



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

October 24, 1995

MEMORANDUM

TO: Mike Smith
Leslie Thornton
Susan Frost
Kay Casstevens
Terry Peterson
Janice Jackson
Tom Fagan
Mario Moreno
Kay Kahler
Terry Dozier
Billie Rollins
Jan Anderson

FROM: Jennifer Davis 

RE: Goals 2000 Letters from Governors Miller and Thompson

Today Mike Cohen received the attached letter from Governor Miller (D-NV) who serves as the Vice Chair of the National Governors' Association. I thought it might be helpful for you to have a copy of the letter along with some of the other letters that have been written by influential leaders in support of Goals 2000. Please feel free to share them.

cc: Mike Cohen
Frank Holleman



STATE OF NEVADA
EXECUTIVE CHAMBER

Capitol Complex
Carson City, Nevada 89710

TELEPHONE
(702) 687-5670
Fax: (702) 687-4486

BOB MILLER
Governor

October 16, 1995

Mr. Michael Cohen
Senior Advisor to the Secretary
United States Department of Education
Washington D.C. 20202

Dear Mr. Cohen:

Thank you for your recent correspondence informing me of the technical support and information resources that are available through your department. I am a strong supporter of the GOALS 2000 program and my wife, Sandy is serving as chairperson of NEVADA 2000, our comprehensive State improvement plan. We believe this program will enable us to increase the employability of our youth as well as maintain Nevada's economic competitiveness.

GOALS 2000 is instrumental to Nevada's efforts to reform education in our local schools districts and provide professional development for our teachers. I am pleased to report that educators, business representatives and parents throughout Nevada have endorsed the goals and strategies outlined in our comprehensive plan.

I am certain that as we begin to implement the various aspects of NEVADA 2000, my staff and our State Department of Education will enlist your assistance. We appreciate being able to include the U.S. Department of Education as part of our support network.

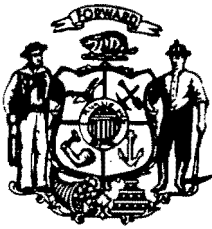
Again, thank you for your kind assistance.

Sincerely,

A handwritten signature in cursive script, reading "Bob Miller".

BOB MILLER
Governor

BM/cc



TOMMY G. THOMPSON

Governor
State of Wisconsin

September 18, 1995

Michael Cohen
Senior Advisor to the Secretary
United States Dept. of Education
Washington, D.C. 20202

Dear Mr. Cohen:

Thank you for your letter, and the information regarding the technical assistance services available to the State of Wisconsin. I appreciate the time you took to write and your patience in awaiting a response.

Although *Goals 2000* has only been in effect a short time, the program has changed the face of education as we know it. I applaud your efforts to help children everywhere reach the high academic standards we have set for them. Your new technical assistance services sound like a wonderful way to continue down the road to successful education reform. Keep up the good work.

Thank you again for the letter and materials. I have forwarded them to my policy staff for their consideration. Should they have any questions or comments, they will contact you directly. Please do not hesitate to keep my office informed.

Sincerely,

A handwritten signature in black ink, appearing to read "Tommy G. Thompson".

TOMMY G. THOMPSON
Governor

TGT/bwl

g/bdw/143819



ADMINISTRATIVE CENTER • BENTON HARBOR, MICHIGAN 49022

DAVID E. WHITMAN
CHAIRMAN OF THE BOARD
AND
CHIEF EXECUTIVE OFFICER

September 11, 1995

The Honorable Christopher Bond
United States Senate
Washington, D.C. 20510

Dear Senator Bond:

The Senate Education Appropriations Subcommittee will soon take up action on FY'96 funding for the "Goals 2000: Educate America Act." As you know, the House dropped funding for this program in its FY '96 budget plan -- in effect, removing any role for Washington in helping to establish academic standards for K-12 public education.

While I agree with the general direction Congress is taking to rein in wasteful spending, I also believe that some government services are so fundamental at a national level that Washington must remain a key player and provide ongoing budget support. I believe that public education is one of these, particularly Goals 2000's pivotal role for Washington in defining and promoting rigorous education standards for our nation's primary and secondary schools.

The quality of education in America is in crisis. As test scores show repeatedly, America's youths are not competitive with their international peers. The opportunity cost to the nation of Washington abandoning Goals 2000 is too great, in terms of a lower standard of living, overall diminished business and social productivity, and weakened global competitiveness.

All three presidents since *A Nation at Risk* first documented our educational deficiencies recognized a need and envisioned a federal role in education reform. Should Washington back away at this time, a leadership void will ensue, since state and local governments are not pursuing quality education initiatives on a consistent basis. Without Washington's leadership and budgetary support, education reform in America will die.

Defunding Goals 2000 would be wrong and short-sighted. President Clinton's \$750 million funding request for FY'96 is not excessive. However, I realize that education must also share in budget reductions. I encourage you, then, to support Goals 2000 funding at the FY'95 level of \$372 million -- less than half of the Administration's budget proposal. Thank you.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Whitman", written over a horizontal line.



Procter & Gamble

JOHN E. PEPPER
Chairman of the Board and
Chief Executive

September 8, 1995

General Offices
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, Ohio 45202-3315

The Hon. Judd Gregg
United States Senate
393 Russell Office Building
Washington, D.C. 20510

Dear Senator Gregg:

I am writing you on a subject to which I have devoted more of my effort over the past decade than any other apart from my family and my work, and that is public education.

Specifically, I am writing to share my strong convictions with you on the importance of the continued funding of Goals 2000. I know you have been a strong long-term supporter of public education. I know that the 1996 U.S. House of Representatives appropriations bill as it now stands would not include funding for this program. I think this would be a tragic mistake.

There are two major things which this legislation does which are absolutely imperative.

The first of these is to establish at the national and state level standards of achievement that our children must meet in order to be competitive with children graduating from schools in other global economies. You and I both know that there is great truth to the saying that you "get what you measure". We are still in the early stages of communicating to the American public and, indeed, to many in the educational community, the importance of meeting high standards and taking accountability for doing so. Failure to continue the Goals 2000 Act/Educate America Act would represent a tremendous setback to this effort.

The second part of this legislation that is so important is the stimulus that it is providing to the states and communities to accelerate their reform efforts. I understand that 48 states have received first year Goals 2000 funds. I have personally reviewed the projects that are being funded in Ohio. Several of them are in Cincinnati. While no one of them will be a magic panacea, they are grass roots efforts that can become breakthrough success models.

Goals 2000 is, of course, only a part of the massive effort that must be placed to achieve the educational improvements our country needs. Most of what needs to be done must be done at the state and, above all, local levels. However, I firmly believe that while this isn't a perfect act, the great majority of the spending and its two key thrusts on establishing measures and supplementing local reform efforts are sound and essential and should be continued. Moreover, cancellation of this effort would be a terribly serious setback to this nation's educational reform effort.

I would be glad to answer any questions you may have. If there are other individuals you think I should communicate my convictions to, I would appreciate your letting me know who they are.

Thank you.

Sincerely,

J. E. PEPPER

CC Mr. J. T. Gorman

9/12/95 14:34 8703 276 5057

TRW GOVRELS #010

0003/003

The Business Roundtable

John W. Snow
Chairman

Jerry R. Junkins
Cochairman

Ralph S. Larsen
Cochairman

Edgar S. Woolard, Jr.
Cochairman

1615 L Street, N.W.
Suite 1100
Washington, D.C. 20036-5610
(202) 872-1200 FAX (202) 480-3100

Samuel L. Maury
President

Patricia Hanahan Engman
Executive Director

September 11, 1995

The Honorable Arlen Specter
Chairman
Senate Appropriations Subcommittee on Labor
and Human Services, and Education
United States Senate
Washington, DC 20510

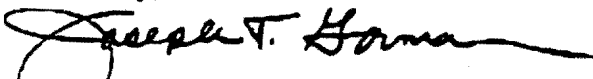
Dear Mr. Chairman:

The Business Roundtable strongly supports continued funding for the implementation of "Goals 2000 Educate America Act" for FY '96 at the current fiscal year level of \$372 million. We believe this amount will ensure that the 47 states that have elected to participate in the program will be able to maximize their efforts to raise academic standards and support local school level education improvement and reform.

The Roundtable also believes that continued support for Goals 2000 is important despite the current focus within Congress on balancing the budget. Education is an area within the federal budget where strategic investments must continue in order to assure that our children become productive workers and active members of society.

As Congress moves closer to resolution on a final budget package, we respectfully urge you and your colleagues to support the continued funding for the Goals 2000 program.

Sincerely,



Joseph T. Gorman
Chairman, Education Task Force
and
Chairman and CEO
TRW Inc.

JTG:seh

cc: Members, Senate Appropriations Subcommittee on Labor
and Human Services, and Education

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U.S. HOUSE OF REPRESENTATIVES

2181 RAYBURN HOUSE OFFICE BUILDING

WASHINGTON, DC 20515-6100

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MAJORITY—2021 225-4527

TTY—2021 226-3372

MINORITY—2021 225-3725

TTY—2021 226-3113

June 7, 1994

The Honorable James J. Rhoades
Chairman
Senate Education Committee
Room 168
Main Capitol Building
Harrisburg, PA 17120

Dear Mr. Chairman:

Thank you for inviting me to attend your hearing on GOALS 2000: The Educate America Act. Unfortunately, due to a previous commitment, I am unable to be with you today. Nevertheless, I wanted to share some of my thoughts on this important legislation.

After almost six years of negotiations spanning nearly the entire Bush Administration and the first year and one-half of the Clinton Administration, I was very pleased that this legislation finally became the law of the land a few months ago.

GOALS 2000 is the first Federal program to focus on improving the quality of education in this country; until now, the Federal government paid little attention to student learning and achievement. This law encourages States and localities to set high academic standards for America's children, and it makes it clear that we have high expectations for our future generations.

GOALS 2000 enshrines into law the national education goals and a National Education Goals Panel to monitor our country's progress toward attaining these goals. It contains an important safe schools provision that begins to address the rampant violence that is spreading from school to school across the nation. This legislation acknowledges that State and local education officials know best how to meet the needs of students and it provides regulatory flexibility to States, local educational agencies and schools.

While I strongly supported final passage of this bill, let me make it clear that this was not always the case. As one of the

strongest supporters of State and local control of education in the Congress, I fought throughout the legislative process against all unnecessary Federal intrusion and bureaucracy. In particular, I fought against the opportunity to learn provisions in this bill.

At the outset, I must emphasize that any State's participation in Goals 2000 is voluntary. A State must only meet the requirements of the program if it participates. Otherwise, it will not have to do so.

Let me take a moment to explain some of the changes we made in the final bill. First, while a State must develop opportunity to learn standards or strategies, they only have to include those factors it deems appropriate to achieve a State's content and performance standards. In other words, OTL standards or strategies are whatever a State wants them to be as long as they are focused on improved student learning.

The single most important section of the bill dealing with opportunity to learn is this: no State, local education agency, or school will be required to implement OTL standards or strategies. So, while a State must develop OTL standards or strategies, they do not have to be implemented. Briefly, let me outline a few of the other State and local control provisions in GOALS 2000:

- o no State must have their standards certified by any Panel or Commission;
- o the adoption of standards, assessments, and opportunity to learn strategies or standards is not linked to participation in any other program;
- o nothing in GOALS 2000 can be construed to mandate equalized spending or to mandate national school building standards;
- o nothing in GOALS 2000 can be construed to mandate a State or locality to incur costs not paid for under this act;
- o and, there is a general prohibition on Federal mandates with respect to the direction or control of a State, local education agency, or school's curriculum, program of instruction, or allocation of resources.
- o requires each State improvement plan to include strategies for ensuring that comprehensive, systemic reform is promoted from the bottom up in communities, local educational agencies and schools and includes a list of optional strategies for State consideration.

- o reaffirms State and local responsibility for control of education.
- o requires the local plan to promote the flexibility of local schools in developing plans which address the particular needs of their school and community.

I would have preferred no opportunity to learn provisions, but that is not the way the legislative process works. So, while the final GOALS 2000 bill was not perfect, I believe it still has the potential to have an enormous impact on education in this nation. In my view, there are two big obstacles that must be overcome for this program to ultimately be judged a success.

First, the various groups involved in setting academic standards must do their job correctly and produce sensible, understandable standards, so everyone involved in the educational process will know what is expected of them. Overly complicated standards filled with academic jargon will meet with resistance by parents, teachers, and children, and will ultimately find their place buried on the shelf with dozens of other well-intended education reform efforts.

Let me also emphasize that these must be academic standards. Parents have the primary responsibility for instilling in their children the values and behaviors that will guide and shape the lives of their children. Standards that are promulgated at the Federal and State levels must carefully avoid straying into attempts to dictate values and behaviors. The extent to which schools may delve into these areas, if at all, is a decision that must be left to parents and the local schools that respond to them.

Second, the Department of Education must ensure that there is an absolute minimum of Federal influence on GOALS 2000 efforts in the States and communities. At this point, I am pleased to say that it appears for the most part the Department is doing just as they promised. They have decided not to promulgate complicated regulations to implement GOALS 2000, and they have even been able to keep the GOALS 2000 application forms to only a few short pages -- no small accomplishment for a Federal bureaucracy.

However, there are some early warning signs on the horizon that merit our careful scrutiny. In Ohio, the U.S. Department of Education's Office of Civil Rights is investigating that State's development and implementation of their Ninth-Grade Proficiency Tests on the grounds that perhaps not all students were provided an opportunity to learn. While this case is still in the relatively preliminary stages, it could have a profound impact on other States efforts to implement GOALS 2000.

Case
Resolved
Oct.
1994

The Honorable James J. Rhoades

June 7, 1994

Page 4

This investigation appears to unnecessarily involve the Federal government in the day-to-day operations of school systems and raises serious questions about the feasibility of standards and assessment efforts in all states. It raises the question of whether or not the Department will allow any high stakes standards and assessment provisions to ever be implemented. Clearly, the Ohio case is one to watch.

Finally, we have provided States, local educational agencies and local schools the opportunity to request waivers from federal regulations which they believe prevent them from undertaking education reform. This waiver authority is limited to seven elementary and secondary education programs at the present time.

In conclusion, I want to reiterate my support for GOALS 2000 and urge its careful implementation in Pennsylvania. The demands of an increasingly competitive international marketplace make it imperative that we dramatically change our educational system, not because it is failing but because we must provide all of our citizens with much higher levels of skills and knowledge if this democracy and its economy are to survive. In my view, passage of GOALS 2000 has the potential to be seen as a watershed event in the annals of education reform. However, the only way this will happen is with the active participation of everyone -- regardless of political persuasion -- with a stake in education reform. I know my friends in the Pennsylvania legislature are up to this important task.

If there is anything my staff or I can do to help with the Pennsylvania GOALS 2000 reform efforts, I hope you will not hesitate to call on me.

Sincerely,



BILL GOODLING

Ranking Republican Member

BG:ls



NATIONAL ALLIANCE OF BUSINESS

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National Council of La Raza

September 12, 1995

Honorable Arlen Specter
Chairman
Subcommittee on Labor/HHS/Education
Committee on Appropriations
United States Senate
Washington, D.C. 20510

Dear Mr. Chairman:

America's business leaders are strongly committed to the goal of reducing the federal deficit and balancing the budget for the nation's long-term fiscal health. As you make the difficult decisions about spending priorities to reach the goal of a balanced budget, one of the critical investments that business believes must be maintained is the public investment in education and training. These investments are the foundation for America's future economic growth and social strength.

I am writing, in particular, to express support for funding the Goals 2000: Educate America Act, including state education reform grants, the National Education Goals Panel, and the National Skill Standards Board.

The knowledge and skills of employees are the critical factors for economic success and international competitiveness in business. Yet, we continue to find that job seekers are less prepared or less able to compete in the modern workplace. High performance workplaces and increased technology require ever-changing skills. Education and training investments at the federal, state, and local levels are essential to enable both businesses and individuals to develop the skills that can sustain the standard of living that Americans expect.

The federal investment in Goals 2000 is seed money with the unique ability to generate major innovations and to leverage other state and local funds. National leadership has been crucial to the gains we have made since critical problems in American education were identified in the 1983 report "A Nation at Risk." A national role in education reform, and basic investments in educating and training people, are essential to ensuring the strength of our country's future.

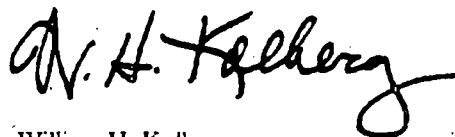
1201 New York Avenue, NW Washington, DC 20005-3917
202-289-2888 FAX 202-289-1303 TDD 202-289-2977

NATIONAL ALLIANCE OF BUSINESS

Page 2

I urge you to continue the level of funding provided in FY 1995 appropriations for Goals 2000 as you finalize the FY 1996 appropriations bill.

Sincerely,

A handwritten signature in black ink, appearing to read "W. H. Kolberg". The signature is fluid and cursive, with a long horizontal stroke at the end.

William H. Kolberg
President

BUSINESS COALITION FOR EDUCATION REFORM

1201 NEW YORK AVENUE, NW • SUITE 700
WASHINGTON, D.C. 20005 • (202) 289-2888

May 10, 1995

Honorable William F. Goodling
Chairman
Committee on Economic and Educational Opportunities
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Chairman:

The Business Coalition for Education Reform believes that higher academic standards are crucial to the nation's education reform efforts and to the ultimate success of every child in school. We have aggressively supported bipartisan legislation in Congress for this purpose and have been actively engaged in advancing reform in nearly every state.

During the 102nd Congress, the Coalition worked for the enactment of President Bush's America 2000 proposal. Last year, we stood behind the enactment of President Clinton's Goals 2000: Educate America Act. During the debate on these proposals, our interest focused on two issues: First, the need to establish higher academic standards for all students, and, second, to provide states with financial assistance that would either accelerate the education reform already underway, or help jump-start new, comprehensive education improvements.

New legislation has been introduced in both the House of Representatives (H.R. 1045, H.R. 977) and in the Senate (S. 323, S. 469) to amend Goals 2000. We continue to support the underlying principles for reform contained in the Act, but believe that the provisions creating the National Education Standards and Improvement Council (NESIC) and opportunity-to-learn standards could be eliminated. We continue to support the role of the federal government in providing leadership as well as creating incentives for states to set high academic standards for what students should know and be able to do.

AMERICAN BUSINESS CONFERENCE • BLACK BUSINESS COUNCIL • BUSINESS-HIGHER EDUCATION FORUM
THE BUSINESS ROUNDTABLE • COMMITTEE FOR ECONOMIC DEVELOPMENT • THE CONFERENCE BOARD
CHAMBER OF COMMERCE OF THE UNITED STATES • NATIONAL ALLIANCE OF BUSINESS
NATIONAL ASSOCIATION OF MANUFACTURERS • NATIONAL ASSOCIATION OF WOMEN BUSINESS OWNERS
U.S. HISPANIC CHAMBER OF COMMERCE

Most member companies within our Coalition agree that education quality continues to be a national issue and a national problem, with serious potential consequences for our economic future and social strength. Consequently, we believe that there is an appropriate role for national leadership in benchmarking knowledge and skills, such as performing an information clearinghouse function, or providing advice, analysis, or technical assistance upon request that would help states understand how they compare to the best in the world. We also believe that it is inappropriate for the federal government to dictate or control education decisions that are state and local concerns.

Standards for knowledge and skills are used already by employers every day in the marketplace. They are used for hiring and promoting people, and continue to change rapidly in a competitive world economy. Our youth will continue to pay the price if we fail to articulate clear expectations for knowledge and competence. Young people with high school diplomas may think that they have a passport to the future, but too few are qualified for employment against the high standards required in the global economy. The stark reality is that youth who cannot perform against high workplace expectations are not going to be employed.

As you proceed with legislation to amend the Goals 2000: Educate America Act, we strongly urge you to ensure that states be given the national support they need to move their reforms forward with high benchmarks for educational excellence.

Sincerely,

American Business Conference
Black Business Council
The Business Roundtable (Coalition co-chair)
Chamber of Commerce of the United States
National Alliance of Business (Coalition co-chair)
National Association of Manufacturers
National Association of Women Business Owners
U.S. Hispanic Chamber of Commerce

(Coalition participants not having specific policies on this issue or otherwise unable to sign include: Business-Higher Education Forum, Committee for Economic Development, and The Conference Board)

REMARKS OF SPEAKER GINGRICH FOLLOWING BUDGET AGREEMENT 4/25/96

"I think, however, that those who stayed to listen to Congressman Istook found that even with Goals 2000 we improved the program dramatically and I believe that any conservative who looks at the Istook amendment to Goals 2000 will feel very good about how it's been improved. So even there we're better off."

GOALS 2000

I. PROGRAM DESCRIPTION

The Goals 2000: Educate America Act was signed into law by President Clinton on March 31, 1994 to provide a framework of federal support for state and local education improvement efforts. Goals 2000 seeks to raise academic achievement by raising academic standards, increasing parental and community involvement in education, expanding the use of computers and technology in classrooms, and supporting high-quality teacher professional development. . Funding is utilized at the state, district, and school level for planning and implementation efforts that include broad-based input from the community.

Since its enactment, 48 states, the District of Columbia, and Puerto Rico have received over \$400 million (\$91 million in the first year, \$316 million in year 2, and, to date, \$xx million in the third year, which began July 1, 1996) to support reform at the state, district, and school level. Most of these funds have been distributed by the states in the form of subgrants to local districts, often in consortia with neighboring districts and sometimes with universities and other non-profit organizations. By the end of the second year of funding, more than 4,500 local school districts nationally are participating in the Goals 2000 program.

II. PROGRAM HISTORY

- *President Clinton signed the Goals 2000: Educate America Act into law on March 31, 1994. The House of Representatives approved the final Goals 2000 bill by a bipartisan vote of 306-121. The Senate passed Goals 2000 with a bipartisan vote of 63-22.*
- *The Goals 2000 Act passed with the endorsement of every major national business, parent, and education organization. The Act is based on lessons learned from state and local education improvement efforts sparked by the Reagan Administration's 1983 report A Nation at Risk. The groundwork for the Act was laid by President Bush and the nation's governors in 1990 when they established national goals for education and launched a grassroots state and local effort to achieve them.*
- *Goals 2000 is authorized for five years, from fiscal year 1994 through 1998.*
- *The Goals 2000 Act has now been funded for three years. In fiscal year 1994, \$91,480,000 was appropriated through Title III to fund states. In fiscal year 1995, \$358,251,300 was appropriated. In fiscal year 1996, \$340,000,000 was appropriated.*

- Examples of state use of Goals 2000 funds

At the state level, Goals 2000 supports efforts to develop standards and assessments and coordinate these with professional development, governance, and other related areas. In these efforts, states are encouraged by Goals 2000 to build upon current initiatives in order to utilize and coordinate all existing resources. For example:

- *In Colorado, the state legislature passed legislation in 1993 that called for the development of model state standards while giving districts flexibility to develop their own standards that "meet or exceed" the state model. The state established a Standards and Assessment Development and Implementation Council that spent two years developing a model set of state content standards with the input of 14,000 citizens throughout the state. Schools and districts are now in the process of developing or revising their own standards -- often with the assistance of Goals 2000 funds -- to ensure that they meet or exceed the state's standards.*

- *Texas has long had a set of "essential knowledge and skills" that include broad state goals for student learning. The state is currently using approximately \$2.1 million in Goals 2000 funds to meet its legislative mandate to evaluate and revise the state's essential knowledge and skills. Essential Knowledge and Skills Clarification Teams, comprised of 325 individuals from across Texas, have been established in each academic subject area to review and revise the state's standards to ensure that they are rigorous and focus on the knowledge and skills that students should demonstrate rather than input measure such as instructional time. A Connections Team composed of the chair of each Clarification Team is focusing on the links among the various subject areas.*

- Examples of local use of Goals 2000 funds

Most of the funding that a state receives is used to support the efforts of local districts and schools. Through competitive subgrants, the state provides funds for schools and districts that promote locally developed, standards-based improvement strategies and innovations. In just the first year of Goals 2000, local requests to states have exceeded available funds by 200-600%. The following stories exemplify the range of activities that are being implemented with the support of Goals 2000 funding:

- *Kentucky made parental involvement in education a priority for furthering its standards-based reform initiative. Using a \$30,000 first-year Goals 2000 grant, Harrison County strengthened parental involvement in education through telephone hotlines and improved student performance reports, Hardin County is using \$80,000 over two years to provide workshops for parents, teachers and students and offer cable television and video programs to reach parents who otherwise could not get to their child's school, and Franklin County also received \$30,000 to train teachers to*

recruit parents as classroom instructional volunteers. At the Second Street year-round school in Frankfort, Goals 2000 funds support a series of enrichment weeks during which students in grades five through eight and their families are invited to attend special after school classes together.

○ Minnesota, like several other states, is providing flexibility for innovation through charter schools. It is using an \$18,176 Goals 2000 grant to expand the innovative academic program of the New Visions Charter School in Minneapolis. New Visions focuses intensively on helping children overcome reading problems, and depends heavily on parental involvement in the school. Results thus far are impressive. Before arriving, students at New Visions were gaining only a half year's worth of reading skills. Since entering New Visions, students now average between 13 and 18 months of reading gains annually. The school's Goals 2000 grant is being used in collaboration with Winona State University to train staff from New Visions and other districts.

○ The Connecticut, the Region 15 Public Schools put together a consortium of nine school districts that include both urban, suburban, and rural districts in conjunction with a partnership with several colleges, universities, and professional organizations. This consortium received \$23,000 to improve students performance through improving the collaboration of teachers and administrators in addressing questions around content and performance standards, assessments, and follow-up actions to improve student performance. Actual samples of students' work are brought to the table for discussion. Strong links were forged between members of the consortium during the first year of the grant. As one teacher described, "...it has contributed to our standards setting...when we have the opportunity to see what other students are producing, we see that our students' work we once considered 'best' can be improved." The grant allowed for inter-school visits, exchange of instructional materials and assessment strategies.

○ A \$241,000 Goals 2000 grant in Tennessee supports a collaboration among the University of Tennessee at Chattanooga, the cities of Athens and Cleveland, and the counties of Bradley, Marion, Meigs, McMinn, Polk, and Rhea to establish a training center for teachers, administrators, and related school personnel. The training focuses on using computers and integrating technology into academic content areas across all grade levels.

• Quotes about Goals 2000

Although Goals 2000 has only been in effect a short time, the program has changed the face of education as we know it. I applaud your efforts to help children everywhere reach the high academic standard we have set for them.

-- Governor Tommy G. Thompson [quote from a letter to Michael Cohen, Senior Advisor to Secretary Riley, 9/18/95]

I was really pleased that this legislation finally became the law of the land... Goals 2000 is the first Federal program to focus on improving the quality of education in this country... This law encourages states and localities to set high academic standards for America's children, and it makes it clear that we have high expectations for our future generations.

-- Congressman Bill Goodling, Chairman of the Economic and Educational Opportunities Committee [quote from a letter to the Chairman of the Senate Education Committee in Pennsylvania, 6/7/94]

I am a supporter of the program. I think it is a good program.

-- Congressman John Porter, Chairman of the Appropriations Subcommittee for Labor, Health and Human Services, and Education [quote from the McNeil-Lehrer News Hour, 5/19/95]

I think Goals 2000 is an example of the federal government giving states more authority to be creative, to be innovative.

-- Senator Mark Hatfield, Chairman of the Senate Appropriations Committee [from a speech during the Oregon ceremony where his state became the first "Ed-Flex" demonstration state, 2/95]

It makes no sense to abolish the Goals 2000: Educate America Act which is helping states and communities raise standards of achievement and discipline. Goals 2000 is far from being a partisan effort. This program is almost identical to a similar effort launched by Republican leadership during the administration of President George Bush.

-- Terrel Bell, President Reagan's Education Secretary [quote from a statement released 7/13/95]

Goals 2000 is only a small portion of what I think we need, but it is a very critical portion... If we lose Goals 2000 it would be an incredibly negative setback for this country.

-- Louis Gerstner, CEO of IBM, 9/6/95

Without Washington's leadership and budgetary support education reform in America will die... Defunding Goals 2000 would be wrong and short-sighted.

-- David Whitwam, CEO of Whirlpool, 9/11/95

We are still in the early stages of communicating to the American public and, indeed, to many in the educational community, the importance of meeting high standards and taking accountability for doing so. Failure to continue the Goals 2000 Act would represent a tremendous setback for this effort.

-- John E. Pepper, CEO of Procter & Gamble, 9/8/95

Our youth will continue to pay the price if we fail to articulate clear expectations for knowledge and competence. Young people with high school diplomas may think that they have a passport to the future, but too few are qualified for employment against the high standards required in the global economy. The stark reality is that youth who cannot perform against high workplace expectations are not going to be employed.

-- Business Coalition for Education Reform

Goals 2000 funding was used to get our grassroots folk involved in the education process. Fishermen and university presidents sat down at the same table and talked about what needs to happen for our students to be successful.

-- Elaine Griffin, Alaska teacher, National Teacher of the Year, 1995

The Goals 2000 reform efforts are vastly different because they're controlled by us, they're controlled by the people, not by the top-down sorts of things that we've had in the past. ... I don't recall ever having a national focus like the current Goals 2000 national focus. And I believe that this is going to succeed because one of the greatest things a government can do for its people is to give them hope, and to give them a vision, and that is what these Goals do.

-- Anne Jolly, Teacher, Mobile, Alabama

In New Mexico, the Goals 2000 resource has significantly accelerated the rate at which needed educational reform is taking place. More importantly, as a result of these restructuring efforts, we have begun to see increases in the achievement levels of students and more particularly those of children of Native American and Hispanic descent.

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The vast majority of Americans know and appreciate the role of education in maintaining our democratic society, economic system and quality of life. The Goals 2000 program is presently the most thoughtful, well-conceived, organized, supported and led reform initiative in the nation and in our state.

-- Raymond G. Arveson, Louisiana State Superintendent of Education

MAIN CRITICISMS/ATTACKS ON THE PROGRAM AND RESPONSES

Concern: GOALS 2000 will lead to a federal government takeover of local education.

Reality: Section 318 of the GOALS 2000: Educate America Act makes it absolutely clear that there are no mandates, and there will be no federal takeover: "Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a state, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act." Section 319 of the Act again clarifies that Congress "reaffirms that the responsibility for control of education is reserved to the states and local school systems."

The primary goal of the GOALS 2000: Educate America Act is to encourage local community-based actions that meet pressing educational needs, help more students achieve to higher standards, increase parental participation, and improve teaching. GOALS 2000 provides federal support for local and state reforms. The Act provides great flexibility in how states and communities develop and implement their reform plans. One of the key assurances a state must give when applying for GOALS 2000 funds is that the state will seek broad public participation in the GOALS 2000 planning process.

There are specific statements throughout the GOALS 2000 Act that nothing in the Act will reduce, modify, or undercut state and local responsibility for control of education. In addition, participation in GOALS 2000 is completely voluntary.

Concern: Our schools will henceforth be pushed toward a philosophy known as Outcome-Based Education (OBE).

Reality: The legislation doesn't promote any particular education philosophy or approach; that is a local decision. GOALS 2000 focuses on upgrading academic achievement and preparing students for the world of work. Each state, school district, and school determines what content it wants students to learn, and whether that content should focus strictly on core academic and basic skills or should also include other areas. The federal government will not be involved in those kinds of local decisions.

Concern: GOALS 2000 will encourage the proliferation of school-based health clinics, and move schools away from the fundamental duty of education and into the provision of reproductive services.

Reality: The focus of the GOALS 2000: Educate America Act is improving student achievement, greater parental participation, discipline and safety in our schools, better teaching, higher high school graduation rates, and greater rates of adult literacy. GOALS 2000 does not change the fact that decisions regarding school-based health clinics and the distribution of contraceptives remain a state and local responsibility. In addition, section 1018 of the Act requires that states and local communities that choose to use federal funds for health programs develop procedures to encourage family participation in such programs.

Concern: GOALS 2000 is another burdensome federal program with a multitude of rules and regulations.

Reality: GOALS 2000 is a "responsible block grant." It sets broad objectives and goals, but allows the states to determine the means to reach them. The Department of Education has not, and will not, issue any regulations for GOALS 2000. The Department of Education has designed a streamlined application procedure for states that cuts paperwork considerably. The initial application for states to request GOALS 2000 money is only 4 pages long, asks only for information required by law to award funds, and eliminates numerous forms.

Concern: GOALS 2000 does not promote innovative approaches to school reform.

Reality: GOALS 2000 encourages the creation of new innovative partnerships, and provides historic flexibility and waiver authority. For example, Massachusetts is using its GOALS 2000 funds to support the creation of 14 charter schools.

Concern: Congress and the federal bureaucracy do not support the following basic elements of good education:

- character development based on honesty, integrity, selflessness, compassion, and self-discipline;
- curricula focusing on the basics, including math, science, literature, linguistic skills, music, art, and history; and

- **parents as the children's first teacher, with schools as a supportive partner.**

Reality: Academic achievement, responsible citizenship, and parental involvement are essential features of the GOALS 2000 Act. There is a strong consensus that citizenship, knowledge of core academic subject matter, and parent-teacher cooperation are critical if this country is going to reach the National Education Goals. For example the third goal states: "By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, math, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy."

This goal represents a vision for this country. It is our hope that all interested Americans--Democrats, Republicans, parents, teachers, business leaders--will work together to see that it becomes a reality by the year 2000.

GOALS 2000 QUOTES

- "I was really pleased that this legislation finally became the law of the land...Goals 2000 is the first Federal program to focus on improving the quality of education in this country...This law encourages states and localities to set high academic standards for America's children, and it makes it clear that we have high expectations for our future generations."

Congressman Bill Goodling

Chairman of the Economic and Educational Opportunities Committee

Quote from a letter to the Chairman of the Senate Education Committee in Pennsylvania, June 7, 1994.

- "I am a supporter of the program. I think it is a good program."

Congressman John Porter

Chairman, Appropriations Subcommittee, Labor, Health, and Human Services, and Education

Quote from the McNeil-Lehrer News Hour, May 19, 1995

- "I think Goals 2000 is an example of the federal government giving states more authority to be creative, to be innovative."

Senator Mark Hatfield

Chairman, Senate Appropriations Committee

Quote from a speech during the Oregon ceremony where his state became the first "Ed Flex" demonstration state. The Ed Flex program, authorized under the Goals 2000 Act, provides Oregon authority to waive federal rules and regulations.

- "Goals 2000 is only a small portion of what I think we need, but it is a very critical portion...If we lose Goals 2000 it would be an incredibly negative setback for this country."

Louis Gerstner, CEO, IBM

Quote from a press availability following a meeting at the White House, September 6, 1995.

- "Although Goals 2000 has only been in effect a short time, the program has changed the face of education as we know it. I applaud your efforts to help children everywhere reach the high academic standard we have set for them."

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Quote from a letter to Michael Cohen, Senior Advisor to Secretary Riley, September 18, 1995.

- "Without Washington's leadership and budgetary support education reform in America will die...Defunding Goals 2000 would be wrong and short-sighted."

David Whitwam, Chairman of the Board and Chief Executive Officer, Whirlpool
Quote from a letter to Senator Christopher Bond, September 11, 1995.

- "I am writing to urge your continued support for the Goals 2000 program as you work with the Congressional leadership to fashion a plan for balancing the federal budget...Ohio's participation in Goals 2000 is enhancing our state's comprehensive education improvement agenda and activities related to the same."

John M. Goff, Ohio State Superintendent of Public Instruction
Quote from a letter to President Clinton, December 6, 1995

- "It makes no sense to abolish the Goals 2000: Educate America Act which is helping states and communities raise standards of achievement and discipline. Goals 2000 is far from being a partisan effort. This program is almost identical to a similar effort launched by Republican leadership during the administration of President George Bush."

Terrel Bell
President Ronald Reagan's Education Secretary
Quote from a statement released July 13, 1995

- "During the 102 Congress, the Coalition worked for the enactment of President Bush's America 2000 proposal. Last year, we stood behind the enactment of President Clinton's Goals 2000: Educate America Act...We continue to support the role of the federal government in providing leadership as well as creating incentives for states to set high academic standards for what students should know and be able to do."

Business Coalition for Education Reform (The coalition is made up of The Business Roundtable, The U.S. Chamber of Commerce, the National Alliance of Business, and five other national business groups.)

Quote from a letter to Chairman William F. Goodling, May 10, 1995.

- "We are still in the early stages of communicating to the American public and, indeed, to many in the educational community, the importance of meeting high standards and taking accountability for doing so. Failure to continue the Goals 2000 Act would represent a tremendous setback to this effort."

John E. Pepper, Chairman of the Board and Chief Executive, Procter & Gamble
Quote from a letter to Senator Judd Gregg, September 8, 1995.

GOALS 2000: A BIPARTISAN APPROACH

- o **Enacted March 31, 1994 with strong bipartisan support.** The House of Representatives approved Goals 2000 by a bipartisan vote of 306-121. The Senate passed Goals 2000 with a bipartisan vote of 63-22.
- o **Builds on bipartisan agreements between Nation's governors and Bush Administration at 1989 Charlottesville Education Summit.** The foundation for Goals 2000--federal support for state-led education reforms, a focus on challenging academic standards, accountability for results, flexibility in the use of federal funds--was developed at the 1989 Education Summit. The National Governors' Association reiterated its bipartisan support for Goals 2000 on July 16 at its annual meeting in Puerto Rico.
- o **Supported by every major business, education and parent organization.** Goals 2000 was supported by a wide range of groups, including the U.S. Chamber of Commerce, The Business Roundtable, the National Alliance of Business, the National School Boards Association, the National PTA, the American Federation of Teachers, the National Education Association, and the National Association of Elementary School Principals (illustrative list).
- o **Helps states and local communities improve academic achievement** by raising academic standards, using technology to improve teaching and learning, increasing parental involvement in schools, providing training to teachers, and holding schools accountable for improved academic performance. Goals 2000 is designed to strengthen and support education reforms developed at local and state levels. At least 90% of Goals 2000 funds must be spent at the local community level.
- o **A responsible block grant.** States and local communities have tremendous flexibility in how Goals 2000 funds can be spent, so long as it fits within the state or community's own approach to improving education. Goals 2000 is being administered with no new regulations, and provides, for the first time in history, the Secretary of Education with the authority to waive requirements in other federal programs if they interfere with state or local approaches to improving education.
- o **Widespread, national participation in Goals 2000** Governors and state education leaders of both parties are actively using Goals 2000 to carry out their own education reform initiatives:

- o 48 states are participating in Goals 2000 (all except Virginia and Alabama).
- o More than 4,500 local school districts are participating in Goals 2000, as a result of the first two years of funding.
- o 19 states have completed comprehensive education reform plans called for under Goals 2000. The remaining states are completing the development of plans. Every state that submitted a plan for approval by the U.S. Department of Education has had its plan approved.
- o Every participating state is working to raise standards of learning in academic subjects, and to develop assessments to test student performance with respect to the state's academic standards.
- o Eight states are participating in Goals 2000 Ed-Flex Demonstration Program. This permits the state (rather than the Secretary of Education) to waive statutory and regulatory requirements of federal education programs if the requirements interfere with state or local approaches to education reform. States participating in Ed-Flex are: Colorado, Kansas, Maryland, Massachusetts, Ohio, Oregon, Texas, and Vermont.
- o **Examples of how States are using Goals 2000 funds:**
 - o **Delaware** is using its funds to enable local schools to develop model curriculum that are aligned with the state's recently adopted academic standards.
 - o **Kentucky** has used its Goals 2000 funds to promote greater parental involvement in its own reform effort, the Kentucky Education Reform Act (KERA).
 - o **Ohio** is targeting its Goals 2000 funds on those schools whose students are not making progress toward meeting academic standards, as a component of its approach to hold schools accountable for performance. The Goals 2000 funds are being used to help turn around low performing schools.
 - o **Texas** is using Goals 2000 funds to support Gov. Bush's Academics 2000 program, by providing the resources needed to revise and update the state's curriculum, and by providing funds to local school districts to help student learn to read by the 4th grade.
 - o **Massachusetts** uses Goals 2000 funds to support the start-up of charter schools.
 - o **California** is using Goals 2000 funds for a new reading

initiative designed by Gov. Pete Wilson and State Superintendent Delaine Eastin.

- o **Minnesota** is giving some Goals 2000 funds to the New Visions Charter School--a school with a demonstrated track record at helping low performing students make dramatic achievement gains--so it can help other Minnesota schools learn its successful methods.
- o **Wisconsin** is using Goals 2000 funds to help 94 local school districts design strategies for increasing student achievement and parental and community participation education. For example, the Monroe School District uses Goals 2000 funds for a two week math, science and technology teacher training institute to upgrade teachers' skills.
- o **Michigan** has used a portion of its Goals 2000 funds to support 8 charter schools.

FACTS ABOUT GOALS 2000

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- o 20 states have completed comprehensive education reform plans called for under Goals 2000. The remaining states are completing the development of plans. There has been no federal interference in the development or implementation of these plans.
- o Every participating state is working to raise standards of learning in academic subjects, and to develop assessments to test student performance with respect to the state's academic standards.
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GOALS 2000 (Title III)

I. PROGRAM DESCRIPTION

The Goals 2000: Educate America Act was signed into law by President Clinton on March 31, 1994 to provide a framework of federal support for state and local education improvement efforts. Title III of Goals 2000 seeks to raise academic achievement by ⁴supporting high-quality teacher professional development, ²expanding the use of computers and technology in classrooms, ¹raising academic standards, and ³increasing parental and community involvement in education. Funding is utilized at the state, district, and school level for planning and implementation efforts that include broad-based input from the community.

Since its enactment, 48 states, the District of Columbia, and Puerto Rico have received over ~~\$400~~ million (\$91 million in the first year and, to date, \$316 million in year 2) to support reform at the state, district, and school level. Most of these funds have been distributed by the states in the form of subgrants to local districts, often in consortia with neighboring districts and sometimes with universities and other non-profit organizations. In only the first year of the program, approximately 1,300 awards were made by the states to local districts. By the end of the second year of funding, it is estimated that an additional 6,000 awards will be made to local districts and consortia. Each of the districts then utilizes most of its funds to support schools in planning and implementing their own initiatives to raise student achievement.

II. PROGRAM HISTORY

- President Clinton signed the Goals 2000: Educate America Act into law on March 31, 1994. Through Title III of the Act, states, districts, and schools are provided with funds to plan and implement comprehensive efforts to improve student achievement. (House 636-17, Senate 63-27)
- The Goals 2000 Act passed with strong bipartisan support in Congress and with the endorsement of every major national business, parent, and education organization. The Act is based on lessons learned from state and local education improvement efforts sparked by the Reagan Administration's 1983 report A Nation at Risk. The groundwork for the Act was laid by President Bush and the nation's governors in 1990 when they established national goals for education and launched a grassroots state and local effort to achieve them.
- Goals 2000 is authorized for five years, from fiscal year 1994 through 1998.
- The Goals 2000 Act has now been funded for ^{three} ~~two~~ years. In fiscal year 1994,

\$91,480,000 was appropriated through Title III to fund states. In fiscal year 1995, \$358,251,300 was appropriated, *In fiscal year 1996*

III. ACCOMPLISHMENTS

- Number served/benefitting: Since its enactment, 48 states, the District of Columbia, and Puerto Rico have received over \$400 million (\$91 million in the first year and, to date, \$316 million in year 2) to support reform at the state, district, and school level. In only the first year of the program, approximately 1,300 awards were made by the states to local districts. By the end of the second year of funding, it is estimated that an additional 6,000 awards will be made to local districts and consortia. Of the funding a state receives, at least 90% must go to local districts. Of the district funding, at least 85% must go to individual schools. At each level, the funding supports planning and implementation of efforts to benefit all of the children they serve.
- Findings of key studies: Due to the recent enactment of this Act, there are no key findings of studies to report. However, several reports and surveys are currently underway or soon will be to gauge the impact of Goals 2000 on state and local reform efforts. Policy Studies Associates is conducting one study to collect information from the customers' perspective of the federal government's processes in implementing federally-supported reform efforts. It will address Congressional mandates (P.L. 103-382, Section 14701) to evaluate federal assistance to states, focusing on the role and effectiveness of the Department's communications, technical assistance, issuance of regulations, reviews of plans, and other efforts. Another study will provide baseline data regarding the planning process and early implementation of Goals 2000 and ESEA programs, particularly Title I. The evaluation will focus on how the legislative framework and federal resources under Goals 2000 and ESEA are incorporated into the context of state school improvement efforts. A description of Goals 2000 activities is currently being prepared for the Secretary's Report to Congress on April 30, 1996 (Section 312).
- Success stories

At the state level, Goals 2000 supports efforts to develop standards and assessments and coordinate these with professional development, governance, and other related areas. In these efforts, states are encouraged by Goals 2000 to build upon current initiatives in order to utilize and coordinate all existing resources. For example:

 - **In Colorado**, the state legislature passed legislation in 1993 that called for the development of model state standards while giving districts flexibility to develop their own standards that "meet or exceed" the state model. The state established a Standards and Assessment Development and Implementation Council that spent two years developing a model set of state content standards with the input of 14,000 citizens throughout the state. Schools and districts are now in the process of developing or

revising their own standards -- often with the assistance of Goals 2000 funds -- to ensure that they meet or exceed the state's standards.

- o **Texas** has long had a set of "essential knowledge and skills" that include broad state goals for student learning. The state is currently using approximately \$2.1 million in Goals 2000 funds to meet its legislative mandate to evaluate and revise the state's essential knowledge and skills. Essential Knowledge and Skills Clarification Teams, comprised of 325 individuals from across Texas, have been established in each academic subject area to review and revise the state's standards to ensure that they are rigorous and focus on the knowledge and skills that students should demonstrate rather than input measure such as instructional time. A Connections Team composed of the chair of each Clarification Team is focusing on the links among the various subject areas.

Most of the funding that a state receives is used to support the efforts of local districts and schools. Through competitive subgrants, the state provides funds for schools and districts that promote locally developed, standards-based improvement strategies and innovations. In just the first year of Goals 2000, local requests to states have exceeded available funds by 200-600%. The following stories exemplify the range of activities that are being implemented with the support of Goals 2000 funding:

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• Quotes from newspapers, experts, etc.

Now the House Republicans have moved to kill the entire Goals 2000... Killing it would be one of the dumbest things Congress can do.

-- David Broder ["Just Plain Dumb," *The Washington Post*, 8/2/95, p. A25]

Goals 2000 funding was used to get our grassroots folk involved in the education process. Fishermen and university presidents sat down at the same table and talked about what needs to happen for our students to be successful.

-- Elaine Griffin, Alaska teacher, National Teacher of the Year, 1995

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-- Anne Jolly, Teacher, Mobile, Alabama

In New Mexico, the Goals 2000 resource has significantly accelerated the rate at which needed educational reform is taking place. More importantly, as a result of these

restructuring efforts, we have begun to see increases in the achievement levels of students and more particularly those of children of Native American and Hispanic descent.

-- Alan Morgan, New Mexico Superintendent of Public Instruction

The vast majority of Americans know and appreciate the role of education in maintaining our democratic society, economic system and quality of life. The Goals 2000 program is presently the most thoughtful, well-conceived, organized, supported and led reform initiative in the nation and in our state.

-- Raymond G. Arveson, Louisiana State Superintendent of Education

IV. HISTORY OF BIPARTISAN SUPPORT

- Quotes from both parties in support of the program

Although Goals 2000 has only been in effect a short time, the program has changed the face of education as we know it. I applaud your efforts to help children everywhere reach the high academic standard we have set for them.

-- Governor Tommy G. Thompson [quote from a letter to Michael Cohen, Senior Advisor to Secretary Riley, 9/18/95]

I was really pleased that this legislation finally became the law of the land... Goals 2000 is the first Federal program to focus on improving the quality of education in this country... This law encourages states and localities to set high academic standards for America's children, and it makes it clear that we have high expectations for our future generations.

-- Congressman Bill Goodling, Chairman of the Economic and Educational Opportunities Committee [quote from a letter to the Chairman of the Senate Education Committee in Pennsylvania, 6/7/94]

I am a supporter of the program. I think it is a good program.

-- Congressman John Porter, Chairman of the Appropriations Subcommittee for Labor, Health and Human Services, and Education [quote from the McNeil-Lehrer News Hour, 5/19/95]

I think Goals 2000 is an example of the federal government giving states more authority to be creative, to be innovative.

-- Senator Mark Hatfield, Chairman of the Senate Appropriations Committee, [from a speech during the Oregon ceremony where his state became the first "Ed-Flex" demonstration state, 2/95]

It makes no sense to abolish the Goals 2000: Educate America Act which is helping states and communities raise standards of achievement and discipline. Goals 2000 is far from being a partisan effort. This program is almost identical to a similar effort launched by Republican leadership during the administration of President George Bush.

-- Terrel Bell, President Reagan's Education Secretary [quote from a statement released 7/13/95]

- Quotes from the private sector

Goals 2000 is only a small portion of what I think we need, but it is a very critical portion... If we lose Goals 2000 it would be an incredibly negative setback for this country.

-- Louis Gerstner, CEO of IBM, 9/6/95

Without Washington's leadership and budgetary support education reform in America will die... Defunding Goals 2000 would be wrong and short-sighted.

-- David Whitwam, CEO of Whirlpool, 9/11/95

We are still in the early stages of communicating to the American public and, indeed, to many in the educational community, the importance of meeting high standards and taking accountability for doing so. Failure to continue the Goals 2000 Act would represent a tremendous setback for this effort.

-- John E. Pepper, CEO of Procter & Gamble, 9/8/95

Our youth will continue to pay the price if we fail to articulate clear expectations for knowledge and competence. Young people with high school diplomas may think that they have a passport to the future, but too few are qualified for employment against the high standards required in the global economy. The stark reality is that youth who cannot perform against high workplace expectations are not going to be employed.

-- Business Coalition for Education Reform

- Key bipartisan votes

On March 23, 1994, the House of Representatives approved the final Goals 2000 bill by a bipartisan vote of 306-121. On March 26, the Senate gave its approval to this version by a vote of 63-22.

V. 1995-1996 CONGRESSIONAL PROPOSALS

- Budget cuts and their impact

The conference committee has tentatively proposed funding Goals 2000 for fiscal year 1996 at \$340 million. This represents a \$21 million reduction in funding from the fiscal year 1995 level. A \$21 million cut would result in an estimated 600 fewer schools receiving funding than in fiscal year 1995. The roughly 330,000 children that attend these schools would be denied the support of Goals 2000 to foster school improvement efforts, including the development and implementation of a coordinated reform plan and professional development designed to raise student achievement. Further, there would be less support for statewide and district efforts, impacting the support to improve the quality of education for all students. Despite the impact of these cuts as compared to fiscal year 1995 levels, it should be noted that the President's request for fiscal year 1996 is more than double that proposed by the conference committee.

- Policy changes/riders

Currently, Senator Specter has proposed a set of amendments to Goals 2000 that could potentially be passed as part of the final negotiations over fiscal year 1996 Goals 2000 funding. These amendments would do the following:

- * Eliminate the requirements specifying the membership and appointment process of state and local education reform planning panels, while retaining the general requirement for establishing broad-based planning panels.
- * Eliminate the National Education Standards and Improvement Council (NESIC).
- * Eliminate opportunity-to-learn standards.
- * Allow local school districts to apply directly to the Secretary for Title III funds in states that are not participating in Goals 2000 as of October 20, 1995.
- * Provide an option for states to substitute enhanced accountability to the Secretary.

- Current status

The current continuing resolution extends through April 21, providing funding at 75% of the fiscal year 1995 level.

VII. MAIN CRITICISMS/ATTACKS ON THE PROGRAM AND RESPONSES

Concern: GOALS 2000 will lead to a federal government takeover of local education.

Reality: Section 318 of the GOALS 2000: Educate America Act makes it absolutely clear that there are no mandates, and there will be no federal takeover:
"Nothing in this Act shall be construed to authorize an officer or employee of

the Federal Government to mandate, direct, or control a state, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act." Section 319 of the Act again clarifies that Congress "reaffirms that the responsibility for control of education is reserved to the states and local school systems."

The primary goal of the GOALS 2000: Educate America Act is to encourage local community-based actions that meet pressing educational needs; help more students achieve to higher standards, increase parental participation, and improve teaching. GOALS 2000 provides federal support for local and state reforms. The Act provides great flexibility in how states and communities develop and implement their reform plans. One of the key assurances a state must give when applying for GOALS 2000 funds is that the state will seek broad public participation in the GOALS 2000 planning process.

There are specific statements throughout the GOALS 2000 Act that nothing in the Act will reduce, modify, or undercut state and local responsibility for control of education. In addition, participation in GOALS 2000 is completely voluntary.

Concern: Our schools will henceforth be pushed toward a philosophy known as Outcome-Based Education (OBE).

Reality: The legislation doesn't promote any particular education philosophy or approach; that is a local decision. GOALS 2000 focuses on upgrading **academic** achievement and preparing students for the world of work. Each state, school district, and school determines what content it wants students to learn, and whether that content should focus strictly on core academic and basic skills or should also include other areas. The federal government will not be involved in those kinds of local decisions.

Concern: GOALS 2000 will encourage the proliferation of school-based health clinics, and move schools away from the fundamental duty of education and into the provision of reproductive services.

Reality: The focus of the GOALS 2000: Educate America Act is improving student achievement, greater parental participation, discipline and safety in our schools, better teaching, higher high school graduation rates, and greater rates of adult literacy. GOALS 2000 does not change the fact that decisions regarding school-based health clinics and the distribution of contraceptives remain a state and

local responsibility. In addition, section 1018 of the Act requires that states and local communities that choose to use federal funds for health programs develop procedures to encourage family participation in such programs.

Concern: GOALS 2000 is another burdensome federal program with a multitude of rules and regulations.

Reality: GOALS 2000 is a "responsible block grant." It sets broad objectives and goals, but allows the states to determine the means to reach them. The Department of Education has not, and will not, issue any regulations for GOALS 2000. The Department of Education has designed a streamlined application procedure for states that cuts paperwork considerably. The initial application for states to request GOALS 2000 money is only 4 pages long, asks only for information required by law to award funds, and eliminates numerous forms.

Concern: GOALS 2000 does not promote innovative approaches to school reform.

Reality: GOALS 2000 encourages the creation of new innovative partnerships, and provides historic flexibility and waiver authority. For example, Massachusetts is using its GOALS 2000 funds to support the creation of 14 charter schools.

Concern: Congress and the federal bureaucracy do not support the following basic elements of good education:

- character development based on honesty, integrity, selflessness, compassion, and self-discipline;
- curricula focusing on the basics, including math, science, literature, linguistic skills, music, art, and history; and
- parents as the children's first teacher, with schools as a supportive partner.

Reality: Academic achievement, responsible citizenship, and parental involvement are essential features of the GOALS 2000 Act. There is a strong consensus that citizenship, knowledge of core academic subject matter, and parent-teacher cooperation are critical if this country is going to reach the National Education Goals. For example the third goal states: "By the year 2000, all students will leave grades 4, 8, and 12 having **demonstrated competency** in challenging subject matter, including English, math, science, foreign languages, civics and

government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for **responsible citizenship**, further learning, and productive employment in our Nation's modern economy."

This goal represents a vision for this country. It is our hope that all interested Americans--Democrats, Republicans, parents, teachers, business leaders--will work together to see that it becomes a reality by the year 2000.