

GOALS
2000

file

"A World-Class Education for Every Child"



UNITED STATES DEPARTMENT OF EDUCATION



The Goals 2000: Educate America Act

When President Clinton placed his signature on the Goals 2000: Educate America Act on March 31, 1994, he did more than just sign into law this innovative and comprehensive program to improve education. It became the day that America got serious about education.

His action commenced the current phase of an about-face in education that began eleven years ago after the discouraging report "A Nation At Risk" was issued, which described a "rising tide of mediocrity" in American education.

Three times in the last six years, Congress has attempted to pass education reform legislation and each time it has been unable to resolve its differences. The strong bipartisan support for Goals 2000 demonstrates that we are ready to move from "a nation at risk" to a nation on the move.

The enactment of Goals 2000 is the beginning of a new era in school and education reform -- a revolutionary, all-inclusive plan to change every aspect of our education system, while at the same time aligning its individual parts with one another.

It offers an opportunity for those concerned with the state of American education to become involved in the implementation of real change and improvement of our nation's education system, working at the local community and state levels.

And it will create and improve learning opportunities for everyone from pre-school to those who return to school.

By generating enthusiasm in schools and states throughout this nation, it will create thousands of community-based reform efforts, each working for the betterment of our educational system, and each allowing every school and every student to be the best they can be -- to learn to world-class standards.

Goals 2000 will move the nation toward a system that is based on high standards that all students can meet -- a system that will provide both equity and excellence for all of the students in this country.

When we fail to hold all students to high standards, the results are low achievement and the tragic experience of children leaving school without ever having been challenged to fulfill their potential.

High standards lets everyone in the education system know what to aim for. It allows every student, every parent, and every teacher to share in common expectations of what students should know and be able to accomplish. Students will learn more when more is expected of them, in school and at home. And, aligning teacher education, instructional materials, assessment practices, and parental involvement, will create coherence in educational practice.

The American people have said they are ready to move from the old assembly line version of education to a better way of educating their children. They want their children to be part of the new, emerging high-tech, high-knowledge economy of the 21st century.

By transforming the national education goals into a policy for which committed people across our nation can work, President Clinton has helped to ensure that the future of this nation will remain strong and secure and that its citizens will be able to compete and prosper in this new global economic era that is already upon us.

Since early in our history, the public education system of this nation has been a magnet and a model for people throughout the world who yearn to make something better of their lives. It is a beacon of light across the globe, a symbol of our democratic and egalitarian traditions.

Unfortunately, in recent years, this standard has slipped; the beacon has dimmed. That is why the Goals 2000 law is so important, as well as the subsequent enactment of additional education reform legislation like the School-to-Work Opportunities Act, and the revolutionary reauthorization of the Elementary and Secondary Act, both of which are designed to dovetail with Goals 2000. Each of these important changes in the law will offer federal assistance in implementing local education reform...help that is designed to assist, but not interfere with the traditional local character of education.

It has been nearly thirty years since this nation has seen the kind of reform in education that Goals 2000 offers. It is up to us to ensure that we maximize the opportunities this law offers us and work to guarantee a challenging education for every student. For the future of our children and our nation, it is the least we can do.

April 5, 1994



UNITED STATES DEPARTMENT OF EDUCATION



The Goals 2000: Educate America Act A Strategy for Reinventing Our Schools

American education is in crisis. Our schools are not meeting the needs of students or the demands of our economy for a more skilled, more adaptable work force. And many vocational education and job training programs don't equip beginning or experienced workers with the skills needed for success in the workplace. Without comprehensive education reform across America, our nation's economic strength is in jeopardy.

Recognizing this peril, a large majority of the American people have called for a dramatic overhaul of our nation's public school system. President Clinton's program for change—the Goals 2000: Educate America Act—will help to reform our schools dramatically by establishing high academic and occupational standards and providing support to states and communities to help students reach those standards.

A PLAN THAT WILL WORK

The Goals 2000: Educate America Act is not an experiment; it incorporates the lessons of education reform from communities and states in the 1980s.

- **First, raising standards and making course content more challenging really works. When more is expected of students, they work harder and achieve more. When employees know what skills they need to succeed on the job, they will work to achieve them.**
- **Second, we must change our expectations of teachers. They cannot teach to new standards using the same old ways. We must overhaul teacher training and make continuing professional development an integral part of their job.**
- **Third, accountability is essential. Schools must be given the tools and the flexibility they need to get the job done and then be held accountable for the results they achieve. There must be real rewards for high performance and significant consequences for failure.**
- **Fourth, schools can't do the job alone. Parents, businesses, families, community organizations, and public and private agencies that provide**

health care, counseling, family support and other social services must be part of community-wide efforts to support students.

- Fifth, in an economy in which what you earn depends on what you learn, learning must never end. Schools, colleges and employers must work together with local, state and federal governments to make lifelong learning a reality for all employees.

The Goals 2000: Educate America Act incorporates and builds on these lessons of the last decade and creates a historic new partnership in which parents, schools, teachers, business and labor leaders, the states, and the federal government all work together to educate all students.

HIGHLIGHTS OF THE LEGISLATION

The Goals 2000: Educate America Act will:

- Set in law the original six National Education Goals — concerning school readiness, school completion, student academic achievement, leadership in math and science, adult literacy, and safe and drug-free schools — and add two new goals related to parental participation and professional development;
- Develop and adopt—for the first time—challenging national performance standards that define what all students should know and be able to do in core subject areas such as science, math, history, English, geography, foreign languages and the arts, and support local reform efforts to make those standards a reality in every classroom;
- Strengthen and improve teacher training, textbooks, instructional materials, technologies and overall school services so that students will have the tools to achieve higher standards;
- Encourage the development of innovative student performance assessments to gauge progress;
- Establish a National Skills Standards Board to promote the development of occupational skill standards that will define what workers will need to know and to ensure that American workers are better trained and internationally competitive; and
- Increase flexibility for states, school districts and schools by waiving rules and regulations that might impede local reform and improvement.

THE NEW NATIONAL PARTNERSHIP FOR EDUCATIONAL EXCELLENCE

The bill encourages a bottom-up approach to reform. States and local communities will develop their own improvement plans, tailored to their special needs. Business and labor will work together to define the knowledge and skills needed to create secure economic futures for employees and employers alike. The federal government will use its resources to assist local reform efforts and help them implement their improvement plans and will support the development of model standards against which states, communities, schools and individuals can measure their progress.

The Federal Role — Setting High Standards

A National Education Standards and Improvement Council (NESIC), comprised of teachers, parents, business groups, civic leaders and others, will be created to:

- Review the efforts by national organizations of subject-matter experts to develop voluntary national content and performance standards in each subject area, such as math, science, history, and geography. These will be clear statements of what students should know and be able to do as they progress through school. The standards will be far more rigorous than what is currently expected of students and will be as challenging as those in other countries.
- Lead the effort to develop better measures of student progress and performance, measures that really reflect what we expect them to learn. New and promising assessment programs are being developed through the country; NESIC will keep track of changes and encourage those that advance the state of the art.

The State Role —

Implementing Comprehensive Strategies for Real Improvement

Each state choosing to participate will be asked to develop and implement a comprehensive improvement plan that raises standards and helps all students achieve them. Many states have already begun this work, though few have undertaken anything as ambitious as called for in this legislation. Every state will be challenged to participate and to build on local reforms already under way.

- States will be asked to form a broad-based and representative leadership team, comprised of policy makers, educators, business and

civic leaders, parents and others at the grassroots level. Real and lasting change requires new partnerships working together.

- Many states will want to use the national standards as a benchmark for their own efforts. On a voluntary basis, states may submit to NESIC their content and performance standards for certification that they are as rigorous and challenging as national standards.
- In no state can all students meet challenging new standards as the schools currently operate. A fundamental overhaul is required. States will develop comprehensive reform plans and implementation strategies that will affect every aspect of the state's education system—curriculum, technology, teacher training and licensure, parental and community involvement, school management and accountability—and every local school district and school.

The Local Role — Putting Reform into Action

To make a difference, reform has to occur in every school. Local school districts and individual schools also will develop and implement comprehensive improvement plans, reflecting unique local needs and circumstances, in conjunction with the state's efforts.

For the first year, \$105 million in federal funds is available to implement Goals 2000 with additional funds requested in subsequent years. By the second year of funding, states will be required to use at least 90 percent of their funds to support the development and implementation of reform plans in local school districts.

CREATING A WORLD-CLASS WORK FORCE

American students, workers, employers and educators must know what knowledge and skills are required in the workplace. The bill encourages the development and voluntary adoption of national skill standards and certification. This effort is a critical step in establishing a lifelong learning system for all Americans, including high school students not planning to attend a four-year college, unemployed and dislocated workers, and employed workers who want to upgrade their skills. The standards will allow us to build an education and training system that ties schools, colleges and other postsecondary institutions, other job training providers, and employers together in an effort to create a high-skills, high-wage work force.



UNITED STATES DEPARTMENT OF EDUCATION



Goals 2000: Educate America Act Fact Sheet

OVERVIEW

- **Goals 2000 provides resources to states and communities to develop and implement comprehensive education reforms aimed at helping all students reach challenging academic and occupational standards.**

LEGISLATIVE UPDATE

- **On March 23, 1994, the House of Representatives approved the final Goals 2000 bill with a bipartisan vote of 306-121. On March 26, the Senate approved Goals 2000 with a 63-22 bipartisan vote.**
- **President Clinton signed the bill on March 31, 1994.**

TIMETABLE AND FUNDING

- **Congress has appropriated \$105 million for Goals 2000 for fiscal year 1994. First-year funds will be available to the states on July 1, 1994. The president has requested \$700 million in his 1995 budget proposal to be administered by the Department of Education and \$12 million for the Department of Labor to support the National Skill Standards Board.**

GOALS 2000: COORDINATION WITH OTHER EDUCATION PROGRAMS

- **Goals 2000 is the first step toward making the federal government a supportive partner in state and local systemic reforms aimed at helping all children reach higher standards.**
- **Other new and existing education and training programs will fit within the Goals 2000 framework of challenging academic and occupational standards, systemic reform, and flexibility at the state and local levels. The aim is to promote greater coherence among federal programs, as well as between federal programs and state and local education reforms.**

- For example, the pending School-to-Work Opportunities Act will support state and local efforts to build a school-to-work transition system that will help youth acquire the knowledge, skills, abilities and labor market information they need to make a smooth transition from school to career-oriented work and to further education and training.
- Similarly, the administration's proposed reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) allows states that have developed standards and assessments under Goals 2000 to use them for ESEA, thereby providing a single set of standards and assessments for states to use for both their reform needs and to meet federal requirements.
- State participation in all aspects of Goals 2000 is voluntary and is not a precondition for participation in other federal programs.

BASIC COMPONENTS OF THE "GOALS 2000: EDUCATE AMERICA ACT"

TITLE I: NATIONAL EDUCATION GOALS

- Codifies the original six National Education Goals concerning school readiness, school completion, student academic achievement, leadership in math and science, adult literacy, and safe and drug-free schools and adds two new goals related to parental participation and professional development.

TITLE II: NATIONAL EDUCATION REFORM LEADERSHIP, STANDARDS AND ASSESSMENTS

- Establishes in law the National Education Goals Panel which will build public support for the goals, report on the nation's progress toward meeting the goals, and review the voluntary national content, student performance, and voluntary opportunity-to-learn standards, and the criteria for certification of these standards.
- Creates a National Education Standards and Improvement Council (NESIC) to examine and certify voluntary national and state content, student performance and opportunity-to-learn standards, and assessment systems submitted by states on a voluntary basis.
- Provides grants to support the development of voluntary model opportunity-to-learn standards as well as assessment systems aligned to state content standards.

TITLE III: STATE AND LOCAL EDUCATION SYSTEMIC IMPROVEMENT

Title III is a state grant program to support, accelerate and sustain state and local education improvement efforts aimed at helping all students reach challenging academic standards. The funds will go for state development of:

- strategies for providing all students an opportunity to learn at higher academic levels;
- strategies for the development or adoption of content standards, student performance standards, student assessments, and plans for teacher training;
- management and governance strategies that promote accountability for results, flexibility, site-based management, and other principles of high-performance management;
- strategies to involve parents and the community in helping all students meet the challenging state standards and for promoting grassroots, bottom-up involvement in reform; and
- strategies for bringing education reform to scale and ensuring that all local educational agencies and schools in the state are involved in developing and implementing needed improvements.

Funds will also be available to states to support the development of a technology plan, which will be coordinated with the overall reform plan.

TITLE IV: PARENTAL ASSISTANCE

- This title establishes a new discretionary grants program to create parent information and resource centers, to help provide parents with knowledge and skills needed to participate effectively in their child's education.

TITLE V: NATIONAL SKILL STANDARDS BOARD

- This title creates a National Skill Standards Board to serve as a catalyst in stimulating the development and adoption of a voluntary national system of occupational skill standards and certification that will serve as a cornerstone of the national strategy to enhance workforce skills.

THE NATIONAL EDUCATION GOALS

By the Year 2000 —

■ **ALL CHILDREN** in America will start school ready to learn.

■ **THE HIGH SCHOOL** graduation rate will increase to at least 90 percent.

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

■ **UNITED STATES** students will be first in the world in mathematics and science achievement.

■ **EVERY ADULT** American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

■ **EVERY SCHOOL** in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

■ **THE NATION'S** teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

■ **EVERY SCHOOL** will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.



UNITED STATES DEPARTMENT OF EDUCATION



Why We Need Voluntary National Education Standards

When we think about how to improve our schools, one of the most important questions is: What do we want our children to know and be able to do?

Not everyone leaves school with the skills and knowledge necessary to succeed. Too many of this nation's schools offer students watered-down curricula, inadequate textbooks, and outmoded teaching methods. And we have, until now, often gauged student achievement by the number of courses taken — not actual learning — and by scores on multiple-choice tests that often measure little more than low-level skills.

The results of international assessments in the 1980s show that the skills and knowledge of American students do not measure up to their international peers. Other developed countries have something we don't: clearly defined high standards.

American students can learn more if they are challenged — both in school and at home. If students and schools are not held to high standards, they will not work hard enough and achieve as much as they can. If their parents don't show them the importance of learning, they may not have the will to learn.

WHAT NATIONAL STANDARDS ARE AND HOW THEY'RE BEING SET

National standards will describe what all students should know and be able to do at certain grade levels. The standards will encourage students to use their minds well, to solve problems, to think, and to reason.

National standards will provide a focus, not a national curriculum; a national consensus, not federal mandates; voluntary adoption, not mandatory use; and dynamic, not static, applications.

Mathematics standards are already in use in many classrooms. National standards in science, history, civics and government, geography, English, economics, foreign languages, and the arts are now being developed by teachers and scholars. The input of state and local leaders, parents, and citizens is also being sought.

The national standards are meant to be a resource to be used by schools, districts, and states to guide and revise curricula, assessments, teacher preparation, and instruction. All of the elements should be aligned so that everyone and everything involved in education work together to help students learn more.

National standards do not have to be in place before states and communities can begin to develop their own standards. Indeed, some states have already introduced high standards into their classrooms. States and communities can develop their own standards or modify and adopt those developed under national consensus.

Under the Goals 2000: Educate America Act, the Clinton Administration's landmark school reform bill, federal funds would flow to states and communities to help them develop their own rigorous standards and implement their own programs of school reform to help their students achieve the higher standards.

April 5, 1994



UNITED STATES DEPARTMENT OF EDUCATION
UNITED STATES DEPARTMENT OF LABOR



Preparing Students for the High-Wage Jobs of Tomorrow

Skill Standards: What They Are, Why We Need Them

Many Americans are not equipped with the academic and occupational skills that an increasingly complex job market requires. Often, they do not find stable, career-track jobs for five to 10 years after leaving high school. The cost to them, to businesses and to the American economy is staggering.

American students, workers, employers, and educators must be aware of the knowledge and skills that the workplace of today and of the future will demand of them. The Goals 2000: Educate America Act encourages the development and adoption of a system of skill standards and certification of an individual's attainment of such standards. Skill standards identify the specific knowledge, skill, and ability levels needed to perform a given job in a given industry.

Who Benefits?

With a system of skill standards in place:

- **Students** in education and training programs will know what skills are needed for high-wage employment and they can earn a credential that is portable and recognizable by employers and demonstrates they have acquired such skills.
- **Employers and businesses** will have reliable information to assist in evaluating workers' skill levels in making hiring and training decisions. This is especially important for small and medium-sized businesses that cannot afford to develop their own skill assessment systems.
- **Training providers and educators** will be accountable for the services they provide because there will be a method in place to evaluate whether the participants or students have attained skills that are relevant to the demands of the workplace.

- ***Unemployed Americans*** can seek retraining with the confidence that the skills they gain will lead to new employment opportunities.
- ***Labor organizations*** can better determine which skills and training are vital to their members' employment security.

Skill Standards and the *Goals 2000: Educate America Act*

Goals 2000 contains two major components — a system for helping states and localities establish high, voluntary academic standards, and a system to support business, labor, educators, and the public in the development of occupational skill standards. The two are inextricably linked. A new generation of workers — those prepared for high-skill, high-wage jobs — will emerge from a restructured American education system that produces workers firmly grounded in core academic subjects and equipped with skills that are in demand in today's labor market.

To further these goals, the legislation establishes a National Skill Standards Board to encourage and assist partnerships in developing and adopting standards that are relevant to industry. The partnerships — including broad-based representation from business, labor and education — would actually develop the standards. The Board's function would be to provide financial and technical assistance in the development of the standards and to endorse standards that meet objective criteria. Standards endorsed by the Board would be linked to the highest international standards and would promote the transition to high-performance work organizations.

Through the development of broadly defined skill standards, the U.S. will be able to set goals for skill achievement, competencies, and performance that will help create a lifelong learning system for all Americans and will drive our nation's economic growth into the next century and beyond.

April 6, 1994





UNITED STATES DEPARTMENT OF EDUCATION



Goals 2000 A World-Class Education for Every Child

Imagine a school ...

...where everything is designed to ensure that all students can realize their full potential.

...where the teachers, the curriculum, the textbooks and technology, the administration, the parents, the community — all of the people and parts of education — are working together to help students learn.

Imagine a partnership ...

...where all schools can become such a school.

...where organizations at every level — national, state, and local — work together to create and support such schools in every community in the United States.

That's the vision of the **Goals 2000: Educate America Act**, the first major school reform legislation in more than a decade. This landmark law aims to reinvent American schools by creating a framework for establishing high academic and skill standards — and by providing the leadership and support states and communities need to help students reach those standards.

Building on What Works: The **Goals 2000: Educate America** is based upon principles learned from successful school reform efforts in states and communities during the past 10 years. Those principles include:

- Higher expectations for all students. High standards and enriched course content produce better student performance. All students can learn more than we currently ask of them. When we expect more of students, they work harder and achieve more.
- New approaches to teaching. Helping students meet challenging standards requires new ways of teaching. Teacher preparation and professional development programs need to be overhauled and improved.
- Making schools accountable. We need to give schools the tools and flexibility to do their job, and then hold them responsible for results.

- **Building partnerships. We've learned that schools can't do it alone. Parents, educators, students, business, labor, and public, private and nonprofit groups need to be active partners in the reform effort.**

What the Goals 2000: Educate America Act does ...

- **Supports the development of challenging voluntary academic standards that define what students should know and be able to do and offers states and local communities the support they need to put those higher standards to work in their classrooms.**
- **Encourages the development of a new generation of student performance assessments — new methods of gauging student achievement that will be linked to national, state, and local standards and which will be valid, reliable, and free of discrimination.**
- **Supports the creation of voluntary national occupational standards that, with the help of business and labor, will define the knowledge and skills needed for the complex, high-wage jobs of tomorrow.**
- **Supports a "bottom-up," grassroots approach to school reform, with the federal government assisting states and local communities in the development and implementation of their own comprehensive and innovative reform programs.**

A New Federal, State, and Local Partnership ...

- **Each participating state and community will develop and implement a comprehensive improvement plan that raises standards and helps students achieve them. A broad-based leadership team composed of policymakers, educators, business and civic leaders, parents, and others will help create each reform plan. States may adopt national content and performance standards or they may develop their own.**
- **Federal funds will be provided to support state and local improvement efforts. By the second year of funding, 90 percent of the money will flow to local schools and districts to support their reform plans.**
- **Supports the establishment of parent information and resource centers, in order to help provide parents with the knowledge and skills needed to effectively participate in their child's education.**

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You can use this
label to make a
folder if we don't
already have one.
Then file contents
of this binder in it.

Roz

THE WHITE HOUSE

WASHINGTON

November 29, 1993

Dr. Beverly Johnson
Department of Health, Physical
Education and Recreation
Health and Physical Ed Building
Norfolk, VA 23529-0196

Dear Dr. Johnson:

Thank you for contacting me about adding comprehensive health education to the National Education Goals. Along with health care reform generally, health education is very important to the Clinton Administration.

As you may already know, health education is already addressed in two of the existing Goals. One of the objectives for Goal 1 is that "children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems." One of the objectives of Goal 6 is that "Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education ..."

The six Goals were adopted in 1990 by former President Bush and the nation's governors, led by then Governor Bill Clinton. This Administration is committed to enacting these Goals as agreed to during this bipartisan effort.

Again, thank you for contacting me about this very important issue.

Warmest regards,



Carol H. Rasco
Assistant to the President
for Domestic Policy

CHR/WAG/pl

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OLD DOMINION UNIVERSITY

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Health and Physical Education Building
Norfolk, Virginia 23529-0196
Phone: (804) 683-4995
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for response

September 15, 1993



Carol Rasco
Assistant to the President
for Domestic Policy
The White House, West Wing
Washington, DC 20500

Dear Ms. Rasco:

At the next meeting of the National Education Goals Panel, I urge you to add comprehensive school health education to the nation's education goals and to encourage the development of health education standards.

Health education is essential to all Americans having productive and fulfilling lifestyles. Evidence indicates that students who are healthy are ready to learn. In addition, health education addresses many of the greatest public health concerns of our times such as youth violence, teen suicide, alcohol and substance abuse, and adolescent pregnancies. These actions increase substantially health care costs at both ends of the age spectrum.

Please consider that the most effective way of getting children ready to learn, obtaining a 90 percent graduation rate, offering safe, disciplined, drug-free schools and of reducing health care costs is to educate the public for health beginning with children.

By adding comprehensive school health education to the nation's education goals and encouraging the development of health education standards, you will be benefitting all Americans.

Thank you for your attention.

Sincerely,

Dr. Beverley Johnson, Chair
Department of Health, Physical
Education and Recreation
Affiliation ODU

Dr. Paul Heine
Dr. Michael Brown
Dr. Ladd Colston
Mr. Marion Carroll
Dr. Liz Dowling
Dr. Hiro Hamada
Dr. Charles Jackson
Mrs. Betsy Kennedy

Dr. Rick Kreider
Dr. Brian Leutholtz
Dr. Diego Redondo
Dr. David Swain
Dr. Bonnie Tjeerdsma
Dr. Patrick Tow
Dr. Melvin Williams

THE WHITE HOUSE

WASHINGTON

August 6, 1993

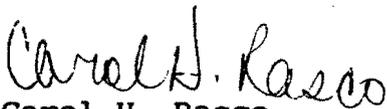
Robert V. Brannum, President
The Bloomingdale Civic Association
158 Adams Street, NW
Washington, DC 20001

Dear Mr. Brannum:

Thank you very much for your thoughtful letter. I was particularly gratified by your support for the six national education goals. As you may know, as governor of Arkansas, Bill Clinton was instrumental in crafting these goals and bringing them to nationwide attention. Now, as President, he is trying to make them the pole-stars of education reform in every state through his Goals 2000: Educate America Act. While some differences remain between the Administration and the congress concerning specific provisions of this bill, the President remains hopeful that it can be enacted into law well before the end of this year.

On another matter: as you suggest, the Administration is indeed reviewing the Presidential Executive Order on HBCUs. We intend to issue a revised and strengthened order as soon as possible, and we are consulting widely to ensure that the White House would welcome your suggestions on this matter--indeed, on all matters of mutual concern.

Sincerely,



Carol H. Rasco
Assistant to the President for
Domestic Policy

CHR:rk

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DRAFT

Dear Mr. Brannum:

Thank you very much for your thoughtful letter. I was particularly gratified by your support for the six national education goals. As you may know, as governor of Arkansas, Bill Clinton was instrumental in crafting these goals and bringing them to nationwide attention. Now, as President, he is trying to make them the pole-stars of education reform in every state through his Goals 2000: Educate America Act. While some differences remain between the Administration and the Congress concerning specific provisions of this bill, the President remains hopeful that it can be enacted into law well before the end of this year.

On another matter: as you suggest, the Administration is indeed reviewing the Presidential Executive Order on HBCUs. We intend to issue a revised and strengthened order as soon as possible, and we are consulting widely to ensure that the White House Initiative on HBCUs is even more effective in the future. We would welcome your suggestions on this matter--indeed, on all matters of mutual concern.

Sincerely,

CHR

The Bloomingdale Civic Association

158 Adams Street, N.W. · Washington, D. C. 20001
(202) 232-5850

Robert V. Brannum
President

AUG -2 REC'D

Deelston

I need draft
letter for my
signature.

Thanks!
CJR

30 July 1993

The Honorable Carol H. Rasco
Assistant to the President for
Domestic Policy
The White House
Washington, D. C. 20500

Dear Ms. Rasco:

I am Robert V. Brannum and I am President of the Bloomingdale Civic Association. As a supporter of President Clinton, I am encouraged he seeks to stay close to the American public. The President's response to the current flood crisis illustrates to the people of America the federal government can react quickly and effectively in a national emergency. It is my belief this new government can bring about the change talked about during the presidential campaign, to benefit all Americans. Moreover, I appreciate a President who seeks to get the views of individuals and organizations other than those persons and organizations representing the usual groups of "official Washington".

As you advise the President on critical issues affecting our nation, I do hope serious discussions are given to the issue of education. As an African American who has previously worked in the higher education arena, I have a special interest in seeking the advance of African Americans through education. African Americans have long recognized the importance and value of education toward self reliance and racial pride.

Please know I support the six national education goals of the Department of Education and the Goals 2000: Educate America Act. I commend the Departments of Education, Justice, Health and Human Services, and the Office of National Drug Control Policy for participating in the Satellite Town Meeting on drugs and violence in our schools and communities, held at the U.S. Chamber of Commerce on 20 July 1993. If education is to be central to America being able to compete in the world economy, clearly safe schools are essential.

Another issue I wish this Administration reviews is the Presidential Executive Order on Historically Black Colleges and Universities (HBCUs). As you know, this Executive Order is designed to direct federal departments and agencies to remove barriers which limit or may inhibit historically black colleges and universities participation in federal programs.

In reviewing the Administration positions on education issues at all levels (pre-k to post-secondary), I do hope an analysis is made of the current Executive Order on HBCUS with an effort to strengthen its impact and delivery. I am also recommending the Administration studies the impact of the "foreign student surcharge" applied to foreign students attending Howard and Gallaudet Universities which has been mandated by Congressional legislation.

I appreciate this opportunity to share my thoughts with you and look forward to participating in this President's goal of having the federal government respond to the people of this nation.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert B. Ryan". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

THE WHITE HOUSE
WASHINGTON

June 30, 1993

MEMORANDUM FOR THE PRESIDENT

FROM: RICHARD W. RILEY
Secretary of Education

WILLIAM A. GALSTON
Deputy Assistant to the President

SUBJ: House Amendments to GOALS 2000 legislation

file ↗

Introduction

As you know, from the start there have been significant differences between your Administration's approach to education reform and the approach of many House Democrats on the Education and Labor Committee. In particular, many members do not trust governors and the states, lack a deep commitment to the national education goals, and are fixated on their own definition of educational equity.

We have been fighting every day for several months to preserve the essentials of your position against repeated assaults. It was for this reason that you took the step of writing to the full committee at the beginning of this month to express your opposition to key amendments being proposed by individual members.

Your letter, a copy of which is attached, was favorably received by many governors and received the unanimous endorsement of the National Education Goals Panel at its mid-June meeting. We sought to reinforce the letter through repeated direct personal contacts with virtually every member of the committee. These efforts did not, however, dissuade Education and Labor committee members from adopting a number of amendments to which you had taken explicit exception in advance. The purpose of this memorandum is to acquaint you with the content of those amendments and to outline our strategy for dealing with them.

Amendments to the Goals 2000 bill

At the full committee mark-up last week, there were more than 50 amendments to the GOALS 2000 legislation. While many of these were technical in nature and had no significant impact, a number of amendments significantly altered important features of the bill.

National Education Goals Panel: The role of the Goals Panel in the standard-setting process has been diminished. Rather than provide final review and approval of the decisions of the National Education Standards and Improvement Council regarding the certification of standards, the Panel's role will be limited to reviewing and commenting on the Council's proposed decisions. Further, instead of nominating the pool of candidates from which the President will name the members of the Council, under the House provisions the Panel will name only four of twenty Council members. The President will name eight members, and the Senate Majority Leader and the Speaker of the House will each name four.

In addition the Secretary of Education will now serve as an ex officio, voting member of the Goals Panel, if the Secretary has not been named as one of the two Presidential appointees to the Panel. If appointed in this fashion, the Secretary would upset the current partisan balance of the Panel by giving the Administration's party an additional member.

Opportunity to Learn Standards: At the full committee mark-up a substitute was offered and passed to the "Reed amendment" adopted earlier by the subcommittee, which had required that states describe "specific corrective actions" they will take to address the needs of schools or districts that failed to meet the opportunity-to-learn standards. The substitute, also by Mr. Reed, now requires that states describe the "procedures they will" use to ensure that all schools or districts meet the content and opportunity to learn standards. This change meets a number of the specific objections raised in your letter. The amendment is still troublesome, however, and failed to gain Republican support, in part because it was seen as unduly restricting state flexibility.

This amendment is but one of a number of amendments regarding opportunity to learn standards previously passed at subcommittee mark-up. The cumulative effect of these amendments is to broaden the initial scope of opportunity to learn standards, reduce the flexibility accorded to states in defining opportunity to learn standards and incorporating them into an overall reform strategy, and generally elevate the significance of these standards to an unwarranted level.

National Education Goals: At the mark-up there were a number of changes to the objectives for the National Education Goals. One revises the school readiness objective addressing nutrition and health care, adding language about children "maintaining mental alertness necessary to be prepared to learn". A second adds an objective to the safe, disciplined and drug free schools goal, indicating that school districts should have policies to keep schools free of weapons and violence. In addition, civics and government have been added to the list of subjects in the student achievement goal.

A wholly new goal on teacher development was added during the subcommittee mark-up. There is also a strong chance that during floor debate, the Senate will add a goal on parental involvement, introduced by Senator Hatfield with the support of National PTA. (Rep. McCurdy is spearheading this effort in the House.)

Legislative Strategy

At present, the Senate version of the bill is very close to the initial Administration bill and is far preferable to the House committee version. We are now working to determine the best strategy for producing a final version of the bill that is as close to your original bill.

Secretary Riley and Howard Paster are scheduled to meet Thursday with Bill Ford to discuss how best to approach the floor vote and the conference committee. As a result of this discussion, we will decide how to handle the matter on the House floor. One option is an aggressive floor effort led by moderate Democrats to strip out the most objectionable committee amendments. The other possibility is to hold our fire until the House/Senate conference and in the meantime put out a very strong statement in favor of the Senate version.

We believe that, in the final analysis, a bill that weakens bipartisan support for education reform and puts your Administration in the position of supporting unwarranted federal intrusion into state education reform efforts would be worse than no bill at all. We continue to hope that the conference process will produce a satisfactory outcome. But if it does not, we will not hesitate to tell you the bad news and to recommend killing the bill.

THE WHITE HOUSE

WASHINGTON

June 3, 1993

Dear Mr. Chairman:

On April 22 I transmitted to you my education reform bill, "Goals 2000: Educate America Act." As you approach full committee mark-up, I want to reiterate my strong support for the bill and the principles on which it is based.

Secretary Riley and I have both spent a tremendous amount of time and energy during our years in public service focusing on education reform. As Governors, we understood that in order to improve the economy of our states we had to improve the quality of education. We recognize your own longstanding commitment to improving education for every child. The question is how best to promote the goals we all share. Right now, many schools are not meeting the needs of our students or the demands of our economy for a more skilled, more adaptable work force. Without successful school reform across America, our nation's character and its economic strength are in peril.

The Goals 2000 bill builds on the lessons we have all learned during the past decade of school reform:

- o It provides national leadership and sets national benchmarks, but it recognizes that education remains primarily a state and local responsibility. We believe that for reform to be successful, it has to be bottom-up and that the states must play the coordinating role. We have an obligation at the national level to support states and communities in their efforts to help all children, including those with special needs, but we cannot mandate a state's fiscal priorities. We believe our approach to opportunity-to-learn standards achieves this balance. Amendments which require states, as a condition of federal support, to commit to specific corrective actions for schools that fail to meet these standards go too far. These requirements will impede states' efforts to focus accountability on results. In addition, they will require states to commit to specific actions even before the nature of the problem is known. For these reasons, this type of requirement will be a disincentive for states to participate in reform efforts. I urge you not to support amendments that expand the definition or role of opportunity-to-learn standards.
- o Education is not a partisan issue. This bill sets out to forge new partnerships not only between the different levels of government, but between our two parties. Without

bipartisan support across all levels of government, our reform efforts will fail. The National Education Goals Panel, charged with measuring our progress toward reaching the National Education Goals, must remain a bipartisan body. Any amendments to change its partisan balance will undermine the Panel's credibility and I urge you to oppose them.

- o The National Education Goals Panel was established to hold states and the federal government accountable for their efforts to achieve the National Education Goals. As outlined in the bill, it is comprised of representatives from the Administration, Congress, the Governors and State Legislatures. It is the vehicle through which these representatives can agree on the credible measures that will be used to judge progress. I might add that I led the fight to establish this Panel, so that we could ensure that those responsible for establishing the goals could not walk away from them when it was time to judge progress toward achieving them. Any amendments which alter the composition or limit the responsibilities of the Panel, including its role in nominating members for the National Education Standards and Improvement Council, will undermine the Panel and I oppose them.

- o The six National Education Goals established in 1990 have served as a rallying point in communities all across this country. The goals have been widely accepted by states and communities as well as by education and business groups. Many of the major education and business organizations have adopted and are currently using the six goals as benchmarks for linking their own education reform efforts to a national framework. Over 2,000 communities have created task forces and their own action plans to reach the six goals. Changes in the goals at this time will unnecessarily disrupt these ongoing efforts. I urge you to endorse the six goals as they stand and allow the nation to continue its progress toward reaching them.

We have a tremendous opportunity to provide national leadership on education reform. Together, we can build the kind of education system that will help our students succeed. The "Goals 2000: Educate America Act" is a critical step in the right direction. I urge you to take prompt and favorable action on this legislation.

With best wishes,

Sincerely,



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

April 20, 1993

DRAFT Outline of Goals 2000: Educate America Act

Note: The following outline is based on conversations with U.S. Department of Education staff as of 4/20/93. The actual text of the bill has not been made available at this time. However, the bill text is not expected to change much prior to its introduction later this week. Secretary Riley is scheduled to testify before the House Education and Labor Committee on Thursday, April 22, regarding this legislation.

Title I:

Codify the National Education Goals and objectives. Add arts and foreign language to Goal 3.

Title II:

- a) Codify the National Education Goals Panel.
(add four state legislators to the existing Panel)

Duties of the panel include:

- building a national consensus for education improvement;
- reporting annually on progress made in achieving the national education goals; and
- approving or disapproving the criteria for content, performance, and opportunity to learn standards developed by the National Education Standards and Improvement Council and the actual standards. Disapproval of the criteria will be accompanied by comments;
- approving or disapproving the criteria for certifying assessments developed by the National Education Standards and Improvement Council.

\$3,000,000 is authorized for the work of the Panel.

- b) Establish the National Education Standards and Improvement Council Appointed by the President, the twenty-member council would include five professional educators; five public representatives (including state and local officials); five employers and/or higher education representatives; and five additional experts. The Panel shall nominate a pool of sixty qualified individuals, including fifteen individuals from each of the categories listed above, from which the President shall appoint a twenty-member council. \$3,000,000 is authorized for the Council.

Duties of the Council include work in the areas of content standards, assessments, and opportunity-to-learn standards.

Contents Standards Duties include:

- identifying areas in which content standards need to be developed;
- certifying voluntary national content and student performance standards and forwarding such standards to the Panel for approval;
- identifying and developing criteria to be used in certifying voluntary content and student performance standards and forwarding such criteria to the Panel for approval;
- stimulating the development of voluntary, pilot curricula that use a variety of approaches to integrate multiple content standards into coherent instructional programs for all students; and
- certifying state content standards submitted on a voluntary basis by states if such standards are comparable in rigor and quality to the national standards.

Assessments Duties include:

- developing criteria for certifying assessments and prior to the use of such criteria, forwarding the criteria to the Goals Panel for approval;
- certifying systems of assessments presented on a voluntary basis by states if such systems are aligned with a state's content standards as certified by the Council. The Council shall certify a system of assessments only if it will not be used to make decisions regarding graduation, grade promotion, or retention of students for a period of five years from the date of enactment; and

Opportunity to Learn Duties include:

- certifying exemplary, voluntary opportunity-to-learn standards which will establish a basis for providing all students a fair opportunity to learn. The opportunity-to-learn standards shall be sufficiently general to be used by any state without restricting the states and local prerogatives regarding instructional methods. Such standards shall be forwarded to the Panel for approval.

- The opportunity-to-learn standards shall address the:
 - quality and availability of curriculum;
 - capability of teachers to provide quality instruction in each area;
 - extent to which teachers and administrators have ready and continued access to best knowledge about teaching and learning;• the extent to which curriculum, instructional practices, and assessment tools are linked to content standards; and
 - other standards as deemed appropriate.
- assisting the Secretary in the development of voluntary opportunity-to-learn standards by making recommendations regarding the priorities and selection criteria for the award to a consortium to develop voluntary, national opportunity-to-learn standards. The consortium would include the participation of Governors (except those serving on Panel), chief state school officers, teachers, principals, superintendents, state and local school board members, parents, state legislators (except those serving on the Panel), representatives of regional accrediting agencies, and representatives of civil rights groups. \$1,000,000 is authorized for the work of the consortium.
- certifying opportunity-to-learn standards presented on a voluntary basis by states if such standards are consistent with the national opportunity-to-learn standards certified by the Council.

The Secretary is authorized to make grants to states and local education agencies to help defray the costs of developing, testing and evaluating systems of assessments that are aligned to state content standards certified by the Council. \$5,000,000 is authorized for this grant program.

Title III:

The bill's state systemic reform provisions would authorize an effort to promote coherent and coordinated change in our system of education at the federal, state and local levels in order to achieve the national education goals.

In order to be eligible to draw down its allotment, a state would be required to develop a systemic reform plan to improve schools. The plan would be developed by a panel on which half of the members would be appointed by the Governor and half by the chief states school officer. In addition, the panel shall consult the Governor, the chief state school officer, the relevant legislative committee chairs, and the state school board in developing the plan. Each plan shall provide for the development or establishment of opportunity to learn standards such as those developed by the Council above; outline a process for establishing content and performance standards for all children; describe changes in governance and leadership structures needed to reform the system; include comprehensive strategies to involve parental and community support and involvement in helping all students meet the standards; and shall ensure that all local educational agencies and schools are involved in developing and implementing the plan. A portion of the funds shall be made available to local education agencies.

Once developed by the panel, the plan shall be submitted to the state education agency for approval. The state education agency shall submit the plan to the Secretary for approval along with an explanation of any changes made to the plan by the state education agency. If any portion of the plan is not under the authority of the state educational agency, such as early childhood or postsecondary education issues, then the state educational agency shall obtain the Governors' approval.

The Secretary is authorized to waive some statutory and regulatory requirements to the extent that such requirements impede the ability of the states to carry out a reform plan.

The Secretary may provide technical assistance to states and local education agencies and conduct research on systemic reform efforts.

\$393,000,000 is authorized for Title III for Fiscal 1994 and such sums as may be necessary for each of the following five years.

4/20/93

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FACT SHEET

GOALS 2000: EDUCATE AMERICA ACT

The "Goals 2000: Educate America Act" is designed to support states, local communities and schools in reinventing the American education system so that all students can reach internationally competitive standards and our nation can reach the National Education Goals. Nothing short of a complete overhaul of our elementary and secondary education system will lead to the educational improvements required for our Nation to respond to technological and economic changes throughout the world, as well as social and demographic trends at home.

Education is and always has been primarily a state responsibility. States have always been the "laboratories of democracy". Individually and collectively they have worked to improve education over more than a decade. Their efforts, together with those of local education agencies and individual schools, have yielded significant lessons about how our education system can and must be changed.

These lessons, incorporated into GOALS 2000, provide the basis of a new partnership between the federal government, and states and local communities. This new partnership is not one of mandates but of persuasion. It promotes change and supports improvement by setting a long term direction, and providing a framework and resources to assist efforts in that direction.

The Goals 2000: Educate America Act is designed to help states strengthen, accelerate and sustain their own improvement efforts. To accomplish this, it will stimulate and support fundamental change in local communities and individual schools, so that improvements are systemwide and address the needs of all students regardless of background, rather than being limited to a few isolated instances.

The framework for the "Goals 2000: Educate America Act" is the Six National Education Goals and their objectives, which were established in 1990 by the President and the nation's Governors. These goals and objectives embrace the principles of improving teaching and learning, challenging all students, creating partnerships to include every segment of our society in the purpose of education, and supporting life-long learning.

Though voluntary, the pursuit of these goals must be the work of our nation as a whole and the success of this project will rely heavily on the formulation of partnerships between all levels of government, business, labor, schools and school districts, communities, parents and students.

Is state ^{aiming} toward higher standards?

Is state putting forth a comprehensive plan
to do above?

HOW "GOALS 2000: EDUCATE AMERICA" WILL WORK

Title I: National Education Goals

Title I codifies into law the six National Education Goals and their objectives. By enacting the "Goals 2000: Educate America Act," Congress becomes a full partner, with the President and the nation's Governors, in providing a national vision of what we must strive to achieve by the year 2000. Recognizing that learning begins at birth and continues throughout life, the goals provide a framework for a new education system for the 21st century. These goals must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential.

Title II: National Education Reform Leadership, Standards, and Assessments

National Education Goals Panel

Title II establishes in law the National Education Goals Panel. The Panel has responsibility for reporting annually on state and national progress toward achieving the National Education Goals and for keeping this nation focused on the steps necessary to meet the goals. It also has responsibility for promoting the effort to develop voluntary national content and opportunity-to-learn standards.

Membership

The bi-partisan panel will be composed of two members appointed by the President, eight ^{5/8} governors, four members of Congress, and four members of state legislatures.

Funding

The proposed legislation authorizes \$3 million for the Panel for fiscal year 1994, and such sums as necessary through fiscal year 1998.

Responsibilities

Each year the Panel will report progress toward achieving the National Education Goals. It will also work to build and

maintain public support for the educational reforms necessary to achieve the goals.

The panel will review and approve the criteria the National Education Standards and Improvement Council (NESIC) will use to certify voluntary national content and student performance standards and voluntary opportunity-to-learn standards. It will also approve the standards themselves once certified by NESIC. In addition, the Panel will approve the criteria for certification of state assessments.

National Education Standards and Improvement Council (NESIC)

*Overlapping
in that Sec.
of Labor*

Title III also establishes a National Education Standards and Improvement Council.

All students can learn more and to much greater depth than they do presently. Too many children and youth receive a watered down curriculum and suffer from expectations that are too low. The nation needs clear standards of what all students should know and be able to do and clear statements of what it will take to provide all of them the opportunity to meet these standards. The National Education Standards and Improvement Council (NESIC) is responsible for stimulating and certifying high quality benchmarks (in the form of voluntary national examples) for states to work toward as they adopt or develop their own content and student performance standards, assessments, and opportunity-to-learn standards. This will provide a substantial incentive for states to create the very best and most equitable set of standards and assessments.

Membership

The National Education Standards and Improvement Council (NESIC) will be comprised of twenty members, appointed by the president, who will select from a panel of at least sixty persons nominated by the goals panel. These members will include educators, members of the public, representatives of business and higher education, and curriculum, assessment and reform experts.

Funding

The legislation authorizes \$3 million for fiscal year 1994 and such sums as necessary through fiscal year 1998 to establish and operate the Council.

The legislation authorizes \$1 million for fiscal year 1994 and such sums as necessary for fiscal year 1995 to fund a consortium of individuals and organizations which will develop voluntary national opportunity-to-learn standards.

The legislation authorizes \$5 million for fiscal year 1994 and such sums as necessary through fiscal year 1998 to state and local education agencies to help defray the costs of developing, field testing, and evaluating systems of assessments.

Responsibilities

NESIC will examine and certify national and state content standards, opportunity-to-learn standards, and assessment systems.

At the National Level

- **Content Standards:** The Council will work with appropriate organizations to determine criteria for certifying voluntary content standards, to ensure that they are internationally competitive, that they reflect the best knowledge about good teaching and learning, and have been developed through a broad-based and open process.

National organizations in each of the subject areas (i.e. the National Council of Teachers of English, and the National Academy of Sciences) will develop voluntary national curriculum content standards to be certified by NESIC. These standards will serve as voluntary benchmarks of quality to inform states as they adopt or develop their own standards. Once the standards are developed, they will be certified by the Council if they are consistent with the criteria.

- **Opportunity-to-Learn Standards:** The Council will develop criteria for certifying exemplary voluntary national opportunity-to-learn standards that will establish a basis for giving all students the opportunity to achieve the knowledge and skills set out in the national content standards certified by the council. These standards will serve as voluntary benchmarks of quality for states as they develop or adopt their own opportunity-to-learn standards.
- With the advise of NESIC, the Secretary will award a grant to a consortium of educators, policy makers, advocates and others who will develop model opportunity-to-learn standards.

These standards will address the quality and availability of curriculum, instructional materials and technologies; the capabilities of teachers to provide quality instruction in each content area; the extent to which teachers and administrators have access to professional

development; and the extent to which curriculum, instructional practices, and assessments are aligned to content standards. The standards will be sufficiently general so they can be adopted by any state without restricting state and local prerogatives regarding instruction.

- **Assessments:** The Council will work toward the development of criteria for certifying assessments that are consistent with the content standards. These assessments can be used to exemplify for students, parents and teachers the kinds and levels of student achievement that is expected, improve classroom teaching and learning, inform students, parents and teachers about student progress toward achieving the content standards, and measure and motivate individual students, schools, districts, States and the Nation to improve educational performance.

As a result of ongoing development work by States and by other entities to develop projects, portfolio's and other innovative performance assessments, the state of the art of developing assessments, which measure challenging content standards, is rapidly changing. The Council will initially work to help advance the state of the art and to develop certification criteria by recommending needed research, providing a public forum for discussion and debate, and by encouraging the development and field testing of assessment systems at the state and local level.

In not less than three nor more than four years, the Council will develop criteria for the voluntary certification of State assessment systems. The Council will be prohibited from certifying assessments which are to be used for making decisions about individual students regarding such matters as promotion, program placement or graduation.

At the State Level

- On a voluntary basis, States may submit to the Council their own content, student performance and opportunity-to-learn standards for certification that they are consistent with the national standards.
- On a voluntary basis, States may submit their student assessment systems, for certification that they meet the Council's criteria.

Chair of
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Title IV: National Workforce Standards Board *Sec. of Ed. on this*

Title IV establishes a National Workforce Standards Board. America needs a high-skill, high-quality workforce to meet the economic challenges before us. American workers, employers, and training providers and educators must know what knowledge and skills are expected. This bill encourages the development and adoption of a voluntary national system of skill standards and certification. This effort is a critical step in establishing a life-long learning system that provides opportunities for all adult Americans, including high school students not planning on attending four year colleges, unemployed and dislocated workers, and those already in the workforce who desire to upgrade their skills.

Membership

The National Workforce Standards Board will be comprised of 28 members who represent employers, labor unions, educators and vocational trainers.

↓ overlap ↓ overlap

Funding

The legislation authorizes \$15 million for fiscal year 1994 and such sums as necessary through fiscal year 1998 to establish and operate the Board.

Responsibilities

The Board will identify broad clusters of major occupations and the skills that are common to occupations in each cluster. It will also identify the high skills and standards needed in each cluster and match those needs to curriculum, work experience, training, and training material.

The Board will also create a system of assessment and certification of skill standards using a wide range of evaluation techniques. Information on these skill standards will be revised to keep abreast of changes in occupational needs and technological innovations.

By creating such a board, employers needs will be matched with trained workers, workers will be able to prove their expertise and increase their skills over time, and dislocated workers

can be retrained to match actual economic needs.

Title III: State and Local Systemic Improvement

The purpose of this Title is to provide a framework and resources to support, accelerate and sustain state and local improvement efforts aimed at helping all students reach challenging content standards.

States have long been "laboratories of democracy," especially in education. Over the last several years, through state and local efforts, much has been learned about the components of effective, lasting and large scale education improvement. These lessons point toward a systemic approach to education improvement, centered on developing challenging content standards and aligning assessments, opportunity-to-learn standards and the preparation and continued professional development of teachers with the content standards. Title III reflects these and other related lessons and assists all states to incorporate them into their own reforms. States with improvement efforts already underway will be able to use the funds provided in Title III to develop more comprehensive strategies and to advance the pace of their reforms. Title III will also provide incentives to additional states to initiate new improvement efforts in order to help all students reach challenging content standards.

Title III challenges states to:

Establish A Structure And Process For Developing a State Improvement Plan

- The state improvement plan would be developed by a broad-based panel comprised of the Governor, the Chief State School Officer, the chairman of the state board of education, the chairmen of the appropriate authorizing committees of the state legislature, or their designees, teachers, principals, and administrators, and representatives of business, labor, and members of the public. The Governor and the Chief State School officer will each appoint half the members of the state panel and jointly select the chairperson.
- The panel will be responsible for conducting a statewide grass-roots outreach process in order to develop the improvement plan. As a part of this process, the panel is asked to consult with local school districts and schools that are at the cutting edge of systemic reform.

Develop A Comprehensive Improvement Plan

Each state will be asked to develop a plan that addresses:

- Strategies for development of content standards, student assessments, student performance standards, and plans for teacher training.
- School-based opportunity-to-learn standards. State plans must spell out each state's proposal to ensure that all children in the state have well trained teachers, challenging curriculums, and access to new technologies.
- Management and governance plans that include strategies for creating better outcomes for students. These would include giving educators in each school the flexibility to achieve high results, strategies for overhauling teacher preparation plans, and developing new ways to license, select and reward teachers.
- Strategies to involve parents and the community in the creation of high academic standards, finding ways to spread good ideas throughout the school districts, and developing plans that make sure reforms that come up from the schools, communities and districts are implemented.
- Strategies to ensure that all local education agencies and schools in the state are involved in developing and implementing needed improvements.
- Strategies for ensuring that systemic reform is promoted from the bottom up in communities, local education agencies, and schools.

Provide Funds to Local Districts and Schools and Institutions of Higher Education

The effective implementation of a State's plan is dependent on closely related changes that must be made in local school districts and individual schools. Local school districts and individual schools must develop their own improvement plans which both reflect and shape the overall state approach, and which take into account unique local circumstances. In addition, the success of any improvement plan--at the school building, local district or State level--is dependent upon continuously strengthening the capacity of classroom teachers to help all students, regardless of their background, learn challenging content. For these reasons, states are required to utilize a significant share of their funds under this title for:

- grants to local education agencies for the development and implementation of local improvement plans which address the same components as those required in the state plan;
 - local education agencies which receive these grants are required, in turn, to utilize the vast majority of these funds to support the development and implementation of improvement plans initiated at the individual school building level;
- grants to institutions of higher education, local education agencies and nonprofit organizations, or consortia of thereof, for the improvement of preservice teacher education and professional development activities.

Funding

Title III authorizes \$393 million for fiscal year 1994, and such sums as may be necessary for each of the fiscal years 1995 through 1998.

Funds Provided to States: Ninety-three percent (93%), will be allocated to states through a formula based half on states' relative amounts of funding under chapter 1 of title I of the Elementary and Secondary Education Act of 1965, and half on the relative amount each state receives under part A of chapter 2 of title I.

- If funding for Title III is at least \$100 million, then a state must use at least 50% of its funds in its first year of funding under this title for subgrants to local education agencies for the development and implementation of local improvement plans, and for subgrants to institutions of higher education, local education agencies, private not-for-profit organizations, or consortia thereof, for the improvement of preservice teacher education and continued professional development. If funding for Title III is less than \$100 million in its first year of funding, a state may use its funds for these subgrants. The remainder of the state's funds under this title will be used to develop, revise, expand, or implement a state education improvement plan.
- In the second and subsequent years of funding under this title, a state must use at least 85% of its funds for subgrants for the purposes described above.

- o Of the funds available to support the development and implementation of state improvement plans, states may use these funds for a variety of purposes, including,
 - the development or adoption of content, performance or opportunity to learn standards, and assessment tools linked to the standards;
 - the development of performance-based accountability and incentive system at the school level;
 - promoting public charter schools and other mechanisms for increasing choice among public schools.

- o Funds provided to local education agencies for the development and implementation of local improvement plans:
 - must be awarded on a competitive basis;
 - must be used to address the same components that states are required to address in state improvement plans, through a broad-based planning process;

- o Local education agencies receiving funds from states under this title must use at least 75% of these funds in its first year of support, and 85% in subsequent years, to support individual school improvement initiatives directly related to providing all students in the school the opportunity to meet challenging state content and performance standards.
 - At least 50% of the funds provided to individual schools by local education agencies under this title must be made available to schools with a special need for such assistance, as indicated by a high percentage of students from low income families, low student achievement, or other appropriate criteria.

Funds for outlying areas and schools operated by the Bureau of Indian Affairs: One percent (1%) of the funds will be utilized for outlying areas and schools operated or funded by the Bureau of Indian Affairs.

Funds for National Leadership Activities: Six percent (6%) of the funds will be used for national leadership activities at the discretion of the Secretary of Education. This may include such activities as the provision of technical assistance, the collection of data, and the review of state

plans.

- Half of the funds set aside for national leadership will be used to support the development and implementation of systemic reform plans in urban or rural districts serving large numbers or concentrations of disadvantaged students.

While these reforms are being implemented, the second part of our school improvement strategy will be underway. The Administration will press for the reauthorization of the Elementary and Secondary Education Act (ESEA) and other elementary and secondary education programs; reauthorization of the Office of Educational Research and Improvement (OERI), as well as a new school-to-work transition initiative. These efforts are designed to reinforce the Goals 2000: Educate America Act.

FACT SHEET

GOALS 2000: EDUCATE AMERICA ACT

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These lessons, incorporated into GOALS 2000, provide the basis of a new partnership between the federal government, and states and local communities. This new partnership is not one of mandates but of persuasion. It promotes change and supports improvement by setting a long-term direction, and providing a framework and resources to assist efforts in that direction.

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The framework for the "Goals 2000: Educate America Act" is the Six National Education Goals and their objectives, which were established in 1990 by the President and the nation's Governors. These goals and objectives embrace the principles of improving teaching and learning, challenging all students, creating partnerships to include every segment of our society in the purpose of education, and supporting life-long learning.

Though voluntary, the pursuit of these goals must be the work of our nation as a whole. The success of this project will rely heavily on the formulation of partnerships between all levels of government, business, labor, schools and school districts, communities, parents and students.

HOW "GOALS 2000: EDUCATE AMERICA" WILL WORK

Title I: National Education Goals

Title I codifies into law the six National Education Goals and their objectives. By enacting the "Goals 2000: Educate America Act," Congress becomes a full partner, with the President and the nation's Governors, in providing a national vision of what we must strive to achieve by the year 2000. Recognizing that learning begins at birth and continues throughout life, the goals provide a framework for a new education system for the 21st century. These goals must be achieved if the United States is to remain competitive in the world marketplace and our citizens are to reach their fullest potential.

Title II: National Education Reform Leadership, Standards, and Assessments

National Education Goals Panel

Title II establishes in law the National Education Goals Panel. The Panel has responsibility for reporting annually on state and national progress toward achieving the National Education Goals and for keeping this nation focused on the steps necessary to meet the goals. It also has responsibility for promoting the effort to develop voluntary national content and opportunity-to-learn standards.

Membership

The bi-partisan panel will be composed of two members appointed by the President, eight governors, four members of Congress, and four members of state legislatures.

Funding

The proposed legislation authorizes \$3 million for the Panel for fiscal year 1994, and such sums as necessary through fiscal year 1998.

Responsibilities

Each year the Panel will report progress toward achieving the National Education Goals. It will also work to build and

maintain public support for the educational reforms necessary to achieve the goals.

The panel will review and approve the criteria the National Education Standards and Improvement Council (NESIC) will use to certify voluntary national content and student performance standards and voluntary opportunity-to-learn standards. It will also approve the standards themselves once certified by NESIC. In addition, the Panel will approve the criteria for certification of state assessments.

National Education Standards and Improvement Council (NESIC)

Title III also establishes a National Education Standards and Improvement Council.

All students can learn more and to much greater depth than they do presently. Too many children and youth receive a watered down curriculum and suffer from expectations that are too low. The nation needs clear standards of what all students should know and be able to do and clear statements of what it will take to provide all of them the opportunity to meet these standards. The National Education Standards and Improvement Council (NESIC) is responsible for stimulating and certifying high quality benchmarks (in the form of voluntary national examples) for states to work toward as they adopt or develop their own content and student performance standards, assessments, and opportunity-to-learn standards. This will provide a substantial incentive for states to create the very best and most equitable set of standards and assessments.

Membership

The National Education Standards and Improvement Council (NESIC) will be comprised of twenty members, appointed by the president, who will select from a panel of at least sixty persons nominated by the goals panel. These members will include educators, members of the public, representatives of business and higher education, and curriculum, assessment and reform experts.

Funding

The legislation authorizes \$3 million for fiscal year 1994 and such sums as necessary through fiscal year 1998 to establish and operate the Council.

The legislation authorizes \$1 million for fiscal year 1994 and such sums as necessary for fiscal year 1995 to fund a consortium of individuals and organizations which will develop voluntary national opportunity-to-learn standards.

The legislation authorizes \$5 million for fiscal year 1994 and such sums as necessary through fiscal year 1998 to state and local education agencies to help defray the costs of developing, field testing, and evaluating systems of assessments.

Responsibilities

NESIC will examine and certify national and state content standards, opportunity-to-learn standards, and assessment systems.

At the National Level

- o **Content Standards:** The Council will work with appropriate organizations to determine criteria for certifying voluntary content standards, to ensure that they are internationally competitive, that they reflect the best knowledge about good teaching and learning, and have been developed through a broad-based and open process.

National organizations in each of the subject areas (i.e. the National Council of Teachers of English, and the National Academy of Sciences) will develop voluntary national curriculum content standards to be certified by NESIC. These standards will serve as voluntary benchmarks of quality to inform states as they adopt or develop their own standards. Once the standards are developed, they will be certified by the Council if they are consistent with the criteria.

- o **Opportunity-to-Learn Standards:** The Council will develop criteria for certifying exemplary voluntary national opportunity-to-learn standards that will establish a basis for giving all students the opportunity to achieve the knowledge and skills set out in the national content standards certified by the council. These standards will serve as voluntary benchmarks of quality for states as they develop or adopt their own opportunity-to-learn standards.
- o With the advise of NESIC, the Secretary will award a grant to a consortium of educators, policy makers, advocates and others who will develop model opportunity-to-learn standards.

These standards will address the quality and availability of curriculum, instructional materials and technologies; the capabilities of teachers to provide quality instruction in each content area; the extent to which teachers and administrators have access to professional

development; and the extent to which curriculum, instructional practices, and assessments are aligned to content standards. The standards will be sufficiently general so they can be adopted by any state without restricting state and local prerogatives regarding instruction.

- o **Assessments:** The Council will work toward the development of criteria for certifying assessments that are consistent with the content standards. These assessments can be used to exemplify for students, parents and teachers the kinds and levels of student achievement that is expected, improve classroom teaching and learning, inform students, parents and teachers about student progress toward achieving the content standards, and measure and motivate individual students, schools, districts, States and the Nation to improve educational performance.

As a result of ongoing development work by States and by other entities to develop projects, portfolio's and other innovative performance assessments, the state of the art of developing assessments, which measure challenging content standards, is rapidly changing. The Council will initially work to help advance the state of the art and to develop certification criteria by recommending needed research, providing a public forum for discussion and debate, and by encouraging the development and field testing of assessment systems at the state and local level.

In not less than three nor more than four years, the Council will develop criteria for the voluntary certification of State assessment systems. The Council will be prohibited from certifying assessments which are to be used for making decisions about individual students regarding such matters as promotion, program placement or graduation.

At the State Level

- o On a voluntary basis, States may submit to the Council their own content, student performance and opportunity-to-learn standards for certification that they are consistent with the national standards.
- o On a voluntary basis, States may submit their student assessment systems, for certification that they meet the Council's criteria.

Title IV: National Workforce Standards Board

Title IV establishes a National Workforce Standards Board. America needs a high-skill, high-quality workforce to meet the economic challenges before us. American workers, employers, and training providers and educators must know what knowledge and skills are expected. This bill encourages the development and adoption of a voluntary national system of skill standards and certification. This effort is a critical step in establishing a life-long learning system that provides opportunities for all adult Americans, including high school students not planning on attending four year colleges, unemployed and dislocated workers, and those already in the workforce who desire to upgrade their skills.

Membership

The National Workforce Standards Board will be comprised of 28 members who represent employers, labor unions, educators and vocational trainers.

Funding

The legislation authorizes \$15 million for fiscal year 1994 and such sums as necessary through fiscal year 1998 to establish and operate the Board.

Responsibilities

The Board will identify broad clusters of major occupations and the skills that are common to occupations in each cluster. It will also identify the high skills and standards needed in each cluster and match those needs to curriculum, work experience, training, and training material.

The Board will also create a system of assessment and certification of skill standards using a wide range of evaluation techniques. Information on these skill standards will be revised to keep abreast of changes in occupational needs and technological innovations.

By creating such a board, employers needs will be matched with trained workers, workers will be able to prove their expertise and increase their skills over time, and dislocated workers can be retrained to match actual economic needs.

Title III: State and Local Systemic Improvement

The purpose of this Title is to provide a framework and resources to support, accelerate and sustain state and local improvement efforts aimed at helping all student reach challenging content standards.

States have long been "laboratories of democracy," especially in education. Over the last several years, through state and local efforts, much has been learned about the components of effective, lasting and large scale education improvement. These lessons point toward a systemic approach to education improvement, centered on developing challenging content standards and alligning assessments, opportunity-to-learn standards and the preparation and continued professional development of teachers with the content standards. Title III reflects these and other related lessons and assists all states to incorporate them into their own reforms. States with improvement efforts already underway will be able to use the funds provided in Title III to develop more comprehensive strategies and to advance the pace of their reforms. Title III will also provide incentives to additional atates to initiate new improvement efforts in order to help all students reach challenging content standards.

Title III challenges states to:

Establish A Structure And Process For Developing a State Improvement Plan

- o The state improvement plan would be developed by a broad-based panel comprised of the Governor, the Chief State School Officer, the chairman of the state board of education, the chairmen of the appropriate authorizing committees of the state legislature, or their designees, teachers, principals, and administrators, and representatives of business, labor, and members of the public. The Governor and the Chief State School officer will each appoint half the members of the state panel and jointly select the chairperson.
- o The panel will be responsible for conducting a statewide grass-roots outreach process in order to develop the improvement plan. As a part of this process, the panel is asked to consult with local school districts and schools that are at the cutting edge of systemic reform.

Develop A Comprehensive Improvement Plan

Each state will be asked to develop a plan that addresses:

- o Strategies for development of content standards, student assessments, student performance standards, and plans for teacher training.
- o School-based opportunity-to-learn standards. State plans must spell out each state's proposal to ensure that all children in the state have well trained teachers, challenging curriculums, and access to new technologies.
- o Management and governance plans that include strategies for creating better outcomes for students. These would include giving educators in each school the flexibility to achieve high results, strategies for overhauling teacher preparation plans, and developing new ways to license, select and reward teachers.
- o Strategies to involve parents and the community in the creation of high academic standards, finding ways to spread good ideas throughout the school districts, and developing plans that make sure reforms that come up from the schools, communities and districts are implemented.
- o Strategies to ensure that all local education agencies and schools in the state are involved in developing and implementing needed improvements.
- o Strategies for ensuring that systemic reform is promoted from the bottom up in communities, local education agencies, and schools.

Provide Funds to Local Districts and Schools and Institutions of Higher Education

The effective implementation of a State's plan is dependent on closely related changes that must be made in local school districts and individual schools. Local school districts and individual schools must develop their own improvement plans which both reflect and shape the overall state approach, and which take into account unique local circumstances. In addition, the success of any improvement plan--at the school building, local district or State level--is dependent upon continuously strengthening the capacity of classroom teachers to help all students, regardless of their background, learn challenging content. For these reasons, states are required to utilize a significant share of their funds under this title for:

- o grants to local education agencies for the development and implementation of local improvement plans which address the same components as those required in the state plan;
 - local education agencies which receive these grants are required, in turn, to utilize the vast majority of these funds to support the development and implementation of improvement plans initiated at the individual school building level;

- o grants to institutions of higher education, local education agencies and nonprofit organizations, or consortia of thereof, for the improvement of preservice teacher education and professional development activities.

Funding

Title III authorizes \$393 million for fiscal year 1994, and such sums as may be necessary for each of the fiscal years 1995 through 1998.

Funds Provided to States: Ninety-three percent (93%), will be allocated to states through a formula based half on states' relative amounts of funding under chapter 1 of title I of the Elementary and Secondary Education Act of 1965, and half on the relative amount each state receives under part A of chapter 2 of title I.

- o If funding for Title III is at least \$100 million, then a state must use at least 50% of its funds in its first year of funding under this title for subgrants to local education agencies for the development and implementation of local improvement plans, and for subgrants to institutions of higher education, local education agencies, private not-for-profit organizations, or consortia thereof, for the improvement of preservice teacher education and continued professional development. If funding for Title III is less than \$100 million in its first year of funding, a state may use its funds for these subgrants. The remainder of the state's funds under this title will be used to develop, revise, expand, or implement a state education improvement plan.

- o In the second and subsequent years of funding under this title, a state must use at least 85% of its funds for subgrants for the purposes described above.
- o Of the funds available to support the development and implementation of state improvement plans, states may use these funds for a variety of purposes, including,
 - the development or adoption of content, performance or opportunity to learn standards, and assessment tools linked to the standards;
 - the development of performance-based accountability and incentive system at the school level;
 - promoting public charter schools and other mechanisms for increasing choice among public schools.
- o Funds provided to local education agencies for the development and implementation of local improvement plans:
 - must be awarded on a competitive basis;
 - must be used to address the same components that states are required to address in state improvement plans, through a broad-based planning process;
- o Local education agencies receiving funds from states under this title must use at least 75% of these funds in its first year of support, and 85% in subsequent years, to support individual school improvement initiatives directly related to providing all students in the school the opportunity to meet challenging state content and performance standards.
 - At least 50% of the funds provided to individual schools by local education agencies under this title must be made available to schools with a special need for such assistance, as indicated by a high percentage of students from low income families, low student achievement, or pther appropriate criteria.

Funds for outlying areas and schools operated by the Bureau of Indian Affairs: One percent (1%) of the funds will be utilized for outlying areas and schools operated or funded by the Bureau of Indian Affairs.

Funds for National Leadership Activities: Six percent (6%) of the funds will be used for national leadership activities at the discretion of the Secretary of Education. This may include such activities as the provision of technical assistance, the collection of data, and the review of state plans.

- Half of the funds set aside for national leadership will be used to support the development and implementation of systemic reform plans in urban or rural districts serving large numbers or concentrations of disadvantaged students.

While these reforms are being implemented, the second part of our school improvement strategy will be underway. The Administration will press for the reauthorization of the Elementary and Secondary Education Act (ESEA) and other elementary and secondary education programs; reauthorization of the Office of Educational Research and Improvement (OERI), as well as a new school-to-work transition initiative. These efforts are designed to reinforce the Goals 2000: Educate America Act.



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

(Contact: John Bertak, 401-1576)

Statement by
Secretary Richard W. Riley
Secretary of Education
on the

Goals 2000: Educate America Act

April 21, 1993

I am today announcing that the President will soon transmit to Congress the education reform bill entitled **GOALS 2000: EDUCATE AMERICA ACT**. The purpose of the **GOALS 2000: EDUCATE AMERICA ACT** is to forge a new partnership in American education to, over the long term, achieve world-class teaching and learning.

No one will disagree that our educational system must be improved. **GOALS 2000** raises expectations through high standards for all students and schools, and encourages state and local school reform to make those high expectations and standards a reality. Students and schools will work harder and smarter if they are given the challenge and the opportunity. Harder work will be needed and expected but it must be in the context of quality instruction and challenging curriculum.

We need high standards. In an international marketplace and an information century, countries meeting world-class standards will have the edge. This bill will help to establish internationally competitive standards so communities and states can, if they wish, gauge their curriculum and instruction against those that are world class.

We need school reform. Comprehensive, systemic, and sustained reform is the key to improving schools and student performance. **GOALS 2000** will aid bottom-up state and local school reform, increase accountability for results while reducing red tape. It will give parents, educators, business, labor, citizens and policy makers an incentive and new opportunities to redesign education to help many more students meet challenging standards.

This bill is part of three larger themes of the Clinton presidency.

The first is change. During the campaign, the President offered the nation a change from the past, a challenge to the status quo. This bill will encourage fundamental reform in schools and school

systems throughout the country.

The second is opportunity and responsibility. During the campaign, Bill Clinton offered the nation a New Covenant based on increased opportunity and responsibility. By improving both quality and equality in education nationwide, GOALS 2000 will increase opportunity for all students. By setting internationally competitive standards, GOALS 2000 will make schools more responsible for improving results for all students.

And third, and perhaps most important, is the economy. During the campaign, President Clinton said that, once elected, he would focus on the economy like a "laser beam." By encouraging educational reform across America, GOALS 2000 will help create a high-skill, high-wage workforce that is the best in the world.

To achieve these objectives, the President's bill contains the following primary components:

First, it encourages state and local comprehensive reform that is bottom-up, long term, and system-wide with \$393 million in federal funds. These reform efforts will be guided by lessons learned in the state and local reforms of the 1980's and early 1990's. They may include challenging curriculum standards that cover what students should know and be able to do, better assessments, and better opportunities for students to meet high standards.

The reforms will also focus on such things as improved professional development for teachers, increased parental and community involvement, increased flexibility from burdensome regulations, and improved management strategies such as site-based management, performance-based accountability and performance incentives.

Broad-based state and local processes will be used to engage parents, citizens, business leaders and education professionals in developing the state and local reform actions.

To help state and local reform efforts, the bill formally establishes in law the existing National Education Goals Panel and National Education Goals. It also creates a new National Educational Standards and Improvement Council.

Together, the Council and the Goals Panel, with the help of national standard-setting organizations, will establish voluntary national standards that are internationally competitive. The Council will then be able to certify as world-class those standards and assessments that are voluntarily submitted by states. The National Education Goals Panel will continue to monitor and report on progress toward the six National Education Goals.

Finally, to strengthen and improve the bond between education and employment, a National Workforce Standards Board will be

established to identify essential occupational and workforce skills and create a system of standards, assessments and certification. This will establish life-long learning pathways for youth and adults.

Ten years ago, "A Nation At Risk" was released, warning of us of serious failings in our schools. GOALS 2000 is a first step toward turning a nation at risk into a nation on the move. It provides a framework of partnerships, goals and challenging standards for other Administration initiatives. Substantial investments in early childhood educational development, redesigning of the Elementary and Secondary Education Act and the Office of Educational Research and Improvement during reauthorization, and a new school-to-work transition bill - are other important parts of an overall school improvement strategy.

A solid education for everyone is, of course, good for its own sake ... but it is also an economic imperative in today's world marketplace, and a social imperative for a vibrant democracy. If we don't meet the challenges before us, we will face an unacceptable future for our children and our country. The GOALS 2000: EDUCATE AMERICA ACT is a first step toward an acceptable, brighter future for America's students.

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FOR RELEASE
April 21, 1993

Contact: John Bertak
(202) 401-1304

**CLINTON SENDS CONGRESS GOALS 2000: EDUCATE AMERICA ACT,
TO FORGE A NEW PARTNERSHIP IN EDUCATION**

President Clinton will soon send to Congress the Goals 2000: Educate America Act, a \$420 million measure to "forge a new partnership in American education to achieve world-class teaching and learning."

In announcing the bill, Secretary of Education Richard W.

Riley said:

"We need high standards. In an international market place and an information century, countries that meet world-class standards will have the edge. This bill will help to establish internationally competitive standards so communities and states can, if they wish, gauge their curriculum and instruction against those that are world-class.

"We need school reform. Comprehensive and sustained reform is the key to improving schools and student performance. Goals 2000 will aid bottom-up state and local school reform, increase accountability while reducing red tape, and reward proven success."

Riley said the bill is part of three large themes of the Clinton Presidency:

"The first is change. During the campaign, the President offered the nation a change from the past, a challenge to the status quo. This bill will encourage fundamental reform in schools and school systems throughout the country.

"The second is opportunity and responsibility. During the campaign, Bill Clinton offered the nation a New Covenant based on increased opportunity and responsibility. By improving both quality and equality in education nationwide, Goals 2000 will increase opportunity for all students. By setting internationally competitive standards, Goals 2000 will make schools more responsible for improving results for all students.

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"And third, and perhaps most important, is the economy. During the campaign, President Clinton said that, once elected, he would focus on the economy like a 'laser beam.' By encouraging educational reform across America, Goals 2000 will help create a high-skill, high-wage workforce that is the best in the world."

Joining Riley in announcing the legislation was U.S. Labor Secretary Robert Reich, who said:

"This legislation serves as the cornerstone of workforce development. It helps fulfill the Administration's commitment to bring American workers and high-wage jobs back together again.

"The United States is the only industrialized nation without a formal system for developing and disseminating occupational skill standards. This is critical. With reliable, performance-based standards, employers can evaluate the comparable skill levels of applicants or current workers, workers can certify they have mastered the skills necessary for world-class productivity, and students can earn credentials which are portable and recognizable."

Title I of the proposed legislation would make the six National Education Goals part of formal national policy and law. The goals were originally adopted in 1990 by the president and the nation's governors following the Education Summit. The bill also calls for the addition of competency in the arts and foreign languages as core subjects.

A second section would establish in law a bi-partisan National Education Goals Panel, charged with reporting progress toward achieving the goals and generating public support for needed reforms. Funded at \$3 million in fiscal year 1994, the bi-partisan panel would also review and approve criteria to be

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developed by a 20-member National Education Standards and Improvement Council (NESIC).

NESIC, described in Title III of the legislation, would set criteria for approving voluntary national standards that are geared to the best in the world regarding what students should know and be able to do and what schools should provide, as well as for assessments that would measure success.

Specifically, the bill calls for NESIC to certify:

- o content standards that define what all students should know and be able to do in each subject area. These will be developed by appropriate national organizations and would serve as voluntary benchmarks for states as they adopt their own standards;
- o opportunity-to-learn standards (to be developed by a consortium) that would provide states voluntary standards of quality for providing all students an opportunity to learn what is included in the content standards. These would address such areas as professional development for teachers, curriculum quality, and availability of instructional materials and technologies;
- o assessments, based on voluntary standards, to measure student achievement and to serve as indicators of school, district, state and national success in improving the quality of education.

A total of \$9 million would be authorized in FY 1994 to support NESIC activities.

Title III would also authorize \$393 million in FY 1994 to assist states and communities in developing action plans that include improvements in curriculum, instruction, teacher

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preparation, assessments, and strategies for involving parents, schools and communities. Funds would be allocated under a formula based on current Chapter 1 and Chapter 2 awards, with the requirement that states would pass on significant amounts to local school districts and to colleges, universities and non-profit organizations assisting in implementing the state's plan.

Under Title IV of the bill, a representative, 28-member National Skill Standards Board would identify essential occupational skills and create a voluntary system of standards, assessments and certification that would facilitate life-long learning opportunities and high skills for all Americans, including young adults seeking their first jobs, unemployed and displaced workers seeking new jobs, and experienced workers seeking better jobs. Initial funding for the board would be at \$15 million.

Riley said additional Administration initiatives -- reauthorization of the Elementary and Secondary Education Act and the Office of Educational Research and Improvement, as well as a new school-to-work transition bill -- will form a second part of an overall school improvement strategy.

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THE WHITE HOUSE

WASHINGTON

September 27, 1993

file

MEMORANDUM FOR THE PRESIDENT

FROM: BILL GALSTON *WAG*
SUBJECT: PROGRESS ON GOALS 2000

Your letter of September 24 to Chairman Ford broke the legislative logjam, and the Goals 2000 bill may come to the House floor as early as the second week of October. In a related development, Sen. Mitchell spoke favorably today about early Senate action on the bill.

Goals 2000 is still far from perfect and is bound to come in for its share of criticism from Republicans and some moderate Democrats during the next few weeks. Negotiations that may result in further improvements prior to floor consideration continue in both the House and the Senate.

I attach an article on Goals 2000 that appeared just this morning. Its author, Mort Kondracke (a frequent critic of the administration), gives you very high marks for standing your ground in the long struggle over this bill. While the article gets some details wrong, the basic plot-line--an administration staunchly dedicated to real education reform in the face of substantial Congressional resistance--is accurate and reflects great credit on your leadership.

Pennsylvania Avenue

By Morton M. Kondracke

Education Reform Nears Floor After Clinton Veto Threat

President Clinton's education reform plan is nearing Congressional floor action after intense negotiations set in motion this summer when Clinton threatened to oppose the version of his bill produced by the House Education and Labor Committee.

In June, Clinton wrote a stern letter to the committee's chairman, Rep. William Ford (D-Mich), insisting on removal of amendments to the Administration's Goals 2000 plan that would have tied federal education aid to local schools' fulfillment of so-called

"opportunity to learn" standards, such as classroom size and dollars spent per pupil.

Administration officials and Congressional aides say that the offending amendments have been removed or rewritten to the point where the Administration is ready to support a new committee bill. Hill aides say the measure will come to the floor in October. A Senate version will also be ready for floor consideration soon.

While Clinton is clearly making health care reform the No. 1 priority of his presidency, education reform was a major theme in his presidential campaign.

The need for education reform was dramatized this month by release of a federal report showing that 23 percent of the nation's adults are functionally illiterate,

that another 24 percent are nearly so, and that young people aged 21 to 25 have worse literacy skills than a similar group tested in 1985 — despite the fact that public spending for education has gone up 50 percent in the last ten years.

The Department of Education's new statistical report, "The Condition of Education," also shows that students in the United States remain near the bottom of the industrialized world on international math and science tests — though near the top in reading ability.

The Administration's answer to the school quality crisis was Goals 2000, designed by Education Secretary Richard Riley to help states systematically reform their public schools by establishing high

performance standards in key academic subjects and testing pupils to make sure they can meet them.

But liberals on House Education and Labor added controversial amendments placing "school delivery" or "opportunity to learn" standards on an equal footing with performance standards in math, science, history, and English, and linking federal aid to compliance with federally written delivery standards.

The House measure was declared "unacceptable" by the National Governors Association, of which Riley and Clinton were once both leaders. It was also attacked by Republicans, including Senate Majority Leader Bob Dole (Kan), as undermining state control of schools."

The White House was deeply dissatisfied with the bill, too. Clinton wrote Ford that "we have an obligation at the national level to support states and communities in their efforts to help all children...but we cannot mandate a state's fiscal priorities."

Clinton declared, "Amendments which require states, as a condition of federal support, to commit to specific corrective actions for schools that fail to meet these standards go too far... I urge you not to support amendments that expand the definition or role of opportunity to learn standards."

Clinton also said he would oppose House proposals to change the strict bipartisan

character of a new National Education Goals Panel and to limit the panel's control over a sub-panel, the National Education Standards and Improvement Council, a group of education professionals responsible for drafting education standards.

The President's letter did not contain the word "veto," but Administration officials say that its clear message was that the President would block his own program from becoming law if it limited the flexibility of states to improve their own schools.

The letter set off an intense round of negotiations between an Administration team of Riley, consultant to the Secretary Michael Cohen, and White House domestic aide Bill Galston and Reps. Ford, Dale Kildee (D-Mich), Patsy Mink (D-Hawaii), Major Owens (D-NY), and Jack Reed (D-RJ).

Now, a House aide said on Friday, "as far as we are concerned, the talks are concluded" and floor action can be scheduled.

The new bill reportedly will define "opportunity to learn" standards relating to teacher qualifications and curricula, rather than class size or money. It also severs the link between academic performance assessments and "opportunity to learn" standards and makes clear that state compliance with any federal standards is voluntary.

Assuming the bill actually emerges as officials describe it, Clinton and Riley deserve credit for sticking to their principles on education. If they can actually foster improvement in the nation's schools, it will be as important an accomplishment as health care reform.

SENATE ADOPTS DOLE AMENDMENT TO GOALS 2000 BILL STUDENTS WITH DISABILITIES SHOULDN'T MISS THE BUS IN SCHOOL REFORM

Washington -- Senator Bob Dole issued the following statement today on his amendment to require a study of GOALS 2000 and students with disabilities:

I am pleased that my amendment which directs the Secretary of Education to conduct a study of how well students with disabilities are served by the GOALS 2000 school reforms has been included among the managers amendments. The National Academy of Sciences was selected as the contractor because of its reputation for both independence and excellence.

There are three reasons why this study is important and, in my view, way overdue.

First, I am concerned that students with disabilities will miss the bus when it comes to school reform. Whether one agrees with GOALS 2000 or not, the national debate over education sparked by the 1983 report A Nation At Risk has been important and sometimes riveting.

Regrettably, in the past 11 years there has been little attention to students with disabilities -- although they comprise 10 percent of all students and are among those most in need of education reforms. For example, GOALS 2000 aims for a 90-percent high school graduation rate. Even without reform, the graduation rate among nondisabled students has been growing, to 83 percent today. But among students with disabilities, those graduating with either a diploma or a certificate dropped from 60 percent to 52 percent between 1986 and 1989.

I know that the bill contains many references to students with disabilities, and I commend the Committee on Labor and Human Resources for its strong report language in this regard. But neither bill or report language can make up in one fell swoop for a decade of neglect. At the very least, I hope this study will jump start attention to this issue.

Second, there are many unanswered questions about GOALS 2000 school reforms and students with disabilities. Although I do not intend or expect this study to rewrite GOALS 2000, we must be sure that goals, standards, and assessments work for students with disabilities, not against them by promoting their exclusion.

Lastly, I hope that this study will also provide ideas for the upcoming reauthorization of the Individuals with Disabilities Education Act, and help spur a badly needed, careful review of how well this Nation educates its students with disabilities and the challenges faced by the states and by schools in serving such students.

When it comes to disability, we live in a new world. In 1990, Congress enacted the Americans with Disabilities Act, determined to make full participation by people with disabilities our national policy, and committed to the proposition that we can create a fully accessible society. I expect this study to be carried out in that spirit.

In closing, almost 25 years ago, in November 1969, I gave my first speech to this body on the education of students with disabilities. At that time I said, "in our nation, education has become the major route to full participation in society. [But] the simple stark truth is this: we have not committed ourselves to the concept of providing equality of educational opportunity. . . ." Since then, we have worked hard to close the opportunity gap. This study will help ensure we keep moving forward.

###

OFFICE OF DOMESTIC POLICY

THE WHITE HOUSE

CAROL H. RASCO
ASSISTANT TO THE PRESIDENT
FOR DOMESTIC POLICY

To: Galton

DRAFT RESPONSE FOR POTUS AND
FORWARD TO CHR BY: _____

DRAFT RESPONSE FOR CHR BY: _____

PLEASE REPLY DIRECTLY TO THE WRITER
(COPY TO CHR) BY: _____

PLEASE ADVISE BY: _____

LET'S DISCUSS: _____

FOR YOUR INFORMATION: _____

REPLY USING FORM CODE: _____

FILE: _____

SEND COPY TO (ORIGINAL TO CHR): _____

SCHEDULE ? : ACCEPT PENDING REGRET

DESIGNEE TO ATTEND: _____

REMARKS:

NATIONAL EDUCATION GOALS PANEL
 TO: WORKING GROUP
 RE: STRATEGIC PLANNING
 PLEASE DELIVER AS SOON AS POSSIBLE TO:

| <u>RECIPIENT</u> | <u>OFFICE OF</u> | <u>PHONE</u> | <u>FAX</u> |
|----------------------|------------------------------|--------------|--------------|
| | <u>GOVERNORS</u> | | |
| Richard Gordon | Evan Bayh | 317-232-1687 | 317-232-3443 |
| Curt Johnson | Arne Carlson, MN | 612-296-0069 | 612-296-2089 |
| Alison Englund | | 202-624-5308 | 202-624-8425 |
| Rochelle Roberson | Jim Edgar, IL | 202-624-7760 | 202-724-0689 |
| Georgia Van Adestine | John Engler, MI | 517-335-7824 | 517-335-0118 |
| Lori Gremel | | 202-624-5840 | 202-624-5841 |
| Joanne Snow Neumann | Michael Leavitt, UT | 202-624-7704 | 202-624-7707 |
| Dave Lackey | John McKernan, ME | 207-287-3531 | 207-287-1034 |
| Mary Majorowicz | | 207-287-5113 | 207-287-5802 |
| Andy Cunningham | Ben Nelson, NE | 402-471-2742 | 402-471-2528 |
| Tom Litjen | | 202-508-3838 | 202-624-7714 |
| Joy Fitzgerald | Roy Romer, CO | 303-321-6903 | 303-866-2003 |
| Bill Porter | | 303-866-4666 | 303-866-2003 |
| | <u>ADMINISTRATION</u> | | |
| Bill Galston | Carol Rasco | 202-456-2216 | 202-456-2878 |
| John Burkett | Sec. Richard Riley | 202-219-2230 | 202-219-1736 |
| John Christensen | | 202-219-2050 | 202-219-1466 |
| Jennifer Davis | | 202-401-3049 | 202-401-0596 |
| Ed Fuentes | | 202-219-1385 | 202-219-1402 |
| Henry Smith | | 202-401-0417 | 202-205-5350 |
| | <u>CONGRESS</u> | | |
| Beth Beck | Sen. Jeff Bingaman | 202-224-5521 | 202-224-2852 |
| Majorie Steinberg | Sen. Jeff Bingaman | 202-224-1808 | 202-224-2852 |
| Doris Dixon | Sen. Thad Cochran | 202-224-5054 | 202-224-9450 |
| Andy Hartman | Rep. William Goodling | 202-225-3725 | 202-225-9050 |
| Susan Wilhelm | Rep. Dale Kildee | 202-225-4368 | 202-225-1110 |
| Diane Stark | | 202-225-4527 | 202-225-9070 |
| | <u>OTHER KEY INDIVIDUALS</u> | | |
| Bayla White | OMB | 202-395-5880 | 202-395-4875 |
| Susan Tralman | NGA | 202-624-5383 | 202-624-5313 |
| Patty Sullivan | NGA | 202-624-7723 | 202-624-5313 |

FROM: R Chacon DATE: 12/28/93 TIME: 3:15 pm PAGES: 3

Document Dated: December 14, 1993

NATIONAL EDUCATION GOALS PANEL *file*

December 28, 1993

TO : National Education Goals Panel
FROM : Governor John McKernan, Chair
SUBJECT : Strategic Planning



This coming year holds great opportunity and challenge for the National Education Goals Panel. To date, the Panel has helped shape the debate about education reform by reporting progress on the Goals. However, imminent legislative changes and our desire to communicate more aggressively with the American public will broaden the Panel's traditional reporting function to include such duties as certifying standards, sharing innovative approaches to education reform, and building a nationwide, bipartisan consensus on changes needed to achieve the Goals.

At our February 1 meeting we will discuss what this legislation means to the workings of the Panel and reevaluate the organization's roles and responsibilities in light of new priorities and limited resources. To help shape that discussion, I've asked several members of the Panel to serve with me on a Strategic Planning Committee: Roy Romer, Evan Bayh, John Engler, Thad Cochran and Carol Rasco.

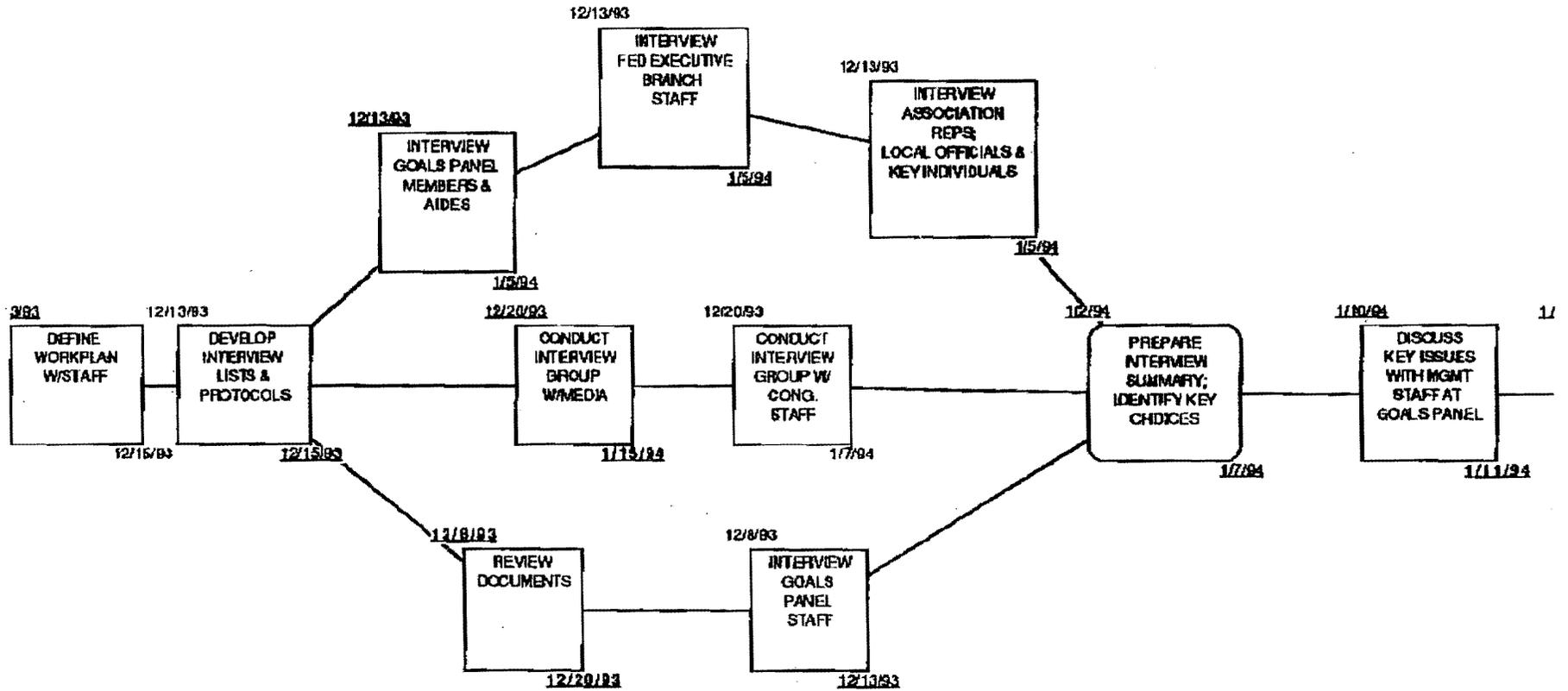
We've also put together a team of staff and consultants, which over the next two weeks, will interview Panel members, the working group, key leaders at the national, state and local levels, and media representatives. In conjunction with the Strategic Planning Committee, they will develop options and recommendations for the entire Panel to consider February 1.

For your information, I've enclosed the timetable for the strategic planning process. To foster our success, I ask that you make time available and speak frankly during the interviews.

Your role is vital to the success of this effort, and I welcome your participation and leadership.

**STRATEGIC PLANNING PROCESS FOR
THE NATIONAL EDUCATION GOALS PANEL**

SCHEDULE TO DECISION MEMORANDUM PRESENTATION



12/29/93

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