financial support comes from conservatives and the state's business community. Teasley would not say how much is left in the group's coffers, but said it intends to raise \$5 million to \$6 million for the campaign.

"We know we're going to be outspent by at least two to one, probably three to one," by the anti-voucher forces, he said.

Teasley insisted that the November date will not pose problems in getting out the vote. "Our people are the kind of people who will turn out for any election and we have no doubt they outnumber the actual voters of the opposition," he said.

But Manter of the anti-voucher group said the initiative will be easier to defeat in a special election than on a general election ballot crowded with other candidates and issues.

Manter said the switch from the June primary to the November special election will force the group to rely more on direct mail and to seek support from suburban Republicans and older residents, who are likely to be drawn to the ballot by the sales tax issue.

Although there is a vacancy in the office of state superintendent of public instruction, that post apparently will not appear on the November ballot. The state Constitution requires the job to be filled at each gubernatorial election.

Wilson has not taken a public position on the initiative; he is known to favor choice among public schools.

In calling for the special election, Wilson did not mention the voucher initiative until asked. He said he called for the special election "to put power in the hands of the people" and allow residents of each community to decide if they are willing to pay higher sales taxes to avoid deep cuts in services such as police and fire protection.

But the announcement left Orange County supervisors stunned, confused, and in most cases, angry.

Recent history shows that Orange County voters generally will not support tax increases, and supervisors said they probably would not even place the governor's proposal on the November ballot.

Orange County residents currently pay 7 3/4 cents in sales tax for every dollar spent.

"I have no optimism whatsoever that this proposal is workable at the local level," Supervisor Gaddi H. Vasquez said. "I certainly think there's definitely a shift of funding responsibility (by Wilson) at a time when the economy is suffering."

It took three tries before a one-half-cent sales tax for specific transportation improvements was approved by voters in 1990. Another proposal to raise taxes by another half-penny to pay for a new county jail was defeated in 1991.

Having previously suffered financial setbacks at the hands of the state, the supervisors did not receive Wilson's announcement warmly.

"My first response to the governor would be 'Thank you, very much.' It's almost like rearranging the deck chairs on the Titanic," Board Chairman Harriett M. Wieder said. "We should be partners in this . . . it's too bad local governments are being put in an adversarial role."

Supervisor Thomas F. Riley added: "I am still trying to figure out what the governor hopes to gain by this. . . . I guess he feels he can pass the buck this way."

County Budget Director Ronald S. Rubino said the county's budget faces another major hit in the governor's plan because it includes shifting property tax dollars from the counties to the schools.

For Orange County, that would mean a \$19-million loss from the general fund, plus another \$41 million to \$72 million from special districts that pay for libraries, fire protection, flood control, and maintenance of harbors, beaches and parks.

The supervisors also challenged the legality of Wilson's proposal, although the governor's office said it can be done.

Supervisor William G. Steiner sympathized with Wilson, saying the governor has "had his share of tough budget decisions." While it will not

be easy for local governments to make ends meet, he added, it is time for local governments and their voters "to bite the bullet."

Wilson said he selected the Nov. 2 date to cut costs because counties that are home to nearly 40% of the state's voters had already planned to hold elections then. The election is expected to cost the state \$10 million to \$20 million.

Ken Khachigian, a longtime Wilson confidant, said the most pressing reason for calling the special election is to force local governments to exercise their leadership and take the heat for any needed tax increases. Only counties that choose to hold sales tax elections will do so and the decision will be made county by county.

The new timing could either benefit or harm the efforts of the voucher proponents, he said. The November date gives the less-organized pro-voucher forces little time to mount a campaign, which Khachigian called "a fairly strong negative for the 'yes' campaign."

But because special elections traditionally draw fewer voters, fewer votes would be needed for the initiative to prevail, "and it's not inconceivable that the (voucher) campaign can motivate voters to get out," he said.

Times staff writers Cathy Decker, Gebe Martinez, Bill Stall, Jerry Gillam and Daniel M. Weintraub contributed to this report.

DESCRIPTORS: WILSON, PETE; CALIFORNIA--ELECTIONS--1993;
INITIATIVES--CALIFORNIA; CALIFORNIA--EDUCATION;
CALIFORNIA--SCHOOLS; PRIVATE SCHOOLS; VOUCHERS; SERVICE
CUTBACKS; SALES TAX--CALIFORNIA

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School Voucher Plan Placed on Nov. 2 Ballot
Special election: Measure would allow state grants for private education.
Also, each county's voters could decide whether to raise sales tax 1 cent for local government.

Los Angeles Times (LT) - FRIDAY May 21, 1993
By: JEAN MERL; SANDY BANKS; TIMES EDUCATION WRITERS
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TEXT:
Gov. Pete Wilson on Thursday called a statewide special election for Nov. 2 in which voters will consider a sweeping school choice initiative that could fundamentally change public education in California.

At a Los Angeles news conference, Wilson said he called the election to give voters in each county a chance to decide whether to raise the state sales tax by up to 1 cent to help subsidize local government services that are facing cutbacks.

But under the state Constitution, all qualified statewide ballot

CALIFORNIA

Title I Grants to Local Educational Agencies:

Funds to Local Schools to Improve the Basic and Advanced Skills of Low-Performing Students

Estimated County Allocations, Fiscal Years (FY) 1996 through 2002

President's Ten-Year Balanced Budget Proposal and House Proposal

County	FY 1995 Appropriation	FY 1996 Change from FY 1995			Cumulative Change from FY 1996 through FY 2002		
		House Appropriations Committee Proposal	President's Balanced Budget Proposal	Difference Between the President's Proposal and the House Proposal	Estimate for House*	Estimate for President's Proposal	Difference Between the President's Proposal and the House
Alameda	\$23,250,500	-\$3,968,400	\$1,434,100	\$5,402,500	-\$27,778,700	\$26,391,100	\$54,169,800
Alpine	51,700	-8,800	3,700	12,500	-61,800	62,400	124,200
Amador	325,000	-55,400	-8,600	46,900	-388,100	149,500	537,600
Butte	5,305,200	-905,500	112,300	1,017,700	-6,338,400	4,374,700	10,713,100
Calaveras	542,700	-92,600	-9,400	83,200	-648,100	287,300	935,500
Colusa	474,300	-81,000	1,600	82,500	-566,700	326,400	893,100
Contra Costa	10,729,800	-1,831,100	414,700	2,245,800	-12,817,500	10,285,700	23,103,100
Del Norte	818,800	-139,700	21,900	161,700	-978,200	710,300	1,688,600
El Dorado	1,592,600	-271,700	-27,100	244,700	-1,902,000	847,700	2,749,700
Fresno	35,659,000	-6,086,300	2,613,500	8,699,800	-42,603,900	43,648,600	86,252,400
Glenn	1,046,800	-178,700	34,100	212,800	-1,250,600	954,900	2,205,500
Humboldt	3,500,200	-597,400	43,000	640,400	-4,181,900	2,648,000	6,829,800
Imperial	6,264,100	-1,069,200	341,300	1,410,400	-7,484,100	6,764,700	14,248,800
Inyo	316,400	-54,000	-4,500	49,500	-377,900	175,000	552,900
Kern	20,832,100	-3,555,600	1,182,900	4,738,500	-24,889,300	22,864,100	47,753,400
Kings	4,039,400	-689,500	131,500	820,900	-4,826,200	3,683,400	8,509,600
Lake	1,498,800	-255,800	29,000	284,900	-1,790,700	1,215,400	3,006,100
Lassen	608,400	-103,800	-900	103,000	-726,800	396,300	1,123,100
Los Angeles	259,033,000	-44,211,600	32,538,700	76,750,400	-309,481,300	420,926,400	730,407,700
Madera	3,569,700	-609,300	85,600	694,900	-4,264,900	3,020,600	7,285,500
Marin	1,209,700	-206,400	-32,000	174,400	-1,444,700	556,400	2,001,200
Mariposa	192,100	-32,800	-5,000	27,800	-229,400	89,000	318,400
Mendocino	2,306,800	-393,700	15,600	409,300	-2,756,000	1,647,800	4,403,800
Merced	9,891,800	-1,688,300	567,600	2,255,900	-11,818,300	10,901,800	22,720,000
Modoc	305,900	-52,200	5,000	57,200	-365,400	241,200	606,600
Mono	95,400	-16,300	-2,500	13,800	-113,900	43,900	157,800
Monterey	7,922,100	-1,352,100	216,400	1,568,600	-9,465,000	6,906,400	16,371,400
Napa	1,091,300	-186,200	-28,800	157,300	-1,303,300	502,000	1,805,300
Nevada	822,900	-140,400	-21,800	118,700	-982,800	378,500	1,361,300
Orange	32,203,700	-5,496,200	2,358,700	7,854,900	-38,473,500	39,407,300	77,880,800
Placer	1,829,400	-312,100	-22,600	289,500	-2,184,800	1,039,000	3,223,800
Plumas	483,500	-82,500	-300	82,200	-577,600	317,900	895,600
Riverside	26,307,900	-4,490,200	1,734,300	6,224,500	-31,431,500	30,717,100	62,148,700
Sacramento	28,944,500	-4,940,200	1,984,900	6,925,200	-34,581,600	34,384,200	68,965,800
San Benito	684,800	-116,800	-16,200	100,600	-817,800	329,400	1,147,200
San Bernardino	39,085,300	-6,671,100	2,969,600	9,640,600	-46,697,500	48,646,800	95,344,300
San Diego	47,695,600	-8,140,700	3,818,700	11,959,300	-56,984,600	60,856,800	117,841,400
San Francisco	12,070,300	-2,060,100	475,700	2,535,900	-14,421,000	11,641,500	26,062,400
San Joaquin	17,867,700	-3,049,600	899,400	3,949,100	-21,347,500	18,728,600	40,076,200
San Luis Obispo	2,702,300	-461,000	-6,000	455,000	-3,227,300	1,743,900	4,971,200
San Mateo	5,092,200	-868,800	99,700	968,500	-6,081,800	4,137,300	10,219,100
Santa Barbara	5,813,000	-991,900	140,000	1,131,800	-6,943,000	4,923,300	11,866,300
Santa Clara	18,427,600	-3,144,900	1,042,300	4,187,200	-22,014,400	20,194,100	42,208,500
Santa Cruz	2,836,500	-483,900	-3,500	480,400	-3,387,600	1,852,200	5,239,800
Shasta	3,973,500	-678,200	36,700	714,900	-4,747,400	2,913,500	7,660,800
Sierra	40,800	-7,000	-1,100	5,900	-48,700	18,800	67,500
Siskiyou	1,249,900	-213,300	4,400	217,700	-1,493,400	861,400	2,354,800
Solano	4,460,800	-761,100	60,000	821,100	-5,327,500	3,415,000	8,742,500
Sonoma	3,977,200	-678,500	21,300	699,900	-4,749,800	2,798,000	7,547,900
Stanislaus	11,927,800	-2,035,800	444,400	2,480,300	-14,250,800	11,307,200	25,558,000
Sutter	2,160,200	-368,700	34,300	403,000	-2,581,000	1,693,800	4,274,800
Tehama	1,648,000	-281,300	32,200	313,500	-1,968,900	1,338,600	3,307,600
Trinity	511,000	-87,200	19,200	106,400	-610,500	485,700	1,096,200
Tulare	17,482,700	-2,983,900	1,046,600	4,030,600	-20,887,600	19,601,500	40,489,100
Tuolumne	612,400	-104,500	-16,200	88,300	-731,400	281,700	1,013,100
Ventura	8,519,700	-1,453,800	291,700	1,745,500	-10,176,900	7,878,800	18,055,600
Yolo	2,950,300	-503,600	-6,900	496,600	-3,524,900	1,901,500	5,426,400
Yuba	2,942,500	-502,200	180,900	683,100	-3,515,600	3,335,500	6,851,100

* Based on level funding at the FY 1996 House Appropriations Committee mark.

THE WHITE HOUSE
OFFICE OF MEDIA AFFAIRS

For Immediate Release

July 25, 1995
Contact: 202/456-7150

**HOUSE REPUBLICANS CUT \$36 BILLION FROM CURRENT
EDUCATION AND TRAINING INVESTMENTS:**

Estimated State-by-State Reductions From FY 1995 Funding Levels for Education and Training
for FY1996-2002 Based on Action by the House Appropriations Committee

Alabama	\$575 million	North Dakota	\$116 million
Alaska	\$102 million	Ohio	\$1.4 billion
Arizona	\$524 million	Oklahoma	\$437 million
Arkansas	\$317 million	Oregon	\$385 million
California	\$4.3 billion	Pennsylvania	\$1.7 billion
Colorado	\$457 million	Rhode Island	\$174 million
Connecticut	\$325 million	South Carolina	\$503 million
Delaware	\$88 million	South Dakota	\$121 million
Florida	\$1.5 billion	Tennessee	\$607 million
Georgia	\$805 million	Texas	\$2.5 billion
Hawaii	\$98 million	Utah	\$215 million
Idaho	\$137 million	Vermont	\$108 million
Illinois	\$1.5 billion	Virginia	\$610 million
Indiana	\$639 million	Washington	\$635 million
Iowa	\$357 million	West Virginia	\$316 million
Kansas	\$321 million	Wisconsin	\$581 million
Kentucky	\$520 million	Wyoming	\$88 million
Louisiana	\$789 million	Washington D.C.	\$179 million
Maine	\$157 million		
Maryland	\$540 million	All Other	\$1.9 billion
Massachusetts	\$884 million		
Michigan	\$1.3 billion		
Minnesota	\$530 million	TOTAL:	\$36 Billion
Mississippi	\$472 million		
Missouri	\$669 million		
Montana	\$141 million		
Nebraska	\$184 million		
Nevada	\$124 million		
New Hampshire	\$137 million		
New Jersey	\$837 million		
New Mexico	\$250 million		
New York	\$2.9 billion		
North Carolina	\$651 million		

THE WHITE HOUSE
Office of Media Affairs

OR IMMEDIATE RELEASE
CONTACT: MEDIA AFFAIRS (202) 456-7150

July 25, 1995

HOUSE REPUBLICANS CUT \$4.3 BILLION IN EDUCATION AND TRAINING FOR CALIFORNIA

President Clinton said last Thursday that he would veto the bill approved by the House Appropriations Committee since it slashes critical education and training initiatives. Republicans have approved \$36 billion in cuts from education and training over seven years. In contrast, the President's proposal balances the budget while increasing investment in education and training by \$40 billion over seven years. In California, Republican cuts of \$4.3 billion over seven years would harm working families:

HEAD START President Clinton proposes to expand Head Start to serve 50,000 additional children nationwide by 2002. Republicans have approved cuts that would deny Head Start to 180,000 children nationwide and 17,233 children in California in 2002 compared to 1995.

IMPROVING BASIC AND ADVANCED SKILLS President Clinton's budget completely protects Title I, which helps students from disadvantaged backgrounds with reading, writing, mathematics, and advanced skills. Republicans would cut funding by \$1.1 billion in 1996, denying this crucial assistance to 1.1 million students nationwide and 236,100 students in California.

GOALS 2000 With strong bipartisan support, the President created Goals 2000 to help communities train teachers, encourage hard work by students, and upgrade academic standards in schools. The President calls for almost \$700 million in 1996. Republicans would eliminate Goals 2000 and deny to California funding affecting as many as 2,061 schools.

SAFE AND DRUG-FREE SCHOOLS While President Clinton strongly supports Safe and Drug-Free Schools, Republicans want to gut the program, which 1,049 out of 1,064 school districts in California use to keep crime, violence, and drugs away from students and out of schools.

INCREASING ACCESS TO COLLEGE President Clinton would increase annual funding for Pell Grants by \$3.4 billion and raise the top award to a record \$3,128 by 2002. The GOP would deny Pell Grants to 34,500 students in California in 1996 alone, possibly forcing them to drop out of college.

NATIONAL SERVICE AmeriCorps offers young people a hand in paying for their education if they lend a hand to their communities. Republicans would eliminate AmeriCorps and deny 5,883 young people in California the chance to serve in 1996.

JOB TRAINING President Clinton's GI Bill for America's Workers would streamline federal job training efforts and provide Skill Grants for dislocated and low-income workers. The President would provide 800,000 Skill Grants of up to \$2,620 in 1996. Republicans would cut funding by \$194.5 million and would deny training opportunities to 81,631 dislocated workers in California in 1996.

SUMMER JOBS Summer jobs are an important first opportunity for many low-income youths to get work experience. President Clinton wants to finance 600,000 jobs this summer. Republicans would slash the President's school-to-work initiative and eliminate summer jobs, denying jobs to 93,584 California youths in 1996 and 655,088 California youths over 7 years.

STUDENT LOANS While the President strongly supports the student loan program, Republicans want to raise student costs for loans by \$10 billion over seven years. The GOP cuts could raise the cost of college education by as much as \$2,111 for 430,800 college students and as much as \$9,424 for 61,500 graduate students in California.

**Title I Grants to Local Education Agencies:
Funds to Local Schools to Improve the Basic and Advanced Skills of Low-Performing Students**

**Estimated State Allocations, Fiscal Years (FY) 1996 through 2002
President's Ten-Year Balanced Budget Proposal and House Proposal**

STATE	FY 1996 Change from FY 1995				Cumulative Change from FY 1996 through FY 2002		
	FY 1995 Appropriation	House Appropriations Committee Proposal	President's Balanced Budget Proposal	Difference Between the President's Proposal and the House Proposal	Estimate for House*	Estimate for President's Proposal	Difference Between the President's Proposal and the House
ALABAMA	\$123,533,000	-\$21,084,000	\$4,754,000	\$25,838,000	-\$147,588,000	\$118,265,000	\$265,853,000
ALASKA	14,723,000	-2,525,000	682,000	3,207,000	-17,673,000	14,979,000	32,652,000
ARIZONA	96,885,000	-16,536,000	6,093,000	22,629,000	-115,753,000	110,870,000	226,623,000
ARKANSAS	73,847,000	-12,604,000	3,083,000	15,687,000	-88,227,000	72,546,000	160,773,000
CALIFORNIA	717,138,000	-122,397,000	55,296,000	177,693,000	-856,780,000	888,777,000	1,755,558,000
COLORADO	64,861,000	-11,069,000	1,210,000	12,279,000	-77,481,000	52,243,000	129,724,000
CONNECTICUT	51,443,000	-8,778,000	1,438,000	10,216,000	-61,449,000	45,098,000	106,547,000
DELAWARE	15,243,000	-2,241,000	709,000	2,949,000	-15,685,000	15,528,000	31,212,000
DISTRICT OF COLUMBIA	19,455,000	-3,321,000	776,000	4,096,000	-23,244,000	18,831,000	42,075,000
FLORIDA	273,962,000	-46,757,000	10,657,000	57,414,000	-327,297,000	263,148,000	590,445,000
GEORGIA	165,285,000	-28,209,000	5,545,000	33,754,000	-197,463,000	151,982,000	349,445,000
HAWAII	19,103,000	-3,259,000	456,000	3,715,000	-22,814,000	16,151,000	38,966,000
IDAHO	21,537,000	-3,677,000	173,000	3,849,000	-25,737,000	15,589,000	41,326,000
ILLINOIS	317,237,000	-54,142,000	22,677,000	76,819,000	-378,993,000	383,923,000	762,916,000
INDIANA	107,176,000	-18,289,000	661,000	18,951,000	-128,026,000	76,068,000	204,094,000
IOWA	50,199,000	-8,566,000	-545,000	8,021,000	-59,961,000	29,078,000	89,038,000
KANSAS	51,613,000	-8,808,000	139,000	8,947,000	-61,653,000	35,257,000	96,911,000
KENTUCKY	122,910,000	-20,978,000	5,408,000	26,386,000	-146,843,000	122,864,000	269,708,000
LOUISIANA	186,888,000	-31,898,000	12,042,000	43,940,000	-223,285,000	216,081,000	439,366,000
MAINE	25,243,000	-4,319,000	-243,000	4,076,000	-30,236,000	14,861,000	45,097,000
MARYLAND	84,680,000	-14,451,000	2,560,000	17,010,000	-101,154,000	75,713,000	176,866,000
MASSACHUSETTS	118,857,000	-20,283,000	3,728,000	24,011,000	-141,984,000	107,303,000	249,287,000
MICHIGAN	300,398,000	-51,267,000	13,812,000	65,079,000	-358,871,000	304,837,000	663,709,000
MINNESOTA	80,874,000	-13,801,000	633,000	14,434,000	-96,608,000	58,428,000	155,036,000
MISSISSIPPI	122,733,000	-20,948,000	8,858,000	29,806,000	-146,635,000	149,183,000	295,818,000
MISSOURI	113,094,000	-19,301,000	3,692,000	22,993,000	-135,108,000	103,212,000	238,320,000
MONTANA	24,871,000	-4,245,000	230,000	4,475,000	-29,713,000	18,242,000	47,955,000
NEBRASKA	27,381,000	-4,673,000	-62,000	4,611,000	-32,708,000	17,666,000	50,374,000
NEVADA	18,239,000	-3,015,000	538,000	3,553,000	-21,104,000	16,207,000	37,311,000
NEW HAMPSHIRE	15,756,000	-2,659,000	738,000	3,398,000	-18,614,000	16,096,000	34,711,000
NEW JERSEY	137,637,000	-23,488,000	3,200,000	26,688,000	-164,418,000	115,697,000	280,114,000
NEW MEXICO	58,311,000	-9,952,000	3,109,000	13,062,000	-69,667,000	62,453,000	132,120,000
NEW YORK	602,132,000	-102,765,000	40,803,000	143,568,000	-719,355,000	711,538,000	1,430,893,000
NORTH CAROLINA	128,185,000	-21,875,000	1,555,000	23,430,000	-153,125,000	96,836,000	249,961,000
NORTH DAKOTA	16,578,000	-2,875,000	747,000	3,621,000	-20,122,000	16,703,000	36,825,000
OHIO	296,610,000	-50,622,000	8,996,000	59,618,000	-354,353,000	265,422,000	619,775,000
OKLAHOMA	82,398,000	-14,063,000	2,423,000	16,487,000	-98,442,000	73,154,000	171,596,000
OREGON	65,310,000	-11,145,000	348,000	11,493,000	-78,016,000	45,935,000	123,950,000
PENNSYLVANIA	299,889,000	-51,179,000	9,343,000	60,522,000	-358,253,000	270,255,000	628,508,000
PUERTO RICO	249,546,000	-42,592,000	8,520,000	51,112,000	-298,146,000	230,597,000	528,743,000
RHODE ISLAND	20,774,000	-3,545,000	394,000	3,939,000	-24,818,000	16,778,000	41,596,000
SOUTH CAROLINA	90,445,000	-15,436,000	2,521,000	17,957,000	-108,051,000	79,234,000	187,285,000
SOUTH DAKOTA	18,629,000	-3,233,000	532,000	3,766,000	-22,634,000	16,421,000	39,055,000
TENNESSEE	120,562,000	-20,577,000	3,388,000	23,965,000	-144,039,000	105,828,000	249,867,000
TEXAS	570,954,000	-97,448,000	37,490,000	134,938,000	-682,136,000	665,504,000	1,347,640,000
UTAH	31,981,000	-5,457,000	558,000	6,016,000	-38,201,000	25,465,000	63,666,000
VERMONT	14,712,000	-2,481,000	686,000	3,167,000	-17,367,000	15,004,000	32,371,000
VIRGINIA	98,469,000	-16,804,000	665,000	17,469,000	-117,629,000	70,330,000	187,958,000
WASHINGTON	97,221,000	-16,591,000	2,061,000	18,652,000	-116,136,000	80,199,000	196,336,000
WEST VIRGINIA	69,040,000	-11,784,000	2,433,000	14,216,000	-82,485,000	64,379,000	146,863,000
WISCONSIN	121,375,000	-20,712,000	2,395,000	23,107,000	-144,985,000	98,759,000	243,744,000
WYOMING	15,448,000	-2,649,000	718,000	3,367,000	-18,540,000	15,737,000	34,277,000
Other Areas	66,984,000	-11,984,000	3,016,000	15,000,000	-83,885,000	67,487,000	151,372,000
TOTALS	\$6,698,356,000	-\$1,143,356,000	\$301,644,000	\$1,445,000,000	-\$8,003,492,000	\$6,748,743,000	\$14,752,235,000

13-Jul-95

DEPARTMENT OF EDUCATION

State	Goals 2000		
	1995 Revised Appropriation	1996 House Subcommittee	Difference
Alabama.....	5,941,766	0	-5,941,766
Alaska.....	1,547,345	0	-1,547,345
Arizona.....	5,450,582	0	-5,450,582
Arkansas.....	3,650,495	0	-3,650,495
California.....	42,111,708	0	-42,111,708
Colorado.....	4,288,514	0	-4,288,514
Connecticut.....	3,460,756	0	-3,460,756
Delaware.....	1,291,544	0	-1,291,544
District of Columbia	1,523,409	0	-1,523,409
Florida.....	15,861,034	0	-15,861,034
Georgia.....	8,959,402	0	-8,959,402
Hawaii.....	1,381,641	0	-1,381,641
Idaho.....	1,568,397	0	-1,568,397
Illinois.....	15,992,571	0	-15,992,571
Indiana.....	6,557,145	0	-6,557,145
Iowa.....	3,219,618	0	-3,219,618
Kansas.....	3,193,916	0	-3,193,916
Kentucky.....	5,775,274	0	-5,775,274
Louisiana.....	7,968,128	0	-7,968,128
Maine.....	1,647,540	0	-1,647,540
Maryland.....	5,379,938	0	-5,379,938
Massachusetts.....	6,990,859	0	-6,990,859
Michigan.....	14,371,488	0	-14,371,488
Minnesota.....	5,377,078	0	-5,377,078
Mississippi.....	5,094,972	0	-5,094,972
Missouri.....	6,525,935	0	-6,525,935
Montana.....	1,560,150	0	-1,560,150
Nebraska.....	1,986,104	0	-1,986,104
Nevada.....	1,419,052	0	-1,419,052
New Hampshire.....	1,290,294	0	-1,290,294
New Jersey.....	8,792,536	0	-8,792,536
New Mexico.....	2,782,261	0	-2,782,261
New York.....	27,112,295	0	-27,112,295
North Carolina.....	7,745,087	0	-7,745,087
North Dakota.....	1,340,576	0	-1,340,576
Ohio.....	14,833,684	0	-14,833,684
Oklahoma.....	4,396,613	0	-4,396,613
Oregon.....	4,012,392	0	-4,012,392
Pennsylvania.....	15,529,194	0	-15,529,194
Rhode Island.....	1,480,004	0	-1,480,004
South Carolina.....	4,710,359	0	-4,710,359
South Dakota.....	1,412,549	0	-1,412,549
Tennessee.....	6,387,802	0	-6,387,802
Texas.....	29,228,278	0	-29,228,278
Utah.....	2,587,039	0	-2,587,039
Vermont.....	1,272,847	0	-1,272,847
Virginia.....	6,658,924	0	-6,658,924
Washington.....	6,328,974	0	-6,328,974
West Virginia.....	2,799,259	0	-2,799,259
Wisconsin.....	6,582,097	0	-6,582,097
Wyoming.....	1,262,907	0	-1,262,907
American Samoa.....	189,699	0	-189,699
Guam.....	200,417	0	-200,417
Puerto Rico.....	9,608,968	0	-9,608,968
Virgin Islands.....	391,404	0	-391,404
Other Outlying Areas	2,837,180	0	-2,837,180
Total	361,870,000	0	-361,870,000

13-Jul-95

DEPARTMENT OF EDUCATION

Title I ESEA LEA Grants

State	1995 Revised Appropriation	1996 House Subcommittee	Difference
Alabama.....	123,532,901	102,448,894	-21,084,007
Alaska.....	14,723,202	12,198,499	-2,524,703
Arizona.....	96,884,519	80,348,342	-16,536,177
Arkansas.....	73,847,456	61,243,585	-12,603,871
California.....	717,137,919	594,740,723	-122,397,196
Colorado.....	64,860,807	53,792,084	-11,068,723
Connecticut.....	51,443,397	42,664,928	-8,778,469
Delaware.....	15,243,163	13,002,518	-2,240,645
District of Columbia	19,454,988	16,134,422	-3,320,566
Florida.....	273,962,363	227,205,648	-46,756,715
Georgia.....	165,285,102	137,076,115	-28,208,987
Hawaii.....	19,103,346	15,844,141	-3,259,205
Idaho.....	21,537,084	17,860,371	-3,676,713
Illinois.....	317,236,907	263,094,982	-54,141,925
Indiana.....	107,175,970	88,886,476	-18,289,494
Iowa.....	50,199,020	41,633,213	-8,565,807
Kansas.....	51,613,397	42,805,757	-8,807,640
Kentucky.....	122,910,184	101,932,541	-20,977,643
Louisiana.....	186,888,007	154,990,080	-31,897,927
Maine.....	25,243,368	20,923,993	-4,319,375
Maryland.....	84,679,597	70,229,094	-14,450,503
Massachusetts.....	118,856,923	98,573,501	-20,283,422
Michigan.....	300,397,928	249,130,581	-51,267,347
Minnesota.....	80,874,227	67,073,019	-13,801,208
Mississippi.....	122,733,020	101,785,196	-20,947,824
Missouri.....	113,093,564	93,792,427	-19,301,137
Montana.....	24,871,139	20,626,373	-4,244,766
Nebraska.....	27,381,211	22,708,630	-4,672,581
Nevada.....	18,239,466	15,224,572	-3,014,894
New Hampshire.....	15,756,488	13,097,291	-2,659,197
New Jersey.....	137,636,637	114,148,405	-23,488,232
New Mexico.....	58,311,120	48,358,621	-9,952,499
New York.....	602,132,281	499,367,302	-102,764,979
North Carolina.....	128,184,535	106,309,605	-21,874,930
North Dakota.....	16,578,431	13,703,903	-2,874,528
Ohio.....	296,610,408	245,988,504	-50,621,904
Oklahoma.....	82,398,040	68,334,855	-14,063,185
Oregon.....	65,310,178	54,165,039	-11,145,139
Pennsylvania.....	299,889,431	248,710,493	-51,178,938
Rhode Island.....	20,773,803	17,228,431	-3,545,372
South Carolina.....	90,444,632	75,008,816	-15,435,816
South Dakota.....	18,628,919	15,395,480	-3,233,439
Tennessee.....	120,562,140	99,985,087	-20,577,053
Texas.....	570,953,625	473,505,621	-97,448,004
Utah.....	31,980,942	26,523,677	-5,457,265
Vermont.....	14,712,137	12,231,116	-2,481,021
Virginia.....	98,469,129	81,665,040	-16,804,089
Washington.....	97,221,082	80,630,162	-16,590,920
West Virginia.....	69,039,732	57,256,218	-11,783,514
Wisconsin.....	121,374,566	100,662,480	-20,712,086
Wyoming.....	15,448,185	12,799,649	-2,648,536
American Samoa.....	4,977,566	4,015,231	-962,335
Guam.....	4,845,607	3,908,784	-936,823
Puerto Rico.....	249,545,824	206,953,500	-42,592,324
Virgin Islands.....	8,474,425	6,836,026	-1,638,399
Other Outlying Areas	48,685,962	40,239,959	-8,446,003
Total	6,698,356,000	5,555,000,000	-1,143,356,000

State	ESEA Title I Neglected and Delinquent		
	1995 Revised Appropriation	1996 House Subcommittee	Difference
Alabama.....	472,438	384,575	-87,863
Alaska.....	173,368	141,125	-32,243
Arizona.....	680,369	553,835	-126,534
Arkansas.....	244,655	199,155	-45,500
California.....	4,605,659	3,749,108	-856,551
Colorado.....	161,845	131,745	-30,100
Connecticut.....	634,628	516,601	-118,027
Delaware.....	135,641	110,415	-25,226
District of Columbia	686,511	558,835	-127,676
Florida.....	1,414,989	1,151,831	-263,158
Georgia.....	866,397	705,266	-161,131
Hawaii.....	119,472	97,253	-22,219
Idaho.....	110,517	89,963	-20,554
Illinois.....	1,426,689	1,161,356	-265,333
Indiana.....	826,165	672,516	-153,649
Iowa.....	312,024	253,994	-58,030
Kansas.....	567,882	462,268	-105,614
Kentucky.....	717,868	584,360	-133,508
Louisiana.....	842,796	686,054	-156,742
Maine.....	182,584	148,627	-33,957
Maryland.....	1,414,783	1,151,664	-263,119
Massachusetts.....	847,225	689,659	-157,566
Michigan.....	956,846	778,893	-177,953
Minnesota.....	202,908	165,171	-37,737
Mississippi.....	328,176	267,142	-61,034
Missouri.....	695,820	566,413	-129,407
Montana.....	84,462	68,754	-15,708
Nebraska.....	216,826	176,501	-40,325
Nevada.....	189,480	154,241	-35,239
New Hampshire.....	177,912	144,825	-33,087
New Jersey.....	2,488,525	2,025,713	-462,812
New Mexico.....	379,638	309,033	-70,605
New York.....	3,086,454	2,512,440	-574,014
North Carolina.....	888,128	722,955	-165,173
North Dakota.....	56,102	45,668	-10,434
Ohio.....	2,007,252	1,633,947	-373,305
Oklahoma.....	468,642	381,484	-87,158
Oregon.....	777,396	632,817	-144,579
Pennsylvania.....	740,293	602,615	-137,678
Rhode Island.....	263,848	214,778	-49,070
South Carolina.....	1,090,569	887,747	-202,822
South Dakota.....	110,939	90,306	-20,633
Tennessee.....	653,399	531,881	-121,518
Texas.....	1,417,369	1,153,768	-263,601
Utah.....	386,809	314,871	-71,938
Vermont.....	119,586	97,345	-22,241
Virginia.....	881,732	717,749	-163,983
Washington.....	827,899	673,927	-153,972
West Virginia.....	286,728	233,403	-53,325
Wisconsin.....	986,553	803,075	-183,478
Wyoming.....	111,012	90,366	-20,646
American Samoa.....	0	0	0
Guam.....	0	0	0
Puerto Rico.....	985,192	801,967	-183,225
Virgin Islands.....	0	0	0
Other Outlying Areas	0	0	0
Total	39,311,000	32,000,000	-7,311,000

13-Jul-95

DEPARTMENT OF EDUCATION

Safe and Drug-Free Schools			
State	1995 Revised Appropriation	1996 House Subcommittee	Difference
Alabama.....	7,195,567	3,259,554	-3,936,013
Alaska.....	2,151,397	973,000	-1,178,397
Arizona.....	6,417,426	2,912,001	-3,505,425
Arkansas.....	4,323,922	1,954,993	-2,368,929
California.....	47,939,193	21,479,371	-26,459,822
Colorado.....	5,076,547	2,272,426	-2,804,121
Connecticut.....	4,010,358	1,805,377	-2,204,981
Delaware.....	2,151,397	973,000	-1,178,397
District of Columbia	2,151,397	973,000	-1,178,397
Florida.....	18,529,819	8,336,401	-10,193,418
Georgia.....	10,807,363	4,944,288	-5,863,075
Hawaii.....	2,151,397	973,000	-1,178,397
Idaho.....	2,151,397	973,000	-1,178,397
Illinois.....	18,865,977	8,699,146	-10,166,831
Indiana.....	7,803,658	3,581,181	-4,222,477
Iowa.....	3,874,469	1,758,224	-2,116,245
Kansas.....	3,676,099	1,711,194	-1,964,905
Kentucky.....	6,861,782	3,117,491	-3,744,291
Louisiana.....	9,674,882	4,394,019	-5,280,863
Maine.....	2,151,397	973,000	-1,178,397
Maryland.....	6,432,098	2,909,490	-3,522,608
Massachusetts.....	8,031,396	3,622,537	-4,408,859
Michigan.....	17,022,370	7,795,642	-9,226,728
Minnesota.....	6,432,273	2,912,571	-3,519,702
Mississippi.....	6,196,343	2,807,476	-3,388,867
Missouri.....	7,870,388	3,544,285	-4,326,103
Montana.....	2,151,397	973,000	-1,178,397
Nebraska.....	2,332,384	1,018,098	-1,314,286
Nevada.....	2,151,397	973,000	-1,178,397
New Hampshire.....	2,151,397	973,000	-1,178,397
New Jersey.....	10,543,314	4,565,500	-5,977,814
New Mexico.....	3,351,358	1,520,514	-1,830,844
New York.....	32,562,157	14,611,956	-17,950,201
North Carolina.....	9,290,473	4,226,963	-5,063,510
North Dakota.....	2,151,397	973,000	-1,178,397
Ohio.....	17,943,157	8,216,657	-9,726,500
Oklahoma.....	5,320,748	2,412,312	-2,908,436
Oregon.....	4,402,310	2,036,030	-2,366,280
Pennsylvania.....	18,342,178	8,317,626	-10,024,552
Rhode Island.....	2,151,397	973,000	-1,178,397
South Carolina.....	5,706,321	2,596,002	-3,110,319
South Dakota.....	2,151,397	973,000	-1,178,397
Tennessee.....	7,762,214	3,511,332	-4,250,882
Texas.....	34,260,223	15,347,947	-18,912,276
Utah.....	3,076,542	1,400,545	-1,675,997
Vermont.....	2,151,397	973,000	-1,178,397
Virginia.....	8,035,132	3,587,395	-4,447,737
Washington.....	7,233,380	3,338,147	-3,895,233
West Virginia.....	3,414,701	1,603,088	-1,811,613
Wisconsin.....	7,919,299	3,649,699	-4,269,600
Wyoming.....	2,151,397	973,000	-1,178,397
American Samoa.....	757,048	343,348	-413,700
Guam.....	1,766,224	801,043	-965,181
Puerto Rico.....	11,622,039	5,200,522	-6,421,517
Virgin Islands.....	1,455,161	659,965	-795,196
Other Outlying Areas	6,723,149	3,595,644	-3,127,505
Total	440,981,000	200,000,000	-240,981,000

State	Eisenhower Professional Development		
	1995 Revised Appropriation	1996 House Subcommittee	Difference
Alabama.....	4,158,924	0	-4,158,924
Alaska.....	1,243,473	0	-1,243,473
Arizona.....	3,709,171	0	-3,709,171
Arkansas.....	2,499,159	0	-2,499,159
California.....	27,708,095	0	-27,708,095
Colorado.....	2,934,164	0	-2,934,164
Connecticut.....	2,317,923	0	-2,317,923
Delaware.....	1,243,473	0	-1,243,473
District of Columbia	1,243,473	0	-1,243,473
Florida.....	10,709,943	0	-10,709,943
Georgia.....	6,246,484	0	-6,246,484
Hawaii.....	1,243,473	0	-1,243,473
Idaho.....	1,243,473	0	-1,243,473
Illinois.....	10,904,237	0	-10,904,237
Indiana.....	4,510,391	0	-4,510,391
Iowa.....	2,239,382	0	-2,239,382
Kansas.....	2,124,727	0	-2,124,727
Kentucky.....	3,966,001	0	-3,966,001
Louisiana.....	5,591,928	0	-5,591,928
Maine.....	1,243,473	0	-1,243,473
Maryland.....	3,717,651	0	-3,717,651
Massachusetts.....	4,642,020	0	-4,642,020
Michigan.....	9,838,660	0	-9,838,660
Minnesota.....	3,717,752	0	-3,717,752
Mississippi.....	3,581,388	0	-3,581,388
Missouri.....	4,548,959	0	-4,548,959
Montana.....	1,243,473	0	-1,243,473
Nebraska.....	1,348,081	0	-1,348,081
Nevada.....	1,243,473	0	-1,243,473
New Hampshire.....	1,243,473	0	-1,243,473
New Jersey.....	6,093,869	0	-6,093,869
New Mexico.....	1,937,032	0	-1,937,032
New York.....	18,820,412	0	-18,820,412
North Carolina.....	5,369,747	0	-5,369,747
North Dakota.....	1,243,473	0	-1,243,473
Ohio.....	10,370,860	0	-10,370,860
Oklahoma.....	3,075,308	0	-3,075,308
Oregon.....	2,544,466	0	-2,544,466
Pennsylvania.....	10,601,489	0	-10,601,489
Rhode Island.....	1,243,473	0	-1,243,473
South Carolina.....	3,298,163	0	-3,298,163
South Dakota.....	1,243,473	0	-1,243,473
Tennessee.....	4,486,437	0	-4,486,437
Texas.....	19,801,867	0	-19,801,867
Utah.....	1,778,193	0	-1,778,193
Vermont.....	1,243,473	0	-1,243,473
Virginia.....	4,644,179	0	-4,644,179
Washington.....	4,180,779	0	-4,180,779
West Virginia.....	1,973,643	0	-1,973,643
Wisconsin.....	4,577,230	0	-4,577,230
Wyoming.....	1,243,473	0	-1,243,473
American Samoa.....	215,628	0	-215,628
Guam.....	503,068	0	-503,068
Puerto Rico.....	6,717,354	0	-6,717,354
Virgin Islands.....	414,470	0	-414,470
Other Outlying Areas	1,378,902	0	-1,378,902
Total	251,206,758	0	-251,206,758

Education for Homeless Children and Youth			
<u>State</u>	<u>1995 Revised Appropriation</u>	<u>1996 House Subcommittee</u>	<u>Difference</u>
Alabama.....	524,865	405,891	-118,974
Alaska.....	100,000	100,000	0
Arizona.....	411,642	315,821	-95,821
Arkansas.....	313,762	243,028	-70,734
California.....	3,046,964	2,359,433	-687,531
Colorado.....	275,580	222,203	-53,377
Connecticut.....	218,572	179,630	-38,942
Delaware.....	100,000	100,000	0
District of Columbia	100,000	100,000	0
Florida.....	1,164,007	912,249	-251,758
Georgia.....	702,261	550,078	-152,183
Hawaii.....	100,000	100,000	0
Idaho.....	100,000	100,000	0
Illinois.....	1,347,872	1,058,835	-289,037
Indiana.....	455,368	370,140	-85,228
Iowa.....	213,285	177,336	-35,949
Kansas.....	219,294	179,184	-40,110
Kentucky.....	522,219	404,370	-117,849
Louisiana.....	794,047	609,072	-184,975
Maine.....	107,254	100,000	-7,254
Maryland.....	359,785	292,461	-67,324
Massachusetts.....	504,998	406,727	-98,271
Michigan.....	1,276,326	1,007,262	-269,064
Minnesota.....	343,617	278,749	-64,868
Mississippi.....	521,466	401,093	-120,373
Missouri.....	480,510	378,894	-101,616
Montana.....	105,672	100,000	-5,672
Nebraska.....	116,337	100,000	-16,337
Nevada.....	100,000	100,000	0
New Hampshire.....	100,000	100,000	0
New Jersey.....	584,789	471,148	-113,641
New Mexico.....	247,751	190,075	-57,676
New York.....	2,558,330	2,004,784	-553,546
North Carolina.....	544,629	440,488	-104,141
North Dakota.....	100,000	100,000	0
Ohio.....	1,260,234	988,410	-271,824
Oklahoma.....	350,092	271,500	-78,592
Oregon.....	277,489	225,495	-51,994
Pennsylvania.....	1,274,166	1,016,046	-258,120
Rhode Island.....	100,000	100,000	0
South Carolina.....	384,280	302,608	-81,672
South Dakota.....	100,000	100,000	0
Tennessee.....	512,243	395,605	-116,638
Texas.....	2,425,860	1,873,644	-552,216
Utah.....	135,880	112,107	-23,773
Vermont.....	100,000	100,000	0
Virginia.....	418,374	337,425	-80,949
Washington.....	413,072	334,340	-78,732
West Virginia.....	293,335	225,926	-67,409
Wisconsin.....	515,695	421,668	-94,027
Wyoming.....	100,000	100,000	0
American Samoa.....	0	0	0
Guam.....	0	0	0
Puerto Rico.....	1,060,267	813,275	-246,992
Virgin Islands.....	0	0	0
Other Outlying Areas	328,811	323,000	-5,811
Total	28,811,000	23,000,000	-5,811,000

Vocational Education

<u>State</u>	<u>1995 Revised Appropriation</u>	<u>1996 House Subcommittee</u>	<u>Difference</u>
Alabama.....	18,702,503	13,460,820	-5,241,683
Alaska.....	4,214,921	3,033,620	-1,181,301
Arizona.....	15,484,477	11,144,698	-4,339,779
Arkansas.....	10,811,713	7,781,553	-3,030,160
California.....	99,301,143	71,470,377	-27,830,766
Colorado.....	12,107,613	8,714,256	-3,393,357
Connecticut.....	8,376,759	6,029,035	-2,347,724
Delaware.....	4,214,921	3,033,620	-1,181,301
District of Columbia	4,214,921	3,033,620	-1,181,301
Florida.....	42,601,960	30,662,063	-11,939,897
Georgia.....	27,660,932	19,908,503	-7,752,429
Hawaii.....	4,780,123	3,440,415	-1,339,708
Idaho.....	5,140,302	3,699,648	-1,440,654
Illinois.....	37,738,984	27,162,015	-10,576,969
Indiana.....	23,120,128	16,640,333	-6,479,795
Iowa.....	11,198,864	8,060,199	-3,138,665
Kansas.....	9,406,267	6,770,006	-2,636,261
Kentucky.....	17,055,853	12,275,671	-4,780,182
Louisiana.....	19,788,418	14,242,390	-5,546,028
Maine.....	4,783,858	3,443,103	-1,340,755
Maryland.....	13,726,835	9,879,664	-3,847,171
Massachusetts.....	17,323,922	12,468,609	-4,855,313
Michigan.....	35,010,928	25,198,542	-9,812,386
Minnesota.....	15,469,126	11,133,650	-4,335,476
Mississippi.....	12,765,550	9,187,796	-3,577,754
Missouri.....	19,449,177	13,998,227	-5,450,950
Montana.....	4,480,773	3,224,963	-1,255,810
Nebraska.....	6,094,197	4,386,198	-1,707,999
Nevada.....	4,780,123	3,440,415	-1,339,708
New Hampshire.....	4,780,123	3,440,415	-1,339,708
New Jersey.....	20,661,103	14,870,491	-5,790,612
New Mexico.....	7,205,806	5,186,261	-2,019,545
New York.....	51,361,536	36,966,624	-14,394,912
North Carolina.....	28,021,929	20,168,325	-7,853,604
North Dakota.....	4,214,921	3,033,620	-1,181,301
Ohio.....	41,875,681	30,139,336	-11,736,345
Oklahoma.....	14,077,949	10,132,373	-3,945,576
Oregon.....	11,242,948	8,091,928	-3,151,020
Pennsylvania.....	39,708,621	28,579,629	-11,128,992
Rhode Island.....	4,780,123	3,440,415	-1,339,708
South Carolina.....	16,452,378	11,841,330	-4,611,048
South Dakota.....	4,214,921	3,033,620	-1,181,301
Tennessee.....	20,865,667	15,017,722	-5,847,945
Texas.....	72,972,404	52,520,692	-20,451,712
Utah.....	9,964,129	7,171,519	-2,792,610
Vermont.....	4,214,921	3,033,620	-1,181,301
Virginia.....	22,023,729	15,851,218	-6,172,511
Washington.....	17,189,065	12,371,548	-4,817,517
West Virginia.....	8,390,612	6,039,006	-2,351,606
Wisconsin.....	18,917,157	13,615,314	-5,301,843
Wyoming.....	4,214,921	3,033,620	-1,181,301
American Samoa.....	190,000	190,000	0
Guam.....	500,000	500,000	0
Puerto Rico.....	18,313,018	13,180,495	-5,132,523
Virgin Islands.....	555,580	399,870	-155,710
Other Outlying Areas	16,035,467	11,227,000	-4,808,467
Total	972,750,000	700,000,000	-272,750,000

13-Jul-95

DEPARTMENT OF EDUCATION

<u>State</u>	<u>Adult Education</u>		
	<u>1995 Revised</u> <u>Appropriation</u>	<u>1996 House</u> <u>Subcommittee</u>	<u>Difference</u>
Alabama.....	5,079,031	5,031,579	-47,452
Alaska.....	555,433	552,432	-3,001
Arizona.....	3,326,597	3,296,366	-30,231
Arkansas.....	3,073,140	3,045,399	-27,741
California.....	27,983,496	27,710,976	-272,520
Colorado.....	2,382,774	2,361,817	-20,957
Connecticut.....	2,922,708	2,896,445	-26,263
Delaware.....	812,633	807,104	-5,529
District of Columbia	881,081	874,879	-6,202
Florida.....	13,137,337	13,010,702	-126,635
Georgia.....	7,175,669	7,107,615	-68,054
Hawaii.....	1,068,158	1,060,118	-8,040
Idaho.....	1,030,375	1,022,707	-7,668
Illinois.....	10,498,723	10,398,016	-100,707
Indiana.....	5,359,631	5,309,422	-50,209
Iowa.....	2,358,854	2,338,131	-20,723
Kansas.....	2,049,866	2,032,180	-17,686
Kentucky.....	4,857,098	4,811,828	-45,270
Louisiana.....	4,939,431	4,893,351	-46,080
Maine.....	1,263,086	1,253,131	-9,955
Maryland.....	4,207,988	4,169,096	-38,892
Massachusetts.....	4,933,272	4,887,253	-46,019
Michigan.....	8,456,491	8,375,852	-80,639
Minnesota.....	3,260,087	3,230,509	-29,578
Mississippi.....	3,416,436	3,385,322	-31,114
Missouri.....	5,183,354	5,134,878	-48,476
Montana.....	851,221	845,313	-5,908
Nebraska.....	1,363,327	1,352,388	-10,939
Nevada.....	1,271,872	1,261,831	-10,041
New Hampshire.....	1,047,031	1,039,199	-7,832
New Jersey.....	7,208,465	7,140,089	-68,376
New Mexico.....	1,645,324	1,631,613	-13,711
New York.....	17,362,385	17,194,234	-168,151
North Carolina.....	7,533,405	7,461,836	-71,569
North Dakota.....	783,641	778,397	-5,244
Ohio.....	10,219,215	10,121,254	-97,961
Oklahoma.....	3,218,742	3,189,570	-29,172
Oregon.....	2,384,072	2,363,102	-20,970
Pennsylvania.....	11,510,802	11,400,150	-110,652
Rhode Island.....	1,280,287	1,270,164	-10,123
South Carolina.....	4,206,641	4,167,762	-38,879
South Dakota.....	833,858	828,121	-5,737
Tennessee.....	6,076,500	6,019,247	-57,253
Texas.....	17,736,514	17,564,684	-171,830
Utah.....	1,271,922	1,261,880	-10,042
Vermont.....	670,526	666,394	-4,132
Virginia.....	6,010,379	5,953,776	-56,603
Washington.....	3,528,230	3,496,018	-32,212
West Virginia.....	2,472,850	2,451,008	-21,842
Wisconsin.....	4,194,417	4,155,658	-38,759
Wyoming.....	557,694	554,670	-3,024
American Samoa.....	159,402	158,818	-584
Guam.....	219,045	217,876	-1,169
Puerto Rico.....	5,816,400	5,761,703	-54,697
Virgin Islands.....	244,049	242,633	-1,416
Other Outlying Areas	454,035	453,504	-531
Total	252,345,000	250,000,000	-2,345,000

2/2
Saturday, November 4, 1995

The Sacramento Bee

Goals 2000 educational plan

By Mary Lynne Vellinga
Bee Capitol Bureau

One conservative group says the latest federal plan for improving schools will produce "stupid children." A California lawmaker contends it could encourage random distribution in schools and lead to youngsters being removed from their homes.

These are just a sampling of the many

charges swirling around Goals 2000, a federal education program started by President Bush and implemented under President Clinton.

Launched at a 1989 summit of the nation's governors, Goals 2000 was intended to set national education goals all schools could work toward, such as lowering the dropout rate and improving student competency in English, science and math.

The program became law last year with

bipartisan support, but since then it has been demonized by conservatives.

The debate over Goals 2000 reflects not only Americans' growing distrust of Washington, but also the drive by conservative Republicans to reduce the role of the federal government.

Goals 2000 supporters say its detractors distort what the law really says. Assemblywoman Deirdre Alpert, D-Coronado, chairwoman of the Assembly Educa-

draws conservatives' fire

tion Committee, said the reaction of many Republicans to Goals 2000 "absolutely astounds me. It's like I'm in 'Alice in Wonderland,' and I can't understand what I see as paranoia about this."

But Assemblyman Steve Baldwin, R-El Cajon, vice chairman of the education committee, maintains that Goals 2000 will "eventually yank authority away from the school districts and the states to Washington."

He objects to the law's mention of funding for social services, suggesting it could prompt more schools to distribute condoms. Baldwin even thinks children could be removed from their homes because of Goals 2000, although he concedes, "It's hard to prove beyond a shadow of a doubt that what we say is true."

Baldwin and 38 other California legis-

Please see GOALS, page A22

Wilson decision defies logic

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The threat by Gov. Pete Wilson to deny the state's schools \$42 million in federal funds — \$387,159 of which has come or will be coming to Kern County — makes no sense on its face. Worse, his reasoning raises the issue of whether he is making a rational education policy decision, or is really using the program to pursue a political agenda.

The money is from the federal government's two-year Goals 2000 program. The program is an outgrowth of the bi-partisan Education Summit called by President Bush several years ago, and pursued by President Clinton.

In threatening to send the money back, Wilson complained about federal strings attached to the funds.

Mike Hulsizer, administrator of instructional services for the Kern County Superintendent of Schools, and federal officials in Washington, both are baffled by the governor's statement. Both say that there are none of the usual complex rules and regulations that often are attendant to federal grant programs. That was specifically a result of requests made by local school districts for a maximum degree of local control when the program was being set up.

"There are no federal dictates in Goals 2000, nor are there any federal regulations issued as a result of this program," according to a statement issued by the U.S. Department of Education in response to the governor's comments. Hulsizer agrees with that assertion.

In providing the money, the federal government is merely asking all states to pursue several broad goals, hopefully to be achieved by the end of the century, but not mandated. They include mom-and-apple-pie ideals that most districts are trying to achieve as a matter of course. They include such things as raising high-school graduation rates, increasing math and science literacy, working to have greater percentages of elementary school enrollees attend pre-school, etc.

To the extent that there are regulations, in fact, they come from Wilson's home turf in Sacramento — the program in California is administered for the federal government by

*Kern schools
have a lot to lose
from a threat by
Gov. Pete Wilson
to reject \$42
million in school
aid.*

the state Department of Education.

Of nine Kern County districts that applied for funds, five got money (the bulk went to such high-population districts as the Los Angeles Unified Elementary School District and Bay area schools). Kern districts which have funds or will get them include both east Kern and valley schools: Mojave Unified School District, Sierra Sands Unified School District in Ridgecrest, Muroc Joint Unified School District in North Edwards, Lamont School District and the Kern High School District.

As an example of how the funds — \$112,349 for the 1994-95 year and a projected \$274,810 for 1995-96 — are being used, the Kern High School District is trying to keep essential elements of the unrelated but similarly named Project 2000 program intact. The largely corporately funded pilot program sought to identify students at risk of failure and keep them in school — and even to encourage them to go on to college.

The program has been universally praised both for its goals and achievements. Relevant to the debate over Goals 2000, the Kern High School District's innovative program also is often cited as an example of the benefits of giving local districts both the control they need to develop programs that can best meet local needs, and the resources to do so.

While some critics — both political and educational — have targeted federal educational programs as red tape-encrusted bureaucratic nightmares, Goals 2000 seems to be the kind of ideal they should welcome: Enriching resources flowing to local districts combined with a maximum degree of local control.

Unless Wilson can show the flaw in such logic we have a difficult time taking his decision and his reasoning at face value. Worse, it is possible that in turning his back on this ideal arrangement, the governor may be placing at risk other educational grants that require incorporation of Goals 2000 in their justification.

If, in fact, the governor's threat is part of a hidden agenda, it will be our students who will risk more than his political agenda. Which is more valuable?

Bakersfield, CA
(Kern Co.)
Californian
(Cir. D. 75,200)
(Cir. S. 90,000)

OCT 11 1995

NEWS RELEASE

For Immediate Release: December 15, 1995

Contact: Jo Ann Yee, ACUSD Executive Director
520 Capitol Mall
Sacramento, CA. 95814
Phone (916) 446-0906
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Release # 95-01

DEC 18 1995

The Association of California Urban School Districts sends letter to Governor Wilson regarding Goals 2000 funding

SACRAMENTO - Jill Wynns, school board commissioner from San Francisco Unified School District and President of the Association of California Urban School Districts (ACUSD) sent the attached open letter to Governor Pete Wilson this afternoon. The letter was drafted by ACUSD in response to continued concerns in the educational community that Governor Wilson has not released the Goals 2000 funds and might even return the \$42 million to the federal government. Over 200 school districts have developed local school improvement plans and are waiting for the Governor to make a decision about California's share of the Goals 2000 grant. The letter was circulated among members of ACUSD and other districts in California who have been approved to receive the Goals 2000 funding. Jo Ann Yee, ACUSD executive director said, "There is a growing frustration among superintendents and board members with the Governor's position on Goals 2000 and his lack of action to release these California's tax dollars to local districts."

The letter identifies four main reasons why Governor Wilson should reconsider his decision not to release the Goals 2000 funds:

1. California tax dollars sent to Washington D.C. to support federally funded educational programs should be spent on the children of California.
2. California still spends \$1,200 less per child on education than the national average and cannot afford to refuse any available financial resource.
3. The Governor wants to maintain educational policy as a state responsibility and to support the belief of many Republicans that the "best government is that which is closest to the people."

Consistency about local control is very much needed. Goals 2000 funds will be used to implement local school improvement plans, supported by local school boards.

4. Release of the Goals 2000 funds would support the Governor's own concept of the federal, state, and local governments working in a "hopeful partnership" for educational reform.

Over 200 superintendents and school board members signed the letter, representing a broad cross section of school districts - urban, suburban, and rural; large, mid-size and small. Signatures continue to come in on a daily basis. ACUSD President, Jill Wynns said, " These supporters represent the strong grassroots belief that the proper role of the federal and state government is to provide support to locally determined educational reform efforts. Their message to the Governor: Don't make our students, teachers and parents wait. Release the Goals 2000 funds. "

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Attachments

the association of california urban school districts

December 14, 1995

Executive Committee

President

Jill Wynns
Board Member
San Francisco Unified

Vice-President

Carolyn Getridge
Superintendent
Oakland Unified

Secretary

Vera Vignes
Superintendent
Pasadena Unified

Treasurer

Jeff Horton
Board Member
Los Angeles Unified

Officers At Large

Charles McCully
Superintendent
Fresno Unified

Gaspar Garcia

Board Member
Sacramento City Unified

Jo Ann Yee

Executive Director

Sacramento Office

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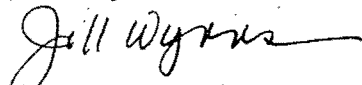
The Honorable Pete Wilson
Governor of California
State Capitol, First Floor
Sacramento, CA. 95814

The Association of California Urban School Districts (ACUSD) was organized in 1965 for the purpose of identifying the problems facing urban school districts in California and finding the solutions to those problems. The members of ACUSD represent a diverse cross-section of California urban districts. Our members include most of the large urban districts in California such as San Bernardino City and Fresno as well as smaller urbans such as Berkeley and Inglewood. Our member districts are located in almost every major metropolitan area in California. Although ACUSD represents less than 3 percent of the 1000-plus school districts in this state, we provide the education for one fourth of all K-12 students who attend public schools in California.

ACUSD initiated and circulated the attached open letter among California districts who are waiting for their Goals 2000 funds. It has been signed by superintendents and school board members who would appreciate a favorable reconsideration of your decision on Goals 2000 funding for California.

ACUSD is committed to working with you to address any concerns you may have about Goals 2000 or any of the specific plans that have been developed by our participating districts. A sampling of how some of the ACUSD districts plan to use their Goals 2000 funds is attached for your information. We invite you to contact us for more details, come by to visit our schools and talk to the people responsible for developing the school improvement plans that will be funded by Goals 2000.

Sincerely,



Jill Wynns, President

Association of California Urban School Districts

cc: Delaine Eastin, Superintendent of Public Instruction
Loni Hancock, Office of U.S. Department of Education, Region IX

A SAMPLING OF IMPROVEMENT PLANS TO BE FUNDED BY GOALS 2000

The districts who have applied and have been approved for Goals 2000 funding represent the broad diversity of our state: Los Angeles Unified with over a 600,000 students is poised to receive over \$1.5 million. Round Valley Joint Union School District in Inyo County whose enrollment is less than 150 students, is waiting for its grant of \$6 thousand. Of the districts who are members of ACUSD, eleven are scheduled to receive a total of over \$2.9 million for their reform efforts. These specific school plans submitted to the California Department of Education were all developed locally to build upon the statewide school improvement plan. Many of the school improvement plans which will be funded totally or in part by Goals 2000 are, in fact, part of an on-going reform movement in these districts. The following is just a small sampling of the proposed school improvement plans and the local planning process:

Pasadena Unified started its reform movement in 1992 with an Educational Summit.

Over 2,300 parents, students, staff and community members who wanted changes in communication, safety, instructional programs, community involvement, multicultural sensitivity and accountability provided input at this summit. In 1994, a Technology Strategic Plan Group, which included district staff, parents and community members, prepared a technology plan to facilitate the Summit's objectives. They selected a consortium of 14 schools that will be the sites for the implementation of programs to improve two-way communication and new instructional programs. The thrust of their reform efforts involves the use of technology, such as the addition of Internet to existing computer systems. Goals 2000 funds will directly support these improvements in technology.

In San Francisco, 17 schools submitted their site-driven plans for school improvement.

Each school identified its own goals and programs. Many of these schools will use the Goals 2000 funds for parent meetings and staff development.

Literacy will be the focus of the Goals 2000 reform efforts in **Stockton Unified**. Ten schools developed plans on how they will ensure that all students will be able to read at grade level by the end of second grade. Each school had a committee of no fewer than 36 stakeholders who were involved in the development their own school plan.

A Goals 2000 Committee was formed in **West Contra Costa Unified**. The committee identified 13 schools who will be the recipient of Goals 2000 funds: 8 elementary, 1 middle school, 1 high school, and 3 alternative schools. The reform efforts will include training for teachers in language arts and math; parent outreach; support for student publishing; Internet access; reform efforts at the high school, with a particular focus on restructuring the usage of time and class scheduling; transportation for community internship programs; and special programs for at-risk students.

Thirty-nine schools will benefit from Goals 2000 in **Sacramento City Unified**. The funds will be used to increase literacy and to teach children skills relevant to the work world, two goals adopted by the school board.

Berkeley, a small urban school district with an enrollment of about 8,000 students, will use their Goals 2000 grant to support staff and parent training in arts and technology; the purchase of books for the integration of their science, math and language arts curriculum; and to support their programs that focus on improving writing and speaking skills. And again, these were programs identified as priority areas by their local Goals 2000 committee.

An Open Letter to Governor Pete Wilson

We, the following superintendents and school board members, on behalf of our students, our schools and our communities, request that you release the \$42,111,705 from Goals 2000 to California and authorize the local expenditure of these monies. Don't make our students, teachers and parents wait.

There are four basic reasons for our request.

1. We believe very strongly that California tax dollars sent to the federal government to support federally funded educational programs should be spent on the children of California. We join voices with many respected groups and individuals who seek fair and equitable treatment of California from the federal government. Do the fiscally responsible thing and spend California tax dollars at home rather than allow these funds to be disperse to other states.

2. California needs your leadership to re-establish itself as the state with the nation's leading educational system. Currently, California is near the bottom in every important indicator of our commitment to educational excellence: state funding, class size, access to technology, adequate supplies and materials, support for infrastructure. Student achievement has suffered. It bears repeating that California, the state with the most diverse student population, still spends \$1,200 less per child than the national average. While we agree that throwing money at the problem is not necessarily the solution, can we really afford to refuse any available resource for our kids, especially resources that are rightfully theirs?

3. We care deeply about maintaining state and local control of educational policy. We support the concept that the best government is that which is closest to the people. We believe that concept applies within the state as well. There is no level of government that is closer to the people than the locally elected school board. While we all share a common ground as Californians, our communities, from Yreka to San Diego, are distinctively different. The structure for the governance of our local schools is designed to respect those differences. Concerns have been raised that Goals 2000 will encourage and allow school districts to implement programs that some groups will consider objectionable. The decisions that school board members make as locally elected officials are the results of the give and take of compromise, the building of consensus, and the democratic processes that are the essential elements of good government. The commitment to local determination is tested by the willingness to respect and trust local communities to identify and address their own needs, set their own standards, and develop their own strategies. Those who claim to support local determination but would deny or impede the right of others to exercise full local control exhibit the same arrogance and intrusion of which the federal government is often accused.

4. Finally, we believe, as you do, that the proper role of the state and the federal government is to provide support to locally determined educational reform efforts. You have referred to this as a "hopeful partnership." Our schools and our communities have lived up to our end of this partnership; the federal government is providing support; we're waiting now for you. Let's not just pay lip service to the serious business of building partnerships. With the passing of very day, the credibility of your commitment, not only to local determination but to this "hopeful partnership", will be in question. Send the message that you want to encourage and validate parent and community involvement and you are willing to support it where it counts the most by providing the financial resources to make it possible for communities to implement their locally developed school improvement plans.

Those of us who are on a traditional school calendar are already well into the second quarter of the school year. Spring and the third quarter are just around the corner. And by the time you issue your revised state budget, our high school seniors will be preparing for graduation ceremonies. We reiterate: Don't make our students, teachers and parents wait. Release the Goals 2000 funds. Let's do it while there is still time to make a difference for our kids this year.

List of signatories of the Open Letter to Governor Pete Wilson

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Vicki Brand
Charles Bloch
Clem Lee
Frank Orozco
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EDITORIAL

A bum rap on Goals 2000

In fact, federal grant is a valuable education aid

³⁴⁴
Forty-odd years ago, it was both easy and fashionable to blame communism for just about anything you didn't like. Fluoridation? Another commie plot to take over the country. Stop prayers in school? That will let the Reds take over our education system.

And, for a while at least, it was pretty believable. The Communist threat has now faded, but we've come up with a new evil to blame things on: the federal government.

These days — the argument goes — by definition, anything the feds are involved in has to be sinister — and a good many people are finding it believable.

—Where the Goals 2000 education program is concerned, that's very unfortunate.

The main problem with Goals 2000 to most critics is that it's funded by the federal government. "School districts that take federal money for education must then comply with rules, or sanctions are imposed," charged the California State Sovereignty Coalition.

That simply isn't true. Goals 2000 is one of the most string-free federal education grants ever. It is aimed at helping districts to graduate kids who can compete. Most districts, in fact, will use the funds to develop their own criteria — not the federal government's — for assessing literacy, thus enabling them to lessen their reliance on government-imposed tools.

Other critics, such as freshman Assemblyman Steve Baldwin, R-El Cajon, deplore Goals 2000 as a highly invasive, strange program that has "everything to do with behavior modification and the practice of psychology and nothing to do with academics."

That assessment is nowhere near accurate. Seven of the eight goals of the program deal only with academics; the eighth requires that every school be free of drugs, violence and the unauthorized presence of firearms and alcohol. The goals include increasing the high school graduation rate nationally to 90 percent, making U.S.

students first in the world in math and science achievement and making every adult American literate. The program even strives for greater parental involvement and participation in the academic growth of their children.

Baldwin, to back up his claims in a letter to all other Assembly members, cited 47 quotes "from manuals currently in use in California schools that have been funded by Goals 2000."

Virtually all of his examples were taken from Poway's Wellness Program, which requires parental permission and has nothing to do with Goals 2000. Baldwin, however, maintains that Goals 2000 money is used by a number of districts to fund wellness programs, which he charges are moving the education system "full-speed away from academic basics by pursuing a behavioral modification agenda."

Poway school officials charged that 15 of Baldwin's examples were taken out of context, another 10 were incomplete quotes, four more could not be found in the text cited and five were inaccurate or false.

So far, school trustees in Poway, San Marcos and Vista have resisted such misinformation campaigns and voted to accept Goals 2000 funds. In fact, only one eligible community in the county — and the state, for that matter — has turned them down: Escondido, where both the elementary and high school district trustees caved in to perceived public sentiment and refused nearly \$60,000 this year, and possibly much more in the future, to help improve literacy.

The Escondido elementary trustees voted 4-1 to reject the funds after a handful of parents cited concerns about federal intrusion into the local schools. One even said the grants would open the door for Planned Parenthood to invade high school campuses.

It's tragic that the board majority could be swayed more by the concerns of a few parents than by the needs of 17,700 children.