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Jobs for American Graduates-National Press Club 12/12/90 [OA 6028]

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**JOBS FOR AMERICA'S GRADUATES AWARDS \ PRESS CLUB
DECEMBER 12, 1990 \ 12:00 P.M.**

**THANK YOU, GOVERNOR [McKERNAN], FOR THOSE KIND
WORDS -- AND LET ME COMMEND YOU FOR YOUR FINE WORK AS
CHAIRMAN. // LET ME RECOGNIZE SENATOR ROBB, CHAIRMAN
OF JAG'S EXECUTIVE COMMITTEE. KENNETH SMITH, PRESIDENT
OF JAG. JULIE NIXON EISENHOWER, WHO HAS DONE SO MUCH
TO MAKE THIS DAY POSSIBLE. AND, OF COURSE,
CONGRATULATIONS TO THE 19 GOVERNORS BEING HONORED HERE
TODAY. //**

- 2 -

**MY OWN INTEREST IN JAG DATES BACK TO THE
BEGINNING -- BACK TO MY TIME ON YOUR BOARD OF
DIRECTORS, WHEN JOBS FOR AMERICA'S GRADUATES WAS
NOTHING MORE THAN A NEW IDEA WITH PLENTY OF PROMISE.
THAT'S WHY IT'S WITH SPECIAL PRIDE TODAY THAT I MEET
WITH ALL OF YOU -- THE ONES WHO TOOK THIS IDEA AND PUT
IT INTO ACTION, WITH SUCH SPECTACULAR RESULTS. //**

**ONE OF MY GREAT PLEASURES AS PRESIDENT IS TO SHINE
THE SPOTLIGHT ON THE SUCCESS STORIES. TODAY, JAG IS
CENTER STAGE. //**

THIS ORGANIZATION HAS ENJOYED LASTING SUPPORT FROM STATE EDUCATION OFFICIALS, FROM GOVERNORS, AND FROM THE BUSINESS COMMUNITY FOR ONE SIMPLE REASON: JAG WORKS.

//

TAKE A LOOK AT THESE STATISTICS. 92% OF THE YOUNG PEOPLE IN THIS PROGRAM WERE ABLE TO COMPLETE THEIR HIGH SCHOOL DIPLOMA OR THEIR GED LAST YEAR. JAG DOESN'T STOP THERE. THIS PROGRAM ASSISTS THESE NEW GRADUATES DURING THAT CRITICAL SCHOOL-TO-WORK TRANSITION.

83% OF THE YOUNG PEOPLE PARTICIPATING IN JAG MADE A SUCCESSFUL TRANSITION -- INTO THE WORKING WORLD, THE ARMED SERVICES, OR ONTO THE NEXT LEVEL OF EDUCATION. // AND JAG ACCOMPLISHED ALL THIS AT HALF THE AVERAGE COST OF OTHER YOUTH EMPLOYMENT PROGRAMS. //

YOU'VE BEEN ESPECIALLY EFFECTIVE IN OUR INNER CITIES. // KIDS FROM LOW-INCOME HOUSEHOLDS, WHOSE PLANS FOR THE FUTURE DON'T INCLUDE COLLEGE -- AND MAY NOT EVEN INCLUDE FINISHING HIGH-SCHOOL.

JAG TAKES AIM AT THESE AT-RISK KIDS: THE ONES WHO -- WITHOUT THE RIGHT HELP AND ENCOURAGEMENT -- MIGHT FIND THEMSELVES OUT OF SCHOOL, ON THEIR OWN, WITHOUT PROSPECTS -- WITHOUT A FUTURE. JAG CATCHES THESE KIDS BEFORE THEY FALL THROUGH THE CRACKS -- 20,000 LAST YEAR ALONE. //

SINCE I KNOW A LITTLE BIT ABOUT JAG, I KNOW YOU'RE NOT RESTING ON YOUR LAURELS. I AM ESPECIALLY PLEASED THAT JAG HAS JOINED THE NATIONWIDE POINTS OF LIGHT MOVEMENT WITH TODAY'S ANNOUNCEMENT THAT EACH PARTICIPANT WILL BE EXPECTED TO ENGAGE IN COMMUNITY SERVICE ACTIVITIES. //

JAG'S BEEN ESPECIALLY EFFECTIVE IN AMERICA'S URBAN SCHOOLS. I URGE YOU TO EXTEND THIS INNER-CITY OUTREACH -- EXPAND THIS PROVEN PROGRAM TO AS MANY CITIES AND SCHOOLS AS POSSIBLE. //

IT'S MY HOPE THAT BEFORE LONG, THERE WILL BE A JOBS FOR AMERICA'S GRADUATES PROGRAM IN EVERY STATE IN THE NATION. // BECAUSE AS GREAT AS IT IS TO SEE ALL OF YOU HERE TODAY -- THERE'S A PLACE IN THIS ROOM FOR ALL 50 GOVERNORS. ///

IT'S NO SURPRISE TO ME THAT THIS SUCCESS IS TAKING PLACE ON THE STATE AND LOCAL LEVEL.

LAST FALL, AS THE GOVERNORS AND I FORGED OUR HISTORIC PARTNERSHIP AT THE EDUCATION SUMMIT, WE RECOGNIZED THAT EXCELLENCE IN EDUCATION REQUIRED AN EFFORT THAT WAS NOT FEDERAL -- BUT NATIONAL: ONE THAT BROUGHT ALL LEVELS OF GOVERNMENT TOGETHER IN COMMON CAUSE TO IMPROVE AMERICA'S SCHOOLS.

SINCE THEN, WE'VE MADE REAL PROGRESS. A SET OF SIX NATIONAL GOALS ARE NOW IN PLACE -- AS IS OUR TARGET DATE, THE YEAR 2000. EFFORTS TO EXPAND FLEXIBILITY AND ACCOUNTABILITY IN EDUCATION ARE WELL UNDERWAY. //

AT THE EDUCATION SUMMIT, THE GOVERNORS ALSO COMMITTED TO UNDERTAKE A MAJOR, STATE-BY-STATE EFFORT TO RESTRUCTURE OUR EDUCATION SYSTEM. //

I WANT TO TURN NOW TO THIS CHALLENGE -- THE NEED FOR A REFORM EFFORT THAT RESULTS IN NOTHING LESS THAN THE RESTRUCTURING OF AMERICAN EDUCATION. THE PEOPLE IN THIS ROOM ARE CRITICAL TO THIS REFORM EFFORT. CORPORATE LEADERS -- WHO KNOW EDUCATION IS THE KEY TO COMPETITIVENESS.

GOVERNORS -- FROM MAINE TO CALIFORNIA, ALONG WITH TOP EDUCATION OFFICIALS FROM EACH STATE. TEACHERS AND PRINCIPALS -- WHOSE DAILY DEDICATION AND COMMITMENT WILL MOLD TOMORROW'S CITIZENS. FINALLY, STUDENTS -- YOUNG PEOPLE FOR WHOM THE WORD EDUCATION MEANS HOPE -- AND HAPPINESS; OPPORTUNITY -- AND ACHIEVEMENT. //

LET ME EXPLAIN TO ALL OF YOU ABOUT WHAT I MEAN BY RESTRUCTURING OUR SCHOOLS.

I'LL LIMIT MYSELF TO BROAD PRINCIPLES -- BECAUSE THE LAST THING WE NEED IF WE WANT REAL RESTRUCTURING IS A SET OF PRESCRIPTIONS, A BUREAUCRATIC BLUEPRINT FROM ON-HIGH IN WASHINGTON. //

ONE OF THE KEYS TO THIS APPROACH IS EMPOWERING PEOPLE -- NOT BUREAUCRACIES. // CENTRAL TO EMPOWERMENT IS THE CONCEPT OF CHOICE: EMPOWERING PARENTS TO DECIDE WHICH SCHOOL IS BEST FOR THEIR CHILDREN. //

CHOICE IS THE CATALYST FOR CHANGE -- THE FUNDAMENTAL REFORM THAT DRIVES FORWARD ALL THE OTHERS. // LET ME LAY OUT FIVE PRINCIPLES THAT SHOULD GUIDE OUR EFFORTS TO RESTRUCTURE OUR SCHOOLS -- PRINCIPLES THAT EMPOWER PARENTS, EXPAND CHOICE, AND ENCOURAGE EXCELLENCE IN EDUCATION. // HIGH EXPECTATIONS. DECENTRALIZED AUTHORITY. SCHOOLS THAT ARE RESPONSIVE -- MARKET-ORIENTED AND PERFORMANCE-TESTED. //

TAKE THE FIRST: HIGH EXPECTATIONS. WE'VE GOT TO
RAISE OUR SIGHTS -- FOR OUR STUDENTS, FOR OUR SCHOOLS.
// WE'VE SEEN THE STATISTICS: AMERICAN KIDS ALREADY
RANK TOO LOW COMPARED TO OUR CHIEF INDUSTRIAL
COMPETITORS. // AMERICA CAN'T SETTLE FOR A C AVERAGE
IF WE REALLY MEAN TO COMPETE AND GET AHEAD. //
AMERICA'S SCHOOLS MUST -- AND WILL -- ASPIRE TO
WORLD-CLASS STANDARDS. //

SECOND, WE'VE GOT TO DECENTRALIZE AUTHORITY. IT
WOULDN'T BE FAIR TO RAISE EXPECTATIONS -- TO ASK MORE
OF OUR SCHOOLS AND OUR STUDENTS -- IF WE TIE THE HANDS
OF THE TEACHERS AND PRINCIPALS WHO MAKE THE DIFFERENCE.
// AFTER ALL, THE SECRET TO OUR SCHOOLS' SUCCESS ISN'T
THE SIZE OF THE BUREAUCRACY. WE SUCCEED -- OR FAIL --
ONE STUDENT AT A TIME.

AND THE SECRET IS THE PRINCIPAL WHO COMMANDS RESPECT, AND CARES ABOUT EACH AND EVERY KID WHO WALKS INTO THAT SCHOOL -- AND THAT SPECIAL TEACHER, WHO STARTS WITH THE SAME TESTS AND BOOKS AND BLACKBOARD -- AND MAKES LEARNING COME ALIVE. //

FOR YEARS WE'VE STIFLED OUR SCHOOLS WITH REQUIREMENTS AND RED TAPE. LET'S GIVE OUR SCHOOLS SOMETHING TEACHERS AND PRINCIPLES DON'T HAVE ENOUGH OF -- AUTHORITY. THEN LET'S HOLD THEM ACCOUNTABLE FOR THE RESULTS. //

THIRD, WE NEED RESPONSIVE SCHOOLS -- CUSTOMER-DRIVEN. SCHOOLS THAT INVOLVE AND ENGAGE STUDENTS AND THEIR PARENTS -- THE REAL EXPERTS ON WHAT'S BEST FOR THEIR KIDS. THAT'S CENTRAL TO THE CONCEPT OF CHOICE.
// EVERYWHERE CHOICE HAS BEEN TRIED, CHOICE HAS WORKED
-- IN LARGE PART, BECAUSE IT HAS BROUGHT PARENTS INTO THE PROCESS OF SHAPING THEIR CHILDREN'S EDUCATION.

WE NEED SCHOOLS THAT ARE OPEN TO INPUT FROM THE BUSINESS COMMUNITY -- REAL-WORLD INSTITUTIONS THAT CAN WORK WITH OUR SCHOOLS TO EDUCATE THE KIND OF EMPLOYEES THEY'LL NEED TOMORROW. // IF WE WANT SCHOOLS THAT WORK -- WE'VE GOT TO REALIZE THERE'S NO MONOPOLY ON WISDOM. //

FOURTH, RESTRUCTURING MEANS MAKING OUR SCHOOLS MORE MARKET-ORIENTED. WE KNOW WHAT COMPETITION MEANS IN THE BUSINESS WORLD. IT'S TIME WE RECOGNIZE THAT COMPETITION CAN SPUR EXCELLENCE IN OUR SCHOOLS. //

LET THEM OPEN THEIR DOORS TO EXPERTS FROM OUTSIDE THE TEACHING PROFESSION WHO ARE WILLING TO SHARE THEIR WISDOM IN OUR SCHOOLS. WE'VE GOT TO EXPAND ALTERNATIVE CERTIFICATION -- AND TAP THE WEALTH OF TEACHING TALENT IN OUR SOCIETY, KEPT OUT OF THE CLASSROOM NOW SIMPLY BECAUSE THEY LACK A TEACHING CERTIFICATE.

FIFTH AND FINALLY, WE NEED TO MAKE SURE THE YARDSTICK WE USE TO MEASURE OUR ACHIEVEMENT IS PERFORMANCE-BASED.

ALL THE NECESSARY ATTENTION TO RULES, REGULATIONS AND PROCEDURE -- ALL THE MEASURES OF DOLLARS SPENT -- ALL THE HARDWARE AND SOFTWARE, STATISTICS AND STUDIES CANNOT BE ALLOWED TO OBSCURE THE ONE MEASURE THAT MATTERS. WHAT MATTERS IS WHAT WORKS. RESULTS. WHAT KIND OF KID WALKS OUT OF THAT CLASSROOM AND INTO SOCIETY -- WHAT OUR KIDS KNOW: WHETHER WE'VE TAUGHT THEM HOW TO LEARN. //

AND ONE THING MORE WHILE THE SUBJECT IS PERFORMANCE: WE HOLD STUDENTS ACCOUNTABLE FOR THEIR OWN FAILURE. LET'S DO THE SAME FOR OUR SCHOOLS. //

THESE FIVE PRINCIPLES -- HIGH EXPECTATIONS.
DECENTRALIZED AUTHORITY. SCHOOLS THAT ARE RESPONSIVE,
MARKET-ORIENTED AND PERFORMANCE-BASED -- THESE FIVE PRINCIPLES CAN GUIDE OUR EFFORTS, AS WE RESTRUCTURE AMERICAN EDUCATION TO MEET THE AMBITIOUS GOALS WE'VE SET FOR OUR NATION'S STUDENTS AND OUR SCHOOLS.

AS WE LEAD AMERICA FORWARD TO AN EDUCATIONAL RENAISSANCE -- A SYSTEM THAT CAN COMPETE WITH ANY IN THE WORLD. //

THIS RESTRUCTURING MUST TAKE PLACE. I DON'T HAVE TO TELL THE CORPORATE LEADERS IN THIS ROOM THAT AMERICA CAN'T EXPECT TO REMAIN A FIRST-CLASS ECONOMY IF WE SETTLE FOR SECOND-RATE SCHOOLS.

AND LET ME ASSURE YOU: THERE IS A ROLE IN THIS RESTRUCTURING FOR ALL OF YOU HERE -- FOR YOUR ENERGY, FOR YOUR IDEAS -- FOR YOUR COMMITMENT TO EDUCATIONAL EXCELLENCE. //

BEFORE I CLOSE, LET ME THANK THE COMPANIES, FOUNDATIONS AND INDIVIDUALS WHOSE CONTRIBUTIONS HELP KEEP JOBS FOR AMERICA'S GRADUATES GOING STRONG. THE HELP YOU PROVIDE TO EACH YOUNG PERSON LITERALLY LASTS A LIFETIME. //

AND TO THE STUDENTS HERE TODAY: LET ME RECOGNIZE YOUR ACCOMPLISHMENTS -- BUT LET ME ASK SOMETHING AS WELL. JUST AS YOU'VE BEEN HELPED ALONG THE WAY, MAKE IT YOUR MISSION TO ALWAYS REACH OUT YOUR HAND -- TO ALL THE OTHER KIDS LIKE YOU, WHO HAVE EVERYTHING THEY NEED TO SUCCEED --EXCEPT ENCOURAGEMENT. //

ONCE AGAIN, THANK YOU ALL FOR THIS WARM WELCOME -- AND MAY GOD BLESS THE UNITED STATES OF AMERICA.

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WHITE HOUSE STAFFING MEMORANDUM

90 OCT 10 P3:42

DATE: 12/11/90

ACTION/CONCURRENCE/COMMENT DUE BY: _____

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES

NATIONAL PRESS CLUB

SUBJECT: DECEMBER 12, 1990
12:00 PM

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☐	☒
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☐	☒	PORTER	☐	☒
DARMAN	☐	☒	ROGICH	☐	☒
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	ROGERS	☐	☒
DEMAREST	☐	☒	PINKERTON	☐	☒
FITZWATER	☐	☒	_____	☐	☐
GRAY	☐	☒	WINSTON	☐	☒
HAGIN	☐	☐	_____	☐	☐
HOLIDAY	☐	☒	_____	☐	☐

REMARKS:

The attached has been forwarded to the President.

RESPONSE: _____

90 OCT 10 P3:42

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

THE WHITE HOUSE
WASHINGTON

December 10, 1990

INFORMATION

MEMORANDUM TO THE PRESIDENT

THROUGH: CHRISS WINSTON *cw*
FROM: DAN MCGROARTY *DMG*
SUBJECT: JOBS FOR AMERICA'S GRADUATES REMARKS

I. SUMMARY

On Wednesday, December 12, at 12:00 noon you will make remarks at the Jobs for America's Graduates Awards Ceremony. The event will be held at the National Press Club. Your remarks are twelve minutes in length and will be on speechcards.

II. DISCUSSION

The attached remarks note your own personal interest in the JAG Program and go on to applaud its successful statistics. Your remarks emphasize the need to empower Americans with choice in education as you present five guiding principles in educational restructuring.

McGroarty/Dooley
December 10, 1990
6:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

Thank you, Governor [McKernan], for those kind words -- and let me commend you for your fine work as Chairman. // Let me recognize Senator Robb, Chairman of JAG's Executive Committee. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

(*) My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. T

with all of
action, wit

One of
spotlight o

// This or
education o
community f

*And, of course, congratulations
to the 19 Governors being
honored here today. //*

Take a e in
this program were able to complete their high school diploma or their GED last year. JAG doesn't stop there. This program assists these new graduates during that critical school-to-work transition. 83% of the young people participating in JAG made a successful transition -- into the working world, the Armed

Services, or onto the next level of education. // And JAG accomplished all this at half the average cost of other youth employment programs. //

You've been especially effective in our inner cities. // Kids from low-income households, whose plans for the future don't include college -- and may not even include finishing high-school. JAG takes aim at these at-risk kids: the ones who -- without the right help and encouragement -- might find themselves out of school, on their own, without prospects -- without a future. JAG catches these kids before they fall through the cracks -- 20,000 last year alone. //

Since I know a little bit about JAG, I know you're not resting on your laurels. I am especially pleased that JAG has joined the nationwide Points of Light movement with today's announcement that each participant will be expected to engage in community service activities. //

JAG's been especially effective in America's urban schools. I urge you to extend this inner-city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the state and local level. Last fall, as the Governors and I forged our historic partnership at the Education Summit, we

recognized that excellence in education required an effort that was not federal -- but national: one that brought all levels of government together in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are well underway. // At the Education Summit, the Governors also committed to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. Corporate leaders -- who know education is the key to competitiveness. Governors -- from Maine to California, along with top education officials from each state. Teachers and principals -- whose daily dedication and commitment will mold tomorrow's citizens. Finally, students -- young people for whom the word education means hope -- and happiness; opportunity -- and achievement. //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is a set of prescriptions, a bureaucratic blueprint from on-high in Washington. //

One of the keys to this approach is empowering people -- not bureaucracies. // Central to empowerment is the concept of

choice: empowering parents to decide which school is best for their children. // Choice is the catalyst for change -- the fundamental reform that drives forward all the others. // Let me lay out five principles that should guide our efforts to restructure our schools -- principles that empower parents, expand choice, and encourage excellence in education. // High expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the first: high expectations. We've got to raise our sights -- for our students, for our schools. // We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a C average if we really mean to compete and get ahead. // America's schools must -- and will -- aspire to world-class standards. //

Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to ask more of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. // After all, the secret to our schools' success isn't the size of the bureaucracy. We succeed - or fail -- one student at a time. And the secret is the principal who commands respect, and cares about each and every kid who walks into that school -- and that special teacher, who starts with the same tests and books and blackboard -- and makes learning come alive. //

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's hold them accountable for the results. //

Third, we need responsive schools -- customer-driven. Schools that involve and engage students and their parents -- the real experts on what's best for their kids. That's central to the concept of choice. // Everywhere choice has been tried, choice has worked -- in large part, because it has brought parents into the process of shaping their children's education.

We need schools that are open to input from the business community -- real-world institutions that can work with our schools to educate the kind of employees they'll need tomorrow. // If we want schools that work -- we've got to realize there's no monopoly on wisdom. //

Fourth, restructuring means making our schools more market-oriented. We know what competition means in the business world. It's time we recognize that competition can spur excellence in our schools. // Let them open their doors to experts from outside the teaching profession who are willing to share their wisdom in our schools. We've got to expand alternative certification -- and tap the wealth of teaching talent in our society, kept out of the classroom now simply because they lack a teaching certificate.

Fifth and finally, we need to make sure the yardstick we use to measure our achievement is performance-based. All the

necessary attention to rules, regulations and procedure -- all the measures of dollars spent -- all the hardware and software, statistics and studies cannot be allowed to obscure the one measure that matters. What matters is what works. Results. What kind of kid walks out of that classroom and into society -- what our kids know: whether we've taught them how to learn. //

And one thing more while the subject is performance: we hold students accountable for their own failure. Let's do the same for our schools. //

These five principles -- High expectations. Decentralized authority. Schools that are responsive, market-oriented and performance-based -- these five principles can guide our efforts, as we restructure American education to meet the ambitious goals we've set for our Nation's students and our schools. As we lead America forward to an educational renaissance -- a system that can compete with any in the world. //

This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a first-class economy if we settle for second-rate schools. And let me assure you: There is a role in this restructuring for all of you here -- for your energy, for your ideas -- for your commitment to educational excellence. //

Before I close, let me thank the companies, foundations and individuals whose contributions help keep Jobs for America's Graduates going strong. The help you provide to each young person literally lasts a lifetime. // And to the students here

today: let me recognize your accomplishments -- but let me ask something as well. Just as you've been helped along the way, make it your mission to always reach out your hand -- to all the other kids like you, who have everything they need to succeed -- except encouragement. //

Once again, thank you all for this warm welcome -- and may God bless the United States of America.

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WHITE HOUSE STAFFING MEMORANDUM

90 OCT 9 4:34

DATE: 12/7/90 ACTION/CONCURRENCE/COMMENT DUE BY: 12/10/90 3:00 PMSUBJECT: PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☐	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	<u>ROGERS</u>	☐	☒
DEMAREST	☒	☐	<u>WINSTON</u>	☐	☒
FITZWATER	☐	☒	<u>PINKERTON</u>	☒	☐
GRAY	☐	☐	_____	☐	☐
HAGIN	☐	☐	_____	☐	☐
HOLIDAY	☒	☐	_____	☐	☐

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 3:00 PM, Monday, December 10, with a copy to my office. Thank you.

RESPONSE:

See comments

*ROGER PORTER'S COMMENTS -
pp. 3-6.*

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

90 DEC -7 PM 3:50

McGroarty/Dooley
December 7, 1990
1:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

[Introductory acknowledgements.] Let me recognize your outstanding Chairman, Governor John McKernan. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

One of my great pleasures as President is to **shine the spotlight on the success stories**. Today, JAG is center stage. // This organization has enjoyed lasting support from state education officials, from Governors, and from the business community for one simple reason: JAG works. //

Take a look at these statistics. 92% of the young people in this program were able to complete their high school diploma or their GED last year. JAG doesn't stop there. This program assists these new graduates during that critical school-to-work transition. 83% of the young people participating in JAG made a **successful transition** -- into the working world, into college or

the Armed Services. // And JAG accomplished all this at half the average cost of other youth employment programs. //

You've been especially effective in our inner cities. // Kids from low-income households, whose plans for the future don't include college -- and may not even include finishing high-school. JAG takes aim at these at-risk kids: the ones who -- without the right help and encouragement -- might find themselves out of school, on their own, without prospects -- without a future. JAG catches these kids before they fall through the cracks -- 20,000 last year alone. //

Since I know a little bit about JAG, I know you're not resting on your laurels. I urge you to extend this inner city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the state and local level. Last fall, as the Governors and I forged our historic partnership at the Education Summit, we recognized that excellence in education required an effort that was not federal -- but national: one that brought all levels of government together in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are

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the Gov's comm. Rep

Porden → well underway. // At the Education Summit, we also promised to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. **Corporate leaders** -- who know education is the key to competitiveness. **Governors** -- from Maine to California, along with top education officials from each state. *Teachers & Principals* *whose daily dedication + commitment will mold the next generations.* Finally, **students** -- young people for whom the word **education** means **hope -- and happiness; opportunity -- and achievement.** //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is ^a~~another~~ set of prescriptions, another bureaucratic blueprint from on-high in Washington. //

Porden ✓ *One of the Keys to OMB*
~~The cornerstone of this approach is to~~ ^{ing} empower people -- not bureaucracies. // *Central to emp. is this* [In our schools, ~~empowerment~~ begins with] the concept of choice (-- the most revolutionary idea in American education since the days of Horace Mann:) ^{allowing} empowering parents to decide which school is best for their children. // Choice is the catalyst for change -- [the fundamental reform that drives forward all the others.] // *Porden* [for accountability, for results.]

delete Porden → Let me lay out five principles that should guide our efforts to restructure our schools -- principles that **empower parents, expand choice, and encourage excellence in education.** // High

expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the **first**: high expectations. We've got to raise our sights -- for our students, for our schools. [Let's not send the signal, by the way we measure success, that what we're after is some sort of minimum competency.] We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a C average if we really mean to compete and get ahead. //

Deeper. will assume to work class standards.
Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to **ask more** of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. [It's time to free our schools to experiment with course material and teaching methods. Let local school districts determine class size, the length of the school day and school year.]

Porter delete,
After all, the secret to our schools' success isn't the size of the bureaucracy. We succeed -- or fail -- one student at a time. And the **secret** is the **principal** who commands respect, and cares about each and every kid who walks into that school -- and that **special teacher**, who starts with the same tests and books and blackboard -- and **makes learning come alive**. //

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's see what kind of job they do. //

→ hold them accountable for the results.

Everywhen choice has been tried -
it has succeeded, in large part, bec it has
brought parents into the process of shaping their
children's education

Third, we need responsive schools -- customer-driven.

Schools that ^{involve + engage both students and then} take their direction from parents -- the real
Porter, 177, experts on what's best for their kids.] That's central to the

concept of choice. // We need schools that are open to input

from the business community -- real-world institutions that can

→ ^{work with schools...} teach our schools a thing or two [about the kind of employees

they'll need tomorrow. // If we want schools that work -- we've
got to realize there's no monopoly on wisdom. //

Fourth, restructuring means making our schools more market-
oriented. We know what competition means in the business world.

It's time we recognize that competition can spur excellence in
our schools. // ~~(Let schools compete for students and faculty.)~~ Porter delete

Let them open their doors to experts from outside the teaching
profession who are willing to share their wisdom in our schools.

We've got to expand alternative certification -- and tap the
wealth of teaching talent in our society, kept out of the
classroom now simply because they lack a teaching certificate.

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to measure our achievement is performance-based. All the
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the measures of dollars spent -- all the hardware and software,
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measure that matters. What matters is what works. Results.
What kind of kid walks out of that classroom and into society --
what our kids know: whether we've taught them how to learn. //

And one thing more while the subject is performance: we hold students accountable for their own failure. Let's do the same for our schools. //

These five principles -- High expectations. Decentralized authority. Schools that are responsive, market-oriented and performance-based -- these five principles can guide our efforts,

as we restructure American education to meet the ambitious goals we've set for our Nation's students and our schools. III

This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a first-class economy if we settle for second-rate schools. And let me assure you: There is a role in this restructuring for all of you here -- for your energy, for your ideas -- for your commitment to educational excellence. //

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Once again, thank you all for this warm welcome -- and may God bless the United States of America.

#

And to lead America to an educational renaissance & a system that can compete with any in the world.

THE WHITE HOUSE
WASHINGTON

Dan -

Add to JAG acknowledgements :

- ① There will be 19 Governors present; they are the actual award winners, who've led successful JAG programs in their states. ✓
- ② Thanks to the JAG National Sponsor, the Steering Committee, the National Staff. X

WHITE HOUSE STAFFING MEMORANDUM

DATE: 12/7/90 ACTION/CONCURRENCE/COMMENT DUE BY: 12/10/90 3:00 PM

SUBJECT: PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE <i>N/C</i>	☒	☐
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☐	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH <i>N/C per Sherry</i>	☒	☐
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	ROGERS	☐	☒
DEMAREST	☒	☐	WINSTON	☐	☒
FITZWATER	☐	☒	PINKERTON	☒	☐
GRAY	☐	☐	<i>Peter Smeyer</i>	☐	☐
HAGIN	☐	☐		☐	☐
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 3:00 PM, Monday, December 10, with a copy to my office. Thank you.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

90 DEC -7 PM 3:50

McGroarty/Dooley
December 7, 1990
1:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

Note:
① McKernan will introduce POTUS
② Senator Charles Robb, chairman of the Executive Committee

[Introductory acknowledgements.] Let me recognize your outstanding Chairman, ^①Governor John McKernan. Kenneth Smith, President of JAG. ^②And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

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Since I know a little bit about JAG, I know you're not resting on your laurels. I urge you to extend this inner city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the state and local level. Last fall, as the Governors and I forged our historic partnership at the Education Summit, we recognized that excellence in education required an effort that was not federal -- but national: one that brought all levels of government together in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are

well underway. // At the Education Summit, we also promised to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. **Corporate leaders** -- who know education is the key to competitiveness. **Governors** -- from Maine to California, along with top education officials from each state. Finally, **students** -- young people for whom the word **education** means **hope** -- and happiness; **opportunity** -- and achievement. //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is another **set of prescriptions, another bureaucratic blueprint from on-high in Washington.** //

→ The cornerstone of this approach is to empower people -- not bureaucracies. // In our schools, empowerment begins with the concept of choice -- ~~the most revolutionary idea in American education since the days of Horace Mann:~~ empowering parents to decide which school is best for their children. // Choice is the catalyst for change -- the fundamental reform that drives forward all the others. //

Let me lay out five principles that should guide our efforts to restructure our schools -- principles that **empower parents, expand choice, and encourage excellence in education.** // High

expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the first: high expectations. We've got to raise our sights -- for our students, for our schools. Let's not send the signal, by the way we measure success, that what we're after is some sort of minimum competency. We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a C average if we really mean to compete and get ahead. //

Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to ask more of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. It's time to free our schools to experiment with course material and teaching methods. Let **local school districts** determine class size, the length of the school day and school year.

After all, the secret to our schools' success isn't the size of the bureaucracy. We succeed -- or fail -- one student at a time. And the **secret** is the **principal** who commands respect, and cares about each and every kid who walks into that school -- and that **special teacher**, who starts with the same tests and books and blackboard -- and **makes learning come alive. //**

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's see what kind of job they do. //

Third, we need responsive schools -- customer-driven.

Schools that take their direction from parents -- the real experts on what's best for their kids. That's central to the concept of choice. // We need schools that are open to input from the business community -- real-world institutions that can teach our schools a thing or two about the kind of employees they'll need tomorrow. // If we want schools that work -- we've got to realize there's no monopoly on wisdom. //

Fourth, restructuring means making our schools more market-oriented. We know what **competition** means in the **business world**. It's time we recognize that competition can spur excellence in our schools. // Let schools compete for students and faculty. Let them open their doors to **experts from outside the teaching profession** who are willing to share their wisdom in our schools. We've got to expand alternative certification -- and tap the wealth of teaching talent in our society, kept out of the classroom now simply because they lack a teaching certificate.

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Once again, thank you all for this warm welcome -- and may God bless the United States of America.

#

WHITE HOUSE STAFFING MEMORANDUM

90 OCT 9 4:35

DATE: 12/7/90 ACTION/CONCURRENCE/COMMENT DUE BY: 12/10/90 3:00 PMSUBJECT: PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☐	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	<u>ROGERS</u>	☐	☒
DEMAREST	☒	☐	<u>WINSTON</u>	☐	☒
FITZWATER	☐	☒	<u>PINKERTON</u>	☒	☐
GRAY	☐	☐		☐	☐
HAGIN	☐	☐		☐	☐
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 3:00 PM, Monday, December 10, with a copy to my office. Thank you.

RESPONSE:

See comments

ROGER PORTER'S COMMENTS -
pp. 3-6.

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

90 DEC -7 PM 3:50

McGroarty/Dooley
December 7, 1990
1:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

[Introductory acknowledgements.] Let me recognize your outstanding Chairman, Governor John McKernan. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

One of my great pleasures as President is to **shine the spotlight on the success stories**. Today, JAG is center stage. // This organization has enjoyed lasting support from state education officials, from Governors, and from the business community **for one simple reason: JAG works**. //

Take a look at these statistics. 92% of the young people in this program were able to complete their high school diploma or their GED last year. JAG doesn't stop there. This program assists these new graduates during that critical school-to-work transition. 83% of the young people participating in JAG **made a successful transition** -- into the working world, into college or

the Armed Services. // And JAG accomplished all this at half the average cost of other youth employment programs. //

You've been especially effective in our inner cities. // Kids from low-income households, whose plans for the future don't include college -- and may not even include finishing high-school. JAG takes aim at these at-risk kids: the ones who -- without the right help and encouragement -- might find themselves out of school, on their own, without prospects -- without a future. JAG catches these kids before they fall through the cracks -- 20,000 last year alone. //

Since I know a little bit about JAG, I know you're not resting on your laurels. I urge you to extend this inner city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the state and local level. Last fall, as the Governors and I forged our historic partnership at the Education Summit, we recognized that excellence in education required an effort that was not federal -- but national: one that brought all levels of government together in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are

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the Gov's comm. Rep

well underway. // At the Education Summit, we also promised to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. **Corporate leaders** -- who know education is the key to competitiveness. **Governors** -- from Maine to California, along with top education officials from each state. *Teachers & Principals* *dedication + commitment will mold the next generations.* Finally, **students** -- young people for whom the word education means **hope -- and happiness; opportunity -- and achievement.** //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is ^a ~~another~~ set of prescriptions, another bureaucratic blueprint from on-high in Washington. //

OMB One of the keys to the cornerstone of this approach is ^{ing} ~~to~~ empower people -- not bureaucracies. // *Central to emp. is this OMB* In our schools, empowerment begins with the concept of choice -- the most revolutionary idea in American education since the days of Horace Mann: *allowing Porter* empowering parents to decide which school is best for their children. // Choice is the catalyst for change -- *STET* [the fundamental reform that drives forward all the others.] // *for accountability, for results.*

Let me lay out five principles that should guide our efforts to restructure our schools -- principles that empower parents, expand choice, and encourage excellence in education. // High

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Take the **first**: high expectations. We've got to raise our sights -- for our students, for our schools. [Let's not send the signal, by the way we measure success, that what we're after is some sort of **minimum** competency.] We've seen the statistics:

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Deeper. will agree to work class standards.
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hold them accountable for the results.

✓ Even when choice has been tried -
it has succeeded, in large part, bec of how
but parents into the process of shaping their
children's educ.

Third, we need responsive schools -- customer-driven.

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[take their direction from] parents -- the real

Porter X⁷⁷ experts on what's best for their kids.] That's central to the

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with U.P.
Pinehurst Hotel 919
Demand: 295-6811.
Rm. 382.

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Ext. 2702

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7:05 P.M. 12-10-90
to POTUS

McGroarty/Dooley
December 10, 1990
6:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

Thank you, Governor [McKernan], for those kind words -- and let me commend you for your fine work as Chairman. // Let me recognize Senator Robb, Chairman of JAG's Executive Committee. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

One of my great pleasures as President is to **shine the spotlight on the success stories**. Today, JAG is center stage. // This organization has enjoyed lasting support from state education officials, from Governors, and from the business community for one simple reason: JAG works. //

Take a look at these statistics. 92% of the young people in this program were able to complete their high school diploma or their GED last year. JAG doesn't stop there. This program assists these new graduates during that critical school-to-work transition. 83% of the young people participating in JAG **made a successful transition** -- into the working world, the Armed

Services, or onto the next level of education. // And JAG accomplished all this at half the average cost of other youth employment programs. //

You've been especially effective in our inner cities. // Kids from low-income households, whose plans for the future don't include college -- and may not even include finishing high-school. JAG takes aim at these at-risk kids: the ones who -- without the right help and encouragement -- might find themselves out of school, on their own, without prospects -- without a future. JAG catches these kids before they fall through the cracks -- 20,000 last year alone. //

Since I know a little bit about JAG, I know you're not resting on your laurels. I am especially pleased that JAG has joined the nationwide Points of Light movement with today's announcement that each participant will be expected to engage in community service activities. //

JAG's been especially effective in America's urban schools. I urge you to extend this inner-city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the state and local level. Last fall, as the Governors and I forged our historic partnership at the Education Summit, we

recognized that excellence in education required an effort that was not federal -- but national: one that brought all levels of government together in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are well underway. // At the Education Summit, the Governors also committed to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. Corporate leaders -- who know education is the key to competitiveness. Governors -- from Maine to California, along with top education officials from each state. Teachers and principals -- whose daily dedication and commitment will mold tomorrow's citizens. Finally, students -- young people for whom the word education means hope -- and happiness; opportunity -- and achievement. //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is a set of prescriptions, a bureaucratic blueprint from on-high in Washington. //

One of the keys to this approach is empowering people -- not bureaucracies. // Central to empowerment is the concept of

choice: empowering parents to decide which school is best for their children. // Choice is the catalyst for change -- the fundamental reform that drives forward all the others. //

Let me lay out five principles that should guide our efforts to restructure our schools -- principles that empower parents, expand choice, and encourage excellence in education. // High expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the first: high expectations. We've got to raise our sights -- for our students, for our schools. // We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a C average if we really mean to compete and get ahead. //

America's schools must -- and will -- aspire to world-class standards. //

Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to ask more of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. // After all, the secret to our schools' success isn't the size of the bureaucracy. We succeed -
- or fail -- one student at a time. And the secret is the principal who commands respect, and cares about each and every kid who walks into that school -- and that special teacher, who starts with the same tests and books and blackboard -- and makes learning come alive. //

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's hold them accountable for the results. //

Third, we need responsive schools -- customer-driven. Schools that involve and engage students and their parents -- the real experts on what's best for their kids. That's central to the concept of choice. // Everywhere choice has been tried, choice has worked -- in large part, because it has brought parents into the process of shaping their children's education.

We need schools that are open to input from the business community -- real-world institutions that can work with our schools to educate the kind of employees they'll need tomorrow. // If we want schools that work -- we've got to realize there's no monopoly on wisdom. //

Fourth, restructuring means making our schools more market-oriented. We know what competition means in the business world. It's time we recognize that competition can spur excellence in our schools. // Let them open their doors to experts from outside the teaching profession who are willing to share their wisdom in our schools. We've got to expand alternative certification -- and tap the wealth of teaching talent in our society, kept out of the classroom now simply because they lack a teaching certificate.

Fifth and finally, we need to make sure the yardstick we use to measure our achievement is performance-based. All the

necessary attention to rules, regulations and procedure -- all the measures of dollars spent -- all the hardware and software, statistics and studies cannot be allowed to obscure the one measure that matters. What matters is what works. Results. What kind of kid walks out of that classroom and into society -- what our kids know: whether we've taught them how to learn. //

And one thing more while the subject is performance: we hold students accountable for their own failure. Let's do the same for our schools. //

These five principles -- High expectations. Decentralized authority. Schools that are responsive, market-oriented and performance-based -- these five principles can guide our efforts, as we restructure American education to meet the ambitious goals we've set for our Nation's students and our schools. As we lead America forward to an educational renaissance -- a system that can compete with any in the world. //

This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a first-class economy if we settle for second-rate schools. And let me assure you: There is a role in this restructuring for all of you here -- for your energy, for your ideas -- for your commitment to educational excellence. //

Before I close, let me thank the companies, foundations and individuals whose contributions help keep Jobs for America's Graduates going strong. The help you provide to each young person literally lasts a lifetime. // And to the students here

today: let me recognize your accomplishments -- but let me ask something as well. Just as you've been helped along the way, make it your mission to always reach out your hand -- to all the other kids like you, who have everything they need to succeed -- except encouragement. //

Once again, thank you all for this warm welcome -- and may God bless the United States of America.

#

THE WHITE HOUSE

WASHINGTON

90 OCT 9 P1: 26

December 10, 1990

MEMORANDUM TO CHRISS WINSTON

FROM:

JIM PINKERTON

SUBJECT:

Jobs For America's Graduates Awards

A fine speech. We particularly favor the approach of putting the five goals within the framework of empowerment, and making it explicitly clear again that empowerment is the keystone of the Bush domestic policy. At the same time, the crucial concept of choice in education is presented as the driving force of the educational restructuring that the President is promoting.

Again, this is a vital point because 1) it is the truth; 2) it is good politics; and 3) it meets the argument of those who oppose restructuring our education system, namely that certain "reforms" must come first and only then choice. The latter argument is a way of putting off parental choice, and thus genuine restructuring, forever because it will always be claimed that our reforms are inadequate. The right language will not only meet this argument, but also expose the cynicism behind it.

WHITE HOUSE STAFFING MEMORANDUM

DATE: 12/7/90 ACTION/CONCURRENCE/COMMENT DUE BY: 12/10/90 3:00 PMSUBJECT: PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☐	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	<u>ROGERS</u>	☐	☒
DEMAREST	☒	☐	<u>WINSTON</u>	☐	☒
FITZWATER	☐	☒	<u>PINKERTON</u>	☒	☐
GRAY	☐	☐	_____	☐	☐
HAGIN	☐	☐	_____	☐	☐
HOLIDAY	☒	☐	_____	☐	☐

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 3:00 PM, Monday, December 10, with a copy to my office. Thank you.

RESPONSE:

See Comments. Mank.

Haley Williamson

12-10-90

6:100 06
P 3:25

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

90 DEC -7 PM 3:50

McGroarty/Dooley
December 7, 1990
1:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

[Introductory acknowledgements.] Let me recognize your outstanding Chairman, Governor John McKernan. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

One of my great pleasures as President is to **shine the spotlight on the success stories**. Today, JAG is center stage. // This organization has enjoyed lasting support from state education officials, from Governors, and from the business community for one simple reason: JAG works. //

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Since I know a little bit about JAG, I know you're not resting on your laurels. I urge you to extend this inner city outreach -- expand this proven program to as many cities and schools as possible. // It's my hope that before long, there will be a Jobs for America's Graduates program in every state in the nation. // Because as great as it is to see all of you here today -- there's a place in this room for all 50 governors. ///

It's no surprise to me that this success is taking place on the state and local level. Last fall, as the Governors and I forged our historic partnership at the Education Summit, we recognized that excellence in education required an effort that was not federal -- but national: one that brought all levels of government together in common cause to improve America's schools.

Since then, we've made real progress. A set of six national goals are now in place -- as is our target date, the year 2000. Efforts to expand flexibility and accountability in education are

well underway. // At the Education Summit, we also promised to undertake a major, state-by-state effort to restructure our education system. //

I want to turn now to this challenge -- the need for a reform effort that results in nothing less than the restructuring of American education. The people in this room are critical to this reform effort. **Corporate leaders** -- who know education is the key to competitiveness. **Governors** -- from Maine to California, along with top education officials from each state. Finally, **students** -- young people for whom the word **education** means **hope -- and happiness; opportunity -- and achievement.** //

Let me explain to all of you about what I mean by restructuring our schools. I'll limit myself to broad principles -- because the last thing we need if we want real restructuring is another **set of prescriptions, another bureaucratic blueprint from on-high in Washington.** //

The cornerstone of this approach is to empower people -- not bureacracies. // In our schools, empowerment begins with the concept of choice -- the most revolutionary idea in American education since the days of Horace Mann: empowering parents to decide which school is best for their children. // Choice is the catalyst for change -- the fundamental reform that drives forward all the others. // *Possible Education Inset* —

Let me lay out five principles that should guide our efforts to restructure our schools -- **principles that empower parents, expand choice, and encourage excellence in education.** // High

✓
(DOEd)
#1
see attached
explanation.



✓
(DOEd)
#2
see
attached
suggestion.

expectations. Decentralized authority. Schools that are responsive -- market-oriented and performance-tested. //

Take the first: high expectations. We've got to raise our sights -- for our students, for our schools. Let's not send the signal, by the way we measure success, that what we're after is some sort of minimum competency. We've seen the statistics: American kids already rank too low compared to our chief industrial competitors. // America can't settle for a C average if we really mean to compete and get ahead. //

Second, we've got to decentralize authority. It wouldn't be fair to raise expectations -- to ask more of our schools and our students -- if we tie the hands of the teachers and principals who make the difference. It's time to free our schools to experiment with course material and teaching methods. Let local school districts determine class size, the length of the school day and school year. ← Education present - #4

After all, the secret to our schools' success isn't the size of the bureaucracy. We succeed -- or fail -- one student at a time. And the secret is the principal who commands respect, and cares about each and every kid who walks into that school -- and that special teacher, who starts with the same tests and books and blackboard -- and makes learning come alive. //

For years we've stifled our schools with requirements and red tape. Let's give our schools something teachers and principles don't have enough of -- authority. Then let's see what kind of job they do. //

✓ (DOEd) #3
see attached suggestion.

✓
possible
DOEd
present,

Third, we need responsive schools -- customer-driven.

Schools that take their direction from parents -- the real experts on what's best for their kids. That's central to the concept of choice. *Let parents choose the schools that their children deserve.* // **We need schools that are open to input from the business community -- real-world institutions that can teach our schools a thing or two about the kind of employees they'll need tomorrow. // If we want schools that work -- we've got to realize there's no monopoly on wisdom.** //

✓ (LOCA)
→ Problematic because parents + businesses won't always agree about what a school should do. Parents are the real customers here, not businesses.

Fourth, restructuring means making our schools more market-oriented. We know what **competition means** in the **business world**. It's time we recognize that competition can spur excellence in our schools. // Let schools compete for students and faculty. Let them open their doors to **experts from outside the teaching profession** who are willing to share their wisdom in our schools. We've got to expand alternative certification -- and tap the wealth of teaching talent in our society, kept out of the classroom now simply because they lack a teaching certificate.

Fifth and finally, we need to make sure the yardstick we use to measure our achievement is performance-based. All the necessary attention to rules, regulations and procedure -- all the measures of dollars spent -- all the hardware and software, statistics and studies cannot be allowed to obscure the one measure that matters. What matters is what works. Results. What kind of kid walks out of that classroom and into society -- what our kids know: whether we've taught them ~~how to learn~~ *to be productive and public-spirited citizens.*

✓ (LOCA)
→ This phrase takes sides in an old controversy over method vs. content in education. Might make the Pres. appear more interested in the process rather than substance of their learning.

See
Parker

And one thing more while the subject is performance: we hold students accountable for their own failure. Let's do the same for our schools. //

These five principles -- High expectations. Decentralized authority. Schools that are responsive, market-oriented and performance-based -- these five principles can guide our efforts, as we restructure American education to meet the ambitious goals we've set for our Nation's students and our schools. ///

This restructuring must take place. I don't have to tell the corporate leaders in this room that America can't expect to remain a first-class economy if we settle for second-rate schools. And let me assure you: There is a role in this

restructuring for all of you here -- for your energy, for your ideas -- for your commitment to educational excellence. //

Before I close, let me thank the companies, foundations and individuals whose contributions help keep Jobs for America's Graduates going strong. The help you provide to each young person literally lasts a lifetime. // And to the students here today: let me recognize your accomplishments -- but let me ask something as well. Just as you've been helped along the way, make it your mission to always reach out your hand -- to all the other kids like you, who have everything they need to succeed -- except encouragement. //

Once again, thank you all for this warm welcome -- and may God bless the United States of America.

#

Education
Insert.

#5
see attached
possible
insert.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

December 10, 1990

TO: Holly Williamson
Associate Director of Cabinet Affairs
The White House

FROM: Chino Chapa *Chino*
Chief of Staff/Counselor

SUBJECT: President's Comments before JAG

Thanks for sharing the President's proposed remarks with us. The emphasis on choice and decentralization is an excellent followup to Secretary Cavazos' announcement last week of the Department's new initiatives on choice. Our very few comments follow:

Page 3 -- Third full paragraph, beginning "The cornerstone...":

#1 You might reconsider the analogy between choice being the most revolutionary idea in American education since Horace Mann. Not that Mann wasn't a heck of a guy, but drawing that parallel seems to weaken, not strengthen, the prominence of choice. You can still characterize choice as revolutionary without the analogy.

#2 At the end of that same paragraph, you should consider including a statement regarding the Department's choice initiative. Chief among them are creation of the National Center for Choice in Education and availability of an 800-number (1-800-442-PICK) by which people can learn more about choice. As of Friday evening we'd logged more than 300 calls, mostly from parents excited by the idea of choice in education. ✓

Page 4 -- Second full paragraph, beginning "Second, we've got..."

#3 The sentence at the end of that paragraph which states that school districts should determine class size, etc. is out of place. The discussion otherwise centers on unfettering teachers and principals. It might be best to dispose of the state mandates at the top of the paragraph, as the second sentence. That works better structurally. The only other modification needed would be refining the transition from school district control to teachers and principals.

- 2 -

#4 At the end of that same paragraph you might consider introducing the idea of accountability. A new sentence might be written as follows: "Let individual schools set their own vision and course and tailor themselves to the needs of their students. In this new decentralized system, let us have a new mechanism of accountability, where the schools are accountable to parents rather than to distant bureaucracies." // *Bohr*

Page 6 -- It might be advisable to return to the empowerment theme one more time before the closing.

#5 A new paragraph can be worked in before the "Before I close..." paragraph. Suggested language follows: "That's the key to restructuring American education...empowering people. Empowering you to get involved Empowering educators to create better schools. And most of all, empowering parents to choose the schools they want for their children."

THE WHITE HOUSE
WASHINGTON

Date 12/10/90

TO: Chriss Winston

FROM: C. GREGG PETERSMEYER
Deputy Assistant to the President
for National Service

- ☐ For Your Information
- ☒ For Your Action
- ☐ For Your Files
- ☐ As Requested
- ☐ For Your Comments and Suggestions
- ☐ Let's Discuss
- ☐ Please Return

* See attached
JAG document

COMMENTS:

Gov. McKernan,
who will introduce the President, will
announce a major JAG Points of Light
initiative.* It is therefore most fitting for
the President to acknowledge this and
indicate his pleasure. Thanks Greg

WHITE HOUSE STAFFING MEMORANDUM

DATE: 12/7/90

ACTION/CONCURRENCE/COMMENT DUE BY: 12/10/90 3:00 PM

SUBJECT: PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	NEWMAN	☐	☐
SCOWCROFT	☐	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
CARD	☐	☒	UNTERMAYER	☐	☐
CICCONI	☐	☒	<u>ROGERS</u>	☐	☒
DEMAREST	☒	☐	<u>WINSTON</u>	☐	☒
FITZWATER	☐	☒	<u>PINKERTON</u>	☒	☐
GRAY	☐	☐		☐	☐
HAGIN	☐	☐		☐	☐
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 3:00 PM, Monday, December 10, with a copy to my office. Thank you.

RESPONSE:

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

90 DEC -7 PM 3:50

McGroarty/Dooley
December 7, 1990
1:30 pm

PRESIDENTIAL REMARKS: JOBS FOR AMERICA'S GRADUATES AWARDS
NATIONAL PRESS CLUB
DECEMBER 12, 1990
12:00 P.M.

[Introductory acknowledgements.] Let me recognize your outstanding Chairman, Governor John McKernan. Kenneth Smith, President of JAG. And Julie Nixon Eisenhower, who has done so much to make this day possible. //

My own interest in JAG dates back to the beginning -- back to my time on your Board of Directors, when Jobs for America's Graduates was nothing more than a new idea with plenty of promise. That's why it's with special pride today that I meet with all of you -- the ones who took this idea and put it into action, with such spectacular results. //

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Your commitment to improving JAG continues. I am particularly pleased that JAG has joined the nationwide Points of Light movement with today's announcement that each participant will be expected to engage in community service activities.

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The inner city outreach of JAG is impressive.

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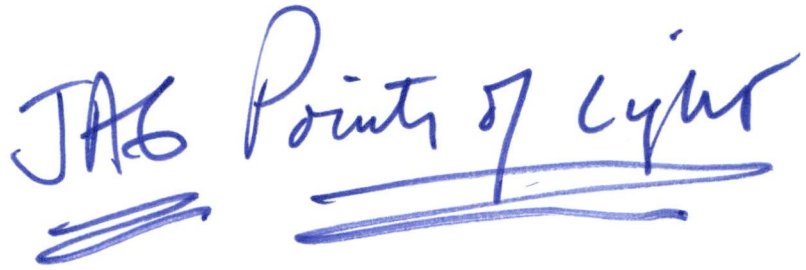
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#



PROPOSAL

JOBS FOR AMERICA'S GRADUATES

"YOUTH ENGAGED IN SERVICE" INITIATIVE

Background

President Bush and many members of Congress have called upon Americans in all sectors of our society to create or enhance current activities that involve thousands of young people to help improve America through voluntary service in local communities.

Jobs for America's Graduates is the nation's largest, most consistently applied model for school-to-work transition for at-risk young people. It presently operates in 19 states and territories, serving more than 20,000 at-risk young people annually in 180 communities and 300 high schools.

The JAG Board of Directors, with Governor John R. McKernan, Jr. of Maine serving as Chairman and Senator Charles S. Robb serving as Chairman of the Executive Committee, is comprised of a broad spectrum of America's national leaders from government, education, business, labor and civil rights.

A critical component of the JAG program is a highly motivational student organization to help develop individual self-confidence, personal growth and career awareness for at-risk young people in their senior year who are about to make the transition into the workplace. An important feature of the student organization is the encouragement of community-based, volunteer activities as part of the effort to better understand and appreciate the roles and responsibilities of citizenship -- and of being a good employee.

The following is a proposal to expand our volunteer activities in order to coordinate and encourage the development of the roles and responsibilities among the young people from the 300 high schools involved in the JAG Affiliate network.

Current Activities

While the data has never been fully compiled, it is safe to say that over the course of the school year one or more volunteer service activity to improve the community is conducted by young people in most of the 180 communities where the JAG Affiliates operate.

A quick sampling from the Affiliates indicates the broad range of these activities, including organizing a national JAG sock drive to collect and ship 6,000 pairs of socks to the earthquake victims in Armenia, helping in local day care centers and senior citizen homes, participating in walk-a-thons to raise money for important community self-help efforts, building homes for the homeless, cleaning up the environment and many other activities.

The proposed "Youth Engaged in Service" initiative of Jobs for America's Graduates is intended to encourage, support and extend these activities on a national scale within the JAG Network. Further, it is intended to provide immediate support to the President and the Congress in their efforts to encourage in-depth and intensive efforts by young people to improve their communities.

Proposed Initiative

In order to expand, encourage and highlight the activities of Jobs for America's Graduates' young people, JAG will establish, effective December 12, 1990, a nationwide commitment to:

1. Guarantee that each youth will be offered a personal opportunity to participate in one or more community service activity during their involvement with JAG.
2. A new JAG Performance Standard establishing that each youth will participate for a minimum of two hours in one or more community service activity.
3. Create a series of competitive national events as part of the activities of the 19 state Career Associations and the local chapter activities in the 300 high schools that make up the JAG network. The competitive events will formally

recognize community activities undertaken by the local chapters of the JAG Career Association and will judge the detail of planning, execution and results that occurred in helping to improve the community. A group of locally selected judges will determine the first, second and third place winners for the activities that were of greatest value to the community. This will go into effect immediately (for the 1990-91 school year).

4. Create a JAG National Award and Recognition Program, sponsored by the Board of Directors of Jobs for America's Graduates, to recognize the chapters in each state that organized and implemented the most successful and valuable community activity during the course of the year. Each state would submit three choices to a committee of the National Board which would review and make a final decision. A special award would be provided to the local chapter by the Chairman or President. National recognition would be provided in the publications of Jobs for America's Graduates. The local press would be encouraged to provide recognition as well.
5. Encourage each state Affiliate to create a similar awards program to recognize chapter activities, preferably with the Governor and the Chief State School Officer, providing the awards for the activities in that state. JAG will provide technical assistance and guidance regarding a recommended strategy to collect, evaluate and judge these activities.
6. Develop a special "JAG Career Association Help America" handbook which will be distributed to all local Affiliates detailing a range of suggested activities to improve the community. The activities will be drawn from experiences in specific locations in JAG and the handbook will be a specific "How To" manual detailing how to organize and execute each of the recommended activities.
7. Provide a special training session at the 1991 JAG National Training Seminar during which the JAG staff from the local, state and national levels gather for staff development and training activities. In this session, the handbook of

activities will be presented and training will be provided to the staff on how to successfully organize and execute volunteer activities with young people in order to have maximum effect in the community and value to the participating young people.