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THE WHITE HOUSE

WASHINGTON

March 3, 1994

The Honorable Carroll A. Campbell, Jr.
Governor of South Carolina
Columbia, South Carolina 29211

Dear Carroll:

Thank you very much for your letter of March 1. I want to take this opportunity to restate my long-standing principles on education reform and to reenergize the bipartisan spirit that has served us so well in the past.

You and I -- and many other elected public officials -- have long believed that the key to meaningful long-term education reform lies in clearly stated national goals coupled with maximum feasible flexibility for states and localities to devise and implement their own plans for achieving those goals. Schools should be held accountable for results -- not for complying with a discouraging maze of micromanaged bureaucratic prescriptions. In addition, while states have been providing the leadership on education reform for more than a decade, you and I recognized that federal education programs must also be overhauled if state education reforms are to succeed. It was in the spirit of this shared understanding that you and I worked together on education as governors several years ago. And it is in that same spirit that I am working so hard to promote the comprehensive agenda for lifelong learning that I presented to the American Council on Education last week.

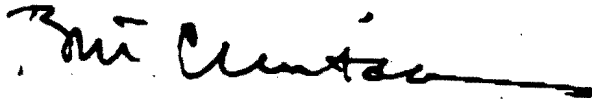
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I certainly understand your concern and disappointment over some of the changes that have been made to our ESEA legislation, particularly in the area of opportunity-to-learn standards. While some progress has been made in recent days regarding opportunity-to-learn issues, much more remains to be done. Let me assure you that I remain committed to our proposal as initially drafted. Both the Department of Education and my staff here at the White House will work vigorously at every stage of the legislative process to ensure that when the ESEA reaches my desk, it does not contain opportunity-to-learn standards.

The same principles have guided, and will continue to guide, the Goals 2000 bill. As the House/Senate conference proceeds, my representatives have been directed to work hard for a final bill that reflects our long-standing commitment to the National Education Goals, to historic state and local prerogatives in education, and to bipartisan cooperation. As a key element of that effort, I have instructed Administration representatives to support language on opportunity-to-learn issues in Goals 2000 consistent with the principles and framework of the Senate bill. I also believe that it is critical for states to incorporate challenging content and performance standards in their reform plans, so that federal and state efforts together focus on student performance.

As you noted in your letter, my Administration has listened carefully to the views of the National Governors Association during the year-long congressional process that has brought us to the brink of resolving a host of complex and disputed issues. I am pleased that the Goals 2000 bill has already passed both the House and Senate with strong bipartisan support. If we continue to work together and listen to one another with respect, I am confident that the final version of Goals 2000 will continue to merit support by leaders in both parties -- and by every American concerned about our children and our future.

Sincerely,



NOTE TO MIKE COHEN:

I spoke with Tom W. this morning and I ran some ideas by him about this morning's meeting. he liked them and I wanted to pass them along:

1. You need to explain a little about the President's relationship with Carroll Campbell. How they worked day and night together to hammer out the "results-oriented" goals and build a unique relationship/friendship. (Maybe share that the Secretary does not share this relationship and believes Campbell is out to hurt the process?????)
2. You need to give some history as to why Clinton feels as he does about results vs. inputs. Talk about Arkansas and the work he did there on education. Talk about how the president's thinking evolved over time and the reform efforts he put in place for poor children in AK.
3. Talk about the President's commitment to education. Remind them that he has increased the budget substantially for next year--when all the other agency are getting cut.
4. You need to finesse the question they will likely ask: "Did you review the letter before it went out?" Yes, but you knew the history there (between the President and Campbell) and that he felt strongly about his position.
5. We made a mistake by not briefing the President better on the compromise. The Secretary has now done that and the President feels more comfortable.
6. The President has called Ford and the Secretary has spoken with Owens, Kildee, Reed, and Mink. WE WANT THIS BILL!!!

State of South Carolina

Office of the Governor

CARROLL A. CAMPBELL, JR.
GOVERNOR

March 1, 1994

POST OFFICE BOX 369
COLUMBIA 29202

The President
The White House
Washington, D.C. 20500

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Unfortunately, the reality of model national academic content standards is hardly closer than it was five years ago; very little real progress has been made. Through a combination of partisan bickering and real philosophical differences on issues like school choice, Congress has been stymied -- even from endorsing the broad education goals we established.

But the states have continued to move ahead. Nearly all of us have embarked on standards-based education and we are working toward better assessment tools that will allow us to hold our systems accountable based on what kids actually learn. Some states have made mistakes and have had to pull back because of legitimate concern about the appropriate role of government at any level in our children's education. But mostly we are making progress.

Now comes Goals 2000 and the reauthorization of the major federal education program, the Elementary and Secondary Education Act (ESEA). When you introduced Goals 2000, we had to practically go to war to convince your Department of Education to stand up to House Democrats on behalf of local control of schools. At that time, I wrote that I believed that bill, by tying federal programs to

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So the House of Representatives and the Administration have now gone from agreeing to the development of national model standards to requiring that states must have standards -- both content and input -- to participate in Chapter 1. What is next?

Although I have become increasingly uncomfortable with the process, I have worked in good faith with the Congress and two Administrations to advance the vision you and I articulated. Through the Governors' Association, we have helped garner bipartisan support and, indeed, the House ESEA bill passed with overwhelming bipartisan support. But, Mr. President, I am saying "enough" let the federal government stay out of the goals/standards movement because the federal government cannot seem to contribute without wanting to control.

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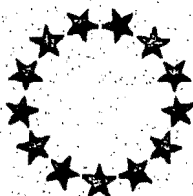
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March 11, 1994

Dear Conference:

On behalf of the nation's governors, we write to express our views regarding the conference on H.R. 1804 and S. 1150, the Goals 2000: Educate America Act. Both versions of this bill codify the National Education Goals, set into place a process to develop national voluntary content and student performance standards and a system of assessments; create a program to support state-based systemic reform; and provide the states with extensive waiver authority.

NGA has worked with the administration, Congress, and others in the education community to help craft this legislation in a manner that recognizes the true diversity of states and their systemic reform efforts. In order to ensure that this legislation achieves its goals of true systemwide systemic reform, we recommend that the Committee incorporate the following recommendations into the conference agreement:

Title I: National Education Goals

- *Preserve the existing goals and objectives language.* We believe that a great deal of work has gone into building support for the existing goals and to change them at this time draws into question the long-term commitment that we have made to achieving them.
- *If goals are added, notwithstanding our objections, they should be modified to be results-oriented.* During the historic Charlottesville summit, the President and the Governors agreed to set challenging goals for the nation's students. Parents and teachers should also be held to high standards. As with the original goals, any new goals should be results oriented so that we can measure our progress in achieving them.
- *Designate any new goals as goals seven and eight.* States, local school districts, the business community, and the National Education Goals Panel have spent millions of dollars developing materials and educating the nation about the goals based on their current order. Most states have adopted the goals and are using them as the basis of systemic reform efforts. To re-order the existing goals would require that all of the legislation, executive orders, publications, and education programs all be amended to accommodate the change. Such time and resources would be better spent on efforts to achieve the goals.

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Title II: National Education Reform Leadership, Standards and Assessments

Incorporate the Senate bill language on the codification of the National Education Goals Panel and the creation and appointment of the National Education Standards and Improvement Council. The Senate language is very similar to that proposed by the administration and reflects the current structure and operations of the National Education Goals Panel (NEGP). Because of the leadership role that Governors play in education policy in the states and because of the historic role that Governors have played on the NEGP, we strongly believe that a governor should chair the NEGP. We also urge the conferees to adopt the administration's original proposal regarding the appointment of NESIC. We believe that eliminating or diminishing the role of the NEGP in appointing the NESIC would undermine the work of both the Panel and NESIC. While we understand the concerns raised by the Budget Committee, NGA urges the conferees to work with the appropriate committees in the Congress to develop language that would provide the NEGP with the same type of gift authority provided to other federal entities such as the Corporation for National and Community Service or the National Endowment for the Arts. We also urge the conferees to minimize the prohibitions on the use of new assessment systems for high stakes purposes.

Title III: State Grant Program

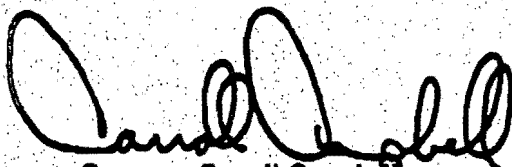
- *Adopt the Senate language on opportunity-to-learn strategies.* We believe that states are and must continue to be responsible for developing their own strategies to ensure that all students have the opportunity to meet high standards and to use such strategies as they deem most appropriate. Based a recent NGA report, it is clear that some states will develop check lists, others intervention strategies, and yet others total quality management initiatives to ensure that students have the opportunity to learn. States must be given this flexibility.
- *Adopt the Senate language regarding the recognition of existing state education reform plans.* Some states have already moved forward on a systemic reform plan. We believe that existing state plans should be able to be recognized by the secretary if the plan meets the "intent and purposes" laid out in the Senate bill.
- *Support the Senate language that permits the State to use up to 50 percent of its allocation in the first year for technical assistance and statewide leadership activities and up to 15 percent in subsequent years to ensure that all schools across the state have access to technical assistance.* Since most states have been engaged in systemic reform efforts, states must have sufficient resources to coordinate and implement the Goals 2000 legislation around current state efforts. For those states initiating new programs, resources must be available at the state level for the comprehensive planning and outreach activities necessary to develop a reform plan.

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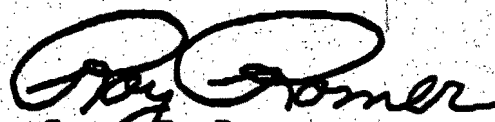
- *Adopt the Senate provisions on waivers and flexibility, including the provision to provide five-year waivers, the ed-flex provisions, and the flexibility demonstration program in six states. Because states differ widely in the structure, finance, and accountability structures in education, maximum flexibility along with the appropriate accountability measures should be provided to states to accommodate such differences.*

If it incorporates these essential recommendations, this legislation would remove many of the barriers to reform experienced by states in the past and would provide the framework under which federal education-related programs would be coordinated. Instead of addressing the problems through categorical programs, the federal government would be providing states and localities with support and technical assistance on a systemic basis. We appreciate your consideration of our recommendations and urge you to incorporate them into the final conference agreement.

Sincerely,



Governor Carroll Campbell



Governor Roy Romer

DRAFT PROPOSAL ON OTL:**(d) Opportunity-to-Learn Strategies. --**

Each state improvement plan shall establish strategies for providing all student with an opportunity to learn including:

- (1) establishing strategies which address the conditions of teaching and learning necessary for all students to have the opportunity to reach the state content and student performance standards;
- (2) developing methods to assist the state in targeting assistance to schools in which all students are not making progress toward reaching state content and performance standards; and
- (3) intervening in schools which persistently fail to help all students make progress toward reaching the state content and student performance standards.

3/14/94

5:00 pm

State of South Carolina

Office of the Governor

CARROLL A. CAMPBELL, JR.
GOVERNOR

March 1, 1994

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COLUMBIA 292

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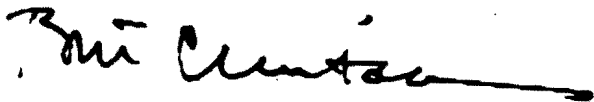
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RECOMMENDED TELEPHONE CALL
FROM THE PRESIDENT

TO: Congressman Bill Ford

DATE: Wednesday, March 8

RECOMMENDED BY: Secretary Riley

PURPOSE: To address concerns expressed by Mr. Ford, Mr. Kildee and other Democrats on the House Education and Labor Committee regarding the President's letter to Carroll Campbell on opportunity-to-learn standards.

BACKGROUND: On March 3, President Clinton sent a letter to Gov. Campbell in which he indicated his strong opposition to the inclusion of opportunity-to-learn standards in Title 1 of ESEA, and his preference for the Senate opportunity-to-learn provisions in Goals 2000.

While this letter allayed the concerns of Gov. Campbell and other Governors, it has seriously angered House Democrats. In their view, the President has needlessly favored a Republican Governor and abandoned House Members of his own party. He has, in their view, also undermined a bipartisan compromise on OTL in ESEA in order to placate a Republican governor.

As a result, House Democrats are in an uncompromising mood with regard to Goals 2000. They are in a position to delay a final conference report until the FY 94 appropriate is lost, or to kill the bill entirely.

DISCUSSION TOPICS:

1. It is important to indicate that the Administration views the principles underlying the OTL compromise on ESEA in the House as an appropriate basis for an OTL compromise on Goals.
2. It will be easier to sell these principles to the Senate and to Governors if they were cast as OTL "strategies" rather than "standards."
3. It is imperative to convince Bill Ford to move the Goals bill within the next week.

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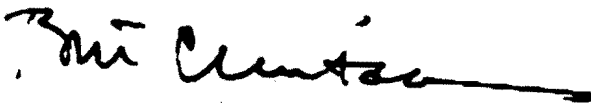
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I certainly understand your concern and disappointment over some of the changes that have been made to our ESEA legislation, particularly in the area of opportunity-to-learn standards. While some progress has been made in recent days regarding opportunity-to-learn issues, much more remains to be done. Let me assure you that I remain committed to our proposal as initially drafted. Both the Department of Education and my staff here at the White House will work vigorously at every stage of the legislative process to ensure that when the ESEA reaches my desk, it does not contain opportunity-to-learn standards.

The same principles have guided, and will continue to guide, the Goals 2000 bill. As the House/Senate conference proceeds, my representatives have been directed to work hard for a final bill that reflects our long-standing commitment to the National Education Goals, to historic state and local prerogatives in education, and to bipartisan cooperation. As a key element of that effort, I have instructed Administration representatives to support language on opportunity-to-learn issues in Goals 2000 consistent with the principles and framework of the Senate bill. I also believe that it is critical for states to incorporate challenging content and performance standards in their reform plans, so that federal and state efforts together focus on student performance.

As you noted in your letter, my Administration has listened carefully to the views of the National Governors Association during the year-long congressional process that has brought us to the brink of resolving a host of complex and disputed issues. I am pleased that the Goals 2000 bill has already passed both the House and Senate with strong bipartisan support. If we continue to work together and listen to one another with respect, I am confident that the final version of Goals 2000 will continue to merit support by leaders in both parties -- and by every American concerned about our children and our future.

Sincerely,



Mike -

Gov. letter

redraft. Keith

Mason and Bill

Malston think we

Should kill it.

I agree -

OK? JH

MAR 24 '94 03:44PM NGA 202 624 5825

P.2/2

March 24, 1994

United State Senate
Washington, DC 20510

Dear Senators:

We are writing to let you know of our support for the "Goals 2000: Educate America Act" conference agreement. On balance we believe the agreement represents an important step forward in education reform. As you know the House, with strong bipartisan support, voted yesterday to support this agreement. We urge the Senate to act to support the compromise by April 1.

Many states have embarked on major school reform initiatives, and we support the Goals 2000 agreement because it will support and add to these different initiatives. It will help remove several barriers to school reform that states face, and ^{allow flexibility and drivers from school regulations,} provide new resources to improve schools and help them achieve the National Education Goals. ~~improving~~

The agreement also contains compromise language on opportunity-to-learn standards, which we can support. Given the voluntary framework of Goals 2000, the language in this agreement is acceptable. We don't support the federal government proscribing the content of opportunity-to-learn standards or tying such standards to federal funding. Thus, our support of this compromise language should not be interpreted as an endorsement of federal intervention in this issue.

Finally, you should know that the agreement's provisions on the leadership of the National Education Goals Panel and the Panel's relationship to the newly created standards council are disconcerting to us. We also are ~~disappointed~~ ^{concerned} that the National Education Goals were modified and expanded ^{which have been in place since 1990,}

However, we appreciate the hard work and good faith that produced this agreement. Believing the legislation ultimately will help our efforts to improve schools, we support this legislation and strongly encourage you to enact it.

Sincerely,

Howard Dean
Governor of Vermont

Roy Romer
Governor of Colorado

Evan Bayh
Governor of Indiana

James B. Hunt, Jr.
Governor of North Carolina



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

May 12, 1993

MEMORANDUM FOR THE SECRETARY
THE DEPUTY SECRETARY
THE CHIEF OF STAFF

FROM: Philip Link, Director
Office of Executive Secretariat

SUBJECT: Important Correspondence Summary

Needs Personal Attention/Special Handling

Carroll Campbell, vice-chairman of the National Governors' Association and governor of South Carolina, expresses strong concerns about GOALS 2000, particularly that House Democrats are trying to derail emphasis on student achievement. He urges improvement of the bill and offers assistance. To Exec Sec for appropriate handling. Copy to Madeleine Kunin, Mike Cohen, OIIA, OLCA, Patti Pearson. *cc: RWR*

Dennis Fischer of GSA invites ED staff to participate in a training conference to clarify policies and provide technical assistance to child care centers in GSA-controlled buildings. To OHRA for appropriate handling.



Mike Chen

OS/ES/0008

MAY 11 3 29 PM '93

State of South Carolina

Office of the Governor

CARROLL A. CAMPBELL, JR.
GOVERNOR

POST OFFICE Box 11369
COLUMBIA 29211

May 6, 1993

Honorable Richard Riley
Secretary
U.S. Department of Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Mr. Secretary:

Today in my capacity as Vice-Chairman of the National Governors' Association, I signed a letter expressing the organization's views on the Administration's Goals 2000: Educate America Act. There is much in the bill that governors obviously like, but we also expressed a very real concern about provisions of the bill that threaten the goals' focus on outputs to measure progress, rather than inputs.

My own personal view about this legislation is a good deal stronger than that expressed in the NGA letter. As you know, I have been involved in the goals process since 1989 when I was appointed co-chair with then Governor Bill Clinton of the task force which wrote the goals. I have served on the National Education Goals Panel since its creation, and was chair last year. I was co-chair with Roy Romer of the National Council on Education Standards and Testing. Throughout the process, the pressure has always been to prescribe more and more federal requirements, and to switch performance based accountability to accountability based on inputs.

I have got to say that, the way I see it, the Administration's education reform bill, as revised at the insistence of House Democrats, comes dangerously close to derailing our hard-won emphasis on student achievement. By tying federal programs to "opportunity-to-learn" or school delivery standards, the bill threatens to turn the clock back on four years' worth of bipartisan teamwork and focus once again on system inputs instead of student outcomes. And, by providing for certification by a federally-appointed board of state content and "opportunity-to-learn" standards -- even on a voluntary basis -- it leads us inevitably toward a federalization of what has been, until now, a pact that recognized and respected the preeminent role of states in education reform.

Honorable Richard Riley

May 6, 1993

Page 2

In particular, it leads us in the direction of a national curriculum, something I have strenuously resisted. While I feel strongly that content and student performance standards can and should be set at the national level, I also believe that states and communities and ultimately parents should have the power to decide what and how our children are taught.

As a former governor yourself who promoted performance-based accountability in South Carolina through the Education Improvement Act, I urge you to work to improve the excellent framework of H.R. 1804 as the bill works its way through the legislative process. If I can help in any way, please do not hesitate to call on me.

Sincerely,

A handwritten signature in dark ink, appearing to read "Campbell", written in a cursive style.

Carroll A. Campbell, Jr.
Governor of South Carolina

CACJr/nm



Administrator
General Services Administration
Washington, DC 20405

OS/ES/CCCS

May 6, 1993

MAY 11 3 28 PM '93

The Honorable Richard W. Riley
Secretary of Education
Washington, DC 20202-0100

Dear Mr. Secretary:

The General Services Administration (GSA) has established 91 child care centers currently located in GSA-controlled space. As a service to our client agencies, GSA convenes an annual training conference to clarify policies and provide technical assistance to child care center governing boards, agency representatives, center staff, providers, and buildings managers. This year's conference (brochure enclosed) will be held in Portland, Oregon from May 26-28, 1993, and we cordially invite the participation of any of your employees who would benefit from these sessions.

During his recent visit to an Atlanta consortium child care center in which GSA participates, the President announced that child care was a major domestic policy issue. We fully expect considerable Administration emphasis on and attention to a broad range of issues related to child care, e.g., quality and affordability. Both of these are among the issues that GSA targeted several years ago in our SHAPE initiative (program brochure enclosed).

Our collective goal has been to ensure that Federal families receive quality care for their young children. Through agencywide collaboration, this goal can be met.

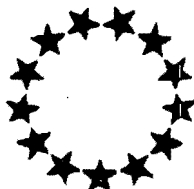
If you have any questions about the child care program or the conference, please direct them to Dr. Patricia F. Kinney, Office of Child Care and Development Programs, at (202) 501-3965.

Sincerely,


Dennis J. Fischer
Acting Administrator

Enclosures





Facsimile Cover Sheet

To: Mike Cohen
Company: _____
Phone: _____
Fax: 401-0592

From: Patricia Sullivan
Company: National Governors' Association
Phone: 202/624-7723
Fax: 202/624-5313

Date: 2/14
Pages including this
cover page: _____

Comments:

DRAFT

March 14, 1994

Dear Conferee:

On behalf of the nation's governors, we write to express our views regarding the conference on HR 1804 and S 1150, the Goals 2000 Educate America Act. Both versions of this bill codify the national education goals, set into place a process to develop national voluntary content and student performance standards and a system of assessments; creates a program to support state-based systemic reform; and provides the states with extensive waiver authority. If enacted, this legislation would remove many of the barriers to reform experienced by states in the past and would provide the framework under which all education related programs funded by the federal government would be coordinated. Instead of addressing the problems through categorical programs, the Federal government would be providing states and localities with support and technical assistance on a systemic basis. The states and federal government would be working in tandem to improve the nation's schools and achieve the national education goals in a way never seen before.

NGA has worked with the Administration, the Congress and others in the education community to help craft this legislation in a manner that recognizes the true diversity of states and their systemic reform efforts. In order to ensure that this legislation achieves its goal of true system-wide systemic reform, we recommend that the Committee incorporate the following recommendations into the conference agreement:

Title I: National Education Goals

•Preserve the existing goals and objectives language and modify any new Goals language to be results oriented. During the historic Charlottesville summit, the President and the Governors agreed to set challenging goals for the nation's students. Parents and teachers should also be held to high standards. As with the original goals, any new goals should be results oriented so that we can measure our progress in achieving them.

•Add any new goals as goals seven and eight. States, local school districts, the business community and the National Education Goals Panel have spent millions of

March 14, 1994

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DRAFT

dollars developing materials and educating the nation about the goals based on their current order. Most states have adopted the goals and are using them as the basis of systemic reform efforts in the states. To re-order the existing goals would require that all of the legislation, executive orders, publications and education programs all be amended to accommodate the change. Such time and resources would be better spent on efforts to achieve the goals.

Title II: National Education Reform Leadership, Standards and Assessments

•Incorporate the Senate bill language on the codification of the National Education Goals Panel and the creation and appointment of the National Education Standards and Improvement Council. This Senate language is very similar to that proposed by the Administration and reflects the current structure and operations of the National Education Goals Panel (NEGP). Because of the leadership role that Governors play in education policy in the states and because of the historic role that Governors have played on the NEGP, we strongly believe that a governor should chair the NEGP. We also urge the conferees to adopt the Administration's original proposal regarding the appointment of NESIC. While we understand the concerns raised by the Budget Committee, NGA urges the Conferees to work with the appropriate committees in the Congress to develop language that would provide the NEGP with the same type of authority provided to other federal entities such as the Corporation for National and Community Service or the National Endowment for the Arts. We also urge the Conferees to minimize the prohibitions on the use of new assessment systems for high stakes purposes.

Title III: State Grant Program

•Adopt the Senate language on opportunity-to-learn strategies. We believe that states should be given the flexibility to develop their own strategies to assure that all students have the opportunity to meet high standards and to use such strategies as they deem most appropriate. Based on a recent NGA report, it is clear that some states will develop check lists, others intervention strategies and yet others total quality management initiatives to ensure that students have the opportunity to learn. States must be given this flexibility.

•Adopt the Senate language regarding the recognition of existing state education reform plans. Almost all states have already moved forward on a systemic reform plan. We believe that existing state plans should be able to be recognized by the Secretary if the plan meets the "intent and purposes" laid out in the Senate bill.

March 14, 1994

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Support the Senate language that permits the State to use up to 50 percent of its allocation in the first year for technical assistance and statewide leadership activities and use up to 15 percent in subsequent years to ensure that all schools are support. Since most states have been engaged in systemic reform efforts, states must have sufficient resources to coordinate and implement the Goals 2000 legislation around current state efforts. For those states initiating new programs, resources must be available at the state level for the comprehensive planning and outreach activities necessary to develop a reform plan.

Adopt the Senate provisions on waivers and flexibility, including the provision to provide five year waivers, the ed-flex provisions and the flexibility demonstration program in six states. Because states differ widely in the structure, finance and accountability structures in education, maximum flexibility along with the appropriate accountability measures should be provided to states to accommodate such differences.

We appreciate your consideration of our recommendations and urge you to incorporate them into the final conference agreement. With these recommendations in mind, we urge the conferees to swiftly resolve the differences in this legislation such that it can be enacted by April 1, 1994. This will permit \$105 million in previously appropriated fund to be drawn down for states and localities to begin implementing this legislation by July 1, 1994.

Sincerely,

Governor Carroll Campbell

Governor Roy Romer

DRAFT

(1) ~~Developing or recommending instructional materials and technology to~~ assist and support local educational agencies and schools to provide all students an opportunity to meet state content and student performance standards;

(2) Improving the state's system of teacher and school administrator preparation, licensure, and continuing professional development so that all teachers develop the subject matter and pedagogical expertise needed to prepare all students to meet the challenging state content and student performance standards.

(3) developing an assessment system or set of locally based assessments aligned with the state content and student performance standards which are valid , reliable, and non-discriminatory;

(4) developing the capacity and improving the performance of schools to provide an opportunity to learn for those students or groups of students who are failing to achieve state content and student performance standards.

(5) assisting schools which persistently fail to help all students or subgroups of students achieve high academic standards.

(6) other strategies deemed necessary by the state to ensure that students served are provided conditions of teaching and learning which facilitate the achievement of content and student performance standards.