all clients, counseling all clients, maintaining the information system that will make the vendor market efficient and organizing employers to provide job experience and training slots for school youth and adult trainees.

Rebuild employment service as a primary function of labor market boards.

Develop programs to bring dropouts and illiterates up to general education certificate standard. Organize local alternative programs to provide alternative education, counseling, job experience, and placement services to these clients.

Develop for dislocated workers and hard-core unemployed (see below).

Develop city and state-wide programs to combine the last two years of high school and the first two years of college to form one-year programs after acquisition of the general education certificate to culminate in college. Programs should combine academic and structured on-the-job training.

Develop uniform system of reporting for providers, requiring them to provide information in that format on characteristics of clients, their success rates by program, and the costs of those programs. Develop computer-based training this at local labor market board offices with employment data from the state so that counselors can look at profiles offered by colleges and other vendors in terms of cost, client characteristics, program design, and outcomes. Including subsequent employment for graduates.

Design all programs around the forthcoming general education standards and the standards to be developed by the National Board for College Professional and Technical Standards.

Create statewide program of technical assistance to the states and cities in which that program functioned. It would probably have to be separately organized, though the services provided would be much the same. Federal funds would be of-offering technical assistance program in the states and cities related to the principal program function of labor market boards.

The situation with respect to elementary and secondary education is very different from adult education and training. In the latter case, a new vision and a whole new structure is required. In the former, there is increasing acceptance of a new vision and structure among the education professionals and the relevant professional groups and in Congress. There is also a lot of existing activity on which to build. So we confine ourselves here to describing the welfare and training activities that can be used to construct the Clinton education program.

STANDARD SETTING

Legislation to accelerate the process of national standard setting in education was contained in the conference report on S.2 and HR 4323 that was defeated on a recent cloture vote. Solid majorities were behind the legislation in both House and Senate. While some of us would quarrel with a few of the details, we think the new administration