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Last Updated: 09/29/2025



The Reagan Record on Education

White House Office of Public Affairs



The Reagan Record

October 3, 1988

The Reagan Record

on

EDUCATION

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EDUCATION

SUMMARY STATEMENT

The central priority of President Reagan's education policy has been the return of excellence in American education. The President placed education reform at the top of the nation's agenda. He refocused debate away from how much Government spends to how much students learn.

The President has sought to return responsibility for decision making back where it belongs -- to the states, local communities, and parents -- and to assist them in putting common sense back in the classroom.

HIGHLIGHTS

"A Nation At Risk" -- In 1981, the Reagan Administration created the National Commission on Excellence in Education to evaluate the state of American education and make recommendations for improvement. The Commission's startling 1983 report, A Nation At Risk, and the President's call to action in response, were major catalysts for the education reform movement.

Education Reform Movement -- The Reagan years have witnessed the most far-reaching education reform movement in this century. America has taken up the President's call with higher academic standards, stronger curricula, merit pay and more stringent certification for teachers among other reforms in our education system.

Undeniable Progress -- The education reform movement has yielded undeniable progress.

- Scholastic Aptitude Test (SAT) scores have risen 14 points since 1981, compared with a 90 point drop from 1963 to 1980.
- The average SAT score for black students rose 15 points from 1985 to 1988 alone; from 722 to 737.
- In 1987, 86 percent of high school graduates completed a course in U.S. history, up from only 76 percent in 1982. 71 percent completed at least a semester of civics or American politics, up from 57 percent. Enrollments in advanced math classes are up by a third and students in pre-calculus have more than doubled.

Timely and Reliable Information -- The Department of Education has provided timely and reliable information to the education community and to parents to assist in their reform efforts. Examples include publications such as What Works I and II, Becoming a Nation of Readers: What Parents Can Do, Schools That Work, First Lessons, James Madison High School, American Education: Making It Work, and James Madison Elementary School.

Education Spending Up Sharply -- Per capita state spending for elementary and secondary education rose by more than 40 percent between 1981 and 1986. Total U.S. spending on education at all levels has risen from \$182.8 billion in 1980-1981 to an estimated \$328 billion in 1988-1989, an increase of 79 percent.

Drug-Free Schools -- A central tenet of the Reagan Administration has been that all schools must be drug-free. To this end, the Administration has undertaken such initiatives as the Drug-Free Schools and Communities program and the "Challenge Campaign" adopted thus far by 4,914 schools and 448 school districts. Over two million copies of What Works: Schools Without Drugs, a handbook on drug prevention, have been distributed.

Education of the Disadvantaged -- Chapter 1 of the Elementary and Secondary Education Act of 1965 has served some 4.5 million disadvantaged elementary and secondary school children a year since 1981. Congress, acting on Reagan Administration proposals, passed legislation to increase accountability for results. In March 1987, the Department of Education published Schools That Work: Educating Disadvantaged Children, a booklet which explains how schools that serve poor children can succeed.

College Student Aid -- Total Federal student aid to college students has more than doubled during the Reagan years, from \$8.9 billion in 1980 to \$18.1 billion in 1988. The President has requested \$19.6 billion for FY 1989, a rise of over 110 percent since 1980. The proportion of American college students receiving Federal aid is now nearly half, up from only 14 percent in 1970.

Historically Black Colleges and Universities (HBCUs) -- In 1981, President Reagan issued an Executive Order designed to increase the ability of HBCUs to participate in Federally sponsored programs, in order to strengthen the capacity of these institutions to provide quality education and to help accelerate their improvement.

THE RECORD

The Federal Role in Education

- o Historically and constitutionally, the Federal role in education has been limited. Education in America has been, from the beginning of our republic, controlled and funded primarily at the state, local, and private levels.
- o Slightly over 91 percent of all education spending in the United States comes from non-Federal sources. Less than seven percent originates from the U.S. Department of Education. The remainder comes from other Federal agencies.
- o In President Reagan's view, the U.S. Department of Education can best assist America's efforts to achieve excellence in education in two important areas:
 1. Assisting states, localities, education practitioners, policy makers, and the general public to obtain timely and reliable information about the condition of education, successful programs and practices, trends and issues, and ways that greater knowledge of education processes may yield improved educational performance; and
 2. Committing Federal resources to special needs such as education of economically disadvantaged children and children with handicaps, and college student aid. About 85 percent of Federal education spending is devoted to such programs.

The Education Reform Movement

- o Under President Reagan's leadership, the past five years have witnessed the most far-reaching education reform movement in this century. The President's reform agenda has focused on a number of key areas including "the 3 Cs" -- content, character, and choice -- as well as accountability, assessment, and more and better teachers.

"A Nation At Risk"

- o On April 26, 1983, after a year and a half of research and numerous public hearings, the Reagan Administration's National Commission on Excellence in Education released A Nation At Risk. That report offered the startling conclusion:

"Our nation is at risk.... The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people."

- o President Reagan, using A Nation At Risk as a call to action, made speaking appearances throughout the nation in an effort to rally Americans behind a commitment to restoring excellence in our schools. And America took up his call.

Content

- o We must teach our children the basics -- reading, writing, and arithmetic in the early grades and give them a solid grounding in English, math, science, and history in the later grades. To this end, the Reagan Administration has produced several important studies on education reform and excellence including:

What Works I and II -- a compilation of two decades of research on effective education practices for parents, teachers, and other educators. Over 500,000 copies have been distributed;

Becoming A Nation of Readers: What Parents Can Do -- recommendations to parents on how to help their children become proficient readers;

Schools That Work -- a handbook for parents, teachers, and educators that offers strategies for educating disadvantaged students;

First Lessons -- a guidebook for parents and teachers on effective elementary school practices;

James Madison High School -- a model secondary school curriculum which includes former Secretary of Education William Bennett's views on instruction in seven core academic subject areas;

James Madison Elementary School -- former Secretary Bennett's model elementary school curriculum;

American Education: Making It Work -- an assessment of the progress made in American education reform since the publication of A Nation At Risk and principles to guide further reform; and

Experiences in School Improvement: the Story of 16 American School Districts -- describes efforts by 16 local school superintendents in eight states to initiate reforms.

Character

- o Outstanding schools succeed for simple and obvious reasons. They have the "hidden curriculum" of success:
 1. They have teaching staffs of competent professionals who believe it important to shape students' character as well as intellect;
 2. They have strong principals who express clear educational goals and who hold both teachers and students to high standards of achievement; and
 3. They enforce discipline consistently and fairly.
- o In three particular areas -- the teaching of basic moral principles, the establishment of order and discipline, and the encouragement of solid work habits -- our schools need marked improvement if they are to develop a true ethos of achievement.
 - Virtues such as honesty, integrity, generosity, independence, fidelity, kindness, respect for the law, patriotism, fairness, and self-discipline do not belong exclusively to any one subgroup in American life. They are consensus ideals we all honor and all our schools should reinforce them.
 - Students must understand that they are in school to learn and that a structure of authority and order is necessary for them to do it. Articulating and securing that structure should be the first priority for schools seeking real improvement.
 - The work ethic has played a large part in American tradition. It needs to be strengthened -- or revived -- in American education. Too often an insidious "deal" is struck in the classroom: minimal demand from teachers in exchange for minimal disruption by students.

Choice

- o We need a system of public education in which parents can choose the local schools best suited to their children. Choice will improve education by encouraging competition and by giving entire communities a sense of shared ownership of the schools.
- o Magnet schools are a proven "choice" success story. They give parents greater choice among public schools because they admit students voluntarily based on their interest and that of their parents in the particular instructional focus and nature of the school, rather than the district in which they live. In the FY 1989 budget, the Administration has proposed \$115 million for magnet schools -- a 60 percent increase from FY 1988.
- o The Administration has proposed -- through vouchers, Compensatory Education Certificates (CECs), and tuition tax credits -- to allow parents more choice of schools. Despite support for choice from parents (particularly minority and poor parents), Congress has rejected these proposals.
 - Vouchers -- Under the Administration's proposal, funds would have been directed to parents of children eligible to participate in compensatory education programs covered by Chapter 1. Stipends averaging \$600 would have been applied to the cost of the public or private school program of their choice.
 - CECs -- This modified voucher proposal would have allowed parents of disadvantaged children, at the local school district's option, to secure compensatory services outside the local public school.
 - Tuition Tax Credits -- The Administration's proposal would have provided a tax credit equal to 50 percent of the eligible cost of elementary and secondary school tuition for families with taxable incomes of \$40,000 or less, and a partial credit for families with taxable incomes between \$40,000 and \$60,000.
- o In Chapter 1, a compensatory education program for educationally disadvantaged students, the Administration has sought to increase parental involvement by providing more specific guidance to school districts with regard to written policies for parental involvement. Congress responded by incorporating into law a greater emphasis on parental involvement and promoting family/school partnership programs. The President signed into law the Hawkins-Stafford Elementary and Secondary School Improvement Amendments containing these changes on April 28, 1988.

- o In bilingual education, the Reagan Administration proposed to increase local choice in selecting the most appropriate method of bilingual instruction. Congress moved significantly toward the Administration's position in changes incorporated in the newly-reauthorized bilingual education programs.
- o Choice produces success.
 - District 4 in East Harlem, in the early 1970's, ranked at the bottom of New York City's 32 districts. Then the district allowed parents to choose for their children from among a wide variety of newly-restructured schools.
 - As a result, teacher morale rose sharply and student performance dramatically improved. Today, 63 percent of its students read at or above grade level. The district now ranks 16th in the city in reading.

Accountability and Assessment

- o Accountability means responsibility for results. It is the linchpin of education reform.
- o Without accountability, all the enriched curricula in the world will not produce the results we desire. With it, many other seemingly intractable dilemmas facing our education system will suddenly reveal themselves to be susceptible of resolution.
- o In truth, we are now spending enough on education to do the job well. The trouble is not our level of investment; rather it is the low rate of return we get for it.
- o There can be no accountability without accurate information for assessment.
 - Principals have to know whether a teacher is teaching well.
 - Superintendents need reliable information on district attendance, dropout rates, and student achievement.
 - Governors and state legislators need to know where and how well their education budgets are being spent.

- Parents need ready access to student performance data when trying to determine which school has the best program for their children -- but of the 44 states that have provisions for student achievement testing, only 27 report school-level results to parents and the general public.
- o We must create more and better means of assessing the performance of schools and school districts; we must publicize that performance; and then we must reward success and correct failure. We need both the carrot and the stick. Accordingly, the Reagan Administration has:
 - Supported merit pay and competency testing for all teachers;
 - Proposed, and Congress enacted, an expansion of the National Assessment of Educational Progress (a nationwide program for testing students at several grade levels to determine progress in key subject areas) so all Americans will know how well their schools are performing;
 - Proposed legislation to hold local school districts accountable for results in Chapter 1, the Federal compensatory education program. If children aren't learning, school districts, and ultimately the states, would have responsibility for making improvements;
 - Proposed that Federal drug education and prevention funding for local school systems be contingent upon demonstrating concrete results after the second year of funding; and
 - Announced new policies to hold colleges and universities accountable for high rates of defaults on Federal student loans.

More and Better Teachers

- o A Nation At Risk was sharply critical of how American teachers were trained, recruited, and rewarded. That report called for major changes such as higher standards for teacher education; higher salaries based on performance; and the use of nontraditional personnel, especially those holding science and math degrees, to solve pressing shortages in certain fields.

- o Retired military officers, individuals from the private sector, and other college graduates with expertise in specific subject areas such as math and science should be able to become classroom teachers if they are of sound character and can teach young people effectively.
- o The Reagan Administration supports alternative certification programs and is assisting states with the administrative costs of putting such programs in place.
- o President Reagan has directed Federal agencies to encourage Federal workers, particularly those in the science, engineering, and technology disciplines to take sabbatical leave to teach at all levels of our education system.
- o We are making significant progress in this area:
 - Twelve states have established merit pay or career ladder programs, while eight other states are funding pilot programs and six have statewide programs under development;
 - Twenty-seven states have passed tougher requirements for admission to teacher preparation programs and 45 states now require tests of minimum competency for new teachers -- up from 12 in 1980;
 - Thirty-one states have instituted teacher recruitment programs designed to attract individuals with expertise and experience who may lack formal education course credits -- up from eight in 1984. Under New Jersey's Provisional Teacher Program, for example, individuals holding degrees in given subject areas can begin to teach after passing a rigorous knowledge test; and
 - Average salaries for elementary and secondary teachers, in constant 1986-1987 dollars, have risen from \$23,451 in 1982-1983 to an estimated \$28,031 in the 1987-1988 school year -- an increase of nearly 20 percent.

Undeniable Progress

- o The education reform movement in America has yielded undeniable progress. The precipitous downward slide of the previous two decades has been arrested. Many of the most significant ideas advanced by the reform movement are currently being put into practice, singly or in combination, by the states with successful and promising results.

Test Scores

- o The performance of college-bound high school students has recovered during this Administration, reversing the decline of the 1960s and 1970s. Scholastic Aptitude Test (SAT) scores rose 14 points from 1980 to 1988. This compares with the dramatic drop in SAT scores of 90 points from 1963 to 1980.
- o The proportion of high school graduates achieving the highest scores (above 600 on either the verbal or math SAT scale) rose during this Administration: from 2.3 percent to 3 percent on the verbal SAT between 1982 and 1988; from 5 percent to 7.3 percent on the math SAT between 1982 and 1988.
- o Among the generally high-performing students who take the College Board achievement tests, English composition scores have risen seven points and math scores 12 points since 1979. In physics, the mean score is up nine points.
- o The number of black students taking the SAT rose 39 percent from 1985 to 1988 and the average score rose 15 points during the same period.
- o The pervasive downward trend in science scores through much of the 1970s has been arrested. Between 1982 and 1986, 17-year old science students made up almost all the ground lost since 1977 in the National Assessment of Educational Progress (NAEP). Black students scored particularly impressive gains on the NAEP test.

Graduation/Dropouts

- o The graduation rate has risen (and the dropout rate has dropped) during this Administration. The graduation rate rose from 69.5 percent in 1982 to 71.5 percent in 1986.
- o The percentage of 16-to-24 year olds who have not completed high school and are not enrolled in school dropped from 14.1 percent in 1980 to 12.2 percent in 1986.

Attendance

- o Average daily attendance rose from 93.7 percent in 1981 to 94.2 percent in 1985.
- o In some areas, gains were dramatic. In New Mexico, for example, average daily attendance rose from 88.7 percent in 1981 to 95 percent in 1985.

Curriculum

- o The academic curriculum has become more rigorous. Classes have focused more on basics and academic subjects. In 1987, 86 percent of the high school graduates completed a United States history course, up from only 76 percent in 1982, and 71 percent of them took at least one semester of civics or American politics, up from 57 percent in 1982.
- o Students today take one semester more of mathematics on average than did students in 1982, and enrollments in advanced math classes (geometry, second-year algebra, trigonometry, and calculus) are all up by at least a third. The number of students in pre-calculus has more than doubled.
- o The proportion of American high school graduates who take Advanced Placement (AP) exams has more than doubled, from 4.7 percent to 9.7 percent.

State Initiatives

- o Governors and state legislators have responded with various measures for tougher curriculum, better textbooks, higher quality teaching, better school leadership, more public school choice, much higher funding (per pupil spending rose from \$2,726 in 1982 to \$3,752 in 1986), and smaller classes (the average pupil/teacher ratio dropped from 18.9 in 1982 to 17.8 in 1987).
- o Some examples of recent state initiatives:
 - New Jersey has demonstrated that we can and should look beyond teacher colleges when recruiting teachers;
 - Utah has shown it is possible to reward teachers with salaries and professional status based on excellent performance, not mere length of service;
 - Indiana has installed a new performance-based system of school accreditation;
 - South Carolina is now in the third year of its incentive reward program, which provides monetary awards to individual schools based on annual assessments of student achievement;
 - Minnesota has instituted far-reaching choice plans. The state allows students in 11th and 12th grades to enroll in private or public colleges. Under a new open enrollment plan enacted in 1988, parents may register their children at any grade in any public school in the state; and

- California is revamping its entire course structure, subject-by-subject. Its plan for the study of geography, for example, stresses knowledge of place and topography, the relationship of land and people, and the importance of location to settlements of conflicts.
- o Far more needs to be done. Needed reforms will not take place overnight and those changes now underway will take time to show the desired results. With more than 100,000 elementary and secondary schools, the sheer magnitude of our education system creates a bureaucratic inertia that is difficult to overcome.

Elementary and Secondary Education

Education of the Disadvantaged

- o Education has traditionally been one of the surest routes to economic mobility in America. Educational excellence has been the Reagan Administration goal for all students.
- o Chapter 1 of the Elementary and Secondary Education Act of 1965 has been a priority of this Administration. It provides financial assistance to state and local education agencies to meet the special needs of educationally deprived children residing in areas with high concentrations of children from low-income families.
- o Chapter 1 has served approximately 4.5 million elementary and secondary school children a year since 1981. Of the children served, about 55 percent have been from minority groups. The Administration has pushed for more accountability and better targeting of Chapter 1 funds to the neediest children.
- o In March 1987, the Department of Education released Schools That Work: Educating Disadvantaged Children. This booklet shows how schools that serve disadvantaged children can succeed by upgrading the curriculum, raising expectations, improving instructional strategies, and drawing support from parents and the community.

Drug-Free Schools

- o A central tenet of the Reagan Administration has been that schools must be drug-free. If our schools and communities can free themselves of illegal drugs, our schools can proceed with the business of teaching, and all of our children can get back to the business -- and pleasure -- of learning.

- o In 1986, the Department of Education released What Works: Schools Without Drugs, a handbook on drug prevention, which contributed to the national movement to eliminate drug use in schools. Over two million copies of Schools without Drugs have been distributed. The booklet has been translated into Spanish, Chinese, Italian, and Portuguese.
- o The Administration has continued its leadership in the national effort to rid our schools, colleges and communities of drugs, through its Drug-Free Schools and Communities program. The budget request for 1989 is \$250 million.
- o The Department of Education plays the leading role in an extensive anti-drug public service announcement campaign which includes advertisements on radio, TV, billboards, magazines, and newspapers.
- o The "Challenge Campaign," initiated by the Administration, encourages schools to sign agreements with the community to implement programs based on the principles in Schools Without Drugs. To date, 4,914 schools and 448 school districts across the nation are working together in cooperative networks to fight drug use.
- o Only one in 30 high school seniors used marijuana on a daily basis in 1987, compared to one in nine in 1978. Current use of cocaine among seniors dropped by one-third last year, from 6.2 percent in 1986 to 4.3 percent in 1987 -- the lowest level since 1978.

Bilingual Education

- o Studies have shown that learning English is the single most effective way to escape poverty for non-English speaking Americans. Bilingual education works best when states, communities, and local school districts have the flexibility to implement programs consistent with local needs.
- o The Reagan Administration has pushed for greater flexibility and more funds to enable local school districts to choose the most appropriate method of teaching English.
- o The Administration transmitted legislation to remove the prohibition on "special alternative" programs that schools can use to teach English to children with limited English proficiency. Congress responded by allowing 4 percent, and later 25 percent of Federal bilingual education funds to be used for these programs. This change represents a victory for local control and flexibility.

Higher Education

- o Total enrollment in our colleges and universities has risen from 12.1 million in 1980 to more than 12.6 million in 1988, despite a decline in the number of college-age young people. Most of this recent growth in college enrollment is comprised of minorities, whose participation in higher education has grown by 15 percent since 1980.
- o The percentage of American high school graduates moving on to college -- nearly 60 percent and rising -- is greater than any other country and two to three times that of most industrialized nations.
- o The numbers of Hispanics and Asian Americans attending college rose sharply between 1980 and 1986. In the fall of 1980, 472,000 Hispanics were enrolled in college. By the fall of 1986, the number had risen to 624,000; a 32 percent increase. For Asian Americans, enrollment rose from 286,000 in 1980 to 448,000 in 1986, a 57 percent increase. For Native Americans, the number enrolled rose from 84,000 in 1980 to 90,000 in 1986, a 7 percent increase.
- o After declining between 1980 and 1984 because of a 6 percent drop in enrollment among black males, black college enrollment among both males and females increased between 1984 and 1986 to 1,081,000. Black female enrollment reached a record high 645,000 in 1986.
- o The President directed the Secretary of Education to conduct a study of the factors affecting minority post-secondary education enrollment and to provide recommendations for cost-effective approaches to increase their enrollment. The study is scheduled to be released in late September, 1988.

Student Aid

- o The proportion of American college students receiving Federal direct and guaranteed aid is now nearly half -- up from only 14 percent in 1970.
- o Total student aid available through Department of Education programs has more than doubled during the Reagan years, from \$8.9 billion in 1980 to \$18.1 billion in 1988. The President's FY 1989 request would make available \$19.6 billion, a rise of over 110 percent since 1980 -- over twice the rate of inflation.
- o In 1980, 7.8 million Federal financial aid awards (including student loans) were granted to postsecondary students. In 1988 under President Reagan, 10.4 million such awards will be granted.

- o The Reagan Administration has undertaken a number of initiatives to reduce defaults in Guaranteed Student Loans including requiring better data verification by schools, expanding the use of private collection agencies and credit bureaus, and issuing tighter due diligence rules for lenders.
- o Improved collection efforts brought in over \$500 million from defaulted loans in 1987 and are projected to net over \$650 million in 1988.

Historically Black Colleges and Universities

- o In 1981, President Reagan issued an Executive Order designed to increase the ability of historically black colleges and universities (HBCUs) to participate in Federally sponsored programs, in order to strengthen the capacity of these institutions to provide quality education and to help accelerate their improvement.
- o In 1986, 27 Federal agencies and departments invested more than \$600 million in HBCUs.
 - An example of this ongoing effort is the \$2.25 million Navy contract awarded to Tuskegee Institute in 1987 to help develop engine components that resist cracking. Tuskegee Institute President Benjamin Payton called the Navy contract award "the strongest effort we have had yet from any President," and said President Reagan's Executive Order "is opening the doors" to Federal funding for black colleges and universities.
 - In July 1987, the President directed Federal agency and department heads to build upon the successes of his 1981 Executive Order by expanding efforts to include the private sector in helping enhance the quality of HBCUs.
 - From September 23-25, 1987, the Department of Education and the White House Science and Technology Advisory Committee on HBCUs held their second symposium on improving the ability of HBCUs to produce scientists and engineers. The symposium focused on ways the private sector can help increase the capability of HBCUs to conduct research and improve course offerings.

Special Education and Rehabilitative Services

- o President Reagan signaled his commitment to the fight for equality and independence for people with disabilities when, in his first term, he proclaimed this the Decade of Disabled Persons. He established a clear goal to increase the economic independence of every disabled American.
- o This Administration is committed to ensuring that children and adults with disabilities receive the help they need, whenever possible within a regular school, work, or residential setting.
- o The Department of Education administers programs that assist states in the education of handicapped children and the rehabilitation of disabled youth and adults, and provide support for special institutions serving individuals with disabilities.
 - Such activities include Gallaudet University, the Helen Keller National Center, the centers for independent living, research, innovative demonstration projects, and training activities -- all aimed at improving the education, rehabilitation, and quality of life of people with disabilities.
- o Model programs that have demonstrated innovative and effective approaches to the education of children with disabilities in the least restrictive environment have increased the ability of schools to teach children with disabilities more successfully in the regular classroom.
- o Transition programs strengthen and coordinate education, training and related services for youth with disabilities as they move from school to work or postsecondary education.
- o The Education of the Handicapped Act provides funding to states to assist them in providing special education and related services to children (age 3 to 21) with disabilities. Over four million elementary and secondary school children have been served each year since 1983.

Adult Literacy

- o Mrs. Barbara Bush has provided strong and effective leadership in an effort to increase adult literacy in America. Thanks in part to her efforts, adult literacy has become a priority in America.

- o The Administration's Adult Literacy Initiative works to encourage private sector and volunteer participation in literacy efforts around the nation. It is a program of formula grants to states to provide basic educational services to adults who lack basic skills. The initiative has been successful in recruiting volunteers to serve as tutors, teachers, assistants, and support staff through the Federal Employee Literacy Training program. The Administration requested \$148 million for the program for FY 1989, a 30 percent increase over the previous year. Congress has appropriated \$136 million.
- o Overall, the Federal Government now spends nearly \$350 million annually on 79 different programs for adult literacy training.

Spending on American Education

- o The United States spends more on education than any other nation on earth. Adjusted for inflation, total spending has risen steadily in the Reagan years, while it actually declined during the previous administration.
- o Per capita state spending for elementary and secondary education increased nationally by more than 40 percent between 1981 and 1986, according to the Department of Education.
- o Education is now the single largest budget item in all but two of the 50 states.
- o As President Reagan has noted, however, "How we spend is as important as how much we spend."

Total Spending on Education At All Levels 1980-1989 (in \$billions, unadjusted)

<u>School Year</u>	<u>Amount</u>
1980-81	\$182.8
1981-82	197.8
1982-83	212.1
1983-84	228.6
1984-85	247.7
1985-86	269.5
1986-87	289.5
1987-88	308.8
1988-89 (est.)	328.0
Percent Increase	
From 1980-81 to 1988-89:	79%

STATEMENTS OF THE PRESIDENT AND VICE PRESIDENT

President Reagan

"Many schools (are) placing a new emphasis on quality and discipline, more homework, more attention to basic skills, more attention to what works, that is to results. This (is) truly revolutionary after two decades in which money had been the only measure of progress in education, and in which, while Federal spending on education went steadily up, test scores fell steadily down and too many schools accepted the fashions of the day -- the fashions of liberal culture -- that held traditional values in scorn."

--- April 26, 1988

Vice President Bush

"There is much on our national agenda for education, and most of it must happen at the state and local levels.... When it comes to better schools, almost all of the wisdom and the good answers and the money to pay the bills should come from outside Washington, D.C. No one answer is appropriate for a nation as diverse as ours. Los Angeles is not Little Rock, Chicago is not Cheyenne. I have visited schools all over the country, and it is clear to me that the Federal Government cannot hope to duplicate the variety of approaches that I have seen."

--- June 14, 1988