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Collection/Office of Origin:	Chief of Staff, White House Office of
Series:	Card, Andrew, Files
Subseries:	Briefing Books

OA/ID Number:	CF00555/2
Folder ID Number:	CF00555-010

Folder Title:
Briefing Book: President's Education Summit with Governors - 9/27-28/89

Stack:	Row:	Section:	Shelf:	Position:
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THE PRESIDENT'S
EDUCATION SUMMIT
WITH GOVERNORS



Charlottesville, Virginia

September 27-28, 1989

THE PRESIDENT'S
EDUCATION SUMMIT
WITH GOVERNORS



Charlottesville, Virginia
September 27-28, 1989

"EDUCATION IS OUR MOST ENDURING
LEGACY, VITAL TO EVERYTHING
WE ARE AND CAN BECOME."

George Bush

**THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS
SEPTEMBER 27 - 28, 1989
CHARLOTTESVILLE, VIRGINIA**

GENERAL SUMMIT INFORMATION

REGISTRATION/INFORMATION DESKS

The credentialing system for the Summit will be strictly enforced. Credentials will be provided for only 2 persons accompanying each Governor - one for the Education Advisor and one for the Governor's designated Staff Aide. A specific type of credential has been developed for each of these categories. These credentials can be picked-up at the registration/information desks listed below.

A media credential will be issued to one Governor's press secretary which will permit access to the Summit Press Headquarters. These credentials will be located in the Summit Press Center.

Registration/Information desks locations and operation times are as follows:

Tuesday, September 26

3:00 pm - 7:00 pm - Registration/Information Desk
Lobby of Sheraton Hotel

Wednesday, September 27

8:30 am - 1:00 pm - Registration/Information Desk
Lobby of Sheraton Hotel

2:00 pm - 5:30 pm - University of Virginia Grounds
Lawn area adjacent to Randall Hall

Thursday, September 28

7:30 am - 3:00 pm - University of Virginia Grounds
Rear area between Pavilions III & V

The registration/information desk sites on the University of Virginia grounds have been located in close proximity to the transportation arrival/departure points for that day's events.

Credentials must be worn to all Summit events and absolutely no one will be admitted without proper credentials. The only exception to this general rule is for the Convocation on Thursday. Each Governor will receive tickets for additional staff who are not credentialed Summit participants.

Each Governor and spouse will be issued a security pin by the United States Secret Service which must be worn during all official Summit events. In addition, a special identification badge will be provided to each Governor and spouse.

Transportation

Shuttle service for Governors' parties is planned - by event - from the Boar's Head Inn and the Sheraton Hotel to the University of Virginia grounds. A shuttle schedule will be available at your hotel.

Please note that the schedule will be strictly followed, so plan to arrive at the designated locations early.

Office Services

A small Office Services operation is available in the Conference Center lobby at the Boar's Head Inn at the following times:

Tuesday, September 26 - 1:00 pm - 7:00 pm

Wednesday, September 27 - 9:00 am - 6:30 pm

Thursday, September 28 - 7:00 am - 4:00 pm

A second Office Services site, located in Pavilion VI on the Grounds of the University of Virginia (close to the Rotunda), will be operational on Wednesday: 12:30 pm - 6:30 pm and Thursday: 7:00 am - 4:00 pm.

Copier and fax equipment, along with computer equipment, are provided in these operations. Both locations have 2 staff members assigned to provide assistance with your office services needs. The telephone number for Office Services at the Boar's Head Inn is (804) 972-7431 and in Pavilion VI is (804) 980-8835. The telephone number for the fax machine in Pavilion VI is (804) 972-7402.

Message Center

A Summit Message Center (804) 980-8846, located in Pavilion VI, will be operational from 8:00 am - 6:00 pm on Wednesday, September 27 and 6:30am - 4:00 pm on Thursday, September 28. Messages received at the Message Center will be posted on a message board which will be located on the ground level entrance of Pavilion VI. We will attempt to hand deliver urgent messages; however, Summit participants are encouraged to check the message board frequently for messages, and callers with non-urgent messages are encouraged to leave them with the appropriate hotel operator.

Additional summit-related information, transportation shuttles, including telephone numbers, and a map of the University of Virginia Grounds will be distributed at the Registration/Information Desk.

WORKING GROUP ROOM ASSIGNMENTS

Room locations for the working group sessions are as follows:

Wednesday, September 27

- 4:00pm - 5:30pm - Governance: Who Is In Charge?
Lower West Oval
- 4:00pm - 5:30pm - Teaching: Revitalizing a Profession
Upper West Oval
- 4:00pm - 5:30pm - The Learning Environment
Upper East Oval

Thursday, September 28

- 8:00am - 9:15am - Choice and Restructuring
Lower West Oval
- 8:00am - 9:15am - A Competitive Workforce and Life-Long Learning
Upper West Oval
- 8:00am - 9:15am - Post-secondary Education: Strengthening Access
and Excellence
Upper East Oval

SPECIAL SESSIONS FOR EDUCATION PROFESSIONALS

On Wednesday at 4:00pm in Pavilion VII a special session for Education Professionals has been planned to run concurrently with the Summit's first working group sessions. On Thursday morning there will be a light breakfast available in Pavilion VII for Education Professionals and other credentialed staff members. There will be a staff luncheon in Pavilion VII on Thursday for those credentialed staff not attending the working luncheon. Additional information will be available on site.

DRESS

The weather in Charlottesville has become more fall-like in the past few days. Daytime temperatures range in the 60-70's and evening temperatures may fall into the 40's. Also, please note that there will be numerous occasions in which participants will walk from site to site, so flat-heeled walking shoes are recommended.

TRANSPORTATION

All hotels are equipped with limited motor pool and dispatch located in the main lobby. See your individual schedule for specific bus movements for major events. The Education Summit will provide transportation either by bus or individual vehicle for all official events. In your hotel please contact your dispatch in the lobby for information or you may call 972-7400, if you require assistance in transportation.

All buses will be plainly marked for your identification and to expedite proper boarding. Please check your group's individual movements for times and places of departure.

TRANSPORTATION

First Lady Session with Spouses of Governors and Cabinet

The First Lady and Spouses will follow the identical movement of the President and the Governors except for the Thursday First Lady Summit Session. Thursday movements will be by foot or by mini-bus as follows:

Wednesday, September 27, 1989

- 9:15 a.m. Depart from President/Governors/Cabinet Schedule. First Lady and Spouses leave Second Planning at Rotunda by foot enroute Newcomb Hall for First Lady's Summit Session.
- 10:55 a.m. First Lady and Spouses depart Newcomb Hall enroute University Hall on three mini-buses **via police escort**
- 12:25 p.m. First Lady and Spouses depart University Hall enroute Bayly for luncheon on three mini-buses **via police escort**
- 2:20 p.m. First Lady and Spouses depart Bayly Museum for Rotunda. Join President and Governors/Cabinet and continue with their movement.

President's Education Summit
Governors and Spouses Movements
September 27-28, 1989

General Information

All major movements between the Boars Head Inn and official summit sites will be made by bus. Your buses will be plainly marked.

Specific Instructions

The following is a time line of the departure and arrival times to each event during the course of the Summit. PLEASE BE PROMPT
FOR DEPARTURES

September 27, 1989

- 2:15 p.m. Governors/Spouses depart Boar's Head enroute Old Cabell Hall for Opening Ceremony via buses
- 5:40 p.m. Governors/Spouses depart Rotunda for the Boar's Head Inn via buses
- 7:00 p.m. Governors/Spouses depart Boar's Head for Monticello via buses
- 9:30 p.m. Governors/Spouses depart Monticello enroute Boar's Head via buses

September 28, 1989

- 7:15 a.m. Governors/Spouses depart Boar's Head enroute Rotunda via buses
- 9:15 a.m. Spouses walk from Rotunda to Newcomb Hall
- 10:55 a.m. Spouses move from Newcomb Hall to University Hall via spouses motorcade in buses
- 11:15 a.m. Governors motorcade from Rotunda to University Hall via buses
- 12:30 p.m. Governors motorcade from University Hall to Newcomb Hall via buses
- 12:25 p.m. Spouses depart University Hall to Bayly Art Museum for First Lady Luncheon via buses
- 2:20 p.m. Spouses depart Bayly Art Museum for Rotunda via buses
- 2:30 p.m. Governors walk from Newcomb Hall to Rotunda
- 3:40 p.m. Governors/Spouses depart Rotunda for Boar's Head via buses

TRANSPORTATION

Governors' Education Advisors and Staff

The Boars Head Inn and the Sheraton are equipped with a limited Motor Pool. Major movements will be accomplished by buses. Dispatch area is located in the hotel lobby.

Schedule of Transportation movements for Governors' Staff.
PLEASE BE PROMPT.

Wednesday, September 27, 1989

- 1:15 p.m. Staff Bus departs Boars Head to Memorial Gym for Press Briefing
- 1:45 p.m. Staff Bus departs Sheraton enroute Old Cabell Hall
- 2:30 p.m. Education Advisors depart Boars Head enroute Old Cabell Hall
- 3:45 p.m. Staff buses depart Hospital Drive drop-off/pick-up point enroute Sheraton
- 5:40 p.m. Staff buses depart McCormick Avenue departure point enroute Boars Head and Sheraton
- 6:40 p.m. Governors' Credentialed Staff depart Boars Head and Sheraton via buses to Birdwood for dinner.
- 9:30 p.m. Governors Credentialed Staff return via buses to Boars Head and Sheraton

Thursday, September 28, 1989

- 7:30 a.m. Governors' Education Advisors and staff depart Boars Head and Sheraton enroute Rotunda
- 10:15 a.m. Governors' Staff departs Hospital Drive enroute University Hall
- 11:00 a.m. Education Advisors depart Rotunda to University Hall via Presidential Motorcade **(Please be prompt)**
- 12:20 p.m. Education Advisors depart University Hall enroute Newcomb Hall via Presidential Motorcade in buses **(Please be prompt)**
- 12:35 p.m. Governors' Staff departs main entrance of University Hall enroute Rotunda area via buses
- 3:40 p.m. Buses depart Rotunda enroute Hotels following final statement

THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS

CHARLOTTESVILLE, VIRGINIA

SEPTEMBER 27 - 28, 1989

WEDNESDAY, September 27, 1989

2:15 PM	Governors and Spouses depart Boar's Head Inn en route Old Cabell Hall
3:15 PM	Welcoming Ceremony at Old Cabell Hall - The President and Mrs. Bush, Governors, The Cabinet, Spouses and Distinguished Guests
3:45 PM	Procession to the Rotunda - The President and Mrs. Bush, Governors, The Cabinet, and Spouses
4:00 PM	Opening Work Sessions in Rotunda - The President and Mrs. Bush, Governors, The Cabinet, Spouses
5:30 PM	Governors, The Cabinet, Spouses conclude participation in Work Sessions and depart Rotunda en route Boar's Head Inn
7:00 PM	Governors, The Cabinet, Spouses depart for dinner at Monticello
7:30 PM	Reception at Monticello - The President and Mrs. Bush, Governors, The Cabinet, Spouses
8:00 PM	Dinner at Monticello - The President and Mrs. Bush, Governors, The Cabinet, Spouses
9:40 PM	Governors, The Cabinet, Spouses conclude dinner and depart Monticello en route Boar's Head Inn

THURSDAY, September 28, 1989

7:15 AM	Governors, The Cabinet, Spouses depart Boar's Head Inn for Continental Breakfast on Rotunda Veranda
7:30 AM	Continental Breakfast on Rotunda Veranda - The President and Mrs. Bush, Governors, The Cabinet, Spouses
8:00-9:15 AM	Second Work Session in Rotunda - The President and Mrs. Bush, Governors, The Cabinet, Spouses
9:15 AM	Spouses depart for Plenary Session in Newcomb Hall hosted by Mrs. Bush
9:30-11:00 AM	First Plenary Session in Dome Room of Rotunda - The President, Governors, The Cabinet and Education Advisors
9:30-10:45 AM	Spouses' Plenary Session in Newcomb Hall - Mrs. Bush and Spouses
10:55 AM	Spouses depart for Convocation at University Hall
11:15 AM	Governors and The Cabinet depart for Convocation at University Hall
11:30 AM	Convocation at University Hall - The President and Mrs. Bush and all Summit participants
12:20 PM	The President, Governors, The Cabinet and Education Advisors depart University Hall for Working Luncheon at Newcomb Hall
	Spouses depart University Hall en route Bayly Museum
12:30 PM	Mrs. Bush and Spouses' Luncheon at Bayly Museum
1:00-2:30 PM	Second Plenary Session, Working Luncheon at Newcomb Hall - The President, Governors, The Cabinet and Education Advisors
2:15 PM	Mrs. Bush and Spouses depart Bayly Museum en route Rotunda

Thursday, September 28, 1989 (cont.)

- 2:30 PM The President, Governors, The Cabinet and Education Advisors depart Newcomb Hall en route Rotunda
- 3:00 PM The President's and Governors' Closing Statements at the Rotunda attended by all participants
- 3:30 PM Governors, The Cabinet and Spouses conclude participation in Education Summit

The President's Education Summit With Governors

Charlottesville, Virginia

Schedule of Major Events

WEDNESDAY, SEPTEMBER 27, 1989

3:30 pm - PRESIDENTIAL WELCOME

* Old Cabell Hall

3:45 pm - PROCESSION TO THE ROTUNDA

4:00 pm - FIRST WORKING SESSION

* Rotunda — Three Meeting Rooms

7:30 pm - RECEPTION AT MONTICELLO

8:00 pm DINNER AT MONTICELLO

THURSDAY, SEPTEMBER 28, 1989

7:30 am - BREAKFAST

* Rotunda

8:00 am - SECOND WORKING SESSION

* Rotunda

9:30 am - THIRD WORKING SESSION (Plenary)

* Rotunda — The Dome Room

11:30 am - CONVOCATION

* University Hall

1:00 pm - WORKING LUNCHEON (Second
Plenary Session)

* Ball Room, Newcomb Hall

3:00 pm - CONCLUDING STATEMENT

* Rotunda Steps



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THE PRESIDENT'S
EDUCATION SUMMIT
WITH GOVERNORS

The Under Secretary of Education
Ted Sanders

and

Debra Anderson
Deputy Assistant to the President
and Director, Intergovernmental Affairs

request the pleasure of your company at a

Barbeque

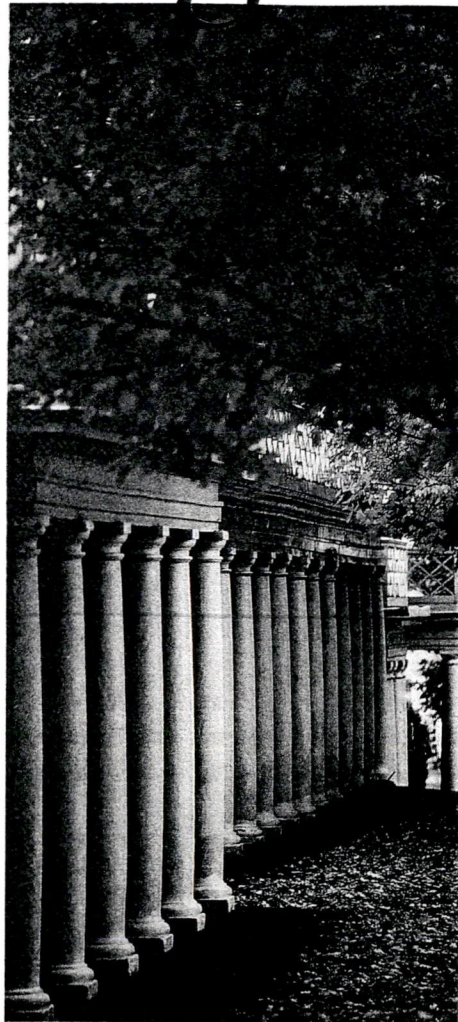
Wednesday, September 27, 1989 7:00 p.m.

Birdwood Pavilion
University of Virginia

Casual
Summit Credentials Required

Bush Library Photocopy
Preservation

University of Virginia

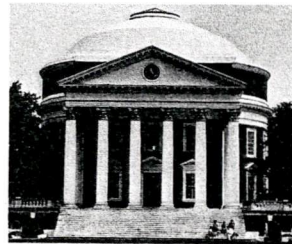


History

Although Thomas Jefferson could claim a lifetime of achievements, the University of Virginia was one of the few for which he wanted to be remembered. Founded in 1819, the University was the beneficiary of Jefferson's immense energy and talents upon his retirement from public office. He designed its buildings, outlined its purpose, planned its curriculum and recruited its first faculty. He presided over the Board of Visitors — the school's governing body — whose members included such prominent public figures of the day as James Madison and James Monroe.

In 1825, sixty-eight young men came to Charlottesville to be taught by a faculty of eight. Unlike most college students of the time, they were not being trained for the clergy or for academia. Jefferson wanted students of his University to be educated in practical affairs and public service. The innovative curriculum allowed students a broader range of study than could be found at other universities around the country, while giving Jefferson a forum for his own ideas concerning self-government and religious freedom.

Jefferson's Rotunda, an outstanding achievement in American architecture.



The Grounds

Recognized by the twenty-one nation World Heritage Committee as one of the world's most significant cultural properties, the Rotunda, the focal point of Jefferson's Lawn, joined the Taj Mahal and the Statue of Liberty on the prestigious World Heritage List in 1988.

Although the University of Virginia has grown to encompass more than 1,000 acres, it has retained the intimacy that characterized Jefferson's "academical village." The original buildings remain the cornerstone of the modern-day University. Lining the Rotunda to the east and west are four colonnaded rows of student rooms and ten Pavilions for classrooms and faculty living quarters. The Lawn and Range rooms, which once

housed student and writer Edgar Allan Poe and basketball star Ralph Sampson, still house selected fourth-year students and graduate students; the Pavilions are occupied today by senior faculty members and their families.

Behind the Pavilions, public gardens framed by brick serpentine walls provide a sense of classic and serene beauty conducive to reading, strolling, or socializing.

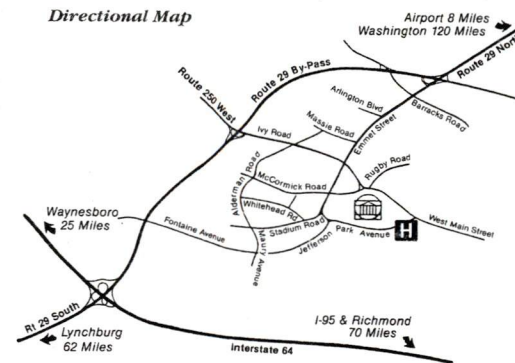
Modeled in the Classic style after the Roman Pantheon, the Rotunda was originally meant for library and classroom use. Its oval rooms and dignified Dome Room are used today for lectures, ceremonial events and important meetings.

Charlottesville/Albemarle

Located about twenty miles east of the Blue Ridge Mountains, Charlottesville is a thriving city that maintains a small-town flavor. The city and county have a combined population of more than 115,000 with light manufacturing, tourism, agriculture, and retail trade constituting the area's economic base. The area is known for its scenic location, historical attractions, with the University forming a large part of its identity.

Though not a large city, Charlottesville offers a substantial range of cultural resources. The Charlottesville/University and Community Symphony Orchestra, the Symphonic Band, the Charlottesville-Albemarle Oratorio Society, the Light Opera Company, and the Virginia Singers perform regularly. The city supports several art galleries and a dozen movie theaters.

Directional Map



Tourist Inform

The University is located D.C., and 70 miles from Washington, Baltimore, and New York City. A wide bus and railway service is provided by the Railway Company, and the Charlottesville Transit System provide local bus around the community.

Tours: Guided tours of the University are provided year-round, free of charge, offered daily at 10 a.m., 1 p.m., and 4 p.m. at the Rotunda entrance.

Newcomb Hall: Newcomb Hall is the center and contains the snack bar and coffee cafe. Information desk is located in the Hall. Bookstore is open from 8:30 a.m. to 5 p.m., and the University Store is open from 10 a.m. to 5 p.m. on Saturdays.

Admissions: The Admissions Office is open from 8 a.m. until 5 p.m., Monday through Friday. Admissions catalogs and the university brochure are available at the Newcomb Hall.

Bayly Art Museum: The Bayly Art Museum, located on Rugby Road, adjacent to the University, is open from 1 p.m. to 5 p.m. on Sunday. A small donation is suggested.

Monticello: Thomas Jefferson's Monticello, located about 5 miles from the University, is open from 8 a.m. to 5 p.m., Monday through Friday. Admission is free.

Ash Lawn-Highland: Ash Lawn-Highland, the home of James Monroe, who settled in Charlottesville, is open from 10 a.m. to 5 p.m.; open every year's, and Thanksgiving.

Montpelier: James Madison's Montpelier, located about 40 miles from the University, is open from 10 a.m. to 4 p.m. Admission is charged.

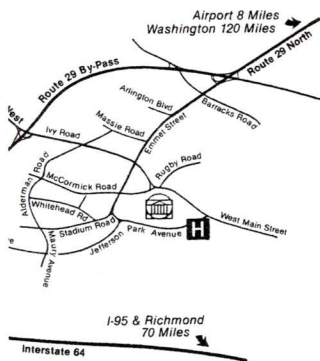
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s.



Tourist Information

The University is located 110 miles from Washington, D.C., and 70 miles from Richmond. Airlines offer more than 30 flights per day to such destinations as New York, Washington, Baltimore, Atlanta, and Pittsburgh. Nation-wide bus and railway service for both passengers and freight are provided by Greyhound, AMTRAK, Southern Railway Company, and the CSX Corporation. The Charlottesville Transit System and the University Transit System provide local bus service on the Grounds and around the community.

Tours: Guided tours of the Rotunda and Lawn are provided year-round, free of charge to the public. Tours are offered daily at 10 a.m., 11 a.m., 2 p.m., 3 p.m., and 4 p.m. at the Rotunda entrance.

Newcomb Hall: Newcomb Hall serves as the student center and contains the post office, barbershop, Pavilion XI snack bar and coffee cafe, cafeteria, and movie theatre. An information desk is located on the third floor. Newcomb Hall Bookstore is open weekdays during the summer from 8:30 a.m. to 5 p.m., and on Saturdays from 10 a.m. to 3 p.m. and Sundays from 10 a.m. to 4 p.m. During the school year its hours are 8:30 a.m. to 6 p.m., Monday through Friday, 10 a.m. to 5 p.m. on Saturday, and noon to 5 p.m. on Sunday.

Admissions: The Admissions Office in Miller Hall is open from 8 a.m. until 5 p.m., Monday through Friday. Admissions catalogs and the undergraduate and graduate *Records* are available at the Newcomb Hall Bookstore.

Bayly Art Museum: The University's museum is located on Rugby Road, adjacent to the architecture school. The Bayly Museum is open from 1 p.m. to 5 p.m., Tuesday through Sunday. A small donation is requested.

Monticello: Thomas Jefferson's home is just a short drive from the University Grounds. Tours begin every five minutes, from 8 a.m. to 5 p.m., March through October, and from 9 a.m. to 4 p.m., November through February, seven days a week. Admission is charged.

Asb Lawn-Higbland: Ash Lawn-Highland is the home of James Monroe, who settled close to Jefferson, his friend and colleague. Summer hours are 9 a.m. to 6 p.m., winter from 10 a.m. to 5 p.m.; open every day, except Christmas, New Year's, and Thanksgiving. Admission is charged.

Montpelier: James Madison's home is approximately a forty-five minute drive from Charlottesville in Orange County, Virginia. It is open seven days a week from 10 a.m. to 4 p.m. Admission is charged.

Charlottesville enjoys many diverse restaurants, including numerous outdoor cafes.



Skyline Drive, Blue Ridge Parkway: Both offer scenic drives and hiking through the Blue Ridge/Shenandoah range. Located at exit 19 off Interstate 64 West, or at the junction of Rts. 250 and I-64, less than an hour outside Charlottesville.

The Corner: Conveniently located adjacent to the University's Central Grounds, the group of shops and restaurants known as "the Corner" serves the needs of students and visitors alike. Vendors offer the UVA logo on T-shirts, sweatshirts, mugs, and hats, alongside bookstores and clothing and gift boutiques. Eateries run the gamut, ranging from outdoor cafes and ethnic fare to a New York-style deli and an all-American diner. Some establishments present nightly entertainment by local artists. Parking is available in two garages (on Elliewood Ave. and 14th St.) and in an outdoor lot located behind the Corner buildings.

The Downtown Mall: In addition to the Corner, Charlottesville boasts a historic downtown area which includes a pedestrian shopping mall. Several restaurants are located along its charming brick and lamplit walkways as well as distinctive shops and nightspots. The flavor of the city has been preserved here, in a restoration project recently completed.

In the Court Square area, lawyers and business people occupy offices in historic buildings dating back to the 1700s.

Modern-day Charlottesville is home to many new office buildings, a convention center downtown, and new shopping areas.

Film Festival: The University is home to the Virginia Festival of American Film, which attracts nationally renowned filmmakers, critics, and scholars to the city each fall to celebrate and encourage the state's contribution to American filmmaking.

Wineries: The rich hills of Albemarle County support several wineries producing fine Virginia wines. Contact their offices directly for tour hours and directions.

Phone Numbers (Area Code 804)

Admissions, Undergraduate (Miller Hall)	924-7751
Admissions, Graduate (New Cabell Hall)	924-7184
Afro-American Affairs	924-7923
Alumni Association	971-9721
Athletics Tickets (University Hall)	924-UVA1
Bayly Museum	924-3592
Bus System Information	924-7711
Cabell Hall Box Office	924-3984
Conferences and Institutes	924-7141
Continuing Education	924-7114
Daily Calendar Recording	924-3777
Dean of Students Office	924-7133
Development Office	924-7306
Emergency 911 (in university)	9-911
Equal Opportunity/	
Affirmative Action Office	924-3200
Handicapped Access Info.	924-7984
Heritage Repertory Theatre	924-3376
Hospital Main Desk	293-1100
Information, general	924-0311
Library (main)	924-3021
Newcomb Hall Bookstore	924-3721
Parking and Bus Information	924-7231
Patient Information	293-1100
Personnel	924-4444
President's Office	924-3337
Press Inquiries	924-7116
Sports Information	924-3011
Restaurants on Grounds	924-7968
Student Information	924-3363
Tourist Information and Tours	
The Rotunda	924-1019
University Guide Service	924-3239
TDD	
(Telecommunications	
Devices for the Deaf)	982-HEAR
University Operator	924-0311
University Police	924-7166
University Relations	924-3297
Virginia Film Festival	924-FEST
Women's Center	982-2251

Area Phone Numbers

Charlottesville/Albemarle	
Chamber of Commerce	295-3141
Charlottesville/Albemarle	
Visitors Bureau	293-6789

The University of Virginia student loves a challenge. From the University's forty-two Rhode Scholars — more than any other state institution in the country — to its Olympic gold medalist, a U.Va. student is recognized as a bright, motivated, and thoughtful individual. Twenty-five percent of all undergraduates in the College of Arts and Sciences are on the dean's list.

Approximately 96 percent of the University's grant-in-aid athletes earn degrees. The percentage is nearly twice the graduation rate of athletes across the nation.

The football team recently played the country's top football team, Notre Dame, in the Kick-Off Classic Game, the nationally-televised college season opener. The Cavaliers won the All-American Bowl in 1987 and the Peach Bowl three years earlier. Perhaps more importantly, however, the team has received recognition every year since 1984 from the College Football Association for graduating among the highest number of scholarship football players in the country.

The men's soccer team won the ACC regular-season championship for the fifth consecutive year in 1988, earning its seventh straight bid to the NCAA tournament. The basketball team made it to the NCAA's Final Eight in '89 after reaching the Final Four in '84; the women's basketball team has been nationally ranked consistently and has received invitations to the NCAA championship tournament every year since 1984.

Admissions

Admissions standards are highly competitive on all levels. A recent class was drawn from nearly 15,000 completed applications for the 3,000 undergraduate first-year and transfer spaces.

More than 92 percent of the entering first-year students rank in the top fifth of their secondary school class. The mean combined SAT score of this year's entering class is 1218.

Approximately 5,400 students received nearly \$28 million in financial aid last year in the form of scholarships, grants, loans, and work study.

Students at the University come from all fifty states and many foreign countries.

Sixty percent of all students at the University are Virginia residents and 8 percent are black. The student population is made up of equal numbers of men and women.

Enrollment

Students Enrolled

Undergraduate	11,200
Graduate	4,300
1st Professional	1,700
TOTAL	17,200



Tuition and Fees

Undergraduate and graduate, full-time.

In-State \$2,500 per year

Out-of-State 6,310 per year

*Excludes law, medicine, and graduate business school tuitions. Room and board not included.

Academic Programs

The University offers the bachelor's degree in 52 fields and programs, the master's degree in 97, the educational specialist in 6, the first professional degree in 2 and the doctorate in 55.

The University employs more than 10,000 persons in faculty and staff positions.

The full-time instructional faculty at the University is over 1,600 and the faculty-student ratio is 1:12. There are 292 endowed professorships at the University.

The ten degree-granting schools are:

- School of Architecture
- College of Arts and Sciences
- Graduate School of Arts and Sciences
- Colgate Darden Graduate School of Business Administration
- McIntire School of Commerce
- Curry School of Education
- School of Engineering and Applied Science
- School of Law
- School of Medicine
- School of Nursing

Research

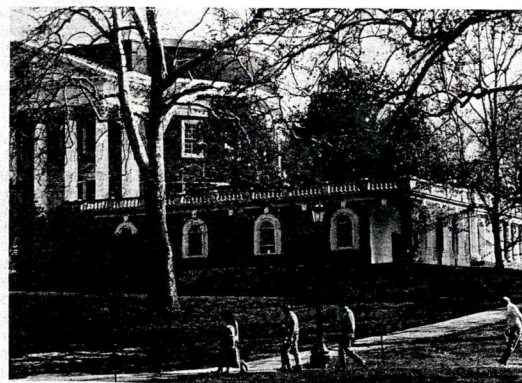
As a leader among public institutions, the University supports research and scholarship in many fields. Research in the humanities has been a long-recognized strength at the University, and programs in the biomedical, physical, and engineering sciences have developed as areas of excellence. Research in the sciences is supported by a University-wide computer network, state-of-the-art facilities for the study of DNA, two astronomical telescopes, a nuclear reactor, and an impressive variety of equipment for the analysis and imaging of substances.

New research instrumentation is being acquired continuously at a rate in excess of \$10 million each year. In the past year, external support of research programs exceeded \$63 million. The University is among the top twenty-five public universities in competitively-awarded federal grants.

The Honor System

The Honor System is one of the University's oldest and most venerated traditions. Based on the fundamental assumption that anyone who enrolls at the University subscribes to a code of ethics forbidding lying, cheating, and stealing, the Honor System allows students the kind of personal freedom possible only in an environment where respect and trust are presumed. The system is entirely run by students.

Students and faculty enjoy beautiful surroundings as they proceed to class.



The Arts

The University is an exciting welcoming the opening of a Theatre to rubbing elbows with Spacek, Nick Nolte, Gregory the Virginia Festival of America community's cultural calendar.

Throughout the year, pe faculty artists, along with actors and speakers brought to the groups, ensure a constant flow of cultural programming to the are the Tuesday Evening Co Union — which has sponsored as a Bob Dylan concert and lecture — a Collegium Musicum singing groups.

The highly acclaimed He the Virginia Players perform Shakespeare to Shephard the University's well-equipped d The University's Bayly Museum collection of art, including o century American art and Eu time. The Bayly's growing co frequent visiting shows, ex: Gallery — which displays st other works — and by sever of Charlottesville.

The Health Sciences

Chosen among the nation's to centers in *The Best Hospitals* in 1987, the University Health received another boost when new \$240 million hospital, th ever in the state of Virginia. bassinets, the center's "high-t offers the latest in technology fashioned bedside caring.

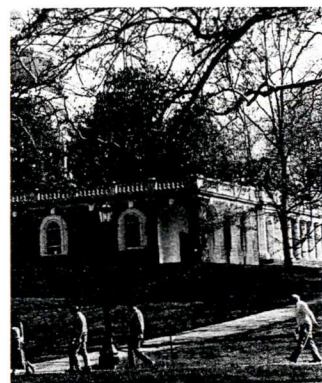
The Health Sciences Center referral center for central and two teaching hospitals, a child and the Blue Ridge Hospital. federally designated cancer a clinical research center, both intensive care units, fully cor care units, a burn center and

lic institutions, the University scholarship in many fields. ties has been a long-recognized y, and programs in the biomed- eering sciences have developed Research in the sciences is sup- vide computer network, state-of- study of DNA, two astronomical actor, and an impressive variety alysis and imaging of substances. mentation is being acquired con- cess of \$10 million each year. In support of research programs ex- ie University is among the top ersities in competitively-awarded

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y beautiful surroundings as they



The Arts

The University is an exciting place for the arts. From welcoming the opening of a Broadway play at Culbreth Theatre to rubbing elbows with such film stars as Sissy Spacek, Nick Nolte, Gregory Peck and James Stewart in the Virginia Festival of American Film, the University community's cultural calendar is always kept filled.

Throughout the year, performances by student and faculty artists, along with actors, musicians, artists, writers and speakers brought to the University by student groups, ensure a constant flow of artistic events and cultural programming to the community. Among these are the Tuesday Evening Concert Series, the University Union — which has sponsored such disparate activities as a Bob Dylan concert and a William F. Buckley Jr. lecture — a Collegium Musicum baroque group sponsored by the music department, and several student singing groups.

The highly acclaimed Heritage Repertory Theatre and the Virginia Players perform plays ranging from Shakespeare to Shephard throughout the year in the University's well-equipped drama and fine arts center. The University's Bayly Museum owns a broad-ranging collection of art, including outstanding examples of 20th century American art and European art from Jefferson's time. The Bayly's growing collection is supplemented by frequent visiting shows, exhibits at the Fayerweather Gallery — which displays student and faculty art and other works — and by several private galleries in the city of Charlottesville.

The Health Sciences Center

Chosen among the nation's top sixty-four health care centers in *The Best Hospitals in America*, a book written in 1987, the University Health Sciences Center recently received another boost when it opened the doors of a new \$240 million hospital, the largest building project ever in the state of Virginia. With 552 beds and 61 bassinets, the center's "high-tech, high-touch" facility offers the latest in technology with the most old-fashioned bedside caring.

The Health Sciences Center, which serves as the referral center for central and western Virginia, includes two teaching hospitals, a children's rehabilitation center and the Blue Ridge Hospital. Its special units include federally designated cancer and heart research centers, a clinical research center, both medical and pediatric intensive care units, fully computerized surgical intensive care units, a burn center and a Level I Trauma Center.



Classwork may even lead students to study outside.

Pegasus, the hospital's air emergency service, is one of the country's best rescue helicopter services, transporting patients from up to 500 miles away.

The University hospitals provide outpatient and emergency care to almost 150,000 patients yearly.

The Libraries

The University's library system consists of the Alderman Library, housing the principal general collections; the Clemons Library, a reading library; several departmental libraries; and the substantial specialized collections in the business administration, fine arts, law, medicine, and science and engineering libraries.

The sixteen libraries contain more than 2.9 million books, 10 million manuscripts, maps and photographs; thousands of prints; and the tenth largest microfilm collection in the nation. The University's rare books and manuscripts are valued at more than \$200 million.

Alumni

There are some 100,000 alumni of the University of Virginia. Among well-known alumni are Edgar Allan Poe, Woodrow Wilson, Walter Reed, Erskine Caldwell and Alben Barkley.



Off-Grounds Education and Public Service

The Division of Continuing Education annually provides professional development opportunities to adults through conferences and courses in Charlottesville and at seven regional centers around the state. Last year, it enrolled 15,000 students in credit courses and 20,000 in non-credit courses and professional development programs.

Clinch Valley College, the University's four-year branch institution, enrolls approximately 970 (or 1169 FTE) full-time students at its campus in Wise, Va.

Public service programs include the White Burkett Miller Center of Public Affairs, the Center for Public Service, and the Center for the Liberal Arts. They study problems of national, state, and local government, and the economy and public education.

Board of Visitors

Joshua P. Darden Jr., Rector (Norfolk)
John S. Battle Jr. (Richmond)
Charles L. Brown (New York, New York)
W.L. Lyons Brown Jr. (Louisville, Kentucky)
Robert G. Butcher Jr. (Richmond)
William McCutcheon Camp Jr. (Franklin)
Mrs. George M. Cochran (Staunton)
N. Thomas Connally (Washington, D.C.)
Edward E. Elson (Atlanta)
Waller H. Horsley (Richmond)
Lemuel E. Lewis (Las Vegas, Nevada)
Elizabeth D. Morie (Lexington)
S. Buford Scott (Richmond)
James L. Trinkle (Roanoke)
Jesse B. Wilson III (Fairfax)
Thomas E. Worrell Jr. (Charlottesville)
Wendelin White, student member

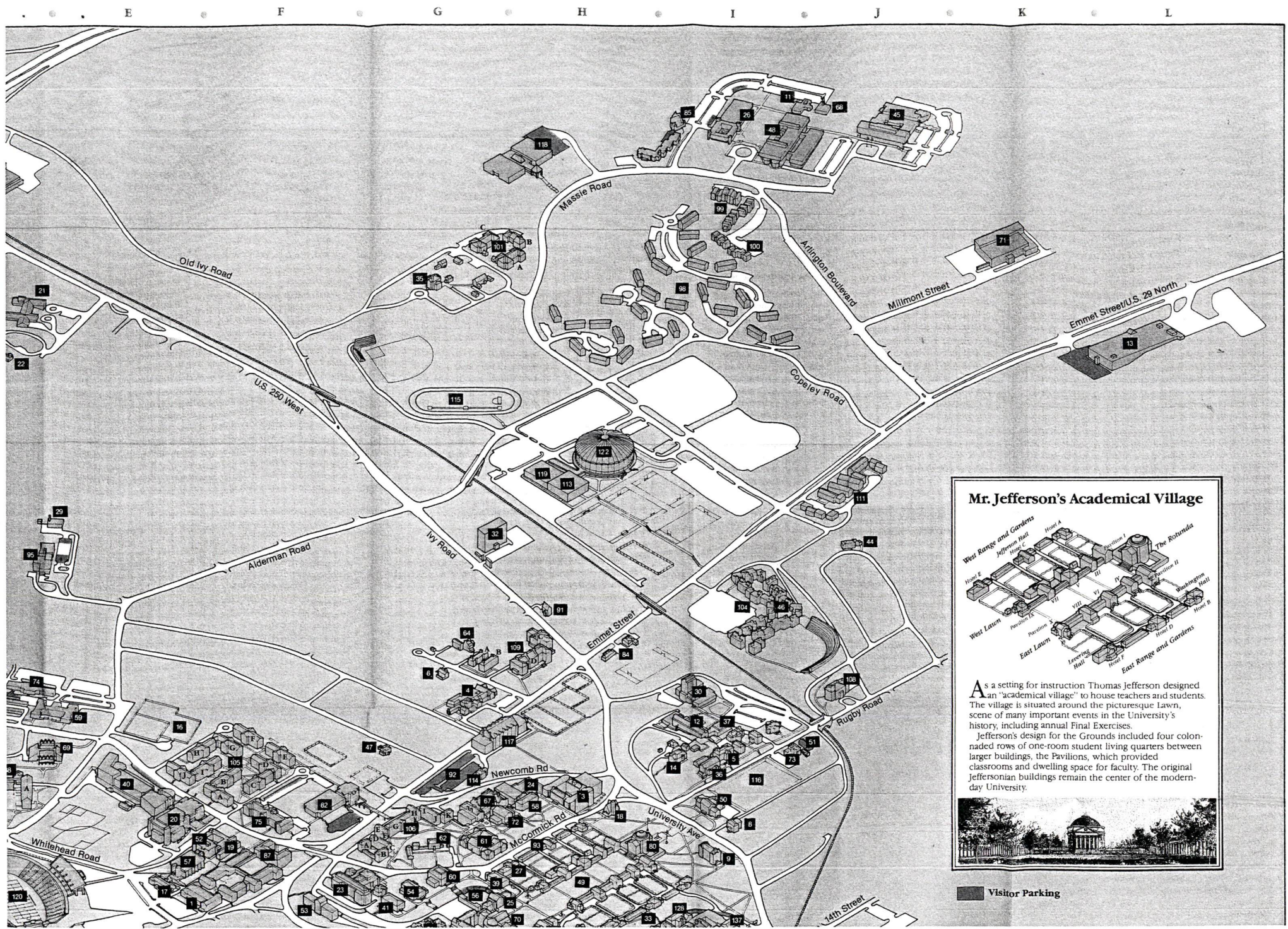
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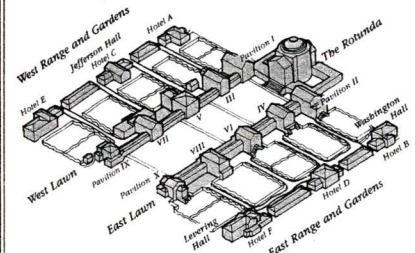
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The University of Virginia does not discriminate in education or employment on the basis of race, color, religion, national origin, political affiliation, handicap, sex, age, or veteran's status.

Bush Library Photocopy
Preservation

University of
Virginia
CHARLOTTESVILLE



Mr. Jefferson's Academical Village

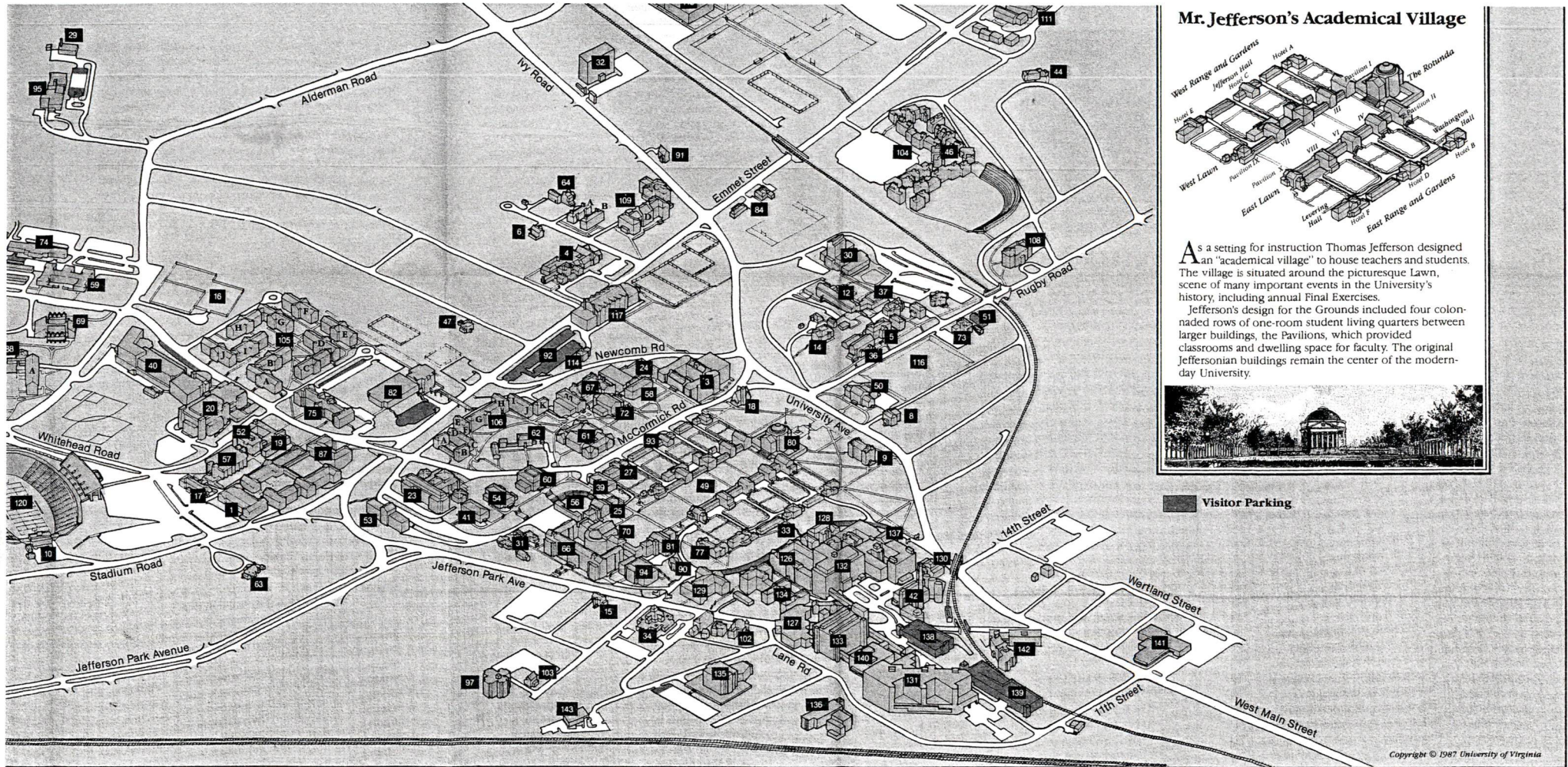


As a setting for instruction Thomas Jefferson designed an "academical village" to house teachers and students. The village is situated around the picturesque Lawn, scene of many important events in the University's history, including annual Final Exercises.

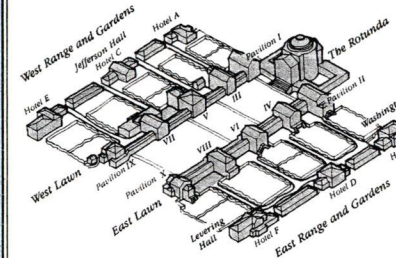
Jefferson's design for the Grounds included four colonnaded rows of one-room student living quarters between larger buildings, the Pavilions, which provided classrooms and dwelling space for faculty. The original Jeffersonian buildings remain the center of the modern-day University.



Visitor Parking



Mr. Jefferson's Academical Village



As a setting for instruction Thomas Jefferson designed an "academical village" to house teachers and students. The village is situated around the picturesque Lawn, scene of many important events in the University's history, including annual Final Exercises. Jefferson's design for the Grounds included four colonnaded rows of one-room student living quarters between larger buildings, the Pavilions, which provided classrooms and dwelling space for faculty. The original Jeffersonian buildings remain the center of the modern-day University.



Visitor Parking

Copyright © 1987 University of Virginia

- 73 51 Peyton House
- 74 5D Physical Plant
- 75 6F Physics Building
- 76 1D Printing Services
- 77 6H Randall Hall
- 78 4C Reactor Facility
- 79 4B Research Laboratories for the Engineering Sciences
- 80 6H The Rotunda
- 81 6H Rouss Hall
- 82 5F Ruffner Hall
- 83 4C Special Materials Handling Facility
- 84 4H Speech — Language — Hearing Center
- 85 1I Sponsors Hall
- 86 6C Student Activities Building
- 87 6F Thornton Hall
- 88 5D Tree House
- 89 2D University Police/Information Center
- 90 6H Varsity Hall
- 91 4H Virginia Foundation for the Humanities
- 92 5G Visitor Parking
- 93 6H Washington Hall
- 94 6H (see academical village inset)
- 95 4D Zehmer Hall Conference Center — Division of Continuing Education

Residential Buildings

- 96 5D Alderman/Observatory Residence Area
- 96 5D A. Tuttle House
- 96 5D B. Dunnington House
- 96 5D C. Fitzhugh House
- 96 6D D. Dunglison House
- 96 6C E. Courtenay House
- 96 5D F. Life House
- 96 5D G. Maupin House
- 96 5D H. Webb House
- 96 5D I. Watson House
- 96 5D J. Dobie House
- 96 5D K. Balz House
- 97 7G Brandon Avenue Apartments
- 98 2I Copeley Hill Family Housing
- 99 1I Copeley III Residence Area
- 100 2I Copeley IV Residence Area
- 101 2G Faulkner Residence Area
- 101 2H A. Younger House
- 101 2H B. Hench House
- 101 2G C. Mitchell House
- 102 7H French House
- 103 7G German House
- 104 4I Lambeth Field Residence Area

- 105 5F McCormick Road Residence Area
- 105 5F A. Page House/Housing Division Office
- 105 5F B. Emmet House
- 105 5F C. Kent House
- 105 5F D. Dabney House/Office of Residence Life
- 105 5F E. Bonnycastle House
- 105 5F F. Hancock House
- 105 5F G. Metcalf House
- 105 5E H. Lefevre House
- 105 5E I. Humphreys House
- 105 5E J. Echols House
- 106 6G Monroe Hill Residential College
- 106 6G A. Davis House
- 106 6G B. Smith House
- 106 6G C. Long House
- 106 6G D. Mallet House
- 106 6G E. Venable House
- 106 6G F. Gilchrist House
- 106 6G G. McGuffey House
- 106 6G H. Harrison House
- 106 6G I. Tucker House
- 106 6G J. Holmes House
- 106 6G K. Rogers House
- 106 6G L. Peters House
- 107 6A Piedmont Faculty Housing Area

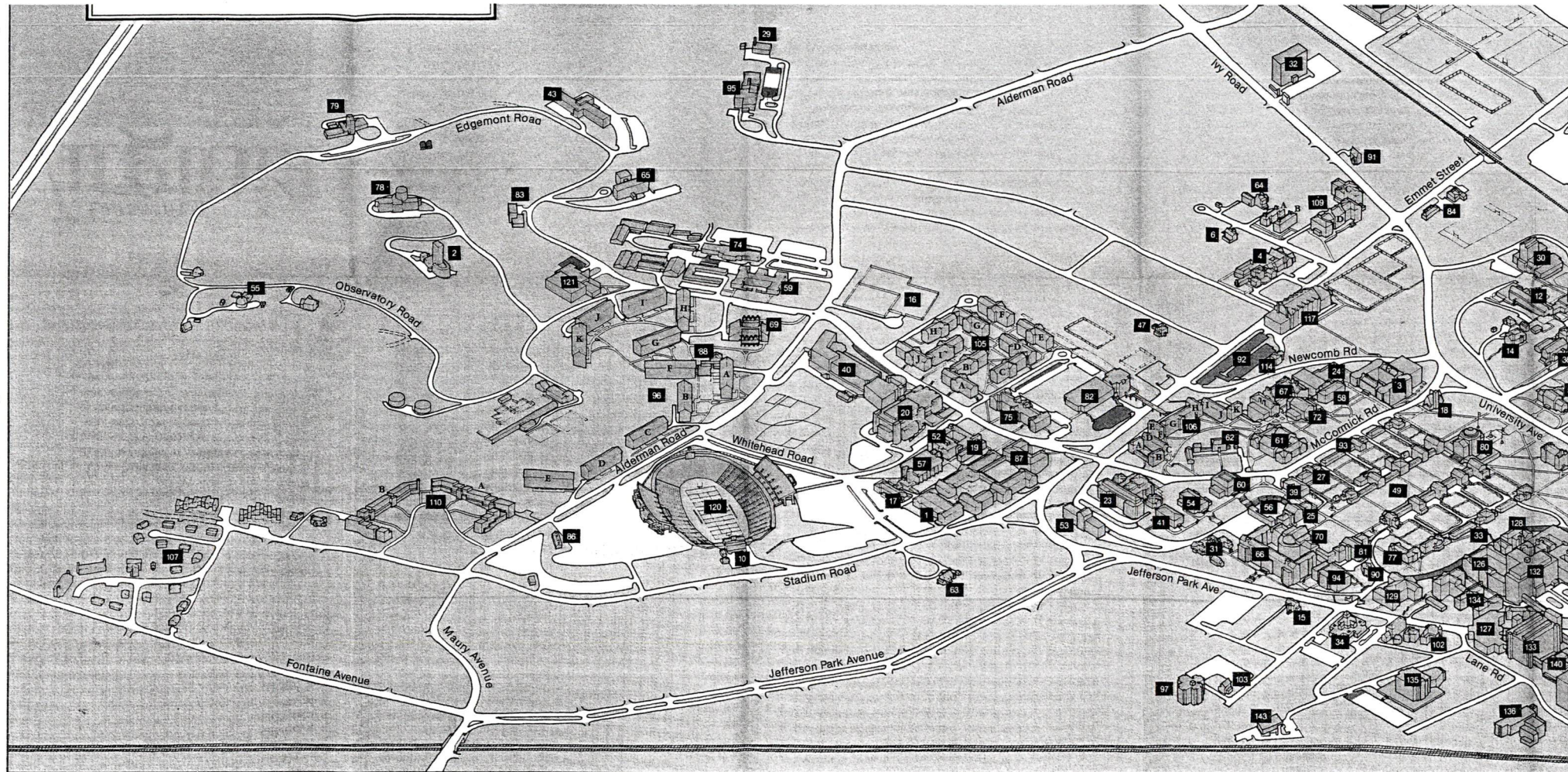
- 108 5J Rugby Road Apartments
- 109 4H Sprigg Lane Residence Area
- 109 4G A. Hoxton House
- 109 5G B. Lewis House
- 109 4H C. Gwathmey House
- 109 4H D. Mary Munford House
- 110 6C Stadium Road Residence Area House
- 110 6C A. Gooch House
- 110 6B B. Dillard House
- 111 3J University Gardens Family Housing

Athletic Facilities

- 112 1A Birdwood Clubhouse and Golfcourse
- 113 3H The Cage
- 114 5G Lady Astor Squash Courts
- 115 3G Lannigan Field
- 116 5I Madison Bowl
- 117 5H Memorial Gym
- 118 1H North Grounds Recreation Center
- 119 3H Onesty Hall/Natorium
- 120 6D Scott Stadium
- 121 5C Slaughter Recreation Center
- 122 3H University Hall

Medical Center

- 126 6H Barringer Wing
- 127 7H Claude Moore Health Science Library
- 128 6I Clinical Office Building
- 129 6H Cobb Hall
- 130 6I Corner Building
- 131 7I New Hospital (under construction)
- 132 6I Hospital
- 133 7I Jordan Hall
- 134 7H McKim Hall
- 135 7H McLeod Hall
- 136 7I Medical Research Lab No. 4
- 137 6I Medical School
- 138 7I Parking Garage No. 1
- 139 7J Parking Garage No. 2
- 140 7I Primary Care Center
- 141 7J Stacey Hall
- 142 7I Towers Hospital
- 143 7G Virginia Ambulatory Surgery Center



Academic & Administrative Buildings

- | | | | |
|-------|--|--------------------------------|---|
| 1 6E | A & M Building (Aeromath) | 24 5H | Clemens Library |
| 2 5C | Acc. — HEP Laboratories | 25 6G | Cockle Hall |
| 3 5H | Alderman Library | 26 1I | Colgate Darden Graduate School of Business Administration |
| 4 5G | Alumni Hall | 27 6H | Colonnade Hotel |
| 5 5I | Bavly Museum | 28 2C | Commonwealth Court |
| 6 5G | Bemiss House | 29 4D | Continuing Education — Central Virginia Center |
| 7 1B | Birdwood Pavilion | 30 5I | Culbreth & Helms Theatres |
| 8 6I | Booker House | 31 6G | Dawson's Row |
| 9 6I | Brooks Hall | 32 4G | Dynamics Building |
| 10 6D | Bryant Hall | 33 6H | East Range |
| 11 1I | Cafe North | 34 7H | Elson Student Health Center |
| 12 5I | Campbell Hall | 35 2G | Faulkner House |
| 13 2L | Caruthers Hall | 36 5I | Fayerweather Hall |
| 14 5I | Carr's Hill | 37 5I | Fiske Kimball Library |
| 15 7G | Carter G. Woodson Institute | 38 1D | Fontana Food Center |
| 16 5E | Cemetery | 39 6G | Garrett Hall |
| 17 6E | Center for Computer Aided Engineering — Albert H. Small Building | 40 5E | Gilmer Hall |
| 18 6H | Chapel | 41 6G | Halsey Hall |
| 19 6F | Chemical Engineering Research Building | 42 7I | Heating Plant |
| 20 6E | Chemistry Building | 43 4C | Highway Research Council |
| 21 2D | Children's Rehabilitation Center | 44 4J | International Center |
| 22 2D | Cochran House | 6H | Jefferson Hall |
| 23 6F | Clark Hall | (see academical village inset) | |
| | | 45 1J | Judge Advocate General School |
| | | 46 4I | Lambeth Conference Center |

- | | |
|-------|---|
| 47 5G | Lambeth House |
| 48 1I | Law School |
| 49 6H | The Lawn |
| 50 5I | Madison Hall |
| 51 5I | Madison House |
| 52 6F | Material Science Building |
| 53 6F | Mathematics Astronomy Building |
| 54 6G | Maury Hall |
| 55 5B | McCormick Observatory |
| 56 6G | McIntire Amphitheatre |
| 57 6E | Mechanical Engineering Building |
| 58 5H | Miller Hall — Admissions Office |
| 59 5D | Mineral Resources Building |
| 60 6G | Minor Hall |
| 61 6G | Monroe Hall |
| 62 6G | Monroe Hill House |
| 63 6F | Montebello |
| 64 4G | Morea |
| 65 4D | National Radio Astronomy Observatory |
| 66 6G | New Cabell Hall |
| 67 5G | Newcomb Hall |
| 68 1J | North Grounds Heating Plant |
| 69 5D | Observatory Hill Dining |
| 70 6G | Old Cabell Hall |
| 71 2K | Parking and Transportation/Material Management Storehouse |
| 72 6H | Peabody Hall |

- | | |
|--------------------------------|--|
| 73 5I | Peyton House |
| 74 5D | Physical Plant |
| 75 6F | Physics Building |
| 76 1D | Printing Services |
| 77 6H | Randall Hall |
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| 84 4H | Speech — Language — Hearing Center |
| 85 1I | Sponsors Hall |
| 86 6C | Student Activities Building |
| 87 6F | Thornon Hall |
| 88 5D | Tree House |
| 89 2D | University Police/Information Center |
| 90 6H | Varsity Hall |
| 91 4H | Virginia Foundation for the Humanities |
| 92 5G | Visitor Parking |
| 6I | Washington Hall |
| (see academical village inset) | |
| 93 6H | West Range |
| 94 6H | Wilson Hall |
| 95 4D | Zehmer Hall Conference Center — Division of Continuing Education |

Residential Buildings

- | | |
|--------|-------------------------------------|
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- | | |
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| 106 6G | G. McGuffey House |
| 106 6G | H. Harrison House |
| 106 6G | I. Tucker House |
| 106 6G | J. Holmes House |
| 106 6G | K. Rogers House |
| 106 6G | L. Peters House |
| 107 6A | Piedmont Faculty |

LOCATION OF SUMMIT EVENTS

Keyed to University of Virginia Map

BUILDING	BLDG. #	EVENT
Bayly Museum	5	Spouse's Lunch
Jefferson Hall	49	NGSA Holding Room
Memorial Gym	117	Summit Press Headquarters
Newcomb Hall	67	Working Lunch and Spouse's Plenary
Old Cabell Hall	70	Welcoming remarks
Pavilion II	49	Summit Staff Headquarters
		NGA Summit Coordinators Office
Pavilion VI	49	White House Intergovernmental Staff
		Office Services
		Message Center
		Governors' Staff Holding Rooms
		Governors' Private Conference Rooms
		NGA Staff Offices
Pavilion VII	49	Educational Advisors' Session, Breakfast and Lunch
Pavilion VIII	49	Cabinet Offices
		Governors' Staff Holding Rooms
Peabody Hall	72	White House Press Headquarters
Rotunda	80	All working group and Thursday
		Morning breakfast and plenary
University Hall	122	Convocation

All areas have restricted access during the Summit activities even for credentialed staff.

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I. Schedule

II. General Information

- Working Group Agenda
- Summit Working Groups and Participants
- Department of Education 1989 Back-To-School
Forecast

Background Papers

III. Teaching: Revitalizing a Profession

IV. The Learning Environment

V. Governance: Who Is In Charge?

VI. Choice and Restructuring

VII. A Competitive Workforce and Life-Long Learning

VIII. Postsecondary Education: Strengthening Access and
Excellence

THE PRESIDENT'S EDUCATION SUMMIT WITH GOVERNORS

CHARLOTTESVILLE, VIRGINIA

SEPTEMBER 27 - 28, 1989

WEDNESDAY, September 27, 1989

2:15 PM	Governors and Spouses depart Boar's Head Inn en route Old Cabell Hall
3:15 PM	Welcoming Ceremony at Old Cabell Hall - The President and Mrs. Bush, Governors, The Cabinet, Spouses and Distinguished Guests
3:45 PM	Procession to the Rotunda - The President and Mrs. Bush, Governors, The Cabinet, and Spouses
4:00 PM	Opening Work Sessions in Rotunda - The President and Mrs. Bush, Governors, The Cabinet, Spouses
5:30 PM	Governors, The Cabinet, Spouses conclude participation in Work Sessions and depart Rotunda en route Boar's Head Inn
7:00 PM	Governors, The Cabinet, Spouses depart for dinner at Monticello
7:30 PM	Reception at Monticello - The President and Mrs. Bush, Governors, The Cabinet, Spouses
8:00 PM	Dinner at Monticello - The President and Mrs. Bush, Governors, The Cabinet, Spouses
9:40 PM	Governors, The Cabinet, Spouses conclude dinner and depart Monticello en route Boar's Head Inn

THURSDAY, September 28, 1989

7:15 AM Governors, The Cabinet, Spouses depart Boar's Head Inn for Continental Breakfast on Rotunda Veranda

7:30 AM Continental Breakfast on Rotunda Veranda - The President and Mrs. Bush, Governors, The Cabinet, Spouses

8:00-9:15 AM Second Work Session in Rotunda - The President and Mrs. Bush, Governors, The Cabinet, Spouses

9:15 AM Spouses depart for Plenary Session in Newcomb Hall hosted by Mrs. Bush

9:30-11:00 AM First Plenary Session in Dome Room of Rotunda - The President, Governors, The Cabinet and Education Advisors

9:30-10:45 AM Spouses' Plenary Session in Newcomb Hall - Mrs. Bush and Spouses

10:55 AM Spouses depart for Convocation at University Hall

11:15 AM Governors and The Cabinet depart for Convocation at University Hall

11:30 AM Convocation at University Hall - The President and Mrs. Bush and all Summit participants

12:20 PM The President, Governors, The Cabinet and Education Advisors depart University Hall for Working Luncheon at Newcomb Hall

 Spouses depart University Hall en route Bayly Museum

12:30 PM Mrs. Bush and Spouses' Luncheon at Bayly Museum

1:00-2:30 PM Second Plenary Session, Working Luncheon at Newcomb Hall - The President, Governors, The Cabinet and Education Advisors

2:15 PM Mrs. Bush and Spouses depart Bayly Museum en route Rotunda

Thursday, September 28, 1989 (cont.)

- 2:30 PM The President, Governors, The Cabinet and Education Advisors depart Newcomb Hall en route Rotunda
- 3:00 PM The President's and Governors' Closing Statements at the Rotunda attended by all participants
- 3:30 PM Governors, The Cabinet and Spouses conclude participation in Education Summit

THE SUMMIT CONFERENCE ON EDUCATION

WORKING GROUPS

1. Teaching: Revitalizing a Profession

- o Identifying, recognizing and rewarding excellence in teaching.
- o Enriching the teaching profession by providing more flexible routes to certification.
- o Attracting enough qualified teachers for elementary and secondary schools.
- o Meeting our national needs with respect to science and mathematics instruction in elementary and secondary schools.
- o Increasing the number of minorities entering teaching.
- o Evaluating proposals for national certification examinations.

2. The Learning Environment

- o Providing appropriate pre-school and early childhood experiences to prepare children for primary school.
- o Identifying at-risk youth and reducing the number of student drop-outs.
- o Creating safe, violence-free schools.
- o Establishing and maintaining drug-free schools.
- o Assessing student performance and establishing appropriate goals.
- o Engaging teachers, students, parents, and the community in a partnership and a life-long commitment to education.

3. Governance: Who Is In Charge?

- o Defining the appropriate role of the Federal Government in education.
- o Defining the appropriate role of State governments in education.
- o Defining the appropriate role of local school boards in education.
- o Reforming federal and state education regulations.
- o Ensuring that schools are publicly accountable for their performance, that there is adequate scope for innovation, and that exceptional performance is recognized and rewarded.
- o Ensuring parent and citizen involvement in local school governance.

4. Choice and Restructuring

- o Evaluating the experience with choice across the nation.
- o Assessing transportation and equity issues involved in choice.
- o Considering ways of expanding choice and strengthening accountability.
- o Evaluating the experience with magnet schools across the Nation.
- o Instituting performance-based restructuring initiatives.
- o Evaluating the experience with site-based management and program restructuring.

5. A Competitive Workforce and Life-Long Learning

- o Ensuring that adult Americans are sufficiently literate to perform effectively as parents, workers, and citizens.

- o Determining what institutions, public and private, bear responsibility for various aspects of worker training.
- o Enhancing public-private partnerships in education.
- o Communicating the needs of the consumers of the products of our education system.
- o Creating incentive programs to produce more high school graduates.
- o Enhancing the quality of training and vocational education.

6. Postsecondary Education: Strengthening Access and Excellence

- o Enhancing opportunities for disadvantaged youth and their access to higher education.
- o Strengthening science, mathematics and engineering teaching in American universities.
- o Strengthening university entrance requirements and reducing the need for remedial courses.
- o Recruiting and retaining more minority students and faculty in higher education institutions.

EDUCATION SUMMIT
WORKING GROUP SESSION ASSIGNMENTS

Wednesday, September 27, 1989--4:00 p.m. to 5:30 p.m.

GOVERNANCE: WHO IS IN CHARGE?

Co-chairmen: Governor Garrey E. Carruthers, NM
Governor Bill Clinton, AR
Moderator: Secretary Lauro Cavazos (Education)

Governors

Governor Steve Cowper, AK	Governor George A. Sinner, ND
Governor Joe Frank Harris, GA	Governor Robert P. Casey, PA
Governor Mike Hayden, KS	Governor Rafael Hernandez-Colon, PR
Governor Buddy Roemer, LA	Governor Edward D. DiPrete, RI
Governor William Donald Schaefer, MD	Governor Carroll Campbell, Jr., SC
Governor Stan Stephens, MT	Governor George S. Mickelson, SD
Governor Kay A. Orr, NE	Governor Gerald L. Baliles, VA
Governor Norman H. Bangerter, UT	Governor Michael Sullivan, WY

Cabinet

Secretary Nicholas Brady (Treasury)
Secretary Manuel Lujan (Interior)
Secretary Samuel Skinner (Transportation)
Director Richard Darman (OMB)
Ambassador Carla Hills (U.S. Trade Representative)

TEACHING: REVITALIZING A PROFESSION

Co-chairmen: Governor Terry Branstad, IA
Governor Booth Gardner, WA
Moderator: Attorney General Richard Thornburgh (Justice)

Governors

Governor William A. O'Neill, CT	Governor Rudy Perpich, MN
Governor Bob Martinez, FL	Governor John Ashcroft, MO
Governor John Waihee, HI	Governor Bob Miller, NV
Governor Cecil D. Andrus, ID	Governor James G. Martin, NC
Governor Henry Bellmon, OK	Governor John R. McKernan, Jr., ME
Governor Michael S. Dukakis, MA	Governor Tommy G. Thompson, WI
Governor Thomas H. Kean, NJ	Governor Alexander A. Farrelly, VI

Cabinet

Secretary Clayton Yeutter (Agriculture)
Mr. D. Allan Bromley (Office of Science and Technology Policy)
Chairman Michael Boskin (Council of Economic Advisors)
Admiral Richard Truly (NASA)

PAGE TWO
WEDNESDAY

THE LEARNING ENVIRONMENT

Co-chairmen: Governor Guy Hunt, AL
Governor Ray Mabus, MS
Moderator: Director William Bennett (Drug Control Policy)

Governors

Governor James J. Blanchard, MI	Governor Peter T. Coleman, AS
Governor Rose Mofford, AZ	Governor Judd Gregg, NH
Governor George Deukmejian, CA	Governor Mario Cuomo, NY
Governor Roy Romer, CO	Governor Richard Celeste, OH
Governor Michael N. Castle, DE	Governor Neil Goldschmidt, OR
Governor James R. Thompson, IL	Governor William Clements, Jr., TX
Governor Evan Bayh, IN	Governor Madeleine M. Kunin, VT
Governor Wallace Wilkinson, KY	Governor Gaston Caperton, WV

Cabinet

Secretary Elizabeth Dole (Labor)
Secretary Robert Mosbacher (Commerce)
Secretary Jack Kemp (HUD)
Secretary Louis Sullivan (HHS)
Secretary Edward Derwinski (Veterans Affairs)

Thursday, September 28, 1989--8:00 a.m. to 9:15 a.m.

CHOICE AND RESTRUCTURING

Co-chairmen: Governor John R. McKernan, ME
Governor Rudy Perpich, MN
Moderator: Secretary Lauro Cavazos (Education)

Governors

Governor Guy Hunt, AL	Governor Bob Miller, NV
Governor Bill Clinton, AR	Governor Garrey E. Carruthers, NM
Governor James R. Thompson, IL	Governor James G. Martin, NC
Governor Evan Bayh, IN	Governor George A. Sinner, ND
Governor Terry E. Branstad, IA	Governor Henry Bellmon, OK
Governor Mike Hayden, KS	Governor George Mickelson, SD
Governor Norman H. Bangerter, UT	Governor Booth Gardner, WA
Governor Stan Stephens, MT	Governor Tommy G. Thompson, WI

Cabinet

Attorney General Richard Thornburgh (Justice)
Secretary Samuel Skinner (Transportation)
Secretary Jack Kemp (HUD)
Ambassador Carla Hills (U.S. Trade Representative)

A COMPETITIVE WORKFORCE AND LIFE-LONG LEARNING

Co-chairmen: Governor Carroll Campbell, SC
Governor William Donald Schaefer, MD
Moderator: Director Richard Darman (OMB)

Governors

Governor Steve Cowper, AK	Governor Michael S. Dukakis, MA
Governor Rose Mofford, AZ	Governor Judd Gregg, NH
Governor Roy Romer, CO	Governor William A. O'Neill, CT
Governor Ned Ray McWherter, TN	Governor Michael N. Castle, DE
Governor William P. Clements, TX	Governor Joe Frank Harris, GA
Governor Madeleine M. Kunin, VT	Governor Wallace Wilkinson, KY
Governor Gerald L. Baliles, VA	Governor Buddy Roemer, LA
Governor Gaston Caperton, WV	Governor Michael Sullivan, WY

Cabinet

Secretary Robert Mosbacher (Commerce)
Secretary Elizabeth Dole (Labor)
Secretary James Watkins (Energy)
Secretary Nicholas Brady (Treasury)
Secretary Dick Cheney (Defense)
Secretary Louis Sullivan (Health and Human Services)

PAGE TWO
THURSDAY

POST-SECONDARY EDUCATION: STRENGTHENING ACCESS AND EXCELLENCE

Co-chairmen: Governor Cecil Andrus, ID
Governor John Ashcroft, MO
Moderator: Secretary Clayton Yeutter (Agriculture)

Governors

Governor Peter Coleman, AS	Governor Thomas H. Kean, NJ
Governor George Deukmejian, CA	Governor Mario M. Cuomo, NY
Governor John Waihee, HI	Governor Neil Goldschmidt, OR
Governor Robert P. Casey, PA	Governor James J. Blanchard, MI
Governor Rafael Hernandez-Colon, PR	Governor Ray Mabus, MS
Governor Edward D. DiPrete, RI	Governor Alexander A. Farrelly, VI
Governor Kay A. Orr, NE	Governor Bob Martinez, FL
Governor Richard Celeste, OH	

Cabinet

Secretary Manuel Lujan (Interior)
Dr. Michael Boskin (Council of Economic Advisors)
Dr. D. Allan Bromley (Office of Science and Technology Policy)
Admiral Richard Truly (NASA)
Secretary Edward Derwinski (Veterans Affairs)

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

FOR RELEASE: a.m. papers
August 24, 1989

Contact: Jane Glickman (202) 732-4307
Tom Snyder (202) 357-6689

1989 BACK-TO-SCHOOL FORECAST

-- The American people will spend a record \$353 billion on schools and colleges in the 1989-90 school year, Secretary of Education Lauro F. Cavazos projected today.

-- "Our nation continues to make a tremendous financial investment in education," Cavazos said, "but the education deficit continues to grow. Too many Americans remain ill-prepared for a changing world.

"As this school year begins, President Bush is taking the historic step of calling together the nation's governors to address this national crisis. Such leadership is critical; but parents, teachers -- indeed, all Americans -- must become involved if we are to ensure that each student has an opportunity to be educated to his or her fullest potential. That is what Americans expect from their generous investment in education."

Cavazos' comments accompanied release of the Education Department's annual statistical forecast for the 1989-90 school year. The \$353 billion spending projection for public and private education at all levels represents a 6.8 percent increase over last year, when overall spending was \$330 billion.

-MORE-

The largest increase will be in higher education, with spending estimated at \$141 billion, a 7.2 percent increase over last year. Adjusted for inflation, this constitutes a 36 percent increase since the 1980-81 school year.

Elementary and secondary expenditures -- both public and private -- are expected to rise to \$212 billion, a 6.6 percent increase over last year's spending and, after adjusting for inflation, a 29 percent increase since 1980-81.

Per-pupil expenditures in public elementary and secondary schools are also expected to reach a record high of \$5,246, \$308 per student more than last year.

At the higher education level, expenditures for each full-time equivalent student will rise to \$14,923, nearly \$750 more per student than a year ago.

The average salary of public elementary and secondary school teachers is expected to rise to \$31,200 in the coming school year, up 5.5 percent over last year's average of \$29,567. After adjusting for inflation, this will amount to a 20 percent increase since 1980-81.

This year, expenditures of educational institutions at all levels -- elementary, secondary, and postsecondary -- will again amount to about 6.8 percent of the gross national product.

Total Enrollment Rises Slightly

Total enrollment in the nation's schools and colleges is expected to reach 58.7 million this fall, up by 400,000. About 45.6 million young people will attend elementary and secondary

schools, 150,000 more students than last year, and 13.1 million students will attend higher education institutions, about 250,000 more than a year ago.

As in the past several years, enrollment increases in grades K-12 will be concentrated in the elementary grades (K-8), reflecting the increase in births that began in 1977 and has continued in most subsequent years. In 1988, births exceeded 3.9 million, more than any other year since 1964.

Enrollment continues to decline this year for grades 9-12, reflecting a downward trend that has occurred for this age group since the peak year of 1976. Lower enrollments for grades 9-12 will continue for another year or two, until the youngsters born after 1976 begin reaching the upper grades. Annual increases in secondary school enrollments will then continue throughout the 1990s and the early years of the 21st century.

In the fall of 1989:

- total elementary (K-8) enrollment will climb 1.5 percent over last year, from 32.4 million to 32.9 million;
- total secondary enrollment will drop 2.6 percent, from 13 million to 12.7 million.

School enrollments vary by state and region. In the 1980s, the greatest increase in the public school population has been in the West, while a smaller increase has been experienced in the South, and enrollments have declined in the Northeast and Midwest. Between 1980 and 1989, the largest enrollment increases -- in descending order -- were in California, Texas, Florida, Arizona, Utah, Georgia, Nevada and Washington.

-MORE-

Despite a shrinking traditional college population of 18- to 24-year-olds, total college enrollment has reached new peaks in recent years. In the fall of 1989, nearly 13.1 million students are expected to enroll in public and private colleges and universities, about 250,000 students more than last year.

The rise in college enrollments in the 1980s can be attributed to higher attendance rates among the traditional college-age group as well as higher enrollment rates for older and part-time students, especially women. Since more students are attending college part-time, full-time equivalent enrollment is rising at a slower rate than total student enrollment.

Education and Employment

In the fall of 1989, about seven million people will be employed in our nation's schools and colleges -- 2.7 million as elementary and secondary teachers in public and private schools, 755,000 as instructional faculty in colleges and universities, and 3.6 million in other professional, administrative and support positions in educational institutions at all levels.

Together with the total projected enrollment of 58.7 million students, nearly 66 million Americans -- more than one out of every four persons in a population of 249 million -- will be involved in formal education in the next school year.

School Completion

A decrease of 178,000 high school graduates is projected for the spring of 1990, bringing the total to 2.6 million. The trend has been generally downward since the peak year of 1977, when nearly 3.2 million students received diplomas.

High school graduation projections recognize that currently about three-fourths of young people earn a high school diploma around age 17 or 18. Some of those who drop out of school before graduation eventually receive a high school equivalency certificate.

The number of earned degrees to be conferred during the 1989-90 year is expected to be somewhat higher than last year at the associate, bachelor's, and master's level, while doctoral and first-professional degrees are expected to hold steady. Estimates are: associate degrees, 448,000; bachelor's degrees, 1,006,000; master's degrees, 301,000; doctoral degrees, 34,000, and first professional degrees, in fields such as medicine, law and theology, 72,000.

Bachelor's degrees expected this year represent an all-time high, while master's and doctoral degrees will be down slightly from the peak years of 1977 for master's degrees (317,000) and 1973 for doctor's degrees (34,800). The number of first professional degrees has stabilized after reaching a peak of 75,000 in 1984-85.

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NOTE TO EDITORS: Tables and charts for the back-to-school forecast are attached.

More detailed education statistics may be obtained from several publications prepared by the National Center for Education Statistics, U.S. Department of Education, available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Use the stock numbers and prices listed.

The Condition of Education, 1989 provides charts, indicators and text on trends in American education. Volume I focuses on elementary and secondary education, costs \$5.50, stock number is 065-000-00377-5. Volume II reports on postsecondary education, costs \$6.50, stock number is 065-000-00378-3.

The Digest of Education Statistics, 1988, is a detailed compendium of education data, costs \$19.00, stock number is 065-000-00351-1; Projections of Education Statistics to 1997-98, costs \$15.00, stock number is 065-000-00356-2; State Projections to 1993, costs \$3.25, number is 065-000-00380-5.

Table 1.--Estimated number of participants in elementary and secondary education and in higher education: Fall 1989
[In millions]

Participants	All levels (elementary, secondary, and higher education)	Elementary and secondary schools			Institutions of higher education
		Total	Public	Private	
Total	65.7	50.6	44.8	5.8	15.1
Enrollment ^{1/}	58.7	45.6	40.3	5.3	13.1
Teachers and faculty ...	3.4	2.7	2.3	0.4	2/ 0.8
Other professional, administrative, and support staff	3.6	2.3	2.1	0.2	1.3

^{1/}Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Elementary and secondary includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. Higher education comprises full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges.

^{2/}Includes full-time and part-time faculty with the rank of instructor or above.

NOTE.--The enrollment figures include all students in elementary and secondary schools and colleges and universities. However, the data for teachers and other staff in public and private elementary and secondary schools are reported in terms of full-time equivalents. The staff data for institutions of higher education include all professional, administrative, and support personnel. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished projections and estimates. (This table was prepared July 1989.)

Table 2.--Enrollment in educational institutions, by level of instruction
and by type of control: Fall 1980 to fall 1989
[In thousands]

Level of instruction and type of control	Fall 1980	Fall 1985	Fall 1987	Fall 1988 1/	Fall 1989 1/
All levels	58,414	57,313	58,140	58,286	58,682
Public	50,444	48,988	49,999	50,241	50,511
Private	7,971	8,325	8,140	8,045	8,171
Elementary and secondary schools2/	46,318	45,066	45,371	45,437	45,595
Public	40,987	39,509	40,024	40,196	40,323
Private	5,331	5,557	1/ 5,347	5,241	5,272
Kindergarten through grade 8 3/	31,666	31,244	32,004	32,426	32,915
Public	27,674	27,049	27,886	28,390	28,818
Private	3,992	4,195	1/ 4,118	4,036	4,097
Grades 9 through 12	14,652	13,822	13,367	13,012	12,680
Public	13,313	12,460	12,138	11,806	11,505
Private	1,339	1,362	1/ 1,229	1,206	1,175
Higher education4/	12,097	12,247	12,768	12,849	13,087
Public	9,457	9,479	9,975	10,045	10,188
Private	2,640	2,768	2,793	2,804	2,899

1/Estimated.

2/Includes enrollments in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools.

3/Includes most kindergarten and some nursery school enrollment. Excludes preprimary enrollment in schools that do not offer first grade. This undercount of preprimary enrollment is particularly significant for private schools. According to data collected by the U.S. Bureau of the Census, public and private nursery school and kindergarten enrollment grew from 5.2 million in 1980 to 6.3 million in 1985.

4/Includes full-time and part-time students enrolled in degree-credit and nondegree-credit programs in universities, other four-year colleges, and two-year colleges.

NOTE.--Data for fall 1987 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); Projections of Education Statistics to 2000 (forthcoming). (This table was prepared August 1989.)

Table 3.--Enrollment in public elementary and secondary schools,
by region and State: Fall 1980 to fall 1989
[in thousands]

Region and State	Fall 1980	Fall 1985	Fall 1987	Fall 1988 1/	Fall 1989 2/
United States....	40,987	39,509	40,024	40,196	40,323
Northeast.....	8,214	7,318	7,251	7,202	7,176
Connecticut.....	531	462	465	463	465
Maine.....	222	206	212	211	210
Massachusetts.....	1,022	844	825	817	814
New Hampshire.....	167	161	166	166	171
New Jersey.....	1,246	1,116	1,093	1,081	1,085
New York.....	2,871	2,621	2,594	2,580	2,558
Pennsylvania.....	1,909	1,683	1,669	1,655	1,646
Rhode Island.....	148	133	134	134	135
Vermont.....	96	90	93	96	93
Midwest.....	10,766	9,949	9,887	9,848	9,804
Illinois.....	1,983	1,826	1,811	1,788	1,805
Indiana.....	1,056	966	964	964	950
Iowa.....	534	485	481	477	464
Kansas.....	415	410	421	426	425
Michigan.....	1,866	1,690	1,606	1,590	1,573
Minnesota.....	754	705	721	724	725
Missouri.....	845	795	802	807	811
Nebraska.....	280	266	268	269	266
North Dakota.....	117	119	119	118	118
Ohio.....	1,957	1,794	1,793	1,782	1,769
South Dakota.....	129	124	127	127	128
Wisconsin.....	830	768	772	775	769
South.....	14,134	14,117	14,419	14,528	14,552
Alabama.....	759	730	729	730	723
Arkansas.....	448	433	437	456	433
Delaware.....	99	93	96	97	98
District of Columbia.....	100	87	86	89	86
Florida.....	1,510	1,562	1,665	1,729	1,744
Georgia.....	1,069	1,080	1,111	1,111	1,132
Kentucky.....	670	644	643	638	626
Louisiana.....	778	788	793	791	797
Maryland.....	751	672	684	689	701
Mississippi.....	477	471	506	503	504
North Carolina....	1,129	1,086	1,086	1,081	1,077
Oklahoma.....	578	592	584	585	582
South Carolina....	619	607	615	616	617
Tennessee.....	854	814	824	820	815
Texas.....	2,900	3,132	3,237	3,269	3,302
Virginia.....	1,010	968	979	988	988
West Virginia.....	384	358	344	336	325
West.....	7,873	8,124	8,468	8,619	8,791
Alaska.....	87	107	106	104	104
Arizona.....	514	548	572	577	608
California.....	4,118	4,256	4,489	4,611	4,731
Colorado.....	546	551	560	560	570
Hawaii.....	165	164	166	167	170
Idaho.....	203	209	212	215	211
Montana.....	155	154	152	152	150
Nevada.....	149	155	168	176	179
New Mexico.....	271	278	287	281	299
Oregon.....	465	448	456	462	450
Utah.....	344	403	423	426	435
Washington.....	758	750	776	790	788
Wyoming.....	98	103	98	98	96

1/Estimated by reporting States.

2/Projected by the National Center for Education Statistics.

NOTE.--Includes most kindergarten and some nursery school enrollment. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey; "Early Estimates: Key Statistics for Public Elementary and Secondary Education: School Year 1988-89"; and State Projections to 1993 for Public Elementary and Secondary Enrollment, Graduates, and Teachers. (This table was prepared August 1989.)

Table 4.--Number of teachers in educational institutions, by level of instruction
and by type of control: Fall 1980 to fall 1989
[In thousands]

Level of instruction and type of control	Fall 1980	Fall 1985	Fall 1987	Fall 1988 1/	Fall 1989 1/
All levels	3,171	3,265	3,363	3,390	3,447
Public	2,679	2,710	2,802	2,828	2,874
Private	492	555	561	562	573
Elementary and secondary teachers2/	2,485	2,550	2,627	2,649	2,691
Public	2,184	2,207	2,279	2,304	2,340
Private	301	343	1/ 348	345	352
Elementary teachers	1,401	1,483	1,551	1,567	1,592
Public	1,189	1,237	1,297	1,316	1,336
Private	212	246	1/ 254	251	256
Secondary teachers	1,084	1,067	1,076	1,081	1,099
Public	995	970	982	987	1,003
Private	89	97	1/ 94	94	96
Higher education instructional staff3/	686	715	736	741	755
Public	495	503	523	524	534
Private	191	212	213	217	221

1/Estimated.

2/Includes teachers in local public school systems and in most private schools (religiously affiliated and nonsectarian). Excludes subcollegiate departments of institutions of higher education, residential schools for exceptional children, and Federal schools. Also excludes preprimary teachers in schools without a first grade. Teachers are reported in full-time equivalents.

3/Includes full-time and part-time faculty with the rank of instructor or above in universities, other four-year colleges, and two-year colleges.

NOTE.--Data for fall 1987 are preliminary. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); and Projections of Education Statistics to 2000 (forthcoming). (This table was prepared August 1989.)

Table 5.--Total expenditure per student in educational institutions, by level of instruction and by type of control, and average salary for public school teachers: 1980-81 to 1989-90
[In current and constant dollars]

Level of instruction and type of control	School year				
	1980-81	1985-86	1987-88 1/	1988-89 1/	1989-90 1/
Current dollars:					
Expenditure per pupil in public elementary and secondary schools2/	\$2,762	1/ \$4,069	\$4,709	\$4,938	\$5,246
Higher education expenditures per full-time equivalent student3/	7,997	12,041	13,403	14,176	14,923
Public	7,009	10,509	11,618	12,315	12,986
Private	11,010	16,530	18,812	19,740	20,724
Constant 1980-81 dollars:					
Expenditure per pupil in public elementary and secondary schools4/	2,762	1/ 3,239	3,522	3,530	3,575
Higher education expenditures per full-time equivalent student4/	7,997	9,585	10,022	10,132	10,168
Public	7,009	8,365	8,687	8,803	8,849
Private	11,010	13,159	14,067	14,110	14,121

Average salary for public school teachers:5/					
Current dollars	17,644	25,198	28,008	29,567	31,200
Constant 1980-81 dollars4/	17,644	20,059	20,944	21,134	21,259

1/Estimated.

2/Data represent total expenditures per pupil in average daily attendance.

3/Data represent current-fund expenditures and additions to plant value per full-time-equivalent student.

4/Data adjusted by the Consumer Price Index, U.S. Department of Labor. The 1989-90 CPI estimate is derived from 1989 and 1990 data in The Economic and Budget Outlook, Fiscal Years 1990-1994, Congressional Budget Office.

5/Data for 1980-81, 1985-86, 1987-88, and 1988-89 are from the National Education Association. The 1988-89 data are preliminary.

SOURCES: U.S. Department of Education, National Center for Education Statistics, unpublished projections and estimates; and National Education Association, Estimates of School Statistics, 1988-89. (This table was prepared August 1989).

Table 6.--Total expenditures of educational institutions, by level of instruction and by type of control: 1980-81 to 1989-90
[In billions]

Level of instruction and type of control	School year				
	1980-81	1985-86	1987-88 1/	1988-89 2/	1989-90 2/
Current dollars					
All levels	\$182.8	\$269.5	\$310.7	\$330.5	\$353.1
Public	150.7	218.7	252.6	268.9	287.3
Private	32.2	50.8	58.1	61.6	65.7
Elementary and secondary expenditures	112.3	161.8	187.1	199.1	212.2
Public	104.1	148.6	172.0	183.4	195.5
Private2/	8.2	13.2	15.1	15.7	16.7
Higher education expenditures3/ ..	70.5	107.7	123.7	131.4	140.9
Public	46.6	70.1	80.6	85.5	91.9
Private	24.0	37.6	43.1	45.8	49.0
Constant 1980-81 dollars 4/					
All levels	\$182.8	\$214.6	\$232.4	\$236.2	\$240.6
Public	150.7	174.1	188.9	192.2	195.8
Private	32.2	40.5	43.5	44.0	44.8
Elementary and secondary expenditures	112.3	128.8	139.9	142.3	144.6
Public	104.1	118.3	128.6	131.1	133.2
Private2/	8.2	10.5	11.3	11.2	11.4
Higher education expenditures3/ ..	70.5	85.7	92.5	93.9	96.0
Public	46.6	55.8	60.3	61.1	62.6
Private	24.0	29.9	32.2	32.8	33.4

1/Preliminary.

2/Estimated.

3/Includes current-fund expenditures and additions to plant value.

4/Data adjusted by the Consumer Price Index, U.S. Department of Labor. The 1989-90 CPI estimate is derived from 1989 and 1990 data in The Economic and Budget Outlook, Fiscal Years 1990-1994, Congressional Budget Office.

NOTE.--Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); Projections of Education Statistics to 2000 (forthcoming); and unpublished projections and estimates. (This table was prepared August 1989.)

Table 7.--Number of graduates of educational institutions, by level of education completed: 1980-81 to 1989-90
[In thousands]

Level of education completed	School year				
	1980-81	1985-86	1987-88 1/	1988-89 1/	1989-90 1/
High school graduates, total .	3,020	2,642	2,793	2,781	2,603
Public	2,725	2,382	2,493	2,491	2,337
Private1/	295	260	300	291	266
College and university graduates:					
Associate degrees	416	446	430	439	448
Bachelor's degrees	935	988	989	994	1,006
Master's degrees	296	289	292	293	301
First-professional degrees2/ .	72	74	72	72	72
Doctor's degrees	33	34	34	34	34

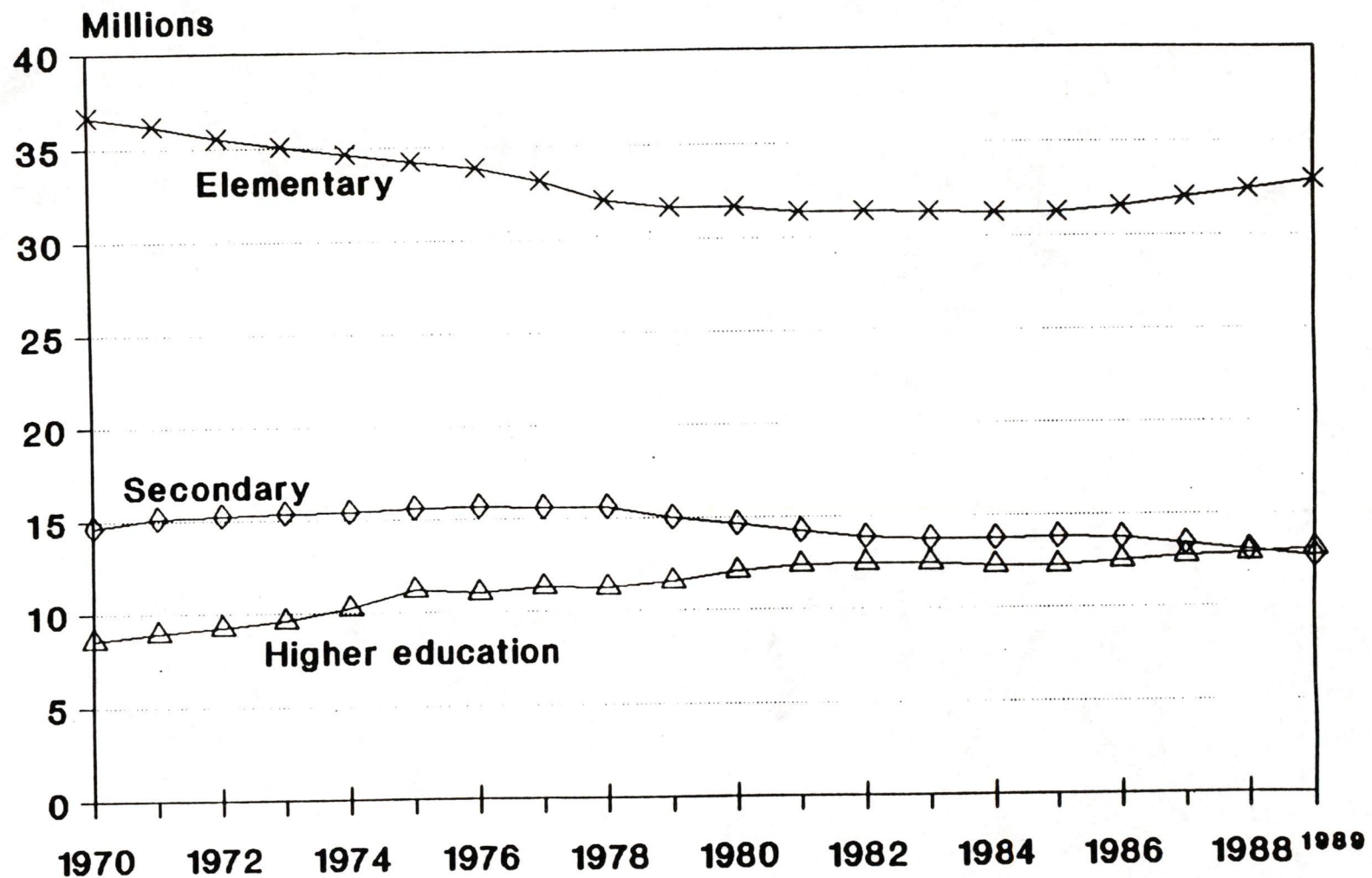
1/Estimated.

2/Includes degrees in medicine, optometry, osteopathic medicine, pharmacy, podiatry, chiropractic, veterinary medicine, dentistry, law, and theological professions.

NOTE.--Because of rounding, details may not add to totals.

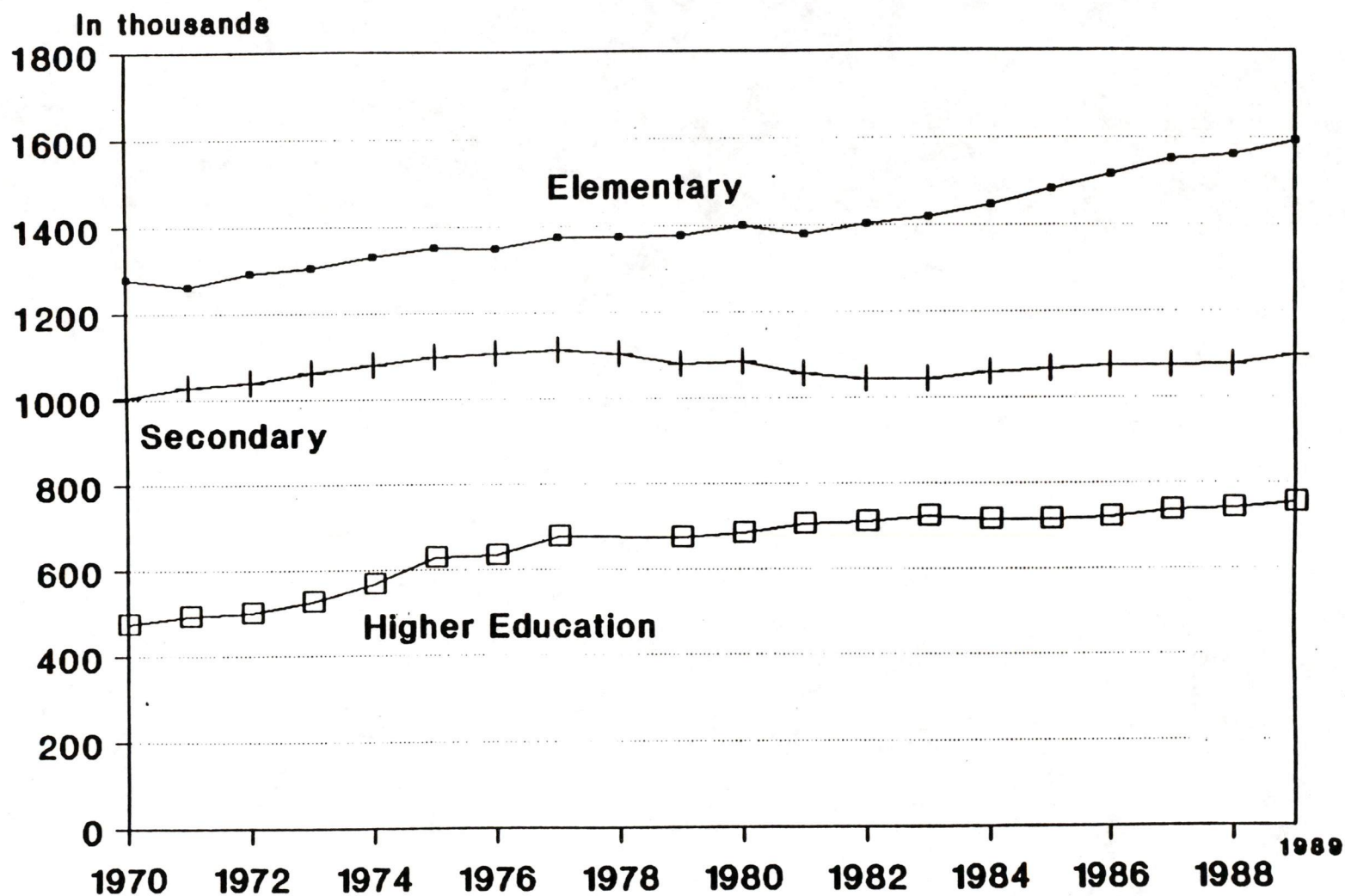
SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming); and Projections of Education Statistics to 2000 (forthcoming). (This table was prepared August 1989.)

**Chart 1.--Enrollment in educational institutions, by level:
Fall 1970 to fall 1989**



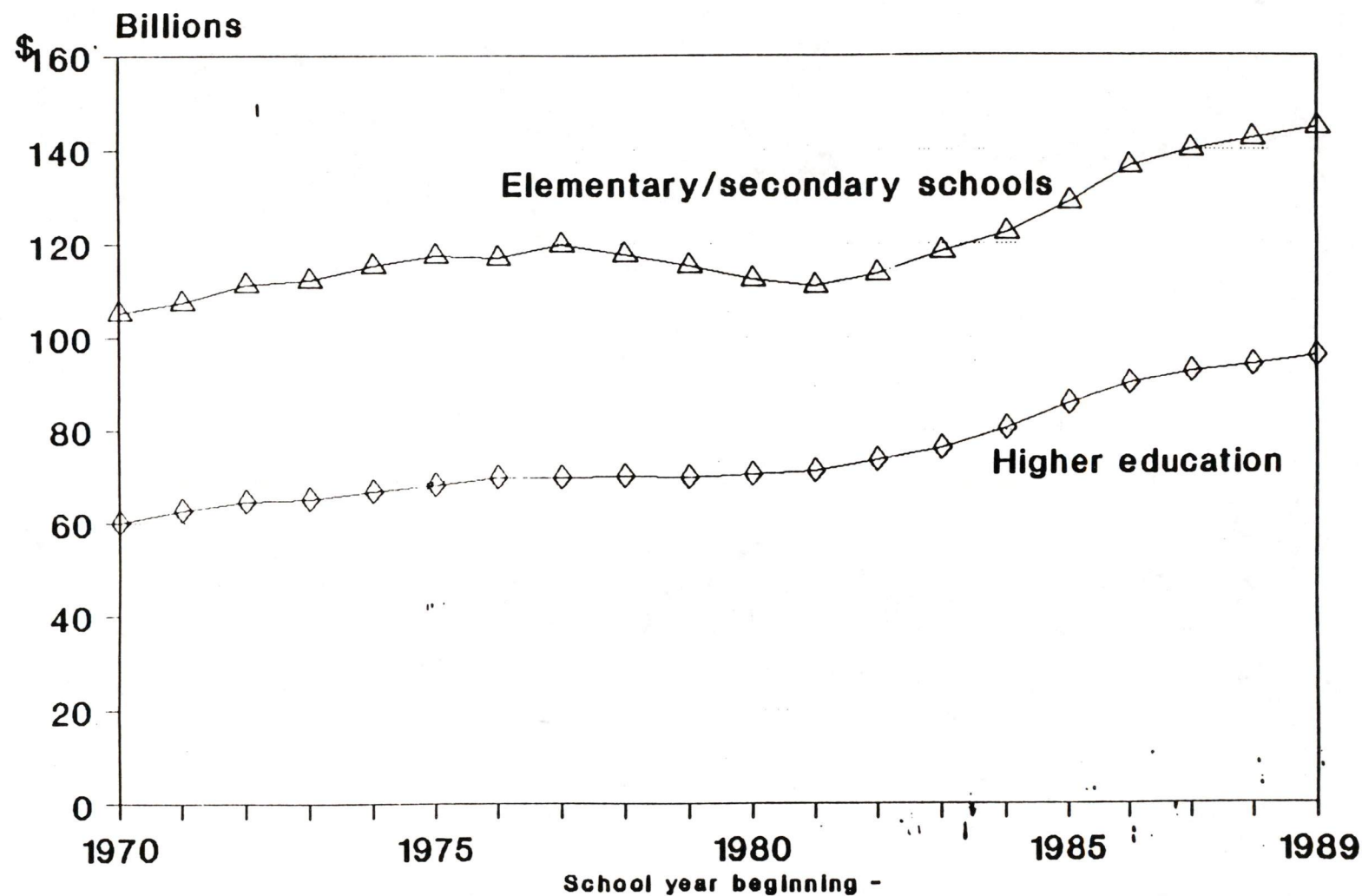
SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming).

**Chart 2.--Number of teachers in educational institutions,
by level: Fall 1970 to fall 1989**



SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989 (forthcoming).

Chart 3.--Expenditures of educational institutions in constant 1980-81 dollars, by level: 1970-71 to 1989-90



SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1989. (forthcoming).

Teaching: Revitalizing a Profession

A key to providing quality education in America's schools is quality teachers. Today, some question the future ability of the American educational system to attract quality teachers to the classroom in the numbers needed in the 1990s and beyond.

Quantity and Quality

1. At present, there is little likelihood of a general teacher shortage in the foreseeable future. Not only is an adequate supply of teachers expected, but current student-teacher ratios are near all-time lows.

According to the Department of Labor's Bureau of Labor Statistics (BLS), an overall teacher shortage is not expected in the 1990s. Its Occupational Outlook Quarterly projected that demand for teachers will vary in the 1990s with more teachers needed in the elementary grades but fewer needed at the high school level. A similar conclusion was reached in a survey by the Association for School College and University Staffing, Inc.

In addition, the teaching profession has increased in popularity among college students. In 1987, 8.1 percent of college freshman expressed interest in a teaching career. That represented a dramatic increase from the 4.7 percent level of 1982, a 20-year low.

This year there are more than 2.3 million elementary and secondary school teachers in America's public schools. An additional 350,000 teach in America's private schools. There are now about 19 students for each teacher in America's public schools, a post-War low. In 1960, as the baby boom swelled the school age population, there were nearly 26 students for each teacher.

2. While the overall supply of teachers seems adequate, there will be greater needs for teachers with certain skills. Further, given the role model function played by teachers, it may be important to increase the cultural and ethnic variety of America's educators.

The Association survey projected shortages of bilingual and special education teachers. In addition, an increased commitment to developing math and science skills in America's schools is likely to sharply increase the demand for teachers in these fields, and may lead to a shortage.

As the racial and ethnic composition of America's schools changes in the coming years, it may be important to increase the share of America's teachers who serve as role models to minority groups.

Between 1976 and 1986, the fraction of America's teachers who were black declined from 8.1 percent to 6.9 percent. On the other hand, the share from other minority groups, chiefly Hispanics, increased dramatically, from 0.7 percent in 1981 to 3.4 percent in 1986.

3. While the quantity of teaching professionals is unlikely to be a problem in the coming decade, the quality of the training of those entering the classroom is less certain.

The Scholastic Aptitude Test (SAT) scores of high school seniors intending to major in education are 55 points below average.

Only 58% of intended education majors pursued an academic program in high school, compared with 68% of all college-bound seniors.

On standardized vocational aptitude tests, future teachers scored in the 37th percentile compared to a norm at the 50th percentile.

The Southern Regional Education Board found that education graduates had fewer hours of course work and a weaker curriculum than did liberal arts or science majors.

On the other hand, the educational level of teachers is increasing. In 1986, over half of public elementary and secondary school teachers held master's or doctorate degrees. In 1976, 62 percent had no more than a bachelor of arts degree.

Teacher Salaries

1. Salaries for elementary and secondary teachers have risen sharply during the 1980s. The increases have outpaced both inflation and the rise in the wages paid to workers generally.

This year, the average teacher salary for public school teachers will reach \$31,200. That is a real increase of 23 percent from the 1981 school year. By comparison, real median family income has risen about 14 percent over the same period.

On the other hand, teachers' salaries failed to keep up with inflation during the 1970s. Real pay for teachers fell by nearly 8 percent while median family income rose slightly after adjusting for inflation.

In sum, both the real and the relative standing of teachers' pay has improved during the 1980s after falling during the 1970s.

2. Wide discrepancies exist among the states in teacher compensation. Further, there is no evidence that these discrepancies are narrowing.

In the 1986 school year, teacher salaries ranged from less than \$20,000 in Arkansas, Mississippi and South Dakota, to more than \$30,000 in Alaska, California, New York, and Rhode Island.

During the first five years of the decade, the greatest increase in salaries occurred in relatively high-pay New England, while the lowest rate of increase occurred in the relatively low-pay Plains States.

Link Between Salaries and Quality

1. A recent report by economist Eric Hanushek at the University of Rochester concludes "there is no strong or systematic relationship between school expenditures and student performance."

The report summarized some 187 previous studies that attempted to show a correlation between school expenditures and academic performance. It concluded that higher per-pupil spending, higher teacher salaries, and greater administrative expenditures had no measurable impact on student performance.

Hanushek's report supports the view that improving educational achievement requires a commitment to accountability and excellence, not more money. Hanushek concluded, "if you're interested in improving educational performance, you have to develop management techniques and policies that are geared directly to performance."

2. The historic evidence makes clear that the rapid rise in teacher salaries during the 1980s has not produced a commensurate rise in performance.

While teacher salaries have increased faster than both inflation and overall salary levels, SAT scores have risen only 9 points -- about 2 percent.

Adequate compensation is one prerequisite for attracting both the quality and quantity of staff needed. However, it should not be viewed as the answer. The next section considers some other approaches to finding qualified and highly motivated teachers.

Programs to Attract and Promote Quality Teachers

1. One of the central problems of education is attracting competent people to teaching. This is particularly true for members of minority groups. States have implemented a wide variety of programs.

Recruitment programs include those of North Carolina which has adopted an aggressive teacher recruitment program that includes

high school recruitment, scholarships, and targeted projects to expand the pool of minority teachers. Arkansas and other states began special loan programs to attract minority teacher education students.

Retention programs include Pennsylvania's loan forgiveness program for teachers in rural and inner city schools. California sought to retain outstanding urban teachers by offering financial incentives and sabbaticals.

Indiana has added a computerized teacher referral system and implemented beginning teacher internships.

2. The pathway to certification in most states requires prospective teachers to complete a formal two-year teacher education course as part of a degree program. Forty-six states require passing an exam prior to certification.

Many college graduates with subject matter expertise and individuals seeking second careers face barriers to the classroom involving certification criteria that prevent teaching from becoming an option. Consequently, many school districts forego the talent and motivation of highly competent professionals who have an interest in teaching.

3. The idea of alternative certification systems for hiring teachers is gaining popularity in the States.

In New Jersey, any person who has earned a bachelor of arts degree in a field other than teaching and passes a standardized national teacher exam can be hired as a provisional teacher. After two years, the teacher is eligible to receive official certification. On the whole, the caliber of the new recruits surpasses that of the traditionally certified teachers, and the number of qualified applicants per teaching position rises annually.

Last year, 30 percent of the state's 750 new teachers were hired under the program. For the 1989-90 school year, 275 more teachers have been hired through the alternative system, representing 35 percent of the new teaching force. Since 1985, over 7000 applicants have sought to enter the program.

Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont are working with the Northeast Education Laboratory to develop policies to reduce obstacles to interstate teacher mobility.

4. Support for alternative certification is one of the President's education initiatives.

If Congress adopts the President's proposal, states would receive one-time grants to apply toward the development, expansion, improvement, or evaluation of flexible teacher certification systems. The President requested \$25 million to fund this program for FY 1990.

Rewarding Excellence in Teaching

1. Two prominent federal programs that identify and reward excellent teachers are Presidential Awards for Teaching Excellence in Mathematics, Science, and Foreign Languages and the Fund for the Improvement and Reform of Schools and Teaching (FIRST).

The Presidential Awards program in the National Sciences Foundation authorizes the President to make awards that recognize outstanding elementary and secondary teaching in the fields of mathematics, science, and foreign languages in every state.

The Hawkins-Stafford Elementary and Secondary School Improvements of 1988 established FIRST in part to encourage schools to implement incentive programs that identify and reward excellent teachers. The Fund authorizes the Secretary of Education to make grants to teachers or administrators implementing such programs in the school. In 1989, \$1.5 million was appropriated for school-level projects that provide teacher incentives.

2. One of the President's 1989 education initiatives is to establish Presidential Awards for Excellence in Education: cash awards to excellent teachers.

All elementary and secondary school teachers, in public and private schools, teaching any academic subject, would be eligible to compete for recognition and awards.

To date, Congress has not supported the initiative. Senate bill 695, which includes in some form, other Presidential education proposals, does not include Presidential Awards for teachers.

3. Many states seek to identify, and reward well-qualified teachers through incentive pay and promotion systems. To date, 12 states have established teacher incentive or career ladder programs; 8 states are funding pilot projects; and 6 others are developing state programs.

One outcome of the "first wave" of educational reform has been a nationwide movement toward changing the incentive structure of the teaching profession. Career ladder and other pay-for-

performance programs are the largest educational experiment in the U.S. today and are gaining widespread support.

South Carolina's successful Teacher Incentive Program initiated in 1984 has now become a statewide \$21.5 million project. The program rewards teachers for superior performance and productivity.

Louisiana's new "Children First" program offers a career option plan for teachers that increases professional responsibility and authority and boosts salaries 10 to 20 percent above the state minimum. After a two year pilot, statewide implementation of the plan is scheduled for 1991-92.

4. Teacher incentive programs can be used to improve accountability in our education system. Five states -- Florida, Georgia, South Carolina, Tennessee, and Utah -- are implementing teacher incentive programs based on student performance. Arizona and Delaware are piloting similar programs.

Merit pay for teachers is one type of student performance-based incentive program that has gained support in recent years. Evaluations of several of the student-based incentive plans in these states have found positive outcomes.

A study of the Utah Career Ladder Program reports that the program, "is powerfully and positively changing both the teaching profession and the ways schools are organized to teach."

The Learning Environment

Achieving better results in the educational system will require that children attend school in an environment that is conducive to learning. This means, among other things, schools which are drug-free and violence-free; it is helped by home environments which are safe and supportive. In addition, children from early ages throughout their lives as students must be challenged by parents, teachers, other role models, and the education system to commit themselves to learning as a positive and life-long enterprise.

Pre-School and Early Childhood

1. Parents play a critical role in providing children with values and skills essential to success in school and later life.

Two recent reports, "Gaining Ground: Values and High School Success" and "Improving the Productivity of America's Schools" documented the vital role which parental attitudes play in children's educational success. The reports found that parental encouragement, interest, and concern were twice as important as socioeconomic background in determining student performance.

2. Quality pre-school programs can increase the chances of success, particularly for at-risk youth.

Research shows that high-quality early intervention programs can increase the long-term chances of success for at-risk youth. Studies also show that disadvantaged children who attend good preschool programs are less likely to be delinquents or be dependent on welfare than other disadvantaged children.

During the 1980s, interest in early childhood education has grown, although a majority of participants have come from affluent families:

- o In 1980, eight States had legislated or funded preschool programs. By 1989, 31 States had such programs.
- o In 1986, according to Census data, 39 percent of 3- and 4-year olds attended preschool.

It is important to recognize that quality preschool is not a panacea and that quality education, follow-up, and the message from all sectors of society should be that learning is an essential and valuable element to a successful life.

At-Risk Youth

1. At-risk children comprise a significant proportion of students in school.

Students with difficulties adjusting to school come from all racial and ethnic groups and all socioeconomic classes. However, the likelihood of encountering problems is higher for children from low-income families, families where English is not used at home, and families who are members of minority groups. Due to this heightened likelihood, children from these backgrounds are categorized as being "at risk."

In 1982, children from these groups comprised about 30 percent of America's school-age population. The share of children from these groups will grow over the next decade. Offsetting this trend, however, is the rising socioeconomic level of families in these "at risk" categories.

2. Rescuing young people who have trouble in school means, in part, reducing the dropout rate: a major educational challenge for the system. This is particularly true for members of at-risk groups.

Overall dropout rates were one-sixth higher a decade ago than they are today. The decrease in the dropout rate was especially pronounced among blacks. In 1988, 14.9 percent of black adults aged 18-24 were dropouts compared to 27.4 percent in 1968. The Hispanic dropout rate is very high, 35.8 percent of 16- to 24-year olds, and shows no sign of decreasing. One-third of those dropping out had completed six years of schooling or less.

In many cases, individuals who drop out return to school at a later date. For example, in 1986 roughly 1 million students did not graduate with their class, but 428,000 Americans received high school equivalency degrees. Nearly half of all dropouts return and get their degrees at some point in their lives. The number of equivalency degrees granted during the 1980s was 25 percent higher than in the 1970s.

Those students who drop out do so for many reasons. Poor academic performance is not always tied to dropping out. More than half of the students dropping out in 1982 had a C average or better. Low expectations and lack of motivation can be major factors. More than one-third of a class of high school dropouts simply reported that school was "not for me."

3. The Federal government has provided funds for special programs for at-risk youth for more than two decades.

Federal programs for at-risk youth began in the mid-1960s. Head Start, begun in 1964, is currently funded at \$1.2 billion, and serves over 450,000 preschool age children in over 1,200 locations. The President has requested additional funds which would increase the number of low-income 4-year-olds served by Head Start by one-third. Remedial education programs, begun in 1965, are currently funded at \$4.6 billion, and reach 4.7 million children each year in over 90 percent of our schools.

Other federal programs provide education programs for handicapped children, Indian children, potential dropouts, neglected children, migrant children, youth in correctional facilities, and teenage parents.

4. States and localities have expanded efforts to improve educational opportunities for at-risk children.

States have initiated a broad range of innovative programs including those focused toward alternative education programs for drop-outs, enticing drop-outs back into the educational system, school-to-work transition programs, and programs to coordinate multi-agency efforts for at-risk youth.

South Carolina's "Target 2000" program expands state programs targeted for at-risk youth by combining services with increased accountability and regulatory flexibility. Indiana has an Educational Opportunity Program for At-Risk Youth that provides \$22 million to assist school districts to implement programs for pre-school and remediation programs and encourages parental involvement.

Violence and Drugs

1. Students and adults rank student drug use as the major problem facing young people and schools.

The percentage of students using drugs by the sixth grade has tripled since 1975 -- 26 percent of fourth graders and 42 percent of sixth graders have used alcohol.

The Gallup Youth Surveys show that 54 percent of 13- to 18-year olds cite drug use as the major problem facing them today -- up from 27 percent ten years ago. For the third year in a row, adults cite student drug use as the major problem facing the schools.

Research shows that drug use is 10 times more prevalent than parents believe. Additionally, school administrators and teachers are often unaware of drug use and related-theft occurring on school grounds.

2. Violence, crime, and disorder among school-age youth is increasing, impeding learning, and hurting teacher morale.

Drugs have only recently replaced "discipline" as the major problem facing schools and there is little doubt that the two are often interrelated. Gang violence persists as competition for drug markets increases and more destructive weapons are used with increasing frequency. According to the most recently available FBI statistics, crime among youth under 18 years old has increased since 1983. Violent crime has increased 31 percent, vandalism 38 percent and drug offenses have shown a 45 percent increase.

Almost one-third of students in a 1988 survey reported that someone had threatened to hurt them while 14 percent reported they had been robbed. Twenty percent of teachers reported being threatened and 8 percent had been attacked.

Nearly one-third of teachers surveyed said they considered leaving the profession because of discipline problems. A 1985 survey of principals rated discipline as the number one problem. Another survey showed that 14 percent of students said that "improving discipline" is the single most important action a school could take to improve education.

3. The President's 1989 education initiatives include a proposal to provide special add-on funding for a small number of urban schools with the worst drug problems.

Under the Drug Free Schools Urban Emergency Grants program, \$25 million would be provided to school districts with the most severe drug problems to implement comprehensive solutions.

Assessing Student Performance

1. The National Assessment of Educational Progress (NAEP) placed the U.S. last in mathematics and in the bottom group in science in a comparison of U.S. 13-year old students with their peers in 11 nations and 4 Canadian provinces.

For example, only 40 percent of U.S. students could perform a two step math problem versus 78 percent of Korean students and about 60 percent of students in most countries. In the science tests, only 42 percent of U.S. 13-year olds were able to analyze experiments, compared with 73 percent in Korea and about 58 percent in most countries.

2. Particularly disturbing is evidence that the gap between U.S. students and those in other countries increased as students progressed through the educational system.

In the fifth grade, the U.S. ranked eighth out of 15 countries in science. By the ninth grade, the U.S. had dropped to third from the bottom. By the time students reached grade 12, U.S. students scored an average ranking of 11th out of 13. By the 12th grade, even average Japanese students were outscoring the top 5 percent of U.S. students in college preparatory math. We were lowest overall in algebra skills and among the lowest in calculus.

3. U.S. students also performed poorly in the social sciences such as geography.

Our students ranked 7th out of 9 nations in their ability to identify places on a world map. Surprisingly, our young adults who were fresh out of school were less able to identify places than were people aged 55 and over.

4. The quantity of time devoted to learning is much lower in America than in other countries.

Taiwanese students spend 40.4 hours per week and Japanese students spend 32.6 hours per week in the classroom. In the U.S. students average only 19.6 hours per week in the classroom.

Sixty-two percent of U.S. students reported having less than one hour of math homework per week. This contrasts with only 32 percent of Korean students who have so little homework.

5. Students in competing countries are exposed to more rigorous academic curricula than in the U.S. Students cannot learn what they haven't been taught.

In the eighth grade, U.S. students are still learning arithmetic while Japan provides an intensive treatment in calculus. By the latter secondary grades, U.S. students are learning algebra while Japanese students are learning calculus. Only one-fifth of advanced U.S. math students take calculus in high school. Nearly all advanced students in other countries take calculus.

Governance: Who Is In Charge?

As the decision makers at this Summit contemplate establishing national goals for educational attainment, it is useful to consider the constitutional, jurisdictional, and historical issues which shape the decision making process in education. Establishing accountability for educational results involves clearly delineating responsibility for decision making and financing. Federal and state laws and regulations may limit flexibility in ways that impede the efforts of local school authorities to improve educational quality.

Dividing Responsibilities

1. Both the States and the Federal government have been involved in providing education since the country was founded. Historically, States have had ultimate responsibility for education with the Federal government providing a much less active role.

This division of responsibilities began with the Northwest Ordinance in 1787. The Federal government allocated one square mile in each township in the new territories to support the creation of local public schools for that township. However, the Ordinance did not establish any federal controls over how the districts were to be run or over the curricula. These matters were left to the States.

This pattern was followed in the Morrill Act of 1862 which authorized public land grants to the States for the establishment and maintenance of agricultural and mechanical colleges. Direct federal cash support began with the Morrill Act of 1890, which extended cash payments to support the land grant colleges.

Nonetheless, states were left as the governmental entities responsible for public education at the elementary and secondary level. Some states have directly elected chief state school officers and state Boards of Education, while others are appointed by the Governor.

Under our federal system, school districts and all local jurisdictions are the responsibilities of the state governments which have created them. Localities are thus delegated responsibilities for education by the States. Generally, a substantial degree of delegation has occurred and a tradition of local control over the shape and content of education is quite strong.

2. Local control has been maintained through a highly decentralized network of locally operated school districts.

Today, there are approximately 15,000 local school districts. However, this number has been declining as a result of the consolidation and elimination of non-viable school districts to fully exploit scale economies in education and the gradual decline in transportation costs. In 1931, there were over 127,000 school districts; by 1960, the total had dropped to 40,500. This consolidation process is now slowing.

Local boards of education may be elected directly or appointed by the mayor or the county board of supervisors. Some districts have independent taxing authority; others receive all local funds through appropriations from the unit of general government.

School districts vary in size and complexity: only 173 school districts enroll more than 25,000 students; over 8,000 districts enroll fewer than 1,000 students. New York City, the nation's largest school district has an enrollment that exceeds the enrollment of over 35 States.

3. Today, the role of the Federal government in education is important, but limited.

The Federal government provides additional funds to support programs for students with special needs (such as the educationally disadvantaged, the handicapped, language minority students).

It also provides limited resources to address educational issues of high national interest at a given moment (e.g., support for science and foreign languages after Sputnik and aid for school desegregation).

The Federal government supports research on national education issues and the collection and dissemination of statistics about education at all levels.

Finally, federal officials and the President provide leadership to influence the direction of public education. The most visible recent major example was the 1983 report of the National Commission on Excellence in Education.

Sources of Funding

1. Predominant State and local control of education has been maintained for two centuries in part because states and localities continue to be the principal sources of revenues for public education.

This year, 6.8 percent of the GNP will be allocated to support education. Total expenditures for American education at all levels is expected to reach \$353 billion this year, \$212

billion of which will be spent at the elementary and secondary level.

Education represents the largest single item of expenditures for state and local governments. Expenditures for all levels of education account for 29 percent of state and local spending; expenditures for elementary and secondary education, for 20 percent.

Historically, localities, through the property tax, provided the largest share of revenues for public education. However, in 1978-79, states became the largest source of revenues for public elementary and secondary education. The Federal government continues to be the most junior financial partner in the enterprise, never providing more than 10 percent of total revenues in any year.

Percent of Elementary and Secondary Education Spending

<u>Year</u>	<u>Local</u>	<u>State</u>	<u>Federal</u>
1920	83.2	16.5	0.3
1940	68.0	30.3	1.8
1960	56.5	39.1	4.4
1980	43.4	46.8	9.8
1987	43.8	49.8	6.4

The range in the share of revenues from the states is wide: from 88 percent in Hawaii (which has no local districts) and 75 percent in New Mexico to 6 percent in New Hampshire.

2. Expenditures for public education continue to rise every year, although there is considerable state-to-state variation.

Differences in expenditures among states remain wide: from a high of \$8,010 in Alaska and \$6,497 in New York to a low of \$2,350 in Mississippi.

Recent Trends in Governance

1. The trend in this decade has been to move toward more centralization and regulation of education at the state level from what has been a locally controlled system.

The areas of education regulated at the state level vary from one state to another. All states regulate the length of the school year and the ages of compulsory school attendance; some set qualification/certification requirements for teachers; some determine permissible textbooks, some set curriculum requirements or standards.

In recent years, the movement has been to tighten state imposed requirements (e.g., graduation requirements, teacher qualifications) in order to improve standards and reduce variations in educational resources and outcomes within states.

2. At the same time, there has been some movement toward greater decentralization within school districts.

Often referred to as school-based management, this greater decentralization gives more latitude to principals and teachers to make decisions about the uses of resources or the shaping of curriculum and instruction within their own schools.

Lifting Constraints on State and Local Flexibility

1. The proliferation of categorical education laws at the federal and state levels has probably tended to reduce the incentive and the flexibility needed to achieve better educational results.

Increased flexibility for educators to design strategies that they feel will work best will allow the educational system to adapt to the local environment and will provide a greater number of educational experiments from which the nation as a whole can learn and benefit.

2. The President has endorsed the principle of waiving restrictions on the use of federal funds if that will result in greater achievement gains.

Nearly all federal programs for education and training are grants to states and local entities which place limits on what grantees can do with the funds. Current regulations are usually restatements of law, not executive branch rule making. Thus, removing such regulations will require statutory changes.

It is important to note that increased flexibility entails increased responsibility for achieving non-educational social objectives. Much federal education law reflects the context of the 1960s and 1970s, a time when many school systems did not serve minorities, poor populations, and the handicapped as well as they served others. Federal dollars were meant to assure enhanced and appropriate services to these populations. Consequently, federal laws and rules focus on the process of how federal aid is spent to make sure that money targets special needs and supplements, not supplants, state and local funds.

These are important goals. Concerns that waivers might direct funds away from target populations must be addressed while we consider how to provide more flexibility and local control.

3. To achieve the dual objectives of freeing up resources and achieving greater educational results, goals that are shared by both the President and the Governors, one approach would be to consider granting waivers in exchange for performance accountability.

Demonstrating substantial improvement in student outcomes, especially the gains made by traditionally targeted populations, would be at the heart of a waiver system. Three states -- Ohio, South Carolina, and Texas -- are demonstrating this concept by granting regulatory waivers to local districts with high performing schools.

Choice and Restructuring

Providing educational choices for parents is a key means of promoting accountability in our nation's schools as well as increasing the quality of the nation's educational system. Providing consumers with the power to choose what they feel best suits their needs not only increases customer satisfaction, but also causes producers to compete to provide a quality product.

It also is critical that we structure our schools to deliver the desired result: higher levels of education achievement. Innovative restructuring can give parents, teachers, and administrators more freedom and control of resources in exchange for holding them accountable for student performance.

The Case for Providing Choice

1. Providing choice increases parents' involvement in their children's education.

The critical importance of parental involvement in a child's education cannot be underestimated. The more parents accept responsibility for the educational progress of their children, the more likely it is the children will succeed.

In "Gaining Ground: Values and High School Success" educational researchers Sandra Hanson and Alan Ginsburg documented that factors under parents' control such as setting expectations and expressing interest, have far more effect on student outcomes than does socioeconomic status. These findings confirmed the earlier report by Herbert Walberg in "Improving the Productivity of America's Schools" that parent concern and encouragement were twice as important in student achievement as family background.

Choosing the best schools for their children is one of the most fundamental ways parents could get involved, if the system let them.

2. Parental choice also stimulates efforts to improve our schools by inspiring constructive competition among schools and encouraging parents to get involved in school improvement efforts.

As New Jersey Governor Thomas Kean advocates, "When parents choose schools, they are more likely to care about the school's progress and become involved in its operation....Choice can make our schools prosper."

3. The public overwhelmingly supports the concept of choice.

According to the 21st Annual Gallup Poll on Education, conducted earlier this year, the American public believes that parents and students should have the right to choose which schools in the community students should attend. Overall, the margin of support was two-to-one (60-31 percent). Particular support for choice was expressed by non-whites and by young adults.

Difficulties in Providing Choice

1. Presently no public school choice plan gives parents the ultimate right to choose which public school their child will attend.

While parental choice is a concept being endorsed by States and local districts across the nation, the "right to choose" the schools their children attend is generally limited or controlled. Space availability constraints and cross-district jurisdictional problems are two of the limiting factors.

The most open form of "controlled-choice" plan allows parents to select the district in which their child will attend school. Some of these interdistrict programs are available only to special "at-risk" populations, not all students. State magnet schools offer a more limited form of interdistrict choice. Typically, these schools offer a particular curricular specialty, like science and mathematics. Other choice plans allow parents to choose from among public schools within the district only.

2. A key issue in implementing parental choice is how to integrate it with factors such as desegregation plans and schemes to increase opportunity for those most in need.

Choice is one among several important social programs that have to be taken into account when organizing school systems. Others include maintaining racial balance and providing intensive remedial services for those most in need. A successful choice plan incorporates other goals as well to create an overall system that leads to higher performance for all students and leaves none behind.

State Efforts to Promote Choice and Restructure Schools

1. The most far reaching extension of parental choice involves the ability to send one's children to schools in other school districts.

The broadest choice for parents exists in Minnesota which expanded its choice program this year to require all districts to participate in the interdistrict open enrollment program.

Districts lose their power to prevent students from leaving the district unless the transfer will interfere with desegregation plans. Some 3,700 students requested transfers for the 1989-90 school year, each taking with them \$3,300 in state aid.

Washington State gives dropouts, at-risk students, and teen parents an opportunity to choose schools in other districts, and New Jersey is piloting a similar program for dropouts in 1991.

None of the cross-district choice programs being implemented by States allow parents to select specific schools for their children. However, North Carolina presently is considering a choice plan that would allow student application to specific schools.

2. Less broad are choice programs that allow parents to choose from among public schools within their home district.

West Virginia's choice program only applies to children who are otherwise displaced if their neighborhood school fails to meet accreditation standards.

Massachusetts has allocated more than \$40 million to promote public school choice plans over the last five years. In Cambridge, a controlled choice plan allows parents to choose schools so long as racial-balance guidelines are maintained.

New Jersey passed legislation to pilot intradistrict choice, and Governor Richard Celeste is directing Ohio's project to implement statewide interdistrict choice by 1993. School districts presently are required to develop plans for open enrollment.

3. By far the most common form of State "choice" programs are those that offer magnet schools and alternative programs.

More than 15 States have special schools in science and mathematics. In Michigan, \$1 million has been allocated to help start approximately six regional magnet secondary science-math schools.

Postsecondary enrollment options for high school students also are gaining popularity. Eight States have enacted postsecondary options and seven others are considering programs.

4. The National Governors' Association (NGA) has stressed that the focus of school restructuring should be on placing decision-making authority and responsibility for results with parents, teachers, and administrators.

In "Time For Results" and subsequent progress reports, the Governors have indicated four major essential areas for school restructuring:

- o Modifying curriculum and instruction to promote the acquisition of higher order skills;
 - o Decentralizing authority and decision making. Parents, teachers and administrators should work together to set the directions and strategies for the school;
 - o Developing new staff roles to allow teachers to work together to improve instruction and to encourage principals to take risks and reward performance; and
 - o Establishing accountability systems linking rewards and incentives to student performance.
5. Activities to promote restructuring are now taking place in the vast majority of the states.

The NGA reports that 27 states are implementing measures to promote restructuring at the school or district level. Alaska targets activities at the elementary school level, while California and Virginia focus efforts on middle schools.

Twenty-one states are willing to grant regulatory waivers for local sites if the local district encounters barriers in implementing improvement plans. At least three states, Ohio, South Carolina, and Texas tie these waivers to performance.

Administration Proposals and Activities to Promote Choice

1. To promote choice in schools, the President's 1989 education initiatives include a proposal for fostering Magnet Schools of Excellence.

Magnet schools have been successful in increasing parental choice and improving educational quality. The Federal government presently provides Magnet Schools Assistance grants to further desegregation efforts under the Elementary and Secondary Education Act. The President's proposal supports in addition the establishment, expansion, or enhancement of magnet schools without regard to desegregation plans.

2. The President has urged states to maximize parental choice and involvement and to experiment with innovative techniques in order to make real choice available.

In particular, states might consider ways to provide information and counselling to help parents select the school which best

suits their children's needs, assure that dollars follow students to the schools they choose to attend, and provide transportation within reasonable limits, especially for families unable to pay for it.

3. Under the leadership of Secretary Lauro Cavazos, the Department of Education is taking a series of actions to promote greater freedom for parents and students to choose the right schools.

The Secretary's activities include:

- o Convening a series of regional strategy meetings on choice in October and November this year. The meetings will take place in New York, Minnesota, North Carolina, Colorado, and California;
- o Creation of an Education Department task force to "promote, encourage, and evaluate choice programs and report on their activity." The Department plans to conduct an extensive evaluation of Minnesota's pioneering choice program;
- o The appointment of a Special Advisor on Choice Programs;
- o Directing the Department to make choice a major priority in selecting programs to receive grants under the Secretary's Fund for Innovation in Education;
- o Publishing a guide for parents on how to select a school entitled, "Choosing a School for Your Child."

A Competitive Workforce and Life-Long Learning

In order to maintain our competitive position in the world, we must maintain a highly skilled workforce which has the flexibility to adapt to emerging technologies. In addition, we should provide all of our citizens the tools to be able to lead fully productive lives. To do this, we must address the problem of literacy.

Demographic trends indicate that our workforce will grow more slowly in the 1990s than in recent decades and that the composition of the workforce will shift toward older workers. As a nation we face the twin challenges of educating our youngsters in the latest technologies while encouraging our older workers to acquire new skills. We cannot afford a poorly trained workforce if we are to maintain our position of world leadership.

Demographic Trends and the Job Market of the 1990s

1. In the 1990s, the workforce will grow more slowly than at any time since the 1930s.

During the 1970s, the size of the labor force increased at an average annual rate of 2.9 percent, as the men and women of the baby boom generation entered the workforce along with many older women who either had never been in the workforce or who had previously left the workforce to raise families. In the 1990s, the rate of growth in the workforce is projected to be only 1 percent per year as the number of new labor force entrants drops.

2. The U.S. workforce will become older, the pool of young labor force entrants will decline, and the labor force as a whole will be less flexible.

The average age of the U.S. worker is now 36 years. By the year 2000, however, the average age is expected to be 39 years. The number of workers age 16 to 24 will drop by almost 2 million, or 8 percent. Although tomorrow's workforce will be more experienced, it may be less adaptable. Older workers, as a group, are less willing than younger workers to move their homes, to change their occupations, or to undertake training.

3. Jobs of the future will demand more education and more sophisticated skills.

On average the length of education required for jobs in today's market is 12.8 years. Fewer than one-fourth of all occupations require a college degree. During the 1990s, the relative quantity of low skill jobs in our economy will decline. More than half of all new jobs created between 1984 and 2000 will

require some training beyond the high school level, and almost one-third will be filled by college graduates. On average, jobs created during the 1990s will require 13.5 years of education.

The Problem of Illiteracy

1. Currently, an estimated 13 percent of the adult population of the United States is functionally illiterate, and the reading skills of many more adults are marginal.

There are an estimated 20 million adults in this country who cannot read and write.

Illiterate adults fall into three major categories: those who failed to complete high school, those who completed high school but nonetheless failed to acquire basic literacy skills and those who emigrated to the United States and have failed to learn English at a basic literacy level. Many of the adults in the third category are literate in the language of their native land.

Of the adults who are technically literate, a substantial number cannot read at the eighth grade level. Approximately 17 percent of young high school graduates and 30 percent of all young adults cannot read at that level.

2. Illiteracy is often passed on between generations.

Research has documented the problem of intergenerational illiteracy. Parents who lack adequate literacy skills often fail to encourage their children to acquire those skills, thereby perpetuating illiteracy into future generations.

3. Adult illiteracy programs do not reach enough people.

Studies of state and city adult literacy programs reveal that attrition rates are frequently as high as 50 percent after only 75 to 100 hours of instruction. Volunteer programs report that the median length of tutoring is well below 50 hours.

4. Many functionally illiterate Americans are reluctant to acknowledge their lack of skills.

Many adults lack a strong incentive to seek and to sustain literacy training. The relationship between literacy and employment is often not clear as workers find ways to "cope" with their problem. Having developed ways of coping with their lack of adequate reading and writing skills, many workers are uncomfortable and embarrassed about others knowing of their deficiencies.

Toward a Fully Literate Society

1. The private and nonprofit sectors have instituted programs to combat illiteracy.

In hundreds of companies around the country, employers are providing workplace literacy programs to improve the basic skills of their workers. Motorola estimates that it will have spent \$35 million by 1993 to teach basic reading skills to employees. The Business Council for Effective Literacy, established in 1983 by Harold McGraw, encourages private businesses to promote adult literacy and provides guidance and technical assistance on how to do so. In addition, foundations such as the MacArthur Foundation, the New York Life Foundation, the William R. Kenan Charitable Trust, the Mott Foundation, and the Gannett Foundation support literacy programs.

Thousands of volunteers work to improve literacy skills through tutoring programs and literacy classes that meet in schools, churches, libraries, and other community facilities throughout the country. ABC and PBS are operating a television campaign called Project PLUS, which promotes increased awareness of illiteracy and links volunteer tutors with adults in need of literacy training.

2. Federal government efforts to promote literacy involve several Federal agencies, including the Departments of Education, Labor, and Health and Human Services.

Mrs. Bush has focused attention on efforts to foster literacy in programs across the country.

The Department of Education provides grants to every State for the support of adult basic education programs involving over 3 million adults in communities throughout the country. In addition, the Department of Education supports both research on issues related to literacy and the collection of data concerning the extent of the illiteracy problem.

The Department of Labor recently led the effort to amend the Job Training Partnership Act (JTPA). The proposed JTPA amendments would refocus efforts on the acquisition or improvement of basic skills, including literacy skills, among both adults and youth who participate in the program, with an emphasis on increasing services to youth most in need of help.

The Head Start program of the Department of Health and Human Services addresses the problem of intergenerational literacy. The Administration's 1989 Budget authorized a one-third increase in the number of poor 4-year olds who participate in the Head Start program. In addition, the Department of Health and Human

Services' Job Opportunities and Basic Skills Training Program focuses on the improvement of literacy skills among welfare recipients.

Under the Management By Objective (MBO) system instituted this year, the Secretaries of Education, Labor and HHS have been charged with joint responsibility for developing integrated literacy initiatives. The milestones and timetables for the MBO items are now being developed.

Other Federal agencies, such as ACTION, the Bureau of Indian Affairs, the Department of Housing and Urban Development, the Department of Defense, and the Bureau of Prisons, also devote resources to improving literacy skills.

Providing Skills for the Future

1. The private sector is key to developing the skills of the nation's workforce. U.S. industry spends \$30 billion annually on formal worker education and training programs.

On average, the private sector spends about 1.4 percent of aggregate payroll expenses on training programs. Expenditures of 2 to 4 percent of payroll expenses in individual firms are not uncommon. Currently, one in ten American employees receives some formal training from his or her employer. In addition to expenditures for formal training programs, employers spend from \$90 billion to \$180 billion for unstructured training, which is the principal means by which small business integrates technical, economic, strategic, and regulatory change into the workplace.

2. Labor market trends suggest that current training efforts will be insufficient in the 1990s.

Two-thirds of all workers who will make up the U.S. labor force in the year 2000 are already working. To upgrade the skills of current workers and new labor force entrants alike, additional private sector training efforts will be needed. In addition, training programs for the 1990s will be called upon to include more minority workers. Minority employees represent about 15 percent of the workforce but receive only 8 percent of formal worker training.

3. In the 1990s, employers should expand the public-private partnerships established in the 1980s.

U.S. firms already participate in many education partnership programs. These programs often guarantee jobs to qualified students upon graduation, donate money and equipment, and offer on-site teacher training. To ensure a fully productive workforce, America's employers should become full partners in

American education. Improved communications between industry and educators will help schools provide the skills required of entry-level workers. Increased participation by industry also will help make schools more accountable for the skills of their graduates.

Business has demonstrated a significant willingness to participate more actively in educational reform. In a 1989 survey of the Fortune 500 companies, two-thirds of corporate executive respondents indicated that their companies would be willing to take additional steps to help improve public schools. Sixty-eight percent responded that, if asked, they would personally contribute their time to help the public education system.

4. The Federal government also has an important role. The Job Training Partnership Act (JTPA) provides employment and job training services in partnership with the private sector. Additional support comes from the Vocational Education Act.

Under the JTPA, nearly \$4 billion per year is spent on programs to train individuals facing employment barriers. These programs include economically disadvantaged adults and youth, dislocated workers, veterans, Native Americans, and migrant and seasonal farm workers. The JTPA's \$1.8 billion block grant program serves 1.3 million people each year through grants to states and localities. Industry participates in JTPA programs through Private Industry Councils, which help set local policy for, design, and administer training programs.

The Department of Education provides nearly \$1 billion per year to the states to augment vocational education programs. An Administration proposal would improve this program by requiring states to identify populations in need of aid and requiring localities to agree to achievement goals for the people served.

5. States not only use Federal funds but often spend far more of their own funds on adult literacy and on skill training linked to economic development.

States are the primary grantees under most Federal education and training laws. They operate extensive postsecondary education systems, some of which at the two-year college level, are heavily involved in vocational training. In addition, states regulate private, for-profit training schools. States also work closely with businesses to meet their workforce needs. A strong state coordinating and guiding role can make all these parts of the system work more effectively.

Postsecondary Education: Strengthening Access and Excellence

As the U.S. confronts the demands of long-term economic and technological growth in a competitive world marketplace, postsecondary education is one of the most important keys to preparing our nation to meet the challenge. Our higher education system is widely envied throughout the world. It is vital that we maintain this worldwide leadership. Furthermore, improving access for minorities and disadvantaged groups and requiring results are essential to strengthening our system of postsecondary education and preparing our nation to meet the workforce challenges of the next century. Three-quarters of all students in higher education are in public (State-supported) schools.

Strengths of Our Higher Education System

1. American higher education is without equal in providing opportunity and access.

The U.S. has twice the percent of young adults in postsecondary education as do other countries. Currently one college student in six is over age 35. By 1997, that fraction is expected to rise to almost one in four.

State and federal support for postsecondary education has increased access substantially through the post-war period. Total enrollment in higher education increased from 3.3 million students in 1957 to an estimated 13.1 million this year.

The Japanese National Council on Education Reform recently stressed "the importance of increasing individuality, choice, and flexibility throughout the educational system" in Japan. Our system's tolerance of students who change course during their educational career is crucial to allowing creativity and individual development.

2. At the top of the educational ladder, our research universities are a magnet to others in the world.

Each year 360,000 foreign students attend school in America. More than 20 percent of our science Ph.D.s, nearly half of our mathematics Ph.D.s and nearly 60 percent of our engineering Ph.D.s are granted to citizens of other nations.

While this is an indication of the world-leading quality of our schools, it can also be a matter of concern. Eighty percent of these recipients had non-resident visas and would be expected to leave the U.S. after receiving their degrees.

Maintaining Excellence in Postsecondary Education

1. The underlying problem with our postsecondary system today is that too many students are unprepared to perform college-level work.

In 1983, "A Nation at Risk" reported that between 1975 and 1980, remedial math courses in public 4-year colleges increased by 72 percent. In 1984, 4 out of 5 colleges taught remedial courses in basic skills that should have been mastered in high school.

2. To ensure colleges are accountable for what students are learning, states and institutions can assess students' performance and knowledge. Several state initiatives aim to promote college quality by assessing student outcomes.

During the past year, Arkansas, Idaho, Indiana, Nevada, and Vermont have adopted state policies on assessing student outcomes. Six other states are implementing previously adopted policies. To date, all but thirteen states have state-level policies addressing the assessment of undergraduate performance.

3. In order to meet growing technological demands, more emphasis must be placed on strengthening the teaching of math, science, engineering and increasing the number of graduates in these fields.

Over the past twelve to fifteen years, there has been a persistent shortage of natural science and mathematics teachers. Further, ever increasing numbers of prospective teachers with math and science degrees are being lost to other professions that offer higher salaries. Between 1971 and 1985, the starting salaries for graduates with bachelors degrees in math, chemistry, and physics who entered non-teaching professions were 40 to 60 percent higher than starting salaries for teachers.

The number of American students in graduate schools for math, science, and engineering degrees are outnumbered by students who are citizens of other nations. Since 1970, the percentage of American graduate students studying mathematics has declined steadily. In both math and engineering, less than half of the doctorates awarded by U.S. universities go to U.S. citizens.

4. The President has proposed the National Science Scholars program to supplement existing federal programs which encourage science and math education.

This program is designed to encourage high school graduates who have excelled in science, mathematics, or engineering to continue their education in these academic areas at the postsecondary

level. If enacted, the proposed program would provide scholarships of up to \$10,000 to 570 outstanding high school graduates each year.

Other federal programs aim to recruit students into these fields as well:

- o The National Science Foundation's Young Scholars program provides enrichment activities for talented secondary students, particularly minorities, who may be candidates for careers in mathematics, engineering and the sciences.
 - o Fellowship programs through the Department of Education and the National Science Foundation provide assistance to graduate and professional students in fields of mathematics and science.
 - o NSF makes the Presidential Awards in Science and Mathematics Teaching each year to recognize and reward excellence and emphasize the importance of good teaching.
 - o The Barry Goldwater Scholarship and Excellence in Education Foundation provides scholarships and fellowships for undergraduates and graduates pursuing degrees in science and mathematics.
 - o The Department of Education's Dwight D. Eisenhower Math and Science Education programs provide grants to colleges and universities for programs to improve the skills of teachers and the quality of instruction in math and science.
5. Promising practices to enhance student preparedness for postsecondary education and to promote college quality are being implemented in several states across the country.

One of Texas Governor William Clements' educational excellence initiatives adopted this year will provide cash awards to campuses that demonstrate significant gains in student achievement.

Postsecondary options programs allow high school students to take advanced courses at an earlier age to better equip them for college. In Colorado, high school juniors and seniors may enroll in courses at postsecondary institutions tuition-free.

Most states have significantly increased high school graduation requirements to enhance college preparedness and reduce the need for remedial courses at the college level.

Strengthening Participation of Minority and Disadvantaged Groups

1. Enrollment rates for blacks and other disadvantaged groups still lag significantly behind whites and advantaged groups.

The absolute numbers of members of minority groups in higher education have risen since the mid-1970s, but the share of blacks seeking higher education has declined. At the same time, the share of Hispanics, Asians, and Native Americans has been growing. The share of blacks attending schools of higher education is only 79 percent of the share of whites while the rate for Hispanics is only 64 percent that of whites.

High school students from economically disadvantaged backgrounds who graduate are more than 50 percent less likely to enroll in college.

2. After enrolling in college, minorities and the disadvantaged are less likely to remain in higher education to complete a degree.

In 1986, only one-third of black and Hispanic 1980 high school graduates who enrolled in a four-year college had earned a degree, compared to 56 percent of white students.

Since 1977, the number of degrees of all types earned by minority groups has increased in part reflecting the relative growth in non-black minority college enrollment. However, rates of completion by the minority population still trail significantly behind whites.

The completion rate of disadvantaged students is also low. Only 37 percent of the 1980 high school graduates from low-income families completed a degree by 1986 compared to 61 percent of students from high socioeconomic status backgrounds.

3. Low expectations and inadequate academic preparation in the early years are a main cause of lower participation and retention in higher education among minorities and the disadvantaged.

The proportion of black and Hispanic 1982 high school graduates with grade point averages in the bottom quartile was twice that of whites.

Minority students are less likely to take college preparatory coursework than are whites. In 1987, 21 percent of high school graduates took physics compared with 11 percent for blacks and Hispanics. Moreover, many schools serving minority and disadvantaged students do not offer advanced courses.

What the Federal Government and States Are Doing

1. Twenty-one states and the Federal government are taking actions to improve the recruitment and retention rates of minorities and the disadvantaged in postsecondary education.

One of Education Secretary Lauro Cavazos' principal objectives is "to increase minority participation and retention in two-and four-year college degree granting programs." The Department of Education's work on this management objective will produce better guidance on how to strengthen access and retention in higher education.

In 1989, the Department of Education made \$219 million available for programs that support counseling, tutoring, and other services for disadvantaged students to encourage them to enroll in and complete postsecondary education.

Rhode Island recently adopted a plan to improve minority enrollment in higher education. The plan includes forming an inter-institutional advisory committee and expanding minority scholarships and student services.

Georgia, Missouri, and Wisconsin also have developed statewide plans to improve minority recruitment and retention.

Tennessee is using incentive funding to promote the enrollment, retention, and graduation of minority students at state colleges and universities.