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Ohio 2000 11/25/91 [OA 8319][1]

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THE WHITE HOUSE


WASHINGTON

November 19, 1991

MEMORANDUM FOR THE CHIEF OF STAFF

DEB ANDERSON	TONY MAURO
PAUL BATEMAN	TIM MCBRIDE
TONY BENEDI	FRED MCCLURE
PHILLIP BRADY	LAURA MELILLO
MICHAEL BUSCH	JANE MOORE
ANDREW CARD	ROGER PORTER
DAVID CARNEY	PATTY PRESOCK
LINDA CASEY	SUSAN PORTER ROSE
BILLY DALE	BRENT SCOWCROFT
DAVID DEMAREST	SICHAN SIV
BILL FARISH	DORRANCE SMITH
LAURIE FIRESTONE	TONY SNOW
MARLIN FITZWATER	KATHY SUPER
BOYDEN GRAY	PEGGY SWIFT
EDE HOLIDAY	RICHARD TREFRY
CONSTANCE HORNER	DAVID VALDEZ
TOM HUFFORD	ROSE ZAMARIA
RON KAUFMAN	USSS/PPD OPS
BOBBIE KILBERG	WHCA OPERATIONS
WILLIAM KRISTOL	MEDICAL UNIT
DIANE LIMO	AIRLIFT OPS

THROUGH: SIG ROGICH
ASSISTANT TO THE PRESIDENT FOR
PUBLIC EVENTS AND INITIATIVES

FROM: JAY PARMER 
SPECIAL ASSISTANT TO THE PRESIDENT
AND DIRECTOR OF PRESIDENTIAL ADVANCE

SUBJECT: TRIP OF THE PRESIDENT TO COLUMBUS, OHIO
ON NOVEMBER 25, 1991

For your use and planning purpose, the attached is a preliminary outline schedule for the Trip of the President to Columbus, Ohio on November 25, 1991. Please keep in mind the following information has not been finally approved and is subject to change.

Attachments .

PRELIMINARY OUTLINE SCHEDULE

Monday, November 25, 1991

GUEST AND STAFF INSTRUCTIONS:

7:45 am Vans depart West Basement
en route Andrews Air Force
Base.

8:05 am Guests and Staff with own
transportation should
arrive Andrews Air Force
Base, Distinguished Visitors
Lounge, at this time for
check-in.

8:30 am MARINE ONE departs White House en route
Andrews Air Force Base.

(Flying Time: 10 Minutes)

8:40 am MARINE ONE arrives Andrews Air Force Base.

8:50 am AIR FORCE ONE departs Andrews Air Force Base
(E.S.T.) en route Columbus, Ohio.

(Flying Time: 1 Hour 10 Minutes)

(Time Change: None)

(Interchange: No)

10:00 am AIR FORCE ONE arrives Port Columbus International
(E.S.T.) Airport, Columbus, Ohio.

10:10 am MOTORCADE departs Port Columbus International
Airport en route Ft. Hayes Metropolitan Education
Center.

(Drive Time: 15 Minutes)

10:25 am MOTORCADE arrives Ft. Hayes Metropolitan Education Center.

* CLASSROOM VISIT TO CLINICAL LAB
- Expanded Pool Coverage
(10:30 am - 10:45 am)

* CLASSROOM VISIT TO DAY CARE CENTER
- Expanded Pool Coverage
(10:50 am - 11:00 am)

11:05 am MOTORCADE departs Ft. Hayes Metropolitan Education Center en route Veterans Memorial.

(Drive Time: 10 Minutes)

11:15 am MOTORCADE arrives Veterans Memorial.

* ADDRESS TO OHIO EDUCATION COMMUNITY
- Open Press
- Remarks
- Teleprompter
(11:20 am - 11:50 am)

* BRIEFING TIME: 15 MINUTES
(11:55 am - 12:10 pm)

* LOCAL NETWORK AFFILIATES INTERVIEWS
- Closed Press (local affiliates only)
(12:15 pm - 12:55 pm)

1:00 pm MOTORCADE departs Veterans Memorial en route Port Columbus International Airport.

(Drive Time: 20 Minutes)

1:20 pm MOTORCADE arrives Port Columbus International Airport.

1:25 pm AIR FORCE ONE departs Columbus, Ohio en
(E.S.T.) route Andrews Air Force Base.

(Flying Time: 1 Hour)
(Time Change: None)
(Interchange: No)

2:25 pm AIR FORCE ONE arrives Andrews Air Force Base.
(E.S.T.)

2:35 pm MARINE ONE departs Andrews Air Force Base en
route White House.

(Flying Time: 10 Minutes)

2:45 pm MARINE ONE arrives White House.

(Duggan/Simon)
November 18, 1991
Draft One
Ohio

To Bob -

for files

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
[TIME]

Thank you, George. I am delighted to be here with George Voinovich. He's doing a terrific job. He's leading the great state of Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on a truly historic mission to change American education -- to help our country become all that it should be.

It's a pleasure to be with Ted Sanders again. Ted served as Deputy Secretary of Education in my Administration until Ohio had the good fortune to hire him as State Superintendent of Schools. He's an eloquent voice for higher standards, for less bureaucracy, and greater choice for parents in their children's schooling. I also want to greet members of the Council of 100 and the Governor's Education Management Council, and of course the many students and parents here today.

Today is a landmark on our drive for better education. Only seven months ago I announced the America 2000 strategy. Now, with the launching of Ohio 2000, half of the 50 states have enlisted in the revolution to make our schools do their best.

Twenty-five states now have committed themselves to meeting by the year 2000 the goals adopted by the governors of all 50 states at the Charlottesville Education Summit. We're working

for a new America, with all children ready to learn when starting school; with U.S. students first in the world in science and math and proven in world-class competence as well in English, history and geography; with at least a 90 percent graduation rate for our high schools; with all adults literate; and with schools free of drugs and violence.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. During the first years of our independence, our founders resolved that the western territories would not be mere colonies of the thirteen original states. Instead, western settlers were assured the right to form new states with status equal to that of the original thirteen. On this we built our free society, with government close to the people and limited in power.

The early laws that charted Ohio's future also made education an American priority -- a unifying national cause. An ordinance of 1785 provided for the subdivision and sale of western lands -- what we'd call "privatization" in today's terminology. This same law directed that each new town set aside one lot -- one thirty-sixth of its real estate -- for the maintenance of schools. Two years later, Congress enacted the famous Northwest Ordinance, making education a cornerstone for building the new nation. The Ordinance stated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

One of the seminal ideas of our founders was that public benefit did not always have to depend on government activity, government spending or government control. This was and is the proper basis for defining public education. Americans always have sought to provide quality education as universally as possible. Throughout our history, schools have served the same public purpose, whether their organizers were privately financed schoolmasters, or town councils, or religious orders or denominations. Any school that serves the public and is held accountable by a public authority provides public education.

A key tenet of America 2000 is real freedom for parents to choose their children's schools. We won't have full choice until parents are allowed to spend their public education dollars at any school that renders public education. I am not opposed to government; I'm proud to lead the federal government. But everything has its proper place, and we must not allow the government to monopolize public education. Unleashing market forces will encourage creative competition among public, private and parochial schools. This will improve education for everyone.

I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated schools. This will help, though it does not have nearly the liberating potential or basic fairness of letting tax dollars follow the student to any accredited school of the parent's choice. Now, with new leaders like George Voinovich and Ted

Sanders, I'm looking to Ohio to go the full distance in giving parents choice in education.

In federal aid programs for college students, and in many state programs, we don't exclude students who choose private schools, including religious schools. We let the dollar follow the scholar. That is the full scope of choice we must have in America 2000. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. Fort Hayes provides a superb four-year high school of the fine arts. Also at Fort Hayes, far-sighted organizations such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation.

Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy. They can help educators replace the old labor-versus-management antagonisms with real teamwork. They can help our schools meet world class standards. We're moving ahead with those standards: The nation's math teachers have led the way, and now the National Academy of Sciences and the National Endowment for the Humanities are at work on standards, respectively, for science and history. I am looking forward to a

report next month from the National Council on Standards and Testing, and I'm hoping we'll be ready to go with the first phase of an American Achievement Test by the 1993-94 school year.

We all know something is wrong when school administrations spend more on complying with government regulations than on classroom results. According to Governor Voinovich's Task Force on Education, the Ohio Department of Education spends most of its resources not on promoting better results in our schools, but on complying with regulations.

No wonder studies show that more spending on education does not generally translate into better results. An Ohio think tank, the Urban Policy Research Institute, recently made such a finding about education in this state. So, George and Ted: I'm looking to you not only to make Ohio a leader in giving choice to parents, but also in cutting needless bureaucracy and regulation.

States and local communities can put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future. Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. But Ted Kennedy and his Senate Labor Committee are wedded to the past. They've put fresh makeup on some liberal ideas that died of natural causes before you high school kids here were born.

The Kennedy bill cuts out all the fundamentals of educational reform: parents, family, and freedom from bureaucracy. It's cynical pork-barrel politics at its worst. It's a brazen attempt to protect the privileges of special interests like the NEA. Those interest groups are scared to death of giving parents more choice. They're terrified at letting taxpayers keep more of their money. They're frightened that the movement for New American Schools will unmask the weaknesses of the old system -- and by the way, they're in conflict with more than a thousand American communities that are ready to start New American Schools. Ted Kennedy's bill ought to be called the "Eduerat Preservation Act."

I'll assure you this: I won't sign Ted Kennedy's travesty. I'm not going to have any part of his backroom deals with the NEA bosses. They may have a vested interest in past failures, but we need to fight for a future that works -- a future that gives our kids the very best we can offer.

I'll take my case to the people -- the Gallup survey shows overwhelming public support for our America 2000 goals and strategies. We'll enlist parents. We'll mobilize the rank and file of our teachers. Teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession, a vocation. Good teachers don't want to be debased with work-to-the-rule labor tactics. They don't want Catch-22 certification requirements. They want to teach.

We'll join business and church and community leaders to our parents and teachers -- and we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen.

Just thinking about the potential of this coalition has the old thinkers rattled. Most of you know about Polly Williams of Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat. She was chairman of Jesse Jackson's state campaign organization.

Polly Williams watched as the government poured more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. She recognized that her constituents -- poor working people, people on public assistance -- needed power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move from a neighborhood with inferior schools to one with better schools. It's working people, it's poor people, it's middle-income people who have the most to gain if we reform our educational system.

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. By the year 2000 -- little more than eight years away -- Americans must pull down the barriers to

excellence in education. The answer isn't simply more money: Those barriers are the legacy of the tired old thinkers, of the outmoded politicians and interest groups. We need to empower teachers -- not to punch time-clocks, but to teach. We need to give parents the real choice that is their due. In sum, we need to give America's young people all the knowledge and skill and culture and discipline we'd want for ourselves if we faced their demanding future.

Thank you, and may God bless you.

#

OHIO 2000 COMMITTEE OF 100
PAGE 2

- 1 Dick Boyd
- 1 Donors Forum rep. (Lynn Sirinek will provide name)
- 4 Students - ODE
- 1 Jack Reimer
- 1 Eric Burkland
- 1 Dal Lawrence
- 1 Organized Labor person (Andy Futey will provide name)
- 1 Paul Marshall, Legis. Office of Education Oversight
- 1 David Brennan
- 1 Clem Buenger
- 1 Marion Lapinski (Ohio Teacher of the Year)
- 10 Governor's Education Management Council (GEM)
- 10 Ohio Chamber/Community Individuals
 - Jerry Gafford, Chmn. Hamilton Co. SAC 513-369-6055
 - Douglas Johnson, Chmn. Twinsburg SAC 216-425-7406
 - Christopher Burnham, Mbr. Akron SAC 216-375-5550
 - Leonard Carlson, Chmn. Ohio C of C 614-462-2225
 - David D'Antoni, V.Chmn. Ohio C of C 614-889-3775
 - Kenner Bush, Ed. Chmn. Ohio C of C 614-592-6612
 - Bryan Derrberry, Pres. Middletown C of C 513-422-4551
 - Carol Clark, Ohio C of C Chmn. Ed. Com. 614-457-0577
 - Jim O'Sullivan, Ohio C of C Ed. Com. 614-460-4691
 - Gene Macdonald, Ohio C of C Ed. Com. 614-454-4701
- 4 Ministers
 - Theo Caviness
 - Charles Noble
 - Charles Winburn
- 4 Mayors
 - Youngstown - Ungaro 216-742-8700
 - Toledo - 419-245-1001
 - Canton -
 - Cleveland - White 216-664-2000
- 2 County Commissioners
 - Dick Meyers Ashland Co. 419-289-0000
 - Jim Beckner Vinton Co. 384-2231 or 596-4571

* ODE WILL PROVIDE NAME

(ALSO, USE BOB WEHLING IN PLACE OF JOHN PEPPER AT P & G ON
GEM COUNCIL)

November 18, 1991

MEMORANDUM FOR JOE DUGGAN

FROM: BOB SIMON
SUBJECT: FT. HAYES -- COLUMBUS, OHIO

The campus at Ft. Hayes includes two schools: a half-day vocational education center and a full-time high school for the arts. The career center is about 13 years old and the high school about 4 years old.

The high school is just for city of Columbus students and they are selected in a lottery system by racial quota. There is a cap of 150 students per grade. The career center allows applicants from suburban schools as well. There are about 200 students.

The career center trains people for jobs right after graduation in dentist and doctor's offices, pharmacies, medical labs, optical labs and working at day care centers. The center has facilities to train people in all these fields, including a real day care center. Some students go on to college, or use their skills to work through college.

The President will speak in an auditorium to about 3,000 members of the community and will probably be introduced by Gov. Voinovich. Lamar Alexander will probably be there. The audience will be composed of educrats, community leaders, and students. Barry Tron wants a rally sort of atmosphere, since Ohio will mark the half-way point for all of the states adopting America 2000. I recommend 6-7 pages.

Panel Backs Overhaul of School Plan

11-14-91

By Helen Dewar
Washington Post Staff Writer

The Senate Labor and Human Resources Committee approved a Democratic-drafted education bill yesterday that radically overhauls President Bush's school improvement program and rejects some of its key provisions, including federal assistance for children in private schools.

Although Education Secretary Lamar Alexander complained last week that the bill was "seriously flawed and . . . a major disappointment" and said he would recommend that Bush veto the bill if passed in its current form, the legislation was approved by voice vote with no audible dissents from Republicans.

Republican members sought and won assurances from Democrats, including committee Chairman Edward M. Kennedy (D-Mass.), that their reservations about some key aspects of the plan would be considered before the measure goes to the Senate floor. They expressed the hope that it could be made into a bipartisan bill.

As unveiled in April, the president's \$690 million "America 2000" plan includes voluntary national testing for students, incentives for creation of non-traditional schools, rewards for superior teachers and a new "choice" system under which parents could move their children to new public or private schools without loss of federal assistance for their education.

In modifying an earlier version of their bill, the Democrats proposed an \$850 million "Neighborhood Schools Improvement Act" that would channel money through states to local school districts to undertake initiatives of their choice to improve academic achievement.

These could include efforts to strengthen academic offerings, teacher skills improvement, technological innovations and dropout prevention programs, Kennedy said. Funding would cover an extended period of time, pegged in part to results. (Seventy-five percent of the funds would be earmarked for low-income, low-achievement schools.)

Kennedy said the plan would benefit several thousand existing schools, or substantially more than the 535 new schools that Bush would create. None of the money could be used for private schools.

11-14-91

A6 THE WALL STREET JOURNAL

Senate Committee Rejects President's Education Goals

By HILARY STOUT

Staff Reporter of THE WALL STREET JOURNAL

WASHINGTON — Despite several months of negotiations with the Bush administration, the Senate Labor and Human Resources Committee approved education legislation that largely rejects President Bush's proposed education strategy.

The bill would authorize \$850 million a year in grants to states to carry out school-improvement plans. The money could be used to support systems that allow parents to choose between different public schools for their children. But it couldn't be used for such "educational choice" systems that enable parents to send their children to private schools, a hallmark of the Bush administration's plan.

Moreover, the grant money would be spread out among thousands of schools in every state; President Bush proposed awarding federal grants of \$1 million apiece to design 535 experimental schools, at least one in each congressional district.

"This is the way to go," the committee's chairman, Sen. Edward Kennedy (D., Mass.), said in an interview. "This will benefit thousands of schools," he said, rather than simply 535 new ones.

The committee's voice-vote approval of the legislation prompted an angry protest from Education Secretary Lamar Alexander, the architect of Mr. Bush's schools strategy. "The Senate bill is business as usual, and one thing the American people don't want with our education system is business as usual," he said in a written statement released to the news media.

In a letter to Sen. Kennedy, Mr. Alexander called the bill "seriously flawed and a major disappointment."

The administration has had somewhat better luck pushing its education proposals in the House, where last month a committee approved legislation that would allow some federal money to be spent on educational choice programs that include private schools. But the House bill, too, would provide money to local districts for reforms of their choosing, rather than earmark it specifically for the administration's 535 American schools.

THE WHITE HOUSE
WASHINGTON

November 22, 1991

MEMORANDUM FOR THE PRESIDENT
THROUGH: DAVID DEMAREST
 TONY SNOW
FROM: JOSEPH P. DUGGAN
SUBJECT: OHIO 2000 KICKOFF

I. SUMMARY

On Monday, November 25, at 11:30 a.m. you will speak in Columbus, Ohio to help Gov. Voinovich kick off Ohio's participation in America 2000. Prior to the speech you will tour an innovative high school and career center. The speech will be to 3,000 students, parents, and educational leaders in a community auditorium.

II. DISCUSSION

The remarks (14 minutes, on teleprompter) celebrate Ohio as the 25th state to adopt America 2000. We stress the need for competition and deregulation to reinvent our schools and how the grass-roots involvement is critical.

(Duggan/Simon)
November 22, 1991
Draft Seven
Ohio

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
11:30 a.m.

Thank you, George. I am delighted to be here with George Voinovich. He's leading Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on an historic mission to change American education -- to help our country become all that it should be. \\

It's a pleasure to be with Ted Sanders. He worked for me as Deputy Secretary of Education until Ohio had the good fortune to hire him as State Superintendent. He helped develop the America 2000 strategy to involve parents, educators and communities in reinventing American education. I also want to greet members of the Committee of 100 and the Governor's Education Management Council. They represent the community spirit for excellence that's at the heart of America 2000. \\

It's great to be with so many young Americans -- high school students from Fort Hayes, where I've just visited; others from kindergarten through 12th grade from every kind of institution - - public schools, Christian schools, parochial and private schools. And I want to greet the many students and teachers and parents throughout Ohio who are viewing us on television.

You young people are part of something special that doesn't happen with every generation. I've lived a long time. I'm a

grandfather with a lot of grandchildren in school. In all my life there has never before been a movement like America 2000 to change our schools. \\

We're working for change in education because the world is changing. Our schools were designed for another era. They must catch up with the times. We want you to have good jobs and a good life when you become adults. To do this our schools need to keep up with all the exciting improvements around the world. \\

Making your schools better will be a family affair. When I was your age, my mother and father would look in and make sure I did my best with my homework. They would visit my school, my teachers, and my principal to show how much they cared. With America 2000, we want to get parents more involved in all of our schools. We want our young people to grow up with all the love and encouragement for excellence that your parents received from their parents. \\

One young man here is Matthew Shepherd, a ninth-grader at East Junior High in Tiffin. He finished first in the Ohio Citizen Bee. The entry forms for the competition asked, "If you could accomplish one thing in your life, what would it be?" Matthew's answer was: "Become President of the United States."

\\ Matthew, would you see me after class? \\

Today is a landmark on our drive for better education. Only seven months ago we launched America 2000. Now, with Ohio's commitment, 25 states have enlisted in the revolution to reinvent American education by the dawn of the new century.

The governors of all 50 states -- Democrats and Republicans -- adopted six goals for the year 2000. These goals are to have all children start school ready to learn; make U.S. students first in the world in science and math and proven in world-class competence as well in English, history and geography; achieve at least a 90 percent high school graduation rate; make all adults literate; and make our schools safe, disciplined, and drug-free.

The America 2000 movement is spreading like wildfire. Just since August, hundreds of communities have accepted our challenge to adopt the national goals and a strategy to reach them, to measure their progress, and to plan on creating at least one New American School. Anyone can take the initiative: In Omaha, the head of the Chamber of Commerce got the ball rolling. He enlisted his governor and mayor, and now both his city and his state are America 2000 communities. In Detroit, the dynamic school board chairman and school superintendent took the lead. In September, I kicked off the Maine 2000 effort, and since then 50 communities have signed on.

I cannot emphasize enough: It is communities -- not legislatures, not bureaucratic agencies, not interest groups, but communities -- that drive the engine for America 2000. Sure, these other institutions can help, but most of America's education revolution will be conducted community by community. And we're seeing just the beginning of a powerful movement that will change this country enduringly for the better. \\

Here in Ohio, I feel I am preaching not just to the converted, but to some of the people who started it all. Ohio's history is intertwined with our earliest decisions about what kind of nation we would be. The first laws that charted Ohio's future, including the famous Northwest Ordinance, made education an American priority -- a unifying national cause. The Ohio Territory was an American community working to revolutionize education by the end of the 18th century! \\\

America's founders understood that public benefit did not always have to depend on government activity, government spending or government control. This was and is the proper basis for defining public education. Whether a school is organized by privately financed educators, or town councils, or religious orders or denominations, any school that serves the public and is held accountable by a public authority provides public education.

A key tenet of America 2000 is real freedom for parents to choose their children's schools. We won't have full choice until the dollar follows the scholar. \\\ That is how it works in federal aid programs for college students: We don't exclude students who choose private schools, including religious schools. By unleashing market forces, we can encourage creative competition among public, private and parochial schools. This will improve education for everyone.

I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated

schools. This will help, though we know we must go farther. With new leaders like George Voinovich and Ted Sanders, I expect Ohio to go the full distance in giving choice to parents. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. At Fort Hayes, companies such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation. Fort Hayes also provides a superb four-year high school for the fine arts.

Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy and replace antagonism with teamwork. They can help us meet world class standards. We're moving ahead with those standards: The nation's math teachers have led the way, and now the National Academy of Sciences and the National Endowment for the Humanities are at work on standards for science and history. Next month, I'm hoping to move us forward toward creation of a national system to measure what our children know.

States and local communities can -- and will -- put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future.
\\ Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. We need to throw off past failures and fight for a future that works. This isn't a liberal-versus-conservative fight. It's a revolution against business as usual. \\

The American people want education that works. The Gallup survey shows overwhelming public support for the America 2000 goals and strategies. Parents support us, and so do most teachers. The Beltway types like the NEA may be afraid of reform, but I believe they're out of touch with rank and file teachers who welcome it. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession. And thank God for the teachers of this country. \\

Teachers don't want to waste their time making their way through a maze of regulations and work rules. They don't like certification rules that keep good teachers out. They want to teach, and they want good teachers all around them. \\

With business and church and community leaders; with parents and teachers -- we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen.

Just thinking about the potential of our movement has the old thinkers rattled: You've heard of Polly Williams in

Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat -- a liberal Democrat.

Polly Williams watched the government pour more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. \\ She joined forces with Governor Tommy Thompson so that her constituents -- poor working people, people on public assistance -- could gain power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move to a neighborhood with better schools. It's working people, it's poor and middle-income people who have the most to gain from reform. \\

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. Community by community, we must create New American Schools and a whole new public attitude about education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give you young people all the knowledge, skills and discipline you'll need for your exciting and demanding future.

Thank you, and may God bless you.

#

November 18, 1991

MEMORANDUM FOR JOE DUGGAN

FROM: BOB SIMON
SUBJECT: FT. HAYES -- COLUMBUS, OHIO

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BUSINESS PARTNERS

Ross Labs, a block away, is Ft. Hayes' Adopt-a-School partner. Every morning, they provide 20 tutors and donate scientific equipment that the school would never be able to afford.

OSU Hospitals provides worksites for medical lab students as part of their school training. They also donate equipment.

Battelle Memorial Institute provides grants for 2 science teachers' salaries.

The job placement rate for qualified graduates is between 92% and 100% depending on the field. There are no job guarantees, but there are always jobs available in the subjects that Ft. Hayes teaches.

THE WHITE HOUSE
WASHINGTON

November 21, 1991

MEMORANDUM FOR THE PRESIDENT

NOT SENT

THROUGH: DAVID DEMAREST
TONY SNOW *TS*

FROM: JOSEPH P. DUGGAN *JPD*

SUBJECT: OHIO 2000 KICKOFF

I. SUMMARY

On Monday, November 25, at 11:30 a.m. you will speak in Columbus, Ohio to help Gov. Voinovich kick off Ohio's participation in America 2000. Prior to the speech you will tour an innovative high school and career center. The speech will be to 3,000 students, parents, and educational leaders in a community auditorium.

II. DISCUSSION

The remarks (16 minutes, on teleprompter) celebrate Ohio as the 25th state to adopt America 2000. We stress the need for competition and deregulation to reinvent our schools and how the grass-roots involvement is critical.

(Duggan/Simon)
November 21, 1991
Draft Four
Ohio

PRESIDENTIAL REMARKS: OHIO 2000 KICKOFF
COLUMBUS, OHIO
MONDAY, NOVEMBER 25, 1991
11:30 a.m.

Thank you, George. I am delighted to be here with George Voinovich. He's doing a terrific job. He's leading Ohio on a drive for better schools and a better future. We've just heard from Lamar Alexander, who is working on an historic mission to change American education -- to help our country become all that it should be.

It's a pleasure to be with Ted Sanders again. He worked for me as Deputy Secretary of Education until Ohio had the good fortune to hire him as State Superintendent. He's an eloquent voice for higher standards, for less bureaucracy, and greater choice for parents. I also want to greet members of the Committee of 100 and the Governor's Education Management Council.

It's great to be with so many young Americans -- high school students from the Fort Hayes Education Center, where I've just visited; grade school and high school and even kindergarten students representing every kind of institution -- public schools, Christian schools, parochial schools, private schools. And I want to greet the many students and teachers and parents throughout Ohio who are viewing us on television.

You young people are part of something special that doesn't happen with every generation. I've lived a long time. I'm a grandfather with a lot of grandchildren in school. In all my life there has never before been a movement like America 2000 to change our schools.

We're working to change your schools because the world is changing. We want you to have good jobs and a good life when you become adults. To do this our schools need to keep up with all the exciting improvements around the world.

Making your schools better will be a family affair. When I was your age, my mother and father would look in and make sure I was did my best with my homework. They would visit my school and show the teachers and principal how much they cared. With America 2000, we want to get parents more involved in all of our schools. We want you young people to grow up with all the love and responsibility and skills for hard work that your parents received from their parents.

One of these young people here is Matthew Shepherd, a ninth-grader at East Junior High in Tiffin. He finished first in the Ohio Citizen Bee. On the entry forms for the competition, students were asked, "If you could accomplish one thing in your life, what would it be." Matthew answer was: "Become President of the United States. \\ Matthew, would you see me after class? \\

Today is a landmark on our drive for better education. Only seven months ago we launched the America 2000 strategy. Now,

with the Ohio 2000 commitment, 25 states have enlisted in the revolution to reinvent our schools. By the dawn of the new century, we aim to meet the goals proposed by all the nation's governors at the Charlottesville Education Summit.

We're working for a new America, with all children ready to learn when starting school; with U.S. students first in the world in science and math and proven in world-class competence as well in English, history and geography; with at least a 90 percent graduation rate for our high schools; with all adults literate; and with schools safe, disciplined, and drug-free.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. The early laws that charted Ohio's future made education an American priority - a unifying national cause. An ordinance of 1785 provided for the subdivision and sale of western lands -- what we'd call "privatization" in today's terminology. This law directed each new town to set aside one lot -- one thirty-sixth of its real estate -- to maintain schools. Two years later, Congress enacted the famous Northwest Ordinance, making education a cornerstone for building the new nation. The Ordinance stated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Our founders understood that public benefit did not always have to depend on government activity, government spending or government control. This was and is the proper basis for

defining public education. Throughout our history, schools have served the same public purpose, whether organized by privately financed schoolmasters, or town councils, or religious orders or denominations. Any school that serves the public and is held accountable by a public authority provides public education.

A key tenet of America 2000 is real freedom for parents to choose their children's schools. We won't have full choice until parents are allowed to spend their education dollars at any school that renders education to the public. I am not opposed to government; I'm proud to lead the federal government. But everything has its proper place, and we must not allow the government to monopolize public education. Unleashing market forces will encourage creative competition among public, private and parochial schools. This will improve education for everyone.

I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. This provides choice only among public schools -- that is, government-operated schools. This will help, though it does not have the liberating potential or fairness of letting tax dollars follow the student to any school of the parent's choice. Now, with new leaders like George Voinovich and Ted Sanders, I'm looking to Ohio to go the full distance in giving parents choice in education.

In federal aid programs for college students, and in many state programs, we don't exclude students who choose private schools, including religious schools. We let the dollar follow the scholar. That is the full scope of choice we must have in

America 2000. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. At Fort Hayes, companies such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation. Fort Hayes also provides a superb four-year high school of the fine arts.

Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy. They can help educators replace the old labor-versus-management antagonisms with real teamwork. They can help our schools meet world class standards. We're moving ahead with those standards: The nation's math teachers have led the way, and now the National Academy of Sciences and the National Endowment for the Humanities are at work on standards, respectively, for science and history. Next month, I'm hoping to hear from the National Council on Education Standards and Testing that we're ready for the first phase of American Achievement Tests by the 1993-94 school year.

We all know something is wrong when school administrations spend more on complying with government regulations than on classroom results. According to the governor's Task Force on Education, the Ohio Department of Education spends most of its

resources not on promoting better results in our schools, but on complying with regulations.

No wonder studies show that more spending on education does not generally translate into better results. An Ohio think tank, the Urban Policy Research Institute, recently made such a finding about education in this state. So, George and Ted: I'm looking to you to make Ohio a leader in cutting needless bureaucracy.

States and local communities can put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future. Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. We need to throw off past failures, and fight for a future that works -- a future that gives our kids the very best. This isn't a liberal-versus-conservative fight. It's a revolution against business as usual. The goal isn't just to make schools their best -- it's to change attitudes, to transform American education.

The American people want education that works. The Gallup survey shows overwhelming public support for our America 2000 goals and strategies. Parents support us, and so do most teachers. The Beltway bosses of the NEA may be afraid of reform, but rank and file teachers welcome it. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a

won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. By the year 2000 -- little more than eight years away -- Americans must pull down the barriers to excellence in education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give you young people the knowledge, skills and discipline we'd want for ourselves if we faced your exciting and demanding future.

Thank you, and may God bless you.

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(Duggan/Simon)
November 20, 1991
Draft Three
Ohio

PRESIDENTIAL REMARKS: . . . OHIO 2000 KICKOFF
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[TIME]

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grandfather with a lot of grandchildren in school. In all my life there has never before been a movement like America 2000 to change our schools.

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Making your schools better will be a family affair. When I was your age, my mother and father would look in and make sure I was did my best with my homework. They would visit my school and show the teachers and principal how much they cared. With America 2000, we want to get parents more involved in all of our schools. We want you young people to grow up with all the love and responsibility and skills for hard work that your parents received from their parents.

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The American people want education that works. The Gallup survey shows overwhelming public support for our America 2000 goals and strategies. Parents support us, and so do most teachers. The Beltway bosses of the NEA may be afraid of reform, but rank and file teachers welcome it. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession. Teachers don't want to waste their time making their way through a maze of regulations and work rules. They don't like certification rules that keep good teachers out. They want to teach, and they want good teachers all around them.

With business and church and community leaders; with parents and teachers -- we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen.

Just thinking about the potential of this coalition has the old thinkers rattled. You've heard of Polly Williams in

Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat. She was chairman of Jesse Jackson's state campaign organization.

Polly Williams watched as the government poured more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. She saw that her constituents -- poor working people, people on public assistance -- needed power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move to a neighborhood with better schools. It's working people, it's poor people, it's middle-income people who have the most to gain if we reform the educational system.

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. By the year 2000 -- little more than eight years away -- Americans must pull down the barriers to excellence in education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give you young people the knowledge, skills and discipline we'd want for ourselves if we faced your demanding future.

Thank you, and may God bless you.

4 H.S. students

Pat O'Neil on # # #
 Melissa Boston,
 Louie Hindon, Sandra Oh
 Matthew Shepard.

THE OHIO CITIZEN BEE - 1990-91
STATE COMPETITOR

1st Place

Joe Fry

Contestant Name Matthew Shepherd

Grade 9th Age 15

Home Address 349 Sycamore Street
Tiffin, Ohio 44883

Home Telephone Number (419) 448-0886

School District Name Tiffin City County Seneca

School Building Address East Junior High School (419) 447-6331
138 East Market Street ~~Donna McDonald~~, Princ.
Tiffin, Ohio 44883 John Frye

Mother's/Guardian's Name Jane Shepherd left 11/19/91 10:00am

Address, if different from the home address listed above _____

Father's/Guardian's Name Wayne Shepherd

Address, if different from the home address listed above _____

Building Coordinator's Name Nan Hite

1. Plans upon graduating from high school Attend college and then
go to law school

2. I prepared for the competition by studying the Citizen Bee book
and keeping track of current events



3. If I could accomplish one thing in my life it would be become
President of the United States

4. The teacher who helped me the most in this competition is
Nan Hite
First Name Last Name

**FIRST YEAR REPORT
MILWAUKEE PARENTAL CHOICE PROGRAM**

John F. Witte

Department of Political Science
and
The Robert M. La Follette Institute of Public Affairs
University of Wisconsin-Madison

© November 1991

FYI -

This report was commissioned by Wis's Dept. Public Instruction - an arch foe of the choice program - the less than enthusiastic language can be attributed to that.

On the whole, they say: keep going - the kids like it, parents like it, & it's hitting exactly the targeted population.

Peggy

EXECUTIVE SUMMARY

This is a *preliminary* report on the Milwaukee Parental Choice Program. The Milwaukee Parental Choice Program, enacted by the Wisconsin legislature in spring 1990, provides an opportunity for students meeting specific criteria to attend private, nonsectarian schools in Milwaukee. A payment from public funds equivalent to the Milwaukee Public School (MPS) per-member state aid (approximately \$2,500 in 1990) is paid to the private schools in lieu of tuition for the student. Students must come from families with incomes not exceeding 1.75 times the national poverty line. Choice students must not have been in private schools in the prior year or in public schools in districts other than MPS. The total number of Choice students in any year was limited to one percent of the MPS enrollment (approximately 980 in 1990). Schools must limit Choice students to 49 percent of their total enrollment. They must also admit Choice students without discriminating. Both the statute and administrative rules specify that pupils must be "accepted on a random basis." This was interpreted to mean that if a school was oversubscribed, random selection was required. A court ruling in August 1990 found that the private schools did not need to comply with the Education for All Handicapped Children Act.

The report is divided into four sections: (1) an analysis of the families and students who participated in the Choice Program in 1990-91; (2) a description and analysis of the schools in the program; (3) a very preliminary analysis of outcomes of the program; and (4) recommendations to amend the statute and administrative rules.

Because of the short time the program was in operation, and because of the small number of students participating, the report is preliminary. *The basic conclusion of the report is a recommendation to continue the program for at least several more years. Expansion is not currently needed or recommended. We also recommend that future evaluations include monitoring the areas of concern expressed in this report.*

Choice Families and Students. The program appeared to satisfy the intent of offering low-income families a choice other than the public schools for their children's education. Results of the evaluation revealed the following about the participating students and their families:

- Prior test scores and parent responses to survey questions about prior schooling indicated that the students were not succeeding in the Milwaukee Public Schools and probably had higher than average behavioral problems.
- Of the participating families, 59 percent were receiving public assistance.
- Seventy-six percent of those participating were single-parent families.

- Participating parents were, on average, more active in the schools than MPS parents, somewhat more educated, and expressed more alienation from the schools.

- Parents were seeking a better learning environment with a better disciplinary climate.

Rather than skimming off the best students, this program seems to provide an alternative educational environment for students who are not doing particularly well in the public school system.

The Choice Schools. In the summer of 1990, ten private schools expressed interest and were certified by the Department of Public Instruction to enroll students in the Choice Program. Seven schools enrolled 341 students, with the majority of the students (317) enrolled in five prekindergarten-to-8 schools. There was clearly variation in quality among the Choice schools in the program. One of the original schools, Juanita Virgil Academy, had severe difficulties and was closed in the middle of the year. Thus merely being a private school does not necessarily insure an adequate educational environment. The remaining schools in the program did not exhibit the severe problems of Juanita Virgil.

The most serious institutional problems were high staff turnover due to low pay, and dealing with recent changes in location and affiliation for several of the schools. The schools also had difficulty hiring minority teachers.

In general, the schools have elaborate and refined organizational structures that involve parents heavily. Parental involvement, which was already high for Choice parents in their prior schools, generally increased in the private schools, especially in the areas of volunteering and fund-raising.

Classes that we observed were generally small, with a high proportion of student time spent on task. The curricula in the schools were relatively rich in terms of art, music and dance, languages, and computer use. Most of the instruction we observed was very similar in substance and style to instruction in public schools. The schools are not well equipped to meet the exceptional needs of learning disabled and emotionally disturbed students. In summary, there were problems in the Choice schools, but on balance, the schools provided adequate education.

Preliminary Outcomes. Preliminary outcomes after the first year of the Choice Program were mixed. Achievement test scores did not register dramatic gains and the Choice students remained approximately equal to low-income students in MPS (higher on reading, slightly lower on math). Based on individual changes in national percentile rankings, approximately as many Choice students gained as declined. All these results are based on a small number of students.

Student attendance, parental attitudes toward Choice schools, opinions of the Choice Program, and parental involvement were all positive. Attendance was slightly higher than the average elementary school attendance in MPS. Parental

attitudes toward their schools and education of their children were much more positive than their evaluations of their prior public schools. This shift occurred in every category (teachers, principals, instruction, discipline, etc.). When parents of students who did not finish the year in a Choice school were included, the results were similar, although not as pronounced. Similarly, parental involvement, which was more frequent than for the average MPS parent in prior schools, was even greater for most activities in the private schools.

Attrition during the first year appeared to be high. During the school year, most students leaving the program were from Juanita Virgil Academy, which closed in February 1991. The educational experience of Juanita Virgil students was undoubtedly negative. But a considerable number of students who completed the school year in the Choice schools did not re-enroll in Choice schools in September 1991. Of the 249 students in Choice schools in June, 86 did not return in September. Forty of those students enrolled in MPS. Our report expresses uncertainty as to why. It is possible that problems in the schools, especially only modest achievement gains, could have been a factor. That, however, is at odds with survey results that indicate parent satisfaction with child learning. This attrition may reflect the uncertainty of the program's future due to legal challenges.

Recommended Changes in the Statute and Administrative Rules. To improve information available to and accountability by parents, we recommend the following program changes:

Governance. Schools in the Choice Program should be required to have a formal governance structure, including a board of directors, suitable committees, and bylaws. They must also adhere to state open meetings laws.

Financial Reporting. Schools should also be required to conduct an annual financial audit which meets the accounting standards for private, nonprofit organizations. The report should be public and filed annually with the Department of Public Instruction.

Added Accountability. Schools should be required to meet all current and future state outcome requirements, including statewide tests, dropout reporting, and a school report card when it is required.

Review Accountability Standards. We recommend that the legislature review the current standards of accountability as specified in the statute. At present, schools may meet any one of four standards (attendance, achievement, grade advancement, or parental involvement). We suggest that the schools meet more than one of these standards. We would also suggest flexibility in the standards based on the level of the school.

Program Information. To facilitate parent knowledge of the program and the Choice schools, we suggest the legislature consider making information on the Choice Program available through the extensive school selection process in MPS.

Changes in either statutes or administrative rules are also recommended to facilitate easier enrollment for parents and Choice schools. These could include an early enrollment period and summer school programs. Transportation problems and the issue of reimbursement also need to be addressed.

Finally, we recommend that the legislature consider problems of incorporating learning disabled students in the program, second semester enrollment of Choice students, and a study of administrative costs of the program borne by the Choice schools.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

November 18, 1991

MEMORANDUM FOR DAVID DEMAREST

FROM: LAMAR ALEXANDER

SUBJECT: PRESIDENT'S OHIO TRIP, NOV. 25

It has been six weeks since the President has had an opportunity outside Washington to say something important about his education crusade. A lot has been happening.

I am sending along my thoughts for consideration in forming the Ohio speech as well as for other remarks at other times.

I'm not suggesting that he use these words—just these thoughts in forming his words.

This an opportunity for the President to:

A. Demonstrate again that he knows where America should go in terms of education and that he is leading the way.

B. Describe the progress of America 2000.

In this speech he should:

A. List the six national education goals. **HE SHOULD NEVER MAKE EVEN A SHORT EDUCATION SPEECH WITHOUT A SHORTHAND LISTING OF THE GOALS. IT TAKES LITERALLY 20 SECONDS!**

B. Talk about "our children and ourselves". Sometimes we sound like we are in a Harvard forum instead of carrying on a caring discussion about human beings.

C. Applaud his partners the Governors, of both parties, and educators for leading the way in reform (e.g., math teachers with new math curriculum standards).

D. Never talk about re-inventing the school without talking about what families and communities must do outside the school.

E. Understand that there are some real challenges out there ("it is harder today to be a teacher, harder to be a parent, harder to be a student") and the tight state budgets present some challenges of their own.

F. But this is America. We can reach these goals, community by community. These are challenging times, but they are exciting times and we know the way we should go.

Some possible examples:

We set the goals two years ago, the Governors and I. And they have been accepted by virtually every education group.

Then came America 2000 in April, to move us toward those goals, community by community.

What has happened since April?

*The Phi Delta Kappan/Gallup survey of American attitudes toward education show overwhelming support for the goals and even more support for the strategies.

*We are moving ahead on world-class standards that the goals call for. The math teachers have been out front. We have helped the National Academy of Sciences begin an effort to create science standards. Just last week the National Endowment for Humanities moved ahead to try to develop a consensus about standards for history. Educators are at work on geography and soon will be on English.

D. Ask Congress why it is taking so long to authorize money for re-inventing the American school when more than one thousand communities are ready to start? And why are they waiting to provide money to give poor and middle income Americans more of the same choices of schools that people with money already have.

E. We are for challenging, and transforming our schools and our attitudes for education. Our opponents are for business as usual. We want to make changes; they are satisfied with the status quo.

F. America 2000 is exactly what we need. We know where we want to go. Goals are important and it is a part of the President's job to develop them and remind people of them. But now that we know where we are going, let's talk about America 1991: what is happening right now and what needs to be done right now!

*An enormous amount of work is going on to create a national examination system, so we can measure our progress to these high standards. Say he is looking forward to the report by the National Council on Standards and Testing by the end of December. I still hope we can have Phase

One of an American Achievement test ready by 1993-94 in, at least, reading, writing and math.

*Cities and communities everywhere are seeing the wisdom of giving parents without money more of the same choices of schools that people with money already have.

*The idea of re-inventing the school—the New American School— has captured the imagination of this country. The New American Schools Development Corporation has raised \$40 million, attracted thousands of creative potential bidders, and more than one thousand communities are making plans to create such schools.

*And today Ohio becomes the 26th State to launch its own movement to help communities reach the six goals by the year 2000. 14 of these States have Democratic Governors; 12 have Republicans. I think this is an untold story across America and that most people in Washington have missed it. Most people don't realize the size of this. I would say to them: ask Mayor Frank Wolf about San Antonio 2000, or School board chairman Larry Patrick and Superintendent Deborah McGriff about Detroit 2000, or business leader Ed Donnelly about Lehigh Valley 2000. Ask Governor John McKernan in Maine what has happened since Barbara and I were there for the kick off of Maine 2000. Today 50 of Maine's 160 communities are adopting the six national goals, developing their own strategy to reach them, making a report card to measure their progress and making plans to create at least one new American School. Go see what the 93 members of the Las Cruces 2000 steering committee are doing, the 750 members of the Memphis 2000 Task Forces. Ask Governor Zell Miller about Georgia 2000. Even if you don't ask him, Nebraska Governor Ben Nelson is likely to tell you about the progress Nebraska 2000 is making about Nebraska citizens now doing the hard work it will take for them to reach the goals. 1000+ cities

*Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 and are starting to work now, today, in 1991, to make that happen.

*I am renewing my challenge today for every American city, town, community to become an America 2000 community. Imagine what can happen if this country—which can do anything it wants to do—does what Ohio is doing today: mobilizing itself community by community to reach these goals.

*We have decided what kind of country we want this to be. We know where we want to go in education.

bcc: Gov. John Sununu
Hon. Ede Holiday
Hon. Roger Porter
Hon. Tony Snow

(Duggan/Simon)
November 18, 1991
Draft Two
Ohio

3022

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MONDAY, NOVEMBER 25, 1991
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4-13-91
speech
25 states
+ Samoa
John Crisp
401-3022
Today is a landmark on our drive for better education. Only seven months ago I announced the America 2000 strategy. Now, with the launching of Ohio 2000, half of the 50 states have enlisted in the revolution to make our schools do their best.

Twenty-five states now have committed themselves to meeting by the year 2000 the goals adopted by the governors of all 50 states at the Charlottesville Education Summit. We're working

for a new America, with all children ready to learn when starting school; with U.S. students first in the world in science and math and proven in world-class competence ~~as well~~ in English, history and geography; with at least a 90 percent graduation rate for our high schools; with all adults literate; and with schools free of drugs and violence.

Ohio's history is intertwined with America's earliest decisions about what kind of nation we would be. During the first years of our independence, our founders resolved that the western territories would not be mere colonies of the thirteen original states. Instead, western settlers were assured the right to form new states with status equal to that of the original thirteen. On this we built our free society, with government close to the people and limited in power.

The early laws that charted Ohio's future also made education an American priority -- a unifying national cause. An ordinance of 1785 provided for the subdivision and sale of western lands -- what we'd call "privatization" in today's terminology. This same law directed that each new town set aside one lot -- one thirty-sixth of its real estate -- for the maintenance of schools. Two years later, Congress enacted the famous Northwest Ordinance, making education a cornerstone for building the new nation. The Ordinance stated: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

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"American
Education"
1783-1826
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L.A.
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One of the seminal ideas of our founders was that public benefit did not always have to depend on government activity, government spending or government control. This was and is the proper basis for defining public education. Americans always have sought to provide quality education as universally as possible. Throughout our history, schools have served the same public purpose, whether their organizers were privately financed schoolmasters, or town councils, or religious orders or denominations. Any school that serves the public and is held accountable by a public authority provides public education.

A key tenet of America 2000 is real freedom for parents to choose their children's schools. We won't have full choice until parents are allowed to spend their public education dollars at any school that renders public education. I am not opposed to government; I'm proud to lead the federal government. But everything has its proper place, and we must not allow the government to monopolize public education. Unleashing market forces will encourage creative competition among public, private and parochial schools. This will improve education for everyone.

Omnibus Ed. Reform Act S.B. 140 1989 see #25 I congratulate Ohio on the 1989 reform legislation that takes the first steps toward parental choice. *That legislation* This provides choice only among public schools -- that is, government-operated schools. This will help, though it does not have nearly the liberating potential or basic fairness of letting tax dollars follow the student to any accredited school of the parent's choice. Now, with new leaders like George Voinovich and Ted

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Sanders, I'm looking to Ohio to go the full distance in giving parents choice in education.

In federal aid programs for college students, and in many state programs, we don't exclude students who choose private schools, including religious schools. We let the dollar follow the scholar. That is the full scope of choice we must have in America 2000. Choice is crucial to our other goals of holding down costs, cutting back bureaucracy, and spurring quality.

I've just toured the Fort Hayes Education Center, where they're breaking the mold. They're showing us the future. The old bureaucratic ways of public education are giving way to flexible programs designed to produce results for tomorrow's world. Fort Hayes provides a superb four-year high school of the fine arts. Also at Fort Hayes, far-sighted organizations such as Battelle and Ross Laboratories are sponsoring science and vocational programs that result in good jobs immediately upon graduation.

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Partnerships like these between schools and businesses make everyone a winner. Businesses can teach our schools to trim bureaucracy. They can help educators replace the old labor-versus-management antagonisms with real teamwork. They can help our schools meet world class standards. We're moving ahead with those standards: The nation's math teachers have led the way, and now the National Academy of Sciences and the National Endowment for the Humanities are at work on standards, respectively, for science and history. I am looking forward to a

memo from Lamon Alexander

report next month from the National Council on Standards and Testing, and I'm hoping we'll be ready to go with the first phase of an American Achievement Test by the 1993-94 school year.

We all know something is wrong when school administrations spend more on complying with government regulations than on classroom results. According to Governor Voinovich's Task Force on Education, the Ohio Department of Education spends most of its resources not on promoting better results in our schools, but on complying with regulations.

No wonder studies show that more spending on education does not generally translate into better results. An Ohio think tank, the Urban Policy Research Institute, recently made such a finding about education in this state. So, George and Ted: I'm looking to you not only to make Ohio a leader in giving choice to parents, but also in cutting needless bureaucracy and regulation.

States and local communities can put much of America 2000 into place without new federal laws. Thank heaven for that -- because some of the "powers that be" in Congress are fighting tooth and nail against our most important reforms.

I sent Congress a package of fresh proposals for the future. Our bill offers choice for parents and a program for New American Schools that will show each state and community new ways to excellence. But Ted Kennedy and his Senate Labor Committee are wedded to the past. They've put fresh makeup on some liberal ideas that died of natural causes before you high school kids here were born.

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The Kennedy bill cuts out all the fundamentals of educational reform: parents, family, and freedom from bureaucracy. It's cynical pork-barrel politics at its worst. It's a brazen attempt to protect the privileges of special interests like the NEA. The old days of the old ways must come to an end. We need to throw off past failures, and fight for a future that works -- a future that gives our kids the very best we can offer.

memo
from
Lamar
Alexander

The American people want education that works. The Gallup survey shows overwhelming public support for our America 2000 goals and strategies. Parents support us, and so do most teachers. After all, teachers don't want to be cogs in a bureaucratic machine. Teaching is an art, a noble profession, a vocation. Teachers don't want to waste their time making their way through a maze of regulations and work rules. They don't like certification rules that keep good teachers out. They want to teach, and they want good teachers all around them.

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With business and church and community leaders; with parents and teachers -- we'll forge a coalition that can't be stopped. Hundreds of American communities, in every state, are deciding where they want their children to be in the year 2000 -- and they're getting to work right now to make that happen. Already, more than 1,000 communities -- one thousand -- have signed up to be America 2000 communities.

Just thinking about the potential of this coalition has the old thinkers rattled. Most of you know about Polly Williams of

Milwaukee. She's a state representative whose constituents are mostly black and poor. She's a Democrat. She was chairman of Jesse Jackson's state campaign organization.

Polly Williams watched as the government poured more and more tax dollars into inner-city public schools that were producing less and less. And she said: Enough is enough. She recognized that her constituents -- poor working people, people on public assistance -- needed power to choose where and how their children would be educated. Rich people already enjoy choice: They can afford both high taxes and private school tuition -- or they can move from a neighborhood with inferior schools to one with better schools. It's working people, it's poor people, it's middle-income people who have the most to gain if we reform our educational system.

Somebody was telling me with well-deserved pride that the Fort Hayes Center is one of a kind. I want you to know that I won't rest -- we must not rest -- until we have thousands of Fort Hayeses all across this country. By the year 2000 -- little more than eight years away -- Americans must pull down the barriers to excellence in education. We need to empower teachers -- not to punch time-clocks, not to fend off thugs and drug dealers, but to teach. We need to give parents real choice. And we need to give America's young people the knowledge, skill and discipline we'd want for ourselves if we faced their demanding future.

Thank you, and may God bless you.

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and
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office

Principal
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