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AMERICA 2000 FIELD REPORT

September 4, 1991

I. STATE 2000 KICKOFF COMPLETED

<u>State</u>	<u>Governor</u>	<u>Kickoff Date</u>
COLORADO	Roy Romer (D)	June 17, 1991
WYOMING	Mike Sullivan (D)	June 21, 1991
OREGON	Barbara Roberts (D)	August 22, 1991
AMERICAN SAMOA	Peter Coleman (R)	August 30, 1991
MAINE	John McKernan (R)	September 3, 1991

II. STATE 2000 KICKOFF SCHEDULED

<u>State</u>	<u>Governor</u>	<u>Kickoff Date</u>
MARYLAND	William Schaefer (D)	September 5, 1991
NEBRASKA	Ben Nelson (D)	September 5, 1991
MINNESOTA	Arne Carlson (R)	September 12, 1991
DELAWARE	Michael Castle (R)	September 19, 1991
VERMONT	Howard Dean (D)	September 20, 1991
NORTH CAROLINA	James Martin (R)	September 27, 1991
INDIANA	Evan Bayh (D)	October 1, 1991
PUERTO RICO	Rafael Hernandez-Colon (D)	October 2, 1991 (T)
MASSACHUSETTS	William Weld (R)	October 16, 1991 (T)
ALASKA	Walter Hickel (I)	October 17, 1991 (T)
GEORGIA	Zell Miller (D)	October 18, 1991
IOWA	Terry Branstad (R)	October 27, 1991
ALABAMA	Guy Hunt (R)	October 31, 1991

In addition to these 18 states or territories, the governors of 26 other states or territories are at work planning State 2000 efforts. It is expected that many of these may be ready for a public kickoff during the Fall. Hundreds of AMERICA 2000 Community organizations are being formed -- from San Antonio to Cincinnati and from Memphis to Tucson -- including efforts in virtually every state.

THE WHITE HOUSE
WASHINGTON

September 9, 1991

NOTE FOR THE CHIEF OF STAFF:

Attached are draft Qs and As prepared by Education and reviewed in Senior Staff for the President's education interview at 9:35.

Thank you.



Phillip D. Brady

POSSIBLE QUESTIONS FOR EDUCATION ROUNDTABLE
September 9, 1991

Q. Critics say AMERICA 2000 and your attempt to become the "education president" are all rhetoric. Where's the beef?

- o We have six ambitious national education goals that have been well accepted. We have a strategy to achieve those goals that most people support. And we've set in motion some very big ideas such as world-class standards, a voluntary nationwide examination system, school choice, and "break the mold" New American Schools.
- o It seems to me that some people within the Beltway have confused genuine school reform with Federal spending. These critics ought to go see what's happening in Lewiston, Maine, or Omaha, Nebraska, or Denver, Colorado. The people in those communities and scores of others are doing some exciting things to reach the national education goals. The "beef" is outside the beltway.

Q. Is it realistic to expect radical reform without significant increases in education funding?

- o We've already had a significant increase in education funding. As a country we're spending some 34 percent more per pupil, after inflation, than we were ten years ago, and our schools aren't any better. So increased funding doesn't automatically bring radical reform.
- o I think Americans will make sure that schools have the resources they need. But we need to recognize that the answer doesn't lie in spending more money on old ways, but in redirecting our resources and our energies to new approaches. That's what AMERICA 2000 is all about.

Q. Can we expect to reach the first education goal of school readiness without significant additional federal funding for Head Start?

- o Funding for Head Start has increased 35 percent over the last two years, and states like Oregon have increased their funding for Head Start, too. There also have been big increases in programs that help disadvantaged mothers and children, such as child welfare vouchers, WIC, and a number of others.
- o Federal and state programs like Head Start can play an important part in helping the nation reach the first education goal, but we should recognize that school readiness begins with parents--they are our kids' first and

most important teachers. And there are lots of things parents and communities must think about in the context of readiness for school, such as children being eager to learn, disciplined, well-behaved, well-loved, and curious, to name a few.

Q. Is the Administration willing to cave on choice in order to get a bill out of Congress this year?

- o We don't want to cave on anything. We sent the AMERICA 2000 Excellence in Education Act up to Congress in May, and we didn't include anything in that package we don't think is important in helping communities reach the national education goals.
- o School choice is an important part of a comprehensive package that includes New American Schools, American Achievement Tests, and Governors' Academies for Teachers. The American people strongly support these ideas, ~~as I don't think we'll have to cave~~

Q. Please explain your support for private school choice. Is this a thinly veiled effort to direct public federal funding to church schools? What accountability is there on the part of the private schools?

- o As I've said, school choice can be a powerful tool for school reform, and I think poor families deserve the same opportunity rich parents have to choose the schools their children attend.
- o But this really isn't about public schools vs. private schools, it's about children. All of our schools aren't making the grade, and choice can provide parents the leverage to help all schools improve.
- o What is often overlooked here, though, is that we are really talking about providing choices of schools--more and better schools to choose from. That's why AMERICA 2000 calls for us to "redefine" public school to include any school that serves the public and is held accountable by a public authority.

Q. Would opposition from the teachers unions to the choice proposals in AMERICA 2000 make you reconsider including private schools?

- o I know that despite broad teacher union support for public school choice, there is still some opposition to the idea of giving all children a choice of all schools. I hope that is not a reason for them to oppose the entire strategy. AMERICA 2000 contains some very bold ideas, so I am not surprised that some of them are controversial.

Q. Aren't you concerned that a national test will be a federal intrusion? Isn't that a first step towards a national curriculum?

- o We are for national standards, not a national curriculum. The American Achievement Tests called for in AMERICA 2000 will be a voluntary nationwide examination system for students in the fourth, eighth, and twelfth grades to give parents a way of knowing how their kids are doing.
- o The American Achievement Tests will examine the results of education. The tests have nothing to say about how those results are produced, what teachers do in class from one day to the next, what materials are chosen or what lesson plans are followed. The tests should result in less regulation of the means of education, because they focus on the ends.

Q. What do the recent low performances on the SAT scores indicate?

- o The steady decline in the SAT scores, especially the verbal scores, tell us that we have a lot of work to do inside the classroom and outside. We need to transform our schools, and we need to take more responsibility as parents, such as reading to our kids, limiting how much t.v. they watch, and checking their homework.
- o The SAT is a college aptitude test. It is not anything like the American Achievement Tests we're proposing. Parents and schools need tests that tell them if students--at the fourth, eighth, and twelfth grade level--have learned what they need to know in the five core subjects, English, math, science, history, and geography.

Q. The public comment period on the minority scholarship issue closed a few weeks ago. When can we expect a decision?

- o We received a number of comments and they're still under review. But let me just say we our interest is in helping disadvantaged students go to college, and Lamar is reviewing the laws on the books to be sure we're following the law.

Q. What are your views of the multicultural curriculum recently adopted in the State of New York?

- o This country is made up of people from many different backgrounds, and that should all be a part of what our children learn inside and outside the classroom. But what makes America so unique is that we all share an allegiance to the ideas that are at the foundation of this country. Americans have always forged a common culture out of many backgrounds.

Q. Can you give us an idea of what the first report card will show? Is there any evidence that any progress is being made?

- o The Governors and the entire Goals Panel have been working hard on the report card, so I'll let them release it. But overall, I think the news will be that even though some progress is being made toward the goals in a thousand different communities and schools across the country, we have not made significant gains toward meeting the goals. That's why we need a revolution in every community to transform our schools.

Q. American students attend fewer days of school than virtually any industrialized nation. Do you think American students should have a longer school year?

- o My instinct is that we simply shouldn't extend a system that isn't working. How much time kids spend in school is something we should look at, and how they spend their time is just as important. But communities can also find better ways to use school buildings during the day, with before-school and after-school programs for the children of working parents, and giving families choices of such programs.
- o We proposed and Congress passed legislation creating the National Commission on Time and Learning, which will examine this issue, as well as length of the school day, time spent on homework, etc., and the Commission will make recommendations on what steps states and communities might take.

Q. Lamar Alexander indicated last week that he opposed segregated schools for black males. Do you agree?

- o I don't think that's exactly what Lamar said last week. He and I have talked about this and we are in complete agreement. We understand what some communities are trying to do here. They are trying to come up with some thoughtful ways of helping at-risk kids in their communities succeed in school and in life.
- o There is, however, some history about school segregation we have to pay attention to. And there are some legal issues that need to be sorted out regarding the concern about educational opportunities being denied on the basis of race or gender. My hope is that these issues can be resolved in a spirit of helping these communities do what's right to help all their children achieve.

TO MAKE AMERICA TRULY A NATION OF STUDENTS

- ✓ 1. **A GRANT (UP TO \$4,200) SO LOW-INCOME AND MORE MIDDLE INCOME STUDENTS CAN AFFORD AT LEAST A COMMUNITY COLLEGE EDUCATION**
- ✓ 2. **A 50 PER CENT ADDITIONAL GRANT (UP TO \$6,300) SO HIGH ACHIEVING LOW-INCOME AND MIDDLE INCOME STUDENTS CAN AFFORD PUBLIC 4-YEAR COLLEGE**
- ✓ 3. **A LIFETIME EDUCATION CREDIT CARD FOR ALL ADULT AMERICANS [PAID BACK OUT OF FUTURE EARNINGS THROUGH THE U.S. TAX SYSTEM]**
- ✓ 4. **A FAMILY EDUCATION SAVINGS ACCOUNT -- THE INTEREST EARNED IS NOT TAXED**
- ✓ 5. **SIMPLIFIED APPLICATION FORMS**

*** 1 AND 2 ARE BASED UPON CURRENT PROPOSED AWARD LIMITATION RULES (30%-79% OF COST OF EDUCATION)**

**FULLY FUND HEAD
START [AND PUT IT
IN THE DEPARTMENT
OF EDUCATION]**

**NEW MATH/SCIENCE STRATEGY:
GO-TO-THE MOON EFFORT ON GOAL FOUR**

- o HARDER THAN GOING TO THE MOON**
- o FAST TRACK WORKING GROUP**
- o SOME NEW FUNDS, REDIRECT OTHERS**

AMERICA 2000 LEGISLATION

1. GAO INVESTIGATION

- NEW SCHOOLS CORPORATION
- AMERICA 2000 ACTIVITIES

2. SENATE STALLED

1. SCHOOL BASED HEALTH SERVICES
2. CHOICE DEMO/PRIVATE
3. NEW SCHOOLS FUNDING/PRIVATE
4. GOALS PANEL

3. HOUSE MOVING?

- BLOCK GRANT \$700 MILLION
- MENU: NEW SCHOOLS, CHOICE, COMMUNITIES, TESTING, ALTERNATIVE CERTIFICATION, ETC.
- STATE/BUSINESS MATCH
- GOV IN LEAD
- SECRETARY APPROVAL

PLUS:

- * AUTHORITY FOR AMERICA 2000
- * FIRST CHOICE IN FEDERAL PROGRAM
- * AVOIDS PUBLIC/PRIVATE DEBATE
- * AVOIDS SENATE CHRISTMAS TREE
- * AVOIDS GOALS PANEL
- * PRESSURES SENATE
- * FORD WILL MOVE IT

① FEDERAL EDUCATION SPENDING
(TOTAL - ALL DEPT'S)

\$58.75 BILLION - AND RISING
UP OVER 20% IN BUSH YEARS

TABLE 1

Federal Funding¹ for Programs that Improve the Education/Provide Services to Preschool-aged,
School-aged, and Postsecondary Students and Adults

\$ in millions

	1989	1990	1991	% CHANGE 1989-1991 CURRENT DOLLARS	% CHANGE 1989-1991 CONSTANT DOLLARS
Preschool-aged	9,155	11,119	14,201	55%	41%
School-aged	15,437	16,848	18,764	22%	11%
Postsecondary/- Adult	21,453	22,710	24,286	13%	3%
Other ²	2,871	1,309	1,499	N/A	N/A
TOTAL	48,916	51,986	58,750	+ 20%	9%

(2) PRE-SCHOOL SPENDING (EDUCATION-RELATED)
(MAJOR FEDERAL PROGRAMS)

HEAD START : UP 58% IN BUSH YEARS
"CHAPTER 1" : UP 35% " " "
TOTAL FOR MAJOR PROGRAMS : UP 55%
Preschool

TABLE 3

Major Federal Programs⁶ that Improve Education/Provide Services to Preschool-Aged Children

\$ in millions

PROGRAM	1989	1990	1991	% CHANGE 1989-1991 CURRENT DOLLARS	% CHANGE 1989-1991 CONSTANT DOLLARS	SERVICE LEVELS
Medicaid for Children (HHS)	2,731	3,614	4,729	73%	58%	4.8 million young children received Medicaid cards (1990)
WIC (USDA)	1,829	2,126	2,350	28%	17%	1.9 million pregnant woman & infants 2 million children
Head Start (HHS)	1,235	1,552	1,952	58%	44%	596,295 children (1991)
CACFP (USDA)	677	814	1,024	51%	38%	1.3 million children
Foster Care (HHS)	440	390	742	61%	54%	
Chapter 1 (ED)	494	583	682	35%	23%	407,186 children (88-89)
MCH Block Grant (HHS)	554	554	587	6%	-3%	
Special Education (ED)	450	478	584	30%	18%	356,000 children
Community & Migrant Health Centers (HHS)	184	190	198	8%	-2%	
Indian Health Service (HHS)	112	141	173	54%	41%	130,000 children, 0-5 years old (1991)
Other	307	490	962	N/A	N/A	
TOTAL	9,155	11,119	14,201	+ 55%	41%	

TOTAL FEDERAL SPENDING ON CHILDREN:

\$ 87 BILLION - AND RISING

**Table II-3. SPENDING ON SELECTED PROGRAMS SERVING CHILDREN
INCREASES 9.5 PERCENT IN 1992**
(In millions of dollars)

	1990	1991	1992 Proposed
Nutrition:			
WIC	2,126	2,350	2,573
Child Nutrition	4,887	5,577	6,066
Other Nutrition	7,985	9,138	9,825
Health:			
Targeted Infant Mortality	—	¹ 34	139
Medicaid	8,200	10,300	12,000
Community/Migrant Health	227	238	238
Immunizations	187	218	258
Maternal/Child Health	554	¹ 554	554
Other Health	222	264	266
Education and Social Services:			
Head Start	1,552	1,952	2,052
Handicapped Education	2,055	2,467	2,730
Compensatory Education	5,368	6,225	6,424
Educational Excellence Act (proposed)	—	—	490
Precollege Math and Science Education	333	515	661
Child Care Block Grant	—	732	732
Foster Care	1,375	2,611	2,186
Social Security	8,375	9,048	9,716
Supplemental Security Income	1,261	3,531	2,497
Aid to Families with Dependent Children and Child Support	12,165	14,008	15,162
Other Education and Social Services	2,453	2,642	2,352
Refundable Tax Credits	6,287	6,941	9,973
Total Children's Funding	65,612	79,345	86,851

¹Reflects HHS' plans to reprogram \$34 million from MCH Block Grant to Targeted Infant Mortality in 1991. Overall resources supporting this initiative will total \$57 million in 1991 and \$171 million in 1992, including funds from other public health grants.

Real problem: People think, Nation's at risk, but I'm OK

Skills and Knowledge Gap

Must transform schools, but not just a school problem, family and community problem

1. Today's Schools
2. New Generation of Schools
3. Working People Back to School, literacy
4. Outside the school: family community

Education President? Goals . . . America 2000 Strategy ... American Achievement Tests ... break-the-mold schools ... choice ... massive teacher retraining ... America 2000 communities ... Priority

Gallup/Phi Delta Kappan Poll -- Americans support goals, strategy in a big way

1. Money -- Not the first step, \$160 to \$400 billion since 1980
2. All-Male Schools -- we ought to let communities try to help children as long as don't violate laws

3. Shanker -- hope just because he opposes one idea, won't oppose all

4. Private School Choice -- poor children ought to have more of the same choices that children with money have

5. Minority Scholarships -- Lamar's review will be finished this Fall

6. Historically Black Colleges -- always supported them

*Higher Education
Committee*

7. Carolyn Reid-Wallace -- another distinguished (like Diane Ravitch) educator, from City University of New York

8. Only 535 schools? We want thousands of New American Schools

9. Head Start-funding up 35 percent in 2 years, \$250 million this year in child-care voucher

10. College grants -- We're trying to focus more money on poor families; half of U.S. college students have a federal grant or loan today

N.G.A. To Focus in Coming Year on Steps To Meet Goals

By Julie A. Miller

SEATTLE—The National Governors' Association will focus its energies in the coming year on steps toward meeting the national education goals, the organization's new chairman has vowed.

"This year, and for the remainder of the decade, we are going to make N.G.A. stand for national goals achievement," Gov. John Ashcroft of Missouri told N.G.A. members holding their annual meeting here last month.

Mr. Ashcroft promised to turn the association's full attention to the education goals adopted by the governors and the Bush Administration in 1990.

The N.G.A. has traditionally studied an issue of the chairman's choosing and recommended solutions in a policy statement. But Mr. Ashcroft said his plans will go well beyond such efforts.

The Missouri Republican has formed three "action teams"—whose

members include both business executives and governors—that will focus on school readiness, the school years, and lifelong learning. Their reports will consist of a catalogue of successful education-reform efforts, some of which the participating governors will have tried in their own states.

Reports set on readiness, the school years, lifelong learning.

"They are not being asked for more study of the issues," Mr. Ashcroft said. "As members of action teams, governors have agreed to undertake major state-level reform initiatives designed to make progress toward one or more of the national goals."

The N.G.A. also devoted a year to

education reform five years ago, when Secretary of Education Lamar Alexander, then governor of Tennessee, was its chairman.

Mr. Ashcroft said his decision to return to the issue was not an indication that the previous effort was unsuccessful, although many of the goals included in what was called "the governors' 1991 report on education" have not been achieved.

"A lot of good things have happened in the states. The schools are better," Mr. Ashcroft said. "But it's more than a five-year process. You can't do something for a couple of years and then walk away."

The N.G.A. will also address problems caused by changes in the American family and consider policy statements on issues such as child care, welfare, and the effect of the tax code on children and families. Gov. John R. McKernan Jr. of Maine, chairman of the committee on human resources, announced that he would devote the panel's efforts to those issues, and held a hearing on them here.

The bulk of the N.G.A. meeting this year, however, was devoted to the issue of health care. Members struggled with the question of how to ensure access to all Americans while also preventing rapidly rising costs from draining state funds for education and other priorities.

Medicaid Overhaul Urged

The governors called for a national solution to the problem by the year 2000, including overhauling the Medicare and Medicaid programs so that the federal government would pay for long-term care for the elderly.

In addition, the state executives urged that Medicaid be transformed from a program primarily for welfare recipients to one that serves all low-income people and those without health insurance.

In the short term, the N.G.A. statement pledges governors to develop "comprehensive, statewide reforms to expand access and control costs,"

Continued on Page 35

N.G.A. To Focus on Steps To Meet Education Goals

Continued from Page 29

and asks the federal government to grant regulatory waivers.

During discussion of the proposal, several governors noted that a lack of health care is a particularly serious problem among disadvantaged children, whose ability to learn can be impaired as a result. A report issued in conjunction with the policy statement, titled "A Healthy America: The Challenge for States," urges an increased reliance on schools, either to deliver health care in school-based clinics or to refer children to health-care providers.

Although the policy was adopted unanimously, partisan divisions were evident. Several Democratic governors attacked the proposal as too weak, and pushed an amendment demanding that the Bush Administration and the Congress come up with a plan to ensure universal access to health care by 1994.

"The concern I have is that we have not gone far enough," said Gov. Ann W. Richards, a Texas Democrat. "The one place we don't have any consensus that something radical must be done is among elected officials."

Gov. Booth Gardner of Washington, who as N.G.A. chairman last year chose to focus on health care, predicted that his fellow Democrats would make the Republicans' reluctance to commit to specific action a campaign issue in 1992.

In a separate resolution, Republican governors joined their Democratic colleagues in condemning the Administration for pending regulations that would restrict a method many states use to help pay their share of the cost of Medicaid.

The Administration argues that states are essentially defrauding the federal government by levying special Medicaid taxes on health-care providers and then spending the proceeds by purchasing services from the same providers—and collecting federal matching funds for the state's contribution.

The proposed regulations would limit the matching of funds generated by special taxes, and would elimi-

nate matching when states use donations from health-care providers to purchase services.

Higher-Education 'Duty'

N.G.A. members also approved amendments broadening their higher-education policy.

The new policy is more forceful in calling on the federal government to fulfill its "duty" to ensure access to higher education.

The statement also contends that, while the federal government has "the primary role" in ensuring access, states should take the lead in "ensuring program quality." It suggests that states could take a more active role in shoring up the beleaguered student-aid programs if they are given more authority over the management of the programs.

The governors reiterated their support for programs helping families save for higher education, strengthened their call for an examination of the balance between federal grants and loans, and endorsed revision of aid-program rules regarding the way equity in a home, farm, or small business is considered in determining a family's contribution.

The new policy also endorses partnerships between colleges and elementary and secondary schools, and programs that encourage high-school students to attend college.

Bush Promise

The Seattle meeting also featured a televised address by President Bush, who urged adoption of his America 2000 education strategy and promised to play a personal role in selling it to the public.

Mr. Bush said he will make a speech on the state of the nation's school system this week, and "address the nation's schoolchildren" on Oct. 3.

In addition, Gov. Terry E. Branstad of Iowa announced that his state will host a "Forum on National Education Goals" on Oct. 27-28. The forum is to be attended by delegations of educators from each state, several governors, and Secretary Alexander. Mr. Branstad said President Bush also might attend.



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

August 26, 1991

MEMORANDUM FOR THE PRESIDENT

FROM: LAMAR ALEXANDER 
SUBJECT: Gallup/Phi Delta Kappa Annual Education Poll

The Gallup/Phi Delta Kappa poll, now in its 23rd year, is the most comprehensive survey of what Americans think about education issues.

The poll found huge support for the National Education Goals and virtually every aspect of AMERICA 2000.

Eighty-eight percent of the people said having the "best educational system" is the most important factor to the nation's future and rated it above the "most efficient industrial system" (65 percent) and "the strongest military force" (47 percent).

The poll also found:

- o By a margin of better than 3 to 1, the public favors **report cards** showing how much progress schools are making in reaching the national education goals.
- o 77 percent of the people favor **standardized national tests** to measure academic achievement.
- o By a margin of greater than 6 to 1, Americans are in favor of having their public schools conform to **national goals** and **national standards** of achievement.
- o By nearly a 2 to 1 margin (62 to 33 percent) Americans favor allowing students and parents **to choose which public schools** the students attend.
- o 69 percent of the people are in favor of rewarding effective teachers.

Withdrawal/Redaction Sheet

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01. Report	Status reports on legislation (6 pp.)	n.d.	P-5	

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Open on Expiration of PRA
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 By JP (NLGB) on 10/28/05

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FOIA/SYS Case #:	1998-0004-F[2]	Appeal Case #:	
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AR Disposition:		MR Disposition:	
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Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
 P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
 P-3 Release would violate a Federal statute [(a)(3) of the PRA]
 P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
 P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
 P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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Freedom of Information Act - [5 U.S.C. 552(b)]

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AMERICA 2000 EXCELLENCE IN EDUCATION ACT

SENATE

- Staff-level negotiations in progress on compromise version incorporating related Kennedy bills (including S. 2).
- Full committee mark-up postponed three times. Action expected in September.

HOUSE

- Hearings held. Subcommittee action expected in September.

COMMENTS

- Major issues in Senate negotiations: school choice proposal that includes private schools; competing Goals Panel (basis for veto threat last session); and abortion counseling language in Kennedy flexibility proposal.
- On Sunday, Sen. Mitchell said: "We haven't made a decision on when we will act on the education package."

CRIME BILL

HOUSE

- Two Judiciary subcommittees marked-up drafts on July 31.

SENATE

- S. 1204 passed 7/11/91.

COMMENTS

- The Administration is generally satisfied with the Senate bill. In the House we will pursue identical language for floor amendments with the exception of the exclusionary rule. It is crucial to delete the Racial Justice Act from the House bill. The handgun waiting period provisions are likely to be identical to the Senate Dole-Mitchell amendment.

SURFACE TRANSPORTATION REAUTHORIZATION

HOUSE

- House proposal was reported out of Public Works and Ways and Means Committees with five cent gas tax increase. Ways and Means scored revenue from gas tax lower than Public Works.
- Representative Michael was successful in showing strength to separate the gas tax vote from the rest of the bill.
- Speaker Foley sent the bill back to committees to deal with the gas tax increase and scoring differences.

SENATE

- Bill was passed in June by 91-7 vote.

COMMENTS

- The Administration has threatened to veto House and Senate bills. Main issues are higher Federal matching share and budget authorizations than proposed by the Administration (House and Senate), little support for National Highway System (Senate), gas tax increase (House), and large amount of earmarked projects (House).
- Our strategy in the House is to force a separate vote on the gas tax and continue to highlight the large amount of earmarked projects.

BANKING LEGISLATION

<u>House</u>	<u>Senate</u>	<u>Comments</u>
The Banking Committee approved HR.6 on June 28 by a 31-20 vote. The House Ways and Means, Energy and Commerce, Agriculture and Judiciary committees will markup HR.6 in September.	The Senate Banking Committee approved S.543 on August 2 by a 12-9 vote.	The Energy and Commerce Committee is expected to eliminate bank affiliation with either commercial firms or insurance underwriting firms. It is also expected to impose severe firewalls between a bank and its securities affiliate.

Aspects of the Administration's proposal included in the legislation

Expanded bank powers, including securities and insurance powers.	Expanded bank powers, including securities and insurance powers.	Both the House and Senate bills contain the main tenets of the Administrations' proposal. The most important distinction between the two bills is the treatment of commercial ownership of banks.
Commercial ownership of banks.	Interstate banking and branching.	
Interstate banking and branching.	Recapitalization of the Bank Insurance Fund.	
Recapitalization of the Bank Insurance Fund.	Restructuring the financial regulatory framework.	

Aspects of the Administration's proposal not included in the legislation

Reduction of the deposit insurance safety net.	Commercial ownership of banks.
Restructuring the financial regulatory framework.	Reduction of the deposit insurance safety net.
	Restructuring the financial regulatory

NATIONAL ENERGY STRATEGY

HOUSE

- Committee markup has begun and will continue after the August recess.

SENATE

- The Johnston-Wallop bill is very similar to the National Energy Strategy. While it is ready for Senate floor consideration, Mitchell has not committed to bring it up this Fall.

COMMENTS

- ANWR and CAFE will be major issues during the Senate floor consideration. At this time, it is unclear whether the House Committee will approve legislation on ANWR.

<u>Bill #</u>	<u>Short Title</u>	<u>Passed House</u>	<u>Passed Senate</u>	<u>Final</u>	<u>Signed</u>
H.R. 2427	Energy & Water	5/29/91	7/10/91	8/2/91	
H.R. 2426	Mil Con	5/30/91			
H.R. 2506	Legislative	6/5/91	7/17/91	8/2/91	
H.R. 2519	Veterans	6/6/91	7/18/91		
H.R. 2521	Defense	6/7/91			
H.R. 2608	Commerce, Justice	6/13/91	7/31/91		
H.R. 2621	Foreign Ops	6/19/91			
H.R. 2622	Treasury, Postal	6/18/91	7/18/91		
H.R. 2686	Interior	6/25/91			
H.R. 2698	Agriculture	6/26/91	7/30/91		
H.R. 2699	D.C.	6/26/91	7/18/91	8/2/91	
H.R. 2707	Labor, HHS	6/26/91			
H.R. 2942	Transportation	7/24/91			

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02. Memo	From Lamar Alexander to POTUS Re: Digger Phelps (1 pp.)	8/14/91	P-5	

Collection:

Record Group: Bush Presidential Records
Office: Chief of Staff to the President, Office of the
Series: Sununu, John, Files
Subseries: Cabinet Agencies Files
WHORM Cat.:
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 (Education) (1991) [2]

Open on Expiration of PRA
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 By JP (NLGB) on 10/28/05

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

August 14, 1991

MEMORANDUM FOR THE PRESIDENT

FROM: LAMAR ALEXANDER

SUBJECT: Digger Phelps

I just wanted you to know that I finally did hook up with Digger Phelps about a role in helping us deliver America 2000, your education strategy, to the nation. While he expressed an interest in serving, he seemed happily engaged in his new appointment as a member of the board of the Commission on National and Community Service.

My staff and I will be meeting with Digger when he comes to Washington in September for the next Commission board meeting. I expect that we'll agree on some important things for him to do, probably part time. Thanks for your continuing attention to what we're trying to do here at Education.

I am sending a copy of this note to Dan Quayle who has also expressed an interest in getting Digger to help us.

cc. The Vice President



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

July 25, 1991

DRAFT

MEMORANDUM FOR THE PRESIDENT

FROM: LAMAR ALEXANDER

SUBJECT: Creating AMERICA 2000 Communities

This memorandum summarizes portions of the 1991 plan for the community outreach activities of AMERICA 2000. It does not cover the many other aspects of the AMERICA 2000 effort now also underway -- work on standards and testing, the design efforts for New American Schools, America 2000 legislation, development of policies to encourage educational choice and numerous other actions called for by AMERICA 2000.

This AMERICA 2000 Communities plan is the central mechanism to spur local efforts to achieve all six National Education Goals. It builds upon America's genius for creating synergistic civic associations -- AMERICA 2000 Communities -- to achieve vital public ends. The AMERICA 2000 Community plan also builds upon your substantial partnership with the Governors. And because no program that imposes a set formula for change on local schools is likely to get far, the AMERICA 2000 Community plan respects local control of education.

This plan requires action to advance the National Goals simultaneously in three areas: (1) in American communities nationwide; (2) across the Administration; and (3) within the Department of Education. Actions in each area are bound together and supported by a coordinated communications plan.

This memorandum contains a statement of 1991 goals for the AMERICA 2000 Communities effort, summarizes activities in support of AMERICA 2000 Communities in the back-to-school period and briefly describes the process of creating AMERICA 2000 Communities.

1991 OBJECTIVES

This AMERICA 2000 Communities plan proposes eleven key objectives to be achieved in 1991. The first five are benchmarks for measuring our progress; the remaining six summarize what must be done to launch AMERICA 2000 efforts successfully.

Benchmarks:

- **AMERICA 2000 activities are launched in every state. The nation's governors are asked to lead the statewide efforts to create AMERICA 2000 Communities.** The governors of the territories and the mayor of the District of Columbia are similarly asked to lead AMERICA 2000 efforts.
- **At least 25 states** complete preliminary organizational work and publicly kickoff crusades that are part of AMERICA 2000.
- **At least 500 communities** -- big cities, towns and neighborhoods, some in each state -- are at work on becoming AMERICA 2000 Communities.
- **The Department of Education is placing a substantial emphasis on helping communities with high concentrations of poor children** become part of AMERICA 2000.
- **Implementation of the AMERICA 2000 strategy is more widely understood** as an opportunity to achieve a host of interrelated community goals.

Making it Happen:

- **The President continues to spend time on his education strategy** and makes his first annual "State of American Education" address.
- **The Department of Education rededicates itself to act as a "service organization"** that will assist Americans everywhere in meeting the National Education Goals.
- **A warm nonpartisan invitation to join the AMERICA 2000 crusade is extended to government, business, civic and education leaders.**
- **A host of catalysts are energized to cause AMERICA 2000 to happen:** the President, the Vice President, the First Lady, the Cabinet and agency heads; the Governors; the Congress; state legislators, mayors and other political leaders; civic leaders; Department of Education employees; "Leadership 2000" celebrities; and designated "Team 2000" activists that provide regular liaison with office holders, business leaders and educators.
- **A comprehensive public information program -- with training workshops and consistent graphics for print, video and audio materials -- is developed and made available at the local level to explain the program, show how to take part and call attention to "people doing things right."**

- **A comprehensive media plan with coordinated messages and regular updates is developed** to "get the talk right" and provide national and local press with a clear understanding of AMERICA 2000 activities.

THE AMERICA 2000 BACK-TO-SCHOOL KICKOFF

During the 1991 back-to-school period, we expect a substantial number of new AMERICA 2000 Communities and statewide efforts will be organized and publicly announced. Back-to-school will also mark the start of a new and more aggressive phase in the Education Department's effort to draw attention to the President's education strategy and to the AMERICA 2000 Communities being formed as a result of it.

A host of messengers will be enlisted to encourage community participation and success: the President, the First Lady, the Vice President, the Cabinet and agency heads, governors, Members of Congress, state legislators, mayors, other elected and civic leaders, educators, businessmen, Department of Education experts and distinguished Americans from all walks of life.

School Day Scheduling

A "School Day" is any public visit, speech or activity by a senior member of this Administration that delivers the AMERICA 2000 message to a local community.

The President, the Vice President and members of the Cabinet have agreed to schedule School Day activities to advance the formation of AMERICA 2000 Communities and catch people doing things right. Our goal is to help the Cabinet arrange School Day activities as often as possible, hopefully at least once a month. School Days can be marked by as little as a timely speech insert about education or a brief visit with a local AMERICA 2000 coordinating committee.

The Department has established an AMERICA 2000 scheduling office to help senior Administration officials identify School Day activities that will complement their existing schedule commitments. Beginning in September, Secretary Alexander will schedule weekly School Days, many of which will indeed last most of a day and take place in whole or in part at a school.

Back-to-School Kickoff

A series of activities are proposed for the back-to-school period from late August through September. Many of the governors who are currently planning AMERICA 2000 efforts are

expected to complete their initial work and schedule kickoff dates for September and October.

In the following list of activities, requests for White House scheduling are marked with asterisks.

* 8/18-19 *oh* ** **National Governors' Association meeting** -- interactive teleconference hook-up with the President. Secretary Alexander invited to speak about AMERICA 2000 on 8/19 (already scheduled). *check TIME.*

8/19 *WASH DC* ** **Kickoff of CHARLOTTE, NC 2000 (T)** -- Deputy Secretary Kearns.

* Late August *Sept. 3rd* ** **Kickoff of MAINE 2000** by the President and Mrs. Bush. If the President's schedule does not permit an August kickoff, this could be done in September. ✓

oh Late August **Public release of HOSS (Help Our Schools Survive)** -- 70 country music stars release a song entitled "Let's open up our Hearts" (a "We are the World" for schools). Alexander to participate in news conference in Nashville. ⊗

* 9/3 ** **President meets with Jaime Escalante** to call attention to Escalante's PBS special on math (broadcast 9/4 at 8:00 pm). *IN OVAL OFFICE*

* 9/3 evening ** **"State of American Education" address from the Oval Office.** This is proposed as an annual back-to-school event for the day after Labor Day. ? "EVERY YEAR"

* 9/4 morning ** **Cabinet meeting** -- Presidential encouragement of Cabinet members to participate in regular School Days.

9/4 ? ** **Presidential School Day travel to Chicago to kickoff CHICAGO 2000 (T).** See "Chicago School Day," below. ✓

* *oh* 9/4 ** **President participates in first "Daily AMERICA 2000 Conference Call."** *@ 11:55 AM* *4 ANNOUNCEMENTS...* ⊗

9/5 *Done.* ** **Visit by Mrs. Bush to the Department of Education** for a literacy briefing (already scheduled). *SEPT. 5*

9/6 **State 2000 kickoff or other AMERICA 2000 event with Secretaries Alexander and Kemp** in a state or big city to be determined. ✓

Week of 9/1 **School Day activities by the Vice President, the Cabinet and agency heads** -- catching people doing things right across the country and in our backyard. *4/11*

- Week of 9/1 **Local stories where AMERICA 2000 is happening, e.g., COLORADO 2000 communities meet and conduct business and other state steering committees meet and make plans.**
- 9/12 **MINNESOTA 2000 kickoff -- Alexander (Should the President participate by teleconference?).** *oh*
- 9/16 **** Fortune Magazine annual Education Summit -- Alexander. Note: the President has been invited to participate; we would support his doing so.** *ask Pres.*
- 9/18-19 **** Possible California, Oregon or Arizona events for AMERICA 2000 with the President (T).** *[Handwritten boxes around California, Oregon, and Arizona]*
- 9/19 **DELAWARE 2000 kickoff -- Alexander (should the President participate by teleconference?).** *TELECONFERENCE -- MICH...*
- 9/8-9/30 **School Day activities by the Cabinet and STATE 2000 kickoff events.**
- 9/30 **Release of first National Report Card by the Goals Panel.** *!!!*
- 10/4 **** New American Schools Development Corporation board meeting at Camp David (already scheduled).** *+NAPE*

Other Good Prospects for October or November

Several states and cities are moving quickly enough with AMERICA 2000 planning that Presidential events might be considered for October or November. Examples might include kickoff events in Miami, Charlotte, Detroit and/or Michigan, Massachusetts, and Wyoming. Governor Branstad's education conference in Des Moines, Iowa on October 28 would also be an excellent opportunity.

Chicago School Day

It seems likely that Chicago could be ready for an AMERICA 2000 kickoff event on September 4. The Department would propose two options regarding the Cabinet's participation in a possible Chicago kickoff:

- o **Option #1.** The President travels to Chicago accompanied by Secretaries Alexander, Kemp, Sullivan, Watkins, Martin, Mosbacher, Skinner and Derwinski, Director Martinez and possibly others. Upon landing, the Cabinet and others would fan out to preselected events, each of which would highlight a different aspect of the National Education Goals (e.g., Watkins to kickoff his math-science education effort in Chicago;

Martinez to a drug education program, etc.). The President and Alexander would visit a school, then the whole lot would reassemble for a meeting with the CHICAGO 2000 steering committee and a speech launching CHICAGO 2000.

- o Option #2. The President and Secretary Alexander travel to Chicago for a CHICAGO 2000 launch. Other Cabinet Members would be asked to travel to other cities for other AMERICA 2000 promotional events.

Option #1 has the advantage of evoking the unity of Charlottesville and unleashing an unprecedented flurry of Administration activity in a single city. Also, the business press would cover Mosbacher, the labor press Martin, and the like. Option #2 has the advantage of using the Cabinet to make additional local news in several other parts of the country.

A Reminder and Two Requests

1. The President's computer lessons should continue (people ask about them).
2. Continue outstanding assistance in placing AMERICA 2000 messages in Presidential speeches, talking points and messages.
3. Presidential proclamations, or other suitable Presidential recognition, should be awarded for all communities that successfully complete the President's four-part AMERICA 2000 challenge. In a less elaborate manner, either the White House or the Department of Education should also recognize (perhaps with a simple press release) when a community publicly launches an AMERICA 2000 Community effort.

CREATING AMERICA 2000 COMMUNITIES

What is an America 2000 Community?

An AMERICA 2000 community can be almost any size -- a large city covering many school districts, a neighborhood, a small rural town or a single school community. Its membership is intended to be broad-based and bipartisan. The one thing that animates them all is a strong desire to get to the roots of education reform, to become active agents in making revolutionary changes in our children's schools.

The Four Tasks for all AMERICA 2000 Communities

The agenda of AMERICA 2000 Communities will vary from place to place. The President has, however, challenged each community to undertake four basic tasks:

- (1) Adopt the six National Education Goals for the community;
- (2) Devise a local strategy to meet the goals;
- (3) Design a report card to measure results; and
- (4) Plan for and support a New American School.

Designating AMERICA 2000 Communities

Upon completing this four step process, any community can be designated an AMERICA 2000 Community by its governor. With the recommendation of its governor, a local community would then receive a Presidential proclamation or other suitable Presidential recognition of its status as an AMERICA 2000 community.

Getting the State Crusades Started From the Top Down

Most AMERICA 2000 Communities are being created as part of a process set in motion by a governor. In such cases, the governor creates a STATE 2000 organization that in turn helps to organize a multiplicity of LOCAL 2000 communities. This is the top-down method of creating AMERICA 2000 communities.

The process of creating AMERICA 2000 communities has assumed three distinct phases:

- (1) contact and commitment -- the Secretary contacts a governor, explains the program and obtains the governor's commitment to participate;
- (2) planning -- the governor and his staff develop a plan for the statewide effort; and
- (3) kickoff -- a public launching of the state effort.

During the Summer, Secretary Alexander has met or spoken with individual governors to explain the program. After conversations with approximately 26 governors, 24 have agreed to participate in some way. This plan calls for the initial contacts with the governors to be completed by the August 1991 National Governor's Association meeting.

After agreeing to a STATE 2000 effort, a governor is typically asked to do three things: (a) designate a senior liaison to coordinate with the AMERICA 2000 Office; (b) convene a bipartisan steering committee to direct the statewide effort; and (c) draft a preliminary plan of action. At present some 23 governors are in the AMERICA 2000 preliminary planning stage.

After the STATE 2000 steering committee has met and adopted a plan, a public kickoff of the STATE 2000 effort will take place. Ideally these ceremonies will include the President or another senior Administration official. The Secretary of Education will issue a press release to mark the launching of all STATE or CITY 2000 efforts. One STATE 2000 effort -- COLORADO 2000 -- has been launched thus far. Planning for an appropriate

kickoff is underway by many others. The kickoff dates for several are already set.

Getting Started From the Bottom Up

In some cases, a local community is ready to organize in advance of the governor's STATE 2000 effort. Other political or civic leaders in the state may wish to move the process along quickly; they should not be deterred. In the absence of a STATE 2000 program, any community may designate itself a 2000 Community.

In this way, for example, MEMPHIS 2000 was launched on July 23. San Antonio, Miami, Omaha, and Union Township, New Jersey are other examples where AMERICA 2000 planning efforts are underway in advance of a STATE 2000 organization.

DRAFT**AMERICA 2000 BACK-TO-SCHOOL EVENTS**

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WHORM Cat.:
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PRM. Removed as a personal record misfile.

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July 8, 1991

To: Kathy Super / EDE HOLIDAY

cc: John Sununu

Subject: American Schools Development Board.

At this morning's meeting I invited the Board to meet in the Fall at Camp David. They seemed enthusiastic.

My concept: They can gather in AM up there - say 9AM. They can meet 'til noon.

Barbara and I could then join them for lunch, and they could continue their meeting after lunch or the Camp Officers and Men will be glads to show them around.

Please work with Lamar and David Kearns on when to do this. My thought would be either a Friday or Saturday..

GB 4

FROM THE PRESIDENT

Withdrawal/Redaction Sheet

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04. Report	Pending Education Legislation - Update (4 pp.)	7/9/91	P-5	

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7/9/91

PENDING EDUCATION LEGISLATION - UPDATE

ADMINISTRATION WANTS/ SEN. KENNEDY DOESN'T	SUBJECTS UNDER NEGOTIATION	SEN. KENNEDY WANTS/ ADMINISTRATION DOESN'T
Private School Choice in -- Assistance for Parental Choice Programs (\$200M) -- Ch. 1 & Ch. 2 choice amendments	<u>Tentative staff agreements reached</u> 1. Teacher/Administrator Training Govs. Academies for Teachers incl. Teacher Awards Govs. Academies for School Leaders Professional Development Academies National Teacher Academies Alternative Certification Teacher Corps (status not clear) 2. Literacy expansions Free-standing bills (HR 751 & S 2) awaiting conference action 3. Natl. Comm. on Time, Study, etc. Signed into law, 6/28/91 4. NAEP Extend thru '94 State-based NAEP in 3 grades/3 subjects. <u>Negotiations Begun, but Not Completed</u> New American Schools (Admin.) School Restructuring (Kennedy) Merit Schools (Admin.) Services Integration (Kennedy) Flexibility/accountability (Admin.) Private school choice demo. (Admin.)	Head Start as an entitlement (S. 911) Public School Choice only (S. 1136) National Report Card (Bingaman)

EDUCATION LEGISLATION -- STATUS

I. AGREEMENTS

1. Teacher training in an omnibus bill. Tentative staff-level agreements.
2. Literacy. Education Department-negotiated literacy provisions going to conference.
3. National Commission on Time, Study, Learning and Teaching. Bill signed June 28th.
4. National Assessment of Educational Progress. Tentative agreement to House bill.

II. NEGOTIATIONS BEGUN; LIKELY CONCERNS

1. New American Schools. Fear of financing private schools; too much power to Governors.
2. School restructuring. Kennedy program of grants to public schools with poorest students and lowest achievement to help the schools get up to a level from which they can begin to work toward improvement goals.
3. Merit schools. Democrats will try to reserve to Chapter 1 schools and delete math and science set-aside.
4. Services integration. Kennedy demonstration bill to coordinate Federal programs. Raises school-based clinics and birth control/abortion issue (see below).
5. Flexibility and accountability. Administration waiver bill; raises clinics issue.

III. MAJOR ISSUES

1. Private school choice. Administration's proposals not acceptable to Democrats. There may be an opening for a private school choice demonstration.
2. School based clinics/birth control and abortion counseling. Services Integration and Flexibility and Accountability raise fear that grantees may set up new school-based clinics that provide birth control and abortion counseling.
3. National Education Goals Panel. The Bingaman proposal.

EDUCATION LEGISLATION -- STATUS

I. AGREEMENTS

1. Teacher training in an omnibus bill. Staff level tentative agreements incorporating teacher academies, pre-service training, alternative certification and teacher awards from Administration bills with Kennedy/Pell provisions.
2. Literacy. Education Department-negotiated literacy provisions going to conference soon (S. 2/H.R. 751).
3. National Commission on Time, Study, Learning and Teaching signed into law June 28th, along with Sec. Alexander's Interim Council on Education Standards and Testing.
4. National Assessment of Educational Progress, probably in the omnibus bill. Tentative agreement to House-passed version: 1994 State assessments in three grades and three subjects. Future use of NAEP tests at sub-state level reserved for Fall hearings.

II. NEGOTIATIONS BEGUN; LIKELY CONCERNS

1. New American Schools. Some Democrats view as financing for private schools. Democrat and Republican members on the committee concerned about giving power to Governors (especially where Governor is from a different party). Kennedy will try to confine to public schools reform.
2. School restructuring. Kennedy wants grant program about \$200 million per year for 6 year grants to public schools with poorest students and lowest achievement to work on getting up to the level where they can begin to reach for the national education goals.
3. Merit schools. Kennedy will try to reserve awards to Chapter 1 schools as was done in last year's (failed) omnibus education bill.
4. Services integration. A Kennedy bill for \$50 million for administrative money in demonstration grants to school districts to help them coordinate Federal programs. This is the program that triggered the school-based clinics and birth control/abortion issue (see below).

5. Flexibility and accountability. The administration's waiver bill. It also raises the school-based clinics issue.

III. MAJOR ISSUES

1. Private school choice. The Administration's \$200 million grant program and amendments to Chapter 1 and 2 are not acceptable to Democrats. There may be an opening for a private school choice demonstration.

Discussion points: Kennedy staff likes the direction of our draft. Is it enough for conservatives?

2. School based clinics/birth control and abortion counseling. The Kennedy Services Integration bill and the Administration's Flexibility and Accountability title both raise the issue of a grantee setting up a school-based clinic. Conservatives want tough language forbidding birth control counseling and abortion referrals.

Discussion points: This is one of the issues on which conservatives stopped the education bill at the end of the last session (the other: the National Board for Professional Teaching Standards). The bill is not that important. Possible compromise: Kennedy drops his bill; Administration drops Flexibility/accountability bill.

3. National Education Goals Panel. The Bingaman proposal to legislate the Goals Panel and Report Card in law, with (a) appointments distributed as follows: President, 2; Governors, 6; House, 5; Senate, 5; and (b) possibility of setting new goals.

Discussion points: If agreement can be reached on membership, Administration can agree to amend the executive order rather than legislating the Panel, which opens up many more issues of procedure, goals, measurement and report card.

Note: Most of Title I of the old S. 2 will also be in Hartle's bill. It restates the national education goals and establishes "policies of the Federal Government" to fund many current programs and start new ones. Hartle will delete the two extra goals in the S. 2 version [student aid and teacher diversity/quality], but will likely retain the funding "policies."

SPECIFICATIONS FOR THE SCHOOL CHOICE DEMONSTRATION

Statement of Purpose

The purpose of this Act is to determine the effects on students and schools of providing financial resources, in the form of certificates, to low-income parents, which enable those parents to choose the public or private school to be attended by their children.

Program Authorized

The Secretary is authorized to fund and evaluate up to 6 demonstration projects in low-income areas in which low-income parents receive a certificate to pay the cost of tuition for an eligible child to attend the public or private school of the parents' choice. The Secretary may make grants to eligible entities for the purposes of carrying out such demonstrations and shall provide for the evaluation of each project and for the demonstrations as a group.

General Authority

(a) The Secretary shall first reserve up to 2 percent of the amount appropriated in any year to carry out the evaluation activities described in section ____.

(b) Of the remainder, the Secretary shall provide grants to eligible entities to pay the costs of

- (1) the education certificates, including the allowable cost of transportation, if any, issued to low-income parents for the cost of tuition for their children to attend, during the operational period of the demonstration, grades 1 through 12 at a participating public or private school;
- (2) administration of the demonstration, including but not limited to soliciting the participation of private schools in the demonstration, providing information to parents about the program and the schools participating in it, determining eligibility of individual students to participate in the program, selecting students to participate in the demonstration, determining the value of each education certificate, issuing the certificates, maintaining adequate financial and program records, collecting and reporting information about the effects of participation in the program. The cost of administration may not exceed 15 percent of the grant amount each operational school year, except that if the Secretary provides for a planning period before the first year of operations or a close-out period after the last year of operations, the costs of those

CC DBE

periods shall be determined by the Secretary as part of the grant.

(c) Structure.-- The Secretary shall award grants

-- to eligible entities which --

(1) (i) propose to conduct the demonstration within at least one local education agency that receives funds under section 1006 (concentration grants) of Chapter 1 of the Elementary and Secondary Education Act, as amended, and (ii) is among the 20 percent of LEAs within the State with the highest number or percentage of children defined in 1005(c) of Chapter 1 (poor children), and

Bottom 20%
of CHAP 1
WITHIN STATE

(2) have a number of potentially participating non-public schools sufficient, in the Secretary's judgment, to allow for a valid demonstration project in that area;

-- for no more than three school years, plus, if necessary, (1) a planning period not to exceed one year, and (2) a close out period, not to exceed six months after the end of the demonstration for final assessments, reporting and record maintenance;

-- for a maximum of \$5 million per year of operations.

-- only for the specific plan of operation which the Secretary approves under this Act. All aspects of the application and subsequent operations are subject to the Secretary's approval for consistency with the terms and conditions of this Act. At any time that the Secretary determines that the grantee is out of compliance with any aspect of the approved plan, the Secretary may terminate the grant, suspend operations subject to return to compliance, renegotiate the grant during a suspension or otherwise, or otherwise enforce the terms of this Act. The Secretary's determinations shall be final.

(d) Priority among applicants -- The Secretary shall give priority in the selection of grantees to eligible entities with the highest concentrations of children from low-income families as defined in section 1005(c) of Chapter 1.

(e) Limitation on Federal Funds -- Funds received under this Act

-- shall not be used to redeem certificates in connection with attendance at any school that:

o discriminates in admissions on the basis of race, color, or national origin;

Justice

- o discriminates in admissions on the basis of sex, except in the case of an institution that traditionally and continually from its establishment has had a policy of admitting students of one sex;
- o discriminates in admissions against otherwise qualified students with handicaps solely by reason of their handicaps;
- o is a sectarian school that discriminates in admissions on the basis of religion if 80 percent or more of its budget is derived from fees paid through redemption of certificates under this Act.

Justice

-- in redemption of certificates granted to parents shall not constitute Federal financial assistance to participating educational institutions for purposes of Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1971, Title IX of the Education Amendments of 1972, or the Age Discrimination Act of 1975.

-- shall not be used for any activities or purposes that prevent any eligible child from receiving services under other Federal programs which the child would otherwise have received and still needs, such as services under the Individuals with Disabilities Education Act and Chapter 1 of the ESEA;

CHAP 2

GHOST

(f) Hold Harmless -- Notwithstanding any other law or regulation, for the duration of the operation of a demonstration funded under this Act, the Secretary shall ensure that Federal funds for programs administered by the Secretary that go to the public schools that would have been attended by participants in this demonstration who choose to attend other public or private schools, shall not be reduced as a consequence of those children no longer attending their usual public school.

Applications

(a) Submission.-- To receive a demonstration grant under this Act, an eligible entity shall submit an application to the Secretary in such form, at such time, and containing or accompanied by such information as the Secretary may require.

(b) Contents.-- Each application shall contain at least the following assurances and descriptions:

With respect to the schools that will participate:

- an assurance that participating schools do not discriminate in admissions on the basis of: race, color, or national origin; sex, except in the case of an institution that

traditionally and continually from its establishment has had a policy of admitting students of one sex; handicap, if the child is otherwise qualified to be admitted; or religion in the case of a sectarian school, if 80 percent or more of its budget is derived from redemption of certificates under this Act.

- a description of the standards used to determine which public and private schools are within a reasonable commuting distance of the grantee and present a reasonable commuting cost for an eligible child;
- a description of the procedures to be used to recruit schools, including private schools, to participate in this demonstration and to determine each year the number of enrollment opportunities in each school to be available to eligible children. The application should indicate the basis upon which the applicant believes that a sufficient number of eligible private schools will participate, such as a preliminary showing of interest;
- an assurance that as a condition of participation in the demonstration, each school authorized to accept certificates will admit students with certificates on the same basis as it admits other students to that school;
- an assurance with respect to non-public schools that each participating school shall have been operating an educational program, of the same type as the program for which it will accept certificates, for at least one year prior to the first operational year of the demonstration;
- an assurance that the grantee will terminate the participation of any school that fails to comply with all the terms and conditions governing its participation in the demonstration.

With respect to the participation of eligible children:

- a description of the procedures to be used to determine the initial eligibility of individual children for receipt of an education certificate, which shall be the procedures used to determine eligibility for free and reduced price meals under the National School Lunch Act of 1947, as amended, or such other procedure as the applicant proposes and the Secretary approves that accomplishes the same purpose;
 - o For the purposes of demonstrations funded under this Act, the forms used to collect data for the National School Lunch Act may be used to determine income eligibility for the demonstrations and, if required, to rank order families by income level. All data on such

forms must otherwise remain confidential and the income data must be made available only to those who are specifically in need of it to make determinations for this Act. [Agriculture counsel to supply precise wording]

- a description of the procedure to be used to assure that priority for selection for participation among eligible children shall be given to the selection of children from the lowest income families;
- a description of the procedures to be used to ensure maximum choice of schools for children who receive an education certificate. The description must specify the applicants procedures for when --

- Do they want more* (a) more parents initially choose a particular public or private school for their children than that school has agreed to accept for the demonstration (e.g., a lottery); and *or rank by income*
- (b) funds are insufficient to support the value of all the certificates that result from the sum of parents' initial choices.

With respect to the general operation of the demonstration:

- a timetable for implementation of the demonstration;
- a description of the procedure to be used to determine the value of an educational certificate;
- a description of the procedure to be used to issue the certificate to the parent and for the receiving school to redeem it, such as issuing a certificate in the form of a two-party check (parent and receiving school);
- a description of the procedure for obtaining a pro rata reimbursement from a participating school in the event that the school releases a participating student for any reason, or the student withdraws for any reason, prior to completion of three-quarters of the school attendance period for which the certificate was approved. The procedure must include the method of reimbursement to the parent and the grant recipient;
- a description of the procedures to be used to inform parents of the demonstration;
- an assurance that the eligible entity will establish a separate, segregated fund into which only the Federal monies received under this grant shall be placed for disbursement;

- an assurance that the eligible entity will provide to the Secretary periodic reports on the status of any funds received as part of this demonstration;
- an assurance that the eligible entity will cooperate in the national evaluation to be carried out by the Secretary;
- an assurance that the eligible entity shall maintain such records as the Secretary shall require, and shall comply with reasonable requests for information from the Secretary.

Value of Education Certificates

(a) (1) The basic value of an education certificate in any year cannot exceed the cost of tuition in that year that would otherwise be charged to the eligible child as a condition of admission to the public or private school selected by that child's parents.

(2) The basic value of the certificate may be increased by 10 percent, or the actual cost of transportation, whichever is less, to provide support for the parent to pay reasonable transportation costs incurred by the choice of school. However, before the certificate value for a child can be supplemented for transportation costs, the child must first remain eligible for and take advantage of any transportation normally provided for children to attend school at no cost to the child.

(b) The value of the education certificate may be adjusted in the second and third operational years of the demonstration to reflect changes in the tuition at the receiving school, except that the value may not increase more than [10] percent [ED to check average cost increases to help set this cap] over the preceding year.

*KID
ALREADY
IN
PUBLIC
SCHOOL*
(c) In the case of a child eligible to participate who is already in attendance at a non-public school and who chooses to stay at that school, the value of the education certificate shall not exceed the tuition charged that child in the year prior to his selection, adjusted, if applicable, in accord with (b).

(d) A child eligible to participate who is attending public school and who chooses to remain at his designated public school is not eligible for a certificate.

X (e) In no case may the value of the education certificate exceed the average per pupil expenditure for attendance at the eligible child's normally designated public school.

(f) Certificates shall not be deemed income to the parents for Federal, State or local income tax purposes.

Information for Parents

The recipient of a grant under this Act shall provide timely notification to families with school age children living within the area to be served by the demonstration. The notification shall, at a minimum:

- describe the demonstration,
- describe the eligibility requirements for participation,
- describe the information required to document eligibility,
- describe the selection procedures to be used in the event that more eligible children seek to participate than can be given certificates (e.g., rank order, lottery),
- provide information about each school participating in the demonstration, including information about any admission requirements at the school;
- provide the schedule for receipt of applications to determine eligibility of individual children.

Evaluation

The Secretary shall conduct a national evaluation of the demonstration program which shall describe the implementation of the demonstration in each site and its effects on participants, schools and communities in the demonstration area. At a minimum, the evaluation shall compare educational achievement prior to the first year of the demonstration with performance levels at the end of the demonstration period for students receiving education certificates and students not receiving education certificates who remain in the schools previously attended by the education certificate students.

Reports

(a) Local projects funded under this Act shall provide an annual report to the Secretary, in such form, timing and contents as he shall require.

(b) The Secretary shall report annually to the President and Congress on the progress of the demonstrations, including information about the operation of each demonstration project drawn from project reports and other assessments. Within 6 months after the conclusion of the demonstration, the Secretary shall provide a report on the national evaluation required in section ____.

Authorization of Appropriations

\$30 million for the fiscal year 1992 and such sums for each of the fiscal years 1993 and 1994.

Definitions.

Except as otherwise provided, for purposes of this Act:

Eligible child means a child who

1. resides in an eligible community,
2. is in grades 1 through 12, and
3. is from a family whose income is at or below 185 percent of the poverty level and otherwise meets the eligibility criteria for free and reduced priced meals as established by the Secretary of Agriculture for the National School Lunch Act of 1947, as amended.

Eligible entity means a public entity, which may be a local educational agency as defined in section 1471(12) of the Elementary and Secondary Education Act or any other State or local government organization or agency. An eligible entity may be a consortium of public and private non-profit entities. An eligible entity must demonstrate its capacity to receive, account for and disburse Federal funds, and to carry out the activities described in its application.

Parent includes a legal guardian or other person standing in loco parentis.

School means a day or residential institution which provides elementary or secondary education (through grade 12), as determined under State law.

Secretary means Secretary of Education.

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
05. Memo	From POTUS to Lamar Alexander Re: Prestigious Prize for Education (1 pp.)	5/31/91	P-5	

Collection:

Record Group: Bush Presidential Records
Office: Chief of Staff to the President, Office of the
Series: Sununu, John, Files
Subseries: Cabinet Agencies Files
WHORM Cat.:
File Location: Alexander
 (Education) (1991) [2]

Open on Expiration of PRA
 (Document Follows)
 By JP (NLGB) on 10/28/05

Date Closed:	12/29/2004	OA/ID Number:	29185-008
FOIA/SYS Case #:	1998-0004-F[2]	Appeal Case #:	
Re-review Case #:	2005-0426-S	Appeal Disposition:	
P-2/P-5 Review Case #:		Disposition Date:	
AR Case #:		MR Case #:	
AR Disposition:		MR Disposition:	
AR Disposition Date:		MR Disposition Date:	

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P-1 National Security Classified Information [(a)(1) of the PRA]
 P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
 P-3 Release would violate a Federal statute [(a)(3) of the PRA]
 P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
 P-5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
 P-6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

(b)(1) National security classified information [(b)(1) of the FOIA]
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 (b)(9) Release would disclose geological or geophysical information



THE CHIEF of STAFF
has seen

May 31, 1991

TO LAMARA ALEXANDER

CC; JOHN SUNUNU, PHIL BRADY

FROM GB

SUBJECT; PRESTIGIOUS PRIZE FOR EDUCATION.

FORMER AMBASSADOR NICK SALGO LAST NIGHT PROPOSED A VERY PRESTIGIOUS AWARD FOR AN EDUCATOR. STATING THAT THERE EXISTS NO SUCH AWARD COMPARABLE TO NOBEL PRIZE, NICK SUGGEST AN AWARD CARRYING WITH IT A \$200,000 ANNUAL AWARD. HE WILL ENDOW THE AWARD PERSONALLY. HE BELIEVES IN OUR EMPHASIS ON EDUCATION.

LAMAR, I THINK THIS IS WORTH EXPLORING. BEFORE I CALL SALGO BACK ON MONDAY I WOULD LIKE TO HAVE YOUR VIEWS ON THIS. IF YOU THINK IT IS WORTH EXPLORING THE NEXT STEP WOULD BE FOR YOU TO SIT DOWN WITH NICK, PERHAPS WITH ME ALONG, TO GO INTO SOME DETAIL.

I THINK HE HAS IN MIND AN INTERNATIONAL AWARD. PERHAPS IT SHOULD BE VECTORED INTO USA'S EDUCATOR OF THE YEAR.

GIVE ME A RING

GB /

GB

From the desk of

George Bush

Deliver

a sap

E PRESIDENT

Executive Order 12687 of August 15, 1989

President's Education Policy Advisory Committee

By the authority vested in me as President by the Constitution and laws of the United States of America, and in order to establish, in accordance with the provisions of the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2), an advisory committee on the education policy of the United States, it is hereby ordered as follows:

Section 1. Establishment. (a) There is established the President's Education Policy Advisory Committee. The Committee shall be composed of members appointed by the President.

(b) The President shall designate a Chairman from among members of the Committee. The Assistant to the President for Economic and Domestic Policy shall serve as the Secretary of the Committee.

Sec. 2. Functions. (a) The Committee shall advise the President with respect to the objectives and conduct of the overall education policy of the United States.

(b) In the performance of its advisory duties the Committee shall conduct a continuing review and assessment of education policy and shall report thereon to the President whenever requested.

Sec. 3. Administration. (a) The heads of executive agencies shall, to the extent permitted by law, provide the Committee such information with respect to education policy matters as the Committee requires for the purpose of carrying out its functions.

(b) Members of the Committee shall serve without any compensation for their work on the Committee. However, they shall be entitled to travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707).

(c) Any expenses of the Committee shall be paid from funds available for the expenses of the Office of Policy Development.

Sec. 4. General. Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Assistant to the President for Economic and Domestic Policy or his designee, except that the Administrator of General Services shall, on a reimbursable basis, provide such administrative services as may be required.

(b) The Committee shall terminate on December 31, 1990, unless sooner extended.

GEORGE BUSH

THE WHITE HOUSE,
August 15, 1989.

1. quarterback, White House review process
2. Temporary Standards Commission
 - a. Length--until end of 1991, or as panel decides
 - c. Co-chair--Campbell? Kearns?
 - c. agreement before May 13 meeting

Other:

1. PEPAC--May 28
2. Goals Panel agenda--explore federal review issue

**NGA: 2 Administration(2 R), 2 Congress(1 R, 1 D), 4
Governors(1 R, 3 D)

3. Legislation--enact before August, review in 2 weeks

Monday

hammer fake it over

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

May 15, 1991

done 5-17-91

MEMORANDUM FOR THE PRESIDENT

FROM: LAMAR ALEXANDER (A)

Request: Phone Call to Al Shanker, President of American Federation of Teachers

Reason:

1. Thanks for support of America 2000. (Shanker called it "historic").
2. Learn from him about the Saturn School of Tomorrow in St. Paul, which Shanker inspired and which the President will visit on May 22.

Talking Points:

1. "Thanks, Al, for supporting America 2000. I think you can see several of your ideas in it: the idea of national examination, the idea of radically restructured schools, the idea of incentives for schools that move toward the national goals."
2. "I'm going out to St. Paul next week to see the Saturn School. I'd love for you to with me but Lamar tells me you'll be in Prague. He told me you visited the Saturn School last week. Tell me about it."

Note: In 1986, in his weekly New York Times column, Al Shanker wrote, "Perhaps the most important step in revitalizing the automobile industry is the Saturn project. It is designed to make believe that no one has ever made a car before and to start the whole process from scratch -- to reopen not just what a car should look like and how it should run but every question of production, supplies, labor relations, the role of management." Shanker suggested, if there can be a Saturn plant, why not a Saturn School? St. Paul picked up the idea and started the Saturn School of Tomorrow in 1989. It is an example of "the new generation of American Schools."

3. "Thanks for serving on our Advisory Commission for Education. We look forward to working with you in America 2000."

Note: Shanker has been critical of only two parts of America 2000. He wants more money. And he hates the idea of government money to private schools, which your choice proposals would permit.



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Telephone: (202) 401-3000

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FAX COVER SHEET

MESSAGE

TO: Roger Porter

FAX NUMBER: _____

FROM: Lamar Alexander

Sheet #1 of 3

May 14, 1991

INTERIM COUNCIL ON STANDARDS & TESTING: PROPOSED MEMBERSHIP

Co-Chairs:

Carroll Campbell, Governor of South Carolina

Roy Romer, Governor of Colorado

Administration:

Lynn Martin, Secretary of Labor

David Kearns, Deputy Secretary-Designate

Lynne Cheney, Chairman, Nat'l Endowment for the Humanities

Colin Powell, Chairman, Joint Chiefs of Staff

Congressional Membership:

Senate Democrat: Kennedy or Designated Senator

Senate Republican: Hatch or Designated Senator

House Democrat: Ford or Designated Member

House Republican: Goodling or Designated Member

Chief State School Officer:

Bill Honig, Superintendent of Instruction, California

Representatives of the National Education Goal 3 Resource Group:

Lauren Resnick, Co-Director, Learning Research and Development Center, University of Pittsburgh

Marshall Smith, Dean of Education, Stanford University

David Hornbeck, Advisor to Business Roundtable, Consultant to Kentucky and other states, former Chief State School Officer in Maryland

Chester E. Finn, Jr., Member of NAGB and PEPAC, Professor of Education and Public Policy, Vanderbilt University

State Legislators:

Republican: John Hainkel, Louisiana State Senator, Chairman of Southern Conference of State Legislators

Democrat:

Teacher Associations:

American Federation of Teachers -- Al Shanker, President

National Education Association -- Keith Geiger, President

Local School Administrator:

Local School Board:

Teachers:

Mary Bicouvaris, (Virginia) 1989 National Teacher of the Year

Iris Carl, Instructional Supervisor (K-12), Houston Independent School District, Houston, Texas and President of National Council of Teachers of Mathematics

Higher Education:

Mike Nettles, Vice President for Assessment, University of Tennessee

At-Large:

Bill Brock, Chairman of the Secretary's Commission on Achieving Necessary Skills (SCANS), Member of PEPAC

Mark Musick, President, Southern Regional Education Board, Vice Chairman of NACB

*MOVED
1/14
my name*

NATIONAL EDUCATION GOALS PANEL

Interim Council On Standards And Testing

Can
Charge. The Interim Council on Standards and Testing (ICST) will advise the National Education Goals Panel (NEGP) and the American people on:

- (a) Suitable means of establishing specific standards -- World Class Standards -- for the knowledge and skills that students should possess and that schools should impart in order that the Nation can meet Goal #3 as set by the President and the Governors. That goal states that by the year 2000,

American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

- (b) Appropriate means of establishing a system of voluntary national tests or examinations -- American Achievement Tests -- that will provide prompt, accurate information to parents, educators and policymakers on the progress being made toward the World Class Standards by individual students, schools, school systems, states, and the Nation as a whole. It is important that this system be designed to foster good teaching and learning, as well as to monitor performance.

Timetable. The Interim Council will be asked to provide recommendations as rapidly as possible, but not later than December 31, 1991, concerning long-term policies, structures, mechanisms, and other important considerations with respect to these two missions. The Interim Council will also report as quickly as possible on preliminary steps that may be taken to prepare the way for successful completion of those missions, including steps that the Council itself may be able to undertake on behalf of the Panel.

May 13, 1991

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
07. Memo	From Lamar Alexander to John Sununu Re: Interim Council on Standards and Testing (3 pp.)	5/10/91	P-5	

Collection:

Record Group: Bush Presidential Records
Office: Chief of Staff to the President, Office of the
Series: Sununu, John, Files
Subseries: Cabinet Agencies Files
WHORM Cat.:
File Location: Alexander
(Education) (1991) [2]

Open on Expiration of PRA
(Document Follows)

By JP (NLGB) on 10/28/05

Date Closed: 12/29/2004	OA/ID Number: 29185-008
FOIA/SYS Case #: 1998-0004-F[2]	Appeal Case #:
Re-review Case #: 2005-0426-S	Appeal Disposition:
P-2/P-5 Review Case #:	Disposition Date:
AR Case #:	MR Case #:
AR Disposition:	MR Disposition:
AR Disposition Date:	MR Disposition Date:

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

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PRM. Removed as a personal record misfile.

Freedom of Information Act - [5 U.S.C. 552(b)]

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TO JOHN SUNUNU

From: LARRY ALYXOEL

MAY 10

May 6, 1991

DEBENS

1. Interim Council on Standards and Testing

Mission:

OK **How to establish world-class standards (but not to do it)

OK **How to establish a voluntary national examination system (but not to do it)

Leadership: Romer, Campbell

SEEMS
OK - discuss
with
CAMPBELL

**What is left to do for Campbell, as chairman of Goals Panel? "Mr. National School Readiness", interesting leadership position for a Republican, most difficult of all goal measurements(Goal 1) ; Graduation rates(Goal 2); Leadership on standard setting as Co-chair of panel(Goal 3); International Comparisons(as we look at math and science in Goal 4); Adult

literacy and higher education and everything else under Track 3 that has to do with the Workforce(Goal 5); Safe and Drug Free Schools(Goal 6).

Timetable: make recommendations to Goals Panel as soon as possible, but not later than December 31, 1991. Remain in existence until a permanent structure is established, probably by Congress.

CAN
CONTINUE
IF GOALS
PANEL
WANTS IT TO
CONTINUE

OK 2. America 2000 and Higher Education Legislation--May 24

OK 3. PEPAC--May 28?

SEAN'S
OK -
LARRY
WILL
PURSUE
WITH
SHEPARD
4. Federal Reporting issue--let the NGA do it, setting up a resource group of 8 to help which would include: 2 Administration (2 R), 2 Congress(1 R, 1 D), 4 Governors(1 R, 3 D)

****needs to be a part of the September Report Card**

****Should also report on what Congress should be doing(Flexibility and mandates, choice, innovations like new schools, etc.)**

copy to Rogers Nantley

But the centerpiece of our National Education Strategy is not a program, it's not a test. It's a new challenge: to reinvent American education -- to design New American Schools for the year 2000 and beyond.

George Bush, April 18, 1991

A New Generation of American Schools

1. RJR Nabisco's Next Century Schools

The RJR Nabisco Foundation is supporting fundamental school reform projects across the country. Over five years, 1990 through 1994, 45 schools will share in \$30 million in grants. To date, 30 schools have received three-year grants of up to \$250,000 per school per year to help them increase the time students spend learning, alter the structure of the school day and year, group students according to mastery level, and measure success based on student performance. This year's 15 winning schools were chosen from 1,600 applicants.

2. Ted Sizer's Coalition of Essential Schools

Less is more, student as worker, personalized learning--these are among the nine essential principles that schools must commit to in order to become an Essential School. Ninety-eight schools in 23 States have made that commitment, in an effort to transform the roles of their students and teachers, to recast students as active learners and teachers as coaches. Such transformation, the Coalition recognizes, can come about only through comprehensive, concentrated efforts at the individual school site. As Ted Sizer puts it, "Schools cannot be redesigned piecemeal: everything important within a school affects everything else important there. Substantial redesign by and of an existing school while it is operating is often every bit as difficult as *rebuilding an entire car while it speeds along an Interstate.*"

3. Washington State's Schools for the 21st Century

Created by the legislature in 1987, Washington's Schools for the 21st Century competition has resulted in awards for 33 innovative educational projects. Schools are connected by an electronic network, which enables teachers to "discuss" ideas and share lesson plans. The program supports a 10-day supplemental contract which, in effect, sets aside two weeks for school-level planning, staff development, and instructional improvement. Common themes among projects include outcomes-based education, integrated curricula, cross-age grouping of students, parent involvement, and technology.

4. Saturn School of Tomorrow

In 1986, in his weekly New York Times column, Al Shanker wrote that "Perhaps the most important step in revitalizing the [automobile] industry is the Saturn project. It is designed to make believe that no one has ever made a car before and to start the whole process from scratch--to reopen not just what the car should look like and how it should run but every question of production, supplies, labor, relations, the role of management." That, Shanker argued, is what's needed in education--an educational Saturn project. Taken by this idea, Tom King and David Bennett set out to make it happen. The result is the Saturn School of Tomorrow which opened in St. Paul, MN in the fall of 1989. The Saturn School of Tomorrow uses innovative approaches in staffing, use of computers, and creation of individual lesson plans for students. It groups students by interest and ability, rather than by grade level. And students go to museums, libraries, and elsewhere in the community for lessons. Saturn enjoys enthusiastic support from parents.

5. Lighthouse Project

In 1989 in Casper, Wyoming, Lamar Alexander called for the creation of "brand new American Schools." The Casper business community responded to that challenge by sponsoring a competition, open to anyone, to create innovative schools. The competition triggered a flurry of creative thinking, drawing 37 proposals, from which five winning "Lighthouse School" proposals were selected. Four of those proposed schools are scheduled to open in the fall of 1991, with seed money from the business community.

6. James Comer's School Improvement Program

Yale child psychologist James Comer's innovative school improvement process has been adopted by a total of 165 elementary, middle and high schools, including schools in Prince Georges County, Maryland, and by all elementary schools in New Haven, Connecticut. The "Comer process," which was first implemented in 1968, emphasizes team building with parents, comprehensive planning, staff development, and continuous assessment of student progress. All Comer schools use a governance structure that includes three components: a school planning and management team, a mental health team, and a parent group.

7. Henry Levin's Accelerated Schools Program

Unlike most approaches to compensatory education, where instruction is slowed down, Henry Levin's idea is to *accelerate* instruction. The purpose of his Accelerated Schools Program is simple: to bring every low-performing child up to grade level by end of elementary school. Approximately 50 schools, including statewide networks in Missouri and Illinois, are testing the three principles of Levin's program. First, parents and educators have set goals for their schools and their children and identified ways to achieve those goals. Second, parents and educators at the school site are empowered to make the decisions necessary to make learning happen. Third, teachers, parents, and students build on students' strengths.

8. Speech by Chris Whittle at the April 1990 Education Roundtable, Sponsored by the Tennessee Business Roundtable

"What we need is a fundamentally different American education. We need a new American school. One that is better for students, one that is better for teachers, one that is better for the country.... In our new American schools, the objectives are going to be much clearer.... Grade levels will be a thing of the past. Students will learn at their own pace. They will finish when they finish....

"The pieces of the new American school are all around us. The great thing that pilots and experiments have done is that they have shown us all the various things that we might do. The new 'education Edisons' are really massive systems integrators. They are going around and taking all these pieces and reassembling them into a whole that is fundamentally different than the one we have."

9. Project Genesis

A unique proposal in North Carolina would allow teams of educators to bid on--and winning teams to run--new schools before their doors are opened. Proposal requirements would be minimal; they would include a statement of principles, information on funding, and an accountability plan. Also, up to half the slots in each school would be reserved for students living outside the attendance area. A key provision in Project Genesis is training. Winning teams would receive training and assistance in reconceptualizing schooling. They would then hire and train their own staff, who may not need to meet teacher certification requirements. The idea, ultimately, is to extend Project Genesis beyond new schools to include existing schools as well.

**THE WHITE HOUSE
WASHINGTON**

DATE: May 15, 1991

TO: KATHY SUPER

FROM: **GOVERNOR JOHN H. SUNUNU**

Please put these requests into
Long Range Scheduling.

cc: Ede Holiday

Withdrawal/Redaction Sheet

(George Bush Library)

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08. Memo	From Lamar Alexander to John Sununu Re: The President's Schedule (1 pp.)	5/15/91	P-5	

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UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

AC/ER

May 15, 1991

THE CHIEF of STAFF
has seen

MEMORANDUM FOR GOVERNOR JOHN SUNUNU

FROM: SECRETARY LAMAR ALEXANDER *Lamar Alexander*

SUBJECT: The President's Schedule

1. June 3 -- The National Education Goals Panel is meeting in Washington that day. The Chief State School Officers and Governors' education aides are also here but for other reasons. It would be a perfect time for the President to drop by the Goals Panel for 30 minutes for an update led by Governors Romer and Campbell. We could include the School Officers and Governors' aides.
Objective: helps speed up forming of state partnerships with America 2000.
2. June 17 -- Instead of going to Washington State, I suggest dropping by Denver to launch Colorado 2000 with Governor Romer and Republican legislative leaders.
Objective: create a model for other state partnerships created before the NGA meeting in August.
3. August 18-20 -- State of Education speech at NGA summer convention in Seattle.
Objective: cements ties with Governors. Kicks-off America 2000 school year activities. (School starts the next week in many places.)

Daley demands school reforms



Judge Abraham Lincoln Marovitz (back to camera) elicits grins from Mayor Daley and family before Daley took the oath of office Monday at Navy Pier. The Daley family includes (from left) son Patrick, 15; daughter Nora, 17; and wife Maggie. Daughter Elizabeth, 7, is hidden by Marovitz.

SUN-TIMES/John H. White

Mayor raises voucher threat

By Fran Spielman
and Ray Long
Staff Writers

Mayor Daley, in his inaugural address Monday, accused the Board of Education of standing "in the way of change" and warned of a school voucher system "if we can't break the stranglehold of bureaucracy and politics."

At Navy Pier swearing-in ceremonies that included City Clerk Walter S. Kozubowski, Treasurer

Full coverage, Pages 4, 5.

Miriam Santos and the 50 aldermen, Daley launched his second term with a blistering indictment of the school system.

And the mayor said it was time for Congress to "seriously consid-

Turn to Page 4

Daley

Continued from Page 1

er" a national ban on the manufacture and sale of handguns to stem the killings that have "blood running in America's streets."

The former state's attorney acknowledged that a national handgun ban would be a "drastic measure. But with handguns becoming a leading cause of death in our communities, we need drastic action."

Daley's demand for changes in the public school system was even more dramatic.

He charged that the pace of reform has been "too slow" and that money alone will not solve the problem of schools that "doom" thousands of youngsters each year to a "life of ignorance and failure. . . . They are being warehoused and forgotten, often in schools that are crumbling."

As the school crisis has unfolded in recent weeks, Daley has sought to distance himself from the Board of Education, just as his father, former Mayor Richard J. Daley, pointed fingers at the School Board when problems arose.

"The school bureaucracy still stands in the way of change, rather than leading it," Daley said, adding, "Band-Aid solutions will not solve the critical problems of Chicago's school system, nor will a quick infusion of cash."

Other cities have tried "even more dramatic ideas, such as voucher programs, to upgrade their schools. And if we can't break the stranglehold of bureaucracy and School Board politics in Chicago, we may have to take that next step."

Aides said the mayor has no specific voucher plan in mind and tossed out the idea simply to dramatize his call for an overhaul of the public schools.

Under a voucher system, parents receive a credit that can be used to pay for their child's schooling in a public or private school of their choice.

City Hall sources had promised a "boat-rocking" inaugural address, and the mayor's 10-minute speech, interrupted by applause 14 times, lived up to the billing.

Daley told the invitation-only audience of about 2,000 that "cities everywhere are under siege" by problems ranging from crime and drugs to school failures and economic decay.

"Chicago is not immune. . . . Our



SUN-TIMES/John H. White

City Treasurer Miriam Santos kisses Cook County Judge David Cerda after taking the oath of office in Monday's swearing-in at Navy Pier.

problems are more complex and our financial resources more limited than at any time in recent history."

Although the mayor devoted two pages of his eight-page speech to a recitation of his accomplishments, he said Monday's festivities were not a time for "back-patting and congratulations. . . . The most powerful force in government is inertia, and it's the one thing Chicago can least afford."

He said, "My goal in the next four years is to mold a government that is smaller in size, but greater in performance. This process won't please everyone. Change never does."

He added, "That lesson is important, not just for city government but for the local agencies beyond our direct control who, too often, seem unaccountable. Those who manage our schools, our parks and our transit system must do the same or these vital services will collapse under the weight of their financial problems."

The streamlining process will begin immediately in the Police Department, by far the largest in city government, when a "panel of outside experts" is brought in to evaluate operations and "see how we might save

both money and lives," Daley said. Similar management audits likely will be conducted in other departments, officials said.

"What works, we will keep. What doesn't, we will scrap," Daley said.

The warning sent a chill through the mayor's 50-member Cabinet, already on edge in anticipation of a promised City Hall shakeup.

As expected, the inaugural address included renewed plugs for two giant public works projects that Daley said have been "bogged down in politics"—the McCormick Place expansion and construction of a new major airport near Lake Calumet.

Flanked by his wife, Maggie, and three children—Nora, Patrick and Elizabeth—Daley was sworn in by Abraham Lincoln Marovitz, the federal judge who administered the oath of office to his father a record six times. Marovitz noted that the "family tradition" started 41 years ago, when he presided at the elder Daley's inauguration ceremony for county clerk.

"Four years from now, I'll be 90 years old," Marovitz said. "If the Lord lets me keep my mental balance and physical abilities, we'll do this again."

Cancel teacher raises — Edgar

day

Daley says 'no' to suggestion for school aid

By Fran Spielman
City Hall Reporter

Gov. Edgar suggested Friday that the Chicago Board of Education "face reality" and reconsider union contracts to erase a \$300 million shortfall, but Mayor Daley ruled out teacher givebacks.

Daley, whose handpicked interim School Board signed the three-year agreement, said teachers are the "backbone of the system" and deserve annual pay raises of 7 percent. The mayor said that the cost of honoring the final two years of the contract is "only about \$130 million" and that the board "had better find the money" by eliminating "hundreds" of unnecessary school bureaucrats.

Teachers "have been the forgotten ones in the system. How are you going to improve the system if you don't give these men and women the opportunity to earn better salaries?" Daley said.

"They're with your kids many times more than parents. You have to pay the teachers more money. That isn't where the problems are. And it's only \$130 million. You freeze. You cut back. You save money. In any budget, you can save money."

After a joint appearance with Daley at Arbor Day festivities on the Northwest Side, Edgar again ruled out a bailout from Springfield and said the School Board should "relook at some of the agreements they signed."

Referring to the state's financial crisis, Edgar said, "I'd love to be able to give our employees a 7 percent increase. They're not going to get an increase. In fact, we're trying to take back some of their health benefits just so we can balance the budget."

"I'm not sure how we can then send

Turn to Page 4

GNP decline continues in first quarter

Page 28

Schools

Continued from Page 1

money to the Chicago schools so they can provide a 7 percent pay raise. That's just not going to happen. The Chicago Board of Education has to face reality. They're going to have to cut. They're going to have to relook at some of the agreements they signed."

He added, "I would be very hesitant over signing an agreement if it locks me in when I don't have the money. I'm not sure you can pay a pay raise if you don't have the money to pay it."

"The Board of Education is going to have to look at their budget. If they want to honor that agreement, then they're going to have to cut someplace else. I don't really care. That's a decision they have to make. But I don't think they can expect the state or anyone else to bail them out."

Chicago Teachers Union President Jacqueline Vaughn could not be reached for comment on the governor's suggestion.

Friday's disagreement between Daley and Edgar about the need to reopen union contracts came as School Supt. Ted Kimbrough was considering budget cuts in a three-year financial plan to be presented Wednesday to the Chicago School Finance Authority.

The mayor said he got a preview of the proposed economies during a City Hall meeting with Kimbrough Thursday, but refused to discuss details. "They're very good recommendations he'll be making," he said.

Daley acknowledged there is growing tension between Kimbrough and the 15-member permanent School Board and urged the board to relinquish day-to-day control of the \$2.3 billion system to its superintendent.

"If you're going to put somebody in charge as superintendent, you give

them the responsibility," the mayor said. "When [board members] do oversight and management, it creates too many problems. You have to allow him [Kimbrough] to manage the system."

For the second straight day, Daley sought to distance himself from the board, renewing his complaints about a selection process that required him to choose from a list of candidates proposed by the School Board Nominating Commission.

"I don't select these members. Remember that," he said.

"This [nominating] commission qualified people and said, 'Here are the ones you're going to select.' I only had a group I had to look at. I didn't have my own selection. I don't mind anybody asking people to submit their names, but when they qualify and disqualify people for no reason at all, that's a problem."

Highlights of Daley talk

Excerpts from Mayor Daley's inaugural address Monday at Navy Pier:

From crime and drugs on our streets, to failure in our schools, to economic decay, cities everywhere are under siege. And Chicago is not immune.

But my greatest concern is not the problems we face. It's our willingness to confront them . . . Our problems are more complex, and our financial resources more limited, than at any time in recent history.

• • •
We should never forget that our mission is to serve people, not to perpetuate needless bureaucracy. That lesson is important, not just for city government, but for the local agencies beyond our direct control who, too often, seem unaccountable . . .

My goal in the next four years is to mold a government that is smaller in size, but greater in performance.

And those who manage our schools, our parks and our transit system must do the same, or these vital services will collapse under the weight of their financial problems.

As for the city departments—which are under my control—I'll continue to search for every available avenue to save money and improve services.

• • •
Now that we've freed Kuwait, it's time we bring the same level of commitment to the liberation of Lawndale and Pilsen and every community that today is held hostage to drug-related crime.

And we also have to liberate ourselves from the power of the national gun lobby . . .

With blood running in America's streets, it's time to seriously consider a total ban on the manufacture and sale of handguns in this country.

It's a drastic measure. But with handguns becoming a leading cause of death in our communities, we need drastic action.

• • •
With each passing year, thousands more young Chicagoans are doomed to a life of ignorance and failure.

Many are not being equipped with the skills and training they need to win and hold the jobs of the future. They are being warehoused and forgotten, often in schools that are crumbling.

So the call for new money to sustain what many see as the same old system simply will not fly.

The people of Chicago are frustrated. The General Assembly is skeptical. The pace of real reform has been too slow.

The school bureaucracy still stands in the way of change, rather than leading it. And the current financial crisis threatens to trigger another round of doubt and finger-pointing . . .

Some cities are experimenting with even more dramatic ideas, such as voucher programs, to upgrade their schools. And if we can't break the stranglehold of bureaucracy and School Board politics in Chicago, we may have to take that next step.

• • •
Let's unite as a city behind essential building blocks such as the new [Southeast Side] airport, the McCormick Place expansion and downtown circulator . . .

More than a century ago, Chicagoans rebuilt this city from ashes and rubble. Faced with disaster, Chicago emerged stronger than ever, thanks to a determined people.

Today, the danger is not a great fire, but indifference and conventional thinking in the face of changing times.

We can either rise to the challenge of these times, or be engulfed—not by flames, but by decay, despair and defeat.

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But Daley would hear other tion, I have to stand in *that line*?"
Maybe the guy should have
and another \$350. That

Daley adds limit to school voucher plan

By Fran Spielman
and Maribeth Vander Weele
Staff Writers

Mayor Daley on Tuesday took a step back from his proposal for a school voucher system and said he envisions a program that allows freedom of choice within the public schools.

Under fire from aldermen and school officials for suggesting public subsidies for private school tuition, Daley backed off and talked about a "voucher system" confined to the public schools akin to open enrollment.

The concept outlined by the mayor Tuesday would free parents to send their children to any public school in Chicago instead of being limited to neighborhood or magnet schools.

Daley said the increased competition would force city schools to shape up to attract students or risk being closed because of a shortage of enrollment. Schools would receive federal and state funding based on the number of students they attract, under the plan.

The mayor did not explain how schools with an overabundance of applicants would decide which ones to admit. Magnet schools and

other public school academies currently hold lotteries among qualified students.

"We're talking about a voucher system within the public school system. You select the school you want to go to because it has the best principal and the best education," Daley said.

"I think they should look at it. You're really shaking up the whole idea of education in this country and there's nothing wrong with that. The competition brings out the best. That's why you have sports teams. We should have competition. A classroom is competition. Life is competition."

Of Chicago's 601 public schools, 409 have some sort of program that accepts children from outside their neighborhood attendance area, said Patricia A. Helbig, director of the school system's Options for Knowledge program.

The school reform act requires open enrollment for all schools by September, 1991, but the School Board is just now assembling a committee to study how to meet that goal, she said.

The board currently has 115,000 of about 409,000 students who participate in the programs, which range from magnet schools to community academies, both of which offer special curricula.

Magnet schools take into consideration the race of the student applying for the program, based on desegregation decrees. Only gifted programs take into consideration the academic abilities of the child.

"There's been a lot of work and effort put into implementing school reform. There's a commitment on the part of the superintendent to improve or assist all schools in providing enriched opportunities for all students, but the plan itself has yet to be established," Helbig said.

Asked about Daley's remarks, Helbig said, "I don't understand the concept [of vouchers within the system]. As it stands now, the child who, for instance, maybe lives in Cabrini-Green and Mom takes advantage of enrolling her son in Belding Elementary School, that money for that child—free lunch count and Chapter One—follows that child to the school."

The mayor raised the possibility of a Chicago voucher system during Monday's inaugural address after lambasting the Board of Education for "standing in the way of change."

Noting that other cities are experimenting with "dramatic ideas" such as vouchers, Daley warned, "If we can't break the stranglehold of bureaucracy and School Board politics in Chicago, we may have to take that next step."

The mayor's inaugural bombshell drew opposition from aldermen and school officials who fear that vouchers applicable toward private school tuition would leave the public schools with only poor, underachieving students.

Ald. Patrick O'Connor (40th), the City Council Education Com-

mittee chairman who reacted coolly to Daley's initial suggestion, was relieved to learn that the mayor envisioned a program confined to the public schools.

"If we're talking about just expanding the current options program, that would be a great idea," said O'Connor, a Daley ally. "It's important for people to have choices among public schools that are producing better than those that are not. It will spur those schools on to either improve or face the loss of their student body and ultimately face closure."

However, James Deanes, president of the Parent Community

Council, a school reform advocacy group, branded the mayor's open enrollment idea a "flight from reality."

He said, "If 20 schools in a neighborhood were considered bad and two were considered good, everybody would decide to send their children to the good schools and the buildings would not be able to accommodate the influx of students." Principals whose performances are judged, in part, on student performance would admit applicants with the highest test scores, Deanes said, exacerbating what is already a "two-tiered" public school system.

IN TODAY'S PAPER

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mother's



Mayor Richard M. Daley is sworn in to his first full term Monday by Judge Abraham Lincoln. Marovitz while son Patrick (from left), daughter Nora, and wife, Maggie, look on at Navy Pier. Tribune photo by Charles Osgood

Daley squares off for full term

Mayor sets sights on schools, crime, bureaucracy

By Thomas Hardy
Political writer

Mayor Richard Daley was sworn in Monday for a full four-year term in office and delivered a wake-up call to bureaucrats at City Hall and other agencies that serve Chicago.

"Our problems are more complex, and our financial resources more limited, than at any time in recent history," Daley said in his inaugural address.

And even as the mayor prom-

■ Who's who in the new City Council. Sec. 2, p. 6.

ised to fight for every dollar possible from Congress and the General Assembly, he acknowledged that "there is no pot of gold at the end of the rainbow to solve all of our problems."

The challenge at hand, he said, is to combat inertia through government innovation and adaptability, as well as some citi-

zen sacrifice.

"Chicago's future depends on our ability to find new and efficient ways to get things done," Daley told an audience of 2,500 invited guests in the auditorium at the end of Navy Pier.

"But we should never forget that our mission is to serve people, not to perpetuate needless bureaucracy.

"My goal in the next four years is to mold a government

See Daley, pg. 8

CHICAGO TRIBUNE - 6/2/91 PP 1-8

Split-decision on school voucher system proposal

by Tara Locke

Reactions were mixed as to whether the Chicago Public Schools would benefit from the voucher system, which, in effect, could create two tiers of educational standards, according to a *Chicago Defender* poll.

Nearly two-thirds of respondents believe the voucher system should be given a trial run in the Chicago Public School system, before it is totally dismissed.



Young

Some respondents said it has the possibility of becoming the solution to the financial problems of the public school system, which faces a \$315 million shortfall next year.

Almost 70 percent of those polled noted it would not hurt to try the system despite the outcry from many political movers and shakers such a system would not necessarily hurt any children's chances for a good education.

Nearly 30 percent of those polled said the voucher system would not be hurt the more economically

distressed communities throughout Chicago.

Several respondents, however, stated those residents have to worry about paying rent and purchasing food for their families before the parents can entertain the thought of school needs.

Opinion Poll

The poll comes in the wake of a suggestion by Mayor Richard M. Daley that a voucher system may be the answer to the lingering problems experienced by the Board of Education.

He added, "Bandaid" solutions will not solve the critical problems of Chicago's system nor a quick infusion of cash.

"Dramatic ideas, such as voucher programs," stated Daley, could very well become a reality if the public schools do not shape up."

However, many minority leaders were outraged at the notion of even initiating such a voucher program.

"I am bitterly opposed to the voucher system because I think this is a move to privatize the school system to the detriment of the poor kids all over this country," commented U.S. Rep. Charles A. Hayes (1).

Aldermen Bobby Rush (2) and Jesus Garcia (22) are severely opposed to the voucher system as well.

Rush said, "This is going to be detrimental to the citizens and school students." Garcia chose to

lead the fight if such a voucher system is proposed.

Edward Young, one of the persons polled, said, "I don't see how trying the system could hurt. Nothing else seems to be working and something must be done to save the school system."

Cornell Colvin said: "The money will be available to the financially



Albritton

stricken school system if the voucher system is put in place and that is what is needed."

A Mr. Simmons noted, "I don't know if such a system would work. The voucher will only help so much and that won't help too many people in our community."

According to James Albritton, it will split the school system down the middle: "A voucher system will not only split the system, it will help finance the cost of private education while subsidizing public education and separating 'the

REVIEW & OUTLOOK

The President and Choice

President Bush's program to reshape American education by the year 2000 has received surprisingly good reviews. The education establishment has praised his plans for a national standards test in key subjects and changes in teacher-certification rules—but it doesn't like choice. Bruce Hunter of the American Association of School Administrators vows: "It will snow pink on the Fourth of July before it passes."

In the face of such opposition, President Bush may be tempted to soft-pedal his support for choice to secure his other reforms. But if American education is to be reinvigorated, choice will have to be the centerpiece and not merely a component of educational reform. In state after state, education reformers tell us that fundamental reform at any level is impossible without first threatening the public schools with the competition inherent in choice:

Wisconsin. The first genuine choice program began in Milwaukee last September when 385 low-income students began using vouchers to attend private, nonsectarian schools. The plan's author, state Rep. Polly Williams, has been defending it in court ever since.

"But while the unions and bureaucrats try to kill the plan, the Milwaukee public schools have also been turning themselves upside down to try and implement reforms. A new pro-choice superintendent may soon be named. "All of this is happening because 385 students left the system and threatened their cozy setup," says Polly Williams.

Texas. Sylvester Turner, a black state legislator from Houston, has been inspired by Polly Williams's example. He has introduced a bill that would set up voucher programs to allow students to attend either public or private schools. He says the most fervent advocates of choice are poor and minority parents who see competition as the only way to secure a quality education for their children.

Illinois. Chicago's public schools are widely acknowledged to be the country's worst, despite per-pupil expenditures of \$6,000 a year. This week, officials announced the school system was near bankruptcy and that they had plans to close 30 schools and shorten the school year. Outraged parents have an alternative. Last week, the State House Rules Committee ap-

proved a bill by Democratic Rep. James Phelan to set up "personal education accounts" for all students.

Under the bill, a system of public and private "scholarship" schools would be created. Public scholarship schools could dispense with burdensome rules and paper work and accept scholarships worth 85% of the tax dollars now spent locally on each child. Private schools could accept scholarships worth 30% of total spending, with the amount rising to 85% within five years.

The plan's prime mover, Patrick Keleher Jr., says many teachers privately back the idea because it gives public schools a chance to improve before competition from private schools becomes too intense. GOP Governor Jim Edgar, who won election last year with the teachers' union backing, has refused to endorse the plan.

California. Last week, GOP State Senator Bill Leonard tried to get his education-choice bill approved through committee. He couldn't find a single senator to even ask for a vote. Frustrated education reformers promptly called a meeting and decided to place an educational-choice initiative on the 1992 ballot.

Beverly Williams, a black community activist from Watts, says choice is an essential part of any education reform. "The people who have money already exercise choice," she told us. "It's time the rest of us have a way of forcing the regular schools to improve." She hopes Mr. Bush makes choice the focus of his plan and doesn't get "bogged down in details."

We agree. For all that the President's proposed 535 experimental schools might reveal about improving education, the fact remains that we largely know what makes a good school. A solid core curriculum. Discipline. Parental involvement. Teachers who have the freedom to do their best.

Many schools — public and private — already have those qualities. The fastest way to create more of them is by holding schools' feet to the fire of choice. Trying to secure other reforms without choice will take years and consign another generation of students to academic mediocrity.

Mr. Bush has made a good start. The real test is deciding whether genuine choice will merely be an ornament to his plan or the foundation for his education reforms.

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