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TRW GOVRELS #010

003/003


The Business Roundtable

John W. Snow
Chairman

Jerry R. Junkins
Co-chairman

Ralph S. Larsen
Co-chairman

Edgar S. Woolard, Jr.
Co-chairman

1615 L Street, N.W.
Suite 1100
Washington, D.C. 20036-5810
(202) 872-1260 FAX (202) 490-3109

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

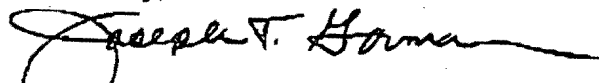
Dear Mr. Chairman:

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



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 that reads "Bob Miller".

BOB MILLER
Governor

BM/cc



STATE OF NEVADA
EXECUTIVE CHAMBER

Capitol Complex
Carson City, Nevada 89710

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BOB MILLER
Governor

BM/cc



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A handwritten signature in cursive script that reads "Bob Miller".

BOB MILLER
Governor

BM/cc

WEST VIRGINIA DEPARTMENT OF EDUCATION

Dr. Henry R. Marockie, State Superintendent of Schools
Building 6/1900 Kanawha Blvd. E./Charleston, West Virginia 25305-0330

Phone: 304-558-2681
Fax: 304-558-0048

West Virginia Board of Education

Audrey S. Horne, President
Paul J. Morris, Vice President
Cleo P. Mathews, Secretary
Michael D. Greer
Sheila M. Hamilton
James J. MacCallum
Charles H. Wagoner
Gary G. White

August 14, 1995



The Honorable Michael Cohen
Senior Adviser to the Secretary
United States Department of Education
Washington, D.C. 20202

Dear Mr. Cohen:

Thank you for the listing of resources that are available to the West Virginia Department of Education and the public that we serve. The services that you provide are critical to the success of public education. The leadership of the Secretary has been invaluable in providing for a transition from top-down to bottom-up reform.

The flexibility built into the legislation for the Goals 2000: Educate America Act, the School to Work Opportunities Act, and Improving America's Schools Act have truly transformed the role of the Department of Education in Washington into one of being a supportive partner with state and local school systems. As a consequence of your initiatives, the State has developed a unified plan that will enable local schools to submit one plan for instruction to the state agency, rather than the ten plans required in the past. The state unified plan is being field tested this fiscal year by numerous local school districts and will be implemented statewide before the next school year begins. We have found our local superintendents to be excited about the potential for more effective planning, as they expect this to result both in improved student performance and a reduction in the resources required to complete the paperwork that demonstrates the responsible use of funds.

Equally important to the growing effectiveness of our schools is the impetus provided by the Educate America Act. The opportunity to develop model programs to address the real needs of a community as they come together to improve schools is vital to our efforts. Illustrative of the initiatives funded by the Educate America Act are the following:

Tucker County received \$22,500 to establish a county/district-wide computer based technology for use in the library media centers to ensure that all students have access to equal educational opportunities;

Ritchie County received \$22,400 to provide a community education center where students, faculty, parents and the community can go for remediation, enrichment and training during school, after school, and in the summer;

Putnam County received \$22,500 to implement a comprehensive approach to include policy development, program development and management, information dissemination, and professional development for their project "From School to Work: Aligning Public Education with Economic Development;"

Kanawha County received \$22,300 to implement a "School Within A School, The Modified Calendar," redesigning instructional time around learning while permitting parents to choose the traditional or the modified calendar;

Hampshire County received \$16,700 to implement "River Net," a program to develop thinking skills, processes for investigating the world, and decision making so that students' performance equals or exceeds the national averages in math and science;

Brooke County received \$12,500 for the implementation of "The Class Project" that proposed to install freefield amplification systems in both inclusive and special needs classrooms that intensify instructors voices and reduce the negative effects of background noise and improve auditory attention and speech perception skills in students;

Mercer County received \$12,500 to implement "Double Shot," emphasizing application of basic mathematical skills and concepts to real life problem situations and the need for accurate spelling to communicate effectively for seventh and eighth graders;

A consortium of schools in Regional Service Agency V (**RESA V**) received \$25,000 for "Building the Technology Foundation: The Site Based Connection," to provide a foundation for the effective implementation and use of technology at the school level for the purpose of improving student learning across all disciplines. Collaborative planning, training, and technical assistance on a regional level provides a cost effective delivery model, yet addresses the specific needs of schools;

A second consortium of **Gilmer, Lewis and Upshur** counties received \$25,000 for "Project Glue," to develop and implement a model program that partners teacher candidates with teachers of core curriculum to address new and expandable topics in each discipline, new and improved methods of instruction, new technology in instruction, restructuring the school day, multiple methods of student evaluation, and the use of the combined school systems with those of the institutions of higher education.

With supplemental monies from the office of the Governor, additional projects were funded, including:

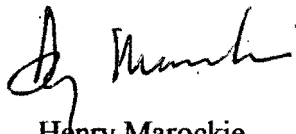
Lincoln County received \$37,500 for the "Harts of the Community" program--including a parent involvement program, adult classes, creation of a library, summer and after school tutoring and enrichment, a pediatric clinic and staff training;

McDowell County received \$37,500 for "Project McDowell County Community 20001," combining an after school tutoring program for students with a parent program that offers GED opportunities, and computer technical training. A physical fitness center will be made available and community health resources sought for consultation on needs of parents and students.

In summary, **forty-three of the fifty-five districts received a grant.** Awards ranged from \$3,000 to \$37,500. In every instance the districts made a commitment to form a district wide panel to plan for the comprehensive educational needs of their school system. From the state award of just over \$750,000 a statewide technology plan has been developed, a state panel has conducted focus group meetings in every region, has held numerous subcommittee work sessions, and is developing a comprehensive five year educational plan for the state to ensure the most efficient and effective use of tax dollars. We are very proud of the efforts and the accomplishments of the Panel in its first year. We at the State Department of Education look forward to building on this foundation and to seeing the emergence of a data base that will chart the impact of this program.

On behalf of the students and parents of West Virginia who will benefit, I thank you. We clearly understand that none of this could or would have happened without the leadership of the Secretary of Education and his staff. For your confidence that the states could be trusted to address the needs of their constituents with these limited tax dollars--without reams of regulations, we are grateful. Few dollars appropriated for education (or many other programs) have accomplished so much for so little.

Sincerely,



Henry Marockie
State Superintendent of Schools

c: Senator Robert C. Byrd
Senator John D. Rockefeller, IV
Congressman Alan Mollohan
Congressman Bob Wise
Congressman Nick Joe Rahall II

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 Honorable Arlen Specter
United States Senate
530 Hart Office Building
Washington, D.C. 20510

Dear Senator Specter:

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

DEC-12-1995 09:37

FROM SUPT OFFICE DIST 225

TO

92724818 P.02

JOHN EDWARD PORTER
10TH DISTRICT OF ILLINOIS

COMMITTEE ON APPROPRIATIONS

SUBCOMMITTEES:

FOREIGN OPERATIONS

LABOR, HEALTH AND HUMAN SERVICES,
AND EDUCATION
CHAIRMAN

MILITARY CONSTRUCTION

COMMISSION ON SECURITY AND
COOPERATION IN EUROPE

CONGRESSIONAL HUMAN
RIGHTS CAUCUS
CO-CHAIRMAN



Congress of the United States

House of Representatives

Washington, DC 20515-1310

December 8, 1995

WASHINGTON OFFICE:
2972 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-1310
(202) 225-4836

HOME OFFICE:

102 WILMOT ROAD
SUITE 200

DEERFIELD, IL 60015-4100
(708) 940-0202

18 NORTH COUNTY STREET

9TH A COUNTY BUILDING
WAUKEGAN, IL 60087-4339
(708) 602-0101

115 ARLINGTON HEIGHTS ROAD

SUITE 104
ARLINGTON HEIGHTS, IL 60004-3802
(708) 392-0303

Dr. Jean McGrew
Superintendent of Schools
Glenbrook TWP H.S. Dist. 225
1835 Landwehr Road
Glenview, IL 60025

Dear Jean:

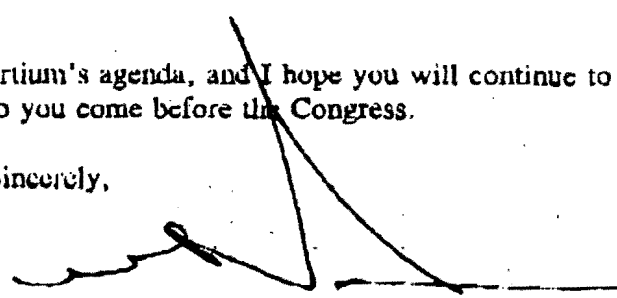
I received your communication regarding the 1st in the World Consortium. I am very proud of the work that you are doing.

As I believe you know, I have written to Secretary Riley to request the Department's continued support for the work of 1st in the World Consortium and for its help in initiating the administering the Third International Math and Science Study (TIMSS) to the Consortium's students. I have enclosed a copy of my letter and the Secretary's response.

Regarding appropriations for Goals 2000, as you know the allocation my Subcommittee received for drafting the annual appropriations bill for the departments of Education, Health & Human Services, and Labor and related agencies was reduced by \$9.3 billion, or 13%, below the fiscal year enacted level. Consequently, the House did not include any funding for Goals 2000. The Senate did not require the same level of reductions in programs under the Subcommittee's jurisdiction, providing approximately \$1.5 billion more for these activities. The Senate Subcommittee provided \$310 million for GOALS 2000. However, for reasons other than funding level concerns, the full Senate has been unable to bring the appropriations bill up for consideration. Once the Senate's version of the appropriations bill is adopted by the full Senate, a House-Senate Conference Committee will meet to reconcile the differences between the two versions of the bill and negotiate a final bill which can be sent to the President. The President is requesting Goals 2000 funding in his budget negotiations with the Congress, and I therefore believe that the final legislation that is sent to the President will include funding for Goals 2000.

I appreciate your contacting me regarding the Consortium's agenda, and I hope you will continue to feel free to contact me whenever issues of concern to you come before the Congress.

Sincerely,


John Edward Porter
Member of Congress

JEP:sec
Enclosures

The Honorable James J. Rhoades
June 7, 1994
Page 2

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.

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.

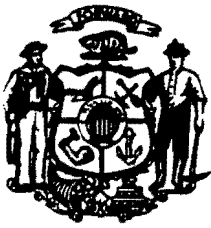
Sincerely,



BILL GOODLING

Ranking Republican Member

BG:ls



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 cursive script that reads "Tommy G. Thompson".

TOMMY G. THOMPSON
Governor

TGT/bwl

g:bdw/143819



State of Ohio

Department of Education

Ohio Departments Building, Room 810, 65 South Front Street, Columbus 43215-4183

John M. Goff

Superintendent of Public Instruction

December 6, 1995

The Honorable William J. Clinton
President of the United States
The White House
Washington, DC 20500

Dear Mr. President:

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. Mr. President, I support the goal of a balanced federal budget; however, I also believe that goal will not and cannot be realized without continued -even expanded- strategic federal investments in education and workforce development programs like Goals 2000.

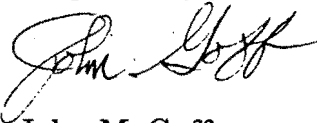
Briefly, I would like to share with you some of the reasons why I believe Ohio's participation in Goals 2000 is enhancing our state's comprehensive education improvement agenda and activities related to the same.

By strategically targeting the Goals 2000 funding available under the program, Ohio has been able to plan and leverage additional strategies for furthering our education reform agenda. These funds provide critical investments at the margin to advance Ohio's school improvement agenda by: (1) supporting Ohio's 126 intervention districts in their efforts to increase the level of academic achievement of students on state proficiency tests; (2) developing connections, including a technology network, between our "venture capital" schools; (3) identifying, sharing, and replicating innovative practices and pacesetter schools; (4) promoting public outreach and awareness about the national education goals; and (5) connecting school districts and colleges of education for professional development partnerships. Since we do not have the resource flexibility in our existing state budget, these efforts will be lost if federal funds are eliminated. All of these initiatives are essential.

Just as vital, our participation in Goals 2000 has enabled us to secure Ed-Flex status from U.S.D.O.E. Ohio is one of six states approved to authorize waivers and regulatory relief under the new federal Education Flexibility Partnership Demonstration Grant (Ed-Flex) program. For local school districts throughout Ohio, such waiver authority will ensure that the rules and regulations that obstruct innovative action to improve student learning are removed. Further, with Ohio's existing waiver authority, these initiatives will put this state in the forefront of deregulation, while providing a powerful tool for the Department, and, most importantly, for local schools and districts.

At no time in history has the case for education improvement been more compelling. While some critical first steps have been taken, we all know that deep and lasting reform is a long-term challenge. Our work has produced some important successes, but much remains to be done. Goals 2000 is furthering this work in Ohio.

Respectfully yours,

A handwritten signature in cursive script, appearing to read "John M. Goff".

John M. Goff
State Superintendent of Public Instruction



STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION
EDUCATION BUILDING
SANTA FE—87501-2786

December 7, 1995

ALAN D. MORGAN
SUPERINTENDENT OF PUBLIC INSTRUCTION

The Honorable William J. Clinton
President of the United States
The White House
Washington, DC 20500

Dear Mr. President:

On behalf of New Mexico's educational community, I am writing to urge your continued support for Goals 2000 and to request that you hold steadfastly to your position regarding continued funding for this program.

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.

The focus of educational reform in New Mexico is at the community level. The New Mexico State Board of Education has established the expectation that communities develop Educational Plans for Student Success (EPSS). The Goals 2000 resource has accelerated school district ability to develop and implement their EPSS. Projects funded under the auspices of Goals 2000 must show how the use of these funds address the development and implementation of the EPSS. To date, the State Department of Education has approved local applications for funding that include initiatives such as:

- o Parents as teachers and meaningful participants in the educational process,
- o Organizing community resources on behalf of student achievement,
- o Statewide planning for the delivery of staff development,
- o Alternative assessment practices that recognize our state's ethnic and cultural diversity, and
- o Developing standards and benchmarks appropriate at the state and local levels.

The Honorable William J. Clinton
December 7, 1995
Page 2

Your support of Goals 2000 and increased funding will allow New Mexico to continue on this path of success that helps students achieve at higher levels.

On behalf of New Mexico's educational community, let me convey our appreciation for your unwavering support to public education.

Respectfully,



ALAN D. MORGAN
State Superintendent
of Public Instruction

ADM:jj

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

December 6, 1995

PRESIDENT BILL CLINTON
THE WHITE HOUSE
PENNSYLVANIA AVENUE
WASHINGTON DC

RE: Educate America Act : Goals 2000

Dear President Clinton:

I would like to take this opportunity to encourage you to support the renewal and expansion of the Educate America Act: Goals 2000 legislation which was passed in March 1994 and implemented in July 1994. The Educate America Act: Goals 2000 was implemented in Kansas for a second year on July 1, 1995. The impact of these resources on assisting with our restructuring and reform efforts in Kansas has been very significant even though we have only concluded one full year of operation and approximately half of a second year.

The success of this legislation in Kansas is based on two primary factors very clearly evident in the legislation. Number one, the flexibility of the legislation to allow the states and subsequently the local districts to use the resources to assist in state and local reform efforts which are prescriptive to each local district and state and secondly, based on this flexibility, as a support to educational reform initiatives begun back in the early 90's in Kansas. Subsequently, Goals 2000 was not a new federal program in Kansas but aligned itself quite well in its eight national goals to the Kansas State Board of Education's mission and seven strategic directions. The intent of the Educate America Act and Kansas Mission for Education are very closely aligned and the seven Strategic Directions adopted by the Kansas State Board of Education and the eight national goals are almost identical.

In Year One, in both subgrant competitions, Local Reform and the Preservice Professional Development, 208 school districts were involved in the initiative with 230,612 students being served across the state of Kansas. Activities ranging from partnerships between local districts and colleges and universities, staff development, development of district standards, local assessments and outcomes and curriculum development, were areas that were supported by the monies awarded through the subgrant process. This year the subgrant process is just being completed and we anticipate twice as many districts participating as last year with a greater number of children and youth being served through this legislation.

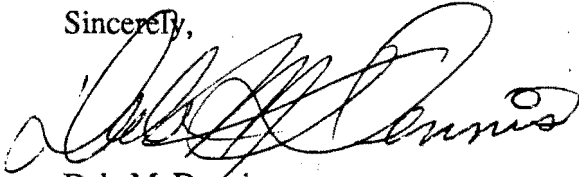
It is very important not only to renew the Goals 2000 for its five-year authorization for Years Three through Five, but to expand the appropriations as intended when the legislation was approved by a bipartisan House and Senate representation. It is anticipated that this year in Kansas, approximately half of the school districts will be participating in Goals 2000 school improvement efforts impacting about half of the student population. Therefore, to have the full impact of implementing local reform and restructuring efforts in the districts, additional resources to accomplish this will be needed.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871
Fax No. (913) 296-7933

President Bill Clinton
Page 2
December 6, 1995

Thank you for your support of Goals 2000 and we urge you to provide a greater financial commitment to enhance school improvement efforts nationwide. It is through these Goals 2000 initiatives we feel we can accomplish the goals of establishing and setting quality and high standards for all students. Therefore, our state will vigorously pursue the eight national goals which will assist us in having the best educational system in America and in the world.

Sincerely,

A handwritten signature in cursive script, appearing to read "Dale M. Dennis".

Dale M. Dennis
Interim Commissioner of Education

DMD\hr



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION

P. O. BOX 94064
BATON ROUGE, LOUISIANA 70804-9064

December 6, 1995

The Honorable William J. Clinton
President of the United States
The White House
Washington, D.C. 20001

Dear Mr. President:

Please consider this letter as a statement of support for your efforts to maintain and enhance our nation's commitment to quality education through the Goals 2000: Educate America Act. 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. I urge you to support its continuation at its full funding level.

The citizens of Louisiana do recognize the importance of education, and they sincerely wish to ensure that their children have every opportunity to access quality education appropriate for the 21st century. The Louisiana Goals 2000 program has provided a strong and supportive national structure for our state's reform efforts with unprecedented flexibility and freedom for reform activities. Because of this flexibility and freedom, our state and school systems have been able to plan and begin implementation of important educational reform projects. These projects have been referenced to the national goals and meet our needs and priorities in the areas of local improvement, professional development, educational technology and preservice education. All these efforts are focused on the key concepts of defining high academic standards and helping all students to achieve to those standards. Within the first two years of the Louisiana Goals 2000 program, Louisiana has been able to engage 54 of its 66 school systems in this effort; in subsequent years, we hope that all systems will be involved.

Members of the Louisiana Congressional delegation have already been advised of our strong support for Goals 2000, including Representative Robert Livingston. As your administration moves forward with budget negotiations, please be confident of our support for national educational improvement based on the Goals 2000 concepts of high academic standards, state and local leadership in educational reform, and ensuring that all children have the opportunity to achieve to their highest respective capacities.

Sincerely,

A handwritten signature in cursive script that reads "Raymond G. Arveson".

Raymond G. Arveson, Ed.D.
State Superintendent of Education
Louisiana Department of Education

RGA:WJM:dad

ROBERT E. BARTMAN
Commissioner of Education



DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102-0480

December 6, 1995

The Honorable William J. Clinton
President of the United States
The White House
Washington, D.C. 20500

Dear Mr. President:

Before Congress enacted the Goals 2000: Educate America Act, the Missouri Legislature passed The Outstanding Schools Act in May 1993. This law established several new programs and policies aimed at improving Missouri's public schools. Many of the provisions in The Outstanding Schools Act closely parallel those of Goals 2000.

Missouri convened a State Panel comprising of over one hundred people to draft the state plan for educational reform and technology. The panel members, who were appointed by the Governor and the State Board of Education, have been steadfast in their support of Goals 2000.

The Outstanding Schools Act and the Goals 2000 legislation each speak to the development of state academic standards. Missouri began developing the standards soon after the passage of The Outstanding Schools Act. Missouri's Goals 2000 State Plan is intended to reinforce the need for and assist in the full implementation of the knowledge, skills, and competencies identified in Missouri's Show-Me Standards as well as in the School-to-Work plan.

Fortunately, Goals 2000 provides Missouri a means to develop a comprehensive state plan designed to implement the state's performance standards and other educational improvement initiatives.

I urge you to support the expansion of the Goals 2000 program. The program will continue to support the educational improvement initiatives in Missouri.

Good wishes.

Sincerely,

A handwritten signature in cursive script that reads "Robert E. Bartman". The signature is written in dark ink and is positioned above the printed name and title.

Robert E. Bartman
Commissioner of Education

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. Christopher Bond
United States Senate
293 Russell Office Building
Washington, D.C. 20510

Dear Senator Bond:

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.

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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

Procter & Gamble

1458

JOHN E. PEPPER
Chairman of the Board and
Chief Executive

September 7, 1995

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

The Honorable Richard Riley
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
F.O.B. 6
Washington, D.C. 20202

OS/ES/CCCS

14 10 01 AM

Dear Secretary Riley:

I am sending you copies of several letters I've sent to senators following up our meeting at the White House on the Goals 2000 Educate America Act.

I would like to emphasize 3 convictions that I tried to convey in my brief remarks:

1. The importance of achieving higher educational standards needs more Sustained Focus than it is receiving today. I believe, as you and the President do that improving the educational preparation of our children is the most important issue facing this country. It lies at the foundation of so many things we seek -- better productivity; a stronger economy; avoidance of a deepening cleavage within a "two class" society; etc.

Today, this issue is too easily lost in a welter of issues. The public sees it flashing across TV screens and in newspapers, competing for attention with balanced budgets; greater deficits; welfare and health care reform; violence; and much more. If this is really going to have an impact, it has got to be treated more as a singular issue.

WHAT IF there was a coordinated, top-down confrontation of this issue and its importance, reaching out to everyone in the country -- starting with the President with an hour presentation in prime time; followed a week later by every governor in his or her state talking to the public; followed a week after that by the mayors and heads of school boards and business leaders in each local community talking about what needed to be done there to improve the education of our youth. It would be a massive undertaking, calling for significant preparation. But I think it could be done. The key then would be follow-up. Follow-up. Follow-up. With specific accountability for doing different things in each part of the community. With measures of progress.

2. I urge that some important portion of the funding from Goals 2000 be placed in what I will describe as high impact, high profile reform efforts aimed at holistic reform for total school districts in a major urban areas. It probably would make sense to continue to do this via the state. I think that has been a very sound strategy. But I think it is most important that we have underway a major community-wide, multi-year reform effort that is designed to achieve transformation of one or more of our most challenging large urban school districts. To the best of my knowledge, we don't have one success story in the country that would involve the entirety of one of our top 5-10 urban school districts. I would make the competition for this particular grant very tough. I would require top leadership in the community to come together both to present the case for the grant and, assuming they won it, to share learnings at least once a year with other winning districts. For example, you could do 4 districts at \$20 million each for a total of \$80 million/year. My basic point here is that I think a systemic breakthrough improvement in our urban public school districts is the toughest challenge we face and I think we ought to be directing specific effort against it, but do everything possible to assure that it has the community buy-in and the follow-through that will be essential for it to succeed.
3. We must find a better way to transfer success. This is a complex subject that goes beyond what I can convey in this letter. However, if it should be of interest to you to follow it up, I would be happy to do so.

I hope at least some of these thoughts are helpful. You and your team are working on the most important challenge this nation faces. You have done wonderful work on it. I wish you the greatest success and stand ready to help in any way I can.

Sincerely,



J. T. GORMAN

CC Mr. J. T. Gorman
Mr. R. L. Wehling

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 Honorable Michael DeWine
United States Senate
140 Russell Building
Washington, D.C. 20510

Dear Mike,

I'd like to go into more detail beyond the copy of the note I sent you which I had sent on to Bill Koberg. I spent yesterday in Washington on the subject of education, most importantly, on the Goals 2000 Act.

I would like to again amplify why I feel this is a piece of legislation that we ought to retain.

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.

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Mike, 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

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. Connie Mack
United States Senate
517 Hart Office Building
Washington, D.C. 20510

Dear Senator Mack:

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.

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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

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 Honorable John Glenn
United States Senate
503 Hart Building
Washington, D.C. 20510

Dear John,

I'd like to go into more detail beyond the copy of the note I sent you which I had sent on to Bill Koberg. I spent yesterday in Washington on the subject of education, most importantly, on the Goals 2000 Act.

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John, 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

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 Honorable Michael DeWine
United States Senate
140 Russell Building
Washington, D.C. 20510

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Thank you.

Sincerely,

J. E. PEPPER

CC Mr. J. T. Gorman

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 Honorable Robert Portman
House of Representatives
238 Cannon House Office Building
Washington, D.C. 20515

Dear Rob,

Thanks for your reply to the copy of the note I sent you which I had sent on to Bill Koberg. I spent yesterday in Washington on the subject of education, most importantly, on the Goals 2000 Act.

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Rob, 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

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. Slade Gorton
United States Senate
730 Hart Office Building
Washington, D.C. 20510

Dear Senator Gorton:

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.

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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

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.

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Thank you..

Sincerely,

J. E. PEPPER

CC Mr. J. T. Gorman

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. Thad Cochran
United States Senate
326 Russell Office Building
Washington, D.C. 20510

Dear Senator Cochran:

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.

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Thank you.

Sincerely,

J. E. PEPPER

CC Mr. J. T. Gorman

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. James Jeffords
United States Senate
513 Hart Office Building
Washington, D.C. 20510

Dear Senator Jeffords:

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.

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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

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. Ted Stevens
United States Senate
522 Hart Office Building
Washington, D.C. 20510

Dear Senator Stevens:

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.

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Thank you.

Sincerely,

J. E. PEPPER

CC Mr. J. T. Gorman



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) 872-1260 FAX (202) 466-3509

Samuel L. Maury
President

Patricia Hanahan Engman
Executive Director

September 8, 1995

**TO THE BUSINESS ROUNDTABLE EDUCATION INITIATIVE STATE LEAD CEOS
and MEMBERS OF THE EDUCATION TASK FORCE**

Last month, the House of Representatives zeroed out fiscal '96 funding for the "Goals 2000: Educate America Act." It will now be up to the Senate to restore all or part of the President's \$750 million budget request if this key reform program is to continue.

The Senate Education Appropriations Subcommittee will take action on this issue next week (September 13-14). Given the importance of this program to the Roundtable's state level education reform initiative, I would like to ask you to consider contacting Subcommittee Chairman Arlen Specter and other members of the Senate (attached) to express your support for continued funding for Goals for the 1996 fiscal year. We believe that the current 1995 fiscal year appropriation of \$372 million would keep the program funded at a level that would adequately support the efforts that are on-going within each of the 47 states that have elected to participate.

I am pleased to report that the Roundtable approved supporting this effort at its September 6 Policy Committee meeting. As a result of this action, you also will be receiving a letter from John Snow on this issue, as well as other actions that were taken at the meeting.

I am attaching a copy of a brief fact sheet on Goals 2000 in order to help you communicate your support for this important program.

Please give me a call if you have any questions.

Sincerely,

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

JTG/soh
attachments
cc: Staff Designees

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.

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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)

DEC-12-1995 09:37 FROM SUPT OFFICE DIST 225

TO

92724818 P.02

JOHN EDWARD PORTER
10TH DISTRICT OF ILLINOIS

COMMITTEE ON APPROPRIATIONS

SUBCOMMITTEES

FOREIGN OPERATIONS

LABOR, HEALTH AND HUMAN SERVICES
AND EDUCATION
CHAIRMAN

MILITARY CONSTRUCTION

COMMISSION ON SECURITY AND
COOPERATION IN EUROPE

CONGRESSIONAL HUMAN
RIGHTS CAUCUS
CO-CHAIRMAN



Congress of the United States

House of Representatives

Washington, DC 20515-1310

December 8, 1995

WASHINGTON OFFICE:
2373 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-1310
(202) 226-4835

HOME OFFICE:

102 WILMOT ROAD
SUITE 200

DEERFIELD, IL 60015-4100
(708) 940-0202

18 NORTH COUNTY STREET

MILWAUKEE COUNTY BUILDING

WAUKEGAN, IL 60086-4339

(708) 662-0101

115 ARLINGTON HEIGHTS ROAD

SUITE 104

ARLINGTON HEIGHTS, IL 60004-2662

(708) 362-0303

Dr. Jean McGrew
Superintendent of Schools
Glenbrook TWP H.S. Dist. 225
1835 Landwehr Road
Glenview, IL 60025

Dear Jean:

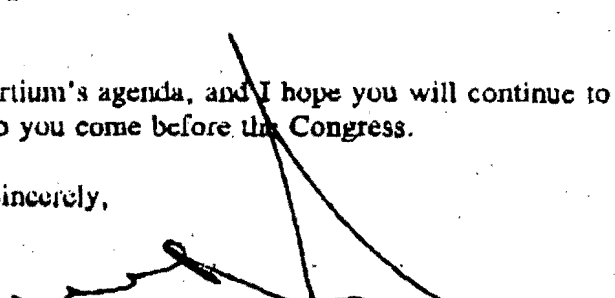
I received your communication regarding the 1st in the World Consortium. I am very proud of the work that you are doing.

As I believe you know, I have written to Secretary Riley to request the Department's continued support for the work of 1st in the World Consortium and for its help in initiating the administering the Third International Math and Science Study (TIMSS) to the Consortium's students. I have enclosed a copy of my letter and the Secretary's response.

Regarding appropriations for Goals 2000, as you know the allocation my Subcommittee received for drafting the annual appropriations bill for the departments of Education, Health & Human Services, and Labor and related agencies was reduced by \$9.3 billion, or 13%, below the fiscal year enacted level. Consequently, the House did not include any funding for Goals 2000. The Senate did not require the same level of reductions in programs under the Subcommittee's jurisdiction, providing approximately \$1.5 billion more for these activities. The Senate Subcommittee provided \$310 million for GOALS 2000. However, for reasons other than funding level concerns, the full Senate has been unable to bring the appropriations bill up for consideration. Once the Senate's version of the appropriations bill is adopted by the full Senate, a House-Senate Conference Committee will meet to reconcile the differences between the two versions of the bill and negotiate a final bill which can be sent to the President. The President is requesting Goals 2000 funding in his budget negotiations with the Congress, and I therefore believe that the final legislation that is sent to the President will include funding for Goals 2000.

I appreciate your contacting me regarding the Consortium's agenda, and I hope you will continue to feel free to contact me whenever issues of concern to you come before the Congress.

Sincerely,


John Edward Porter
Member of Congress

JEP:sec
Enclosures

BUSINESS COALITION FOR EDUCATION REFORM

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

October 12, 1993

Honorable William D. Ford
U.S. House of Representatives
Washington, D.C. 20515

Dear Chairman Ford:

As the House prepares to consider Goals 2000: Educate America Act, H.R. 1804, the Business Coalition would like to commend the Committee for its progress in addressing many concerns of the business community raised in our earlier letter and urge bipartisan support for the bill. The Committee amendments will help to ensure systemic education reform remains a truly bipartisan and bottoms up process. The business community continues to believe supporting systemic education reform efforts, through the appropriate federal framework, is vital to ensuring our long term global competitiveness.

The release of the 1993 National Education Goals Panel report, and its finding that our nation's progress in achieving the education goals is wholly inadequate, demonstrates once again how critical it is for the federal government to encourage and assist in the development of voluntary, national standards describing what all children should know and be able to do. By any measure, the United States is continuing to fall behind its international competitors and its imperative we reverse this trend if the American economy is going to thrive. The bill's emphasis on comprehensive reform, high standards for all children, and world class occupational standards to guide workers and education and training programs is a significant step in securing the nation's future economic vitality.

Similarly, we believe identifying and establishing the appropriate federal role in supporting systemic education reform must be undertaken with great care. As you are well aware, public education is still primarily a state and local responsibility, and most of the successful systemic reform efforts have been undertaken either by states or communities acting on their own without any federal support. Ultimately, any legislation must be mindful not to deter or discourage these ongoing efforts. These are the efforts the business community is most directly involved with and we will not support any bill which, in our view, undermined state or local prerogatives in stimulating systemic reform strategies.

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Opportunity to learn standards, if not carefully crafted, have the potential to become an impediment to school reform by unduly restricting state and local authority. Opportunity to learn standards have a legitimate role in systemic reform, but we believe, as did the National Council on Educational Standards & Testing (NCEST), their development should be left to the states. Therefore, in order to clarify and reinforce the appropriate federal role of opportunity to learn standards in supporting systemic reform efforts, we will encourage the House to include language in the bill to reinforce state, local and school flexibility in designing its own curriculum and instruction without being unduly restricted by unnecessary federal mandates or controls. We believe this will give states and communities the assurance they need that Goals 2000 is designed to be an incentive to systemic reform, not an impediment.

Additionally, we are also encouraged by the progress being made on Title IV, the national skill standards board. We believe H.R. 1804 goes a long way in clarifying the role and functions of the national skill standards board. However, we continue to believe if skill standards are to be implemented successfully, business must play a leadership role on the Board. During conference we will be working to ensure the principle of business leadership is contained in the final legislation. We hope that the progress that has already been made on Title IV in the House and Senate will help facilitate these deliberations.

We believe that the Congress and the President have a significant opportunity to enact groundbreaking education reform legislation this year and we are hopeful that any remaining differences can be quickly resolved in conference. We hope the House deliberations and vote on Goals 2000 will reflect the true bipartisanship in which this bill was originally developed. We commend you for your efforts in passing meaningful education reform legislation and look forward to working with you throughout conference.

Sincerely,



William H. Kolberg
President
National Alliance of Business
Co-chair

BUSINESS COALITION FOR EDUCATION REFORM

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

November 1, 1993

The Honorable Edward M. Kennedy
Chairman
Committee on Labor and
Human Resources
United States Senate
Washington, DC 20510

Dear Mr. Chairman:

As the Senate prepares to consider Goals 2000: Educate America Act, S. 1150, the Business Coalition would like to reiterate its strong endorsement of the bill and urge all members of the Senate to give the bill their full support. We also commend the Senate for including Committee amendments which help to further strengthen and clarify the appropriate federal role in supporting systemic reform efforts by ensuring state and local flexibility. The Business Coalition firmly believes supporting systemic education reform efforts, through the proper federal framework, is vital to ensuring our long term global competitiveness.

We believe the principles on which the bill is based provides the Senate with a unique opportunity for bipartisan support of education reform legislation, and we would urge you to support these principles as the legislation moves forward in Congress. First, the bill's emphasis on results and a performance-based education system is critical to the nation's ability to compete in the new global marketplace. We applaud the legislation's focus on goals, results and high standards. Establishing a federal role in developing a voluntary national system of education content standards and assessments to help guide states, schools, teachers, parents, and students is vital as is preserving the primary role and responsibility of states to lead education reform. The Senate bill strikes a careful balance between nationally desired results and state and local flexibility to design the appropriate instructional programs for individual communities.

We also want to stress that the Business Coalition believes it is necessary to ensure that every student has a fair opportunity to achieve the knowledge and skill levels contained in content and performance standards, but we do not believe the development of opportunity to learn standards should, in any way, delay the development of voluntary national standards and

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assessments. Many members of the Business Coalition have made a strong commitment to spearheading education reform initiatives across the country, and our experiences in these efforts have taught us that states should not be distracted from the need to focus on results and standards by costly prescriptive federal mandates that will inhibit local flexibility and creativity.

We also believe the importance of codifying the six National Education Goals and continuing the work of the bipartisan National Education Goals Panel should not be underestimated. Building a broad bipartisan consensus for systemic education reform is critical to parents and educators who are struggling to understand what students should know and be able to do. Business and community leaders across the nation have accepted the six national education goals and incorporated them into their education reform efforts. We believe it is important to maintain continuity in achieving education reform and the six national education goals serve as an important symbol of this commitment. Therefore, we would urge the Senate not to amend the goals.

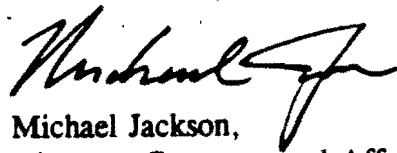
Finally, although some of our Coalition members do not have formal policy statements approved yet on Title V, the national skill standards board, we feel the modifications made to Title V to ensure business plays a leadership role on the Board have addressed the early reservations we have previously expressed. We commend the Senate for its bipartisan compromise on skill standards.

Overall, we believe that the Senate version of Goals 2000: Educate America Act makes an important contribution to ensuring that American public education is second to none and to providing all children with the necessary competencies for success in an increasingly competitive world marketplace. We hope that the Senate's action will reflect true bipartisanship and support for meaningful systemic education reform throughout the nation.

Sincerely,



William H. Kolberg
President
National Alliance of Business
Co-Chair, Business Coalition



Michael Jackson,
Director, Governmental Affairs
TRW, Co-Chair
Business Coalition

cc: Senate and Labor Human Resources Committee
Senate Leadership

BUSINESS COALITION FOR EDUCATION REFORM

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

March 14, 1994

Honorable Edward M. Kennedy
Chairman
Committee on Labor and
Human Resources
United States Senate
Washington, DC 20510

Honorable William D. Ford
Chairman
Committee on Education and Labor
U. S. House of
Representatives
Washington, D.C. 20515

Dear Mr. Chairmen:

As the House and Senate prepare for conference on the Goals 2000: Educate America Act, S. 1150 and H.R. 1804, we would like, once again, to reiterate our strong endorsement of the bill and to urge passage of the conference report by March 25, 1994. The \$105 million appropriated in fiscal year 1994 for Goals 2000 is a critical resource to states who are struggling already to implement systemic education reform programs. This money is vital to ensure that current efforts continue and that other states begin to develop systemic reform strategies. The Business Coalition for Education Reform firmly believes that supporting systemic education reform efforts, through an appropriate federal framework, is vital to ensuring our long term economic strength.

This legislation's investments in systemic reform, voluntary academic standards for all children, and world class occupational standards to guide workers and education and training programs, are significant steps toward building a world class work force which can provide enduring economic opportunity. Academic standards in combination with a coherent system of skill standards can increase the economic competitiveness of the United States. The educational competencies and skills gained by students in preparation for the demands of the modern world would reflect the changing needs of the workplace and would equal or exceed the workforce skills of our global competitors.

We recognize that opportunity-to-learn standards have a legitimate role in systemic education reform, but we believe, as did the bipartisan National Council on Education Standards and Testing, that their development should be left to the states. Although the federal government should support these efforts nationwide, they should not be mandated federally. Federally

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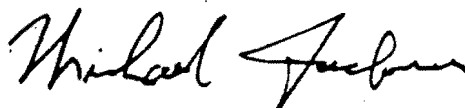
mandated opportunity-to-learn standards, with an emphasis on process and inputs rather than on progress and outcomes, undermines the foundation of a performance-driven education system based on academic standards and assessments. The conference agreement should support federal research, technical assistance and capacity building to help states develop strategies for ensuring students have an equitable opportunity to learn, but the primary focus of this legislation and the federal government should be on establishing education standards and assessments that reflect the competencies needed for success in the modern world.

Measuring a student's knowledge and skill is another critical priority for us. Although the House and Senate bills both would develop reliable assessments, only the Senate bill allows assessments to be used for such judgements as grade promotion or graduation within the bill's authorization period. Waiting for the life of the bill to expire before assessments can be used for any significant purpose or consequence defeats their intent. States and localities would not develop assessments if they were required to wait five years under federal law before using them for any accountability in an education system. We strongly urge you to adopt the Senate provisions for a shorter waiting period.


The successful development of skill standards proposed in this legislation depends on strong business leadership throughout the process. It is essential the conferees adopt the Senate provisions regarding the composition of the National Skill Standards Board.

Enactment of the Goals 2000: Educate America Act is essential if we are to achieve the level of educational excellence necessary to compete in today's highly competitive global marketplace. We commend the Senate and the House for their leadership on this initiative, and we urge swift and final enactment of a bipartisan compromise.

Sincerely,



Michael Jackson
Director, Government Relations
TRW Inc., Chairman, The Business
Roundtable Education Task Force
Working Group, Co-Chair, Business
Coalition



William H. Kolberg
President and CEO
National Alliance of Business
Co-Chair, Business Coalition

cc: House and Senate conferees