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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Chief of Staff, White House Office of  
**Series:** Sununu, John, Files  
**Subseries:** Cabinet Agencies Files

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**OA/ID Number:** 29185  
**Folder ID Number:** 29185-009

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**Folder Title:**  
Alexander (Education) (1991) [3]

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<b>G</b>	<b>15</b>	<b>25</b>	<b>6</b>	<b>2</b>

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# Withdrawal/Redaction Sheet (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01a. Note	From Ed Rogers to John Sununu Re: Candidate for Position in American 2000 Initiative (1 pp.)	5/3/91	<del>P-5</del>	

**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) [3]

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

<b>Date Closed:</b> 12/29/2004	<b>OA/ID Number:</b> 29185-009
<b>FOIA/SYS Case #:</b> 1998-0004-F[2]	<b>Appeal Case #:</b>
<b>Re-review Case #:</b> 2005-0426-S	<b>Appeal Disposition:</b>
<b>P-2/P-5 Review Case #:</b>	<b>Disposition Date:</b>
<b>AR Case #:</b>	<b>MR Case #:</b>
<b>AR Disposition:</b>	<b>MR Disposition:</b>
<b>AR Disposition Date:</b>	<b>MR Disposition Date:</b>

### RESTRICTION CODES

<p><b>Presidential Records Act - [44 U.S.C. 2204(a)]</b></p> <p>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]</p> <p>C. Closed in accordance with restrictions contained in donor's deed of gift.</p> <p>PRM. Removed as a personal record misfile.</p>	<p><b>Freedom of Information Act - [5 U.S.C. 552(b)]</b></p> <p>(b)(1) National security classified information [(b)(1) of the FOIA]          (b)(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]          (b)(3) Release would violate a Federal statute [(b)(3) of the FOIA]          (b)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]          (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]          (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]          (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]          (b)(9) Release would disclose geological or geophysical information</p>
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THE WHITE HOUSE  
WASHINGTON

May 3, 1991

*f-educ*  
Governor:

I received this from  
Gary Bauer.

It is potentially trouble.

Ed

# Withdrawal/Redaction Sheet

## (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01b. Memo	From Gary Bauer to Ed Rogers Re: Candidate for Position in American 2000 Initiative (2 pp.)	5/2/91	(b)(6)	

**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) [3]

<b>Date Closed:</b> 12/29/2004	<b>OA/ID Number:</b> 29185-009
<b>FOIA/SYS Case #:</b> 1998-0004-F[2]	<b>Appeal Case #:</b>
<b>Re-review Case #:</b> 2005-0426-S	<b>Appeal Disposition:</b>
<b>P-2/P-5 Review Case #:</b>	<b>Disposition Date:</b>
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<b>AR Disposition:</b>	<b>MR Disposition:</b>
<b>AR Disposition Date:</b>	<b>MR Disposition Date:</b>

### RESTRICTION CODES

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

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# Withdrawal/Redaction Sheet

## (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01c. Memo	From Candidate for Position in American 2000 Initiative to Board of Education (15 pp.)	5/91	(b)(6)	

**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  
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<b>Date Closed:</b> 12/29/2004	<b>OA/ID Number:</b> 29185-009
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# Withdrawal/Redaction Sheet

## (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02a. Memo	From Lamar Alexander to John Sununu Re: America 2000 Follow-up: Presidential Travel (1 pp.)	4/25/91	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) [3]

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<b>FOIA/SYS Case #:</b> 1998-0004-F[2]	<b>Appeal Case #:</b>
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<b>AR Disposition Date:</b>	<b>MR Disposition Date:</b>

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

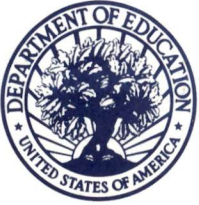
- P-1 National Security Classified Information [(a)(1) of the PRA]
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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

April 25, 1991

THE CHIEF of STAFF  
has seen

MEMORANDUM FOR JOHN SUNUNU

FROM: Lamar Alexander *(Lamar)*

SUBJECT: America 2000 Follow-Up: Presidential Travel

As promised to the President last week, here are ideas for Presidential visits which would illustrate the four tracks of his America 2000 strategy. We recommend the following:

**Next Week (Week of April 29)**

--Recommendation: Visit the Saturn School of Tomorrow (Tab A), a Track 2 (New Generation of American Schools) site in St. Paul, Minnesota. The President mentioned the Saturn School several times during our kick-off day last Thursday. It is an excellent example of a "break the mold" school. Arne Carlson is in the Governor's seat, and our Republican legislators can take some credit for the success of the Minnesota choice program.

--A second Track 2 option (Tab B) would be to visit a Sizer school in Baltimore; a third, one of Henry Levin's Accelerated Schools in San Francisco.

**Visits during May, June, July**

--Detailed under Tab C are my recommended options for visits to schools and sites illustrative of Track 1: Better and More Accountable Schools, Track 3: A Nation of Students, and Track 4: Communities Where Learning Can Happen.

--These recommendations have been checked with some care. You'll want to check some more.

Many thanks.

cc: Dave Demarest  
Ede Holiday

# Withdrawal/Redaction Sheet (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02b. Report	From Lamar Alexander to John Sununu Re: Recommended Schools for Presidential Travel (31 pp.)	4/25/91	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  
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## Saturn School of Tomorrow--St. Paul, Minnesota

**RATIONALE:** Saturn School of Tomorrow is a "break the mold" school. It uses differential staffing; it sends students off campus--to museums, libraries, and elsewhere in the community--for some of their lessons; it groups students by interest and ability (rather than by grade level); it employs an individual learning plan for each student. And it enjoys enthusiastic support from parents (100 percent attendance at PTA meetings).

**PROJECT DESCRIPTION:** The Saturn School of Tomorrow came into existence in response to a challenge made by Albert Shanker in his "What If" speech given in Minnesota in 1987. In that speech, Shanker asked, "If General Motors new Saturn plant can retool their industry and build a quality automobile, why not a transformed, quality-driven Saturn School in education?"

Excited by the challenge, Superintendent David Bennett and Tom King formulated plans of what a "Saturn School" could be and shared them with the St. Paul's teachers' union and the business community. Reflecting a true collaborative effort on the part of the teachers' union, parents and business community, the Saturn School Partnership was formed, a planning team assembled, and the next two years spent perfecting plans for the new Saturn School of Tomorrow.

In 1989 the school opened in temporary quarters. Today, the Saturn School is located in downtown St. Paul, where students can participate in on-site learning at the local museums, libraries, and community organizations. This school is an experimental magnet school serving 300 ethnically diverse students in grades 4 to 7, under the motto, "High Tech/High Teach/High Touch."

Saturn is different from other schools. It's design incorporates state-of-the-art technology. The technology floor uses computers as instructional devices, for desk top publishing, individual and group learning, and for programming Lego-Lobo, which is elementary robotics where the children build machinery connected with wires and motors and then write the computer program to make them run. The curriculum, while including core subjects, is designed to respond to a changing world--global communications, computer programming, chemistry, personal wellness, community volunteer activities, cooperative learning, project-based work, and videography. Students choose their courses based on their individual interests and needs as determined by their Personal Growth Plan (PGP), which is put together by the staff, students, and their parents. Students are grouped by interest and ability level rather than by grades. Individual desks have been replaced by circular tables to encourage cooperative learning so students can help their peers who are having trouble with a subject. Report cards have been replaced by "portfolios" consisting of a student's work samples and attainment of goals in the PGP. Students are assisted by the same advisor from grades 4 - 7.

Staff in the Saturn School consists of a lead teacher, associate teachers, generalists, educational assistants, teacher's aides and interns. Saturn involves both parents and businesses. PTA meetings draw 100 percent attendance and support from the business community comes in the form of technical and human resources.

Planning for the Saturn School is still evolving. Yet, the first year of a three year evaluation suggests that overall progress is being made, specially in the following areas:

- o The Personal Growth Plan process is considered a success. The teachers were able to enlist participation from nearly all the parents, and the goals of the PGP seem to be linked to what the students actually learn in their courses.
- o The entire scheduling concept with seven or eight week terms is considered effective. Students and teachers were particularly enthusiastic about the "Writing Workshop" and "Partnerships" classes for their ability to teach students new knowledge, skills and attitudes.
- o The off-site learning program was found to enhance the practical application of particular subjects in addition to having the students feel more a part of the community.
- o Parents overwhelmingly supported the school and its program, which in turn allowed the teachers to accomplish many more objectives.

Suggests areas in need of improvement include:

- o Tracking of student progress. Parents would like to have more information to gauge academic student progress.
- o Consideration of a formal homework policy.
- o Finding more time in the school calendar for the teachers' professional growth and development.
- o Development of a better defined and consistent discipline policy.
- o Spending more time refining the use of technology, particularly deciding which system should focus on what students are learning and who learns best from what approach.

Contact person: Tom King, Project Director  
(612) 293-5116

Two Additional Sites That Exemplify  
A New Generation of American Schools  
(Part II)

- 1 Ted Sizer's Coalition of Essential Schools--  
Baltimore, Maryland
- 2 Henry Levin's Accelerated Schools--San Francisco,  
California

Theodore Sizer's Coalition of Essential Schools--Walbrook Senior High School, Baltimore, Maryland

**RATIONALE:** Joining approximately 200 other high schools throughout the country that have adopted the Coalition of Essential Schools model, Walbrook has incorporated two basic tenets in its instructional program: establishing teaching practices for the individual needs of schools and students, and teaching students to make their own discoveries. Instruction, therefore, focuses more on student experimentation rather than lecturing or drill and practice. Rather than end of semester testing, students' progress is determined by their ability to work through experiments, write essays, or answer questions orally. Promotion and graduation is based on mastery of the required critical skills and knowledge.

**Project Description:** The Walbrook High School is one of the charter sites for the Coalition of Essential Schools, located in Baltimore, MD. Its student population is 99 percent black. It began implementation of the Essential Schools program in September 1986 with 116 of its 450 9th graders. The school uses a school-within-a-school model. This model has spread from the first ninth grade team throughout the school.

In implementing the Essential Schools Model at Walbrook staff concentrate on developing students "essential" skills--how to speak coherently, read and comprehend, conduct research in libraries and compute basic math--all the while providing students with the tools they need to continue learning throughout their lives.

Staff development is an important part of the program. In its initial stages, teachers attended a six-week summer institute and made several visits to Brown University to learn implementation strategies to develop instructional programs, based on students' identified needs. Teachers now participate in a two-week long staff development institute each summer. The school has received several grants to support the program. Most of the grant money has been used to support staff development activities.

Like all Coalition schools, Walbrook staff must agree to develop school faculty governing boards, participate in staff development, undergo a staff evaluation every three years, and demonstrate sufficient funds to support their activities. The beginning ninth grade class graduated in 1990. Seventy-three percent of the class went on to college, and the remaining students all had post high school plans for continued education

or employment. In addition, to graduation rates, the school is beginning to collect achievement data. However, in addition to test scores, mastery of essential skills has also been documented through the use of exhibitions of students work focusing on a central theme.

Contact person: Samuel Billups  
(301) 396-0721

Henry Levin's Accelerated Schools--Daniel Webster School, San Francisco, California

RATIONALE: Daniel Webster Elementary School takes an untraditional approach to compensatory education. Instead of slowing down instruction for low-performing students (under the rubric of "remedial" education), it accelerates instruction (thus the name "Accelerated Schools"). And instead of focusing on drill and repetition, as do most remedial programs, Daniel Webster seeks to develop students' abilities to think, reason, solve problems. This school shatters a long-held assumption about schooling (about what low-performing students need if they are to be brought up to speed academically). Also, it depends heavily upon--and promotes aggressively--parent involvement.

PROJECT DESCRIPTION: The Accelerated School is a type of elementary school designed to enrich the learning process for educationally disadvantaged students. The learning environment is distinguished by high expectations for students, high status for teachers, and substantial involvement of parents. Hank Levin, the program's originator, believes that parents are equal contributing partners in their children's schooling. In many of the participating schools, parents are required to sign contracts committing themselves to participated in specific activities. According to Levin, contracts help to make the commitment of both parents and school staff explicit.

The Accelerated Schools model emphasizes the need for all students to develop higher order thinking skills by showing students how learning can be fun and relevant to their lives rather than focusing on repetitious drills, the traditional approach to educating disadvantaged students. The programs are still too new for formal evaluation, however, in pilot schools, there has been an increase in parent participation, a declining discipline problems, and improved attendance.

Fourteen states are currently implementing the Accelerated Schools model. One of these sites is the Daniel Webster Elementary School in San Francisco, California. The community in which the school is located is composed of one very wealthy group and one high-poverty impacted group from housing projects. Children in the school come from both the surrounding community and are bused in, due to a desegregation order, from other sections of the city. As a result, the school community is very multi-ethnic. This school has participated in the program since the Fall of 1987. Webster serves grades K-5 and enrolls approximately 350 students. Webster's students are 32 percent Hispanic, 24 percent black, 12 percent Chinese and 16 percent other minorities. Eighty-five to ninety percent of the students receive free or reduced priced lunches. According to the principal, the school is devoted to helping students "learn at their own pace in a caring environment where teachers are supported, and parents are involved in activities supporting the

school." The school offers substantial instruction in the creative arts, while also emphasizing language development and science laboratory work. Parents are an important part of Webster's educational process. Indeed, an average of 13 parents come to Webster every school day, helping out in classrooms, resources rooms and the cafeteria.

The first major gains occurred this year--4 years into the program and they were impressive. Indeed, Daniel Webster showed the largest gains in the district in the areas of math and language arts. Other indicators are very low teacher turnover, high student attendance, and low student tardiness.

Contact person: Willie B. Santamaria  
(415) 695-5787

Sites That Illustrate Parts I, III, and IV of the Strategy

Better and More Accountable Schools (Part I)

- 1 Districtwide Improvement--Orangeburg, South Carolina
- 2 California Social Studies Framework--75th Street School in Los Angeles, California
- 3 Schoolwide Improvement--Clay County High School, West Virginia

A Nation of Students (Part III)

- 1 Chattanooga State Technical Community College--Chattanooga, Tennessee
- 2 Motorola University--Schaumburg, Illinois
- 3 Even Start--Birmingham, Alabama (Note: This site illustrates Part IV of the strategy as well as Part III.)

Communities Where Learning Can Happen  
(Part IV)

- 1 Missouri Parents As Teachers Program--Ferguson-Florissant School District, Missouri
- 2 South Side Terrace--Omaha, Nebraska
- 3 Home Instruction Program for Preschool Youngsters (HIPPY)--Miami, Florida

I. Better and More Accountable Schools

## Districtwide Improvement--Orangeburg, South Carolina

RATIONALE: In the Orangeburg schools, we see what outstanding leadership can do for a school system serving poor children. Under Superintendent James Wilsford, time for instruction has been extended and technology has been used effectively (including as a management tool). The dropout rate is down to 2 percent, and test scores have soared.

PROJECT DESCRIPTION: Orangeburg is a particularly good example of a turnaround district that has excelled despite poverty conditions and a long history of racial strife in the community. Orangeburg's student enrollment is 6,700, with a student population that is 80 percent black and 20 percent white. Eighty-two percent of the district's students receive free and reduced price lunches.

In 1970 the school district's schools were desegregated and 1200 students left the public school system. Test scores plummeted and staff morale hit rock bottom. By the mid-1980s, there was a sea change in district programs and performance, as Superintendent James Wilsford and his staff began to establish programs based on the recommendations in the National Governors' Association Time for Results, as discussed below.

- o Educational technology is used widely. In the Orangeburg-Wilkinson High School, for example, computers are used to help improve the basic skills of students who did not pass all portions of the State's Basic Skills Assessment Program test. Computers are also used for the Writing to Read program for Kindergarten and 1st graders, a 4th grade writing program, and for district management functions related to attendance, grades, and student scheduling.
- o The district supports early intervention programs, as shown by its all-day instruction program for at-risk 4-year olds.
- o The district also offers both an extended day and extended year to students in need of supplemental instruction. An extra hour of class each day is provided for students in grades 1-12 who are below the State's Basic Skills Assessment Program grade level standards in reading, writing and/or mathematics. A summer program also operates to provide instruction to these students.

In Orangeburg, the dropout rate is now 2 percent. The percent of students performing in the lowest quartile on the Comprehensive Test of Basic Skills has dropped from 50 percent in 1978 to 14 percent in 1990. By the 1987-88 school year, well over 60

percent of the students passed the State Basic Skills Assessment Program test in the 10th grade, as compared to 35 percent who passed it in 1986, and a similarly high percentage continue to pass the test now.

Contact person: James Wilsford, Superintendent  
(803) 534-5454

California Social Studies Framework--75th Street School,  
Los Angeles, California

RATIONALE: This school is making a concerted, systematic effort to weave history and geography into instruction for elementary school students. Few elementary schools in America teach history and geography well; few give these subjects, which are among the five core subjects, the instructional time and attention they deserve. 75th Street School demonstrates how it can be done and done well (for inner-city students).

PROJECT DESCRIPTION: The 75th Street Elementary School is located in an inner-city area of Los Angeles and serves 1,008 students, of which 49 percent are black and 51 percent Hispanic. Using the state's new history-based social studies framework as a guide, the school has purchased historically relevant books, including biographies, autobiographies, and published journals of famous historical figures, up-to-date maps, and some non-fiction. (The school has a \$13,000 social studies grant and a \$20,000 library grant from the state to purchase new books and materials.) In addition, Ms. Chatman, the social studies resource teacher, participated in workshops offered by the National Institute for Teaching History in Our Schools and has adapted the school's curriculum to address the eight strands of history outlined in the state framework. To introduce the teachers at the school to the new curriculum and the new materials and literature available to them, she has held a series of in-service workshops for her colleagues.

For the curriculum's cultural literacy strand, the school has developed a multi-cultural calendar in which a different culture or sub-culture is celebrated every month. For example, January was Asian awareness month, February was Black history month, March was women's history month, and May is Hispanic awareness month. On May 2, the school will have grade level assemblies to kick off the Hispanic celebration; on May 3, the school will host a Cinco de Mayo celebration, and at the end of the month, the school will sponsor a Dia de los Ninos celebration in which students from Central and South American countries will be honored.

For the economic literacy strand, the school created a pilot program for the third and fifth grades called Choices and Chances. The class teaches children basic economic terminology (e.g., what is a consumer? what is a profit?) and how products are assembled and marketed. Each class is then responsible for developing, manufacturing, pricing, and marketing a product that must be made from recycled materials. One class made bracelets, while another made a pencil and notepad holder. Through these activities, students learn first-hand about such concepts as costs, accounting, and marketing.

For the historical literacy strand, the school has developed a 90-foot time line on display outside the school. The time line includes world, national, state, and school events of significance. It gives the students a sense of historical perspective as they see how short their own lives have been in comparison to world history.

For the geographic literacy strand, the school has begun a series of map-making and studying activities. Students made three-dimensional maps, were visited by Mr. World of National Geographic, and won first prize in the National Bicentennial Pictorial Map Contest.

Contact persons:

Mrs. Patricia Turner, Principal  
Ms. Arlene Chatman, Resource Teacher  
75th Street Elementary School  
Los Angeles, CA 90003  
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Schoolwide Improvement--Clay County High School, West Virginia

RATIONALE: Clay County High School serves as a hub for activities in a community characterized by low-income, high-unemployment, and under-educated adults. Its Job Training and Partnership Act program is highly effective--students gain an average of 2 years achievement in the 6-week JTPA summer program. Also, the school has a high daily attendance rate (98 percent), a nationally recognized zoo, an effective dropout reclamation program, and increasing college attendance rates. (This school exemplifies, among other themes, the school as the site of reform; and the important link between the school and its community. It is thus an example also of Part 4 of AMERICA 2000.)

PROJECT DESCRIPTION: Clay County High School, recipient of the Secretary's Secondary School Recognition for school year 1988-89, is the district's only high school, with an enrollment of 1500 students, grades 9-12. Students live in scattered isolated communities. Sixty percent of the area's adults did not finish high school, 70 percent of the population is low-income, unemployment is over 30 percent, and there is no longer any industry since the coal mines were shut. Teacher pay is in the lowest 10 percent for the State, which itself is in the lowest 10 percent nationally.

Particularly exemplary features include:

- o The school is an integral part of the community, as evidenced by its gospel sings, community dinners, wedding receptions, and dance groups.
- o Students are currently producing the 25th volume of a comprehensive written history of the county, emphasizing oral history and cultural traditions.
- o The school has a Job Training and Partnership Act (JTPA) dropout prevention program and JTPA summer work study program.
- o A key element of the dropout prevention program is a teacher who makes summer visits to the homes of recent dropouts and provides counseling. In the first year, about 30 students who had dropped out returned to school. Back in school, these former dropouts spend one class period a day with the same teacher, who provides counseling, tutoring and home visits.
- o The science department includes a classroom zoo which has received both State and national recognition. Over fifty small animals are cared for by students.

At Clay High:

- o Students gain an average of 2 years achievement in the JTPA summer program in only six weeks.
- o The dropout prevention program resulted in a 50 percent reduction in the dropout rate at the school over the course of one school year.
- o Daily student attendance averages 94 percent.
- o Student enrollment in college has increased from 18 percent in 1984-85 to 32 percent in 1989-90.

Contact person: Jerry Linkinggor, Principal  
(304) 587-4226

III. A Nation of Students

Occupational Assessment--Chattanooga State Technical Community College, Chattanooga, Tennessee

RATIONALE: Chattanooga State Technical Community College's "Occupational Assessments" program does much of what we visualize a Skill Clinic doing (providing adults with skill/aptitude analysis, training referral, job requirement descriptions).

PROJECT DESCRIPTION: A year ago Chattanooga State Technical Community College in Tennessee began a unique Occupational Assessments program that combines skill and aptitude analysis with referrals for future training. It works closely with employers and the Private Industry Council in the area.

The Occupational Assessments program serves:

- o **Employed workers in need of additional training.** Employers nominate candidates.
- o **Displaced workers.** Local Job Training Partnership Act staff and employers who have recently laid off workers (e.g., the Tennessee Valley Authority) nominate candidates.
- o **Individuals recruited through advertisements** and other direct marketing strategies.
- o **Selected Chattanooga State Technical Community College vocational students.** The college's allied health division will require that all applicants to the phlebotomy and health unit coordinator programs take an aptitude assessment.

The program uses a series of exams. The principal battery is computer-based and administered one-on-one; it targets eight vocational skills identified by the Department of Labor:

- o general intelligence
- o verbal ability
- o numerical ability
- o space/form perception
- o motor coordination
- o eye/hand coordination
- o manual dexterity
- o finger dexterity
- o eye/hand/foot coordination

Other tests examine on-the-job reading and math ability, learning style, supervisory potential, and other aptitudes.

Program staff discuss individuals' test results with them and provide additional information on further training opportunities. The center serves as a clearinghouse for adult education services

in the area and makes available software that describes various jobs and job requirements (using Department of Labor guidelines).

The program specializes in identifying and targeting the unique training needs of specific companies. If no existing educational programs serve the needs of a particular company, Chattanooga State Technical Community College can design "tailor-made" classes for them and teach them on-site.

The Occupational Assessments program assists, with the college, in developing high-technology training opportunities for workers in small- and medium-size manufacturing firms in the Chattanooga area through a \$405,596 grant from the Department of Education's Office of Adult and Vocational Education. These courses are designed in consultation with local manufacturers to address their specific workforce training needs. Approximately 25 percent of those enrolled in the classes are displaced workers; the rest are current employees of participating firms.

Johnson Controls, Inc. of Athens, Tennessee is one firm that has participated in both the Occupational Assessments and training programs offered by Chattanooga State Technical Community College. Employee Relations Manager Charlotta Pickens reports that both managers and workers have been pleased with the availability and quality of assessment and training opportunities. The company uses Occupational Assessments to determine employees' potential for becoming tool & dye makers and maintenance technicians--the highest skill labor jobs in the plant. In the past, the company, Johnson Controls, had only hired outsiders into their four-year apprenticeship programs for these positions. However, the firm wanted to open the apprenticeship programs to senior workers at the plant.

Approximately 30 plant workers opted to take the mechanical comprehension test offered at the plant (about 60 miles from Chattanooga Tech). Some did extremely well, earning perfect scores on the math, reading, and/or mechanical aptitude components. The company put six current employees into their apprenticeship programs for the high skill jobs, at a cost of \$3,000 to \$4,000 per person.

Johnson Controls has also sent a manufacturing engineering managers and a robotics technician to courses at Chattanooga Tech. Other employees have enrolled in statistical process control courses.

The Occupational Assessment program has existed for about one year. In that time, it has served approximately 100 individuals.

Contact person:

Alan Artress  
Coordinator of Occupational Assessment  
(615) 697-4000

Lifelong Learning--Motorola University, Schaumburg, Illinois

RATIONALE: Motorola University, based in the firm's corporate headquarters in a suburb of Chicago, demonstrates Motorola's commitment to helping all its employees become lifelong learners. There is evidence that its commitment has paid off in terms of employee productivity. Also, its training efforts somewhat resemble what Skill Clinics will do (conduct basic skill assessments, analyze skill requirements for various jobs, and develop appropriate curricula).

PROJECT DESCRIPTION: This program is a leading example of one corporation's commitment to the development of a first class workforce. Through internal assessment, curriculum development, and a commitment to provide each worker with a minimum of 40 hours of training each year, this company has created an environment conducive to continuous, lifelong learning. The University has also attempted to promote public policies to improve workforce quality. Motorola University links corporate education and training officials with school systems, community colleges and other postsecondary institutions in the communities where Motorola Corporation is located.

Motorola University has overall responsibility for education and training provided to employees, customers and suppliers of the Motorola Corporation. Company policy requires 1.5% of payroll to be spent each year on training and education. These resources are used to conduct basic skill assessments, analyze the skill requirements for various jobs, and develop appropriate curriculum. Training is heavily based on real job requirements and the curriculum reflects actual workplace needs. Several corporate studies have linked this investment to increased employee productivity.

Motorola has been active in the public policy arena to lobby for policies to promote better workforce training. It has also worked closely with schools, community colleges, Job Training and Partnership Act (JTPA) and at the state level to further the cause of improving the quality of the workforce. Motorola's efforts demonstrate the need for continuing education and training to improve productivity, and the important role that the business community can play in serving this need.

Contact person:

Motorola University  
Diane Weaver, Registration Supervisor  
Galvin Center for Continuing Education  
Schaumburg, Illinois 60196

(708) 576-6832

### Even Start--Birmingham, Alabama

**RATIONALE:** The Birmingham Even Start project exemplifies both Parts 3 and 4 of the AMERICA 2000. It brings a number of community resources to bear on helping not just adults, not just children, but families.

**PROJECT DESCRIPTION:** The Birmingham Even Start project, started in October 1989, serves about 150 families. It provides preschool education, adult literacy instruction, parenting training and arranges for comprehensive medical and social services through collaboration with community agencies. The project seeks to help parents: be the primary educators of their children, improve their literacy and obtain GEDs, and develop work-related and life competency skills.

The program is in Birmingham's Eureka Family Center near the Lovemans Village Housing Project and primarily serves families from the project. Staff include facilitators and specialists for home visits. A needs assessment is conducted with each family to determine the social and health services needed.

The Birmingham Public Schools district provides transportation to the center and to adult education classes. Local government agencies, United Way agencies, churches, and businesses have provided services for the families. The University of Alabama at Birmingham's College of Education provides consulting services and staff training. A university instructor developed a literacy handbook for parents. Members of a nearby retirement home have provided child care for infants too young for the program. The Birmingham Housing Authority has assisted with recruitment.

Families come to the Eureka Family Center two days a week, spending about 11 hours a week in the program. Some of the parents are transported to a local adult education center for basic literacy classes. Pre-GED and GED training are provided at the program's center. Birmingham's Community Education Department has coordinated with Even Start by providing occupational training including typing and computer courses at the center. The parents also participate in weekly parenting seminars conducted by Even Start staff and community resource persons. The parents help identify the topics for the seminars, based on their needs and interests.

In addition to center-based activities, the home visit staff work with each family for about one hour a week. The parent and home visitor jointly select and plan intervention activities for the children, with the home visitor coaching the parent and sometimes modeling behavior. The program is based on Head Start's Home Based Program and the Portage Project.

The children are provided preschool education at the Eureka Family center for seven hours a week. The emphasis is on social

development, with play considered to be the primary mode for learning. The program also works closely with Chapter 1 staff for Even Start children who are school age.

Contact person:

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Even Start Program  
Birmingham Public Schools  
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Birmingham, Alabama 35202

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IV. Communities Where Learning Can Happen

## Missouri Parents as Teachers Program

**RATIONALE:** Missouri's Parents as Teachers program is one of the most emulated and widely heralded statewide approaches to early childhood education in the country.

**PROJECT DESCRIPTION:** All 543 Missouri school districts offer systematic parent education and support services designed to assist parents in their role as their children's first teachers from the third trimester of pregnancy through age three. Many school districts extend these benefits to families with four-year-olds as well. State funds are used by districts to identify, recruit and engage families who are traditionally underserved (e.g., teen or single parents, limited English proficient, migrant, etc.)

Participating parents receive, free of cost, home visits by parent educators who are trained in child development, periodic screening of their child's educational and sensory development, and information and referral to support programs. They meet regularly with other parents of similarly aged children while their children participate in play groups. Book and toy lending libraries, newsletters and social activities are also offered.

Independent evaluations have shown that compared with a control group, children in the program demonstrate advanced cognitive and social development. In first grade, students who participated in the program scored higher than the comparison group on standardized reading and mathematics achievement. Teacher assessments of personal and social development were also higher for participants than for controls. Participating parents, too, were more knowledgeable about child development, more active in their children's schools and are more positive about the school districts. The program has been recognized as effective by the Department's Program Effectiveness Panel.

Parents as Teachers continues to expand beyond Missouri's borders; as of March 1991, 195 programs were operating in 35 states outside of Missouri. In April, communities in Australia will begin using the model.

Christopher Bond (R-MO) introduced legislation in the U.S. Senate on March 5 to set up a \$100 million competitive grant program over five years for states that wish to begin or expand year-round Parents as Teachers programs. The programs would be required to provide home visits and group meetings for participating families and administer developmental screening. In addition the programs would be required to develop recruitment and retention programs for hard to reach populations.

Parents as Teachers--Ferguson-Florissant School District,  
St. Louis, Missouri

The Ferguson-Florissant School District has long been an innovative school system that offers comprehensive programs to its diverse community. Located in North St. Louis County, the district serves about 90,000 residents in neighborhoods that range from extremely poor to middle income. Recently, major layoffs at McDonnell-Douglass Aircraft have caused unemployment in the area.

Since 11,000 students attend its 22 schools--54 percent of the students are white; 46 percent black. Nearly half (44 percent) of the elementary school children in the district qualify for Chapter 1. For its population, Ferguson-Florissant offers special programs from infancy through adulthood, and boasts three schools that have been recognized under the U.S. Department of Education's Exemplary Schools Program.

The school district has a long-standing commitment to early childhood education. Among its activities for parents and young children is the Parents as Teachers Program (PAT). Ferguson-Florissant was a pilot site for PAT. This past year, it served 1,100 families through PAT. The district operates a large PAT program for teen parents, enrolling about 140 mothers. The program has had success in retaining the mothers in school. Specifically, of the 140 mothers enrolled in September 1989, only 6 had repeat pregnancies, 8 dropped out of school, while 58 graduated, 50 stayed in school, 4 were studying for their GEDs, and the balance had either moved or could not be located. In addition, 38 new teen mothers joined the program in 1990-91. A separate parenting program is offered to about 40 teen fathers.

The district also offers other early childhood services, as well as a wide variety of enriched academic programs, support services, and community activities to its students. CTBS scores are above national norms.

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Ferguson-Florissant School District  
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Public Housing Involvement--South Side Terrace, Omaha, Nebraska

RATIONALE: South Side Terrace shows how a public housing project (hardly considered to be a place that is "conducive to learning") can be transformed into a place where learning can happen.

PROJECT DESCRIPTION: South Side Terrace, a public housing project of the Omaha Housing Authority, demonstrates that a strong leader, involved residents, volunteers, and the business community can work together to create "an atmosphere conducive to positive learning." In this community where high rates of school truancy, dropouts, and teen pregnancy accompanied rampant drug dealing, and where 160 of 388 units were uninhabitable four years ago, residents now benefit from previously unavailable educational and social services, modernized physical facilities, and the opportunity to participate actively in decisions which affect them and their children.

Operation Shadow pairs youth 8 to 12 years old who live in the project with housing authority employees who provide role models and mentors. Three to four hours per day, two to three times per week, these youth people "shadow" maintenance office and resident relations workers as they go about their daily duties. Teachers say that this mentor system has produced a change in the attitude of some of the children.

The rehabilitated recreation center includes a study room with books lent by the public school system, and four personal computers donated by local businesses. The study center is staffed by volunteers, who tutor students in math, reading, and social studies. A volunteer sports coach participates in a variety of activities in the recreation center's gym. The resident relations coordinator helps residents with parenting and housekeeping skills.

Other connections between the housing project and the schools have been established. After a child is absent for 2 to 3 days, the school calls both parents and the housing authority staff. Home visits are then arranged, with assistance provided to residents when absences stem from lack of food, appropriate clothing, or babysitting. Other measures to encourage parent responsibility include a rule that families can be evicted if their school age child does not attend school (this measure has not been applied), as well as a curfew for those 18 and under.

Positive incentives are offered, as well. Seven colleges have earmarked scholarships for high school graduates who live in Omaha's public housing. Every child with a perfect school attendance record receives a \$100 savings bond at an end-of-year ceremony. These bonds, as well as recreational and parent/student activities, are funded partly with a \$1 surcharge on public housing residents' cable TV fees (but the Housing Authority director had negotiated a deep discount on cable TV

rates for public housing residents, so they feel no adverse impact). Says the Housing Authority director, "We treat people with dignity. If they get used to that, they won't accept less."

Contact person:

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Executive Director  
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Joyce Sojka  
Project Supervisor  
South Side Terrace 5529 South 30 Street  
Omaha, Nebraska 68107  
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Home Instruction Program for Preschool Youngsters (HIPPY), Miami, Florida

RATIONALE: This site exemplifies the critical role of communities and families in preparing children for school success. The Dade County Public Schools--the fourth largest system in the country--recognizes the key contribution of families to their children's learning. To give disadvantaged families support in preparing their children to learn, Dade County offers the HIPPY program to families of young children, employs local community members (often parents) to recruit families, conduct home visits, and lead group meetings.

PROJECT DESCRIPTION: HIPPY is a home-based program for disadvantaged parents of children four and five years of age. The HIPPY program was developed in Israel in 1969 and was introduced to the United States in 1984.

HIPPY stresses the role of parents in preparing preschool children for school. HIPPY also seeks to establish consistency in teaching children at home; improve communication between parents and children; offer strategies to enhance educational performance; and encourage parents to continue their education. Thirty HIPPY programs now operate in eleven states.

HIPPY/Miami is operated by the Dade County Public Schools. Since the program began in 1985, HIPPY/Miami has served approximately 275 families. During the 1989-90 school year, 125 families participated in the program. Approximately 60 percent of the adults have not completed high school. Seventy percent of the participating families are black, 20 percent are Hispanic, and 10 percent are Haitian. Home languages include English, Spanish, and Creole; in most families, at least one adult speaks some English.

The program is open to families who reside in the catchment area of the five elementary schools linked to the HIPPY program. The schools are all in low-income areas within Miami. HIPPY seeks to recruit parents who are disadvantaged, undereducated, and whose young children are not attending a preschool program.

HIPPY activities alternate between home visits in participants' homes and parent group meetings at neighborhood elementary schools. The core HIPPY program consists of home visits every other week in which paraprofessionals, called "Parent Partners," model activities that parents will work on at home with their children for a minimum of fifteen minutes a day. The activities follow a set of sequenced curriculum materials.

Two-hour group meetings at a neighborhood elementary school are held on alternating weeks with home visits. During these sessions, Parent Partners present the home lessons for the following week. The agenda also includes time for parents to

share information and talk with each other, and for staff to provide updates on program activities, information about continuing education programs and job training opportunities.

Social services and health care referrals are made by staff as needed. Individual counseling is available on an informal basis by professional staff in the program and on a more formal basis by referral to local community agencies.

A study of HIPPY programs operating in the U.S. examined the effects of program participation on parents' literacy skills. It found parents' reading levels rose significantly from a pretest grade level of 5.35 to 6.11 at the end of the school year. Parents' literacy levels have been shown to have a direct impact on their children's educational success.

Key factors in the success of this program include employing paraprofessional staff from the community who are past parent participants in the program; focusing on parents' needs for education and employment; staff flexibility in working with families and adapting teaching strategies to the individual parents; providing a well-defined curriculum with books and making educational materials available in low-income homes.

In a follow-up of the original group of 140 participants in Israel, results indicate that these children were less likely to drop out or be retained in grade and showed more positive academic achievement than a comparison group.

Contact person: Miriam Westheimer, Director  
HIPPY/USA  
National Council of Jewish Women  
(212) 645-4048



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

April 18, 1991

MEMORANDUM FOR MEMBERS OF THE GOALS PANEL

FROM: Lamar Alexander *Lamar*

At our last meeting, I was given a couple of assignments. One was to work with Governor Romer on the Congressional uneasiness about the panel. Second was to think about how we should actually go about setting standards for Goal 3. I have talked with most of you and have the following recommendation.

RECOMMENDATION:

1. **Temporary Standards Commission** -- That we (the Goals panel) create immediately a temporary standards commission of 12 to 20 members.
2. **Mission** -- The job of this commission would be to figure out how to get things done, specifically, (a) how to develop standards for the 5 core subjects, taking into account SCANS; and, (b) how to figure out how to develop assessment strategies to meet those standards. Note: This is not a commission to set those standards, just to figure out how to get it done and make recommendations to the Goals panel.
3. **Term** -- Six months; in no event would the commission last beyond 1991.
4. **Authority** -- Advisory only, reports to the Goals panel.
5. **Leadership** -- Chairman of the Goals panel (Romer) and Administration representative (David Kearns)
6. **Membership** -- There will be ~~12 to 20 members~~: another Governor (Republican), 2 Senators, 2 Congressmen, 2 State Legislators, 4 from Resource Group (Resnick, Hornbeck, Smith, Finn), a business leader, Chief State School Officer (Rick Mills, Dean Evans), Mark Musick, Saul Cooperman, Psychometric, Al Shanker, NEA Teacher, Harold Stevenson (Univ. of Michigan expert on international comparisons), judge, military person, local superintendent, principal, Teacher of the Year, etc.

I would like your agreement to move immediately to work with Governor Romer to set this up and submit a final membership list for your approval.

Thank you very much.

# Withdrawal/Redaction Sheet

## (George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
03. List	Suggested Cities/Regions Where Schools are Using Computer Teaching and Learning Systems (5 pp.)	n.d.	<del>P-5</del>	

**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) [3]

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

<b>Date Closed:</b> 12/29/2004	<b>OA/ID Number:</b> 29185-009
<b>FOIA/SYS Case #:</b> 1998-0004-F[2]	<b>Appeal Case #:</b>
<b>Re-review Case #:</b> 2005-0426-S	<b>Appeal Disposition:</b>
<b>P-2/P-5 Review Case #:</b>	<b>Disposition Date:</b>
<b>AR Case #:</b>	<b>MR Case #:</b>
<b>AR Disposition:</b>	<b>MR Disposition:</b>
<b>AR Disposition Date:</b>	<b>MR Disposition Date:</b>

### 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]

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**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)(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]  
 (b)(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]  
 (b)(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]  
 (b)(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]  
 (b)(9) Release would disclose geological or geophysical information

ED

**SUGGESTED CITIES/REGIONS  
WHERE SCHOOLS ARE USING COMPUTER TEACHING AND LEARNING SYSTEMS AND  
DEMONSTRATE THE POTENTIAL IN THE PRESIDENT'S CALL FOR  
"NEW AMERICAN SCHOOLS"**

- o Dallas
- o Tampa
- o Kansas City
- o San Diego
- o Memphis
- o West Virginia
- o Washington, D.C. Suburbs -- Md. or Va. (Fairfax County in particular.)

**SPECIFIC SCHOOL SITES  
THAT DEMONSTRATE THE POTENTIAL IN THE PRESIDENT'S CALL FOR  
"NEW AMERICAN SCHOOLS"**

Each of these school sites has taken a leadership role in installing networked computers for teaching and learning and are show pieces for what technology can do in the service of education.

**Exeter-West Greenwich Jr./Sr. High School, Exeter, R.I.**

- o Brand new school, opened in Fall 1990. The building was designed for the installation of computers. The entire school is being networked - each classroom will have a teacher workstation and 4-5 computers.
- o School district overseen by school committee led by former teacher and longtime chair, Paula Silvia. She presided over complete turnaround in the school that has gone from an anti-school attitude to one of overwhelming support.
- o Voters recently approved two bond referendums to build new school by 5-to-1 margin, although doing so guaranteed property tax increases.
- o Almost every local elected position is held by a Republican.

**East Longmeadow School District, Springfield, MA**

- o This district has a five-to-seven year plan for implementing technology. They currently have a networked business lab.
- o Superintendent Dr. John Drinkwater is very progressive.
- o Though in a liberal state, E.L. has kept a strong conservative outlook. The community has forged strong public/private partnerships to help fill education budget gaps precipitated by massive statewide budget cuts. Civic organizations have raised untold thousands for the purchase of new hardware.

**Willow Elementary, Pekin, IL**

- o Major IBM educational pilot site. Superintendent Soldwedel is very vocal about the advantages of technology.
- o Congressman Bob Michel's district.
- o Chicago media market.

**Orangeburg School District #5, Orangeburg, SC**

- o The district has a ten year plan to install computers in each grade in the district.
- o Orangeburg received a \$1.8 million grant from IBM as part of the IBM Innovative Use grant program.
- o The 77th "Point of Light" in President Bush's "1000 Points of Light" campaign.

**Indian Creek Elementary, Indianapolis, IN**

- o Science and technology magnet school.
- o Dynamic principal in Dr. Karen Gould. Black school superintendent, Dr. Percy Clark (since 1982), has turned system around, from an average township district to one which enjoys statewide recognition as "outstanding."
- o Mitch Daniels, lives in Lawrence Township. Three of his four daughters attend Indian Creek.

(Nearby Ft. Benjamin Harrison is slated to be closed...)

**South Bay Union School District, Imperial Beach, CA**

- o Three networked computers in every elementary classroom. Every student has access to a computer for 20 minutes a day.
- o Superintendent Philip Grignon credits technology with improving students performance.
- o Imperial Beach a 70 percent minority community, with a heavy military population, as well as strong blue-collar constituency. District has a solid reputation for producing exceptional academic performance on a very lean per-student budget.

**Merton Elementary School, Merton, WI**

- o Major Commitment to technology; networked computers in the classroom.
- o Governor Tommy Thompson has led a private corporate initiative to win additional support and resources for computer teaching and learning.

**John Jay High School, Brooklyn, NY**

- o In 1982, John Jay was named one of the worst schools in New York because of low attendance and high drop-out rates. The new computers and criminal justice program have helped to improve these problems and now 91 percent of the students earn their diplomas, and 82 percent go on to college.
- o New social studies computer lab.
- o Community-oriented neighborhood school with impressive array of magnet programs.
- o School has over 3,000 students with the majority being bilingual.

**South Division High School, Milwaukee, WI**

- o Every teacher has a PC on their desk.
- o A social studies teacher was featured on 48 Hours last year using this program.)
- o South Division is in a depressed, high-crime area. Students are 42% Hispanic, 25% White, 25% Black, 5% Asian and 3% American Indian.
- o Principal John Hays is very enthusiastic about the benefits of technology being used at South Division, both administratively and in the classroom.
- o Wide ethnic diversity of school is reflected throughout, with signs posted in four languages. Classes are taught in English, Spanish and Laotian and many students have English as a second language.
- o Major program for adult education.
- o School Choice issue is major in Milwaukee.

**Patchogue-Medford School District, Patchogue, NY**

- o Special computer programs for students with high-I.Q. and low performance has increased motivation, creativity and attendance.

**Shelby City Schools, Shelby, NC**

- o One of the most advanced computer teaching and learning facilities in the country.
- o Mostly Democrat city administration.
- o 100th Anniversary of Shelby School system.
- o The area economy slowly evolving from one based on industrial manufacturing to one based on technology.

**Russell County Schools, Phoenix City, AL**

- o Networked computer teaching and learning has led to a significant increase in test scores in short period of time.
- o Superintendent Martha Hall is very enthusiastic about technology, and hired a video company to produce a documentary on the success of computer programs in the district.
- o Ft. Benning is nearby.

**Volusia County Schools, Deland/Daytona Beach, FL**

- o Major investment in 1000s of Pcs.
- o Have done tracking studies on students which have shown increases in test scores.
- o Student to Computer ratio for district is approaching 5 to 1.
- o School superintendent, Dr. Jim Surratt, is the consummate educator and community leader.

**Lamphere Public Schools, Madison Heights, MI**

- o The four elementary schools and middle school in this district each have four networked computers in each classroom. Cabling is in place to network the high school.
- o Each teacher who completes 50 hours of computer training receives a free computer.

THE WHITE HOUSE  
Office of the Press Secretary

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EMBARGOED FOR RELEASE  
UNTIL 2:00 P.M. EDT  
APRIL 18, 1991

**AMERICA 2000: THE PRESIDENT'S EDUCATION STRATEGY**  
**FACT SHEET**

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000.

Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most -- the crusade to prepare our children and ourselves for the exciting future that looms ahead."

AMERICA 2000 builds on four related themes:

- Creating better and more accountable schools for today's students;
- Creating a New Generation of American Schools for tomorrow's students;
- Transforming America into a Nation of Students; and
- Making our communities places where learning will happen.

**I. CREATING BETTER AND MORE ACCOUNTABLE SCHOOLS  
FOR TODAY'S STUDENTS**

The President called on all Americans to help create better and more accountable schools based on world class standards and the principle of accountability. He encouraged all elements of our communities -- families, businesses, unions, places of worship, neighborhood organizations and other voluntary associations -- to work together with our schools to help the Nation achieve educational excellence.

**A. World Class Standards in Five Core Subjects**

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.
- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

**B. A System of Voluntary National Examinations**

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).
- The President, working with the Nation's Governors, will seek Congressional authorization for State-level National Assessment of Educational Progress assessments and for optional use of these assessments at district and school levels.
- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.
- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

### **C. Schools as the Site of Reform**

The Administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.
- As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.
- To stimulate reform in mathematics and science education, the AMERICA 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- The AMERICA 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to create even more incentives for successful schools.

### **D. Providing and Promoting School Choice**

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his AMERICA 2000 Excellence in Education Act of 1991.
  - A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.
  - National school choice demonstration projects will be supported through a \$30 million initiative.
- The Administration also will seek ways to ensure that Federal education programs are more supportive of choice.

### **E. Teachers and Principals**

America's teachers and principals are on the front lines of transforming our schools. As part of his AMERICA 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.
- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.
- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' Academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.
- The President will seek to establish Governors' Academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teaching, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

## **II. CREATING A NEW GENERATION OF AMERICAN SCHOOLS FOR TOMORROW'S STUDENTS**

The President today challenged the best minds in America to design -- and help communities create -- the best schools in the world.

### **A. Research and Development**

A series of Research and Development Teams, funded by contributions from the business community, will help design a New Generation of American Schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven Research and Development Teams. These teams may consist of

corporations, universities, think tanks, school innovators and others. The teams' products will be available to the American people.

- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these Research and Development Teams and to report on their progress.

#### **B. New American Schools**

The President will ask Congress to provide \$550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to \$1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operating in each Congressional district by September 1996.
- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.
- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.
- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

#### **C. AMERICA 2000 Communities**

The President called on every community in the country to do four things:

- Adopt the six national education goals;
- Establish a community-wide strategy for achieving the goals;
- Develop a report card for measuring its progress; and
- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "AMERICA 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which AMERICA 2000 Communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

**D. Leadership at All Levels**

Transforming American education and creating a New Generation of American Schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute \$150-\$200 million to support the Research and Development effort.
- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an AMERICA 2000 Community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

**E. Families and Children Devoted to Learning**

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key

role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

### III. TRANSFORMING AMERICA INTO "A NATION OF STUDENTS"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students" by continuing to enhance the knowledge and skills of all Americans.

#### A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act, and will advance these twin principles in new adult literacy activities proposed under the new AMERICA 2000 Excellence in Education Act of 1991.
- The Department of Education will provide regular, timely, and reliable information by expanding the National Adult Literacy Survey and collecting information about literacy efforts on a regular basis.

#### B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop -- and then to use -- world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

#### C. Creating Business and Community Skill Clinics

Today's workers will be assisted through Skill Clinics -- one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The Administration will urge businesses to make Skill Clinics available to their employees and encourage AMERICA 2000 Communities to establish community Skill Clinics.

- Federal departments and agencies will be encouraged to establish such Skill Clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

**D. Enhancing Job Training Opportunities**

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identify successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

**E. Mobilizing A "Nation of Students"**

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

**IV. MAKING OUR COMMUNITIES PLACES WHERE LEARNING WILL HAPPEN**

The President called on communities to adopt the six national education goals as their own; set a community strategy to meet them; produce a report card to measure results; and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the AMERICA 2000 Community campaign is to make our communities places where learning will happen.

**A. Greater Parental Involvement**

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

**B. Enhanced Program Effectiveness for Children and Communities**

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the Administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.