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THE LEGISLATIVE AGENDA
FOR EDUCATION



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE CLINTON EDUCATION AGENDA

President Clinton and U.S. Secretary of Education Riley have proposed a comprehensive package of legislative reforms designed to work in conjunction with the GOALS 2000 law to enhance the future of our nation's youngest citizens. These reforms include:

- The Improving America's Schools Act of 1993.
As part of the reauthorization of the Elementary and Secondary Education Act (ESEA), the Administration has proposed a revolutionary and comprehensive reinvention of this landmark law that represents the federal government's largest federal investment in elementary and secondary education (\$10 billion), including Title I. The reauthorization is designed to conform with GOALS 2000's drive for high standards and the belief that every child can and should receive a world-class education in core subjects, by refocusing the ESEA on teaching and learning instead of paperwork. It will target the limited federal funds available to those schools hardest hit by poverty, provide more money for sustained teacher development, and eliminate and combine more than 20 programs.
- The Safe Schools Act of 1993.
This legislation creates a program of targeted federal assistance to local school districts to confront the increasing violence in our schools and to end drug use by students in those schools by encouraging needed changes in the schools and by encouraging cooperation between educators, parents and neighborhood organizations.
- The School-to-Work Opportunities Act of 1993.
This proposal, which has already been passed by the House of Representatives and which works hand-in-hand with GOALS 2000, provides funding for transition programs such as youth apprenticeships, for students who plan to enter the job market after high school, thereby helping to create a partnership of employers, educators and others to prepare our young people for careers in high-skill, high wage jobs.
- Reauthorization of the Office of Educational Research and Improvement.
This proposal is an important resource for educational analysis, research and dissemination of successful education practices throughout America.

- more -

And, the Administration has already enacted the following programs:

- Direct Government Student Loans, which will save taxpayers millions of dollars and end bureaucratic nightmares for students by eliminating the middlemen from the college loan program.
- National Service legislation, which will allow students to work for a year or two providing public services and be reimbursed through payments for their continuing education.

1/4/94



U. S. SECRETARY OF EDUCATION RICHARD W. RILEY



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

RICHARD W. RILEY U.S. SECRETARY OF EDUCATION BIOGRAPHICAL SKETCH

Few members of President Clinton's cabinet have been as successful and as widely praised in the first year of the Clinton presidency as the soft-spoken but accomplished Secretary of Education, Richard Wilson Riley. For those who follow education and politics, the success is not surprising. Riley's nomination in December of 1992 received unequivocal support and he was unanimously confirmed a month later immediately following the President's inauguration.

As Governor of South Carolina, Riley spearheaded a comprehensive and highly successful reform of that state's school system, an endeavor that most informed observers at the time considered to be an impossible task, but which Riley accomplished by bringing together a coalition of groups, including business people, educators, and parents. As a result, South Carolina's students made leaps of progress -- enrollment in Advanced Placement courses increased by more than 250 percent, twice the national average, and more than 500 percent for African Americans. Enrollment in more challenging chemistry and foreign language courses increased significantly, and SAT and similar test scores rose substantially.

As a fellow Governor who had long expressed concern about education, President Clinton chose Secretary Riley to head the U.S. Department of Education to help work the same kind of education reform on a national scale that he did in South Carolina. Syndicated columnist David Broder recently wrote that "probably the best thing the president has done for education is to pick his old friend, former South Carolina governor Richard Riley, as the secretary of education." Broder also called Riley one of the "most decent and honorable people in public life."

Since taking office, Secretary Riley has helped the Administration introduce a wealth of education legislation that has served to refocus the nation's attention in this area of growing importance, as well as forcing it to think in new and creative ways about education and our children's future. Riley realizes our young people have great aspirations and expectations, and that polls show that the nation's students have high hopes for their future. As a result, his message is founded on a push for high educational standards for every child, for greater parental involvement, and for promoting means of preparing our children for a challenging future in the new information age that is already upon us.

Riley was born in Greenville County, South Carolina on January 2, 1933. He received a bachelor's degree cum laude in political science from Furman University in 1954. He served for two years as an officer on a minesweeper in the United States Navy. In 1959, Riley received a law degree from the University of South Carolina School of Law. He served as legal counsel to the Judiciary Committee of the United States Senate. He also served as a South Carolina state representative and state senator, from 1963 to 1977.

Riley was elected governor in 1978, and reelected in 1982, after the people of South Carolina voted to amend the state constitution to enable Riley to be the first person in modern South Carolina history to run for a second term.

Riley is married to the former Ann Osteen Yarborough. They have four children.

1/4/94



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

RESULTS OF SECRETARY RILEY'S SCHOOL REFORM EFFORTS IN SOUTH CAROLINA

- * South Carolina led the nation in two Carnegie Foundation surveys of teacher approval of reform efforts in their states (1987 and 1990).
- * In scientific polls, citizens, parents and business leaders give high marks to the state's school reform efforts.
- * Enrollment in Advanced Placement courses increased 250 percent overall - twice the national rate and more than 500 percent for African Americans.
- * Enrollments in tougher courses such as chemistry and foreign languages doubled.
- * SAT scores increased 36 points in seven years - the highest gain among states primarily using the test for college entrance.
- * 97 percent of the Class of 1991 met the exit exam standards for graduation after all attempts, compared to 55 percent passing all three parts on the first attempt in 1986.
- * The percentage of high school graduates going to college has increased 8.3 percent and more students are passing freshman college course work.
- * Graduates of vocational programs are being employed in greater numbers in related fields of training.
- * The percentage of first-time college freshmen needing remedial education decreased by 24 percent, compared to a 9 percent regional decline.
- * South Carolina teacher salaries were raised to be competitive with others in the Southeastern region.
- * South Carolina's child development program for 4-year-olds considered at-risk for learning deficiencies was chosen as a national model by the National Governors' Association and the Council of State Governments.
- * South Carolina has ranked among the top states in student attendance since 1987.
- * Among states with the largest per pupil funding to help students overcome reading, math and writing deficiencies in grades 1-12.

- * One of six states initiating strategies to help parents in their role as the principal teacher of their very young children, particularly those at-risk of later school failure.
- * One of five states with a state residential high school for gifted science and math students and special residential summer programs for gifted students in academic fields, and the arts.
- * One of five states that provides schools with broad flexibility from state regulations if they have a track record of improving student performance.
- * More than 800 schools have been financially rewarded for high productivity and attendance since 1985 through the state's School Incentive Reward Program.
- * One of six states that has initiated a campus incentive pay program to reward teachers and principals for improving student performance and reaching school goals.
- * One of six states that can intervene in a school district when it is judged to have education deficiencies.
- * The only state that held regional forums, including discussion groups involving 13,000 people, to help formulate the reform package coupled with an outreach program to every county.
- * The only state with an oversight committee of business leaders and other citizens to review the implementation and impact of the state's reform legislation.
- * More than 6,000 businesses officially involved in business-education partnerships - a 600 percent increase since 1983.
- * Business partners are helping to sponsor major innovative projects such as a teacher recruitment center, homework centers for "latchkey" students and a management training center for school administrators.
- * An annual business-education state conference for business and education leaders to focus on the link between economic development and public education and the benefits of collaboration.
- * PTA membership has increased by 100 percent in the state since the late 1970's.
- * More than 120,000 volunteers contribute their time to South Carolina schools.

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Education Department Is Getting Better Grades

With Morale Up and Staff and Programs Expanding, Agency Has Made 'Remarkable Progress'

By Mary Jordan
Washington Post Staff Writer

Former education secretary Terrell H. Bell called the Education Department the "Titanic" because President Ronald Reagan and many of his supporters rammed it so hard in the 1980s that they nearly sank it.

But there are signs that the agency has become a bit more seaworthy. Morale is higher, jokes about its uselessness are fewer. One of the statistics that made it a laughingstock—harboring the highest percentage of political employees—is becoming more respectable. And, while President Clinton tells every other department to trim employees, this department is expanding by 500 workers.

"It is night and day," said Steve Cramolini, a special assistant in the civil rights division. "There is a real sense of moving and getting things done."

Others see the changes as more slight than significant, but there is little disagreement that the department's profile is rising because education issues are seen as mattering more to the White House than at any time since the Carter administration, which created the agency in 1979.

In 1993 a small corner of the \$1.5 trillion government changed when the Democrats took over for the first time in a dozen years. Education gained new programs that directly affect, perhaps even improve, the

lives of millions of college students.

Two of Clinton's biggest legislative successes in 1993 were a streamlined loan program designed to make it easier and cheaper for college students to borrow money directly from the government and a national service program that allows students to repay those loans through community work.

Still, the continued annual hemorrhage of \$2.5 billion from abandoned student loans and the department's persistent management problems show how long it takes to turn a bureaucratic ship.

"Are we improving? Yes," said Alan Ginsburg, director of evaluation and planning. "Are we anywhere near a high performance organization? No."

Inside the department, for years called "management impaired" by the General Accounting Office (GAO), there are new ways of doing business. For example:

- New telephones and computers arrived at the agency, as did new tools, including the first national computerized tracking system for civil rights complaints. For the first time, its 3,000 employees are electronically linked. One of the most ill-equipped agencies, Education has been criticized for its inability to track a student who abandoned a college loan if he or she moved from one state to another. Next year, a national data bank is to do such tracking.

- The department wants a major policy shift to concentrate much of the \$10 billion it sends each year to elementary and high schools on the neediest ones. If Congress agrees, suburbs like Fairfax County would lose millions of dollars and cities like the District would gain funds.

- The number of political appointees has been shaved from 151 to 125, and civil servants say they are increasingly consulted on important decisions. In 1991, the Office of Personnel Management found that Education had the highest percentage of political appointees—more than three times that at Energy and 20 times that at Justice.

"They have made remarkable progress in one year," particularly when it comes to personnel and technology, said Gordon Ambach, executive director of the Council of Chief State School Officers.

Still, said Eleanor L. Johnson, an assistant director at GAO, Education has a long way to go before it can shed its reputation as an incompetent money manager. "There continues to be very serious problems" in the oversight of the \$65 billion student loan program, she said.

Paul R. Geib, Jr., president of the department's union local, said some employees are "still cynical," after so long as the "poor child of the federal government." But goodwill gestures by Education Secretary Richard W. Riley have cheered the down-in-the-dumps staff. Riley shook hands with nearly every one

of his 5,000 employees. It took three days. The former governor of South Carolina and close friend of Clinton also stopped reserving one of the eight elevators in the headquarters building at 400 Maryland Ave. SW exclusively for the secretary and deputy secretary.

MORE...

Some of the waste-cutting measures that are touted—such as reducing the fleet of 14 cars to seven and saving \$200,000 by taking guest photos in black and white instead of color—may sound minuscule, said Riley. "But to save \$100 here and \$200,000 there, all of it has enormous impact."

Still, some insist that the nation does not need the department.

William J. Bennett, education secretary under Reagan, said the country did fine before the department began operating in the summer of 1980, when it was an office in the Health, Education and Welfare department. Back then, Bennett said, "We educated people better."

"Is learning up?" he asked. "No."

Asked why the agency isn't referred to as the "bureaucratic joke" anymore, why the education secretary is not automatically seen as the least important Cabinet member, Bennett muttered, "Oh, yeah, respectability." It is those who want to spend or get its money, who praise it, he said. "This is the respectability that the candymaker gets from children."

But Deputy Secretary Madeleine

M. Kunin said the debate of the 1980s—whether to abolish the department—is buried. Schools and states look to Washington now for more than education statistics.

They want technological help to link their schools to universities, seed money for classroom initiatives, a central place to seek answers for what is wrong with their school.

"We need to use our funds appropriately to be a catalyst for change," said Kunin. She said she sees an increasingly activist department, one that informs one school district what is working in another. Or that forges links between high school students and jobs. Or that, as the department plans, spells out what every child in the country should know in every subject by certain ages.

"It's not a question of whether we should be here," she said. "The question is, 'Are we doing enough?'"

David S. Broder

The Perfect Holiday Gift

Of all the Christmas presents in this nation, none is more beautiful or meaningful than the \$500 million that philanthropist Walter Annenberg offered last week in support of the campaign for public school reform. By vastly increasing the money available to back experimental efforts in communities around the country and challenging others to match his gesture, the retired publisher, art collector and ambassador made this Christmas "a joyous occasion for those of us who have a love affair for learning and who believe that quality education is the great hope for the future."

The quoted words are those Secretary of Education Richard Riley used in introducing Annenberg at the White House announcement ceremony on Dec. 17. They capture the

"Annenberg has helped give the reform effort critical mass and momentum."

spirit of this gift precisely.

The initial grants will go to three groups that are at the center of building new models of education in the United States.

The Coalition of Essential Schools, headed by Brown University's Theodore R.Sizer, has more than 500 schools participating in experiments applying local variants of principles found to characterize successful schools. Sizer and his colleagues help create classrooms where the students take responsibility for their own learning, with teachers "coaching" them in their efforts. It's proven to be a more effective model than the traditional pattern of students reciting back the instruction they've been given.

The New American Schools Development Corp., a private-sector venture launched by the Bush administration and headed by its former deputy secretary of education, David Kearns, sponsors a variety of "break-the-mold" schools, designed by innovators inside and outside the ranks of professional educators. They include schools that remain open well into the evening, for adult education, and schools employing teachers who have subject-matter expertise and not just education credentials.

The third recipient is the Denver-based Education Commission of the States, the primary resource center for governors who are pushing education reform plans. Its president, Frank Newman, has been in the forefront of the effort to develop what he calls a "results-oriented" approach by the states, holding schools to tough performance standards but letting principals and teachers devise the methods that work best for their students.

Annenberg grants will also support innovative efforts in the nine largest school districts and "electronic libraries" that will give rural and small-town schools access to the same rich diet of learning materials as the best city and suburban schools now enjoy. Although not yet announced, Annenberg grants will also back experimental efforts in school-to-work and high school-to-college transition.

In the 10 years since the issuance of "Nation at Risk" report on the sorry state of America's schools and the seven years since the governors began their concerted drive to lift education standards in their states, the complacency of the education establishment has given way to much stirring of the pot. Classroom teachers, administrators and education school deans have been forced to reexamine what they are doing.

The concept of national performance standards was first championed by the governors and then endorsed jointly by them and President Bush in the autumn of 1989. Next year, with any luck, Congress will write these education goals into law by enacting what President Clinton calls "a standard of excellence by which all of us, down to the smallest school in the smallest community, can judge our collective efforts."

But as the president also acknowledges, "All these things have to happen school by school, neighborhood by neighborhood, student by student."

By targeting this largest gift in the history of public education to groups that are the main catalysts for change in education, Annenberg has helped give the reform effort critical mass and momentum.

As Colorado Gov. Roy Romer (D), a leader in school reform and the incoming chairman of the Education Commission of the States, told me after the White House ceremony, "We have many successful experiments in individual schools. But if we're going to change the education system, we have to recognize it is a system. The Annenberg grants will speed up our ability to move to systemic reform."

This is an only-in-America story. The Annenberg fortune had its origins with his father, who used very tough tactics to make the Daily Racing Form the "bible" for bettors at bookie joints and race tracks. The coins those gamblers placed in Annenberg's hands while looking for the usually mythical big payoff now come back to help rescue the institution with the best payoff record in American history—the public school system. What a perfect holiday gift.

'Slow Down' for Children

Turn Off TV and Talk, Riley Tells Parents

By Mary Jordan

Washington Post Staff Writer

Education Secretary Richard W. Riley pleaded with parents yesterday to "slow down the pace of their lives to help their children" and said they should turn off television and read and talk with their youngsters.

"Despite television, Nintendo, 'Beavis and Butt-head' and peer pressure, parents still have a powerful capacity to shape the lives of their children for the better," Riley said, sounding increasingly vocal Clinton administration themes about the family.

"It seems appropriate, as we near Thanksgiving, to reflect on the forces and influences that are shaping the lives of our children," he said in a speech at

Hine Junior High School on Capitol Hill.

Nationwide, drug use and attachment to religion are declining among youth as they place increased emphasis on having money and children, Riley said.

He drew his statistics from "Youth Indicators," a periodic report by the Education Department on the well-being of Americans under age 24.

In one of its most troubling conclusions, the report showed that it is increasingly hard for young people to earn a high wage.

"Once upon a time, 10 or 12 years of schooling was all that you needed to get a steady-paying job, often in a factory, and raise a family," Riley said.

"Now we are at a new time. Our economy has gone global.



Education Secretary Riley sits with ninth-grader LoChez Proctor during talk by Principal Princess Whitfield at Hine Junior High School in the District.

The president has just returned from his Pacific Rim meeting, and NAFTA has passed."

The economy has devastated many young people, according to the report. Adjusted for inflation, annual income for men age 20 to 24 has dropped by 32 percent since 1970, while that for young women slipped 15 percent, it said.

Riley's plea that parents make more time for their children followed a speech 11 days ago in Memphis by President Clinton about violence and the American

family. Clinton said that if the Rev. Martin Luther King Jr. were to "reappear by my side today . . . he would say, 'I did not live and die to see the American family destroyed.'"

Attorney General Janet Reno has delivered the same go-slow message to parents, asking them to take more responsibility for how their children spend time and criticizing television violence.

MORE...

'Slow Down' for Children

Continued...

"Despite television, Nintendo, 'Beavis and Butt-head' and peer pressure, parents still have a powerful capacity to shape the lives of their children for the better."

—Education Secretary Richard W. Riley

Meeting here last week, the National Conference of Catholic Bishops also asked parents to "evaluate the incredible busyness" of their lives and spend more time with their children.

"Frankly, I am sick and tired of all the bashing of school systems," Riley said, contending that schools are faring well and that, in many ways, children are performing better in class than a decade ago. They are taking tougher courses, the high school dropout rate is down and college attendance is at an all-time high, he said.

Blaming schools for social prob-

lems beyond their walls, from television violence to street crime to changing divorce and marriage rates that have left one in four children in single-parent homes, serves no purpose, Riley said.

Hine Principal Princess Whitfield said she was "elated" that Riley had delivered good news about the "positive influence" and strengths of the nation's schools.

"On behalf of all the principals all over the United States of America, I thank you for this report," she told him. "It is most uplifting."

Whitfield, a nationally acclaimed educator, made headlines recently because she has been unusually outspoken about lack of help from the

District for her school's overcrowded classrooms. She has said she urgently needs four more teachers because 200 extra students enrolled in September. As of yesterday, two teachers had arrived, she said.

In front of network television cameras and reporters gathered for Riley's speech, Whitfield again criticized the District school system "or whoever is responsible" for neglecting her children.

School Superintendent Franklin L. Smith did not attend the event, whose location was arranged before Whitfield called attention to problems at Hines.

After Riley's speech, some Hine students said they wondered why he seemed so upbeat.

"He kept saying Washington is so great," said LoChez Proctor, 14, a ninth-grader. "If it is, why do we not have teachers and books that we need? Why do we have so much poverty and crime?"

Riley, whose speech was among his most forceful as education secretary, also cited great hope for the country in an America that produced "a Jefferson, an Emerson and a Faulkner . . . that has given us the insights of a Flannery O'Connor, the fire of a James Baldwin and the poetry of a Maya Angelou . . ."

If parents "slow down their lives" and spend time with their children away from the television set, Riley said, "we will transform this nation."

Parents need to remind themselves, he said, that "in the hurry-hustle of making money in the 1980s, we did not set the best of examples."

Staff writer Sari Horowitz contributed to this report.

VALUES OF HIGH SCHOOL SOPHOMORES

Trends affecting young people include a greater emphasis on money and social equality.

	1980	1990	1980-90 Change
Percent who believe in the importance of...			
Money	34.6%	43.6%	9.0
Correcting inequalities	14.4	18.8	4.4
Leaving this area	14.4	18.3	3.9
Living close to parents/relatives	20.8	24.4	3.6
Giving their children better opportunities	72.5	75.3	2.8
Having children	40.8	43.4	2.6

More than four out of five continue to believe that work and friendship are important.

Steady work	84.4	84.8	0.4
Work success	85.3	84.8	-0.5
Friendship	81.5	80.2	-1.3

But fewer think leisure time, marriage and family are important.

Leisure time	70.0	68.2	-1.8
Marriage/family	82.9	76.7	-6.2

SOURCE: Education Department, National Center for Education Statistics, High School and Beyond, Base Year Survey, "1980 Sophomore Cohort," and National Education Longitudinal Study of 1988, "First Followup" survey

RILEY'S EDUCATION

Imaginative, tenacious and intensely interested in education, the former South Carolina Governor wants to raise the nation's standards just as he did the performance of his state's school systems.

BY STEVE PLACENTE

President Clinton wanted his Cabinet to reflect the colors of America. For gray, he chose Dick Riley. That's the hue that seems to suit the new Secretary of Education. A small man with silver-rimmed glasses and thin strands of gray hair, Riley walks and stands with a pronounced stoop as a result of spinal problems. He is understated and occasionally folksy, in Southern good-ole-boy style. He happily quotes a recent newspaper article saying that he's "no Robert Redford."

Over the years, Riley, now 60, has nonetheless proven himself as strong and steadfast as the hulking gray battleships that find port along the shores of South Carolina, where he was governor for eight years.

After joking with some home-state visitors recently about the Redford comparison and the daunting problems he confronts in his new job, Riley casually uttered one sentence that is both strikingly accurate and the closest he ever comes to conceit: "As you well know," he said, "when I get into something I don't back up."

Riley demonstrated such tenacity some 10 years ago, when he nearly singlehandedly yanked South Carolina's public education system into the 20th century, in the process persuading a recalcitrant General Assembly to raise taxes. His achievements were carefully noted by fellow governor Bill Clinton, who considers him a mentor.

Now that Clinton has given him a chance to work his magic on the national stage, Riley has been known to affect an exaggerated drawl to describe his early encounters with

education specialists in Washington.

He begins, "They say, 'You know, Mr. Secretary, you got a lot of i-dears about how to help education and all, the first thing we've got to do is pay off this debt, get the Pell Grants even.'"

"Two billion dollars!" Riley says, using a rare exclamation point. "What's that—two thousand million dollars? I'm in the hole the first day I come in here! And that's the truth!"

It's also the truth that Riley has taken the helm of a very troubled agency. Although President Bush's second Education Secretary, former Tennessee Gov. Lamar Alexander, made a start toward establishing a visible federal presence in national education debates, that wasn't enough to rejuvenate the department.

In a late February speech, Riley said the agency had been run for 12 years "by people who really wanted to do away with it. They couldn't eliminate the de-

partment, but they could ignore it. We found antiquated phone systems, obsolete computers and offices with light bulbs so weak that workers couldn't read at their desks. Morale was at an all-time low."

The new Secretary seems determined to attack that problem, but next year's budget request of \$30.7 billion reflects only a small increase from fiscal 1993, and staff and administrative constraints will remain tight.

Riley will have his hands full as he attempts to rejuvenate a department that was the subject of a biting and comprehensive critique issued by the General Accounting Office a month before Clinton took office.

A Penny Earned

Riley comes to his job in Washington fully educated about the difficulties of fixing the public schools, because that's what he did in South Carolina.

Perhaps the most difficult part of that task was persuading the state legislature to pass a one-cent sales-tax hike to fund sweeping reform of the schools. The feat amazed political observers when Riley pulled it off in 1984. "What he did in South Carolina was generally considered to be impossible," says fellow attorney and former state Sen. Heyward McDonald. "He persuaded the busi-

ness community. He organized forums. By the time the legislation was introduced and considered, there was a snowball rolling."

The tenacity he displayed then had been honed in adversity.

Riley lived for many years with pain that began in 1956 when, as a young lieutenant aboard a Navy ship, he sneezed and felt his back begin to spasm. It was the first hint of spondylitis, an excruciating arthritic spinal disease that plagued Riley during and beyond his 14-year career in the South Carolina legislature.

"I learned how to take a beating day and night and keep going," he says. "I had 15-20 years that I was in mortal pain, and I never did take any drugs; I didn't even take aspirin during the worst part of it."

"I was just going to tough it out," he says. "I was told the condition would run itself out, and if I could keep my back more or less straight, eventually it would fuse, and whatever it did, the pain would leave. You're left crippled, but the pain and fever finally leave."

He was left with a walk that suggests he is trying to duck an oncoming rainstorm. Riley is willing to talk about his condition today, but he refused to do so while the disease was still active. "There was kind of a family understanding that it was something I had to sweat out, and I sweated it out," he says.

Some might wonder why Clinton chose an ex-governor whose home state is close to the cellar on most education indicators to be

MORE...

his Education Secretary. When asked why South Carolina still ranks so low on items such as teacher pay and SAT scores, Riley said simply, "We had a longer way to go than many states. That's nothing to spend a whole lot of time being ashamed of."

Riley, educated at Furman University, the University of South Carolina and in the office of former U.S. Sen. Olin Johnston, D-S.C., for whom he served as legal counsel, does not exaggerate the distance his state had to travel. Although South Carolina SAT scores are still among the nation's worst, no state saw a greater improvement in the mid-1980s.

Under Riley, the state also saw: a seven-point hike in the number of high school graduates who directly enter college; a doubling of the number of high school students taking advanced-placement exams; increased enrollment in programs for gifted students; and a tie with one other state for the greatest percentage increase in teacher salaries for the 1981 and 1986 school years.

The cornerstone of this reform—and the thing that most impressed Clinton—was South Carolina's 1984 Education Improvement Act. The measure increased course requirements for high school graduation, established a 10th-grade basic skills test, added special programs for gifted and low-achieving students, raised teacher salaries and required annual improvement reports from every public school.

Introducing him as **Secretary-designate** last December, Clinton also remarked on Riley's achievement in **galvanizing support** from "men and women from all walks of life" for the once-unthinkable **penny sales-tax** hike that funded the legislation.

Today, Clinton said, South Carolina has arguably "the best system for **measuring** whether people are doing better **today** than they were yesterday."

And Riley has received much of the credit.

Riley left the **governor's mansion** in 1987. When he received **Clinton's** call to come to Washington, he had a flourishing law practice, a seat on several prominent boards and commissions and a family in South Carolina that includes his elderly father and a son with past drug problems. Riley didn't hesitate. Education is of intense personal interest and, besides, he could hardly say no to his old friend, the new President.

The Department's Problems

In December, just as Clinton was presenting Riley as his choice for Education Secretary, the General Accounting Office issued a scathing 38-page report detailing critical flaws, both with public education in general and with operations at 400 Maryland Ave. SW, Education Department headquarters.

The American public educational system is "not keeping pace with the demands of a changing economy," said the GAO report. "We found that the United States does not have a coherent strategy for preparing our youth for work, while other nations do. Our principal foreign competitors emphasize that all youth be prepared for work and be ready to adapt to workplace changes."

If one of Riley's challenges is to invent such a coherent strategy, another is to straighten out the department's longstanding managerial problems. GAO cited inadequate data collection and an "inordinately complex and cumbersome" student loan

program that "lacks sufficient oversight and places most of the financial risk on the federal government." The agency can't even identify students who, after defaulting on loans, receive new ones.

Between 1981 and 1991, the department took on an extra 70 programs (from 150 to 220) even though its workforce shrunk by almost 20 percent, to about 4,700. And GAO found that the agency doesn't manage its workforce effectively, charging that it "inadequately recruits, trains and manages its staff." The department's "effectiveness has been further weakened by overly centralized decision-making and by excluding career employees from management problem-solving," the accounting office added, noting that its 1-to-37 ratio of political appointees to career employees is the highest among Cabinet-level departments. "Former administrations' attempts to abolish the department and reductions-in-force have weakened the morale of many employees," the report concluded.

Two months later, in a speech at the University of North Carolina, Riley said things at Education when he arrived weren't as bad as he had expected. "They were worse." Reviving the department, he said, "is my first major task." Among other things, Riley said he would bring in first-rate assistants, beginning with deputy secretary Madeleine Kunin, former governor of Vermont.

Also on board today are Marshall (Mike) Smith, dean of the School of Education at Stanford University, who is undersecretary-designate, and special counselor Terry Pe-

terson, who served as Riley's chief education aide in South Carolina.

Asked in a recent interview whether the department is as unsettled as he suggested in Chapel Hill, Riley said, "It was not a good work situation for the career employees here as I saw it. And that was not a secret."

Riley credits former Secretary Alexander with starting to turn the agency around but says the Bush Administration "was too preoccupied with a couple of issues," namely vouchers for private schools and the idea of creating 535 model schools nationwide.

Riley's agenda, though, is driven by six ambitious goals that had their origins in the 1989 education summit convened by Bush in Charlottesville, Va. Attending the conference were many governors, including Clinton, who played a significant role in finding consensus on the national education goals. They are: a 90 percent high school graduation rate; U.S. dominance in math and science; total adult literacy; safe and drug-free schools; increased competency in challenging subjects; and having every child enter school "ready to learn."

Last October, the National Education Goals Panel reported that minimal progress had been made toward reaching the objectives. Complacency and bureaucratic inertia were listed among the biggest problems.

Among the most distressing findings in a much-publicized report was that Japanese mothers are much more likely to value education, and to stress to their children the importance of doing well in school, than American mothers.

MORE...

Riley's Solutions

Riley says his interest in the Education job was heightened by Clinton's stated concern about education and his desire for interagency solutions to educational and workforce training issues.

Since January, Riley has spent considerable time with Labor Secretary Robert Reich and Health and Human Services Secretary Donna Shalala. The Labor Secretary jokes, "I see more of Dick Riley than I do of my wife."

The result of all this togetherness is "Goals 2000: Educate America Act," Riley's proposed \$420 million legislative package to "forge a new partnership in American education to achieve world-class teaching and learning."

The legislation would:

- Make the six education goals, and the National Education Goals Panel, part of formal national policy and law. Funded at \$3 million for fiscal 1994, the 18-member panel would report on progress toward the goals and try to generate public support. The panel would consist of eight governors, four Members of Congress, four members of state legislatures and two members appointed by the President.

- Create a National Education Standards and Improvement Council to certify subject content standards, "opportunity-to-learn" standards (gauging curriculum quality, for instance) and criteria for states to use as voluntary benchmarks as they develop their own standards. The 20-member panel would be appointed by the President; \$9 million is proposed for fiscal 1994.

- Establish a structure and process to help states develop education-improvement plans. Grant money totaling \$393 million is proposed to assist the states on items such as teacher training, student performance standards and increased parental involvement in local schools.

- Establish, for \$15 million in 1994, a National Skills Standards Board to identify key occupational skills and create a voluntary system of standards, assessments and certification. The idea is to help employers hire better-skilled workers and to give non-college-bound students a better idea of what skills are needed to win high-paying jobs.

The board would consist of 28 members representing business, government, labor unions and several other groups. The objective, Reich has said, is "a seamless system of education and training."

Some observers see the Clinton/Riley plan as weak. While Bush had proposed national standards and tests for elementary

and high school students, Clinton proposes national standards but not national tests. States could adopt standards of "comparable rigor and quality" and could devise their own tests, but state-to-state comparisons would be difficult and, moreover, the Clinton plan would prohibit the state tests from being used "to make decisions regarding graduation, grade promotion or retention of students." *Newsweek* columnist Robert J. Samuelson has called the Clinton scheme "expensive, bureaucratic make-work" that doesn't insist on higher standards and harder work for students.

Clinton and Riley also want to phase in a direct student loan program over the next four years to replace what Riley considers the "complicated and costly" guaranteed Federal Family Education Loans system. The department estimates the government could save \$4.2 billion through fiscal 1998 by eliminating middlemen and taking advantage of lower federal borrowing costs.

Also in the works is Clinton's national service plan, which would enable students to pay off their college loans by working in community service jobs after graduation. Next year's budget proposal includes \$2.9 million for one facet of the proposed plan, the Innovative Projects for Community Service program.

Clinton and Riley had intended to pay off the \$2 billion Pell Grant deficit and kick off a \$1 billion "educationally enriched" summer jobs program, but these plans were derailed when Senate Republicans defeated the President's economic stimulus package in April.

In the meantime, Riley and Shalala have teamed to address one of the key education goals—ensuring children begin school physically, mentally and emotionally prepared to learn—by issuing a 157-page guidebook designed to help communities better coordinate education, health and social service programs.

As Riley works with the other Secretaries, he is also trying to deal with a considerable number of in-house challenges.

Though the federal government has never provided much of the financing for elementary and secondary education (it paid less than 6 percent of public education costs in 1990), the department's mission is nonetheless formidable. It includes identifying major issues and problems, enforcing anti-discrimination laws and setting policy relating to federal education spending. It is also charged with collecting and disseminating data to educators and the public on U.S. schools in 57 states and territories.

The need to reduce the federal budget deficits will prevent Riley from expanding his realm. When Riley took over on Jan. 21, the department had 4,910 full-time employees. That number will drop to 4,836 next fiscal year under Clinton's budget. The budget responds to GAO criticisms of disparities between workload increases and staffing declines by saying that the department "plans to improve its performance through new and better management and by the reallocation of resources."

Also pending are plans to fix those light bulbs Riley complained about. Building alterations, the replacement of obsolete telephone equipment and the enhancement of data systems all are proposed in the fiscal 1994 budget.

The flurry of activity—Riley frequently works from nine to nine and juggles initiatives with the zeal of a circus performer—has begun re-energizing the department, according to special aide Peterson. He concedes, "It takes a long time for that to sift down. We need to do a lot of things to help the organization."

MORE...

Riley's Education Continued(4)

The Secretary says: "I'm continuing to work with the career people. It's not 'us' and 'them'. I'm determined to make it all work together."

The end product, he hopes, will be an Education Department that can "reduce the fragmentation that plagues federal education programs and reduce the isolation between pre-school, elementary, secondary and higher education."

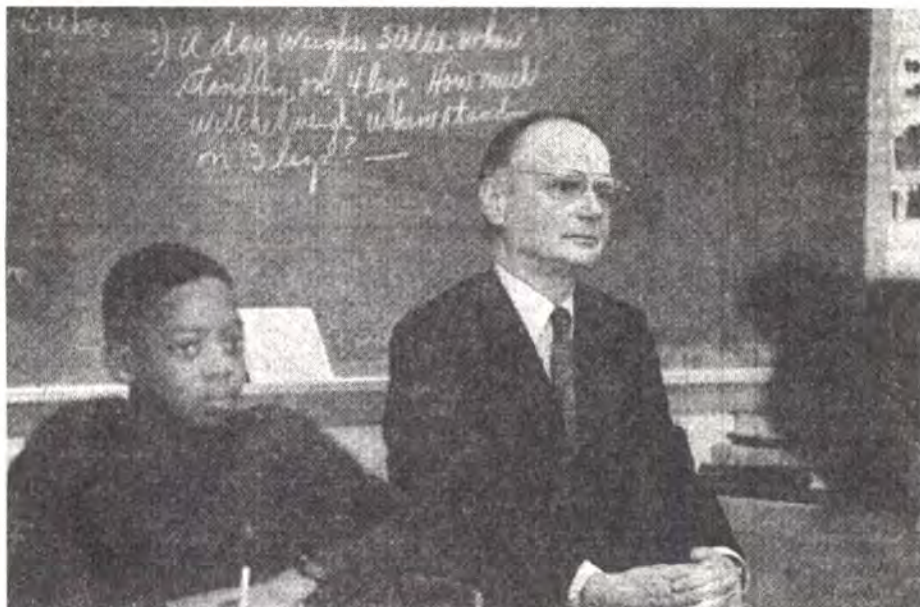
Riley will also use his office to better define the relationship between Washington and the states. He is sensitive to charges of federal intervention and is unlikely to weigh in on local fights over school choice or condom distribution. South Carolina, after all, was the first state to secede from the Union in the Civil War.

At the same time, he feels nothing less than top-to-bottom reform will do, and a visitor leaves his office with the impression that he has only just begun to flesh out his agenda.

Says Riley: "You cannot change national averages or the percentages of students meeting certain goals by having a few pilot projects tightly dictated by federal regulations in a few schools."

The Washington Post

Sunday, November 28, 1993



BY ANNALISA KRAFT — THE WASHINGTON POST

David S. Broder

The Hine Junior High Example

Secretary Riley finds the right forum for his message.

Bill Clinton never promised to be "the education president," as his predecessor did. But there was every reason from his history to expect that education would be a keystone of his program. It had been his passion and almost his obsession during the decade he was governor of Arkansas.

It's turned out that other things have pre-empted his attention this first year—the budget, Bosnia, NAFTA, health care etc. Clinton has launched several school initiatives, but probably the best thing the president has done for education is to pick his old friend, former South Carolina governor Richard Riley, as the secretary of education.

Riley is one of the most decent and honorable people in public life. He has little of the showmanship of his predecessor, former Tennessee governor Lamar Alexander. But Riley's sincerity and commitment to schools made a difference in his home state—where he led the fight to keep schools open during the battles over busing and launched the drive to improve their quality. He will make a difference here as well.

The other morning, I went out to see Secretary Riley at Hine Junior High School, seven blocks from the Capitol, where he met with students and teachers and made a talk about a newly released report on America's young people.

Hine Junior High has been a shining example of excellence in a generally beleaguered school system. Between the time Riley's visit was scheduled and his actual appearance, Hine became even more famous for its outspoken principal, Princess Whitfield.

Angry because the slowpoke District of Columbia school bureaucracy would

not assign the four extra teachers needed to meet the increased enrollment in her magnet school, Whitfield went on the warpath and took her demands to the public. By the time Riley got there, two of the extra teachers were at work—and Whitfield was telling anyone who would listen that "no one is going to stop me. One way or another, I'm going to get this done."

With its palpable school pride and its pushy, no-compromise-with-quality principal, Hine proved to be the perfect setting for Riley to tell the country about a "revolution of rising expectations" that has not been widely noted. Among the scores of social

"...the public schools have a chance to meet the rising expectations of this latest generation of Americans. Nothing is more important than their success."

trends—many of them negative—reported in the study he was releasing, "Youth Indicators 1993," the most hopeful, he said, is that "the education aspirations of our young people have jumped enormously in the last 10 years."

In 1980 a Department of Education survey showed more high school sophomores planned to end the schooling with a high school diploma—or less—than were aiming at a bachelor's degree. A similar question in 1990 showed more than three times as many said their goal was a bachelor's degree than said completing high school was their aim. The evidence in the report suggests this is not just talk. Many more are enrolled in academic college preparatory tracks than a decade earlier. More are participating in after-

school academic clubs, fewer in cheerleading, athletics and similar activities.

The upward shift was particularly dra-

"...the larger point that Riley made is that now that large majorities of our young people understand that they need more education in order to earn decent wages and lead good lives, this society simply cannot fail them."

matic among black students surveyed, and that was certainly true of many of the youngsters in Riley's audience at Hine. Eighth-grader Gregory Stevens said he would "most definitely go college" to pursue his interest in art and music. Classmate Angela Bennett was even more specific: "I plan to go UDC [the University of the District of Columbia] and then to law school. I want to be a criminal lawyer, so I can help people and see that they get their rights."

That such students should be stuck in classrooms with 35 or more pupils because the District school bureaucracy cannot get teachers to the schools where they are needed is almost criminal. But the larger point that Riley made is that now that large majorities of our young people understand that they need more education in order to earn decent wages and lead good lives, this society simply cannot fail them.

The PTA mothers who met with Riley put the demand in specific terms, telling Riley what Hine needs locally to make it "stand out even more," as one of them put it. He responded in general terms, talking about the legislative agenda that next year will be full of bills to improve federal school aid to needy children, to set national standards for education performance and to ease the transition from school to work—all projects he has helped launch this year.

And then he spoke about the faith that he and President Clinton share with millions of other Americans. "Public education," Riley said, "is the bedrock of our free enterprise system and our democratic rights. It is the one American institution that has done more than any other to give each generation, and new immigrants as well, the leg up in life they need to get ahead."

With principals as uncompromising as Princess Whitfield and an education secretary as committed as Dick Riley, the public schools have a chance to meet the rising expectations of this latest generation of Americans. Nothing is more important than their success.



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

OFFICE OF THE DIRECTOR

January 27, 1994

Honorable Melanne Verveer
Deputy Chief of Staff
for the First Lady
Office of the First Lady
The White House
OEOB, Suite 100
Washington, DC 20500

Dear Melanne:

I hope the new year finds you happy and healthy -- and I'm sure quite busy. Best wishes for a fruitful and productive 1994.

I just wanted to send over a copy of our communications strategy for the year and a fax newsletter we started recently. I thought you might be interested in seeing some of the things that we are doing.

Take care. I hope we can find some time for lunch in the coming months.

Sincerely,

Kathryn Kahler
Communications Director



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

MEMORANDUM TO MARK GEARAN

FROM: Kathryn Kahler *PSK*
DATE: January 17, 1994
RE: Department of Education Communications Plan for 1994

Attached is the Department of Education Communications Plan for 1994 and a short summary of our major media contacts in 1993. A hard copy will also be delivered to you this afternoon.



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

MEMORANDUM

TO: Mark Gearan
FROM: Kathryn Kahler *KSIC*
DATE: January 14, 1993
RE: Department of Education Communications Plan for 1994

EDUCATION WILL MAKE BIG NEWS IN 1994!

Our ambitious legislative program, much of it already well on the way to passage, would bring about the most sweeping changes in American education in decades. Here are the dramatic firsts and breakthroughs that should generate major coverage:

- The GOALS 2000: EDUCATE AMERICA ACT would develop--for the first time in our nation's history--high, "world-class" standards of educational excellence.
- The SCHOOL-TO-WORK OPPORTUNITIES ACT would give America what all our international competitors already have: A comprehensive apprenticeship program to help students make a smooth transition to high-skill, high-wage jobs.
- The SAFE SCHOOLS ACT would create the first program of targeted federal assistance to help school districts fight the growing scourge of violence.
- The IMPROVING AMERICA'S SCHOOLS ACT would revolutionize federal programs for the poor and educationally disadvantaged and improve education and opportunity for one out of nine American school children.

Goals 2000 and School-to-Work have already passed in the House. Direct-Lending, which makes a college education more affordable and available to millions of Americans, was enacted into law in 1993. This agenda fulfills the Clinton Administration's pledge to bring real change and improvement to American education.

**SEIZING CONTROL OF THE DEBATE:
THE "STATE OF AMERICAN EDUCATION" ADDRESS**

Because opposition to school reform is organized and determined, it is vitally important that we seize control of the debate from the beginning with an aggressive communications strategy. To

accomplish this, Secretary Riley will deliver a major address on "The State of American Education" on Feb. 14 or 15. In this address, the Secretary will describe the condition of American education to the American people and explain the Administration's solutions.

This will be a dramatic opportunity for us to make the case for our program to a national audience. CNN and C-SPAN have indicated interest in carrying the address live. CNN's "Inside Politics" and "Crossfire" are interested in doing follow-ups. Additional major media attention could include the evening and morning news shows.

To keep the momentum going, the address will be followed by four education "White Papers," authored by Secretary Riley. Each will address a major issue, with the first focusing on the key issue of parental involvement. These papers will be distributed in the form of op-eds, letters to education and parents groups, business leaders, community leaders, policymakers, etc.

This coordinated program can spark national awareness and support for our policies, define the issues in ways favorable to us, and lay the groundwork for the rest of our communications strategy (discussed in detail beginning on page 4, below.)

MESSAGES

Throughout 1993, we have been testing themes to build support for school reform and for Goals 2000, the cornerstone of our legislative program and the framework for our other programs. Focus-group work has helped us identify **Goals 2000: A World-Class Education for Every Child** as a message that resonates well with different demographic groups. It will probably emerge as our over-arching message. It is an inspiring and visionary theme, and brings the sometimes lofty notion of school reform down to the very human level of "every child."

Beyond this over-arching message, our speeches, op-eds, and all other communications will continue to pound away at our other key themes, which include:

- Better education is our children's--and our nation's--best hope for the future.
- Children are 20% of our population--and 100% of our future.
- It's time to get serious about education. Our schools are failing to prepare our children for the world and workplace of tomorrow.
- Parents--get more involved!
- Kids--challenge yourselves and invest in your future.
- School reform won't be easy. The whole system must change.
- Teacher-bashing is out. That was the theme of previous Administrations. Teacher-appreciation is in.
- The federal government can provide resources and guidance, but reform can't come from Washington. It must come from the "bottom up."
- Private school vouchers--bad. They undermine public education. Public school choice--good.
- It's not enough to tell kids to "just say no" to drugs and violence. We must also give

kids something to say "yes" to--a quality education that offers hope.

TYING THE EDUCATION MESSAGE TO OTHER ADMINISTRATION THEMES

Education is a unique issue. Because it affects virtually all aspects of our lives, it can be linked to many other issues. This gives us the opportunity to frame the education message in ways that make it even more understandable and compelling. For example, we can frame better education as a health care and crime issue because it offers young people real alternatives to violence. When we say that 82% of all prison inmates in America don't have a high school diploma, that sends a powerful message. We can also frame education as a welfare issue because it can help the poor get good jobs and an economic growth issue because it can help make our nation internationally competitive in the global economy.

We believe the President can make good use of the connection between education and these other major Administration themes in his speeches. Additionally, education can help him reinforce his message about social disintegration in America. Over the past several months, the President has spoken compellingly about the "crisis of the spirit." He has discussed such issues as values and the need to strengthen families and rebuild communities. Because education can play a major role in solving all of these problems, the President can underscore his commitment by pointing to his school reform program.

HOT BUTTONS (a.k.a., BEAVIS AND BUTT-HEAD)

Expected hot-button issues for 1994 are violence in the schools and on television; parental involvement; the private-school voucher movement; and opposition to outcome-based education by "religious right" and other groups who believe (wrongly) that OBE will "dumb-down" education and instill inappropriate "values" in children. These issues will almost certainly attract the lion's share of media attention throughout the year.

We have weighed in against vouchers; our strategy has been to offer positive alternatives such as systemic school reform, public school choice, and support for charter and magnet schools. On the OBE front, we have set up a research team to identify those states and communities where groups that oppose OBE are identifying Goals 2000--inaccurately--as an OBE program. Wherever this occurs, we will move swiftly with op-eds, letters-to-the-editor, and other vehicles to set the record straight.

We have also weighed in on the side of those who are criticizing the television industry for excessive violence. We have framed this as a parenting issue. We used the "Beavis and Butt-Head" uproar as a way of delivering our message that parents need to slow down the pace of their lives and spend at least an hour each night reading with their children or supervising their homework. This message always touches an emotional chord in audiences and draws favorable response. Parental involvement is perhaps our No. 1 hot-button issue. We will conduct several

events in which Secretary Riley will discuss this issue with parents and others.

GETTING THE MESSAGE OUT

Throughout 1994, we intend to wage a multi-faceted, election-style campaign to build awareness and support for our program. The campaign has already begun.

- *January tour.* Secretary Riley and other senior Department officials are currently in the midst of a 17-state tour to generate grassroots support for Goals 2000, which is scheduled to be taken up by the full Senate in February. The tour has sparked widespread, highly favorable media coverage.

- *"Riley's Report."* This biweekly fax newsletter, being launched this month, will be sent to more than 300 education leaders. It covers Department programs and policies, provides legislative initiatives, offers talking points, lists the speaking schedules of the Secretary and Deputy Secretary, and guides readers to important articles in the media about the Department and education. Keeping key influentials informed and involved is an important part of our strategy to generate support for our reform agenda.

- *"Riley's Rules."* One of the most effective ways to deliver a message is to do it in a lively, fun way and we plan to do just that with "Riley's Rules," a list of 7 pithy pieces of advice for improving education. We can put "Riley's Rules" on posters, t-shirts, rulers, book covers, and other *objets d'education*.

- *Goals 2000 Strategy.* The following options are being weighed to begin the drive to develop grassroots support for our Goals 2000 and other programs:

- * The "State of American Education" address and follow-up White Papers (discussed above.)

- * A yellow school bus trip, with the President and the Secretary visiting several states. At each stop, "Goals 2000: Getting Started" packets would be handed out.

- * A national satellite town hall/house party meeting, hosted by the Secretary and the President.

- * Address to national PTA, with satellite links to state and local PTA groups to deliver the parental involvement message.

- * A big one-day national event under the theme, "Six Cities for Six Goals." This would include visits by the Secretary, other Cabinet members, and the President to six cities that are making progress toward achieving the six National Education Goals. The President, for example, could visit a school making progress toward Goal No. 6--every school will be free of drugs and violence. This would give the President the opportunity to talk about his other anti-crime proposals.

- * School visits by the Vice President and the First and Second Ladies.

- * Aggressive outreach to regional media through active travel schedules for the Secretary and Deputy Secretary. Visits by cabinet secretaries to small towns make a powerful statement of commitment and usually draw major local coverage.

- * Use of C-SPAN to reach activists and leaders. C-SPAN has already given Secretary Riley extensive coverage and has indicated it will continue to give priority to education.
- * Public Service Announcements to educate the public to the need for school reform. The Ad Council's "Keep the Promise" campaign, which the Department supports, will enter its second phase. Phase I generated thousands of responses. In addition, the Discovery Channel, NBC, and PBS have expressed interest in doing PSA's and major features on education, and we are meeting with them to finalize plans.
- * Targeted columns and letters for education trade publications. Secretary Riley's monthly column in "Teaching K-8" magazine has been highly successful.

● *Promotion products.* We will aggressively develop a wide range of promotion products to promote the Goals 2000 program. Videos, brochures, posters, and other premiums will be produced for general audiences and the media, and products with targeted messages will be developed for such specialized audiences as parents, teachers, education leaders, business and labor, community groups, and office holders. We will also produce a community handbook to provide guidance for communities and individuals seeking to put the Goals 2000 plan into action in their hometowns.

OTHER MAJOR NEWSMAKING ISSUES

● *"School-to-Work Opportunities Act" Strategy.* This bill, expected to pass when Congress returns, addresses a constituency that has long been ignored -- the 75 percent of Americans who do not complete college. It builds on the fundamental redesign of job placement programs and the reinvention of the American high school to help students prepare for the world of work. We are working closely with the Labor Department in crafting our press strategy.

● *"Improving America's Schools Act" Strategy.* This is the reauthorization of the Elementary and Secondary Education Act, the federal government's largest education program (\$10 billion). The Administration's proposal will shift resources to the poorest and neediest children. This represents a fundamental change in the way the program has been administered in the past, and the new funding formula, not surprisingly, is controversial. There will be numerous Congressional hearings on the bill, but we expect it to pass. After Goals 2000 is enacted, this legislation will generate more national and regional media coverage than any of our other legislative initiatives.

● *Management Reform/Reinventing Government Strategy.* We will continue to develop the management reform/reinvention press strategy we launched last year that resulted in a *Washington Post* year-end wrap-up entitled "Education Department Getting Better Grades." We sent a background paper detailing management initiatives at the Department along with the *Post* story to more than a thousand education and business reporters nationwide. On a regular basis, we will invite select education and business reporters for brown-bag lunches with Deputy Secretary Madeleine M. Kunin, who leads the Department's management efforts, to discuss progress on reinvention initiatives. In April, we will hold a press briefing to highlight the release of the Department's first-ever Consolidated Strategic Plan for management reform.



UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

MEMORANDUM

TO: Mark Gearan

FROM: Kathryn Kahler *KS/K*

DATE: January 14, 1994

RE: Department of Education Communications Plan for 1994

SUMMARY

1994 will be a great year for the Department of Education. Education reporters are impressed with the amount of legislative activity and the improved morale at the Department, and with the commitment expressed by Secretary Riley and President Clinton. Interest is heightened with both Goals 2000 and School-to-Work set to go to the Senate for a final vote, Direct-Lending beginning at 105 colleges and universities this school year, and the anticipation of Secretary Riley's "State of American Education" speech.

Throughout 1993, media coverage of Secretary Riley, the Department of Education, and the Administration's education agenda has been mostly favorable, with criticism coming primarily from right-wing reporters and pundits who are pro-voucher, anti-public school, and anti-teacher unions.

Our strength this past year has been in attracting local and regional coverage as we travel in the states and place op-eds in medium-sized media markets. At the local level, education sells. People are interested in how their schools are doing compared to other states and nations and what the federal government is doing to improve opportunities and excellence in education. National coverage of education has focused largely on violence in the schools and equity matters (gender, race, funding) with the administration receiving favorable reviews for addressing these issues.

End-of-the-year editorial pieces have been very favorable, concluding that Secretary Riley is thoughtful, hard-working, and committed and that he has rejuvenated the Department of Education through an aggressive legislative agenda, improved management oversight, and better employee relations. In recent op-eds, both David Broder and Ben Wattenberg referred to Secretary Riley as a star in the Administration.

TELEVISION/RADIO

C-SPAN has been one of our greatest resources and we have capitalized on their interest. They not only want to cover education as a story, but also they want to help promote some of our goals such as parental involvement. They have traveled to cover several of the Secretary's speeches. We are asked frequently to participate in their call-in shows and the C-SPAN school bus trips.

Secretary Riley and other senior staff have appeared on ABC, NBC, CBS, CNN, C-SPAN, and FOX morning, evening and weekend news programs, MacNeil-Lehrer, and John McLaughlin's One-on-One. We also pursue an aggressive radio strategy with a focus on local drive-time and local talk shows as well as national shows such as NPR's All Things Considered and Larry King.

NEWSPAPERS/PERIODICALS/PUNDITS

Secretary Riley, Deputy Secretary Kunin, and Under Secretary Smith have met with writers and editors at all of the major periodicals, newspapers, and trade publications and frequently speak with opinion leaders. Additionally, they regularly host brown-bag lunches with education reporters from the major dailies and a number of regional papers. In the last year, meetings and brown-bag lunches have been held with:

- Business Week - Christina Del Valle, Mike McNamee and Susan Garland
- US News & World Report - Tom Toch, Don Baer, Susan Dentzer, Michael Barone, Joe Shapiro
- Time - Margaret Carlson, Ann Blackman, Michael Duffy
- Newsweek - Steve Waldman, Pat Wingert, Eleanor Clift, Meg Greenfield
- Morton Kondracke, William Raspberry, David Broder, Mona Charon, Marianne Means, Tom Oliphant, George Will, Ben Wattenberg
- The Washington Post, Wall St. Journal, New York Times, USA Today, Washington Times, Los Angeles Times, Roll Call, Congressional Quarterly, Ed Week, Ed Daily, Chronicle of Higher Education, South Carolina reporters, and the Associated Press.

These meetings have resulted in a number of complimentary editorials by syndicated columnists David Broder, Ben Wattenberg, and Morton Kondracke. Additionally, this openness has made reporters and columnists more comfortable in coming to us for information and for our perspective on a range of issues.

EDITORIAL BOARDS

Secretary Riley, Deputy Secretary Kunin, and Under Secretary Smith have met with the following editorial boards: Los Angeles Times, New York Times, Washington Post, Chicago Sun Times, Chicago Tribune, Atlanta Journal-Constitution, USA Today, San Jose Mercury News, Kiplinger Letter, San Francisco Examiner, San Francisco Chronicle, New Republic, Baltimore Sun, Boston Globe, Charlotte Observer, Burlington Free Press, Greenville News, Charleston Post and Courier, Columbia State, and 7 other South Carolina papers.

OP-EDS/LETTERS TO THE EDITOR

Op-eds and letters to the editor by Secretary Riley, Deputy Secretary Kunin, Under Secretary Smith, and selected members of the business and labor communities have been submitted to more than 50 newspapers and periodicals. Topics include education reform, school-to-work transition, violence in the schools and media, parental involvement, NAFTA, and the President's budget. Op-eds have been printed in all 17 South Carolina papers, the Baltimore Sun, Philadelphia Inquirer, Miami Herald, Richmond Times Dispatch, Roll Call, San Jose Mercury News, and the Washington Post. Letters to the editor have appeared in the Richmond Times Dispatch, Wall St. Journal, Washington Times, and the Atlanta Journal-Constitution.

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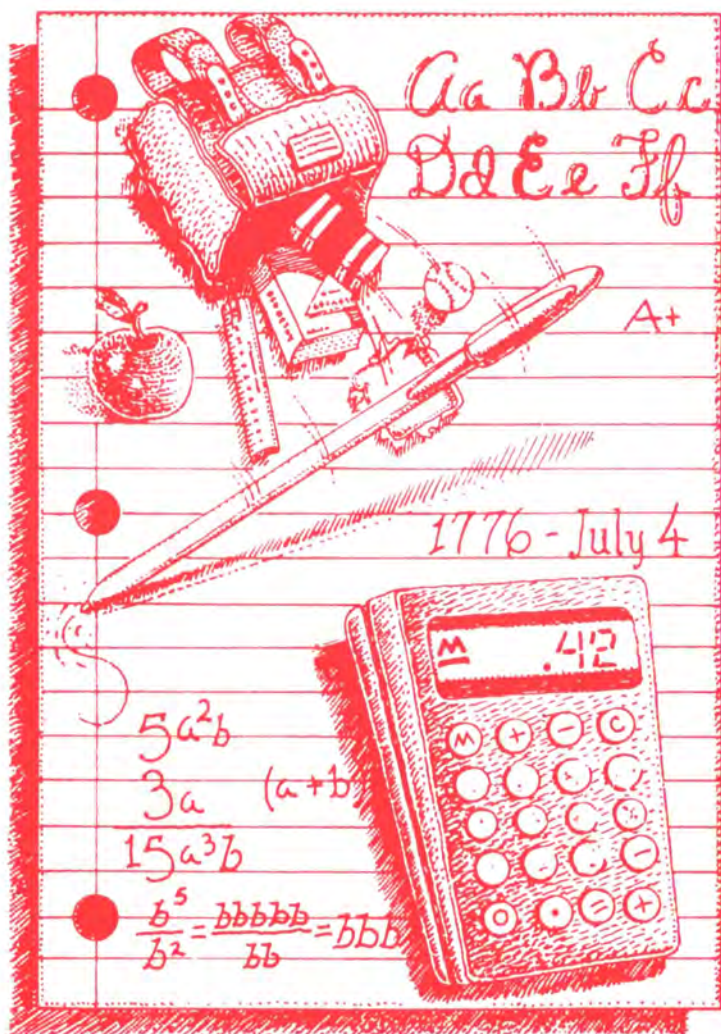
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High Standards for All

Putting Excellence in Education

High Standards for All

Putting Excellence in Education



U.S. Department of Education



Riley's Report

A Biweekly Fax Newsletter from Secretary of Education Richard W. Riley

Call 1-800-USA-LEARN for more information. *Tuesday, January 18, 1994*

The Message:

GOALS 2000: A World-Class Education for Every Child.

This month, top Department of Education officials, including Secretary Richard Riley, Deputy Secretary Madeleine Kunin, and Under Secretary Marshall (Mike) Smith, have been visiting schools in communities throughout the nation to spread the GOALS 2000 school reform message and to learn about successful local reform programs.

In trips to Nebraska, Colorado, Illinois, Kansas, Wisconsin, Massachusetts, and Washington, they visited schools which are adding more challenging courses, making increased use of computers and other technologies, and encouraging greater parental involvement to improve the quality of education for all students.

Secretary Riley and Deputy Secretary Kunin will continue these trips throughout the month of January, visiting schools, meeting with students, parents, and teachers, and speaking on GOALS 2000. Their schedule follows. If you are interested in more information about an event, call Rick Miller at 202/401-2571.

Secretary Richard Riley

January 20 — Des Moines, Iowa — Moulton Elementary
Drake University

January 22 — Jonesboro, Ark. — Education Forum, Civic Center

Deputy Secretary Madeleine Kunin

January 20 — San Antonio, Tex. — Tafolla Middle School

January 24 — Providence, R.I. — Grove Ave. Elementary
Hope High School

The Topic This Issue:

The Goals 2000: Educate America Act is the cornerstone of President Clinton's and Secretary Riley's agenda for education reform. It will help provide every child with a world-class education that will be based on high standards of excellence in learning.

The centerpiece of the legislation is the flexibility it gives states and local communities to develop their own reform plans. It encourages them to challenge their students, improve their instructional materials, offer teachers more opportunities for professional development, and involve parents in the education of their children.

In October, the U.S. House of Representatives passed the GOALS 2000 bill with a large bipartisan majority. The Senate will take up its version, S.1150, upon return from its winter recess.

Key Points about GOALS 2000:

- ❑ GOALS 2000 is a plan developed by a bipartisan coalition of policymakers and representatives from business, education and parent groups. It recently received the endorsement of the National Governors' Association.
- ❑ A central feature of this plan is the establishment of partnerships between the federal government and the states, and among schools, parents, and members of the community. These partnerships will allow local educators and communities to shape reform so that it will work in their schools.
- ❑ These reforms incorporate lessons of education reform learned at state and local levels.

In the News:

- ❑ A recent article by nationally syndicated columnist David Broder focused on the work being done by Secretary Riley and the Department of Education. Broder concluded that with "an education secretary as committed as Dick Riley, the public schools have a chance to meet the rising expectations of this latest generation of Americans."
- ❑ An article in the *Washington Post* from January 1 reported on the "remarkable progress" made by the Department of Education in improving management, expanding programs, and raising the profile of the Department.

This Issue's Success Story:

James P. Timilty Middle School in Roxbury, Massachusetts, was considered one of the worst schools in Boston when a number of Timilty students and their teachers sponsored a forum to discuss strategies for ending violence. As a result, the school was able to focus on improving academic achievement, which it did through programs like Project Promise. The program adds 90 minutes of reading and math instruction four days a week, more than double the time most schools spend on these subjects. In addition, students are dismissed early on Fridays, giving faculty time to work together and plan interdisciplinary themes and the following week's instruction. The results have been the highest reading and math scores in Boston Middle Schools for the last five years.

These and other innovations, which involve parents, students and teachers working together in an atmosphere designed to foster creativity and cooperation are representative of the success that can occur when the proper support is provided.

Quote of the Week:

"When I talk about a world-class education and about new standards, I'm not talking about more of the same rote learning that too often stifles creativity and real reform. I am talking about a different definition of standards ... the belief that excellence has a place in our society; the clear recognition that equity and excellence are never incompatible."

U.S. Secretary of Education Richard W. Riley

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**NOW THERE'S
A WAY TO HELP
OUR CHILDREN
LEARN MORE
THAN EVER
BEFORE**





THE GOALS 2000: EDUCATE AMERICA ACT OF 1993

The White House
Office of the Press Secretary

For Immediate Release

October 14, 1993

STATEMENT BY THE PRESIDENT

I am pleased by last night's overwhelming vote in the House of Representatives in favor of my Goals 2000 education reform bill. This bill takes an important step towards codifying into law the National Education Goals.

Goals 2000 invites every state to participate in true systemic reform and will serve as the cornerstone of my administration's efforts to create a world-class system of education and training with high expectations and opportunities for every child.

I want to thank Chairmen Bill Ford and Dale Kildee and other Democratic members of the Education and Labor committee, whose experienced leadership and cooperation across party lines were crucial to attaining this important victory.

I am especially gratified by the broad bipartisan support that Goals 2000 enjoys. I want to thank the many distinguished Republicans--starting with Reps Bill Goodling and Steve Gunderson--who worked hard over many months to improve this bill and who spoke out so forcefully on its behalf yesterday. And I congratulate Secretary of Education Riley and Secretary of Labor Reich, whose unwavering commitment and effective advocacy were essential.

The enactment of my comprehensive education and training agenda is crucial to achieving an economy that can compete effectively in world markets and create high-skill, high-wage jobs for all Americans. I urge the Senate to bring this legislation to the floor as quickly as possible and approve it with bipartisan support.

It will be a great day for the children of America and for all Americans when I am able to sign Goals 2000 into law.



FOR IMMEDIATE RELEASE
October 13, 1993

Contact: Camille Johnston
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**STATEMENT BY SECRETARY RICHARD W. RILEY
REGARDING THE HOUSE VOTE ON THE
GOALS 2000: EDUCATE AMERICA ACT**

The strong bipartisan support in the House in passing the **GOALS 2000: EDUCATE AMERICA ACT** sends a clear and positive message that we will not forsake the children of this great nation. I want to thank the committee members for their hard work in producing a bill which represents a major and innovative departure from the way the federal government has traditionally provided education assistance.

GOALS 2000 is not a liberal or a conservative solution to this nation's education ills. It is a "pragmatic" reform built around what has been shown to work: involving parents, raising standards, and overhauling teacher education.

This vote moves us one step closer to once again making "excellence" the single most important value in the American education system.

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE GOALS 2000: EDUCATE AMERICA ACT
A WORLD-CLASS EDUCATION FOR EVERY CHILD

Imagine a school ...

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

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

Imagine a partnership ...

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

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

That's the vision of the **Goals 2000: Educate America Act of 1993**, the first major school reform legislation in more than a decade. This landmark law aims to reinvent American schools by creating a framework for establishing high academic and skill standards -- and by providing the leadership and support states and communities need to reach those standards.

Building on What Works: The **Goals 2000: Educate America Act of 1993** is based upon principles learned from successful school reform efforts conducted by states and communities during the past 10 years. Those principles include:

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

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

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

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

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

- Each participating state and community will develop and implement a comprehensive improvement plan that raises standards and helps students achieve them. A broad-based leadership team comprised of policymakers, educators, business and civic leaders, parents, and others will help create each reform plan. States may adopt national content, performance, or opportunity-to-learn standards or they may develop their own.
- Federal funds will be provided to support state and local improvement efforts. By the second year of funding, 90 percent of the money will flow to local schools and districts to support their reform plans.
- The Act creates a new National Education Standards and Improvement Council (NESIC) which will oversee the development of voluntary national content and performance standards in the academic disciplines, as well as voluntary opportunity-to-learn standards that will define what all students should expect from their schools to help them learn more demanding curricula. Communities and states may use all or part of these standards as a guide to improving their schools.

1/4/94



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

GOALS 2000: PUTTING EXCELLENCE IN EDUCATION

- Our schools are not doing a good enough job of educating our children. Over two-thirds of our students can't even read as well as they should.
- We know what the reasons are. Standards are too low. Curricula is often watered down. Teachers need better training. Parents do not get involved. And sometimes, children aren't even expected to learn.
- What's the solution? A bold program of comprehensive school reform.
- School reform is already working in many states and communities to make education better.
- Now the Clinton Administration has a school reform program to help every state do better. The plan is called the **"Goals 2000: Educate America Act."**
- **"Goals 2000"** can help our children learn more than they ever have before by creating an historic partnership among the federal government, the states, and local schools.
- Under **"Goals 2000,"** the federal government would support states and communities in their efforts to raise standards, improve teacher training, provide students with the best instructional materials, encourage parents to get more involved in their children's education, and teach students the occupational skills they'll need for the high-wage jobs of tomorrow.
- **"Goals 2000"** also sets into law the national education goals which state that by the year 2000:
 - ◆ All students will start school ready to learn;
 - ◆ The high school graduation rate will be at least 90 percent;
 - ◆ Students will be competent in English, history, geography, foreign languages, and the arts;
 - ◆ U. S. students will be No. 1 in the world in math and science;
 - ◆ All adults will be literate and skilled; and
 - ◆ Every school will be free of drugs and violence.
- **"Goals 2000"** can make American education great again by creating a new "ethic of learning" in every classroom and home. It's only a first step--but a step we must take right now.

1/4/94



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE GOALS 2000: EDUCATE AMERICA ACT

A STRATEGY FOR REINVENTING OUR SCHOOLS

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

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

A PLAN THAT WILL WORK

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

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

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

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

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

HIGHLIGHTS OF THE LEGISLATION

The Goals 2000: Educate America Act will:

- Set into law the six National Education Goals established in 1990 by the President and the nation's governors.
- Develop and adopt--for the first time--challenging national performance standards that define what all students should know and be able to do in core subject areas such as science, math, history, English, geography, foreign languages and the arts, and support local reform efforts to make those standards a reality in every classroom.
- Strengthen and improve teacher training, textbooks, instructional materials, technologies and overall school services so that students will have the tools to achieve higher standards.
- Encourage the development of innovative student performance assessments to gauge progress.
- Establish a National Skills Standards Board to promote the development of occupational skill standards that will define what workers will need to know and to ensure that American workers are better trained and internationally competitive.
- Increase flexibility for states, school districts and schools by waiving rules and regulations that might impede local reform and improvement.

THE NEW NATIONAL PARTNERSHIP FOR EDUCATIONAL EXCELLENCE

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

The Federal Role -- Setting High Standards

A National Education Standards and Improvement Council (NESIC) will be created to:

- Oversee the efforts by national organizations of subject-matter experts to develop voluntary national content and performance standards in each subject area, such as math, science, history, and geography. These will be clear statements of what students should know and be able to do as they progress through school. The standards will be far more rigorous than what is currently expected of students and will be as challenging as those in other countries.
- Oversee the development of opportunity-to-learn standards to define what all students should be able to expect from their schools to prepare them to meet performance standards. These standards will not be rigid, bureaucratic mandates. They will provide information that parents, students, educators and taxpayers can use to tell if a school is on the right track, before it is too late.
- Lead the effort to develop better measures of student progress and performance, measures that really reflect what we expect them to learn. New and promising assessment programs are being developed through the country; NESIC will keep track of changes and encourage those that advance the state of the art.

The State Role -- Implementing Comprehensive Strategies for Real Improvement

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

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

others at the grassroots level. Real and lasting change requires new partnerships working together toward common goals.

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

The Local Role -- Putting Reform into Action

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

Initially, nearly \$400 million in federal funds was requested to support state and local improvement efforts, with additional funds provided in subsequent years. By the second year of funding, states will be required to use at least 85% of their funds to support the development and implementation of reform plans in local school districts, or in consortia of local school districts. These districts, in turn will be required to use the vast majority of these funds to support improvement plans initiated at the individual school building level.

CREATING A WORLD-CLASS WORK FORCE

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

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE GOALS 2000: EDUCATE AMERICA ACT
MAKING A DIFFERENCE FOR EVERYONE

For students, Goals 2000 means...

- A quality education from schools where academic and skill standards are high, and *all* students are expected to learn.
- Better opportunities to learn, including teachers who are better trained and have access to quality instructional materials and new technologies.
- Better measures of student performance, including a move away from low-level, multiple-choice tests toward the use of new methods of performance assessment and portfolios.
- A chance to develop marketable job skills that can lead to high-wage careers.
- Enhanced community support for meeting high academic and occupational standards.

For parents, Goals 2000 means...

- More involvement in their children's education at school and at home.
- A clear sense of how their children are doing in school, as compared to "world-class" standards.
- A community-wide effort to support children in their effort to reach high standards.
- Clear standards to measure the quality of their children's education.
- Enhanced possibilities for their child to be ready for college or a career.

For teachers, Goals 2000 means...

- Opportunities for ongoing professional development that will improve teaching and learning in the classroom.
- Resources to support professional development activities at the local level.
- Challenging new curricula, better ways of assessing student performance, and better instructional materials and technologies.

For principals, superintendents, and local leaders, Goals 2000 means...

- Resources and support for schools and communities to create and implement their own comprehensive reform efforts aimed at helping all students reach high standards.
- An opportunity to integrate all the reforms of the past into one coherent plan.

- A partnership with their states in the effort to develop a state-wide reform effort.
- Better information on how well students are learning.
- Flexibility to use federal resources in the most appropriate and effective way possible.

For state policymakers, Goals 2000 means...

- Support to create -- or build upon -- comprehensive improvement programs for their educational systems.
- The opportunity to develop high state content and performance standards in partnership with communities throughout the state, with the resources of the federal government providing support.
- Encouragement to apply for waivers from federal regulations that stand in the way of school reform.
- Technical assistance to support reform efforts.
- A federal partnership that supports rather than impedes state education reform.

For business, Goals 2000 means...

- A better-educated citizenry and a high-skill work force.
- New skill standards and a certification process that helps employers hire qualified workers for jobs.
- Spending fewer dollars and less time on remedial training for new workers.
- New opportunities to build partnerships with schools and students to improve student learning.

For national leaders, Goals 2000 means...

- Reinventing the federal government's role in education and a chance to forge a new partnership with states and communities to support local school reform efforts.
- Moving away from narrow categorical programs to a new focus on helping *all* children meet high state standards.
- Adopting new approaches to providing technical assistance and support to states and communities to improve teaching and learning.
- An opportunity to help create new education systems that will be the engine of sustained economic growth for America.

For Americans who are concerned about education and want to do something to help our children, Goals 2000 means...

- A chance to get personally involved in their local schools and really make a difference.
- A national vision for making American education great again.

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE GOALS 2000: EDUCATE AMERICA ACT

WHY WE NEED VOLUNTARY NATIONAL EDUCATION STANDARDS

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

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

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

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

WHAT NATIONAL STANDARDS ARE AND HOW THEY'RE BEING SET

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

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

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

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

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

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

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

SKILL STANDARDS AND THE *GOALS 2000: EDUCATE AMERICA ACT*
PREPARING STUDENTS FOR THE HIGH-WAGE JOBS OF TOMORROW

Skill Standards: What They Are, Why We Need Them

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

American students, workers, employers, and educators must be aware of the knowledge and skills today's workplace will demand of them. The *Goals 2000: Educate America Act* encourages the development, adoption, and certification of skill standards.

Skill standards identify the specific knowledge, skill, and ability levels needed to perform a given job in a given industry.

Who Benefits?

With a system of skill standards in place:

- Students in education and training programs can earn a credential that is portable and recognizable by employers. They will enter the labor force with the skills required to compete effectively for high-wage jobs.
- Employers and businesses will have reliable information they can use to evaluate workers' skill levels in making hiring and training decisions. This is especially important for small and medium-sized businesses that cannot afford to develop their own skills assessment systems.
- Training providers and educators will be accountable for the services they provide, because there will be a method in place to evaluate the services they render. Businesses are often reluctant to hire new graduates because firms are unfamiliar with, or simply do not trust, existing academic or training credentials.
- Unemployed Americans can seek retraining with the confidence that the skills they gain will lead to new employment opportunities.

- Labor organizations can better determine which skills and training are vital to their members' employment security.

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

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

Goals 2000 is built around three basic principles regarding skill standards:

- They must be voluntary -- each state can choose whether to participate;
- They must be industry-led, with the active participation of business, labor, educators, workers and others; and
- The development of skill standards must integrate, but not duplicate, work already carried out by industry, by states, by labor, or by the education system.

To further these goals, the legislation establishes a National Skills Standards Board to encourage and assist partnerships in developing and adopting standards that are relevant to industry. The partnerships -- developed along industry or occupational lines and including broad-based representation from business, labor, and education -- would actually develop the standards. The board's function would be to endorse standards that meet certain criteria. Standards endorsed by the board would be linked to the highest international standards and to the requirements of high-performance work organizations.

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

12/30/93



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE GOALS 2000: EDUCATE AMERICA ACT

WHAT ARE OPPORTUNITY-TO LEARN STANDARDS?

Opportunity-to-Learn standards represent a new generation of indicators of school quality. They will focus directly on those characteristics of schools most directly related to student learning.

For example, they will address the quality of the school curriculum and instructional materials, examining the extent to which textbooks, technology, science labs, and other instructional materials are appropriate for helping students learn to challenging, world-class standards. They will address teachers' capability to effectively teach challenging material to all students, indicating the extent to which teachers themselves have the in-depth understanding of subject matter, as well as the teaching skills, to help all of their students, regardless of background, learn challenging material. Rather than relying on conventional but often inappropriate measures such as the number of college courses teachers have taken, new opportunity-to-learn standards might look for evidence of the demonstrated competence of teachers, and might judge teachers' capabilities by examining the kind of work they assign students or the standards they use to judge student performance.

These standards will not be a checklist of school characteristics and resources, like those input regulations many states already employ. Rather, they are intended to emphasize the quality, rather than simply the quantity of school resources--by looking at samples of student work, rather than lists of courses offered.

WHY WE NEED OPPORTUNITY-TO-LEARN STANDARDS

The effort to establish internationally competitive standards for what students should know and be able to do is well underway and will be strengthened through the **Goals 2000: Educate America Act**. How much students learn often depends upon how hard they work. But students will not be able to meet these standards unless schools also provide them with an opportunity to learn challenging material.

International comparisons tell us that many of our children aren't learning as much as they should--not because they lack ability, but because they have not been challenged or given opportunities to learn at high levels. For example, while most American 13-year-olds are reviewing basic arithmetic concepts, nearly all Japanese pre-high school students are taking advanced math classes. Nearly a third of our high school math teachers have no degree in either

math or math education. Only 20 percent of 8th graders have computers in their classrooms and only 56 percent use calculators regularly, even though these opportunities are essential to meeting recently developed math standards.

Carefully developed opportunity-to-learn standards can help address this problem. While totally voluntary, they can provide the parents and taxpayers with a yardstick and the "consumer information" necessary to judge the quality of the school and the extent to which they provide each student a chance to learn what is expected. They can provide educators with a framework for reviewing their own school practices and developing improvement plans. They can provide state and local education officials with the information they need to identify schools needing improvement and to target resources in the most effective fashion.

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE GOALS 2000: EDUCATE AMERICA ACT

QUESTION AND ANSWER SHEET

QUESTION: Will GOALS 2000 lead to federal control of the education system?

ANSWER: President Clinton and Secretary Riley, as former governors, feel very strongly that education is primarily a state and local responsibility. They believe that the federal government must provide national leadership and support, but the real work of reform has to be done at the state and local level and in the classroom and school. The bill provides for the creation of voluntary national standards for student performance, as recommended by a group of business and education leaders, and local, state and federal officials of both parties. The bill provides grants to states and communities to assist them in their reform efforts. While the bill requires states and communities to develop strategies in a number of key areas--such as reforming school management practices and increasing parental involvement--these components of reform have all proven critical to successful efforts at the state and local level.

QUESTION: Shouldn't we be emphasizing standards for students (outcomes) instead of just focusing on standards for schools (inputs)?

ANSWER: GOALS 2000 reflects an unwavering commitment to results. The development and implementation of challenging standards for what students should know and be able to do in key subject areas, and of sound ways of measuring student performance against these standards, are cornerstones of the bill. It provides a mechanism for establishing voluntary national student content and performance standards, and support and incentives for states and local school districts to develop or adopt these standards. States and school districts--not the federal government--will define and monitor these standards. The federal government will not be involved in monitoring individual schools or teachers.

The bill also provides for the establishment of opportunity-to-learn standards, which are very carefully defined to reflect the essential areas related directly to teaching and learning: quality and availability of curriculum, instructional materials, and technologies; the capacity of teachers to provide quality instruction in each content area; and the extent to which teachers and administrators have access to professional development. Without these essential basics, students will not be able to reach high standards.

QUESTION: Is GOALS 2000 simply the product of the education establishment's wish list?

ANSWER: GOALS 2000 has bipartisan support in Congress and has been endorsed by all major business groups as well as a broad range of education organizations. It supports an education reform agenda that has been spearheaded by governors of both parties. It is a balanced bill, one that provides national leadership and some federal funds to support grassroots, bottom-up reform.

QUESTION: Isn't GOALS 2000 just a warmed-over version of America 2000?

ANSWER: Ten years of school reform has brought Democrats and Republicans to the same conclusion: without National Education Goals and high standards for all students, we will remain a nation at risk. However, there are key differences between our bill and the previous administration's proposal. GOALS 2000 is designed to support fundamental reform system wide--in all schools; America 2000 proposed targeting its efforts to only 535 schools. GOALS 2000 is dedicated to strengthening the public education system; America 2000 provided public funds for private schools.

QUESTION: Does GOALS 2000 advocate a national curriculum?

ANSWER: No. Standards will help define, in a broad sense, what students should know and be able to do. There will continue to be state-by-state, community-by-community diversity in how students are taught and in what books and materials they use.

QUESTION: Why doesn't GOALS 2000 go farther to demand results from students?

ANSWER: Funds available through GOALS 2000 will facilitate the development and implementation of high standards for students in math, science, English, history, geography, foreign languages, and the arts. At the same time a new generation of tests--performance assessments linked to the content standards--will be developed to help judge whether students and schools are meeting the challenging standards.

Over time, these tests can and should be used to hold students accountable for their own learning as determined by local communities and states. Students must understand that their performance counts. However, there is much still to learn about how to develop valid and reliable performance assessments before they can be used for high-stakes purposes--to make promotion, graduation or other consequential decisions about individual students.

These tests can be used for school accountability purposes. And, states and local school districts remain free to use their own funds to develop or administer tests for high-stakes purposes. Further, states, local school districts, and individual schools are encouraged through the bill to work with institutions of higher education and employers to devise incentives for student achievement.

QUESTION: Under GOALS 2000, will all future funding for federal education programs be tied to standards?

ANSWER: While the Department of Education hopes that, over time, all states will voluntarily move toward implementing high standards, future funding is not dependent on reaching opportunity-to-learn or content standards. The legislation contains specific assurances that states will not be required to receive national certification of their standards, or participate in the state and local grants program as a condition of receiving funds for other education programs, such as Chapter 1.

QUESTION: Won't the opportunity-to-learn standards just lead to more lawsuits over finance equity?

ANSWER: School finance suits have been filed in more than half the states. These suits are filed under state constitutions and laws which give students the right to equal educational opportunities. They arise because of well-documented inequities in the financing of education. There is no reason to believe that the voluntary opportunity-to-learn standards to be established under this bill will have much impact on either the frequency or outcome of school finance lawsuits.

QUESTION: Does GOALS 2000 promote outcome-based education (OBE)?

ANSWER: GOALS 2000 focuses on education results, the academic skills and knowledge that students will need to lead productive lives in the 21st century. It supports the development of high standards that define what all students should know and be able to do in core academic subjects such as English, math, science, history and geography. GOALS 2000 does not, as some state OBE programs do, endorse non-academic outcomes such as "ethical judgment" and "appreciation of others." Goals 2000 focuses only on academic outcomes.

QUESTION: Does GOALS 2000 force unfunded mandates on states?

ANSWER: No. Everything in the GOALS 2000 bill is voluntary--no state or district is required to participate in any part of the program. States that choose to participate in GOALS 2000 have the flexibility to: (1) define their own opportunity-to-learn standards; (2) determine how best to measure their results; (3) and determine the procedures to implement them.

QUESTION: How does GOALS 2000 relate to other Department of Education initiatives such as the reauthorization of the Elementary and Secondary Education Act (ESEA) and the School-to-Work Opportunities Act?

ANSWER: GOALS 2000 builds the foundation for the ESEA reauthorization by supporting the development of high standards for all students and encouraging the development of challenging curriculum and high-quality instruction called for in the ESEA reauthorization. GOALS 2000 also encourages the development of work force standards in targeted industries which will help promote the implementation of a high quality school-to-work transition system that prepares

young people for careers in high-skill, high-wage jobs. The GOALS 2000 education reform plans developed under the legislation provide a framework for the more specific plans called for in ESEA and the School-to-Work initiative. GOALS 2000 will encourage states to build coherent and coordinated approaches to education reform.

QUESTION: Why is Title IV, on work force standards, a part of an education reform bill?

ANSWER: This bill reflects the Clinton administration's commitment to developing a system for lifelong learning and training. Standards for elementary and secondary school students are not enough. America currently has no organized way to help students prepare for employment after high school. GOALS 2000 will create a mechanism to define what skills workers must have to get a job in key occupational areas. These standards will, in turn, guide job training programs for youth and adult workers.

1/4/94



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

ORGANIZATIONS SUPPORTING
THE GOALS 2000: EDUCATE AMERICA ACT

American Association of Colleges for Teacher Education
American Association of School Administrators
American Council for the Arts
American Federation of Labor & Congress of Industrial Organizations
American Federation of Teachers
Business Coalition for Education Reform
The Business Roundtable
Chamber of Commerce of the United States
The College Board
Committee for Economic Development
Council of Chief State School Officers
Council for Education Development and Research
Council of Great City Schools
Music Educators National Conference
National Alliance of Business
National Assembly of Local Arts Agencies
National Assembly of State Arts Agencies
National Association of Elementary School Principals
National Association of Manufacturers
National Association of Music Merchants
National Association of Secondary School Principals
National Association of State Boards of Education
National Conference of State Legislatures
National Education Association
National Governors' Association
National Parent Teacher Association
United Automobile, Aerospace and Agricultural Implement Workers of America, UAW
National School Boards Association
United States Hispanic Chamber of Commerce

1/4/94



Fact Sheet

GOALS 2000: Educate America is the U.S. Department of Education's project to encourage and support grassroots, community-wide efforts to reach the National Education Goals.

- ▲ **GOALS 2000: Educate America** is based on the premise that our schools by themselves will never achieve the National Education Goals by the year 2000. U.S. Secretary of Education Richard W. Riley has said, "(S)chool reform depends on both 'insiders' and 'outsiders,' working hand in hand. Teachers and principals, parents and politicians, school boards and administrators, business and labor, and state and federal leaders all have vital roles to play."
- ▲ **Community progress.** Since 1990, more than 2,000 communities and most states have adopted the National Education Goals and have committed to developing strategies for reaching them.
- ▲ **GOALS 2000: Educate America** is the next stage. Substantive help for communities working on the National Education Goals will be made available in a variety of ways.
 - ▲ **Form new partnerships.** Staff will work with community, state and federal agencies, national organizations and nonprofit groups and with all interested corporations to help strengthen schools.
 - ▲ **Expand outreach.** **GOALS 2000: Educate America** will encourage the forming of new coalitions to reach the National Education Goals. Outreach efforts will be very active in urban, suburban and rural areas.
 - ▲ **Improve communications with communities.** **GOALS 2000: Educate America** will expand the Education Department's vehicles for helping communities to exchange ideas, such as the monthly Satellite Town Meeting, the 1-800 USA LEARN hotline, regional conferences, and the monthly *Community Update* newsletter.
 - ▲ **Expand technical assistance** — The Education Department will develop and expand its capability to help individual communities find the information, resources, or ideas they need to help them achieve the goals.
 - ▲ **Coordinate federal, state and local efforts.** **GOALS 2000: Educate America** will help to coordinate the work of various government agencies to assist local community efforts in the reform process.

- ▲ **The GOALS 2000 Satellite Town Meeting.** Each month, Secretary Riley hosts a live, interactive video teleconference for more than 2,000 U.S. communities working to improve their schools and to reach the six National Education Goals.
- ▲ Sponsored by the U.S. Department of Education and the U.S. Chamber of Commerce, the Satellite Town Meeting is moderated by Secretary Riley from the Chamber's television facility. National experts, community leaders, and educators are the in-studio guests for an informal discussion where they offer insights and practical, "how-to" advice for communities.
 - ▲ Viewers in community meetings at downlink sites around the country participate via an 800 telephone number. Viewers call in with questions for the Secretary and his guests, or with examples of effective programs in their own communities.
 - ▲ To take part in the Satellite Town Meeting, local educators, business and community leaders, parents and others convene at school facilities, community colleges, chambers of commerce, businesses — wherever there is a satellite dish. In some areas, the Satellite Town Meeting is available live on local cable television access stations.
 - ▲ Major national cable outlets, including America's Disability Channel and Mind Extension University, carry the Satellite Town Meeting, as do a number of state educational television systems.
 - ▲ Recent topics discussed at the Satellite Town Meeting include how colleges and universities can get involved in local school reform strategies and how communities can create school-to-work partnerships to prepare students for high-skill, high-wage jobs.

The National Education Goals in Brief:

By the year 2000...

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will be competent in core academic subjects.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and possess the skills necessary to compete in a global economy.
6. Every school in America will be safe, disciplined, and drug-free.

For more information on GOALS 2000: Educate America, call 1-800 USA- LEARN.

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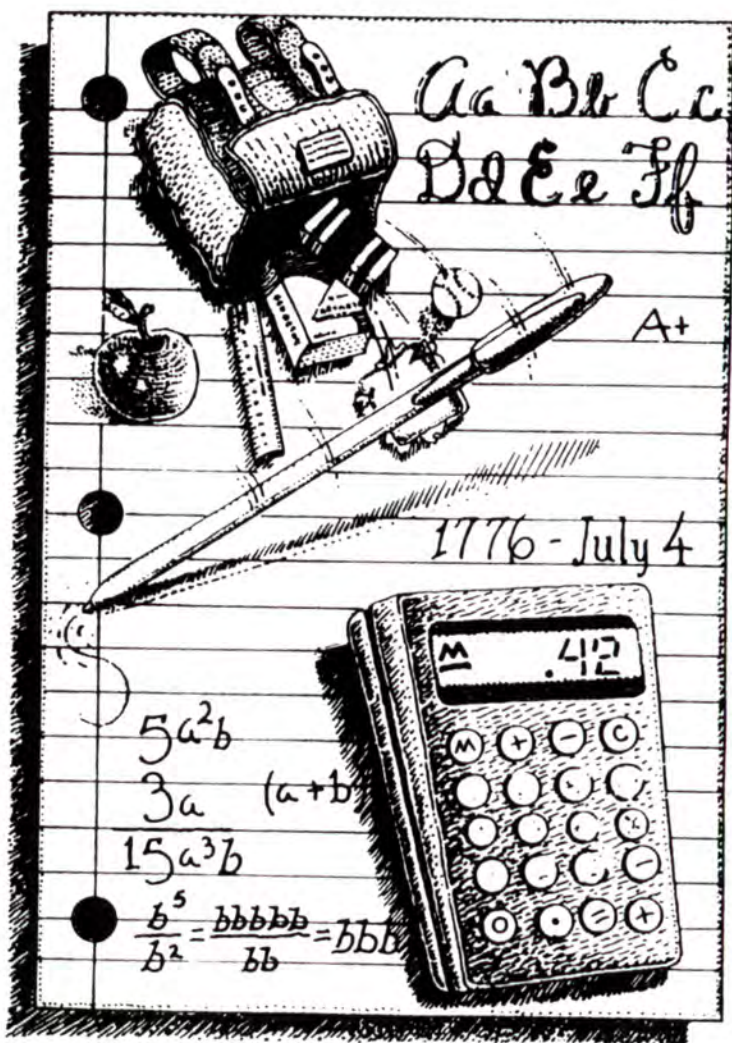
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High Standards for All
Putting Excellence in Education

High Standards for All

Putting Excellence in Education



U.S. Department of Education



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

THE GOALS 2000: EDUCATE AMERICA ACT
NEWS STORIES OF INTEREST

Tuesday, October 19, 1993 P. 22

The Washington Post

Schools and Standards

NATIONAL EDUCATION standards are a good idea, but the prospect makes a lot of people nervous. Conservatives are drawn to the candle of greater rigor in the classroom but fear the possible federalization of the schools. Liberals wonder what will happen to students and schools systems that fail to meet the standards; their worry is that low-performing groups and struggling public school systems will be written off.

With a lot of help from the Clinton administration in the person of its steady Education Secretary Richard Riley, the House has negotiated both these shoals. It passed the president's so-called Goals 2000 bill the other day by a margin of 307 to 118. Last summer, Republicans were denouncing the bill as reported by the Education and Labor Committee as partisan, intrusive, heavy-handed, a violation of state and local prerogative, an effort to impose a particular agenda on the nation's schools and much more. The National Governors' Association was apprehensive about some features of the bill as well. Mr. Riley quietly negotiated a number of mostly minor or technical changes, and last week a third of the House Republicans together with all but a handful of the Democrats voted aye. The Senate is also expected to pass the bill. It looks like useful legislation in its present form. The standard-setting is likely to be a serious process; state and local

officials will be free to adopt the results or not as they please. That's as it ought to be in a federal society as large and diverse as this.

The bill as introduced in the last Congress by the Bush administration provided only for the setting of so-called content or performance standards—what students ought to have been taught and to *know* at certain grade intervals. The Democrats expanded the bill to provide for the issuance of what are called "opportunity-to-learn" standards as well. These would describe what resources a student would likely need—what kinds of courses, teachers, instructional materials, physical facilities—to achieve the content standards. Conservative critics sniff at the second set of standards as little more than a federal device for jacking up state and local school budgets. Defenders say to the contrary that it isn't fair to judge either students or schools without also measuring the resources they have available. They're probably both right, but in a sense it doesn't matter. The standards would not be binding, and to set to rest all doubts the House adopted an amendment 420 to 0 saying nothing in the bill was meant to provide for federal control over state and local educational resources.

If national standards help (as perhaps they can) to improve the quality of U. S. education, it's going to be by force of example, not by force of federal law.

House Gives OK to President's Education Plan

By ELIZABETH SHOGREN
TIMES STAFF WRITER

WASHINGTON—The House overwhelmingly passed legislation Wednesday designed to enact President Clinton's plan for improving the performance of the nation's schoolchildren.

Known as the "Goals 2000: Educate America Act," the \$400-million program is intended as the cornerstone for the Administration's education and job-training strategy. If passed by the Senate, the bill would radically alter the role of the federal government in education.

Fifty-seven Republicans voted for the measure, which was approved, 307 to 118.

The legislation calls for the creation of a national panel that would oversee development of performance standards for students in math, science, history and geography. The expectation is that those standards would be far more rigorous than they are now.

The measure also would establish national occupational-skills standards, setting the foundation for some of the Administration's other education and job-training initiatives.

Although the standards would be voluntary, conservative critics argued that the measure could be used by the federal government to usurp the states' responsibility for the education of their students as well as impose unfunded mandates on states.

"This bill does very little to set goals for American education and even less to make those goals achievable for the states," argued Rep. Cass Ballenger (R-N.C.). "In reality, the bill creates new and more cumbersome layers of bureaucracy."

Defenders of the bill, including both Republicans and Democrats, stressed that no state will be forced to participate. Nor will any other federal education dollars be tied to compliance with the standards.

Despite the voluntary nature of the program, Clinton believes that it will be "so sensible and so attractive" that all states will want to take part, said Bill Galston, deputy assistant to the President for domestic affairs.

"This is a grand role for the federal government," said Education Secretary Richard W. Riley, taking a break from a champagne

celebration with his staff. "This sets a tone throughout the country of having a national movement toward high standards for all children."

By setting the same standards for all children, the measure is intended to reverse a practice of looking the other way when poor and minority children perform at substandard levels. The practice, many educators believe, has eroded public education and robbed many American youths of the skills they need to succeed in today's complicated and demanding world of work.

"For too long the public schools have given our at-risk kids only the bare minimum," Rep. Xavier Becerra (D-Los Angeles) said, praising the measure for giving new hope to economically disadvantaged children and children whose families do not speak English at home.

The legislation would provide federal funds to help states and communities achieve the standards, improve teacher training, provide better instructional materials and encourage parental involvement.

The bill specifies that about \$400 million would be allocated in fiscal 1994, but Education Department officials said they expect appropriations of only about \$100 million in the first year.

"People miss the significance of this because it's not a lot of money," said Mike Cohen, a consultant to Riley who led the Administration's effort to move the legislation through Congress. "This is the leading edge of the federal government's efforts to reinvent education for the next century."

By placing a priority on high achievement for all students, the measure would lay the groundwork for the Administration's proposal for a major overhaul of the federal government's multibillion-dollar Chapter 1 program, which is aimed at poor children.

It also would form the foundation for the Administration's job-training strategy through the creation of a national board to promote the development of occupational-skill standards that define what

workers will need to know to succeed in the job market of the future.

Finally, it would complement another proposal by the Administration, known as the School-to-Work initiative. That measure, now under consideration by Congress, would provide federal seed money to encourage states and localities to develop programs offering young people on-the-job training in vocational skills.

Together, the measures are designed to help meet the needs of the 75% of Americans who do not get college degrees and are often unprepared for high-wage jobs.

"The combination of Goals 2000 and School-to-Work will be a giant step forward toward taking their needs seriously and helping them build solid economic futures," Galston said.

Riley Assails Lack of Progress On Improving U.S. Schools

Secretary Urges Nation 'to Get Serious' About Education

By Mary Jordan
Washington Post Staff Writer

Four years after a historic bipartisan pledge to fix disastrous conditions in America's schools, there has been almost no improvement, the nation's top education officials announced yesterday.

"It is time for America to get serious about our children and our future," said Education Secretary Richard W. Riley, saying immediate action was needed to progress toward the six education goals that Republican and Democratic governors, along with the White House, endorsed in a much-publicized 1989 summit in Charlottesville.

"The federal government can no longer stand on the sidelines as we slip further away from reaching these goals," Riley announced at a news conference crowded with governors, members of Congress and education leaders.

The first goal, that children begin school in a condition to learn, has been particularly elusive. White House domestic policy adviser Carol Rasco likened American youngsters' health conditions to Third World horrors.

For instance, nearly half of all infants born in the United States begin life with one or more factors—such as alcohol use by their mother during pregnancy—that put the child's educational development at risk. Thirty-seven percent of the nation's 2-year-olds do not get all the immunizations against major diseases; half are not protected against polio.

The other goals, all with a target date of the year 2000, include attaining a 90 percent high school graduation rate, improving competency of English and other subjects, ensuring that all adults are literate, and eradicating drugs and violence from schools.

The National Goals Panel, the bipartisan watchdog designated by Congress and the White House, concluded yesterday that progress has "been wholly inadequate." The panel's chairman, Nebraska Gov. Ben Nelson (D), said that "at no stage are we doing as well as we should or could."

Among the "sobering facts" he announced were that the high school graduation rate that rose steadily in the 1980s, has stuck in the 1990s at 88 percent. For blacks, the graduation rate is 86 percent and for Hispanics, a growing percentage of Americans, it is only 59 percent. Almost 92 percent of whites graduate.

The skill level in mathematics is so low that while most Japanese students are tak-

ing advanced math, most American students are reviewing basic math. Only 7 percent of American students ever complete calculus in high school.

There has been even less progress in improving adult literacy. A recent congressionally funded study found that half of all adults read and write so poorly it is difficult for them to hold a job. The literacy levels of adults in their twenties has noticeably slipped since the mid-1980s.

While there is some good news—students are taking tougher courses and are less likely to use cocaine—violence is a growing problem. Ten percent of 10th-graders reported last year that they brought a weapon to school at least once during the previous month. More than one-third of all students report that other students at their schools belong to "fighting gangs."

The Clinton administration's plan to break the logjam and make progress includes legislative proposals that seek money for teacher training and upgrading classroom technology. The plan involves redirecting billions of dollars intended for poor children so that it is more intensely concentrated, and some suburban schools get less.

Perhaps most importantly, the administration is encouraging the adoption of national standards in every subject. This represents a gigantic philosophical turn, and was at the heart of the 1989 summit. Since the founding of the country, local school districts have largely determined what students are taught.

Under the administration's plan, students in every state would be expected to learn the same core of knowledge. Mathematicians have essentially agreed on what students should be able to master in that subject. Experts in English, history and other subjects are hammering out their standards.

The country also needs to "throw out the old hodgepodge of tests," said Minnesota Gov. Arne H. Carlson (R). Instead, Carlson said, there must be a "sensible and understandable assessment system" that would measure every student against the new proposed standards of excellence.

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GOP waffles on education



**MORTON
KONDRACKÉ**

Republicans need to decide whether or not they favor national standards in education. During the Bush administration, they did. Now that Democrats are in power, they don't.

Senate Majority Leader Bob Dole recently told the National Governors Association that the House version of

the Clinton administration's education package "seeks to reverse local control of our schools and impose what are called national delivery standards."

"Rather than concerning ourselves with whether our students are actually learning," he said, "the federal government could dictate class size, the number of computers per student, possibly even the textbooks to be used."

Mr. Dole is not the only Republican suddenly opposed to national standards and terrified of a loss of local control of the schools. House Republicans opposed the administration bill in committee partly on these grounds, as well.

Yet the Bush administration proposed — and most Republicans favored — establishment of national standards for what children should know in various grades in English, math, science, history and geography.

Some Republicans, including former New Jersey Gov. Tom Kean and Lynne Cheney, who chaired the National Endowment for the Humanities, even favored mandatory national tests in each subject to determine how well kids performed against the standards.

George Bush's education secretary, Lamar Alexander, instead advocated voluntary national testing, but anticipated that most states would participate.

President Clinton and his education secretary, former South Carolina Gov. Richard Riley, have opted for the Alexander approach. Under the administration's Goals 2000 proposal, national knowledge standards will be drawn up by associations of teachers in various academic disciplines. States will be able to decide for themselves whether to sign onto the standards.

Mr. Riley said he anticipates that most states would do so, seeking a kind of Good Housekeeping Seal of Approval. Whether and how to test competency also will be up to the states, but Mr. Riley again anticipates that most states will test against

the national standard, which he said would be "world class."

The administration's education package, scheduled for debate in Congress this fall, contains \$420 million for states to spend drawing up and implementing what Mr. Riley calls "systemic reform" of their school systems, including some provision for standards and testing.

In addition to performance standards, House Democrats insisted on adding a provision for drawing up national "delivery standards" — or "opportunity to learn" standards — on inputs such as teacher preparation, textbook availability and technology.

As with performance standards, states would be free to adopt or reject the national standard.

Republicans have a legitimate reason to fear that, either at the state or national level, implementation of performance standards might be dependent on meeting tough delivery standards.

Conceivably, no testing could be conducted unless education spending for each child was the same. Since wide disparities exist between rich and poor districts, that probably would mean that no testing would ever take place.

The administration insists that this will not happen. "If you are asking someone to pole vault over a certain height, it's reasonable to expect he has track shoes and a fiberglass pole, but you don't have to build a new stadium," an official said.

There are education interest groups that will demand the equivalent of stadium-building before track meets can be held. If their view prevails, the United States will continue lagging behind other countries in education, just as we'd lose the Olympics if every potential competitor had to be assured the most expensive possible equipment to train with.

In deciding how to handle the danger, though, Republicans ought to concentrate their energy on fixing the administration's bill to save what's good in it — performance standards and testing — and block Democratic tendencies toward stadium-building.

Right now, Republicans are tempted to block the administration effort entirely — possibly by filibuster in the Senate. That would be a mistake. Mr. Riley and Mr. Clinton both understand that American schools need vast improvement, and the GOP ought to help them deliver.

Morton Kondracke is a senior editor for Roll Call, the newspaper of Capitol Hill. His column is distributed by the United Feature Syndicate.

An Education Standards Bill

IN A speech to the National Governors' Association last week, Bob Dole warned of an education bill now in Congress. "The House version seeks to reverse local control of our schools and impose what are called national delivery standards," he said with the usual bristle. "[R]ather than concerning ourselves with whether our students are actually learning, the federal government could dictate class size, the number of computers per student, possibly even the textbooks to be used."

Whatever is he talking about? The legislation is called the "Goals 2000: Educate America Act." Less attention has been paid to it than it deserves. It would set up a system for writing an official set of national education standards. An earlier version was proposed in the last Congress by the Bush administration. Democrats rewrote and expanded it, partly to reflect the fears of education and civil rights groups. Republicans opposed the expanded version and killed it with a filibuster. This year could become an instant replay, except that the Clinton administration is trying to work out a compromise.

The Bush proposal was to generate what are known as national achievement or "content" standards—what students ought to have been taught and ~~know~~ by the time they leave certain grades. What the Democrats added was a mechanism to produce a parallel set of "delivery" or "opportunity-to-learn" standards. What resources and support would a student likely need—what kinds of courses, teachers, instructional materials, physical facilities—to achieve the content standards? That's their question.

Republican and other critics see these opportunity-to-learn standards as little more than a fancy money ratchet. They imagine a future in which every

education wish list in the country would come wrapped in the federal standards at budget time, and no doubt a fair amount of that would occur. But this is more than normal porky interest-group maneuvering in behalf of budget shares. The Democrats and advocacy groups have asked themselves, what happens if a set of rigorous achievement standards is indeed issued, as it ought be, and if then, as everyone expects, a lot of schools, school systems and students flunk. Does support for the public education on which lower-income and minority groups particularly depend go up or down? Are the non-performing schools and students given help, or are they written off? The Democratic bill tries to tilt the answer toward more help.

Mr. Dole and others, including some uneasy governors, greatly exaggerate the letter of this bill (if not entirely the spirit) in describing it as a kind of coup to federalize control of education. Plainly, the bill has a prescriptive purpose; what else are standards for? But the standards would be voluntary. No doubt some interest groups would like to use them to further particular agendas and would like to see some of them enforced (if only in that states would have to live up to them to qualify for federal funds). There've been a few moves in both these directions already in the bill.

But those are mostly future issues, to the extent that they are genuine issues at all. What's at stake in this bill is not control of the schools, but the terms of the national debate about them. Those broad expectations as to the schools are more important than some of the petty leverage that the current fighting is about. And the Democrats are right to want to look beyond the first set of test results that will show what we already know, which is that a lot of schools are failing.

-GOVERNORS' CONFERENCE

Riley Touts Education Partnership

By Barbara Hoberock
World Staff Writer

National, voluntary academic standards are to be benchmarks for states and not to undermine state control of education, Education Secretary Richard W. Riley said Monday.

Riley was addressing the Governors' Task Force on Education, part of the National Governors' Association meeting, which ends Tuesday at the Maxwell Convention Center.

The federal government wants to be partners with states in education reform, Riley said.

The Goals 2000, Educate America Act provides for a voluntary system of challenging academic standards, he said.

"These standards will serve as benchmarks for your own efforts to define what students should know and be able to do," Riley said.

The standards will govern content and performance in each subject area, such as math, science, history and geography.

The "performance standards" will be clear statements of what a student should know and be able to do at each grade, according to information provided by the U.S. Department of Education.

"Opportunity-to-learn standards" are to be developed. They will show what students should expect from schools to prepare them to meet performance standards.

The opportunity-to-learn standards have been controversial, Riley said.

The U.S. Department of Education views the standards as school-quality indicators, he said.

"They focus on the core aspects of education, teaching and learning, that are most directly associated with students attaining rigorous academic standards," he said.

They are not traditional input



Education Secretary Richard Riley talks about federal standards and education reform with governors during a meeting of their task force on education.

standards, such as class size, he said.

The new standards must be tied to content standards, reflecting the quality rather than the quantity of school resources, he said.

Riley said he supports amendments in the House and Senate that would not tie the opportunity-to-learn standards to participation in other federal programs, including Chapter I, a program that provides additional money to educate low-income students. The program tries to break the link between poverty and low performance.

The voluntary standards will

help states move toward "a results orientation," Riley said.

Goals 2000 provides for flexibility in implementing federal education programs, he said.

States with ambitious reform plans will be able to get waivers from federal rules that impair the reforms, he said.

Riley said he has less waiver authority than any other Cabinet secretary.

"With this legislation, I will be in a stronger position to help you clear the obstacles from the path of education improvement," he said.

The United States needs to ensure that federal money pays

More...

the full dividends in reaching goals, he said, citing Chapter I money as an example.

Chapter I evaluation requirements lower expectations and water down curricula for disadvantaged students, he said.

But those students benefit considerably from high expecta-

tions, he said.

"Americans are very much in a show-me mood," Riley said. "Our people are edgy, impatient, and unsettled."

They want results, he said.

If the United States doesn't educate children differently, many will be left out and left behind, he said.

APRIL 23, 1993 • USA TODAY

P-10

Today's debate is on **IMPROVING EDUCATION** and the role national school standards can play.

Make schools better with national standards

OUR VIEW Voluntary national guidelines would tell kids and parents what needs to be learned, then help them learn it.

Experts long have complained that U.S. students aren't learning as much as peers in other countries. Finally, someone is trying to spell out what our kids should know to be world-class.

Education Secretary Richard Riley wants the people who work in the schools — English teachers, science teachers, etc. — to develop national standards for content and student performance in their subjects. They'd be totally voluntary guidelines for states and school districts to measure progress.

Riley is asking Congress to create a council to certify standards after they're developed by groups like the National Council of Teachers of Mathematics.

Then he wants to give states money to help find ways to meet the standards. And if states or local schools want to test students to see how close they are, the council would help them, too.

Riley couldn't have picked timing with more symbolic power.

Ten years ago today, former educa-

tion secretary Terrel Bell launched the school reform movement with a 40-page report describing the "rising tide of mediocrity" enveloping our classrooms. Its title, *A Nation at Risk*, became part of the nation's vocabulary.

Then as now, the federal government could do little to change what schools are and should be: locally governed and overwhelmingly locally financed.

But Bell's little report provoked a decade of debate and dozens of substantial state and local reforms.

Riley's proposal can do as much or more by setting national expectations: to tell kids and parents what success requires, then help them attain it.

Those unequivocal standards can give parents and educators benchmarks to measure their schools against.

Advice, not orders, on how to meet those standards can raise expectations and beef up watered-down curricula.

What Riley offers is a map to help schools reach the universal goal of providing top-notch education, not a leash to lead them there.

They should have it. The alternative is to leave schools stumbling about in the dark.

What America Needs: A License to Skill

Setting Standards to Make Our Front-line Workers Competitive

By William Brock, Ray Marshall
and Marc Tucker

ALMOST UNNOTICED in the Clinton administration's education reform bill now before the Congress is a proposal that could play a key role in transforming America's competitive position and assuring this country's economic future. But this proposal—to create a National Skills Standards Board—is now at a critical moment. If organized labor and business do not find a way to overcome their historic antagonism, this country will pay a big price in lost competitiveness and declining real wages.

Why is a board that would set skills standards so important? Much of the phenomenal economic success of this country early in the century was due to our invention and embrace of the mass-production system. A small fraction of our work force, well-educated and well-trained, broke down the work to be done on the new assembly lines into little pieces, each of which could be done by people with little education and less training. Money could be poured into ever more sophisticated technology that made it possible for these workers to become the most productive in the world.

But that same equipment can now be sent anywhere in the world. Just a few years ago, South Korean workers were turning out products like VCRs while earning less than one-tenth the wages of Americans. Now South Korean executives are beginning to send production offshore to mainland China, where they can get equally capable workers for one-tenth of what they have to pay South Koreans.

The only way high-wage countries like the United States can compete in this game is to respond to the needs of customers all over the world who are willing to pay top prices to get first-quality

goods and services, customized to their requirements and delivered quickly. The old ways will no longer work. To compete, firms must treat their workers the same way they now treat their managers and professionals. When self-managing teams of highly competent workers are given responsibility for figuring out how to get the job done, the ranks of middle management can be thinned out greatly. Quality improves, response time shortens and productivity shoots up. But this form of work organization requires front-line workers with broad education and high technical skills.

And this is the Achilles heel of the American system. This country has never paid much attention to the skills of front-line workers, because it didn't think it had to. We have valued only those with a college degree. The result? We have probably the least skilled front-line work force of all the industrialized countries. If that ranking does not change, and change quickly, all the effort now going into reorganizing U.S. management will come to nothing. American wages will continue to decline, as they have for 20 years; American employers who want to compete on quality will be forced to consider moving their operations off shore.

At the heart of the Clinton administration's bill, "Goals 2000: Educate America," lies an argument about standards. Title II of the bill would establish clear national academic standards for our schools. Title IV would create a National Skills Standards Board to establish a system of skills standards for workers in jobs not requiring a baccalaureate degree. These standards would be voluntary: No state or school district would be required to use the academic standards; no firm or community college would have to use the skills standards.

As matters stand now, only the

selective colleges require more than a high school diploma—and most of the time, this very diploma indicates nothing more than time in the seat, not what was learned. So the vast majority of high school students, including almost everyone who will go into the front-line work force, have no incentive to do any more than the minimum necessary to get the diploma—which is very little at all. And once they have the diploma, workers have no great incentive to invest heavily in continued skill development, because they have no way of knowing what skills employers will really value.

All of this is in sharp contrast to our competitors, who provide very tangible rewards to young people who work hard in school, and who are able to assure people of all ages that their investments in occupational skill training will pay off.

Suppose your local vocational school or community college offers a two-year program to train you as a factory automation technician. Sounds good, but you have no way of knowing whether the courses

involved are state of the art or just a catchy name for a repackaged set of courses with content that is 20 years out of date. Firms actually hiring are equally at sea. They look at your grade of "B" in introductory laser mechanics and do not have a clue what was actually taught and what you really know. Because they are not sure, they quite reasonably discount the value of your training.

To remedy this the administration's bill would provide a truly national skills standards system. Suppose industry decided on a standard for "manufacturing technician" that cut across all the various industries and manufacturing occupations in the electronics in-

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A License to Skill

Continued...

dustry, running the gamut from aircraft electronics to consumer electronics, from automobile electronics to semiconductor manufacturing. The skill standard would be a performance standard, stating plainly what the person who meets it would have to know and be able to do. Since it would not specify the courses to be taken or the kind of institution that would have to offer them, it would leave provid-

ers free to choose the kind of program they would offer and students free to pick the institution and program that best fit their needs.

Such a system should unleash a flood of new investment in skill development. For the first time, a youngster in Maine could be assured that a "manufacturing technician" certificate earned in any institution in Maine would be honored by employers from Florida to Michigan. Employers would offer well-paid jobs to people who had certificates, because they would know that these people had met standards their own industry had helped set. No single action this country could take would be more likely to lead to a dramatic increase in the skills of the work force.

But the idea of having a National Skills Standards Board is not without controversy. Much of it has to do with the composition and structure of the board itself. The administration bill proposes a 28-member board composed of the secretaries of labor, education and commerce, eight business leaders, eight representatives of organized labor and eight others to come from the education sector, community-based organizations, job-training providers, state and local government and the civil rights community. Its job would be to assemble industry groups, including workers, which would themselves do most of the development of the standards and

exams. These standards would then be endorsed by the full board.

Some business groups object to the equal representation of organized labor, pointing out that unless industry designs and implements these standards they will not be used. They want more control of the process and have proposed that the largest proportion of board positions come from business, or at least have the legislation specify that the board chair

will be a representative of the business community.

The unions are not happy about these moves. They feel that employers will give too little attention to workers' needs for real mobility in the economy. They also believe that the loose provisions regarding representation on the industry groups that formulate industry-by-industry standards—provisions they have already agreed to—give business the opportunity to lead.

Arriving at consensus has been made more difficult by inaccurate descriptions of the legislation such as in a recent op-ed piece in the *Wall Street Journal*. The article charged that the legislation would enact into law a policy of "minimum"—meaning low—skills standards and the use of "race-norming." The latter refers to the practice of adjusting the scores of minority group applicants so that larger numbers of minority group applicants will "pass" than would be the case if all applicants were graded on the test in the same way.

Both charges are absurd. The legislation actually requires the board to take into account the highest international skills standards in the world when setting U.S. standards and it expressly states that nothing in the bill would change existing civil rights employment law, which explicitly outlaws race-norming. If there is any remaining question whatsoever on an issue of this importance, it can and must be prohibited in the act itself. But this scare tactic has done its work, alarming employers who would otherwise support the bill.

The stage, thus set, could produce partisanship and deadlock when our vital national economic interests require consensus and action. There is no doubt that employers must see these standards as theirs—if they don't, then they will not use them and the whole effort will fail. However, employers must recognize that they have everything to lose if the unions jump ship and no national skills standards are set. Both sides—and their representatives in Congress—are now looking for common ground. Much depends on their finding it.

William Brock and Ray Marshall are former secretaries of labor.

Marc Tucker is president of the National Center on Education and the Economy.

Clinton proposals will challenge students and the school systems

By **MARSHALL S. SMITH**
and **RAMON CORTINES**

The Clinton administration's efforts to reform education were sharply criticized in a recent Inquirer column by Barbara Lerner, whose passion for reform is genuine, but whose zeal, unfortunately, is matched only by her misunderstanding of the administration's "Goals 2000: Educate America Act."

The purpose of the bill is to raise academic performance and improve education for all students in grades K-12. Whether they take academic or vocational subjects, American students will be asked to study more, to work with challenging new curriculums and to prepare themselves for productive lives in the 21st century.

Whether they plan to go to college or directly into the workforce, students must learn to think, to reason and to apply their knowledge. Other nations routinely demand high performance of students; it's time we ask our own to get involved in this new era of education.

The key to these reforms is creating content standards that clearly spell out what we expect our students to know and accomplish in school. Clinton's bill asks the states to develop these content standards so local schools will have a clear direction as they upgrade teaching and learning. All members of the community will be asked to become involved in the drafting and periodic revisions of these standards.

Once understood, standards also can help drive other parts of reform. States might license teachers based on their ability to understand and teach the new curriculums. Student tests and assessments would be closely tied to information that actually is taught in school.

This is a dramatic departure from the confusion that reigns in most schools today where tests are generated by one vendor, textbooks by another and teachers are trained by people who don't know much about specific curriculums.

Goals 2000 also will create national delivery — or opportunity-to-learn — standards to help make sure schools can realistically ask students to reach higher goals. We can't expect students to excel if their teachers are not prepared, or their textbooks are out-of-

date or unavailable. By creating these measures, we will be able to pinpoint schools that are doing an exceptional job of teaching and shore up those schools that need help.

It might sound deceptively simple. But this is sweeping, national reform on a scale never before attempted.

The key is creating standards that clearly spell out what is expected of students.

Math, science, art and vocational specialists are working nationally to compile benchmarks of what students should know in all key subject areas. Mathematics educators have blazed the trail and already have published standards that reflect what students need to know in the 1990s. The National Academy of Sciences is hot on their heels with science standards that can be applied to all K-12 schools.

We are not forcing lock-step reforms on the states, nor is the federal government telling schools how to teach. Goals 2000 simply encourages and funds efforts to create new ways to teach and learn based on high standards. The law will ask local communities to join in efforts to find the best ways to help students learn more.

States and schools will use different approaches. Some will use communities as classrooms, others will group students in classes so they can work together as a team; many will have students create long-term projects that require complex skills and a depth of understanding. All the reforms will be guided by the benchmark of high standards. In this way, we expect to fundamentally change education in the more than 15,000

school districts across the nation.

New tests that measure whether students are meeting the standards will be created by the states.

Barbara Lerner criticizes Goals 2000 because for the first five years the new tests developed with federal money won't be used to hold individual students accountable. There is a good reason for this delay.

We would all like to snap our fingers and immediately create new ways to teach and learn as well as create the tests that measure student performance. But these reforms will take at least five years to put into place. Teachers will have to be trained, new curriculums tried and modified. Poor schools will have to receive special attention.

To measure students immediately would both be unfair and would invite unwanted legal challenges. Until perfected, states and local communities are free to use their own tests to measure student progress, but students should not be penalized during this "shake down" period.

Taxpayers and students can rest assured that Goals 2000 carefully avoids the pitfalls of creating a huge national bureaucracy. There will be no national tests, no national curriculum. Local schools and states will be encouraged to craft their own reforms funded with at least \$420 million in federal funds. What's more, we have tried to strip away all the bureaucratic rules that keep educators from trying creative ways to help kids. Flexibility is needed in education.

We are not looking for a "silver bullet" solution to save education. Instead, we are asking for and funding the enthusiasm and creativity of local communities to drive these reforms. Constitutionally, the federal government can't intrude into the power of states. Strict national tests may appeal to

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CLINTON PROPOSALS, continued...

Barbara Lerner, but this approach rubs counter to more than 200 years of law and tradition.

As educators who have been involved in the reform wars in California and around the nation, we know that encouraging and funding reforms that stress higher standards is the right way to create better schools.

Secretary of Education Richard Riley took this approach when he pushed for school reforms as governor of South Carolina. Before his reforms, only about 2,000 students in the state bothered with advanced-placement courses, but since then, there has been a 400 percent increase. In 1983, only 42 and 56 percent of students passed standardized math and reading tests in South Carolina. In 1991, those numbers had jumped to 73 and 75 percent.

Other communities that have adopted comprehensive reforms based on high standards report similar results. Goals 2000 will work because we have provided legislation that provides national leadership, sets high benchmarks, encourages creativity, strips away the obstacles to reform and calls on hard work from students, teachers and administrators at the local level. Goals 2000 will make sure our children get the educations they need to succeed in an increasingly competitive world.

Marshall S. Smith, the undersecretary of education, is the former dean of the school of education at Stanford.

Ramon Cortines, the former superintendent of schools in San Jose and San Francisco, has been nominated as assistant secretary of education for intergovernmental affairs and human resources.

Secretary of Education Richard Riley Enunciates Administration's Goals

How to Move America From 'A Nation at Risk' to 'A Nation on the Move'

By Richard Riley

The Goals 2000: Educate America Act is President Clinton's bold plan to forge a new alliance for change among communities, the states, and the federal government. More a nationwide partnership than a national program, this plan will bring together parents, educators, community groups, business and labor leaders, social and health professionals, and citizens — all to reinvent our nation's public school system.

It has been ten years since the landmark study "A Nation at Risk" reported, "For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents." There has been no national education agenda since then. Goals 2000 will launch a new era. America will go from "A Nation at Risk" to "A Nation on the Move."

Although many communities and states have done a great deal of good work to reform their schools, experiences of the past years point toward the need for a more comprehensive and sustained approach to education improvement. Unfortunately, there is no silver-bullet solution to our education problems. It takes a variety of strategies and the involvement of many people at the state and local levels.

Last week at the Blue Ribbon Schools awards ceremony, President Clinton acknowledged this fact, saying, "You can find virtually every problem in our country solved by somebody somewhere in an astonishingly effective fashion, if you look at enough schools...."

"The problem with American education is that we have never found an effective way to help replicate success, partly because the magic of education is always what happens in the individual classroom between the teacher and the student, supported by the parents, strengthened by the culture of a school that is set overwhelmingly by a gifted principal."

We don't need to reinvent the wheel. But we in the federal government can introduce states and local communities to successful education reform efforts throughout the nation; we can provide the information and the leadership to make positive change happen; and we can provide incentives and seed money to foster the needed improvement. The Goals 2000: Educate America Act strives to do just that.

First, Goals 2000 will lead to the creation of new, world-class learning standards and the development and adoption of occupational standards.

Our children will be expected to know as much as, or more than, children in any other country. American workers will be among the best trained in the world. This bill will improve the link between education and employment. I'm not satisfied when our kids rank near the bottom on international tests, and the American people aren't either.

Some 63 percent of Americans rate the quality of public education as poor or fair.

In order to increase student performance in each state, \$400 million has been authorized for the first year of this legislation to help states and communities develop action plans and implement strategies to reform their schools.

Participating states, school districts, and schools will be encouraged to address areas found critical to success in reform efforts in the 1980s and early 1990s. Later on, states may want to challenge their schools further by having the National Education Standards and Improvement Council certify that their standards meet internationally competitive standards.

The bill also creates a national work force standards board, which will identify essential occupational and work force skills and create a system of standards and assessments in this area, too.

Second, Goals 2000 will raise expecta-

In an age when what you learn determines what you earn, our students cannot be allowed just to scrape by.

tions for all students and all schools. Children will no longer be allowed to perform poorly because they are expected to perform poorly. Schools will be challenged to provide quality teaching and learning.

I am convinced that all children can learn if they have quality opportunities to do so. In an age when what you learn determines what you earn, our students cannot be allowed just to scrape by.

Three years ago the nation's governors, led by then-Gov. Bill Clinton, and Presi-

dent Bush developed the National Education Goals, which encourage high stan-

dards. Even so, these goals still are not federal policy. We must move ahead, establish the six goals in federal policy, and raise the expectations we have for all our students by working towards achieving these goals:

- By the year 2000, all children in America will start school ready to learn.

- By the year 2000, the high school graduation rate will increase to at least 90 percent.

- By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in English, math, science, history, geography, languages, and the arts; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

- By the year 2000, US students will be first in the world in math and science.

- By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

- By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Third, Goals 2000 will help enrich course content, improve teacher training, and provide the textbooks and technologies necessary to help students meet the new, higher standards.

Students cannot learn without the essential instruments, and teachers cannot teach what they do not know. Our students and teachers must have access to the technology that runs our nation today.

Fourth, Goals 2000 will challenge our schools to show real results. Students' progress will be assessed carefully and in new ways to ensure that they are learning what they are supposed to be learning.

And finally, Goals 2000 will achieve these aims without mandating what states

More...

In Riley's home state of South Carolina, the percentage of eighth-graders passing their basic skills math test rose from 42% in 1983 to 73% in 1991.

and local districts must do. The federal role will be to provide information, research, and resources to help communities and states strengthen their own efforts to reform and to reach internationally competitive standards.

Let me be clear. We want to maintain local and state control of schools, but we in the federal government can provide leadership and direction in reaching these goals. For too long, our role has been incomplete and unfocused.

As governor of South Carolina, I saw firsthand how high standards, coupled with comprehensive reform, can really make a difference in the lives of our children and grandchildren.

In 1982, before our reforms were developed, only about 2,500 students were enrolled in advanced placement courses in our state.

That number has changed considerably. As a result of reform, there has been an almost 400 percent increase in students taking these courses.

In 1983, just 42 percent of our eighth graders passed their basic skills math test, and only 56 percent passed their reading test. Eight years later, 73 percent passed their math test and 75 percent passed their reading test. This is convincing testimony, indeed, to the power of reform.

When I was participating as a Harvard fellow in a forum on education, a student I had never met before stood up and announced that his name was Jeffrey Livingston. Then he delivered a testimonial to the power of school reform in his state. He said that because of reform, he had been able to take so many advanced placement courses in high school that when he entered Harvard, he was nearly a sophomore.

Jeffrey, an African-American, told us that he came from a home of modest means and that he and his parents had worked in support of the education reform bill. Jeffrey is a South Carolinian. He was talking about the school reform that we had developed almost eight years earlier. This was one of the most rewarding moments of my life.

As US Secretary of Education, I believe it is my duty and responsibility to ensure that all children strive for high standards; that all children have access to quality teaching and learning; and that all children are encouraged to reach their full potential.

It is these three guiding principles —

improved teaching and learning, higher standards for all children, and a partnership between the national government, states, and communities — that are at the core of what President Clinton has called a new "ethic of learning."

The Goals 2000: Educate America Act has received criticism from liberals and conservatives alike. This is to be expected.

We are proposing nationwide reform, and there are many out there who believe change is too difficult. We believe that we have developed a balanced bill — one that provides national leadership, sets benchmarks, encourages creativity, and relies on the hard work that can only take place at the state and local levels.

Our bill will ensure that all students are

We want to maintain local and state control of schools, but the federal government can provide leadership and direction.

given the opportunity to learn at high levels, while recognizing that some will need extra help. We are asking Congress to join in this effort to make sure our children know what they need to know and are able to do what they need to do to succeed in an increasingly competitive world.

The Goals 2000: Educate America Act is essential to promote education excellence throughout this nation. Passage of Goals 2000 will give children a brighter future.

Raising School Standards

Just about everyone agrees raising the standards of American schools is a good idea. But educators don't have a firm fix on what that means.

In the late 1970s and early 1980s, the emphasis was on making sure no one got through high school without mastering fundamental reading and math skills. Maryland's Project Basic, for example, established "functional" tests in writing and citizenship as well as math and reading. About three-quarters of the states also adopted minimum competency tests. And there were signs of improvement, notably a closing of the gap in achievement between black and white students.

This effort, though, did nothing to improve the performance of the best students — or even of average students: The Maryland functional tests are pitched at about 8th-grade level, and most students pass them early in high school.

Attention soon turned to making the United States more competitive in the world marketplace by having all students master more difficult material. In 1983, a major report on education, "A Nation at Risk," recommended strengthening high school graduation requirements, and 47 states (including Maryland) increased the number of courses required for high school graduation or cut back on elective courses to require more math and science.

This reform, too, was soon criticized for not doing the job. While students were taking more courses, many were simply taking more easy courses. Three years of "consumer math" isn't

much better than two years. In response, some states, including Maryland, are now specifying not just that students must take math courses, but that these include algebra and geometry.

Like other education reforms, raising standards requires a mix of top-down and bottom-up efforts. Last month, the Clinton administration moved in the right direction from the top, proposing a council to develop voluntary national standards — "geared to the best in the world" — of what students need to know and be able to do in each subject area.

The council would also devise tests and "opportunity-to-learn standards" covering such areas as instructional materials and teacher preparation.

Several national groups, meanwhile, are updating the curriculum content in math and science classes — the most concerted effort in this area since the post-Sputnik panic.

Both the proposed national standards and the curriculum development efforts hold considerable promise. So does the Maryland School Performance Assessment Program, with more rigorous content goals and tougher tests.

Yet ultimately, a true change in standards doesn't occur at the level of a national council or a state board of education; it has to occur in the classroom. The change that matters is students, parents and teachers realizing that kids can do more — and not letting other diversions, such as sports, jobs or leisure activities, get in the way.

Tomorrow: Troubled Teaching Profession

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