

TESTIMONY

NAM

A. CREDENTIALS

I. SKY CHETS, PA, S.P.A., I.E.L., C.E.O., ^{FOR}

B. FOCUS THIS MORNING

1. PRESCHOOL
2. POST SECONDARY ED.
3. NEED TO EXPAND VIEW.

EXTRA
do not
return

THANKS

C. PRESCHOOL

1. HEAD START - SHOULD HAVE BEEN CALLED EQUAL START.
2. ENCL. SUCCESSFUL - MOST SUCCESSFUL SOC. PROG. OF LAST QTR. CENTURY.
3. DATA SHOWS BETTER ATTENDANCE & GRADES
4. AS ADULTS - MORE LIKELY TO FIND JOBS, FORM STABLE FAM, LESS WELFARE, LESS TROUBLE W/ LAW.
5. 2.1 MILL DISADVANTAGED KIDS; 456,000 ENROLLED - 4 OUT OF 5 DENIED. LONG TERM VS. SHORT TERM

D. OTHER PROGRAMS - BROAD RANGE OF EARLY AND SUSTAINED CHILDHOOD PROG. RECOMMENDED BY C.E.O. IN REPLY "CHILDREN IN NEED"

1. PRE & POST NATAL CARE - W.I.C. PROGRAM - UNION IS LAST PROG IT COULD LIST.
2. FAMILY HEALTH CARE INCL. IMMUNIZATION
3. QUAL DAY CARE
4. EXPANSION CHAP. I
5. IN-SCHOOL PROGRAMS
HEALTH & NUTRITIONAL SERV, PSYCHOLOGICAL & CAREER COUNSELING
6. NOT A RADICAL PROPOSAL IN BUNCH
LAW'S - I HAVE A DREAM

MOVE NOW TO HI SCH. GRAD

(2)

E. Full Access to Post Secondary

1. COLLEGE BOUND - MORE GOING WITH GREATER CHOICE - SHOULD BE ENCOURAGED WITH FINANCIAL MECHANISMS

1) T. GRANT 2. TOO MUCH FOCUS ON COLLEGE BOUND AND NOT ENOUGH ON 20 MILL WHO DO NOT ATTEND. "THE FORGOTTEN HALF" FROM CONSTRUCTION WORKERS, BUS DRIVERS, T.V. REPAIR, ^{AND} PRODUCTION LACK OF LIVES, TO THOSE IN ECON. LIMBO OF UNEMPLOY, PART TIME JOBS & POVERTY.

4. NOW COLL 20-24 YR OLDS EARN CONSIDERABLY LESS THAN 10 YRS AGO - 56% CHAD' KEPT PART. OF 3 ABOVE NOW. LIL "ONCE BEHIND, STAY BEHIND". THEY ARE THE WORKING PO

TO DEFEND TO CHANGE OF COLLEGE TRADE SCHOOLS

F. REASONS

1. LACK OF SUPPORT - AVG. COLL. STUD RECEIVES \$5,000/ACADEMIC YR. - NOW COLL. - ONLY 5% RECEIVE FED. - SUPPORTED JOB TRAINING WITH MAX OF \$2,300 - 4 YRS \$20,000 VS. \$2300
2. NOW COLL. YOUTH ARE SHORT CHANGED
3. SYSTEM REWARDS COLL, NEGLECTS THOSE WHO DON'T GO - CAN AFFORD SUCH A MONUMENTAL WASTE OF HUMAN RESOURCES!

G. WHAT TO DO

1. LIFE TIME EDUCATIONAL CREDIT
2. INDIVIDUAL TRAINING ACCT
3. NAT. DEMO PROG. ADMIN. BY STATE

LIBERTY SCHOLARSHIPS
OUT GROWTH OF LIVES - I HAVE + OTHER PEOPLE
4. PELL GRANTS

MUST PROVIDE OUR YOUNG PEOPLE WITH MORE THAN SINGLE PATHWAY TO SUCCESS

1. CHANGING BUSINESS WORLD - CHANGING JOBS - CONTINU. EDUCATION
2. NEW LOOK AT W.L. GEAR, SUMMARY. - TALK TO SAM HALPERIN.
3. (VICTOR) FIELD THEORY OF EDUCATION.
4. DROP OUT PROBL. - NOTHING TO DROP OUT TO
5. GEORGE WESTINGHOUSE TECHNICAL H.S. - EXAMPLE OF WHAT GOOD SCHOOL CAN DO.
6. INCREASING SOPHISTICATION IN SERVICE SECTOR (INSUR. EXAMPLE + LOSS OF MANUFACTURING JOBS

OUTLINE - EDUCATION & TRAINING FOR FUTURE

I. EDUCATION ENCOMPASSES MANY THINGS IF TO BE SUCCESSFUL

- A. ALL EDUCATION HAS PROBLEMS - URBAN EDUCATION FACES MOST DIFFICULT TASK IN DEALING LARGE NUMBERS. 25 LARGEST SCHOOL SYSTEMS - MAJ. N.Y.C. EXAMPLE
- B. C.E.D. REPORT SUMMARY.
- C. COMBINE ABOVE WITH EDUCATION REFORM, DECENTRAL HIGHER TEACHERS SAL & STANDARDS, MASS. INFRASTRUCTURE IMPROVEMENT AND HEALTH ECONOMIC DEVELOPMENT PROGRAMS. DEEP BUS. INVOLVEMENT NECESSARY. IF EVERYTHING WORKS MAY JUST STAND A CHANCE

TALK ABOUT 2 SPECIFICS AT ~~THE~~ EITHER END OF THIS UNIFIED SYSTEM WE CALL EDUCATION.

II - HEAD START PROGRAM

III - NOW COLLEGE BOUND GRADUATES

- A. SUMMARY
- B. CONTINUING EDUCATION - CONSTANT IN A CHANGING WORLD
- C. DROP OUT PROBLEM TODAY - NOTHING TO DROP OUT TO. (LOSS OF MANY JOBS. INCR. SOUTH. IN. SERV.)

Education as an element

NAM
3/22/89
WASH. D.C.

All Education is training for future

I. INTRODUCTION

AS SET CAPAROS

A. ENTIRE EDUCATIONAL SYSTEM HAS PROBLEMS

1. OUR BEST SCHOOLS ARE INCLUDED IN STATISTICS THAT PLACE US HIGH OR NEAR THE BOTTOM OF THE INDUSTRIALIZED WORLD IN MATH AND SCIENCE PROFICIENCIES
 2. POOR RURAL SCHOOL DISTRICTS ARE APPALLING
 3. BAO HAS EVERY STUDY OF U.S. POLICY CENTER
 3. WILL BE FOCUSING ON URBAN EDUCATION PROBLEM SIMPLY BECAUSE OF HUGE NUMBERS INVOLVED + FACT THAT LARGEST 25 SCHOOL DISTRICTS IN U.S. ARE ALL MAJORITY OF MINORITIES.
- N.Y.C. EXAMPLE - ASHIMEN BUT KNOW IT BEST.

NATION AT RISK

MANY
B. ~~WELL EDUCATED CITIZENS~~ SUCCESSFUL EDUCATION OF CHILDREN REQUIRES MUCH MORE THAN GOOD CLASS ROOM INSTRUCTION. ONE OF FIRST GROUPS TO RECOGNIZE THIS WAS A BUS. ORGANIZATION - THE COMMITTEE ON ECONOMIC DEVELOPMENT. - ICHMA PROVIDES REPORTS ON TRADE POLICY AND THAT POLICY, COMPETITIVENESS

JAPANESE EDUCATION SYSTEMS
DROP OUT RATES

In 1967

IN A REPORT ENTITLED, "CHILDREN IN NEED:
INVESTMENT STRATEGIES FOR THE
EDUCATIONALLY DISADVANTAGED", THE CED
RECOMMENDED THAT THE NATION GIVE "THE
HIGHEST PRIORITY" TO A BROAD RANGE OF
EARLY AND SUSTAINED CHILDHOOD PROGRAMS
DESIGNED TO MEET THE EDUCATIONAL, HEALTH
AND SOCIAL NEEDS OF DISADVANTAGED
CHILDREN.

THESE RECOMMENDATIONS INCLUDED AN
EXPANSION OF PRESCHOOL PROGRAMS, BUT THEY
ALSO INCLUDED PRE- AND POST-NATAL CARE FOR
AT-RISK MOTHERS, EXPANDED PROGRAMS OF
FAMILY HEALTH CARE, NUTRITIONAL GUIDANCE,
QUALITY DAY CARE FOR WORKING PARENTS, AN
EXPANSION OF THE CHAPTER I PROGRAM, AND
SPECIAL PROGRAMS TO HELP PARENTS RAISE
THEIR CHILDREN.

JOINT ECONOMIC COMMITTEE TESTIMONY

IN ADDITION, THE CED RECOMMENDED ONGOING
SUPPORT SYSTEMS WITHIN THE SCHOOLS
THEMSELVES THAT INCLUDED HEALTH AND
NUTRITIONAL SERVICES, PSYCHOLOGICAL AND
CAREER COUNSELLING, AND A VARIETY OF
PROGRAMS DESIGNED TO KEEP YOUNG PEOPLE IN
SCHOOL.

JOINT ECONOMIC COMMITTEE TESTIMONY

THAT'S NOT A COMPLETE PROGRAM. BUT IT WAS THE CED'S HOPE THAT, WHEN COMBINED WITH MAJOR EDUCATIONAL INITIATIVES, THE PROGRAM COULD HELP ACHIEVE TWO GOALS. ONE WOULD BE TO PROVIDE SUPPORT, HEALTH AND SUSTENANCE FOR CHILDREN WHO HAVE MORE THAN THEIR SHARE OF OBSTACLES TO OVERCOME IN ORDER TO SUCCEED IN THIS SOCIETY. THE OTHER WOULD BE TO MAKE TODAY'S DISADVANTAGED YOUTH PART OF TOMORROW'S ECONOMIC GROWTH.

JOINT ECONOMIC COMMITTEE TESTIMONY

"THIS NATION", THE CED SAID IN ITS MOST WIDELY QUOTED STATEMENT, "CANNOT CONTINUE TO COMPETE AND PROSPER IN THE GLOBAL ARENA WHEN MORE THAN ONE-FIFTH OF OUR CHILDREN LIVE IN POVERTY AND A THIRD GROW UP IN IGNORANCE. AND IF THE NATION CANNOT COMPETE, IT CANNOT LEAD. IF WE CONTINUE TO SQUANDER THE TALENTS OF MILLIONS OF OUR CHILDREN, AMERICA WILL BECOME A NATION OF LIMITED HUMAN POTENTIAL."

JOINT ECONOMIC COMMITTEE TESTIMONY

*All this with broad community including
business community & if everything works may
just stand a chance.*

THERE IS NOT A RADICAL PROPOSAL IN THE
ENTIRE CED REPORT. IN FACT, THEY ARE
RELATIVELY MODEST. BUT IF ALL OF THEM
WERE IMPLEMENTED, WE WOULD FINALLY HAVE
THE NATIONAL COMMITMENT TO IMPROVE THE
LIVES OF CHILDREN THAT WE HAVE TALKED
ABOUT FOR YEARS -- BUT WHICH WE NEVER HAVE
ACTUALLY UNDERTAKEN.

NOW FOR THE SECOND TOPIC ON THE AGENDA:
FULL ACCESS TO POST-SECONDARY EDUCATION.

HERE I WOULD LIKE TO MOVE A LITTLE OFF
CENTER.

*If combine all of these ^{with} basic education report -
improving teaching standards & salaries, incorporate
new teaching devices, decentralize systems for more
flexibility and accountability, massive investments
to address current (and future) \$ in our education*

TALK ABOUT 2 SPECIFICS AT EITHER END OF
THIS UNIFIED SYSTEM WE CALL THE EDUCATION PROCESS.

JOINT ECONOMIC COMMITTEE TESTIMONY

ALMOST 25 YEARS AGO, WHEN THE JOHNSON
ADMINISTRATION DEVELOPED ITS WAR ON
POVERTY, ONE COMPONENT OF THAT EFFORT WAS
HEAD START, A PROGRAM TO PROVIDE PRESCHOOL
EDUCATION FOR DISADVANTAGED CHILDREN. THE
THEORY BEHIND THE PROGRAM WAS
STRAIGHTFORWARD ENOUGH. SINCE
DISADVANTAGED CHILDREN FREQUENTLY HAD
DIFFICULTY IN SCHOOL, A PRESCHOOL PROGRAM
WOULD PUT THEM IN A BETTER POSITION TO
LEARN AND GROW.

JOINT ECONOMIC COMMITTEE TESTIMONY

HEAD START SUCCEEDED BEYOND ANYONE'S
EXPECTATION. FOR MORE THAN A DOZEN YEARS,
IT HAS BEEN RECOGNIZED AS ONE OF THE MOST
SUCCESSFUL SOCIAL PROGRAMS EVER DEVELOPED
IN THIS COUNTRY. SOME VIEW IT AS THE MOST
SUCCESSFUL SOCIAL PROGRAM OF THE LAST
QUARTER CENTURY.

THIS ISN'T AN INTUITIVE OR SUBJECTIVE
OPINION. THIS IS A JUDGEMENT BACKED UP BY
A WEALTH OF DATA.

JOINT ECONOMIC COMMITTEE TESTIMONY

THAT DATA TELLS US THAT CHILDREN WHO PARTICIPATE IN HEAD START DO BETTER IN SCHOOL THAN CHILDREN WHO DO NOT. THEY ATTEND SCHOOL MORE FREQUENTLY, AND THEIR GRADES ARE HIGHER.

THE DATA ALSO TELLS US THAT AS THESE CHILDREN GROW INTO ADULTS, THEY ARE MORE LIKELY TO FIND JOBS, MORE LIKELY TO FORM STABLE FAMILIES, LESS LIKELY TO GO ON WELFARE, AND LESS LIKELY TO HAVE TROUBLE WITH THE LAW.

JOINT ECONOMIC COMMITTEE TESTIMONY

WITH THE PUBLIC, THE CONGRESS AND THE
ADMINISTRATION CLAMORING FOR SOCIAL
PROGRAMS THAT "WORK", YOU WOULD THINK
THAT, GIVEN THIS RECORD OF SUCCESS, WE
WOULD FUND HEAD START TO THE HILT; OR
FAILING THAT, FIND SOME WAY OF ENSURING
THAT ALL ELIGIBLE CHILDREN HAD THE
OPPORTUNITY TO PARTICIPATE IN SOMETHING
LIKE HEAD START.

THAT IS NOT THE DIRECTION IN WHICH WE ARE
MOVING, HOWEVER.

JOINT ECONOMIC COMMITTEE TESTIMONY

AT THE PRESENT TIME, SOME 2.4 MILLION CHILDREN ARE ELIGIBLE FOR HEAD START, BUT ONLY 456,000 ARE ENROLLED. IN OTHER WORDS, FOUR OF EVERY FIVE CHILDREN WHO COULD BENEFIT FROM HEAD START ARE DENIED THE OPPORTUNITY TO PARTICIPATE.

THERE IS NO QUESTION IN MY MIND, AND IN THE MINDS OF MANY OTHERS, THAT THIS COUNTRY NEEDS TO EXPAND ITS PUBLICLY AND PRIVATELY SUPPORTED PRESCHOOL PROGRAMS SO THAT EVERY CHILD WHO CAN BENEFIT FROM A PRESCHOOL PROGRAM HAS ACCESS TO ONE.

Full Access to Post Secondary Educa.

DURING THE LAST 10 OR 12 YEARS, THERE HAS BEEN A STEADY INCREASE IN THE DESIRE OF YOUNG PEOPLE TO ATTEND COLLEGE AND A STEADY INCREASE IN THE NUMBERS ACTUALLY ATTENDING COLLEGE.

THOSE ARE WELCOME DEVELOPMENTS. THE FACT THAT OUR COLLEGES HAVE A WIDER RANGE OF STUDENTS FROM WHICH TO CHOOSE IS ONE INDICATION OF OUR SUCCESS. SO IS THE INCREASING ACADEMIC COMPETITION AMONG COLLEGE STUDENTS.

THAT IS AS IT SHOULD BE. WE SHOULD BE
ENCOURAGING ALL THOSE WHO WANT TO ATTEND
COLLEGE TO DO SO. WE SHOULD REACH OUT TO
THOSE WHO HAVE THE ABILITY BUT NOT THE
INFORMATION OR ENCOURAGEMENT THEY NEED.
WE SHOULD BE DEVELOPING FINANCING
MECHANISMS THAT MAKE COLLEGE POSSIBLE FOR
BRIGHT YOUNG PEOPLE OF MODEST OR LIMITED
MEANS.

JOINT ECONOMIC COMMITTEE TESTIMONY

BUT I WONDER IF WE ARE NOT FOCUSING TOO MUCH ATTENTION ON THE COLLEGE-BOUND. I WONDER IF OUR PREOCCUPATION WITH THOSE ATTENDING COLLEGE, AND THOSE WHO WANT TO ATTEND COLLEGE, CAUSES US TO LOSE SIGHT OF YOUNG PEOPLE WHO ARE NOT LIKELY TO ATTEND COLLEGE.

THERE ARE 20 MILLION YOUNG PEOPLE WHO FALL INTO THIS CATEGORY, AND, IN THE WORDS OF A NATIONAL COMMISSION ON YOUTH AND THE AMERICAN FUTURE, THEY ARE "THE FORGOTTEN HALF."

JOINT ECONOMIC COMMITTEE TESTIMONY

WHO ARE THESE YOUNG PEOPLE? WHAT DO WE
KNOW ABOUT THEM? WHAT DO THEY DO? WHAT
HAPPENS TO THEM?

THE WILLIAM T. GRANT FOUNDATION COMMISSION
THAT SPENT A YEAR STUDYING NON-COLLEGE
YOUTH HAD THIS TO SAY:

"THEY ARE THE YOUNG PEOPLE WHO BUILD OUR
HOMES, DRIVE OUR BUSES, REPAIR OUR
AUTOMOBILES, FIX OUR TELEVISIONS, MAINTAIN
AND SERVE OUR OFFICES, SCHOOLS AND
HOSPITALS, AND KEEP THE PRODUCTION LINES
OF OUR MILLS AND FACTORIES MOVING."

JOINT ECONOMIC COMMITTEE TESTIMONY

"TO A GREAT EXTENT THEY DETERMINE HOW WELL THE AMERICAN FAMILY, ECONOMY AND DEMOCRACY FUNCTION. THEY ARE ALSO THE THOUSANDS OF YOUNG MEN AND WOMEN WHO ASPIRE TO WORK PRODUCTIVELY BUT NEVER QUITE 'MAKE IT' TO THAT KIND OF EMPLOYMENT. FOR THESE MEMBERS OF THE FORGOTTEN HALF, THEIR LIVES AS ADULTS START IN THE ECONOMIC LIMBO OF UNEMPLOYMENT, PART-TIME JOBS AND POVERTY WAGES. MANY OF THEM NEVER BREAK FREE."

JOINT ECONOMIC COMMITTEE TESTIMONY

THE PROBLEM, WE ARE TOLD, IS THAT, AS A
NATION, WE PREPARE OUR COLLEGE-BOUND YOUTH
FOR THE FUTURE BUT ASSUME OUR NON-COLLEGE
BOUND YOUTH WILL MAKE IT ON THEIR OWN.

BUT THAT'S NOT HOW IT WORKS OUT.

THE DATA THE GRANT COMMISSION COLLECTED
SHOWED THAT YOUNG PEOPLE BETWEEN THE AGES
OF 20 AND 24 WHO DO NOT ATTEND COLLEGE
^{28%}
EARN LESS TODAY THAN THEIR COUNTERPARTS
EARNED TEN YEARS AGO. IT ALSO SHOWS 56
PERCENT NOT EVEN EARNING ENOUGH TO KEEP A
FAMILY OF THREE ABOVE THE POVERTY LINE.
AND WHEN INCOMES DECLINE, THE ODDS START
INCREASING THAT FAMILIES WILL BEGIN TO
BREAK UP, SINGLE PARENT HOUSEHOLDS WILL BE
THE NORM, AND CHILDREN WILL START HAVING
PROBLEMS AT SCHOOL.

JOINT ECONOMIC COMMITTEE TESTIMONY

IN SHORT, MANY YOUNG PEOPLE WHO DO NOT ATTEND COLLEGE FIND THEMSELVES SWIMMING AGAINST AN ECONOMIC TIDE THEY CANNOT CONTROL. THEY FIND JOBS THAT DO NOT PAY THEM ENOUGH AND THAT DO NOT ALLOW THEM TO SUPPORT THEIR FAMILIES NO MATTER HOW HARD THEY WORK. NOR IS THEIR SITUATION LIKELY TO IMPROVE. "ONCE BEHIND, THEY STAND TO STAY BEHIND", THE COMMISSION SAID.

JOINT ECONOMIC COMMITTEE TESTIMONY

YES, THEY ARE EMPLOYED, BUT THE CONDITIONS OF THEIR EMPLOYMENT AND THE CIRCUMSTANCES OF THEIR LIVES ARE GROWING PROOF THAT EMPLOYMENT ITSELF IS NO GUARANTEE OF WIDESPREAD ECONOMIC HEALTH OR INDIVIDUAL ECONOMIC OPPORTUNITY.

ARE
THERE ~~THEY BE~~ MANY REASONS WHY NON-COLLEGE BOUND YOUNG PEOPLE FIND THEMSELVES IN THIS POSITION. ONE THAT IS FREQUENTLY OVERLOOKED IS THE STARTLING DIFFERENCE BETWEEN WHAT WE DO FOR THE COLLEGE STUDENT AND WHAT WE DO FOR THE NON-COLLEGE YOUNG PERSON.

JOINT ECONOMIC COMMITTEE TESTIMONY

EACH STUDENT IN AN INSTITUTION OF HIGHER LEARNING, FOR INSTANCE, CAN EXPECT TO RECEIVE A SUBSIDY OF \$5,000 PER ACADEMIC YEAR THROUGH A COMBINATION OF PUBLIC AND PRIVATE GRANTS, LOANS AND SUBSIDIES TO INDIVIDUALS OR INSTITUTIONS.

MEANWHILE, AMONG THOSE WHO DO NOT ATTEND COLLEGE, ONLY FIVE PERCENT OF THOSE ELIGIBLE FOR FEDERALLY-SUPPORTED JOB TRAINING ACTUALLY RECEIVE THIS SUPPORT. WHEN THEY DO, IT LASTS FOR ONLY FOUR MONTHS AND TOTALS ONLY \$1,800 TO \$2,300 PER STUDENT.

JOINT ECONOMIC COMMITTEE TESTIMONY

IN OTHER WORDS, THE COLLEGE STUDENT
RECEIVES \$20,000 WORTH OF SUPPORT; THE
NON-COLLEGE STUDENT \$2,300.

YOU CAN ARGUE WITH SOME OF THE DATA, BUT I
DON'T THINK ANYONE CAN ARGUE WITH THE
CONCLUSION: NON-COLLEGE BOUND YOUNG
PEOPLE ARE BEING SHORTCHANGED BY OUR
ECONOMIC SYSTEM AND BY OUR POLITICAL
PRIORITIES.

JOINT ECONOMIC COMMITTEE TESTIMONY

WE SAY WE HAVE A SYSTEM OF OPPORTUNITY
BASED ON EQUITY, BUT IN POINT OF FACT WE
HAVE A SYSTEM WHICH REWARDS THOSE WHO GO
TO COLLEGE AND NEGLECTS THOSE WHO DO NOT.
COLLEGE IS EQUATED WITH SUCCESS. NOT
GOING TO COLLEGE IS EQUATED WITH FAILURE.

IN AN ERA OF GLOBAL COMPETITIVENESS IN
WHICH OUR GOAL IS TO DEVELOP A HEALTHY AND
PRODUCTIVE ECONOMY, NOT JUST ONE IN WHICH
EVERYONE HAS A JOB, WE CANNOT AFFORD SUCH
A MONUMENTAL WASTE OF RESOURCES.

JOINT ECONOMIC COMMITTEE TESTIMONY

I AM NOT ARGUING FOR A REDUCTION IN THE
SUPPORT WE CURRENTLY OFFER COLLEGE
STUDENTS. I HOPE WE REACH OUT TO MORE
PEOPLE, ENCOURAGE THEM TO GO TO COLLEGE,
AND MAKE IT POSSIBLE FOR THEM TO GO TO
COLLEGE.

SUPPORT WE OFFER COLLEGE STUDENTS

~~BUT~~ IN CONJUNCTION WITH THAT, WE NEED TO
DEVELOP SOME POST-HIGH SCHOOL EDUCATIONAL
OPPORTUNITIES FOR THOSE WHO DO NOT WANT TO
ATTEND COLLEGE BUT STILL WANT TO PURSUE
THEIR EDUCATION.

JOINT ECONOMIC COMMITTEE TESTIMONY

ECONOMIST LESTER THURLOW HAS PROPOSED A LIFETIME EDUCATIONAL CREDIT THAT EACH PERSON COULD USE AS HE OR SHE SAW FIT. THAT IS ONE IDEA. OTHERS INCLUDE INDIVIDUAL TRAINING ACCOUNTS PATTERNED AFTER INDIVIDUAL RETIREMENT ACCOUNTS, OR A NATIONAL DEMONSTRATION PROGRAM, ADMINISTERED AT THE STATE LEVEL, DESIGNED TO INCREASE ACCESS TO POST-HIGH SCHOOL EDUCATION.

THAT IS JUST A START. MORE IDEAS WILL CERTAINLY BE FORTHCOMING IF WE TURN MORE ATTENTION TO THE YOUNG PERSON WHO CHOOSES NOT TO ATTEND COLLEGE.

JOINT ECONOMIC COMMITTEE TESTIMONY

~~MR. CHAIRMAN,~~ NOBODY DISPUTES THE VALUE OF
A COLLEGE EDUCATION. BUT A COLLEGE
EDUCATION IS NOT FOR EVERYBODY, AND NOT
EVERYBODY WANTS A COLLEGE EDUCATION.

TRYING TO PUT ALL OUR YOUNG PEOPLE INTO
ONE MOLD, AND THEN JUDGING THEM IN TERMS
OF WHETHER THEY FIT THIS MOLD THAT SOMEONE
ELSE CHOSE FOR THEM, IS A SERIOUS ERROR.
YOUNG PEOPLE LEARN IN DIFFERENT WAYS, AT
DIFFERENT PACES. LET'S TRY AND DEVELOP A
SYSTEM OF POST-HIGH SCHOOL EDUCATION THAT
RESPECTS AND BUILDS ON THOSE DIFFERENCES.

JOINT ECONOMIC COMMITTEE TESTIMONY

IF WE WANT THE LARGEST NUMBER TO SUCCEED
IN LIFE, THEN WE HAVE TO PROVIDE OUR YOUNG
PEOPLE WITH MORE THAN A SINGLE PATHWAY TO
SUCCESS.