

Draft 3/26/96 8am

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO NGA EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

[joke to come]

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we each have a role to play. The presence of so many business leaders here sends a clear message -- education is everybody's business: parents, teachers, students, states, communities, and corporations.

As I said in my State of the Union, this is an age of great possibility. I challenged our nation to give our children the educational opportunities they need for a new century. We are living in an time of historic transformation -- as we move from the industrial age to the information age. Now most work, even in factories, is done with mind not muscle. We need a candid debate about what is right and what is wrong with our schools.

Many of our schools are very good, but some are failing. Many of our teachers are great, but some don't measure up. Many of our communities are seizing the opportunities of new educational technologies, but too many have not -- and too many cannot do it on their own. And most important, many of our students are doing better, but too many students are

not being challenged, inspired and held to high standards. When it comes to public education, we must throw away complacency and replace it with a revolution of rising expectations.

Our mission, as we close out this century, must be to raise our sights and our standards. We must expect more of our young people and ask more of ourselves. Let's not forget: Education equals expectation. We do not make it any easier on our children when we do not demand higher standards for our students, our teachers, or our schools.

All of us, without regard to party, must face up to two basic realities: first, that some of our public schools are failing. And, second that we cannot walk away. We can do something about this. And that is why we are here today.

Thirty or forty years ago, this meeting would never have taken place. Governors played little role in education, and businesses did not regard it as their responsibility. But in the late '70s and early '80s, an education reform impulse swept the country, punctuated in 1983 by Ted Bell's report, *A Nation at Risk*, which sounded the alarm about the need to turn our schools around. In 1989, I was privileged to serve as the NGA co-chair at the Education Summit in Charlottesville which took reform to the next level. At that meeting, for the first time, we reached a bipartisan national consensus on educational goals -- and agreed upon the clearest definition to that point of what the national government's role should and should not be.

In the years since, we have made real bipartisan progress. We have enacted Goals 2000. We have overhauled the programs in the Elementary and Secondary Education Act. We have worked with businesses and communities to make the School-to-Work program a reality. We have cut regulations by more than half at the Department of Education, and revised the rest to encourage flexibility and emphasize results. And I know that many of you have put in place important reforms at the state level.

And while it is plain that the effort to draft national history and English standards has not been a success, the standards for math and science are in place and appear to be working.

In fact, we have made some important progress since 1983. The number of young people taking the tough core courses has jumped from 13 percent in 1982 to 47 percent in 1992 -- and the national math and science scores are up one full grade since 1983. Half of all four year olds now attend pre-school and 82 percent of all our young people are getting a high school diploma. That's progress.

But it is now clear, 7 years after Charlottesville, that our national education goals can only be met through tough standards for what must be learned enacted at the state level -- with each of us doing our part. So the states must take the lead in setting standards. The businesses represented here today must not only speak out for reform, but pitch in with your knowledge and resources to help wire our schools and other specific tasks. And the national

government continues to have a critical responsibility -- to provide venture capital for education innovation and to clear away obstacles to reform. As your President, I pledge to do everything in my power to focus the nation's attention on this urgent challenge. And I will do whatever it takes for as long as it takes to make America's schools the best in the world. In all this, we should follow a simple rule: ^{would give control damn the hell of} the people who care the most about the outcome ~~of a problem should have the authority to deal with it.~~

So today, I come to you as President to challenge every American to work ^{to} together to ~~wipe out~~ ^{erase} what's wrong with our schools and multiply what's right, ^{to} tear down the obstacles to excellence and open new ways to move forward. We must put in place high standards for students, teachers, schools, conduct and technology and make sure we meet them. America was built on challenges not promises and on this challenge, we must not fail.

~~We don't need more talk to add to the~~ ^{standards} more talk about ~~return~~ ~~the~~
The country is drowning in the sea of lost words on this subject.
Standards for Students ~~standards~~ We desperately need action.

The first and most important challenge we have to face together is the need to hold our students to high standards.

I have personally visited children all across this country for the past three years, and for many years as governor. I have seen how eager they are to learn. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach

them, believe in them and challenge them.

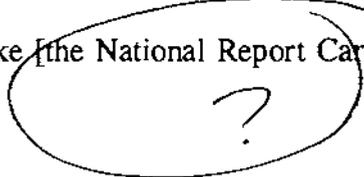
We all know what we have to do: I applaud this summit's call for clear academic standards, agreed upon at the state level. We are beginning to see real progress in states where standards and assessments are in place.

But we must go further. We must end the entitlement mentality that is cursing too many children with low expectations. If students are not ready to move onto the next level, we should notify their parents, work with them after school and over the summer -- and, if necessary, hold those students back until they are ready. **No more social promotions. No more free passes. If we want kids to learn, ^{at least} learning has to mean something.**

That is what we did in Arkansas. We required every 8th grader to pass a basic achievement test -- and said they could not go on to high school until they did. Today, I want to challenge every state to require students to pass a test to move from elementary to middle school . . . another test to move from middle school to high school . . . and a final test before graduation. These tests should not just measure minimum competency -- they should challenge students to go beyond the bare basics to true achievement. Only Arkansas and five other states do that now. We need tough standards in all 50.

The answer is not a one-size-fits-all national test. But we have to make sure that being promoted in Pasadena means much the same as passing in Palisades. In 1989, we

recognized the need to be able to compare states with one another -- but not much has happened. I believe that Lou Gerstner's proposal to create an independent, nongovernmental group to measure the progress of each state is a good way to move forward. I challenge all of you to work with him to make [the National Report Card] a reality.



And I urge that we pay special attention to reading. Too many of our children still are getting diplomas they can't read. For the past decade, as math and science scores have risen, reading scores have been flat. Intel recently had to turn away hundreds of applicants because they lacked basic reading and writing skills. We're all justifiably excited about computers in schools, but, as those rejected applicants found out, you can't cruise the Internet if you don't know how to read or write. So I urge educators, businesses, and parents to focus on this most basic of skills: *Every child should be able to read by 3rd grade. Parents - 1st rule - read to their children.*

Standards for Teachers

The second challenge we have to face together is to reward, inspire and demand the highest standards of teaching. After all, if we are going to demand that our students meet higher standards, their teachers will have to meet higher standards, too. This is especially true for the hundreds of thousands of new teachers who will be hired in the coming years, as school ranks swell and a generation of teachers prepares to retire.

So I challenge states and school districts to change the certification rules that bar

qualified -- sometimes brilliant -- young people from becoming teachers. We all read the story about the recent Harvard graduate who wrote her thesis on American literature, who was told she lacked the educational background to substitute teach English in the New York City public schools. We reformed our certification procedures in Arkansas; so have [x] other states; now, so should the rest of the country.

And I challenge teachers to meet high standards of performance -- and states to reward them when they do. In Arkansas, we instituted teacher testing. In South Carolina, when a school markedly improves its performance, the teachers get a raise. Teachers across America can now get certified through the National Board for Professional Teaching Standards, chaired by Governor Hunt. I call on more teachers to do that -- and I call on states to reward them for it. There is something wrong with a system in which the only way for a star teacher to get ahead is to become an administrator or leave the profession altogether. We need to find a way to keep the best teachers in the classroom.

But we also need a system that doesn't look the other way when a teacher is burnt out or not performing up to standard. Here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire an incompetent teacher. We should be spending that money to reward good teachers, not protect those who don't make the grade. America's teachers should be the leaders of reform, not the objects of reform. I challenge states, school systems and teachers' unions to work together to make it tougher to get tenure, and easier and less costly to get teachers who can't teach out of the classroom.

Standards for Schools

The third challenge we have to face together is to hold our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down bureaucratic obstacles to reform, give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that of the \$8000 that New York City spends on each pupil, only \$44 goes to [books and other classroom material]. We need to reinvent education the way American businesses retooled to compete in the global economy, and the way we are reinventing our government. That means cutting red tape, streamlining bureaucracy, giving people on the front lines the flexibility to make decisions, and holding them accountable for results.

Over the last three years, we have worked hard to cut federal education rules by more than 50%. We are reducing your cost of doing business. So I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers, teacher training, students, and the classroom -- not administration.

Where schools aren't working, we should try something new. Let me repeat the challenge I issued in my State of the Union: Every state should give parents the right to choose which public school their children will attend. So, I challenge the governors here to go back to your states and pass the legislation that will expand school choice in your communities.

Every state should let educators and parents ~~form new schools with a charter~~ they can *get charters to create + manage pub. schools that stay open*
~~keep~~ only if they do a good job. Today, 20 states allow charter schools, and over 250 charter schools have opened their doors -- with another 100 to open by next year. These ~~schools are freed up from regulation and top-down bureaucracy so they can focus on the~~ *provide new opps for parents, teachers, + comm - rather than reg + bureaucracy - to sup. public ed. + to focus* single goal of meeting high standards. The charter school movement is expanding choice, innovation, and competition -- all within the public schools. Secretary Riley has already given grants to ¹¹~~10~~ states to start charter schools. The balanced budget I submitted to Congress last week calls for \$40 million in seed money to help ~~states~~ *parents, parents, + others* start 3000 new charter schools by the year 2000, a tenfold increase.

Real school standards means not only empowering schools that excel; it also means putting out of business schools that fail to serve their students. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools. [San Diego school you visited which was shut down and relaunched as a charter school].

Safety, Discipline and Values

Our fourth challenge is to keep our schools safe and hold our young people to higher standard of conduct. Tough standards won't make a bit of difference if the standard of conduct in our schools is poor. We have seen too many headlines like the one I read last week about a teacher in Washington, DC who was mugged in a hallway by a gang of intruders who were doing drugs and who didn't belong on school grounds. His body was bruised but thank God, his faith was unshaken, and he's back on the job. But he and his students need our help. We cannot stand idly by and let lawlessness and violence take over our schools and threaten our children.

That is why I have worked so hard at the national level to keep our schools safe. We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These national efforts are beginning to make a difference.

But states must do their part. So, I challenge states and communities to keep schools open between the hours of 3 and 6, when most crimes occur, so kids whose parents work will have a safe place to go. My balanced budget includes \$14 million for community schools,

youth and after school programs.

I challenge states and localities to take the truancy laws seriously and make sure they are enforced. ^{Reuben} ~~Reuben~~ Greenberg, the police chief from Charleston, South Carolina has done that and crime has gone down significantly. And I challenge more states to do what you Governor Bayh is doing in Indiana and you are doing in New York -- where states and ~~the~~ ^{stet} teachers ^{unions} are working together on legislation that gives teachers the power to remove disruptive students from their classrooms for up to 10 days. We should ^{also} look at what Governor Glendening has proposed in Maryland to shield schools from liability in disciplinary cases. Children can't learn and teachers can't teach unless there is order and respect for authority in the classroom.

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. Our presence in this very place [at IBM] is a testament to the growing understanding of the connection between technological literacy and success. The microchip and the global marketplace are opening up vast new opportunities. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. Yet today, one of the few places a child can go without encountering a computer is . . . a classroom. That's why I have issued a Technology Literacy Challenge to bring the

information and technology revolution into every classroom in America by the year 2000. We have proposed a \$2 billion fund to help communities meet the challenge.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was an electronic barn-raising. Entire communities -- businesses, students, scientists, engineers, parents, teachers, government leaders -- coming together to install 6 million feet of computer cables to connect one fifth of that state's schools to the Internet. In four years, every school in the state will be connected.

So, I challenge the businesses here today to work with communities to answer my Technology Literacy Challenge: wire every school not just in California, but across America. Every state has a high-tech business community that can help. Make sure every school has both the hardware and the connections. I challenge teacher's unions to join us in ensuring that teachers get the necessary skills. And I challenge the creative genius of the software industry to give us give us exciting educational software so that the most popular video game in America is learning -- not Mortal Kombat.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Pick up the child's report card. Exchange your home phone numbers with your child's teacher. Tell the teacher that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

Our public schools remain the backbone of the educational system in this country, and are our most important common bond -- the place where people of different classes,

backgrounds, and races learn vital lessons about the world and about themselves. Our schools have always been the gateway to opportunity and the American dream. Today's fight for higher student and teacher standards will determine the economic future of our students. The battle for efficiency and accountability will determine if our schools have enough funds during these times of shrinking budgets. Technology literacy will determine if our economy can stay ahead of our competitors around the world. The values we teach our students will set the moral tone of our society in coming decades. Our schools will shape the lives of the next generation and the kind of America we will have in the next century.

I have seen the difference we can make in a recent visit to Union City, New Jersey, not far from here. The Christopher Columbus Middle School in Union City was on the verge of state takeover. But, the community refused to give in. They accomplished an amazing revival. In a partnership with Bell Atlantic, the schools, parents, teachers and students ~~they~~ put computers in every seventh grade class and in the homes of every seventh grade student. This has opened up a whole new world of learning. Homework is now being done in a brand new way. Parents are now able to talk to teachers by e-mail; and learning has become the most exciting game in town. Test scores, attendance and graduation rates have all shot up -- and this poor district is now above the average in that affluent state.

We can give every child in America the opportunity that Union City is giving its students. We can do this -- if we do it together. Thank you.

Draft 3/26/96 11:30 am

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO NGA EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

[joke to come]

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we each have a role to play. The presence of so many business leaders here sends a clear message -- education is everybody's business: parents, teachers, students, states, communities, and corporations.

As I said in my State of the Union, this is an age of great possibility -- a time of historic transformation, as we move from the industrial age to the information age. Now most work, even in factories, is done with mind not muscle. In my address, I challenged our nation to give our children the educational opportunities they need for a new century. We need a candid debate about what is right and what is wrong with our schools.

All of us, without regard to party, must face up to some basic realities: Many of our schools are very good, but some are failing. Many of our teachers are great, but some don't measure up. Many of our communities are seizing the opportunities of new educational technologies, but too many have not -- and too many cannot do it on their own. And most important, many of our students are doing better but too many students are not being challenged, inspired and held to high standards.

Our mission, as we close out this century, must be to raise our sights and our standards. We must expect more of our young people and ask more of ourselves. We must never forget: Education equals expectation. We do not make it any easier on our children when we do not demand higher standards for our students, our teachers, or our schools. When it comes to public education, we must throw away complacency and replace it . . . with a ~~revolution~~^{tide} of rising expectations.

Thirty or forty years ago, this meeting would never have taken place. Governors played little role in education, and businesses did not regard it as their responsibility. But in the late '70s and early '80s, an education reform impulse swept the country, punctuated in 1983 by Ted Bell's report, *A Nation at Risk*, which sounded the alarm about the need to turn our schools around. In 1989, I was privileged to serve as the NGA co-chair at the Education Summit in Charlottesville which took reform to the next level. At that meeting, for the first time, we reached a bipartisan national consensus on educational goals -- and agreed upon the clearest definition yet of what the national government's role should and should not be.

In the years since, we have made real bipartisan progress. We have enacted Goals 2000. We have overhauled the programs in the Elementary and Secondary Education Act. We have worked with businesses and communities to make the School-to-Work program a reality. We have cut regulations by ~~more than~~ 50% at the Department of Education, and we are revising the rest to encourage flexibility and emphasize results. And I know that many of you have put in place important reforms at the state level. *But more at comm.*

And while it ^{to date} is plain that the effort to draft national history and English standards has not been a success, the standards for math and science are in place and appear to be working.

In fact, we have made some important progress since 1983. The number of young people taking the tough core courses has jumped from 13 percent in 1982 to ~~47~~ ⁵² percent in 1992 -- and the national math and science scores are up one full grade since 1983. Half of all four year olds now attend pre-school and ~~82~~ ⁸⁶ percent of all our young people are ~~getting a~~ ^{Completing} high school diploma. That's progress.

But it is now clear, 7 years after Charlottesville, that our national education goals can only be met through tough standards for what must be learned enacted at the state level -- with each of us doing our part.

So the states must take the lead in setting standards. The businesses represented here today must not only speak out for reform, but pitch in with your knowledge and resources to help bring new technologies and opportunities into our classrooms. And the national government continues to have a critical responsibility -- to provide venture capital for education innovation and to clear away obstacles to reform. As your President, I pledge to do everything in my power to focus the nation's attention on this urgent challenge. And I will do whatever it takes for as long as it takes to make America's schools the best in the world. In all this, we should follow a simple rule: we should put control in the hands of the people who care the most about the ~~outcome~~ ^{result}.

So today, I come to you as President to challenge every American to work to together to erase what's wrong with our schools and multiply what's right, scrape away the obstacles to excellence and open new ways to move forward. We must put in place high standards for students, teachers, schools, conduct and technology and make sure we meet them. America was built on challenges, not promises -- and on this challenge, we must not fail.

Standards for Students

The first and most important challenge we have to face together is the need to hold our students to high standards.

I have personally visited children all across this country for the past three years, and for many years as governor. I have seen how eager they are to learn. I have seen what

happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach them, believe in them and challenge them.

To do that, we must end the entitlement mentality that is cursing too many children with low expectations. If students are not ready to move onto the next level, we should notify their parents, work with them after school and over the summer -- and, if necessary, hold those students back until they are ready. **No more social promotions. No more free passes. If we want kids to learn, learning has to mean something.**

That is what we did in Arkansas. We required every 8th grader to pass a basic achievement test -- and said they could not go on to high school until they did. Today, I want to challenge every state to require students to pass a test to move from elementary to middle school . . . another test to move from middle school to high school . . . and a final test before graduation. These tests should not just measure minimum competency -- they should challenge students to go beyond the bare basics to true achievement. Only Arkansas and five other states do that now. We need tough standards in all 50.

The answer is not a one-size-fits-all national test. But we have to make sure that being promoted in Pasadena means much the same as passing in Palisades. In 1989, we recognized the need to be able to compare states with one another -- but not much has happened. I believe that Lou Gerstner's proposal to create an independent, nongovernmental group to measure the progress of each state is a good way to move forward. I challenge all of you to work with him to make [the National Report Card] a reality.

And we have to pay special attention to reading. Too many of our children still are getting diplomas they can't read. For the past decade, as math and science scores have risen, reading scores have been flat. Intel recently had to turn away hundreds of applicants because they lacked basic reading and writing skills. We're all justifiably excited about computers in schools, but, as those rejected applicants found out, you can't cruise the Internet if you don't know how to read or write. So I urge educators, businesses, and parents to focus on this most basic of skills: every child should be able to read independently by the age of 3rd grade.

Standards for Teachers

The second challenge we have to face together is to reward, inspire and demand the highest standards of teaching. After all, if we are going to demand that our students meet higher standards, their teachers will have to meet higher standards, too. This is especially true for the hundreds of thousands of new teachers who will be hired in the coming years, as school ranks swell and a generation of teachers prepares to retire.

So I challenge states and school districts to change the certification rules that bar qualified -- sometimes brilliant -- young people from becoming teachers. I was appalled

when I read the story about the recent Harvard graduate who wrote her thesis on American literature, who was told she lacked the educational background to substitute teach English in the New York City public schools. That makes no sense. We reformed our certification procedures in Arkansas; ~~so have [x] other states, now, so should the rest of the country.~~
would do it everywhere

I also want to challenge teachers to meet high standards of performance -- and states to reward them when they do. In Arkansas, we instituted teacher testing. In South Carolina, when a school markedly improves its performance, the teachers get a raise. Teachers across America can now get certified through the National Board for Professional Teaching Standards, chaired by Governor Hunt. I call on more teachers to do that -- and I call on states to reward them for it. There is something wrong with a system in which the only way for a star teacher to get ahead is to become an administrator or leave the profession altogether. We need to find a way to keep the best teachers in the classroom.

But we also need a system that doesn't look the other way when a teacher is burnt out or not performing up to standard. Here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire an incompetent teacher. In Glen Ellyn, Illinois, a school district had to spend \$70,000 to dismiss a high school math teacher who couldn't do basic algebra and who let her students sleep in class. We should be spending that money to reward good teachers, not protect those who don't make the grade. *Cincinnati* America's teachers should be the leaders of reform, not the objects of reform. I challenge states, school systems and teachers' unions to work together to make it tougher to get tenure, and easier and less costly to get teachers who can't teach out of the classroom.

Standards for Schools

The third challenge we have to face together is to hold our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down bureaucratic obstacles to reform, give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that of the \$8000 that New York City spends on each pupil, only \$44 goes to books and other classroom material. We need to reinvent education the way American businesses retooled to compete in the global economy, and the way we are reinventing our government. That means cutting red tape, streamlining bureaucracy, giving people on the front lines the flexibility to make decisions, and holding them accountable for results.

Over the last three years, we have worked hard to cut federal education rules ^{ad} by more than 50%. We are reducing your cost of doing business. So I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers,

teacher training, students, and the classroom -- not administration.

Where schools aren't working, we should try something new. Let me repeat the challenge I issued in my State of the Union: Every state should give parents the right to choose which public school their children will attend. So, I challenge the governors here to go back to your states and pass the legislation that will expand school choice in your communities.

Every state should let educators and parents get charters to create and manage public schools that remain open only if they do a good job. Today, 20 states allow charter schools, and over 250 charter schools have opened their doors -- with another 100 to open by next year. These schools are freed up from regulation and top-down bureaucracy so they can focus on the single goal of meeting high standards. The charter school movement is expanding choice, innovation, and competition -- all within the public schools. Secretary Riley has already given grants to 11 states to start charter schools. The balanced budget I submitted to Congress last week calls for \$40 million in seed money to help communities start 3000 new charter schools by the year 2000, a tenfold increase. 4

on the next 5 yrs.

Real school standards means not only empowering schools that excel; it also means putting out of business schools that fail to serve their students. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools.

Safety, Discipline and Values

Our fourth challenge is to keep our schools safe and hold our young people to higher standard of conduct. Tough standards won't make a bit of difference if the standard of conduct in our schools is poor. We have seen too many headlines like the one I read last week about a teacher in Washington, DC who was mugged in a hallway by a gang of intruders who were doing drugs and who didn't belong on school grounds. His body was bruised, but thank God, his faith was unshaken, and he's back on the job. But he and his students need our help. We cannot stand idly by and let lawlessness and violence take over our schools and threaten our children.

That is why I have worked so hard at the national level to keep our schools safe. We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These national efforts are beginning to make a difference.

But states must do their part. So, I challenge states and communities to keep schools

open between the hours of 3 and 6, when most crimes occur, so kids whose parents work will have a safe place to go. My balanced budget includes \$14 million for community schools, youth and after school programs, *and new flex under FTE to be used to allow you to use \$ to keep schools open*

I challenge states and localities to take the truancy laws seriously and make sure they are enforced. *R*uben Greenberg, the police chief from Charleston, South Carolina has done that and crime has gone down significantly. And I challenge more states to do what Governor Bayh has done in Indiana and Governor Pataki and the teachers unions are seeking in New York -- to give teachers the power to remove disruptive students from their classrooms. We should look at what Governor Glendening has proposed in Maryland to shield schools from liability in disciplinary cases. Children can't learn and teachers can't teach unless there is order and respect for authority in the classroom.

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. Our presence in this very place [at IBM] is a testament to the growing understanding of the connection between technological literacy and success. The microchip and the global marketplace are opening up vast new opportunities. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. Yet today, one of the few places a child can go without encountering a computer is . . . a classroom. That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America by the year 2000. We have proposed a \$2 billion fund to help communities meet the challenge.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was an electronic barn-raising. Entire communities -- businesses, students, scientists, engineers, parents, teachers, government leaders -- coming together to install 6 million feet of computer cables to connect one fifth of that state's schools to the Internet. In four years, every school in the state will be connected.

So, I challenge the businesses here today to work *colleges, private sector* with communities to answer my Technology Literacy Challenge: wire every school not just in California, but across America. Every state has a high-tech business community that can help. Make sure every school has both the hardware and the connections. I challenge ~~teacher's~~ unions to join us in ensuring that teachers get the necessary skills. And I challenge the creative genius of the software industry to give us exciting educational software so that the most popular video game in America is learning -- not Mortal Kombat.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Pick up the child's report card. Exchange your home phone numbers with your child's teacher. Tell the teacher that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. *Read to kids* **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor. *appointment*

We all have a direct, personal responsibility to our schools. Public schools remain our most important common bond -- the place where people of different classes, backgrounds, and races learn vital lessons about the world and about themselves. Our schools have always been the gateway to opportunity and the American dream. Today's fight for higher student and teacher standards will determine the economic future of our students. The battle for efficiency and accountability will determine if our schools have enough funds during these times of shrinking budgets. Technology literacy will determine if our economy can stay ahead of our competitors around the world. The values we teach our students will set the moral tone of our society in coming decades. Our schools will shape the lives of the next generation and the kind of America we will have in the next century. *Employee Sign-up*

I have seen the difference we can make in a recent visit to Union City, New Jersey, not far from here. The Christopher Columbus Middle School in Union City was on the verge of state takeover. But, the community refused to give in. They accomplished an amazing revival. In a partnership with Bell Atlantic, the community put computers in every seventh grade class and in the homes of every seventh grade student. This has opened up a whole new world of learning. Homework is now being done in a brand new way. Parents are now able to talk to teachers by e-mail; and learning has become the most exciting game in town. Test scores, attendance and graduation rates have all shot up -- and this poor district is now above the average in that affluent state.

We can give every child in America the opportunity that Union City is giving its students. We can do this -- if we do it together. Thank you.

Draft 3/26/96 3pm

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO NGA EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

[joke to come]

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we each have a role to play. The presence of so many business leaders here sends a clear message -- education is everybody's business: parents, teachers, students, states, communities, and corporations.

As I said in my State of the Union, this is an age of great possibility -- a time of historic transformation, as we move from the industrial age to the information age. Now most work, even in factories, is done with mind not muscle. In my address, I challenged our nation to give our children the educational opportunities they need for a new century. We need a candid debate about what is right and what is wrong with our schools.

All of us, without regard to party, must face up to some basic realities: Many of our schools are very good, but some are failing. Many of our teachers are great, but some don't measure up. Many of our communities are seizing the opportunities of new educational technologies, but too many have not -- and too many cannot do it on their own. And most important, many of our students are doing better but too many students are not being challenged, inspired and held to high standards.

Our mission, as we close out this century, must be to raise our sights and our standards. We must expect more of our young people and ask more of ourselves. We must never forget: Education equals expectation. We do not make it any easier on our children when we do not demand higher standards for our students, our teachers, or our schools. When it comes to public education, we must throw away complacency and replace it . . . with a revolution of rising expectations.

Thirty or forty years ago, this meeting would never have taken place. Governors played little role in education, and businesses did not regard it as their responsibility. But in the late '70s and early '80s, an education reform impulse swept the country, punctuated in 1983 by Ted Bell's report, *A Nation at Risk*, which sounded the alarm about the need to turn

our schools around.

In 1989, I was privileged to serve as the NGA co-chair at the Education Summit in Charlottesville, which took reform to the next level. At that meeting, for the first time, we reached a bipartisan national consensus on educational goals -- and agreed upon the clearest definition yet of what the national government's role should and should not be.

In the years since, we have made real bipartisan progress. We have enacted Goals 2000. We have overhauled the programs in the Elementary and Secondary Education Act. We have worked with businesses and communities to make the School-to-Work program a reality. We have cut regulations by 50% at the Department of Education, and revised the rest to encourage flexibility and emphasize results. And I know that many of you have put in place important reforms at the state level.

And while it is plain that the effort to draft national history and English standards has not been a success, the standards for math and science are in place and appear to be working.

In fact, we have moved forward since 1983. The number of young people taking the tough core courses has jumped from 13% in 1982 to 52% in 1994 -- and the national math and science scores are up one full grade since 1983. Half of all four year olds now attend pre-school and 86 percent of all our students are completing high school. That's progress.

But it is now clear, 7 years after Charlottesville, that our national education goals can only be met through tough standards, enacted at the state level -- with each of us doing our part.

So the states must take the lead in setting standards. The businesses represented here today must not only speak out for reform, but pitch in with your knowledge and resources to help bring new technologies and opportunities into our classrooms. And the national government continues to have a critical responsibility -- to provide seed money and leverage for education innovation and to clear away obstacles to reform. As your President, I pledge to do everything in my power to focus the nation's attention on this urgent challenge. And I will do whatever it takes for as long as it takes to make America's schools the best in the world. We should not fight about who does what. In all this, we should follow a simple rule: we should put control in the hands of the people who care the most about the result.

So today, I come to you as President to challenge every American to work to together to erase what's wrong with our schools and multiply what's right, scrape away the obstacles to excellence and open new ways to move forward. We must put in place high standards for students, teachers, schools, conduct and technology and make sure we meet them. America was built on challenges, not promises -- and on this challenge, we must not fail.

Standards for Students

The first and most important challenge we have to face together is the need to hold our students to high standards.

I have personally visited children all across this country for the past three years, and for many years as governor. I have seen how eager they are to learn. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach them, believe in them and challenge them.

To do that, we must end the entitlement mentality that is cursing too many children with low expectations. If students are not ready to move onto the next level, we should notify their parents, work with them after school and over the summer -- and, if necessary, hold those students back until they are ready. **No more social promotions. No more free passes. If we want kids to learn, learning has to mean something.**

That is what we did in Arkansas. We required every 8th grader to pass a basic achievement test -- and said they could not go on to high school until they did. Only Arkansas and 5 other states require tests for promotion from grade to grade or school-to-school. We should do it in all 50.

Today, I want to challenge every state to require students to pass a test to move from elementary to middle school . . . another test to move from middle school to high school . . . and a final test before graduation. These tests should not just measure minimum competency -- they should challenge students to go beyond the bare basics to true achievement.

The answer is not a one-size-fits-all national test. But we have to make sure that being promoted in Pasadena means much the same as passing in Palisades. We should build on the progress we have made with the Goals panel and the National Assessment of Educational Progress, to agree upon a way to measure and compare the progress states are making.

And in particular, we should set a concrete standard for the most basic of skills: reading. Too many of our children still are getting diplomas they can't read. For the past decade, as math and science scores have risen, reading scores have been flat. Intel recently had to turn away hundreds of applicants because they lacked basic reading and writing skills.

We're all justifiably excited about computers in schools, but, as those rejected applicants found out, you can't surf the Internet if you don't know how to read or write. Every child should be able to read a book by the age of 3rd grade.

Standards for Teachers

The second challenge we have to face together is to reward, inspire and demand the highest standards of teaching.

After all, if we are going to demand that our students meet higher standards, their teachers will have to meet higher standards, too. This is especially true for the hundreds of thousands of new teachers who will be hired in the coming years, as school ranks swell and a generation of teachers prepares to retire.

So I challenge states and school districts to change the certification rules that bar qualified -- sometimes brilliant -- young people from becoming teachers. I was appalled when I read the story about the recent Harvard graduate who wrote her thesis on American literature, who was told she lacked the educational background to substitute teach English in the New York City public schools. That makes no sense. We reformed our certification procedures in Arkansas. We should do it everywhere.

I also want to challenge teachers to meet high standards of performance -- and states to reward them when they do.

In Arkansas, we instituted teacher testing. In South Carolina and Kentucky, when a school markedly improves its performance, the school is rewarded and teachers get a bonus. Teachers across America can now get certified through the National Board for Professional Teaching Standards, chaired by Governor Hunt. I call on more teachers to do that -- and I call on states to reward them for it. There is something wrong with a system in which the only way for a star teacher to get ahead is to become an administrator or leave the profession altogether. We shouldn't bash teachers. We should find a way to keep the best ones in the classroom.

But we also need a system that doesn't look the other way when a teacher is burnt out or not performing up to standard.

Here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire an incompetent teacher. In Glen Ellyn, Illinois, a school district had to spend \$70,000 to dismiss a high school math teacher who couldn't do basic algebra and who let her students sleep in class. We should be spending that money to reward good teachers, not protect those who don't make the grade. America's teachers should be the leaders of reform, not the objects of reform.

I challenge states, school systems and teachers' unions to work together to make it tougher to get licensed and recertified, and easier and less costly to get teachers who can't teach out of the classroom.

Standards for Schools

The third challenge we have to face together is to hold our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down bureaucratic obstacles to reform, give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that of the \$8000 that New York City spends on each pupil, only \$44 goes to books and other classroom material.

We need to reinvent education the way American businesses retooled to compete in the global economy, and the way we are reinventing our government. That means cutting red tape, streamlining bureaucracy, giving people on the front lines the flexibility to make decisions, and holding them accountable for results.

Over the last three years, we have worked hard to cut federal education rules by 50%. We are reducing your cost of doing business. So I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers, teacher training, students, and the classroom -- not administration.

Where schools aren't working, we should try something new. Let me repeat the challenge I issued in my State of the Union: Every state should give parents the right to choose which public school their children will attend. So, I challenge the governors here to go back to your states and pass the legislation that will expand school choice in your communities.

Every state should let educators and parents get charters to create and manage public schools that remain open only if they do a good job. Today, 21 states allow charter schools, and over 250 charter schools have opened their doors -- with as many as 100 more to open by next year. These schools are freed up from regulation and top-down bureaucracy so they can focus on the single goal of meeting high standards. The charter school movement is expanding choice, innovation, and competition -- all within the public schools. Secretary Riley has already given grants to 11 states to start charter schools. The balanced budget I submitted to Congress last week calls for \$40 million in seed money to help communities start 3000 charter schools over the next 5 years, a tenfold increase.

Real school standards means not only empowering schools that excel; it also means putting out of business schools that fail to serve their students. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools.

Safety, Discipline and Values

Our fourth challenge is to keep our schools safe and hold our young people to higher standard of conduct. Tough standards won't make a bit of difference if the standard of conduct in our schools is poor.

We have seen too many headlines like the one I read last week about a teacher in Washington, DC who was mugged in a hallway by a gang of intruders who were doing drugs and who didn't belong on school grounds. His body was bruised, but thank God, his faith was unshaken, and he's back on the job. But he and his students need our help. We cannot stand idly by and let lawlessness and violence take over our schools and threaten our children.

That is why I have worked so hard at the national level to keep our schools safe. We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These national efforts are beginning to make a difference.

But states must do their part. Across America, neighborhood schools are opening their doors earlier and keeping them open later. These "community schools" provide supervised recreation, extra help with homework, counseling and support. From 3 to 6 -- the peak hours of juvenile crime -- community schools give children at risk a safe place to be. My balanced budget includes \$14 million more for community schools, youth and after school programs. I challenge state and local governments to find the resources to make community schools a reality throughout this nation.

I challenge states and localities to take the truancy laws seriously and make sure they are enforced. Rueben Greenberg, the police chief from Charleston, South Carolina has done that and the burglary rate is at its lowest level in 30 years. And I challenge more states to do what Governor Bayh has done in Indiana and Governor Pataki and the teachers unions are seeking in New York -- to give teachers the power to remove disruptive students from their classrooms. We should look at what Governor Glendening has proposed in Maryland to shield schools from liability in disciplinary cases. Children can't learn and teachers can't teach unless there is order and respect for authority in the classroom.

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. Our presence in this very place [at IBM] is a testament to the growing understanding of the connection between technological literacy and success. The microchip and the global marketplace are opening up vast new opportunities. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. Yet today, one of the few places a child can go without encountering a computer is . . . a classroom.

That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America by the year 2000. We have proposed a \$2 billion fund to help communities meet the challenge.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was an electronic barn-raising. Entire communities -- businesses, students, scientists, engineers, parents, teachers, government leaders -- coming together to install 6 million feet of computer cables to connect one fifth of that state's schools to the Internet. In four years, every school in the state will be connected.

So, I challenge the businesses here today to work with communities to answer my Technology Literacy Challenge: wire every school not just in California, but across America. Every state has a high-tech business community that can help. Make sure every school has both the hardware and the connections. I challenge teaching colleges to join us in ensuring that teachers get the necessary skills. And I challenge the creative genius of the software industry to give us exciting educational software so that the most popular video game in America is learning -- not Mortal Kombat.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and educate our young people.

We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Pick up the child's report card. Exchange your home phone numbers with your child's teacher. Tell the teacher that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

We all have a direct, personal responsibility to our schools.

Public schools remain our most important common bond -- the place where people of different classes, backgrounds, and races learn vital lessons about the world and about themselves. Our schools have always been the gateway to opportunity and the American dream. Today's fight for higher student and teacher standards will determine the economic future of our students. The battle for efficiency and accountability will determine if our schools have enough funds during these times of shrinking budgets. Technology literacy will determine if our economy can stay ahead of our competitors around the world. The values we teach our students will set the moral tone of our society in coming decades. Our schools will shape the lives of the next generation and the kind of America we will have in the next century.

I have seen the difference we can make in a recent visit to Union City, New Jersey, not far from here. The Christopher Columbus Middle School in Union City was on the verge of state takeover. But, the community refused to give in. They accomplished an amazing revival. In a partnership with Bell Atlantic, the community put computers in every seventh grade class and in the homes of every seventh grade student. This has opened up a whole new world of learning. Homework is now being done in a brand new way. Parents are now able to talk to teachers by e-mail; and learning has become the most exciting game in town. Test scores, attendance and graduation rates have all shot up -- and this poor district is now above the average in that affluent state.

We can give every child in America the opportunity that Union City is giving its students. We can do this -- if we do it together. Thank you.

WHITE HOUSE STAFFING MEMORANDUM

10:30 a.m.

DATE: 3/25/96

ACTION/CONCURRENCE/COMMENT DUE BY: 3/26/96

SUBJECT: Remarks to NGA Education Summit

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McCURRY	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PANETTA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	McGINTY	<input type="checkbox"/>	<input type="checkbox"/>
McLARTY	<input type="checkbox"/>	<input type="checkbox"/>	NASH	<input type="checkbox"/>	<input type="checkbox"/>
ICKES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QUINN	<input type="checkbox"/>	<input type="checkbox"/>
LIEBERMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	RASCO	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RIVLIN	<input type="checkbox"/>	<input type="checkbox"/>	REED	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BAER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SOSNIK	<input type="checkbox"/>	<input type="checkbox"/>
CURRY	<input type="checkbox"/>	<input type="checkbox"/>	STEPHANOPOULOS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EMANUEL	<input type="checkbox"/>	<input type="checkbox"/>	STIGLITZ	<input type="checkbox"/>	<input type="checkbox"/>
GIBBONS	<input type="checkbox"/>	<input type="checkbox"/>	STREETT	<input type="checkbox"/>	<input type="checkbox"/>
HALE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	TYSON	<input type="checkbox"/>	<input type="checkbox"/>
HERMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	WALLEY	<input type="checkbox"/>	<input type="checkbox"/>
HIGGINS	<input type="checkbox"/>	<input type="checkbox"/>	WILLIAMS	<input type="checkbox"/>	<input type="checkbox"/>
HILLEY	<input type="checkbox"/>	<input type="checkbox"/>	<u>Toiv</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KLAIN	<input type="checkbox"/>	<input type="checkbox"/>	<u>Waldman</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
LAKE	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
LINDSEY	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Comments to Terry Edmonds.

RESPONSE:

SUMMARY OF EDUCATION CHALLENGES
National Governors Association Speech

96 MAR 25 P1 : 32

A. Standards for Students

1. Challenge every state to develop achievement tests at every level that students must pass to be graduated or promoted. If students aren't ready to move on to the next level, work with them after school and over the summer and if necessary, hold them back.
2. Challenge states and businesses to develop report cards for every state, so parents can measure how well schools and states are living up to high standards.

B. Standards for Teachers

1. Challenge states to set high standards for teachers, and reward them for performance in the classroom.
2. Challenge states, school systems, and teachers unions to reform procedures to make it easier and less costly to get teachers who can't teach out of the classroom.
3. Challenge young people to enter the teaching profession, and remove certification barriers that discourage many enthusiastic, qualified people from becoming teachers.

C. Standards for Schools

1. Challenge states to cut regulation and overhead, and spend more on the classroom, not on administration. Every new dollar should go to teachers, students, and the classroom.
2. Challenge every state to allow public school choice and pass charter school laws. Our budget calls for seed money to help start 3,000 charter schools over the next five years.
3. Challenge states to take direct action to shut down or fix schools that don't work.

D. Safety, Discipline, and Values

1. Challenge states and communities to keep schools open late.
2. Challenge states and localities to enforce truancy laws.
3. Challenge states to follow New York's lead by giving teachers more authority to remove disruptive students from the classroom.

E. Technology

1. Challenge states and business to wire every classroom by the year 2000.
2. Challenge teachers to get skills to teach new technologies.
3. Challenge software industry to create more engaging educational software.

F. Personal Responsibility

1. Challenge parents to turn off the TV and read to their children.
2. Challenge businesses to let employees attend parent-teacher conferences.

Draft 3/25/96 1:30 pm

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO NGA EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

[joke to come]

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Nothing is more critical to the progress of our country than the education of our children. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we each have a role to play. The presence of so many business leaders here sends a clear message -- education is everybody's business: parents, teachers, students, states, communities, and corporations.

As I said in my State of the Union, this is an age of great possibility. I challenged our nation to give our children the educational opportunities they need for a new century. The people gathered in this room today are the ones who can get this done. As governors, you have the power to return to your states and make the changes our schools need. As business leaders, you have the power to support those efforts and to step in to do what government cannot do alone. As your President, I pledge to do everything in my power to focus the nation's attention on this urgent challenge. And I will do whatever it takes for as long as it takes to make America's schools the best in the world.

Since that historic meeting in Charlottesville seven years ago, we have made real bipartisan progress based on greater state flexibility and accountability. We have enacted Goals 2000. We have overhauled the programs in the Elementary and Secondary Education Act. We have worked with businesses and communities to make the School-to-Work program a reality. We have cut regulations by more than half at the Department of Education, and revised the rest to encourage flexibility and emphasize results. And I know that many of you have put in place important reforms at the state level.

We have made progress. But, we are all here because we know we have more to do. Many of our schools are very good, but some are failing. Many of our teachers are great, but some don't measure up. Many of our communities are seizing the opportunities of new educational technologies, but too many have not -- and too many cannot do it on their own. And most important, many of our students are doing better but too many students are not being challenged, inspired and held to high standards. When it comes to public education, we must throw away complacency and replace it with a revolution of rising expectations.

Our mission, as we close out this century, must be to raise our sights and our standards. We must expect more of our young people and ask more of ourselves. Let's not forget: Education equals expectation. We do not make it any easier on our children when we do not demand higher standards for our students, our teachers, or our schools.

So today, I come to you as President to challenge every American to work to together

to wipe out what's wrong with our schools and multiply what's right, tear down the obstacles to excellence and open new ways to move forward. We must put in place high standards for students, teachers, schools, conduct and technology and make sure we meet them. America was built on challenges not promises and on this challenge, we must not fail.

Standards for Students

The first and most important challenge we have to face together is the need to hold our students to high standards.

I have personally visited children all across this country for the past three years, and for many years as governor. I have seen how eager they are to learn. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach them, believe in them and challenge them.

In fact, we have made some important progress since 1983 when Terrence Bell gave America a wake-up call with the release of **A Nation at Risk**. The number of young people taking the tough core courses has jumped from 13 percent in 1982 to 47 percent in 1992 -- and the national math and science scores are up one full grade since 1983. That's progress.

But too many of our children still are getting diplomas they can't read. For the past

decade, reading scores have been flat. Intel, one of the powerhouses of the computer industry, recently had to turn away hundreds of applicants because they lacked basic reading and writing skills. We're all justifiably excited about computers in schools, but, as those rejected applicants found out, you can't cruise the Internet if you don't know how to read or write.

We all know what we have to do: I applaud this summit's call for clear academic standards, agreed upon at the state level. We are beginning to see real progress in states like Colorado and Virginia where standards and assessments are in place.

But we must go further. We must end the entitlement mentality that is cursing too many children with low expectations. **If students are not ready to move onto the next level, we should notify their parents, work with them after school and over the summer -- and, if necessary, hold those students back until they are ready.**

The best way to do that is for each state to develop appropriate Achievement Tests at every level. Today, only [12] states use these tests -- and most of them only measure students when they graduate. I am calling for something much more. I believe that every state should require students to pass a test to move from elementary to middle school . . . another test to move from middle school to high school . . . and a final test before graduation. These tests should not just measure minimum competency -- they should challenge students to go beyond the bare basics to true achievement.

I do not believe that we should do what many other countries have done, by establishing a national achievement test. In a country as large and diverse as ours, a national test would not work. But we have to make sure that being promoted in Pasadena means much the same as passing in Palisades. So I challenge governors, businesses and colleges to team up with teachers and parents to compare their education standards against the best standards from all the states and the best schools -- [the National Report Card proposed by Lou Gerstner.] Each governor, state legislature and school district should find a way to reward those schools that make significant progress in achieving tough standards.

[Additional proposals if desired]

Standards for Teachers

The second challenge we have to face together is to reward, inspire and demand the highest standards of teaching. Teaching is the most important thing we must do to secure our future. We should stop the "teacher bashing" in this country. Every one of us in this room had a teacher who changed our lives. And we need caring, competent and committed teachers more than ever before. Next year we will enroll more young people in our schools than at any time in our nation's history -- 51.7 million. A whole generation of teachers is ready to retire. By early in the new century, we will have to hire [hundreds of] thousands of new teachers, fully half the teaching force.

So, we need to challenge every state to set high standards for teachers and reward them for performance. Governor Hunt has done an outstanding job in this area as chair of the National Board for Professional Teaching Standards. If we're going to give teachers the dignity they deserve, we need a system that rewards the best teachers so they can stay in the classroom, and not have to become administrators or leave the profession to get respect or get ahead.

But we also need a system that doesn't look the other way when a teacher is burnt out or not performing up to standard. Here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire an incompetent teacher. We should be spending that money to reward good teachers, not protect those who don't make the grade. America's teachers should be the leaders of reform, not the objects of reform. I challenge states, school systems and teachers' unions to work together to make it easier and less costly to get teachers who can't teach out of the classroom.

We should do all we can to attract the best and brightest to the teaching profession. We need to say to our young people, teaching is a great and important profession, and we want you in it. I challenge states not to put up barriers that discourage many enthusiastic and qualified people from becoming teachers. We need more programs like Teach for America that bring young people into the profession and challenge them to make a difference.

Standards for Schools

The third challenge we have to face together is to hold our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down bureaucratic obstacles to reform, give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that in New York City, an estimated 70 cents on the dollar goes to overhead instead of teachers, classrooms and books. We need to reinvent education the way American businesses retooled to compete in the global economy, and the way we are reinventing our government. That means cutting red tape, streamlining bureaucracy, giving people on the front lines the flexibility to make decisions, and holding them accountable for results.

So, I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. And I challenge states to do what we've done in Washington -- we've cut regulations for elementary and secondary education by more than 50 percent. My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers, teacher training, students, and the classroom -- not a penny more for needless administration.

Where schools aren't working, we should try something new. Let me repeat the challenge I issued in my State of the Union: Every state should give parents the right to choose which public school their children will attend. And every state should let educators and parents form new schools with a charter they can keep only if they do a good job. Today, 20 states allow charter schools, and over 250 charter schools have opened their doors -- with another 100 to open by next year. These schools are freed up from regulation and top-down bureaucracy so they can focus on the single goal of meeting high standards. The charter school movement is expanding choice, innovation, and competition -- all within the public schools. Secretary Riley has already given grants to 10 states to start charter schools. The balanced budget I submitted to Congress last week calls for \$40 million in seed money to help states start 3000 new charter schools in the next five years.

Real school standards means not only empowering schools that excel; it also means putting out of business schools that fail to serve their students. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools. [San Diego school you visited which was shut down and relaunched as a charter school].

Safety, Discipline and Values

Our fourth challenge is to keep our schools safe and hold our young people to

higher standard of conduct. Tough standards won't make a bit of difference if the standard of conduct in our schools is poor. We have seen too many headlines like the one I read last week about a teacher in Washington, DC who was mugged in a hallway by a gang of intruders who were doing drugs and who didn't belong on school grounds. His body was bruised but thank God, his faith was unshaken, and he's back on the job. But he and his students need our help. We cannot not stand idly by and let lawlessness and violence take over our schools and threaten our children.

That is why I have worked so hard at the national level to keep our schools safe. We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These national efforts are beginning to make a difference.

But states must do their part. So, I challenge states and communities to keep schools open between the hours of 3 and 6, when most crimes occur, so kids whose parents work will have a safe place to go. My balanced budget includes \$14 million for community schools, youth and after school programs.

I challenge states and localities to take the truancy laws seriously and make sure they are enforced. Ruebin Greenberg, the police chief from Charleston, South Carolina has done that and crime has gone down significantly. And I challenge more states to do what you are doing here in New York, where Governor Pataki and the teachers' unions are working together on legislation that would give teachers the power to remove disruptive students from their classrooms for up to 10 days. Children can't learn and teachers can't teach unless there is order and respect for authority in the classroom.

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. Our presence in this very place [at IBM] is a testament to the growing understanding of the connection between technological literacy and success. The microchip and the global marketplace are opening up vast new opportunities. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. Yet today, one of the few places a child can go without encountering a computer is . . . a classroom. That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America by the year 2000.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was an electronic barn-raising. Entire communities --

businesses, students, scientists, engineers, parents, teachers, government leaders -- coming together to install 6 million feet of computer cables to connect one fifth of that state's schools to the Internet. In four years, every school in the state will be connected.

So, I challenge the businesses here today to work with communities to answer my Technology Literacy Challenge: wire every school not just in California, but across America. Make sure every school has both the hardware and the connections. I challenge teacher's unions to join us in ensuring that teachers get the necessary skills. And I challenge the creative genius of the software industry to give us give us exciting educational software so that the most popular video game in America is learning -- not Mortal Kombat.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and

educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Pick up the child's report card. Exchange your home phone numbers with your child's teacher. Tell the teacher that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

Our public schools remain the backbone of the educational system in this country, and are our most important common bond -- the place where people of different classes, backgrounds, and races learn vital lessons about the world and about themselves. Our schools have always been the gateway to opportunity and the American dream. Today's fight for higher student and teacher standards will determine the economic future of our students. The battle for efficiency and accountability will determine if our schools have

enough funds during these times of shrinking budgets. Technology literacy will determine if our economy can stay ahead of our competitors around the world. The values we teach our students will set the moral tone of our society in coming decades. Our schools will shape the lives of the next generation and the kind of America we will have in the next century.

We need a candid debate about what is right and what is wrong with our schools. All of us, without regard to party, must face up to two basic realities: first, that some of our public schools are failing. And, second that we cannot walk away. We can do something about this. When business, government, parents, teachers and students work together we can revitalize our schools.

I have seen this in a recent visit to Union City, New Jersey, a few miles from here. The Christopher Columbus Middle School in Union City was on the verge of state takeover. But, the community refused to give in. They accomplished an amazing revival. In a partnership with Bell Atlantic, the schools, parents, teachers and students, they put computers in every seventh grade class and in the homes of every seventh grade student. This has opened up a whole new world of learning. Homework is now being done in a brand new way. Parents are now able to talk to teachers by e-mail; and learning has become the most exciting game in town. Test scores, attendance and graduation rates have all shot up -- and this poor district is now above the average in that affluent state.

We can give every child in America the opportunity that Union City is giving its

students. We can do this -- if we do it together.

Thank you.

Draft 3/24/96 8 pm

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO NGA EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

[joke to come]

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Nothing is more critical to the progress of our country than the education of our children. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we each have a role to play. The presence of so many business leaders here sends a clear message -- education is everybody's business: parents, teachers, students, states, communities, and corporations.

As I said in my State of the Union, this is an age of great possibility. I challenged our nation to give our children the educational opportunities they need for a new century. You are here today because you share this sense of urgency. The hard work of renewing our schools will be done in the states and communities where you live and work. So I want to talk to you about the educational standards I believe our nation must meet, and what each of us can do to play our part in this national renewal. We can truly forge a national consensus for action -- and you are the people who can make that consensus a reality. We should seize this moment to move our country forward.

I will do whatever it takes for as long as it takes

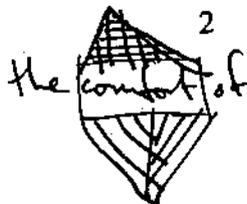
Seven years ago, President Bush convened the last Governors' summit on elementary and secondary education in Charlottesville, Virginia. I was privileged at that time, as Governor of Arkansas, to serve as co-chair of the NGA's Education Task Force. Then-Governor Riley, now my Secretary of Education, played a key role as well. At that meeting we agreed that education is a national priority that requires a partnership between Washington and the states. And we put forth an aggressive agenda calling for greater state flexibility and accountability in the pursuit of national goals.

As your President, I have worked hard to make good on the promise of that 1989 summit. We have taken a number of important bipartisan steps forward. From Goals 2000 to the overhaul of programs in the Elementary and Secondary Education Act to efforts like School-to-Work. We have cut regulations by more than half at the Department of Education, and revised the rest to encourage flexibility and emphasize results. And I know that many of you have put in place important reforms at the state level.

We have made progress. But, we are all here because we know we have more to do. Many of our schools are great, but some are failing. Many of our teachers are great, but some don't measure up. Many of our communities are seizing the opportunities of new educational technologies, but too many have not -- and too many cannot do it on their own. And most important, many of our students are doing better but too many students are not being challenged, inspired and held to the high standards that learning is all about. *When it comes to pub. edu. We must*
not be captive to complacency -- we need a revolution of rising expectations. And our

Revolution
spiral

a slow slide of



stds

mission, as we close out this century must be to expect more of our young people and ask more of ourselves. Let's not forget: Education equals expectation. We do not make it any easier on our children when we do not demand more of them, their teachers, and their schools.

So today, I ^{come to issue a series of} ~~want to~~ challenge every American -- parents, students, teachers, governors, business leaders, ~~and~~ ^{multiply} to work together to replicate what's right with our schools, eradicate what's wrong, scrape away the obstacles to excellence, and introduce new strategies and technologies to keep us moving forward. I want to focus on five major challenges.

~~America is not a nation~~
It is time to hold our students to highest poss. stds.
We cannot let things slide

Our first challenge is to improve the performance of our students through setting high standards and making sure they are met. Second, we must make it easier for good teachers to succeed and for inadequate teachers to move on. Third, we must make our schools accountable by breaking down bureaucratic obstacles to reform, giving parents more choices, and shutting down schools that don't work. Fourth, we must bring back basic values and make our schools safe so they can fully focus on their mission of education; and fifth, we must make our schools and our students technologically literate to meet the demands of our changing world.

I am delighted to see more power to the states. Unite behind an agenda of reform to help our students

The only way we are going to meet any of these challenges is if we work together. As I have said many times, When Americans are divided we defeat ourselves. But, when we work together, we never fail.

Standards for Students

The first and most important challenge we have to face together is the need to motivate our students to higher levels of performance.

I have personally visited children all across this country for the past three years. I have seen how eager they are to learn. ^{as you} [I have watched the lightbulb go off as they embrace a new idea.] I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach them, believe in them and challenge them to do so.

In fact, we have made some important progress since 1983 when Terrence Bell gave America a wake-up call with the release of his seminal report **A Nation at Risk**. The number of young people taking the tough core courses has jumped from 13 percent in 1982 to 47 percent in 1992 -- and the national math and science scores are up one full grade since 1983 ~~is~~ that's progress.

But too many of our children still are getting diplomas they can't read. For the past decade, reading scores have been flat. A computer ^{Intel} company in Washington state recently had to turn away hundreds of applicants because they lacked basic reading and writing skills. We're all justifiably excited about computers in schools, but, as those rejected applicants found out, you can't cruise the Internet if you don't know how to read. ^{wink}

We all know what we have to do: I applaud this summit's call for clear academic standards, agreed upon at the state level. We are beginning to see real progress in states like Colorado and Virginia where standards and assessments are in place.

But we must go further. We must end the entitlement mentality that is cursing too many children with low expectations. **If a student isn't ready to move onto the next level, we should notify their parents, work with them after school and over the summer -- and, if necessary, hold them back until they are ready.**

The best way to do that is for each state to develop appropriate Achievement Tests at every level. Today, only [12] states use these tests -- and most of them only measure students when they graduate. I am calling for something much more. I believe that every state should require students to pass a test to move from elementary to middle school . . . another test to move from middle school to high school . . . and a final test before graduation. These tests should not just measure minimum competency -- they should challenge students to go beyond the bare basics to true achievement.

I do not believe that we should do what many other countries have done, by establishing a national achievement test. In a country as large and diverse as ours, a national test would not work. But we have to make sure that being promoted in Pasadena means much the same as passing in Palisades. So I challenge governors, businesses and colleges to team up with teachers and parents to compare their education standards against the best

standards from all the states and the best schools -- [the National Report Card proposed by Lou Gerstner.] Each governor, state legislature and school district should find a way to reward those schools that make significant progress in achieving tough standards.

~~[NO PASS, NO PLAY ???]~~

Standards for Teachers

The second challenge we have to face together is to find ways to bring the best teachers into the classroom, while making it easier for inadequate teachers to move on. We should stop the "teacher bashing" in this country. Every one of us in this room had a teacher who helped change our lives. And we need caring, competent and committed teachers more than ever before. Next year we will enroll more young people in our schools than at any time in our nation's history -- 51.7 million. A whole generation of teachers is ready to retire. By early in the new century, we will have to hire [hundreds of] thousands of new teachers, fully half the teaching force.

So every state ought to make it easier for more skilled and energetic young people to become teachers. We should raise entry level standards for new teachers through tougher testing. We should encourage programs like Teach for America that recruit young people to become teachers.

We need more good ~~teachers~~ teachers,
[dignity] → administrators
with respect comes accountability

And we need more incentives to keep good teachers on the job. I was pleased to serve as the commencement speaker last fall at the first graduating class of the National Board for Professional Teaching Standards, chaired by Governor Hunt. This organization rewards teachers for meeting high standards and puts them in a better position to move up in their profession.

And when a teacher is not performing up to standard -- when a teacher is "burnt out" -- we should be able to act. Here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire an incompetent teacher. We should be spending that money to reward good teachers, not protect those who can't make the grade. And I know that America's teachers want to be the leaders of reform, not the objects of reform.

Standards for Schools

The ^{3rd} third challenge we have to face together is making our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down bureaucratic obstacles to reform, give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that in New York City, an estimated 70 cents on the dollar goes

to overhead instead of teachers, classrooms and books. We need to reinvent education the way American businesses retooled to compete in the global economy, and the way we are reinventing our government. That means cutting red tape, streamlining bureaucracy, giving people on the front lines the flexibility to make decisions, and holding them accountable for results.

So, I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. And I challenge states to do what we've done in Washington -- cut regulations for elementary and secondary education. ^{75%}
My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers, teacher training, students, and the classroom -- not a penny more for needless administration.

Where schools aren't working, we should try something new. Let me repeat the challenge I issued in my State of the Union: Every state should give parents the right to choose which public school their children will attend. And every state should let teachers and parents form new schools with a charter they can keep only if they do a good job. Today, 20 states give teachers and parents the power to create these "charter schools." [The first class of charter school students graduates this year in Minnesota. We should encourage this kind of experimentation.] The balanced budget plan that I submitted to Congress last week will help communities start 3000 charter schools across America over the next five years.

CHARTERS

WHAT
why better
of them
BUDGET

- break bureaucracy
- performance

Real school standards means not only empowering schools that excel; it also means putting out of business schools that fail to serve their students. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools. [San Diego school you visited which was shut down and relaunched as a charter school].

← EDUCATION

Safety, Discipline and Values

young people st. of order

Our fourth challenge is to keep our schools safe and orderly -- to make them places of values, not violence. Tough standards won't make a bit of difference if the standard of conduct in our schools is poor. We have seen too many headlines: In Los Angeles, a teacher is shot in front of his fifth grade students. In Oxon Hill, Maryland, a 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. In a poor neighborhood in Washington, DC, a teacher is mugged in the hallway by a gang of intruders who are smoking pot and don't belong on school grounds. His body was bruised but his faith was unshaken, and he's back on the job. But he and his students need our help. We cannot not stand idly by and let lawlessness and violence take over our schools and threaten our children.

That is why I have worked so hard at the national level to keep our schools safe. We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug

testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These national efforts are beginning to make a difference.

But states must do their part. So, I challenge states and communities to keep schools open between the hours of 3 and 6, when most crimes occur, so kids whose parents work will have a safe place to go. for Community Schools program

I challenge states and localities to take the truancy laws seriously and make sure they are enforced. GREENBERG And I challenge states to give strong consideration to giving teachers, not just administrators, the power to suspend disruptive students. PATAKI

VALUE-LADEN

More states should do what ^{you're doing here in,} New York, ~~has done~~ where the Gov. + the teachers unions ~~have~~ ^{are} ~~working on~~ ^{working on} legis. that will allow teachers to

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. The microchip and the global marketplace are opening up vast new opportunities. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs

they will have to fill. Yet today, one of the few places a child can go without encountering a computer is . . . a classroom. That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America. I have seen what this can mean in schools. After computers were introduced in the Union City, New Jersey schools, test scores, attendance and graduation rates all shot up -- and a poor district is now above the average in that affluent state.

by 2000

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was an electronic barn-raising. Entire communities -- businesses, students, scientists, engineers, parents, teachers, government leaders -- coming together to install 6 million feet of computer cables to connect one fifth of that state's schools to the Internet. In four years, every school in the state will be connected.

So, I challenge the businesses here today to work with communities to answer my Technology Literacy Challenge: wire every school not just in California, but across America. Make sure every school has both the hardware and the connections. I challenge teacher's unions to join us in ensuring that teachers get the necessary skills. And I challenge the software industry to give us educational software that is just as engaging as games like Mortal Kombat.

leaving, not Mortal Kombat

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology

to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Pick up the child's report card. Exchange your home phone numbers with your child's teacher. Tell the teacher that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

Our public schools remain the backbone of the educational system in this country, and are our most important common bond -- the place where people of different classes, backgrounds, and races learn vital lessons about the world and about themselves. Our schools have always been the gateway to opportunity and the American dream. Today's fight for higher student and teacher standards will determine the economic future of our students. The battle for efficiency and accountability will determine if our schools have enough funds during these times of shrinking budgets. Technology literacy will determine if our economy can stay ahead of our competitors around the world. The values we teach our students will set the moral tone of our society in coming decades. Our schools will shape the lives of the next generation and the kind of America we will have in the next century.

We can renew our schools and give our children a better future -- if we do it together. Thank you.

① Card to debate
② Challenge to room
- face up to failures, have lived up to it
- room for hope
- Union City

America invented the public school
we can't give up.
Union City NJ

3:00

Reed

GS

Baer

LP

Walden

Edmonds

Gene

Rasco

Riley

T. Peterson

Cohen

Elaine

Marcia

DRAFT

REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
NATIONAL GOVERNORS ASSOCIATION -- EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996

4 pp. threat
cleaning
Moral tone
Number the
challenges

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Nothing is more critical to the progress of our country than the education of our children. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we all have a role to play.

Eight years ago, President Bush convened the last Governors' summit on elementary and secondary education in Charlottesville, Virginia. I was privileged at that time, as Governor of Arkansas, to serve as co-chair of the NGA's Education Task Force. At that meeting we agreed that education is a national priority that requires a partnership between Washington and the states. And we put forth an aggressive agenda calling for greater state flexibility and accountability in the pursuit of national goals established by each state.

The big difference between the summit in 1989 and this gathering today is the co-sponsorship of IBM and the active participation of business leaders from across the country. Your presence here sends a clear message: Education is everybody's business: parents, teachers, students, states, communities, and corporations. Divorcing business from education would be like removing the hoop from the basketball court. Talk about March Madness... We'd just be left shooting in the dark at an undefined goal that we could never achieve. On the other hand, it benefits business to make sure our schools are turning out high achievers and high thinkers who can keep American corporations at the top of the competitive mountain well into the 21st century. So, I am pleased that business is now more engaged in this process and I encourage more corporations to get involved and stay involved in the schools in your community. We will all be better for it.

As your President, I have worked hard to fulfill the mandate of that 1989 summit. As a former governor, I understand the need to free you from federal red-tape so you can solve your problems with local ingenuity and energy. That's why I am proud that the Department of Education has eliminated over 50 percent of its regulations and revised almost all the remaining ones to emphasize flexibility and results.

State flexibility has been the linchpin of all our efforts to improve education: From the bipartisan enactment of Goals 2000 to the overhaul of programs in the Elementary and Secondary Education Act to efforts like School-to-Work. All of these innovations rest on the solid foundation of greater state flexibility.

But our job is far from over. I want to talk with you today about the education challenges that lie ahead and about how we can work together to craft a common vision for meeting those challenges. As I said in my State of the Union address, America has entered a great age of possibility. I believe that all Americans who are poised to take advantage of it will have more opportunities to live out their dreams than any generation in history. At the same time, we all know that this is a time of great change in which many Americans feel deeply frustrated and worried that they and their children will not be able to reap the benefits of the new global economy.

The cause of this uncertainty is the historic nature of the change we are experiencing. We have not experienced this much upheaval in 100 years, since we went through the transformation from being a rural and agricultural society to a more urbanized and industrial society. Now we are moving into an age dominated by information and technology and the markets of the global village.

The nature of work has also changed. Work contains more mind and less muscle...more information and technology. And the changes are occurring so fast that you not only need to know more, you need to be able to learn more. The nature of work organizations is also changing. More and more people are self-employed. More and more people can work at home because of computer hook-ups. And more and more decisions in organizations are being made farther down the line. Old-style top-down bureaucracies are going the way of the dinosaur.

The nature of our markets ~~are~~ also changing. Both the financial and the goods and services markets are rapidly, and sometimes ruthlessly increasing on a global scale, because of their ability to seek the area of greatest opportunity in a split second. All these things have opened up vast new opportunities, but they have also imposed greater challenges on our ability to maintain our old fashioned values and a sense of national community. They are putting pressure on all our institutions to pull apart and break down, leaving more people feeling isolated.

The dichotomy growing out of these changes is striking. For the past three years, the United States has enjoyed the lowest combined rates of unemployment and inflation in 27 years. Four years ago the deficit was \$290 billion -- the highest level in history. Today, it is \$164 billion -- nearly cut in half and the lowest as a share of the economy of any major economy in the world. Homeownership is at a 15-year high. And two weeks ago, we announced the creation of 8.4 million jobs -- exceeding my projection by one full year. But there is another side to this story.

With all this growth, more than half of all employed people are working for the same or lower wages than they were making a decade ago. The average working family is spending more hours on the job, but they are more insecure about those jobs, their health care, their retirement and their ability to educate their children.

You see the same thing on the social front, where more Americans are coming together around our basic values. The crime rate is down. The welfare, food stamp and poverty rolls are down. The teen pregnancy rate is down for the last two years. That's the good news. The bad news is that there are still too many neighborhoods in this country where citizens are afraid to sit on their front steps and visitors are afraid to ask directions. There are still too many young people wasting their lives with drugs. And there are still too many urban and isolated rural areas in this country which have been completely untouched by our economic recovery. So we still have a lot of work to do.

The questions before us are: how can we make the American Dream available to everyone who is willing to work for it? And how can we pull this country together when there are so many forces working to divide us?

As I've been saying for months now, the first thing we have to do is get beyond the partisan bickering in Washington and pass the seven-year balanced budget plan that protects education, the environment, Medicare and Medicaid. I submitted such a budget last week. We now have a window of opportunity to get the job done. Both sides have agreed to common savings of \$700 billion. Congress should pass these common savings and give the American people the balanced budget they deserve.

Once we get beyond this budget battle, we can begin to focus on the seven major challenges confronting our future that I outlined in my State of the Union. I will just repeat them briefly and then focus on the one we are all here to discuss -- education.

The first challenge we face is to strengthen families, so they can do a better job of raising their kids. Second, we have to provide more economic security for families in this new economy. Third, we have to join together to take back our streets from crime and drugs and gangs. Fourth, we have to protect the environment for future generations. Fifth, we have to continue to meet our responsibility to lead the fight for peace and freedom around the world. Sixth, we have to change the way our government works so it inspires more confidence, does more good, and still meets the demands of a modern era. But, none of these things will matter unless we meet the seventh challenge: We must renew our schools for the new century and open wide the doors of college for our young people. The only way we are going to meet any of these challenges is if we work together, as one America. As I have said many times, When Americans are divided we defeat ourselves. But, when we work together, we never fail. When we are divided we defeat ourselves. That's why we are here today -- to work together to improve American public education.

First of all, let me say that I did not come here to bash teachers, students or our schools. In fact, I want to begin by telling you what I think is right with American education. Some of us are old enough to remember what it was like to grow up in the 50's. There is a tendency by some of our fellow citizens to look back to the 50's as a time when everything was right about American education and nothing was wrong.

But let's look at the facts. In 1950, seventeen percent of our children were not even in school. Very few Americans sent their children to kindergarten, much less pre-school. Our public schools were segregated and the majority of African American children never finished the 8th grade. And having a child in college was still a very rare and unusual thing for the average American family. Only 6 percent of all Americans had a bachelors degree. In my own home state of Arkansas as recent as 1970, only 60 percent of the population had twelve years of schooling.

We have come a long way since that time and we have made some important progress since 1983 when Terrence Bell gave America a wake-up call with the release of his seminal report **A Nation at Risk**. School enrollment, beginning with kindergarten, is now universal. And many of you are taking the lead in making pre-school attendance the norm. Half of all 4 year olds now attend pre-school and 82 percent of all of our young people are getting a high school diploma.

The high school drop-out rate has been going down, and most dramatically for African Americans. We have a lot more to do when it comes to improving literacy, and that's something which is very much on the agenda of Secretary Riley, but the number of young people taking the tough core courses has jumped from 13 percent in 1982 to 47 percent in 1992 -- and the national math and science scores are up one full grade since 1983 -- that's progress.

Public education is also becoming more flexible. We now have public school choice, charter schools, magnet schools, schools-within-school. We need to support this trend. As I said in the State of the Union, every state should give parents the right to choose which public school their children will attend. We ought to let teachers form new schools with a charter they can keep only if they do a good job. Public education is not stuck in the past. It is moving forward. And we should not stand in the way.

What is truly astonishing is the progress we have made in opening the doors to college even wider. The number of high school students going on to college has increased 62 percent and one-half of all low income high school graduates are going on to college compared to just one-third in 1983.

The American middle class is what it is today in large part because we have made access to college part of our national purpose. Our universities are the best in the world and our system of community colleges remains one of the great untold success stories of American higher education. They are in many ways at the center of our nation's economic revival.

Having said all this, it is clear that there are some real problems with the performance of our schools and our students. We are not moving fast enough to prepare young people for life in the 21st century. And I want to talk about two areas where we all have to work together to do better: setting high standards for students and teachers and making sure our

students have the technological literacy they need to succeed in the global economy. We must no longer accept standards that are too low, schools that are too outdated, and teachers who just can't make the grade.

Standards

It is too easy to say that the children of today are just not as smart or as studious as we were when we were growing up. But we would be forgetting one important fact: education equals expectations. As Lady Bird Johnson once said, "Children are likely to live up to what you believe of them." I have personally visited children all across this country for the past three years. I have seen how eager they are to learn. I have watched the lightbulb go off as they embrace a new idea. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology.

In this last decade of the 20th century, some Americans are separated from each other by the pernicious belief that children who are poor or disadvantaged or immigrant do not have what it takes to reach high levels of achievement -- and too many of the young people who come from those backgrounds have come to the conclusion that excellence is only for other people -- that using their mind is a sign of weakness. Both of those attitudes are lies that have to be extinguished once and for all. There can never be true equity in this society until all of us make a commitment to excellence. So let's not lower our standards -- let's raise our expectations. As I have often said, every child can learn more -- but we need to teach them, believe in them and challenge them to do so.

How do we do this? Through setting real standards and making sure our students meet them. I applaud this summit's call for clear academic standards, agreed upon at the state level. And I know that many of your states are taking the lead in this important area. We are beginning to see real progress in states like Maryland and Kentucky where standards and assessments are in place. But we must do more.

Before I talk about academic standards, let me say something that I know is on the minds of millions of parents all across this country. Excellent academic standards won't make a bit of difference if the standard of conduct in our schools is poor. We cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. Every parent who walks a child to the bus stop and waves goodbye in the morning should not have to wonder if that child will return safely when the last bell rings. We, as parents, have a right to expect our children will be safe in school. That's why my Administration has instituted a zero tolerance policy for violence in our schools.

We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are

supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline.

But we can and must do more. We should look at what Governor Glendening is doing in Maryland to help shield schools and teachers from liability when they have to take disciplinary action against a disruptive student. Charleston, South Carolina police chief Reubin Greenberg is also having great success with the tough enforcement of truancy laws. And more schools should stay open after school, when most juvenile crimes are committed, to give kids whose parents may be working, a safe place to study.

At the same time we raise the decorum standards in our schools, we must raise the academic standards. Too many students in too many schools are passed from grade to grade without ever really being taught or challenged. Schools that routinely promote students who are failing are doing those children a terrible injustice. There's a lot that we can do to stop this, but I want to focus on just two ideas today. First, we need to end the entitlement mentality that is cursing too many children with low expectations. **We should not promote students from grade school to middle school or middle school to high school unless they can pass a test that proves they are ready. If a student isn't ready to move onto the next level, we should tell their parents: work with them after school and over the summer -- and if necessary hold them back until they are ready.** This is what we did in Arkansas when I was governor. Nobody should just get by without getting a real education. And that includes student athletes.

The other thing I am proposing is that schools adopt a **no pass, no play** policy. No student should be able to represent their school outside the classroom unless they are making the grade inside the classroom. Education must come first. So, I challenge governors, businesses and colleges to team up with teachers and parents to compare their education standards against the best standards from all the states and the best schools. Each governor, state legislature and school district should find a way to reward those schools that make significant progress in achieving tough standards. And governors ought to take stronger action to redesign or shut down failing schools.

Teachers

We also need to find ways to keep the best teachers in the classroom to weed out teachers who just can't cut it and to have the good sense to counsel teachers to leave the profession when they have lost the enthusiasm and energy to teach. Right here in the state of New York, it costs \$200,000 to fire a teacher who is incompetent or burnt out. We should be spending more resources on honoring good teachers, not protecting those who can't make the grade. I was pleased to serve as the commencement speaker last fall at the first graduating class of the National Board for Professional Teaching Standards, chaired by Governor Hunt, with Jim Kelly as president. This organization rewards teachers for meeting high standards and puts them in a better position to move up in their profession. Once tough academic standards are met, we ought to get out of the way and give teachers the power to

be good teachers.

We should also make it easier to get good teachers into the profession. Next year we will enroll more young people in our schools than at any time in our nation's history -- 51.7 million. We desperately need good, creative, energetic young teachers to meet this challenge. The good thing is that there are thousands of college students who want to go into teaching. But too many of them are turned off by the stringent certification requirements. Every state ought to be open to making it easier for more people with experience, competence and desire to become teachers.

Technology

We also need to prepare our schools and our children for the challenges of the age of technology. The microchip and the global marketplace are opening up vast new opportunities. If we want to keep the American Dream alive for every single person who is willing to work for it, we have to give all Americans the skills and the education they need to be winners in this time of change. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America. I have seen what this can mean in schools. After computers were introduced in a Union City, New Jersey school, test scores, attendance and graduation rates all shot up.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was like an old fashioned barn-raising. An entire community: businesses, students, scientists, engineers, parents, teachers, government leaders, all coming together to install 6 million feet of computer cables and plugs as the first step in connecting every California school to the information superhighway. This is the kind of teamwork we need across this country to make our schools and our students the best in the world.

We not only need the hardware and connections, we need teachers who are trained to teach this new technology. I want to challenge the teacher's unions to join us in ensuring that teachers get the necessary skills. And I want to challenge the software industry to give us educational software that is just as engaging as games like Mortal Kombat.

States and telephone companies should also do everything possible to make school access to the information superhighway as affordable as possible.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Help you kids with their homework. Read to them 30 minutes a day and during the summer. Tell your child's teacher and principal that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

For much of the past century, the public school was one of the most important common bonds in our society -- the place where people of different classes, backgrounds, and races had a chance to learn vital lessons about their world and themselves. Saving public schools is not just about giving our children a better education so they can get better jobs. It's about helping them, and us, be stronger citizens.

We can do this -- if we do it together.

Thank you.

about. We need a revolution of rising expectations. And our mission, as we close out this century must be to expect more of our young people and ask more of ourselves.

Today, I want to challenge every American -- parents, students, teachers, governors, business leaders -- to work together to replicate what's right with our schools, eradicate what's wrong, and introduce new strategies and technologies to keep us moving forward. I want to focus on five major challenges.

Our first challenge is to improve the performance of our students through setting high standards and making sure they are met; second, we must make it easier for good teachers to succeed and burnt out teachers to move on; third, we must make our schools accountable by breaking down bureaucratic obstacles to reform, giving parents more choices, and shutting down schools that don't work. fourth, we must bring back basic values and make our schools safe so they can fully focus on their mission of education; and fifth, we must make our schools and our students technologically literate to meet the demands of our changing world.

The only way we are going to meet any of these challenges is if we work together. As I have said many times, When Americans are divided we defeat ourselves. But, when we work together, we never fail. That's why we are here today -- to work together to improve American public education.

Student Standards

The first and most important challenge we have to face together is the need to motivate our students to higher levels of performance. We know we can do better. In fact, we have made some important progress since 1983 when Terrence Bell gave America a wake-up call with the release of his seminal report *A Nation at Risk*. The number of young people taking the tough core courses has jumped from 13 percent in 1982 to 47 percent in 1992 -- and the national math and science scores are up one full grade since 1983 -- that's progress.

But we have to do more. My friend Tipper Gore likes to say, "It's not easy being a kid these days," and she's right. Our society peppers our young people with gratuitous violence, drugs, the temptations of early sex. We, as parents and many of you as corporate citizens need to take responsibility to protect our children from that. But let's remember something else: education equals expectation. We're not making it any easier to grow up in America today when we don't demand more of our children in school.

Too many of our children are getting diplomas they can't read. For the past decade, reading scores have been flat. Too many of our young people just don't have the reading skills they need to get good jobs. A computer company in Tacoma, Washington recently had to turn away hundreds of applicants because they lacked basic reading and writing skills. We're all justifiably excited about computers in schools, but, as those rejected applicants

found out, you can't cruise the Internet if you don't know how to read.

I have personally visited children all across this country for the past three years. I have seen how eager they are to learn. I have watched the lightbulb go off as they embrace a new idea. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn more -- but we need to teach them, believe in them and challenge them to do so.

We all know what we have to do: I applaud this summit's call for clear academic standards, agreed upon at the state level. We are beginning to see real progress in states like Colorado and Virginia where standards and assessments are in place.

But we must go further. Today, I challenge every state to develop mandatory tests that students are required to pass before they are graduated or promoted. Too many students in too many schools are passed from grade to grade without ever really being taught or challenged. Schools that routinely promote students who are failing are doing those children a terrible injustice. We must end the entitlement mentality that is cursing ~~too many children~~ ^{life} with low expectations. Woody Allen once joked that "Eighty percent of success is showing up." Well, our students need to know that showing up has never been enough. Without 100 percent of effort in school and in life, you won't have a chance at success. So, if a student isn't ready to move onto the next level, we should tell their parents ^{to} work with them after school and over the summer -- and if necessary hold them back until they are ready. This is what we did in Arkansas when I was governor. Nobody should just get by without getting a real education and a diploma that means something.

I also want to challenge governors, businesses and colleges to team up with teachers and parents to compare their education standards against the best standards from all the states and the best schools. Each governor, state legislature and school district should find a way to reward those schools that make significant progress in achieving tough standards.

Teacher Standards

The second challenge we have to face together is to find ways to get and keep the best teachers in the classroom, while making it easier for burnt out teachers to move on. Let's be honest, there are a lot of very good, dedicated teachers in America ~~some with~~ ^{advanced degrees}. But, there are few incentives to attract bright, young people to the profession or keep good teachers on the job. Too often the system rewards seniority instead of success and innovation. This is wrong. And teachers should be leading the fight to fix it. As Secretary Riley has said, "Teachers and their professional organizations should be the leaders of reform, not the objects of it."

Right here in the state of New York, because of hearings and court proceedings, it can cost as much as \$200,000 to fire a burnt out teacher. We should be spending that money to honor good teachers, not protect those who can't make the grade. I was pleased to

serve as the commencement speaker last fall at the first graduating class of the National Board for Professional Teaching Standards, chaired by Governor Hunt, with Jim Kelly as president. This organization rewards teachers for meeting high standards and puts them in a better position to move up in their profession. Once tough academic standards are met, we ought to get out of the way and give teachers the power to be good teachers.

So, today I want to challenge states to create higher standards for teachers. Upgrade your entry level tests and use the National Board Certification as a way to reward good teachers. I also challenge states to do all you can to help burnt out teachers regain their enthusiasm for the profession, and if that fails, help them move on.

States and school districts should also make it easier and less costly to remove burnt out teachers. And we should do all we can to attract good teachers to the profession. Next year we will enroll more young people in our schools than at any time in our nation's history -- 51.7 million. We desperately need good, creative, energetic young teachers to meet this challenge. Every state ought to be open to making it easier for more people with experience, competence and desire to become teachers. Don't put up barriers that encourage promising young people to look elsewhere.

Accountability

The third challenge we have to face together is making our schools accountable for results. If we are going to expect more from students and teachers, we've got to expect more from schools as well. So, today I challenge states to break down the bureaucratic obstacles to reform, give parents more choices, and shut down schools that don't work.

Too many school districts still spend too much on administrators and too little in the classroom. It is an outrage that in New York City, an estimated 70 cents on the dollar goes to overhead instead of teachers, classrooms and books. We need to reinvent education the way we are reinventing government and the way American businesses retooled to compete in the global economy.

So, I challenge communities and businesses to work together to help school districts reduce overhead, so they can spend more on real education. And I challenge states to do what we've done in Washington -- cut regulations for elementary and secondary education. My philosophy today is the same as when I was the governor of Arkansas: we should spend more on education, but every new dollar should go to teachers, teacher training, students, and the classroom -- not a penny more for needless administration.

I also challenge states to be more flexible. You now have a variety of school strategies to choose from: public school choice, charter schools, magnet schools, schools-within-school. We need to support this trend. As I said in the State of the Union, every state should give parents the right to choose which public school their children will attend. We ought to let teachers form new schools with a charter they can keep only if they do a good

job. Public education ^{cannot be} ~~is~~ not stuck in the past. It is moving forward. And we should not stand in the way.

That means not only empowering schools that excel, it also means putting out of business schools that fail to serve their students. Standards and assessments make it possible to have accountability with real teeth. So, I challenge every governor to take direct, concrete action to redesign or shut down failing schools. [San Diego school you visited which was shut down and relaunched as a charter school].

Safety, Discipline and Values

But tough standards won't make a bit of difference if the standard of conduct in our schools is poor. Too many schools are filled with crime and gangs and drugs instead of values and discipline. We cannot educate our children in schools where their safety is threatened. We have students who are afraid to walk to school and teachers who are afraid to go to class. This is unacceptable and we must not tolerate it any longer. Every parent who walks a child to the bus stop and waves goodbye in the morning should not have to wonder if that child will return safely when the last bell rings.

We have seen too many headlines: In Los Angeles, a teacher is shot in front of his fifth grade students. In Washington, DC, a teacher is mugged in the hallway by a gang of intruders who are smoking pot and don't belong on school grounds. In Oxon Hill, Maryland, a 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. We cannot not stand idly by and let lawlessness and violence take over our schools and threaten our children. As parents, we have a right to expect our children will be safe in school.

So, I challenge states and communities to do everything in their power to keep guns, drugs and gangs out of their schools. That means zero tolerance for guns; strong enforcement of truancy laws; and strong consideration of such state options as school uniforms and drug testing for student athletes. Governor Pataki's proposal to give teachers the authority to suspend disruptive students deserves to be looked at by more states.

We've also got to put values back in our schools. And here it is important to remind all Americans that our nation's schools are not "religion-free" zones. Children do not have to leave their religious faith at the school house door. The First Amendment provides a broad range of religious freedom. At the same time it ensures every parent that school officials do not overstep their bounds and coerce students to violate their freedom of conscience.

I also challenge schools to incorporate character education and to require students to take and pass an ethics course. We need to teach our children the values of good citizenship, community service, honesty, environmental responsibility. Our schools must not be value-free, because our streets sure aren't.

Technology

The fifth and final challenge I want to talk with you about today is the need to prepare our schools and our children for the challenges of the age of technology. The microchip and the global marketplace are opening up vast new opportunities. If we want to keep the American Dream alive for every single person who is willing to work for it, we have to give all Americans the skills and the education they need to be winners in this time of change. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America. I have seen what this can mean in schools. After computers were introduced in a Union City, New Jersey school, test scores, attendance and graduation rates all shot up.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was like an old fashioned barn-raising. An entire community: businesses, students, scientists, engineers, parents, teachers, government leaders, all coming together to install 6 million feet of computer cables and plugs as the first step in connecting every California school to the information superhighway. This is the kind of teamwork we need across this country to make our schools and our students the best in the world.

So, I challenge businesses and communities to answer my Technology Literacy Challenge: wire every school. Make sure every school has both the hardware and the connections. I challenge teacher's unions to join us in ensuring that teachers get the necessary skills. And I challenge the software industry to give us educational software that is just as engaging as games like Mortal Kombat.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Help you kids with their homework. Read to them 30 minutes a day and during the summer. Tell your child's teacher and principal that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. The



most powerful force in nature is parents who care about their kids.

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

For much of the past century, the public school was one of the most important common bonds in our society -- the place where people of different classes, backgrounds, and races had a chance to learn vital lessons about their world and themselves. Saving public schools is not just about giving our children a better education so they can get better jobs. It's about helping them, and us, be stronger citizens.

We can do this -- if we do it together.

6-5709

6-2878 (FAX)

Draft 3/22/96 4:15 pm

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
NATIONAL GOVERNORS ASSOCIATION -- EDUCATION SUMMIT
PALISADES, NY
MARCH 27, 1996**

Acknowledgements: Governor Thompson; Louis Gerstner, CEO of IBM; governors and distinguished guests...

First of all, I want to applaud this bipartisan gathering of governors and business leaders for your attention to the pressing issue of preparing America's young people to meet the challenges of the 21st century. Nothing is more critical to the progress of our country than the education of our children. Your presence here underscores the fact that we all have a stake in improving the quality and performance of our schools -- and we all have a role to play.

Eight years ago, President Bush convened the last Governors' summit on elementary and secondary education in Charlottesville, Virginia. I was privileged at that time, as Governor of Arkansas, to serve as co-chair of the NGA's Education Task Force. At that meeting we agreed that education is a national priority that requires a partnership between Washington and the states. And we put forth an aggressive agenda calling for greater state flexibility and accountability in the pursuit of national goals established by each state.

I want to commend the many
~~The big difference between the summit in 1989 and this gathering today is the co-sponsorship of IBM and the active participation of business leaders from across the country.~~ *who are here.*
Your presence here sends a clear message: Education is everybody's business: parents, teachers, students, states, communities, and corporations. So, I am pleased that ~~business is now more engaged in this process~~ *so many CEOs are here,* and I challenge more corporations to ~~get involved and stay involved in the schools in your community.~~ *take responsibility and get* We will all be better for it.

make good on the promise of
As your President, I have worked hard to ~~fulfill the mandate of that 1989 summit.~~
~~As a former governor, I understand the need to free you from federal red-tape so you can solve your problems with local ingenuity and energy. That's why I am proud that the Department of Education has eliminated over 50 percent of its regulations and revised almost all the remaining ones to emphasize flexibility and results.~~

we have taken
~~we passed a number of important, bipartisan steps forward, from State flexibility has been the linchpin of all our efforts to improve education: From the bipartisan enactment of Goals 2000 to the overhaul of programs in the Elementary and Secondary Education Act to efforts like School-to-Work. All of these innovations rest on the solid foundation of greater state flexibility. It is clear that in many areas of government states want more responsibility. We want to give it them more responsibility. The test is how are they handling the main responsibility they have -- education. Let's be honest: states cannot and should not do this job alone. The era of big government may be over, but we cannot go back to the era when people were left to fend for themselves. The national government has a legitimate role to play in education, in partnership with every one of you and every citizen.~~ *NO!*

we have cut regulations by more than half at the Dept of Educ, and revised the rest to increase flexibility; emphasize results.

MOVE TO ACCURABILITY SECTION

Public education is also becoming more flexible. We now have public school choice, charter schools, magnet schools, schools-within-school. We need to support this trend. As I said in the State of the Union, every state should give parents the right to choose which public school their children will attend. We ought to let teachers form new schools with a charter they can keep only if they do a good job. Public education is not stuck in the past. It is moving forward. And we should not stand in the way.

This doesn't belong in accountability section.

~~What is truly astonishing is the progress we have made in opening the doors to college even wider. The number of high school students going on to college has increased 62 percent and one-half of all low income high school graduates are going on to college compared to just one-third in 1983.~~

MOVE TO P 2

~~The American middle class is what it is today in large part because we have made access to college part of our national purpose. Our universities are the best in the world and our system of community colleges remains one of the great untold success stories of American higher education. They are in many ways at the center of our nation's economic revival.~~

~~But every parent in America knows we can do better, and we will do so.~~

~~Having said all this, it is clear that there are some real problems with the performance of our schools, our teachers and our students. Too many of our children just don't have the reading skills they need. For the past decade, reading scores have been flat. Too many of our young people are reading below their grade level. That's just not good enough. We're all excited about computers in schools, but you can't cruise the Internet if you don't know how to read.~~

~~In many communities, it is hard. Teacher reforms are also needed. There are few incentives to attract good ^{new} people to the profession or keep good teachers on the job. Currently our system reinforces mediocrity and seniority instead of rewarding ^{SUCCESS} competence and innovation. This is wrong. And teachers should be leading the fight to fix it. As Secretary Riley has said, "Teachers should be the leaders of reform, not the objects of it."~~

Too often the system rewards

~~Too many schools are filled with crime + gangs + drugs instead of values and discipline.~~

and their professional organizations

~~Drug use among middle school and high school students is on the rise. And the percentage of teachers who feel threatened on the job has gone up. We have students who are afraid to walk to school and teachers who are afraid to go to class. This is unacceptable and we must not tolerate it any longer.~~

We are also lagging woefully behind in technology. While 50 percent of our schools are wired for the Internet, only 9 percent of our classrooms are connected. Less than 10 percent of new teachers feel prepared to use multi-media and communications technologies in their classrooms. While business spends billions training their workers in computer technology, fully 90 percent of teachers who use technology in the classroom are self-taught. We'll never reap the benefits of technology if we don't invest in acquiring it and learning how to use it.

WOMEN SECTION

My friend Tipper Gore likes to say "It's not easy being a kid these days," and she's right. Our society peppers our young people with gratuitous violence, drugs, the temptations of early sex. ~~And we as parents & many of you as corporate citizens need to take responsibility to protect our children from that.~~ But let's remember something else: we're not ^{making it any easier to grow up in}

~~This is an unacceptable report card for public education. America can no longer~~ ^{cannot} afford, and we must no longer accept low standards for students, burnt out teachers, violence and disruption in our classrooms, and technological illiteracy. ^{The only report card we can accept for public education is outstanding.}

America today when we expect ~~the~~ ^{we} don't challenge ~~them~~ ^{we} don't demand more of them in school.

Student Standards

It is too easy to say that the children of today are just not as smart or as studious as we were when we were growing up. But we would be forgetting one important fact: ~~education equals expectations.~~ As Lady Bird Johnson once said, "Children are likely to live up to what you believe of them." I have personally visited children all across this country for the past three years. I have seen how eager they are to learn. I have watched the lightbulb go off as they embrace a new idea. I have seen what happens when you literally put the future at the fingertips of every child through interactive computer technology. I am convinced that every child can learn ~~more~~ -- but we need to teach them, believe in them and challenge them to do so.

We all know what we need to do: ~~that we need to set very standards.~~ ^{challenge states to} ~~require students to pass~~ ^{standards to high}

How do we do this? ~~Through setting real standards and making sure our students meet them.~~ I applaud this summit's call for clear academic standards, agreed upon at the state level. ~~And I know that many of your states are taking the lead in this important area.~~ We are beginning to see real progress in states like Maryland and Kentucky, where standards and assessments are in place. ~~But we must do more.~~

But we must go further: Today, I ~~am~~ call on every state to set tough standards and require students to ^{need one w/ GOP gov.} ~~really~~ being taught or challenged. Schools that routinely promote students who are failing are doing those children a terrible injustice. There's a lot that we can do to stop this, but I ~~want to focus on just two ideas today.~~ First, We need to end the entitlement mentality that is cursing too many children with low expectations. ~~We should not promote students from grade school to middle school or middle school to high school unless they can pass a test that proves they are ready.~~ If a student isn't ready to move onto the next level, we should tell their parents, work with them after school, and over the summer -- and if necessary hold them back until they are ready. This is what we did in Arkansas when I was governor. Nobody should just get by without getting a real education. ~~And that includes student athletes.~~

meet those stds before they are graduated or promoted.

Second, I challenge ~~every~~ ^{every high} school to

The other thing I am proposing is that schools adopt a no pass, no play policy. No student should be able to represent their school outside the classroom unless they are making the grade inside the classroom. Education must come first. ~~So, I challenge governors, businesses and colleges to team up with teachers and parents to compare their education standards against the best standards from all the states and the best schools. Each governor, state legislature and school district should find a way to reward those schools that make significant progress in achieving tough standards, and governors ought to take stronger action to redesign or shut down failing schools that fail.~~

~~that makes high~~ ^{so that high} stds. are part of every school's spirit.

Third)

Teacher Standards

We also need to find ways to keep the best teachers in the classroom to weed out teachers who just can't cut it and to have the good sense to counsel teachers to leave the profession when they have lost the enthusiasm and energy to teach. Right here in the state of New York, it costs \$200,000 to fire a teacher who is incompetent or burnt out. That's a ridiculous waste of money. We should be spending ^{that money to} more resources on honoring good teachers, not protecting those who can't make the grade. I was pleased to serve as the commencement speaker last fall at the first graduating class of the National Board for Professional Teaching Standards, chaired by Governor Hunt, with Jim Kelly as president. This organization rewards teachers for meeting high standards and puts them in a better position to move up in their profession. Once tough academic standards are met, we ought to get out of the way and give teachers the power to be good teachers.

First, I challenge states to encourage burnt teachers to regain their enthusiasm for the profession, and if that fails, help them move on.
Third, we shd be all we can to attract + reward them
~~We should also make it easier to get good teachers into the profession, Next year we will enroll more young people in our schools than at any time in our nation's history -- 51.7 million. We desperately need good, creative, energetic young teachers to meet this challenge. The good thing is that there are thousands of college students who want to go into teaching. But too many of them are turned off by the stringent certification requirements. Every state ought to be open to making it easier for more people with experience, competence and desire to become teachers.~~

Safety, Discipline and Values

Don't put up barriers that encourage promising young people to look elsewhere.
Second, our states + school districts shall reduce the barriers to make it easier + less costly to remove burnt teachers.

Value-laden
But tough standards won't make a bit of difference if the standard of conduct in our schools is poor. We cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. Every parent who walks a child to the bus stop and waves goodbye in the morning should not have to wonder if that child will return safely when the last bell rings. We have seen too many headlines: A teacher is shot in front of his fifth grade students. A teacher is mugged in the hallway by a gang of intruders who don't belong on school grounds. A 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. We cannot not stand idly by and let lawlessness and violence take over our schools and threaten our children. As parents, we have a right to expect our children will be safe in school. ~~That's why my Administration has instituted a zero tolerance policy for violence in our schools.~~

~~We are keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education. And we are supporting the use of school uniforms for local school districts who want to make them a part of their overall efforts to promote safety and discipline. These efforts are beginning to make a difference.~~

First, I challenge schools to ~~take every~~ do everything in their power to keep guns + drugs + gangs out of the schools: zero tolerance for guns; drug testing for student athletes; school uniforms (include that in success in Long Beach); enforce truancy laws (Greenberg); allow give let teachers + principals ~~to~~ enforce discipline without being crippled with lawsuits (Glendening).

Third, put values back in the schools. Character education. Community service. Ethics courses. Schools must be value-laden because our streets sure aren't.
Second, give teachers & principals the tools they need to keep order & restore respect for authority.

~~But we can and must do more. We should look at what Governor Glendening is doing in Maryland to help shield schools and teachers from liability when they have to take disciplinary action against a disruptive student. Charleston, South Carolina police chief Reubin Greenberg is also having great success with the tough enforcement of truancy laws. And more schools should stay open after school, when most juvenile crimes are committed, to give kids whose parents may be working, a safe place to study.~~

Technology

We also need to prepare our schools and our children for the challenges of the age of technology. The microchip and the global marketplace are opening up vast new opportunities. If we want to keep the American Dream alive for every single person who is willing to work for it, we have to give all Americans the skills and the education they need to be winners in this time of change. We must not send our children into a 21st century unprepared for the world they will inhabit and the jobs they will have to fill. That's why I have issued a Technology Literacy Challenge to bring the information and technology revolution into every classroom in America. I have seen what this can mean in schools. After computers were introduced in a Union City, New Jersey school, test scores, attendance and graduation rates all shot up.

A few weeks ago, the Vice President and I participated in a remarkable event in California called Net Day. It was like an old fashioned barn-raising. An entire community: businesses, students, scientists, engineers, parents, teachers, government leaders, all coming together to install 6 million feet of computer cables and plugs as the first step in connecting every California school to the information superhighway. This is the kind of teamwork we need across this country to make our schools and our students the best in the world.

First, challenge business + com to wire every school.

Second, → We not only need the hardware and connections, we need teachers who are trained to teach this new technology. I want to challenge the teacher's unions to join us in ensuring that teachers get the necessary skills. → And I want to challenge the software industry to give us educational software that is just as engaging as games like Mortal Kombat.

Third,

~~States and telephone companies should also do everything possible to make school access to the information superhighway as affordable as possible.~~

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

Personal Responsibility

Finally, let me say that all the education summits and all the speeches in the world won't matter if all of us don't join together in a national mission to improve our schools and

educate our young people. We must restore the basic ethic that all children can learn and every parent has a responsibility to help them. As I have said, the era of big government is over; the era of taking personal responsibility to meet our challenges has begun.

So to parents all across this country I say, don't wait for the V-chip -- turn the TV off right now. Help you kids with their homework. Read to them 30 minutes a day and during the summer. Tell your child's teacher and principal that you want regular reports on how your child is measuring up to tough standards -- and let them know you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. **The most powerful force in nature is parents who care about their kids.**

All of us have a responsibility to help those parents be good parents. So, I challenge all the business leaders here and across the country to give parents time off to visit their children's schools. Every workplace should treat a parent's appointment with a teacher as if it were an important appointment with a doctor.

For much of the past century, the public school was one of the most important common bonds in our society -- the place where people of different classes, backgrounds, and races had a chance to learn vital lessons about their world and themselves. Saving public schools is not just about giving our children a better education so they can get better jobs. It's about helping them, and us, be stronger citizens.

We can do this -- if we do it together.

Thank you.

Every state should pass a charter school law to let parents and educators ~~the~~ ~~then~~ start ^{charter} new schools with a charter they can keep only if they do a good job. Twenty states have passed charter school laws, and over 250 charter schools have opened their doors — with another 100 to open by next yr. These schools are ~~trying~~ new approaches ~~without~~ ~~don't~~ are freed up from regulation and top-down mgmt so they can focus on a single goal: performance. The charter school revolution is ~~all happening~~ ^{happening} ~~within~~ ^{within} the public schools

expanding
choice,

~~I want to~~

~~we should~~

~~I want to give that~~

We're already giving grants to ten states to start new schools. My new budget calls for \$40M ~~in this year~~ ~~so~~ to start up 3000 new es in the next 5 yrs

connections. I challenge teacher's unions to join us in ensuring that teachers get the necessary skills. And I challenge the software industry to give us educational software that is just as engaging as games like **Mortal Kombat**.

The 21st century is ours for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We must make the best of the new technology to educate our children, improve our businesses, and make our future brighter and more prosperous.

7. Title I - program improvement
- Sanctions: conversion to
THE WHITE HOUSE charter school status
WASHINGTON - challenge gov to act on
1000s of failing schools

Scharr

1. Focus on reading - every kid reading by 3rd grade
- Rudy Crew, Gov. Bush
2. Stds. - nat. skills stds.:
3. Charters & choice: challenge every gov.
- challenging ^{teachers} unions to lead the way + get out of way of innovation
- applaud NEA for project
- challenge AFT - there is good for teacher
4. Professionalism of teaching
- more accountability
- look at high stds for ^{teacher} cert. + recert.
- fight teacher-bashing
- merit pay or higher stds.
- tenure based more on perf.
- Shaaker OK w/ accountability for groups of teachers
- remind schools doing well
- get rid of tenure in schools that repeatedly fail
5. Challenge school districts to shift X% from admin. bureaucracy to classroom
- get businesses involved to reduce overhead - help get acting in order
6. Colorado bill that enables high-perf. schools to get out of regulation
- special educ.
- Direct Sup. of Educ. ?

NGA Speech
Draft Outline
3.8.96

I. Introduction

- Praise bipartisan and business involvement; support conference statement

II. The Road from Charlottesville

- Reflections on that summit
- What we have accomplished since then
 - What states have done (examples)
 - What Clinton Administration has done

III. The State of Public Education in America Today

- Blunt assessment of what's right with America's public schools and what's wrong.
- Why it matters: health of our economy and our society depends on fate of public schools
 - the single biggest challenge we face as a nation is to save the public school
 - comparison to Progressive Era [is this the turn of the century from farm to factory and home? ... d/ds]
 - The debate in Congress -- fights over funding, higher education

What Are We Going to Do About It? (Our Challenges on Education)

A. Standards

- Challenge every state to have real tests in place by year 2000 to measure achievement in basic subjects (Arkansas -- 8th grade)
- No social promotions, no diplomas for kids who can't read them
- No pass, no play?
- Summer school

B. Discipline/Safety

- Stronger enforcement of truancy laws.
- Make it easier for teachers and schools to suspend and expel disruptive students (Is NY state doing this?)
 - School uniforms, locker searches, drug-free schools, cops in schools

C. Accountability, not Bureaucracy

- Education is our best investment, but only if the money goes to classrooms, and teachers, and books, not bureaucracy. Here in NYC, only 30 cents of every educational dollar goes to teachers and materials. We should challenge communities and businesses to work together to help schools reduce overhead and shift money from administration to learning.
- Every principal and administrator should have to spend time in the classroom.
- We've cut our regulations by 43%, and working to cut further. Challenge states to do the same.

D. Choice and Charters

make more of a values patch
-> what we owe to our children is to prepare them to succeed in new Information Age.

analogous? ... d/ds
FOTUS challenge is -
technological literacy in the information age
[]
does this go on

these are the new kinds of "basic" skills of 21st century

have new skills to be taught

- Break the monopoly, shut down schools that don't work
- Attack private school vouchers
- Challenge every state to pass strong charter and public choice laws
- Announce plan to start 3,000 charter schools over next 5 years
- Challenge every CEO to put up venture capital for charter schools where they're based. (and/or a broader challenge to CEOs on getting their company and employees more involved in community's schools)
- Report cards on every school

so parents can choose schools that will do best for their kids based on good information

E. Education Technology *The Challenge*

F. Capable Teachers

- Stop teacher-bashing. Every one of us has been shaped by great teachers.
- Hold teachers to high standards -- including testing -- and reward them for success, not just seniority. Good teachers shouldn't have to leave teaching to do well.
- Give teachers tools they need to succeed -- a good curriculum to challenge their students, the ability to discipline students who get out of line, etc.

G. Moral Challenge -- Parents and Students

-- All these reforms are about providing more opportunity and demanding more responsibility and accountability. Big government is over; era of taking responsibility to meet our challenges has begun.

-- But the most important challenge is to parents and students themselves. We could have a million summits and it wouldn't matter unless our kids are willing to learn and we as parents are willing to help them. If we can't restore that basic ethic, we'll never get anywhere. The biggest education reform is from the inside out.

-- We need to demand more from our schools and our teachers. But we also need to demand more from ourselves. Don't wait for the V-chip -- just turn off the TV. Help your kids with their homework, and if they don't have any, make sure they get some. Read to your children 30 minutes a day. Know your children's teachers. etc.

EXECUTIVE OFFICE OF THE PRESIDENT

07-Mar-1996 03:01pm

TO: Bruce N. Reed
TO: Gene B. Sperling

FROM: Paul R. Dimond
National Economic Council

CC: Jonathan Orszag

SUBJECT: Education Speech

Bruce,

I'm not sure that this rises to the level of moral imperative for POTUS remarks to Governors on Education at the end of the month, but we have been developing the analogy between Technological Literacy -- new basic skills -- for the transition from Industrial Era to Information Age at dawn of the 21st century and the move to universal schooling, reduction in basic literacy, increase in secondary schooling and access to college in America that fueled the ability of individuals and the country to seize the opportunities in the transition from "farm to factory" at the beginning of the 20th century. In brief, the investment in education from 1880 to 1920 enabled Americans to become the most productive people in the world, to raise incomes of all quintiles and to reduce economic inequality. If we are in the midst of a transition to a new Information Age in which knowledge and skills will play an even greater part, it only makes sense to make sure that every child is able to learn the basic skills -- communication, math, science, critical thinking, citizenship, the ability of learn for a lifetime, etc. -- that will once again enable all Americans to seize the new opportunities and to help America be the greatest force for peace, freedom and prosperity in the next century.

John Orszag will have all of the data -- both the analogies from 100 years ago and the data on skills today -- for your use in this or any other appropriate speech.

Whether you consider all of this a moral imperative is another matter. In my opinion, however, this is another of those values issues that is clear -- the education of this generation of our children is, perhaps, the most important obligation of every parent, community, society, government, and leader. That certainly is the values message that we have used in the budget with respect to education (and the environment); and it has the advantage of being able to point the way to a vision of opportunity, growth, and enduring values for a new age. And it is precisely the edge that we've been trying to add to the POTUS Technology Literacy Challenge (in addition to enabling students, teachers and parents to learn by doing at home or school, any time of the day, any day of the year). As education technology is one of the key points of the Conference, this might provide a way to trump the Governors/CEO's on this, too. We should own

all aspects of the technology issue, period!

Will you let John Orszag and I know if you are interested in putting the best case together to include this pitch in the POTUS education speech to the Governors (or whatever other forum you think makes sense). As in all things, we work better with a firm goal and deadline.

Just let us know. Thanks.

Thanks.

Paul

**NGA Speech
Draft Outline
3.11.96**

I. Introduction

- Praise bipartisan and business involvement; support conference statement

II. The Road from Charlottesville

- Reflections on that summit
- What we have accomplished since then
 - What states have done (examples)
 - What Clinton Administration has done

III. The State of Public Education in America Today

- Blunt assessment of what's right with America's public schools and what's wrong.
- Why it matters: health of our economy and our society depends on fate of public schools
 - the single biggest challenge we face as a nation is to save the public school
 - analogy with Progressive Era -- universal public education helped America make the transition from farm to factory
- The debate in Congress -- balancing the budget while protecting education

IV. What Are We Going to Do About It? (Our Challenges on Education)

A. Standards

- Challenge every state to establish ambitious standards to guide school reform efforts (curriculum design, teacher training, assessment, and feedback to parents)
- Challenge every state to have real tests in place by year 2000 to measure achievement in basic subjects (Arkansas -- 8th grade)
 - No more social promotions or diplomas for kids who can't read them

B. Discipline/Safety

- Challenge school districts to follow the lead of Charleston, S.C., and other cities with stronger enforcement of truancy laws.
- Challenge states to make it easier for teachers and schools to suspend and expel disruptive students (Is NY state doing this?)
- Cite success of school uniforms; call for additional measures like locker searches, drug testing of athletes, and cops in schools

C. Accountability, not Bureaucracy

-- We have to reinvent education the way we are reinventing government and the way the best American businesses retooled to compete in the global economy. That means putting more power and responsibility in the hands of front-line workers, and moving it away from bureaucrats in the capitol or downtown. It is an outrage that here in NYC, XX cents <ck> goes to overhead instead of teachers and classrooms and books. We should spend more on education, but we should spend less on administration. We should challenge communities and businesses to work together to help schools reduce overhead and shift money from administration to learning.

-- We've cut our regulations by 43%, expanded state flexibility, and we're working to cut further. Challenge states to do the same. (Can we promise more cuts in fed. regulation?)

D. Choice, Charters, and Performance Standards for Schools

-- Break the monopoly, shut down schools that don't work
-- Attack private school vouchers
-- Challenge every state to pass strong charter and public choice laws
-- Announce plan to start 3,000 charter schools over next 5 years
-- Challenge every CEO to put up venture capital for charter schools where they're based. (and/or a broader challenge to CEOs to get their company and employees more involved in community's schools)

-- Report cards on every school, so that all parents have information they need to choose the best public school for their child.

E. Education Technology

-- Challenge CEOs and governors to join in linking every school to information highway by the year 2000.

F. Capable Teachers

-- Stop teacher-bashing. Every one of us has been shaped by great teachers.
-- Do more to attract good teachers, and make ability the premier qualification for joining the teaching profession
-- Give teachers tools they need to succeed -- a good curriculum to challenge their students, the ability to discipline students who get out of line, etc.
-- Hold teachers to high standards -- including testing -- and reward them for success, not just seniority. Good teachers shouldn't have to leave teaching to do well. Teachers who don't do a good job and don't respond to training should be asked to leave, and so should bad administrators. The interests of our children must come first.

G. Moral Challenge -- Parents and Students

-- All these reforms are about providing more opportunity and demanding more responsibility and accountability. Big government is over; era of taking responsibility to meet our challenges has begun.

-- But the most important challenge is to parents and students themselves. We could have a million summits and it wouldn't matter unless our kids are willing to learn and we as

parents are willing to help them. If we can't restore that basic ethic, we'll never get anywhere. The biggest education reform is from the inside out.

-- We need to demand more from our schools and our teachers. But we also need to demand more from ourselves.

-- Give them a home for learning: Don't wait for the V-chip -- just turn off the TV. Help your kids with their homework, and if they don't have any, make sure they get some. Read to your children 30 minutes a day.

-- Tell your child's teacher and principal that you want to know on a regular basis whether your child is living up to tough standards, and let them know that you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. Offer your time, and ask what you can do to help.

-- Let your school board know that you will stand behind any effort to make your child's school a safer, more challenging place to learn, whether it's longer school years or limiting extracurricular programs or school uniforms. There is no more powerful force in nature than parents who care about their kids.



UNIVERSITY OF MARYLAND AT COLLEGE PARK

INSTITUTE FOR PHILOSOPHY AND PUBLIC POLICY

TELECOPY COVER LETTER

TO: Bruce Reed

FROM: Bill Gebston

DATE: March 8 TELEPHONE FAX# 202/456-5557

TOTAL NUMBER PAGES (including cover letter) 4

SPECIAL INSTRUCTIONS: Please deliver to Bruce ASAP

If there any problems with transmission, please call this number immediately: (301) 405-4753

Institute for Philosophy and Public Policy Fax Number: (301) 314-9346

March 6, 1996

TO: Bruce Reed
FROM: Bill Galston
SUBJ: Education speech

Thank you for asking me to contribute some thoughts concerning the President's meeting with the governors at the March 27 education summit. Here are some initial ideas; I'd be happy to discuss and develop them as needed.

1. Education can and should be a significant defining issue for the President in 1996. But it will only be such an issue if he chooses to make it so, starting now and continuing through the campaign. The President should give a major, agenda-setting speech on March 27, and it should be previewed to the press as such.

2. The education issue should be framed in the larger story the President is telling--the great transformation from industrial society to the information age. The public school system we have today is an inheritance from the Progressive era--from the last great transformation, when schools were reinvented to meet the demands of industrial production and urban life. Today, we need an equally far-reaching reinvention; timid, incremental steps will not do.

3. The stakes for the next generation are very high. In the welter of conflicting statistics about individual and family incomes, one fact stands out as incontestable: economic prospects are more closely linked to educational attainment than ever before. A mediocre education system means a near-stagnant economy and an unhappy society.

4. The political stakes are also high. Recent surveys indicate that the public is rapidly losing confidence in public education. According to a study just out from the Public Agenda Foundation, "much of the public believes that private schools do a better job than public schools in the areas that are most important to them," and 57 percent of public schools parents would send their children to private schools if they could afford to.

5. To succeed, education reform must begin by listening to the people. The public is very clear about what it wants: safety, order, a renewed emphasis on the basics, higher standards, real accountability, and a focus on the future.

6. The President should clearly distinguish between the national interest in education and federal control of education; he's for the former, not the latter. Nonetheless, there is a legitimate if modest role for the federal government in public education, and he opposes the efforts of some in Congress to pull the plug on that role.

7. As a point of departure, the President should take the lead in reinvigorating the national goals movement. He should characterize Goals 2000 as a step forward, but not a perfect bill. He is willing to work constructively with the governors to fix its flaws, and he welcomes their suggestions. (There should be intensive consultation, starting now, with the Department of Education to see what the administration can put on the table as an opening bid.)

8. The President should consider a range of specific initiatives along the lines of the successful school uniform proposal to gain public attention and build support for his education agenda. Here are some plausible options for consideration:

- o The President could challenge every state to have meaningful tests in place by the year 2000 to measure achievement in core subjects. Students should not be promoted until they pass exams at the 4th and 8th grade levels, and they should not graduate from high school until they pass at the 12 grade level. No more social promotions, no more meaningless diplomas. And as part of a system of enhanced public school choice and accountability, up-to-date, school-by-school statistics on student achievement and graduation rates should be available to the public.

- o High school completion is the bare minimum needed to participate in the emerging economy; dropping out before graduation is a ticket to failure. The President could challenge every state should mount a crash program against it. This program should begin with stricter enforcement of anti-truancy laws, a step that would also help reduce the current epidemic of youth crime.

- o New York's Gov. Pataki has proposed legislation that would return authority over suspensions and expulsions to classroom teachers. The White House and the Department should examine that legislation; if it isn't fatally flawed, the President could endorse it as a model.

- o The President could challenge every state to enact meaningful charter school enabling legislation by the year 2000. And he could challenge lending institutions and the voluntary sector--especially foundations--to establish revolving funds to assist charter schools with start-up costs.

o The President could pledge to reduce the volume of federal education regulation by one-half before the year 2000, and he could challenge the states to do the same. (I've been told repeatedly that state regulations are at least as burdensome for local schools and districts as are federal requirements.)

o As part of his emerging corporate responsibility agenda, the President could challenge businesses to get involved in public education. For example, businesses could: adopt local schools; encourage their employees to offer teaching and administrative assistance; and donate equipment and technical assistance.

o The President could also challenge parents to get more involved. Yes, he understands how busy and hard-pressed they are. But all parents should be able to review homework each week and visit their children's schools and teachers at least twice a year. And every parent can help send the message that school work comes before television.

o The recent USNews cover story on obstacles impeding talented young people from going into teaching has created quite a stir. The President could challenge schools of education, the teachers' unions, and state bureaucracies to ensure that teachers are hired on the basis of talent and subject mastery--not compliance with outdated and irrelevant certification requirements. And why couldn't the President restate his long-held view that high standards are for teachers as well as students; periodic examinations to ensure continuing teacher competence are part of the system of public accountability.

o To emphasize his ongoing concern over the state of our moral and civic fabric, the President could challenge every state to follow Maryland's lead and make community service a requirement for high schools graduation. He could also challenge the states to turn the national standards on civics and government into first-rate courses on citizenship and character education, available in every school and required of all students.

o Finally, the President has crafted a fine education technology agenda, but it hasn't really achieved national visibility. It should be showcased in this speech, starting with a restatement of the national goal of linking all schools, classrooms, and libraries to the information superhighway.

I'll be happy to pitch in on the speech and event if needed.

cc: Don Baer

The following statement will be discussed at the next meeting of the NGA and will be revised to reflect comments and recommendations. This draft is confidential and not for public distribution.

No issue is more fundamental to America's future and our quality of life than our schools. The primary purpose of education is to prepare students to flourish in a democratic society and to work successfully in a global economy. Governors and business leaders recognize that our nation's future depends on all students being able to perform to their highest potential. Our joint leadership is imperative. Education is a state and local responsibility, and the nation's Governors have made the strengthening of schools a top priority. Business leaders understand that companies can be successful and the nation can be economically viable only if the United States has a world-class workforce.

Notwithstanding the progress that has been made, we agree that substantial and focused efforts must be taken to significantly accelerate student performance. In November 1995, the National Education Goals Panel marked the progress made in achieving the goals at the midpoint between the time they were established and the year 2000 when they are to be achieved. The report shows some positive developments, but it is clear that at the current pace, we will not meet these goals in any area. The report also shows that limited information is being collected to help us understand how students are performing. While we remain committed to the National Education Goals, it is clear that simply setting goals is not enough.

WHY WE HAVE COME TOGETHER

As Governors and leaders of American corporations, we have a stake in the quality and performance of this nation's schools. We are united by our civic responsibilities, our concerns as parents, and our common interest in securing a prosperous future for our states and companies in the twenty-first century. We are compelled by the urgent need for schools to improve and for student academic performance to rise. Students must be challenged to perform at higher academic levels and be expected to demonstrate mastery of core academic subjects. All individuals must be able to think their way through the workday, analyzing problems, proposing solutions, communicating and working cooperatively, and managing resources such as time and materials. Providing all citizens with the opportunity to develop these skills will give our country a competitive edge. Today's economy demands that all high school graduates, whether they are continuing their education or are moving directly into the workforce, have higher levels of skills and knowledge.

Improving our schools is an investment in the future that cannot be postponed. The world and the economy are changing rapidly, but our nation's schools have not kept pace. We believe that schools must be more focused on their clients -- students, parents, postsecondary education institutions, and employers. The calendar, structure and requirements for student performance established at the beginning of this century are not adequate for the next century.

We do not prescribe change simply for the sake of change. The only reason to undertake change is to improve students' academic performance. To do that, we must help states or local school districts develop a consensus on what children should know and be able to do. This agreement will form the basis for developing high academic content and skill standards. We then must assist states or local school districts in developing assessments to measure student performance. And, finally put in place the technology, professional development opportunities, and curriculum that will enable communities to hold their schools accountable.

EXPLICIT EXPECTATIONS AND SCHOOL ACCOUNTABILITY

We believe that efforts to set clear, common and community-based academic standards for students in a given school district or state is a necessary step in any effort to improve student performance. Academic standards clearly define what students should know and be able to do at certain points in their schooling to be considered proficient in specific academic areas. We believe that states and communities can benefit from working together to tap into the nation's best thinking on standards and assessments. We also believe that these standards and assessments should integrate both academic and occupational skills. However, standards and assessments are necessary tools to inform and direct our work; not an end unto themselves. We recognize that better use of technology, improved curriculum, better trained educators, and other changes in the organization and management of schools are necessary to facilitate improved student performance. However, without a clear articulation of the skills needed, specific agreement on the academic content students should be learning, clear goals for what needs to be accomplished, and authentic and accurate systems to tell us how well schools and students are doing, efforts to improve our schools will lack direction.

We believe that setting clear academic standards, benchmarking these standards to the highest levels, and accurately assessing student academic performance is a state, or in some cases a local responsibility, depending on the traditions of the state. We do not call for a set of mandatory, federally prescribed standards, but welcome the savings and other benefits offered by collaboration between states and school districts and the opportunities provided by a national clearinghouse of best practices and resources, since rapid changes in a global markets call for a mobile and flexible workforce. But in whatever way is chosen, standards must be in place in our schools and must be in place quickly.

TECHNOLOGY TO GIVE STUDENTS THE KNOWLEDGE AND SKILLS THEY WILL NEED IN THE WORKPLACE

We are convinced that technology, if applied thoughtfully and well integrated into a curriculum, can be used to boost student performance and ensure a competitive edge for our workforce. It can be used by trained educators in classrooms and other places students learn such as in libraries, in museums, and at home. Interactive learning enables parents and educators to find new ways to help students improve academically while helping students learn to use the tools that are being used not only in today's high-technology workplaces, but increasingly in any workplace. We cannot reach

higher standards without developing new approaches and strategies to help students, teachers and parents. Technology is a tool to accomplish this.

Governors and business leaders need to support educators in overcoming the barriers that impede the effective use of technology. Such barriers may include the complexities of planning for the acquisition and integration of technology into classrooms and schools; the high costs of acquiring, developing and maintaining it, the lack of school technology policies; resistance to change from individuals both within and outside of the education system; and, most important, the need for staff development and curriculum change.

WHY WE BELIEVE IN THE USE OF STANDARDS TO IMPROVE STUDENT PERFORMANCE

We endorse these efforts because we believe it will:

- help all students learn more by demanding higher student performance and providing new methods to help students achieve higher standards;
- provide parents, schools and communities with an unprecedented opportunity to debate and reach agreement on what students should know and be able to do;
- focus the education system on common, well-defined goals to enable schools to work smarter and more productively;
- reinforce the best teaching and educational practices already found in classrooms and make them the norm; and
- provide real accountability by focusing squarely on results and helping the public and local and state educators evaluate which programs work best.

WHY WE BELIEVE IN THE USE OF NEW TECHNOLOGIES TO IMPROVE STUDENT PERFORMANCE

We endorse these efforts because we believe that new uses of technology in schools will:

- equalize access to the best instructional methods and materials for all students;
- give families greater access to teachers and schools to increase family involvement and improve student learning;
- provide students with hands-on experience to develop the knowledge and skills they will need to perform in the workplace;
- find and reinforce the best uses of technology that are already found in schools and classrooms and make them the norm;
- serve as a driving force for innovation and creativity in order to restructure every aspect of education, raise student performance, and increase the efficiency of school administration;
- offer teachers access to specialized support, collegial relationships, and professional development to improve their effectiveness with students; and

- provide new ways for students to work at their own pace, eliminating the ceiling for those who are already performing well academically, raising the floor and provide additional assistance to those who need it.

WHAT WE COMMIT TO DO

Swift action must be taken to address these issues. While we commend those states and school districts that have provided leadership to improve student performance, we urge greater progress and for others to increase their effort. We believe that standards can be effective only if they represent what parents, employers, educators, and community members believe children should learn and be able to do. However, the current rate of change needs to be accelerated and no process or time line should deter us from the results. We believe that Governors and business leaders must provide powerful and consistent support to ensure that this effort moves forward swiftly and effectively.

This summit is intended to demonstrate -- to parents, students, educators, our constituents, and clients -- our strong and non-partisan support of efforts to:

- set clear academic standards for what students need to know or be able to do in core subject areas;
- assist schools in accurately measuring student progress toward reaching these standards;
- make changes to curriculum, teaching techniques, and technology uses based on the results;
- assist schools in overcoming the barriers to using new technology;
- hold schools and students accountable for demonstrating real improvement.

WHAT SPECIFIC ACTIONS WE WILL TAKE

We commit to the following steps to initiate and/or accelerate our efforts to improve student achievement:

- **Implementing Standards:** As Governors, we commit to the development and establishment of world-class academic standards, assessments and accountability systems in our states, according to each states governing structure, within the next two years. For this purpose, we agree to the reallocation of sums sufficient to support implementation of those standards within a clear timetable for a full implementation. Such funds should be available for the essential professional development, infrastructure and new technologies needed to meet these goals.
- **Business Practices:** As business leaders, we commit to actively support the work of the Governors to improve student performance and to developing coalitions of other business leaders in our states to expand this support. As such we will clearly communicate to students, parents, schools and the community the types and levels of skills necessary to meet the workforce needs of the next century and implement hiring practices within one year that

will require applicants to demonstrate academic achievement through school-based records, such as academic transcripts, portfolios, certificates of initial mastery or others as appropriate. We also commit to value standards and academic excellence as a determining factor in business location decisions. Finally, we commit to developing and helping implement compatible, inexpensive, and easy to use products, services and software to support teaching.

Public Reporting: As Governors and business leaders, we commit to be held accountable for progress made in our respective states toward improving student achievement in core subject areas. First, we will establish an external, independent, non-governmental effort to measure and report each state's annual progress in setting standards, improving the quality of teaching, incorporating technology, supporting innovation and improving student achievement. Second, we will produce and widely distribute in each of our individual states our own annual progress report to educate the public on our efforts in these areas. Outstanding reports will be recognized annually by the chair of the National Governors' Association at its winter meeting and will be widely disseminated within the states. Third, reports will be released at a high profile televised media announcement in each state, and we will work to coordinate the release nationally to help focus public awareness on this critical issue.

Collaboration and Technical Assistance: As Governors and business leaders, we recognize that states and communities will need resources and technical assistance to develop and implement standards and assessments to ensure these standards and assessments are of high quality and truly world-class, and to ensure that other parts of the education system reflect and reinforce these standards and assessments. We commit to, where appropriate and useful, work together to pool resources and expertise to move our states forward on this agenda. We also commit to designate a new or existing entity that can facilitate our work together on these issues and can provide guidance, help and information to interested states and school districts. Finally, we commit to giving high priority to promoting professional development of educators, including efforts to improve instructional methods that use new technologies to help students achieve high standards.

This draft discussion document was prepared by the Planning Committee that is planning the 1996 National Education Summit:

Governor Tommy G. Thompson, Wisconsin
Governor Roy Romer, Colorado
Governor Terry E. Branstad, Iowa
Governor John Engler, Michigan
Governor Bob Miller, Nevada
Governor James B. Hunt, Jr., North Carolina

Louis V. Gerstner, Jr. - Chairman and CEO, IBM Corporation
Robert E. Allen - Chairman and CEO, AT&T
John L. Clendenin - Chairman and CEO, BellSouth Corporation
George M.C. Fisher - Chairman, President and CEO, Eastman
Kodak Company
John E. Pepper - Chairman & Chief Executive, The Procter
and Gamble Company
Frank Shrontz - CEO and Chairman, The Boeing Company

NGA Speech
Draft Outline
3.8.96

I. Introduction

- Praise bipartisan and business involvement; support conference statement

II. The Road from Charlottesville

- Reflections on that summit
- What we have accomplished since then
 - What states have done (examples)
 - What Clinton Administration has done

III. The State of Public Education in America Today

- Blunt assessment of what's right with America's public schools and what's wrong.
- Why it matters: health of our economy and our society depends on fate of public schools
 - the single biggest challenge we face as a nation is to save the public school
 - comparison to Progressive Era [Develop analogy of transition from farm to factory at the beginning of this century to transition from Industrial Era to Information Age at the dawn of the new century. Between 1880 and 1920, America moved toward universal secondary schooling, expanded access to higher education and Land Grant Colleges, reduced illiteracy and provided basic skills; and America became the most productive economy in the world as living standards of all American families "grew together." (This analogy, of course, is also the way talk about transition from WWII to greatest peacetime economy in the world in the period 1947-1973, with the G.I. Bill and greatly expanded access to higher education enabling more Americans to realize the American Dream of home ownership, rising prosperity and building a brighter future for their children.) The President's challenge is simple: provide all of our children with the opportunity to learn the new basic skills -- communication, math, science, problem-solving, team-work, and self-reliance -- essential to each individual meeting the challenges of the new Information Age. Providing this technological literacy to all of our children is the obligation that we as parents, business, school and government leaders owe to the next generation -- so that our children can take personal responsibility for continuing to learn, to earn, to prosper, to travel as far and as fast as their own imagination and skills will take them in the new Information Age.]

- The debate in Congress -- fights over funding, higher education

IV. What Are We Going to Do About It? (Our Challenges on Education)

A. Standards

- Challenge every state to have real tests in place by year 2000 to measure achievement in basic subjects (Arkansas -- 8th grade)
- No social promotions, no diplomas for kids who can't read them
- No pass, no play?

-- Summer school

B. Discipline/Safety

-- Stronger enforcement of truancy laws.

-- Make it easier for teachers and schools to suspend and expel disruptive students (Is NY state doing this?)

-- School uniforms, locker searches, drug-free schools, cops in schools

C. Accountability, not Bureaucracy

-- Education is our best investment, but only if the money goes to classrooms and teachers and books, not bureaucracy. Here in NYC, only 30 cents [Can this be right?] of every educational dollar goes to teachers and materials. We should challenge communities and businesses to work together to help schools reduce overhead and shift money from administration to learning.

-- Every principal and administrator should have to spend time in the classroom.

-- We've cut our regulations by 43%, and working to cut further. Challenge states to do the same.

D. Choice and Charters

-- Break the monopoly, shut down schools that don't work

-- Attack private school vouchers

-- Challenge every state to pass strong charter and public choice laws

-- Announce plan to start 3,000 charter schools over next 5 years

-- Challenge every CEO to put up venture capital for charter schools where they're based. (and/or a broader challenge to CEOs on getting their company and employees more involved in community's schools)

-- Report cards [based on comparison with high standards] on every school [so that all parents will have information they need to choose the public that will do the best for their child. It's time that every public school is accountable to the parents and students who have the greatest personal stake in learning and achieving to high standards. Choice and competition in public education will assure that all public schools respond to the demand of parents and students to learn the skills they will need to prosper in the new century.]

E. Education Technology -- build on California Net Day theme: "The 21st century is America's for the taking -- if we are bold enough and strong enough and confident enough to go forward together. We will make the best of this new technology [i.e., information superhighway, computers, on-line learning and engaging software], together. We will educate our children with it, improve our businesses with it, make our government more democratic with it, and build a brighter, freer, more prosperous future with it. That is the American Way." Then, ask governors and business leaders to join in POTUS Technology Literacy Challenge and in implementing provisions of Telecommunications Bill offering affordable connections so that every child, in every classroom, in every home will have the opportunity to learn the skills they need to "put the future at their fingertips at the dawn of the new century."

F. Capable Teachers

- Stop teacher-bashing. Every one of us has been shaped by great teachers.
- Hold teachers to high standards -- including testing -- and reward them for success, not just seniority. Good teachers shouldn't have to leave teaching to do well.
- Give teachers tools they need to succeed -- a good curriculum to challenge their students, the ability to discipline students who get out of line, etc.

G. Moral Challenge -- Parents and Students

-- All these reforms are about providing more opportunity and demanding more responsibility and accountability. Big government is over; era of taking responsibility to meet our challenges has begun.

-- But the most important challenge is to parents and students themselves. We could have a million summits and it wouldn't matter unless our kids are willing to learn and we as parents are willing to help them. If we can't restore that basic ethic, we'll never get anywhere. The biggest education reform is from the inside out.

-- We need to demand more from our schools and our teachers. But we also need to demand more from ourselves. Don't wait for the V-chip -- just turn off the TV. Help your kids with their homework, and if they don't have any, make sure they get some. Read to your children 30 minutes a day. Know your children's teachers. etc.

EXECUTIVE OFFICE OF THE PRESIDENT

11-Mar-1996 03:07pm

TO: (See Below)

FROM: Barry White
Office of Mgmt and Budget, HRD

SUBJECT: RE: Draft NGA outline

A few additional thoughts:

Part III. I presume the reference to "higher education" is to Republican efforts to end direct lending and income contingent repayment, both of which can be sold as improving access to higher education by making borrowing more efficient and repayment easier. You could also reference the Pell maximum award. I don't know of any other higher education items at serious issue, until you get to initiatives, like expanding work study and advocating honors scholarships -- but the debate has not yet been joined on either of these.

This is also the section where reference can be made to reforming "second chance" programs for youth with problems, highlighting the new initiative in DOL. And it is the place where adult training and retraining can come in, touting the GI Bill proposal and wondering why Congress cannot pass an acceptable bill after a year and a half of debate.

Part IV.

The first item under "Standards" should be: Establish ambitious State standards to guide school reform efforts, including curriculum design, teacher training, assessment, and feedback to parents.

The Standards "challenge" bullet needs to relate assessments to standards, as in: "... state to have in place by the year 2000 assessments that test what students are taught in each subject in accord with State standards, not some national test that is not related to those standards."

Under "Discipline/Safety" allude to Safe and Drug Free Schools and Communities, and the funding fight as a defining difference between this Administration and the Republicans. Just be careful not to claim an impact for the program.

On expelling disruptive students, be careful of the big issue in some court cases ED has fought and the reauthorization debates for the Individuals with Disabilities Education Act -- the Administration's proposal would give flexibility in handling disruptive disabled children; many in the schools and Congress want a much tougher stand.

Under "Accountability", I strongly favor attacking useless overhead, but I have to point out again that much of that bureaucracy -- though by no means all -- is there to carry out Federal mandates and programs. At least say "Unproductive Bureaucracy." I hope ED is sorting out the facts on this.

In addition to the regs reduction point, highlight the enormous new State and school flexibility in the Administration's reforms of the Elementary and Secondary Education Act, and the design of Goals 2000 and the School-to-Work Act.

I don't much like the notion of "every" principal and administrator having to teach. There are legitimate administrative skills that are not derived from the classroom. Advocating administrators as teachers only reinforces the principals' associations cant that only teachers can be administrators. Bringing professionalism to administration would be a marvelous reform in its own right.

Under "Choice and Charters", the first bullet, shutting down schools that don't work, is great, but suggests that the title should be broadened, perhaps to: Choice, Charters, and Performance Standards for Schools.

On challenging the CEOs, financing charter schools is fine; getting their people "involved" is usually read as leading to trivial or low impact stuff, like most (though not all) adopt-a-school or equipment donation stuff. I'd strike the second point.

Another CEO challenge would be to ask each CEO to volunteer his quality control people to work with the State and with school districts to design and implement sound performance management systems.

Under Education Technology, in addition to the usual stuff on technological literacy, let's try to stress here the ultimate goal of incorporating the benefits of technology into the teaching and learning process -- creating whole new approaches to the teaching and learning that use technology to improve comprehension and student interest, not just automating current approaches or teaching kids how to use the machines.

Under Capable Teachers, drop the other shoe on the second bullet: say explicitly that teachers who don't do a good job and cannot respond to training have to be removed from the schoolroom; the needs of the children are paramount. The Secretary said this in

his State of Education speech already. Without it, this section looks like it is dodging the tough issue.

The same point should be made about administrators, here or perhaps in the (retitled) Part D.

Under Moral Challenge, you could add:

tell your child's teacher and principal that you want to know on a regular, timely basis how he/she is doing in class compared to other children and compared to the State's standards of excellence;

tell your child's teacher and principal that you want your child to stay after school or go to summer school if he/she needs the work to keep up with the standards or wants the help to get ahead.

Let the school board know your child's performance is more important than any vacation plans that might be disrupted by longer school years or summer sessions.

tell the teacher and the school that you are willing to make the time commitment every night and weekend to work with your child to meet standards of excellence, and that you want to know from the teacher how you can best help.

Let the school board know you will support rewarding good teachers and administrators, but only in return for firmness in closing ineffective schools and removing teachers and administrators who cannot or will not meet high standards for performance.

Let the school board know you would support shutting down athletic programs rather than skimping on academics, if that is what it takes to get your child the education he deserves.

Ask your school to make it possible for you to volunteer your time or your money (or both if you can) to strengthen your school's educational program.

Distribution:

TO: Bruce N. Reed

CC: Jeremy D. Benami

CC: Gene B. Sperling

CC: Kenneth S. Apfel

CC: Paul R. Dimond

CC: Paul J. Weinstein, Jr

CC: Lisa B. Fairhall

**NGA Speech
Draft Outline
3.8.96**

I. Introduction

- Praise bipartisan and business involvement; support conference statement

II. The Road from Charlottesville

- Reflections on that summit
- What we have accomplished since then
 - What states have done (examples)
 - What Clinton Administration has done

III. The State of Public Education in America Today

- Blunt assessment of what's right with America's public schools and what's wrong.
- Why it matters: health of our economy and our society depends on fate of public schools
 - the single biggest challenge we face as a nation is to save the public school
 - comparison to Progressive Era
- The debate in Congress -- fights over funding, higher education

IV. What Are We Going to Do About It? (Our Challenges on Education)

A. Standards

- Challenge every state to have real tests in place by year 2000 to measure achievement in basic subjects (Arkansas -- 8th grade)
- No social promotions, no diplomas for kids who can't read them
- No pass, no play?
- Summer school

B. Discipline/Safety

- Stronger enforcement of truancy laws.
- Make it easier for teachers and schools to suspend and expel disruptive students (Is NY state doing this?)
- School uniforms, locker searches, drug-free schools, cops in schools

C. Accountability, not Bureaucracy (cf. Balanced Budget debate --> every bureaucrat costs -- computers) ^{music, recreation}

- Education is our best investment, but only if the money goes to classrooms and teachers and books, not bureaucracy. Here in NYC, only 30 cents of every educational dollar goes to teachers and materials. We should challenge communities and businesses to work together to help schools reduce overhead and shift money from administration to learning.
- Every principal and administrator should have to spend time in the classroom.
- We've cut our regulations by 43%, and working to cut further. Challenge states to do the same.

D. Choice and Charters

- Break the monopoly, shut down schools that don't work
- Attack private school vouchers
- Challenge every state to pass strong charter and public choice laws
- Announce plan to start 3,000 charter schools over next 5 years
- Challenge every CEO to put up venture capital for charter schools where they're based. (and/or a broader challenge to CEOs on getting their company and employees more involved in community's schools)
- Report cards on every school.

E. Education Technology

F. Capable Teachers

- Stop teacher-bashing. Every one of us has been shaped by great teachers.
- Hold teachers to high standards -- including testing -- and reward them for success, not just seniority. Good teachers shouldn't have to leave teaching to do well.
- Give teachers tools they need to succeed -- a good curriculum to challenge their students, the ability to discipline students who get out of line, etc.

G. Moral Challenge -- Parents and Students

-- All these reforms are about providing more opportunity and demanding more responsibility and accountability. Big government is over; era of taking responsibility to meet our challenges has begun.

-- But the most important challenge is to parents and students themselves. We could have a million summits and it wouldn't matter unless our kids are willing to learn and we as parents are willing to help them. If we can't restore that basic ethic, we'll never get anywhere. The biggest education reform is from the inside out.

-- We need to demand more from our schools and our teachers. But we also need to demand more from ourselves. Don't wait for the V-chip -- just turn off the TV. Help your kids with their homework, and if they don't have any, make sure they get some. Read to your children 30 minutes a day. Know your children's teachers. etc.

E X E C U T I V E O F F I C E O F T H E P R E S I D E N T

13-Mar-1996 05:53pm

TO: Bruce N. Reed

FROM: Paul R. Dimond
 National Economic Council

CC: Gene B. Sperling

SUBJECT: NGA Speech -- Pay for Skills

Bruce,

One additional point on the teacher pay issue. The National Board for Professional Teaching Standards graduated its "first class" of teachers in the East Room with POTUS serving as "Commencement Speaker" in the East Room this fall. Governor Hunt has been the Chair of the Organization from its inception, and POTUS has helped them get organized and to get federal co-investment to develop its high standards and assessment for exceptional teachers. Jim Kelly, its President, is one of the "resource persons" invited to the Conference and will also be hugely supportive of the President. Governors Brandstad (formerly) and Voinovich (now) also serve as Board members, along with major business and education leaders (including Keith Geiger and Al Shanker) and a majority of the Board are teaching teachers. From the beginning, the group has been dedicated to high standards for what good teachers should know and be able to do and a fair system of assessment for identifying teacher who meet such high standards. The implicit goal from the beginning has been to assure that such highly skilled teachers will be rewarded, and don't have to leave the profession of teaching (e.g., to become administrators or business persons) in order to compensated commensurate with their high skills.

You may recall that I represented this group in one of my former lives, and Kelly and Hunt are the source frankly of my suggestions on the issue of rewarding teachers based on their skills and knowledge. [This group, and Hunt and Kelly in particular, are also hugely supportive of the Technology Literacy Challenge, including high skills of teachers in using learning technologies as one of the components of the NBPTS assessment.]

This background may help you craft as forceful a vision on this nest of issues in the POTUS speech as possible, while showing the President's longstanding involvement in the issue and setting him up for major Kudos from Hunt, Kelly, Geiger, Shanker, and others -- if not also Voinovich and Brandstad.

Dimond

EXECUTIVE OFFICE OF THE PRESIDENT

15-Mar-1996 08:28am

TO: Bruce N. Reed
TO: Gene B. Sperling

FROM: Paul R. Dimond
National Economic Council

CC: James T. Edmonds

SUBJECT: POTUS Education Speech

Bruce and Gene,

I am concerned that the tone of the discussion on the education speech has turned toward a whining, nattering nabob of negativism -- the equivalent for education of Bob Riech on the problems with the American economy or Rahn Emanuel on the problems with American society. If you want to give such an attack speech on public education, then don't go to the den of Republican Governors and Gerstner (for whom that negativism is and for a long time has been a mantra which they trot out once every year and then do nothing about) to make it. Go to the school boards association, or the teachers unions, or the PTA -- none of whom are really participants at this conference. If you want a hard edge, go after the governors and business -- for their welcome but late arrival to the party about standards and technology, for their welcome but pabulum statement both, and challenge them to get down to work with the President, parents, teachers and communities all across America to transform the old mass production schools of the past that served us well for most of the Industrial Era to the challenging new places of learning by doing that will enable this generation of children to learn to much higher standards the new basic skills -- technological literacy -- that all children can apply to build a much better life for themselves and their children at the dawn of the Information Age in the new century.

Have the President tell these "suits" sitting in front of him:

Stop bashing kids for being inadequate: I have visited children all across this country for the past three years. I have seen how eager they are to learn. I have watched the lightbulb go off as they embrace a new idea. I have been to inner city schools that have been reorganized to engage students, teachers and parents to communicate learn at home, in school, on weekends, in the evening, during the summer. Literally the entire storehouse of knowledge in the history of the world will soon be immediately available to every child. I have seen that we can, literally, put the future at the fingertips of every child. So let's challenge these children to learn to much higher standards. Instead of having them sitting bored in classrooms with a single talking head at the front of the class, let's engage these kids in the joys of learning, in the self-respect of high achievement, in the rewards of teamwork and service with peers. Let's

take advantage of the new technologies and the new opportunities to learn the communication, math, science, critical thinking, and character of self-reliance and teamwork that will let each of them travel as far and as far as fast in the Information Age as their imaginations will carry them.

Stop bashing teachers for being inadequate: every one of you knows a teacher who has made a difference in your life. They were the ones who held you to the highest standards, that challenged you to learn for yourself to do more than you ever imagined possible. I have visited with teachers all over America, in classroom, and I have seen...[Herein all of the stuff we've talked about for rewarding good teachers for skills and knowledge rather than longevity so they can be rewarded for being great teachers rather than mediocre principals, weed out the bad eggs and those who have lost the desire to motivate themselves let alone their kids. Hey we need to attract a whole new generation of teachers -- 50% of the teaching force -- by the dawn of the new century to meet the rising school populations and the impending retirements. This is a profession which must attract a new generation of young people from colleges and other occupations in the years immediately ahead.]

Stop basing schools and public education for being lost causes...[Get on with the hard work of transforming them from big industrial low-skill teaching factories for the industrial era to smaller, smarter, learning communities for the Information Age. [That includes getting rid of bloated bureaucracies, reprioritizing school budgets, etc...]

Stop bashing parents for not caring enough about their children's education...[You give them the time to meet with their teachers, etc. You give them the information they need -- and a meaningful opportunity -- to choose the public school that they believe will do the best for their children. You all in the business community have seen how competition over choice and quality can transform for the workplace and the economy. Well, put the same choice and competition into public education, and just watch how rapidly information technologies and high standards and students learning by doing will transform our schools, our teachers, and our children.]

You can sprinkle in whatever Rahmisms you want under each of these; and you can put in the President's real vision for an American future. And you can end with a real values message: this is what we owe our children, the opportunity to learn the skills, the values, the character of mind, the values of self-reliance and teamwork by which they will build a better and stronger America for their children. If we meet our obligations to provide this opportunity now, America's best days are yet come.

Give me a break, Bruce: Buchanism, Reichism, Rahmism is not going to win this campaign; and it is surely not the President's main message on k-12 education. Even if you think elements of such a speech should be the focal point of some address -- this is the wrong audience: go to the NEA convention where the President is going to have a town meeting with the nation teachers.

Dimond

**NGA Speech
Draft Outline
3.11.96**

I. Introduction

- Praise bipartisan and business involvement; support conference statement

II. The Road from Charlottesville

- Reflections on that summit
- What we have accomplished since then
 - What states have done (examples)
 - What Clinton Administration has done

III. The State of Public Education in America Today

- Blunt assessment of what's right with America's public schools and what's wrong.
- Why it matters: health of our economy and our society depends on fate of public schools
 - the single biggest challenge we face as a nation is to save the public school
 - analogy with Progressive Era -- universal public education helped America make the transition from farm to factory
- The debate in Congress -- balancing the budget while protecting education

IV. What Are We Going to Do About It? (Our Challenges on Education)

A. Standards

- Challenge every state to establish ambitious standards to guide school reform efforts (curriculum design, teacher training, assessment, and feedback to parents)
- Challenge every state to have real tests in place by year 2000 to measure achievement in basic subjects (Arkansas -- 8th grade)
 - No more social promotions or diplomas for kids who can't read them

B. Discipline/Safety

- Challenge school districts to follow the lead of Charleston, S.C., and other cities with stronger enforcement of truancy laws. *Kids belong in school.*
- Challenge states to make it easier for teachers and schools to suspend and expel disruptive students (Is NY state doing this?)
- Cite success of school uniforms; call for additional measures like locker searches, drug testing of athletes, and cops in schools

C. Accountability, not Bureaucracy

-- We have to reinvent education the way we are reinventing government and the way the best American businesses retooled to compete in the global economy. That means putting more power and responsibility in the hands of front-line workers, and moving it away from bureaucrats in the capitol or downtown. It is an outrage that here in NYC, XX cents <ck> goes to overhead instead of teachers and classrooms and books. We should spend more on education, but we should spend less on administration. We should challenge communities and businesses to work together to help schools reduce overhead and shift money from administration to learning.

-- We've cut our regulations by 43%, expanded state flexibility, and we're working to cut further. Challenge states to do the same. (Can we promise more cuts in fed. regulation?)

D. Choice, Charters, and Performance Standards for Schools

-- Break the monopoly, shut down schools that don't work
-- Attack private school vouchers
-- Challenge every state to pass strong charter and public choice laws
-- Announce plan to start 3,000 charter schools over next 5 years
-- Challenge every CEO to put up venture capital for charter schools where they're based. (and/or a broader challenge to CEOs to get their company and employees more involved in community's schools)

-- Report cards on every school, so that all parents have information they need to choose the best public school for their child.

E. Education Technology

-- Challenge CEOs and governors to join in linking every school to information highway by the year 2000.

F. Capable Teachers

-- Stop teacher-bashing. Every one of us has been shaped by great teachers.
-- Do more to attract good teachers, and make ability the premier qualification for joining the teaching profession

-- Give teachers tools they need to succeed -- a good curriculum to challenge their students, the ability to discipline students who get out of line, etc.

-- Hold teachers to high standards -- including testing -- and reward them for success, not just seniority. Good teachers shouldn't have to leave teaching to do well.

Teachers who don't do a good job and don't respond to training should be asked to leave, and so should bad administrators. The interests of our children must come first.

G. Moral Challenge -- Parents and Students

-- All these reforms are about providing more opportunity and demanding more responsibility and accountability. Big government is over; era of taking responsibility to meet our challenges has begun.

-- But the most important challenge is to parents and students themselves. We could have a million summits and it wouldn't matter unless our kids are willing to learn and we as

LINK
C+D

we don't need to subsidize private schools. let's get the public school system we're paying for.

*\$20,000 to fire bad teacher
I'd rather spend that on rewarding good ones.*

parents are willing to help them. If we can't restore that basic ethic, we'll never get anywhere. The biggest education reform is from the inside out.

-- We need to demand more from our schools and our teachers. But we also need to demand more from ourselves.

-- Give them a home for learning: Don't wait for the V-chip -- just turn off the TV. Help your kids with their homework, and if they don't have any, make sure they get some. Read to your children 30 minutes a day.

-- Tell your child's teacher and principal that you want to know on a regular basis whether your child is living up to tough standards, and let them know that you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. Offer your time, and ask what you can do to help.

-- Let your school board know that you will stand behind any effort to make your child's school a safer, more challenging place to learn, whether it's longer school years or limiting extracurricular programs or school uniforms. There is no more powerful force in nature than parents who care about their kids.

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
Washington, D.C. 20503-0001

LRM NO: 3755

FILE NO: 2002

3/12/96

LEGISLATIVE REFERRAL MEMORANDUM

Total Page(s): 7**URGENT**

TO: Legislative Liaison Officer - See Distribution below:

FROM: Janet FORSGREN *Janet R. Forsgren* (for) Assistant Director for Legislative Reference

OMB CONTACT: Connie BOWERS 395-3803 Legislative Assistant's line (for simple responses): 395-7362
C=US, A=TELEMAIL, P=GOV+EOP, O=OMB, OU1=LRD, S=BOWERS, G=CONSTANCE, I=J
bowers_c@a1.eop.gov

SUBJECT: EDUCATION Proposed Report RE: S1578, Individuals with Disabilities
Education Act Amendments of 1996

DEADLINE: COB Thursday, March 14, 1996

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President.

Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: S. 1578 is scheduled to be marked up by the Senate Committee on Labor and Human Resources on Wednesday, March 20th.

DISTRIBUTION LIST:

AGENCIES: 52-HHS - Sondra S. Wallace - 2028907780
59-INTERIOR - Jane Lyder - 2022086708
61-JUSTICE - Andrew Fois - 2025142141
71-National Council on Disability - Speed Davis - 2022722004
110-Social Security Administration - Judy Chesser - 2024827148

EOP: Ken Apfel/Mary Cassell
Barry White
Lisa Fairhall
Naomi Tinklepaugh
Elana Kagan
Bob Damus
Dan Chenok
Wendy Taylor
Rich Kodl
Elizabeth Topel
Bruce Reed
Carol Rasco
Janet Forsgren
Jim Murr
Josie Dade

**RESPONSE TO
LEGISLATIVE REFERRAL
MEMORANDUM**

LRM NO: 3766
FILE NO: 2002

If your response to this request for views is simple (e.g., concur/no comment), we prefer that you respond by e-mail or by faxing us this response sheet.

If the response is simple and you prefer to call, please call the branch-wide line shown below (NOT the analyst's line) to leave a message with a legislative assistant.

You may also respond by:

- (1) calling the analyst/attorney's direct line (you will be connected to voice mail if the analyst does not answer); or
- (2) sending us a memo or letter

Please include the LRM number shown above, and the subject shown below.

TO: Connie BOWERS 395-3803
Office of Management and Budget
Fax Number: 395-8148
Branch-Wide Line (to reach legislative assistant): 395-7362

FROM: _____ (Date)
 _____ (Name)
 _____ (Agency)
 _____ (Telephone)

SUBJECT: EDUCATION Proposed Report RE: S1578, Individuals with Disabilities
Education Act Amendments of 1998

The following is the response of our agency to your request for views on the above-captioned subject:

- _____ Concur
- _____ No Objection
- _____ No Comment
- _____ See proposed edits on pages _____
- _____ Other: _____
- _____ FAX RETURN of _____ pages, attached to this response sheet

DRAFT

Honorable Nancy Landon Kassebaum
Chairman
Committee on Labor and Human Resources
United States Senate
Washington, DC 20510

MAR 12 1996

Dear Madam Chairman:

I am writing to express the views of the Department of Education on S. 1578, the Individuals with Disabilities Education Act Amendments of 1996, as recently introduced by Senators Frist and Harkin. This legislation would reauthorize and improve the Individuals with Disabilities Education Act (IDEA), which plays a vital role in helping to ensure that millions of children with disabilities receive an equal educational opportunity.

I am particularly pleased that this bill incorporates the major themes advanced by the Administration in its reauthorization proposal, introduced last year as S. 1075: improving educational results for children with disabilities by promoting their greater inclusion in the general curriculum, in general assessments, and in State and local reform efforts; focusing even more on teaching and learning by reducing paperwork and increasing administrative flexibility; and providing families and teachers with the knowledge and training they need to effectively support students' learning. I urge your Committee and the entire Senate to speedily pass legislation that reflects these approaches so that children with disabilities can benefit from them, and so that States, local school districts, parents, and others can promptly implement them.

While I am delighted that S. 1578 embodies a great deal of what we have proposed, there are a few significant areas in which the bill could be improved.

Effective date

I strongly recommend that, as a general rule, legislation to reauthorize the IDEA take effect with the award of funds for fiscal year 1997, rather than 1998, as proposed in the bill. I recognize that States, school districts, teachers, and parents will need a reasonable period of time to prepare for changes in current practice that the bill would require, and that both the Department and prospective applicants for assistance under the discretionary grant programs will need adequate lead time to prepare for the changes to those programs, but I think that a full year is sufficient. If additional time is needed to prepare for proper implementation of particular provisions, such as those concerning the content of individualized programs (IEPs) or the adoption of State performance goals, that can be specifically provided for, as it is for the development and use of alternate assessments for children who cannot participate in regular State and districtwide assessment programs.

Page 2 - Honorable Nancy Landon Kasecbaum

Similarly, the deadline for reporting results of children with disabilities on regular assessments should be set no later than July 1, 1998, not 2000, as in proposed section 612(a)(17)(B). Current law already requires that, as a general rule, children with disabilities be included in regular assessments, so the requirement to report on their performance on those assessments should take effect well before the year 2000.

Individualized education programs

An instructionally relevant and properly implemented individualized education program (IEP) is critical to the success of the education program of a child with a disability. I commend the sponsors of S. 1578 for proposing changes that would focus the IEP on enabling the child to participate in the general curriculum, while eliminating burdensome requirements, such as the mandatory inclusion of short-term objectives, which often are not helpful to the child.

In addition, as more and more children with disabilities are included in the general curriculum and the regular classroom, it is increasingly important that a regular education teacher be involved in developing and reviewing the IEP. That is why the Administration proposed that, by mid-1998, the IEP team for each child who is, or may be, participating in the regular education environment must include at least one regular education teacher. Among other benefits, the regular teacher's participation on the IEP team will help ensure that the teacher is better prepared to meet the needs of the entire class, including the needs of children with disabilities. In S. 1578, however, proposed section 614(d)(2)(C) of the IDEA would require inclusion of the regular education teacher only "to the extent practicable", a vague, and therefore major, loophole. I urge the Committee to remove this limitation.

Discipline

In order to maintain safety and a classroom environment conducive to learning, schools must be able to discipline all children, including children with disabilities. The Administration therefore proposed to expand current law, which allows school districts to unilaterally transfer a child with a disability who brings a gun to school to an interim educational placement for up to 45 days, to apply to other types of weapons.

We also proposed to allow impartial hearing officers to have the same authority to temporarily change the placement of other students with disabilities who, in their current placements, are substantially likely to injure themselves or others. Current law gives this authority only to courts.

Page 3 - Honorable Nancy Landon Kassebaum

I recommend that the Committee include these proposals in S. 1578, which, as introduced, does not address the issue of discipline. This would increase the range of options available to school districts struggling to maintain order in the classroom.

I expect that others will try to persuade the Committee to go much farther, however, and to press for language that would allow for the complete cessation of educational services to children with disabilities who engage in misconduct that is not related to their disability if those services would be terminated for non-disabled children who engage in that conduct. However, life and educational results for students with disabilities who are excluded from educational services are significantly worse than for students who continue to receive appropriate educational services. It is completely contrary to the goals of the IDEA, as well as the 20-year-old statutory obligation to provide a free appropriate public education (FAPE) to all children with disabilities, to permit students with disabilities to be excluded entirely from educational services.

I would also object to other amendments that would weaken the pendency or "stay put" provisions of the Act by, for example, allowing school personnel, rather than impartial hearing officers, to unilaterally remove children with disabilities for reasons other than their bringing a weapon to school. The sad history before this protection was added to Federal law was that school officials routinely used disciplinary measures, without affording due process, to remove children with disabilities simply because they were difficult to educate. We cannot afford a return to that state of affairs. The variety of tools available to school officials under current law, together with the specific and limited revisions we have proposed, are sufficient to maintain safety and discipline in the schools.

Attorney fees

I am pleased that, with one relatively minor exception, S. 1578 would retain the current law in the area of attorney fees under the IDEA. Consistent with other Federal statutes that authorize courts to award reasonable fees to prevailing parties, the IDEA gives courts broad discretion in deciding whether to award fees at all and, if so, in determining what fee is reasonable. The availability of fees is essential to the vindication of many children's rights under the IDEA, which relies principally on parents, rather than the Federal Government, to ensure that children receive the services to which they are entitled under the Act. Many parents simply could not otherwise afford to hire lawyers to pursue claims for their children, particularly because most claims are for prospective relief (such as a change in placement or the provision of a particular service) rather than for monetary damages. I would oppose amendments that would

Page 4 Honorable Nancy Landon Kassebaum

curtail the discretion of courts to award attorney fees under the IDEA (such as the bill's objectionable proposal to remove that discretion in a small category of cases under section 615(e)(4)(G)) or to otherwise treat the issue of attorney fees differently under the IDEA than under Federal civil rights statutes.

Part B formula

S. 1578 would retain the current formula for distributing funds to the States under Part B of the IDEA, under which the Department provides more than \$2.7 billion per year to the States to help make a free appropriate public education available to all children with disabilities. That formula bases each State's allocation on the number of those children who received FAPE in the previous year. One purpose of that approach, as it was adopted over 20 years ago, was to reward States for increasing the number of children they served, a paramount objective at a time when more than a million children with disabilities were not receiving any public education.

In recent years, however, that formula has produced some harmful consequences. On the one hand, it has encouraged the over-identification of children as disabled, a problem that has been particularly evident with minority children. On the other hand, it has penalized those progressive States that, through aggressive early intervention and pre-referral programs, have tried to respond to children's needs at an early stage and avoid the later need for special education and identification as disabled.

The Department therefore proposed that, for each fiscal year, any funds appropriated above the fiscal year 1995 level be allocated to States on the basis of the population of all children (both disabled and non-disabled) aged 3-21 in each State who are of the same age as children with disabilities to whom the State provides FAPE. (Each State would also continue to receive, as a base payment, the amount it was allocated for 1995.) This would eliminate the current incentive to identify as many children as possible as children with disabilities, while continuing to reward States for serving the broadest possible age range of children with disabilities. It will also simplify administration of the program at the local and State levels, by reducing data collection burdens and avoiding the problem of inaccurate child counts. I urge the Committee to adopt our proposed formula.

State improvement grants

I applaud the sponsors of S. 1578 for proposing a separate program that is specifically designed to help States examine a variety of statewide issues relating to the education of children with disabilities and to make needed reforms on a systemic basis.

Page 5 - Honorable Nancy Landon Kassebaum

Unfortunately, the program that would be authorized by the new Part C of the IDEA lacks the rigorous focus on performance and results that is needed to make sure that this program actually brings about changes that benefit children with disabilities. It does not, for example, require States to analyze the performance of children with disabilities on State assessments or to develop strategies for holding local school districts accountable for results, as would the Administration's proposal.

Moreover, for a Statewide reform program to produce the changes that will lead to better results for children with disabilities, it needs to ensure, as the Administration's proposal would, that participating States devote considerable attention and resources to the area of professional development. Perhaps no other activity will be more critical in our effort to improve results for children with disabilities than ensuring that teachers and other staff serving them have the necessary skills and knowledge to address their special needs. The need for professional development, including increased content knowledge and in-service training, is particularly acute as States, school districts, and schools include children with disabilities in their general education reforms and place more and more of them in regular classrooms. The Senate bill should be significantly strengthened on this point.

I applaud you and the other members of the Committee for acting quickly on this vital legislation, and I urge you to report out a bill that reflects the views I have expressed.

The Office of Management and Budget advises that there is no objection to the submission of this report from the standpoint of the Administration's program.

Yours sincerely,

Richard W. Riley

DRAFT

*Set up more
as decision
MEMO*

March 19, 1996

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Gene "Tough Love" Sperling

SUBJECT: Ideas for Speech to NGA Education Summit

Your speech next week to the NGA Education Summit will be your best opportunity since the State of the Union to put forward an ambitious agenda for a second term. This memorandum recommends a few new proposals for you to consider.

*Shouldn't there
be more direct.*

I. Update on the Summit

The summit will include most of the 50 governors, Lou Gerstner and half a dozen other CEOs, and 30 education experts. The group is planning to embrace a set of general principles that focus on two themes: standards and technology. The draft statement is consistent with Goals 2000 and your overall philosophy, although it goes out of its way not to mention the role of the federal government. We have attached a draft of the NGA statement, as well as some recent articles on the subject of public schools, Secretary Riley's State of Education speech, and an Education Dept. summary of what governors around the country said about education in their State of the State addresses this year.

Too much?

You can use this platform to reflect on what has been achieved since Charlottesville (by states and by this administration), to give a frank assessment of what's right with America's public schools and what's wrong, and to challenge teachers, administrators, parents, and students on what we should do about it.

*What
role?
Federal?
Mostly
Jacobson*

We have been working with Secretary Riley, Mike Cohen, Mike Smith, Al Shanker, and others on specific proposals that highlight your accomplishments in this term and signal that education will be one of your highest priorities in the years to come. Because the major focus of the summit is standards, this is a good chance to talk not just about policy but about values. The proposals below -- high standards for students and teachers, accountability for schools, discipline and safety, rewards for performance -- stress a familiar theme that public schools need an infusion of new opportunities and old values. The tougher and more demanding the speech, the more likely it will break through.

tan -

+ Gerstner's proposal

II. New Proposals

Thompson and others have marketed this summit as an effort to focus the nation's attention back on education. We are working with Democratic governors and Secretary Riley to make sure that your record is part of the story. Riley will tout the Administration's accomplishments in his speech to the summit so you don't have to. You can reflect briefly on what the Administration and many states have done to make good on the promise of Charlottesville agreement, but this is not the place to dwell on Goals 2000, because almost no one inside the room will go to bat for it and almost no one outside the room understands it. You should focus on the challenges ahead.

A. Standards

The summit agreement will call on the states to set clear academic standards in specific subjects, with accurate assessments of how well schools and students are doing. The governors believe standards and testing are a state responsibility, but welcome "a national clearinghouse of best practices and resources." Riley and others at the Education Dept. fully agree with this approach. The voluntary national standards developed so far have been at best a mixed bag, and Riley believes it is far more important for us to insist that states have rigorous standards but let them figure out how to set them.

You should praise the summit's call for standards, and what many governors are doing to move in that direction. But you can also challenge them to move further and faster. Specifically, you can challenge every state to establish high standards in basic subjects and require students to achieve those standards before they can graduate. States should compare academic standards and compete with one another in a race to the top. Riley considers it particularly important to emphasize basic skills like reading. Every child should be able to read independently by the third grade.

But the best way to trump the governors on standards is to talk in concrete terms that parents will understand about how standards should be enforced. Here are two possible approaches:

1. **No more social promotions.** As you have often said, every child can learn -- but we need to teach them, believe in them, and challenge them to do so. Too many students in too many schools are passed from grade to grade without ever really getting taught or challenged. Schools that routinely promote students who are failing are doing those children a terrible injustice. We need to end the entitlement mentality that is cursing too many children with low expectations. We should not promote students from grade school to middle school or middle school to high school unless they can pass a test that proves they're ready. If a student isn't ready to move onto the next level, we should tell their parents, work with them after school and over the summer -- and if necessary, hold them back until they're ready. That is what you did in Arkansas by requiring every 8th grader to pass a test before they could move on to 9th grade. Nobody should just get by without a real education.

Whose feet?

2. **No pass, no play.** This idea is more controversial. Ross Perot and Mark White tried it in Texas, but it was abandoned after a few years under pressure from coaches and some parents. It is hard to argue with the basic principle, especially if it is broadened to include all extracurricular activities, not just athletics. Students should not be able to represent their school outside the classroom unless they're making the grade inside the classroom. Education must come first.

B. Accountability, not Bureaucracy → *Is this best title?*

If we're going to expect more from students, we've got to expect more from schools as well. Three basic measures are crucial to hold schools accountable for results: 1) Break down the bureaucratic obstacles to reform; 2) Give parents more choices; and 3) Shut down schools that don't work. *(+ make possible to have more)*

1. **Spend more on students, less on administration.** Public education is the one major public institution in America that has not yet been reinvented. Too many school districts still spend too much on administrators and too little on the classroom. We need to reinvent education the way we are reinventing government and the way the best American businesses retooled to compete in the global economy. That means putting more power and responsibility in the hands of front-line workers, and moving it away from bureaucrats in the capitol or downtown. It is an outrage that in New York City, an estimated 70 cents on the dollar goes to overhead instead of teachers, classrooms, and books. (Chamber study?) In particular, we should: *(for example,*

Challenge communities and businesses to work together to help school districts reduce overhead so they can spend less on administration and more on real education. States should live by the principle you set forth when you increased the sales tax in Arkansas: We should spend more on education, but every new dollar should go to teachers, students, and the classroom, and not a penny more for administration.

Challenge states to join us in expanding flexibility and reducing regulation. We've cut regulations for elementary and secondary education by 2/3 over the past three years. We should challenge states to do the same.

2. **Expand choice.** The real debate is not over vouchers; it's over how to save the public schools that 9 out of 10 children attend. You can repeat your challenge from the State of the Union that every state should pass strong charter school and public school choice laws. You can announce the details of your charter school plan in this year's budget, which would help start 3,000 charter schools over the next five years. (You can also call for report cards for every school, so that parents have the information they need to choose the best public school for their child and can hold schools accountable for high standards.)

~~choice~~
and explain why it works.

Garner

3. Shut down schools that fail. Standards and assessments make it possible to have accountability with real teeth. We should challenge every governor to take direct, concrete action to redesign or shut down failing schools. We reformed Title I to ensure that schools no longer get money for failing. We need more schools like the one you visited in San Diego, which had been shut down and relaunched as a charter school.

C. Teachers

Earlier this month, Secretary Riley gave a tough speech to the Illinois Education Association in which he said two things: 1) Let's stop the teacher-bashing; and 2) Teachers and their professional organizations "should be the leaders of reform, not the objects." The speech was quite well-received, not just by the press but by the teachers themselves. Teachers don't mind being challenged, too, so long as they're given the tools to succeed and rewarded when they do. This is an important message for you to send, because you have been saying it for 15 years, even when the heat was on in Arkansas. Here are four ideas Riley has been discussing with Shanker and others:

1. Reward teachers for their skills and knowledge, not just seniority. You can praise what Gov. Hunt has done with the National Board of Teacher Certification. You should challenge states and communities to set high teaching standards and reward teachers and schools for their success.

↳ what's this mean?

2. Make it easier to get bad teachers out of the profession, fairly and inexpensively. According to _____, it costs \$200,000 in New York state to fire a bad teacher. We should be spending that money to reward good teachers instead. You can challenge states and districts to work together to change laws and policies so that bad teachers can be asked to move on. Shanker has told us privately that he believes teachers unions should take the lead in this effort, rather than resist it. You should take him up on it, and repeat Riley's challenge that teachers and their professional organizations be the leaders of reform, not the objects of reform.

3. Challenge young people to go into teaching, and make it easier for them to do so. You can praise Teach for America for attracting young people to the profession. You may also want to call for removing some of the certification barriers that keep many young teachers from teaching in the public schools.

↳ yes!

D. Safety, Discipline, and Values

These concerns are at the top of most parents' list, and you have a strong record to build upon: school uniforms, the youth handgun ban, drug testing for school athletes, character education, religious freedom, crime prevention programs. Two new challenges would reiterate that commitment to values in the schools:

Cite some of the recent horrors

(DC teacher)

1. Give teachers and principals more freedom to maintain order in the classroom, suspend and expel the bad apples, and restore respect for authority. Many schools are wary of disciplining disruptive students for fear of being sued by parents. You could challenge other states to look at what Gov. Glendening has proposed in Maryland, to shield schools from liability in disciplinary cases. You might also challenge local police to enforce truancy laws, as Chief Reubin Greenberg has done with great success in Charleston, South Carolina. Discipline raises some thorny questions -- how should schools handle disabled students who won't behave, what do you do with the troublemakers you expel, etc. -- but getting bad apples out of the classroom is one of the most urgent concerns for parents and teachers.

2. Challenge communities to keep schools open late. Most juvenile crime is committed between the hours of 3 p.m. and 6 p.m. ~~(If we can't agree about midnight basketball,)~~ we at least should be able to agree as a country that young people whose parents work need a place to go after school. Your budget includes \$xx million for after-school programs -- but it is equally important to challenge communities, schools, unions, business, and parents to find ways to keep the schools open late.

E. Education Technology

At Gerstner's insistence, the summit will call for broader use of new technologies to improve student performance. This is an opportunity to repeat the challenges you spelled out in the State of the Union and on Net Day:

1. Connect every school and library to the information highway. You can challenge every state to do what California has done, by bringing together business and citizens to wire the schools. You can also challenge states and telephone companies to make access affordable or even free. Every teacher should learn the skills to teach with technology.)

Bigger

2. Challenge the software industry to develop new educational software so the most exciting videogame in America can be learning, not Mortal Kombat. As more schools are linked to the Internet, educational software will become a potentially enormous new market. The challenge to software programmers is the same as to the TV networks: don't sacrifice real content in the name of entertainment -- children deserve both.

*Amind
either
will
be seen*

F. Personal Responsibility

The final challenge must be to call on parents, students, teachers, businesses, and communities to join in a national mission to expect more of ourselves and one another. All these reforms are about providing more opportunity and demanding more responsibility and accountability.) But we could have a million summits and it wouldn't matter if we don't

UP

restore the basic ethic that all children can learn and every parent must help them. The era of big government is over; the era of taking responsibility to meet our challenges has begun.

1. Challenge parents to be their children's first teacher. Don't wait for the V-chip -- turn off the TV right now. Help your kids with their homework, and if they don't have any, make sure they get some. Read to them 30 minutes a day, and during the summer. Tell your child's teacher and principal that you want to know on a regular basis whether your child is living up to tough standards, and let them know that you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. The most powerful force in nature is parents who care about their kids.

JJ
(cite him?)

2. Challenge companies to help their workers be good parents. Every workplace should treat a parent's appointment with a teacher the same as if it were a life-or-death appointment with a doctor. FML

3. Challenge communities to come together to make public schools our most important public institution again. A?B

DRAFT

March 19, 1996

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Gene Sperling

SUBJECT: Ideas for Speech to NGA Education Summit

Moral leadership - what you do as Pres.
Show what works
Report cards - Gerstner
private foundation

Your speech next week to the NGA Education Summit will be your best opportunity since the State of the Union to put forward an ambitious agenda for a second term. This memorandum recommends a few new proposals for you to consider.

I. Update on the Education Summit

The summit will include most of the 50 governors, Lou Gerstner and half a dozen other CEOs, and 30 education experts. The group is planning to embrace a set of general principles that focus on two themes: standards and technology. The draft statement is consistent with Goals 2000 and your overall philosophy, although it goes out of its way not to mention the role of the federal government. We have attached a draft of the NGA statement, as well as some recent articles on the subject of public schools, Secretary Riley's State of Education speech, and an Education Dept. summary of what governors around the country said about education in their State of the State addresses this year.

You can use this platform to reflect on what has been achieved since Charlottesville (by states and by this administration), to give a frank assessment of what's right with America's public schools and what's wrong, and to challenge teachers, administrators, parents, and students on what we should do about it.

We have been working with Secretary Riley, Mike Cohen, Mike Smith, Terry Peterson, Al Shanker, and others on specific proposals that highlight your accomplishments in this term and signal that education will be one of your highest priorities in the years to come. Because the major focus of the summit is standards, this is a good chance to talk not just about policy but about values. The proposals below -- high standards for students and teachers, accountability for schools, discipline and safety, rewards for performance -- stress a familiar theme that public schools need an infusion of new opportunities and old values. The tougher and more demanding the speech, the more likely it will break through.

II. New Proposals

Thompson and others have marketed this summit as an effort to focus the nation's attention back on education. We are working with Democratic governors and Secretary Riley to make sure that your record is part of the story. Riley will tout the Administration's accomplishments in his speech to the summit so you don't have to. You can reflect briefly on what the Administration and many states have done to make good on the promise of Charlottesville agreement, but this is not the place to dwell on Goals 2000, because almost no one inside the room will go to bat for it outside the room -- it is better just to show that you are moving forward on promoting standards and accountability. You should focus on the challenges ahead.

A. Standards

The summit agreement will call on the states to set clear academic standards in specific subjects, with accurate assessments of how well schools and students are doing. The governors believe standards and testing are a state responsibility, but welcome "a national clearinghouse of best practices and resources." Riley and others at the Education Dept. fully agree with this approach. The voluntary national standards developed so far have been at best a mixed bag, and Riley believes it is far more important for us to insist that states have rigorous standards but let them figure out how to set them.

You should praise the summit's call for standards, and what many governors are doing to move in that direction. But you can also challenge them to move further and faster. Specifically, you can challenge every state to establish high standards in basic subjects and require students to achieve those standards before they can graduate. States should compare academic standards and compete with one another in a race to the top. Riley considers it particularly important to emphasize basic skills like reading. Every child should be able to read independently by the third grade. We think it is also important to make clear that we should also be promoting the basic skills of the 21st century -- like technological literacy.

But the best way to trump the governors on standards is to talk in concrete terms that parents will understand about how standards should be enforced. Here are two possible approaches:

1. **No more social promotions -- End the Entitlement Mentality of Passing in School** As you have often said, every child can learn -- but we need to teach them, believe in them, and challenge them to do so. Too many students in too many schools are passed from grade to grade without ever really getting taught or challenged. Schools that routinely promote students who are failing are doing those children a terrible injustice. We need to end the entitlement mentality that is cursing too many children with low expectations. We should not promote students from grade school to

middle school or middle school to high school unless they can pass a test that proves they're ready. If a student isn't ready to move onto the next level, we should tell their parents, work with them after school and over the summer -- and if necessary, hold them back until they're ready. That is what you did in Arkansas by requiring every 8th grader to pass a test before they could move on to 9th grade. Nobody should just get by without a real education.

2. No pass, no play. This idea is more controversial. Ross Perot and Mark White tried it in Texas, but it was abandoned after a few years under pressure from coaches and some parents, but it always drew strong support from the public. It is hard to argue with the basic principle. We don't have to call for keeping students from doing all extra-curricular activities -- if they are helpful for discipline. *But students should not be able to represent their school outside the classroom unless they're making the grade inside the classroom.* Education must come first.

B. Accountability, not Bureaucracy

If we're going to expect more from students, we've got to expect more from schools as well. Three basic measures are crucial to hold schools accountable for results: 1) Break down the bureaucratic obstacles to reform; 2) Give parents more choices; and 3) Shut down schools that don't work.

1. Spend more on students, less on administration. Public education is the one major public institution in America that has not yet been reinvented. Too many school districts still spend too much on administrators and too little on the classroom. We need to reinvent education the way we are reinventing government and the way the best American businesses retooled to compete in the global economy. That means putting more power and responsibility in the hands of front-line workers, and moving it away from bureaucrats in the capitol or downtown. It is an outrage that in New York City, an estimated 70 cents on the dollar goes to overhead instead of teachers, classrooms, and books. (Chamber study?) In particular, we should:

- Challenge communities and businesses to work together to help school districts reduce overhead so they can spend less on administration and more on real education. States should live by the principle you set forth when you increased the sales tax in Arkansas: We should spend more on education, but every new dollar should go to teachers and teacher training, students, and the classroom, and not a penny more for needless administration.
- Challenge states to join us in expanding flexibility and reducing regulation. We've cut regulations for elementary and secondary education by 2/3 over the past three years. We should challenge states to do the same.

2. Expand Choice, Competition and Accountability for Our Schools: The real debate is not over vouchers; it's over how to save the public schools that 9 out of 10 children attend. You can repeat your challenge from the State of the Union that every state should pass strong charter school and public school choice laws. You can announce the details of your charter school plan in this year's budget, which would help start 3,000 charter schools over the next five years. You can also call for report cards for every school, so that parents have the information they need to choose the best public school for their child and can hold schools accountable for high standards.

3. Shut down schools that fail. Choice, competition and accountability means not only empowering charter schools for those who can excel, it means putting out of businesses schools that fail to serve their students. Standards and assessments make it possible to have accountability with real teeth. This challenge connects with your call for preventing social promotions: schools that cannot make sure their students pass, should not be allowed to stay open -- or at least not under the existing management. We should challenge every governor to take direct, concrete action to redesign or shut down failing schools. We reformed Title I to ensure that schools no longer get money for failing. We need more schools like the one you visited in San Diego, which had been shut down and relaunched as a charter school.

C. Teachers

Earlier this month, Secretary Riley gave a tough speech to the Illinois Education Association in which he said two things: 1) Let's stop the teacher-bashing; and 2) Teachers and their professional organizations "should be the leaders of reform, not the objects." The speech was quite well-received, not just by the press but by the teachers themselves. Teachers don't mind being challenged, so long as they're given respect and the tools to succeed and rewards when they do. We can say to teachers, "we want to raise the prestige and respect that is deserved for teaching, but the way to do that is give teachers tools and honor excellence, not protect teachers who cannot make the grade. This is an important message for you to send, because you have been saying it for 15 years, even when the heat was on in Arkansas. Here are four ideas Riley has been discussing with Shanker and others:

1. Reward teachers for their skills and knowledge, not just seniority. You can praise what Gov. Hunt has done with the National Board of Teacher Certification. You should challenge states and communities to set high teaching standards and reward teachers and schools for their success.

2. Make it easier to get bad teachers out of the profession, fairly and inexpensively. According to _____, it costs \$200,000 in New York state to fire a bad teacher. We should be spending that money to reward good teachers instead. You can challenge states and districts to work together to change laws and policies so that

bad teachers can be asked to move on. Shanker has told us privately that he believes teachers unions should take the lead in this effort, rather than resist it. You should take him up on it, and repeat Riley's challenge that teachers and their professional organizations be the leaders of reform, not the objects of reform.

3. Praise teaching as an honored profession and Challenge young people to go into teaching, while making it easier for them to do so. You can praise Teach for America for attracting young people to the profession. You may also want to call for removing some of the certification barriers that keep many young teachers from teaching in the public schools.

D. Safety, Discipline, and Values

These concerns are at the top of most parents' list, and you have a strong record to build upon: school uniforms, the youth handgun ban, drug testing for school athletes, character education, religious freedom, crime prevention programs. Two new challenges would reiterate that commitment to values in the schools:

1. Give teachers and principals more freedom to maintain order in the classroom, suspend and expel the bad apples, and restore respect for authority. Many schools are wary of disciplining disruptive students for fear of being sued by parents. You could challenge other states to look at what Gov. Glendening has proposed in Maryland, to shield schools from liability in disciplinary cases. You might also challenge local police to enforce truancy laws, as Chief Reubin Greenberg has done with great success in Charleston, South Carolina. Discipline raises some thorny questions -- how should schools handle disabled students who won't behave, what do you do with the troublemakers you expel, etc. -- and while we don't want in any way to suggest that we are giving up on these students, we also must recognize that getting bad apples out of the classroom is one of the most urgent concerns for parents and teachers.

2. Challenge Communities to have more community schools -- schools that stay open and provide young people a safe and productive haven; Most juvenile crime is committed between the hours of 3 p.m. and 6 p.m. If we can't agree about midnight basketball, we at least should be able to agree as a country that young people whose parents work need a place to go after school. Your budget includes \$14 million for community schools youth and after schools programs (as part of the Violent Crime Reduction Trust Fund) -- but it is equally important to challenge communities, schools, unions, business, and parents to find ways to keep the schools open late.

3. Safe Passages: Connected with the call for community schools, is ensuring that communities and schools ensure that young people can get to school and back with safety and without having to be approached by drug dealers. We can challenge communities to work with their local police departments -- community policing -- to

arrange walk groups and other ways to ensure that going to and from school is safe. [Also, note, that Republican insistence on cutting the Safe and Drug Free School Program in half gives them weak ground to stand on.]

E. Education Technology

At Gerstner's insistence, the summit will call for broader use of new technologies to improve student performance. This is an opportunity to repeat the challenges you spelled out in the State of the Union and on Net Day:

1. Challenge Every State to Come Forward with A Plan to Meet All Elements of Your Technology Literacy Challenge -- For Their Entire State: Many people are hearing parts of your technology literacy challenge -- but not all are understanding that your vision includes all four elements (connections, computers, good software learning devices, and trained teachers) and that it is for every school. [Note our special committmet the Empowerment Zones] The only problems we are having with the Technology Literacy Challenge is that sometimes people only think that we are into wiring or that we have not thought about poor schools. Even if you do not break new ground here, clarifying your position with the Governors and the national media would be important. New twists could include:

- Challenge states and telephone companies to make all access to the information highway as affordable as possible -- or even free -- under the new TeleCommunication Act.
- Challenge teachers unions to join you in ensuring that every new teacher have the skills to teach with technology.

2. Challenge the software industry to develop new educational software so the most exciting video games in America can be learning, not Mortal Kombat. Educational software will become a potentially enormous new market. There is enormous creativity and marketing going on to attract children to addictive entertainment video games -- like Mortal Kombat and Mario Brothers. You should challenge the leaders of the software and entertainment industry to garner that same genius to create and market the fun learning games and software that will make it easier for children to learn. The challenge to software programmers is the same as to the TV networks: don't sacrifice real content in the name of entertainment -- children deserve both.

March 19, 1996

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Gene Sperling

SUBJECT: Ideas for Speech to NGA Education Summit

Your speech next week to the NGA Education Summit will be your best opportunity since the State of the Union to put forward an ambitious agenda for a second term. This memorandum recommends a few new proposals for you to consider.

I. Update on the Education Summit

The summit will include most of the 50 governors, Lou Gerstner and several other CEOs, and 30 education experts. The group is planning to embrace a set of general principles that focus on two themes: standards and technology. The draft statement is consistent with Goals 2000 and your overall philosophy, although it ignores any federal role. We have attached a draft of the NGA statement, as well as Secretary Riley's State of Education speech, a summary of what governors said about education in their State of the State addresses this year, and some recent articles.

You can use this platform to reflect on what has been achieved since Charlottesville (by states and by this administration), to give a frank assessment of what's right with America's public schools and what's wrong, and to challenge teachers, administrators, parents, and students to do something about it.

We have been working with Secretary Riley, Mike Cohen, Mike Smith, Terry Peterson, Jennifer Davis, Al Shanker, and others on specific proposals that highlight your accomplishments in this term and signal that education will be one of your highest priorities in the years to come. Because the major focus of the summit is standards, this is a good chance to talk not just about policy but about values. The proposals below -- high standards for students and teachers, accountability for schools, discipline and safety, rewards for performance -- stress a familiar theme that public schools need an infusion of new opportunities and old values. The tougher and more demanding the speech, the more likely it will break through.

II. New Proposals

Thompson and others have marketed this summit as an effort to focus the nation's attention back on education. We are working with Democratic governors and Secretary Riley to make sure that your record is part of the story. Riley will tout the Administration's accomplishments in his speech to the summit so you don't have to. You can reflect briefly on what the Administration and many states have done to make good on the promise of Charlottesville agreement, but this is not the place to dwell on Goals 2000, because almost no one inside the room will go to bat for it outside the room. It is better just to show that you are moving forward on promoting standards and accountability.

A. Standards

The summit agreement will call on the states to set clear academic standards in specific subjects, with accurate assessments of how well schools and students are doing. The governors believe standards and testing are a state responsibility, but welcome "a national clearinghouse of best practices and resources." Riley and others at the Education Dept. fully agree with this approach. The voluntary national standards developed so far have been at best a mixed bag, and Riley believes it is far more important for us to insist that states have rigorous standards but let them figure out how to set them.

You should praise the summit's call for standards, and what many governors are doing to move in that direction. But you can also challenge them to move further and faster. Specifically, you can challenge every state to establish high standards in basic subjects and require students to achieve those standards before they can graduate. States should compare academic standards and compete with one another in a race to the top. Riley considers it particularly important to emphasize basic skills like reading. Every child should be able to read independently by the third grade. We think it is also important to make clear that we should also be promoting the basic skills of the 21st century -- like technological literacy.

But the best way to trump the governors on standards is to talk in concrete terms that parents will understand about how standards should be enforced. Here are two possible approaches:

1. **An end to social promotions.** As you have often said, every child can learn -- but we need to teach them, believe in them, and challenge them. Too many students in too many schools are passed from grade to grade without ever really getting taught or challenged. Schools that routinely promote students who are failing are doing those children a terrible injustice. We need to end the entitlement mentality that is cursing too many children with low expectations. *We should not promote students from grade school to middle school or middle school to high school unless they can pass a test that proves they're ready. If a student isn't ready to move onto the next level, we should tell his parents, work with him after school and over the summer -- and if necessary, hold him back until he's ready.* That is

what you did in Arkansas by requiring every 8th grader to pass a test before they could move on to 9th grade. Nobody should just get by without a real education.

2. No pass, no play. Texas abandoned this idea after Mark White left office, but it always drew strong support from the public. It is hard to argue with the basic principle. *Students should not be able to represent their school outside the classroom unless they're making the grade inside the classroom.* Education must come first.

B. Accountability, not Bureaucracy

If we're going to expect more from students, we've got to expect more from schools as well. Three basic measures are crucial to hold schools accountable for results: 1) breaking down the bureaucratic obstacles to reform; 2) giving parents more choices; and 3) shutting down schools that don't work.

1. Spend more on students, less on administration. Public education is the one major public institution in America that has not yet been reinvented. Too many school districts still spend too much on administrators and too little on the classroom. We need to reinvent education the way we are reinventing government and the way the best American businesses retooled to compete in the global economy. That means putting more power and responsibility in the hands of front-line workers, and moving it away from bureaucrats in the capitol or downtown. It is an outrage that in New York City, an estimated 70 cents on the dollar goes to overhead instead of teachers, classrooms, and books. In particular, we should:

Challenge communities and businesses to work together to help school districts reduce overhead so they can spend less on administration and more on real education. States should live by the principle you set forth when you increased the sales tax in Arkansas: We should spend more on education, but every new dollar should go to teachers and teacher training, students, and the classroom, and not a penny more for needless administration.

Challenge states to join us in expanding flexibility and reducing regulation. We've cut regulations for elementary and secondary education by 2/3 over the past three years. We should challenge states to do the same.

2. Expand Choice, Competition and Accountability for Our Schools: The real debate is not over vouchers; it's over how to save the public schools that 9 out of 10 children attend. You can repeat your challenge from the State of the Union that every state should pass strong charter school and public school choice laws. You can announce the details of your charter school plan in this year's budget, which would help start 3,000 charter schools over the next five years. You can also call for report cards for every school, so that parents have the information they need to choose the best public school for their child and can hold schools accountable for high standards.

3. Shut down schools that fail. Choice, competition and accountability means not only empowering charter schools for those who can excel, it means putting out of business schools that fail to serve their students. Standards and assessments make it possible to have accountability with real teeth. This challenge connects with your call for preventing social promotions: schools that cannot make sure their students pass should not be allowed to stay open -- or at least not under the existing management. We should challenge every governor to take direct, concrete action to redesign or shut down failing schools. We reformed Title I to ensure that schools no longer get money for failing. We need more schools like the one you visited in San Diego, which was shut down and relaunched as a charter school.

C. Teachers

Earlier this month, Secretary Riley gave a tough speech to the Illinois Education Association in which he said two things: 1) Let's stop the teacher-bashing; and 2) Teachers and their professional organizations "should be the leaders of reform, not the objects." The speech was quite well-received, not just by the press but by the teachers themselves. Teachers don't mind being challenged, so long as they're given respect and the tools to succeed and rewards when they do. We can say to teachers, "We want to raise the prestige and respect that is deserved for teaching, but the way to do that is give teachers tools and honor excellence, not protect teachers who cannot make the grade." This is an important message for you to send, because you have been saying it for 15 years, even when the heat was on in Arkansas. Here are four ideas Riley has been discussing with Shanker and others:

1. Reward teachers for their skills and knowledge, not just seniority. You can praise what Gov. Hunt has done with the National Board of Teacher Certification. You should challenge states and communities to set high teaching standards and reward teachers and schools for their success.

2. Make it easier to get bad teachers out of the profession, fairly and inexpensively. According to U.S. News, it costs \$200,000 in New York state to fire a bad teacher. We should be spending that money to reward good teachers instead. You can challenge states and districts to work together to change laws and policies so that bad teachers can be asked to move on. Shanker has said privately that he believes teachers unions should take the lead in this effort, rather than resist it. You should take him up on it, and repeat Riley's challenge that teachers and their professional organizations be the leaders of reform, not the objects of reform.

3. Praise teaching as an honored profession and challenge young people to go into teaching, while making it easier for them to do so. You can praise Teach for America for attracting young people to the profession. You can also call for removing some of the certification barriers that keep many young teachers from teaching in the public schools.

D. Safety, Discipline, and Values

These concerns are at the top of most parents' list, and you have a strong record to build upon: school uniforms, the youth handgun ban, drug testing for school athletes, character education, religious freedom, crime prevention programs. Two new challenges would reiterate that commitment to values in the schools:

1. Give teachers and principals more freedom to maintain order in the classroom, suspend and expel the bad apples, and restore respect for authority. Many schools are wary of disciplining disruptive students for fear of being sued by parents. You could challenge other states to look at what Gov. Glendening has proposed in Maryland to shield schools from liability in disciplinary cases. You might also challenge local police to enforce truancy laws, as Chief Reuben Greenberg has done with great success in Charleston, South Carolina. Discipline raises some thorny questions -- how should schools handle disabled students who won't behave, where do you put the troublemakers you expel, etc. -- and while we don't want to suggest that we are giving up on these students, we also must recognize that getting bad apples out of the classroom is one of the most urgent concerns for parents and teachers.

2. Challenge communities to keep students safe. Most juvenile crime is committed between the hours of 3 p.m. and 6 p.m. Whatever some may think about midnight basketball, we at least should be able to agree as a country that young people whose parents work need a place to go after school. Your budget includes \$14 million for community schools, youth and after-schools programs. But it is equally important to challenge communities, schools, unions, churches, businesses, and parents to find ways to keep the schools open late. At the same time, communities and schools should ensure that young people can get to and from school safely. We can challenge communities to work with their local police departments and neighborhood watch groups to arrange walk groups and other ways to ensure that going to and from school is safe.

E. Education Technology

At Gerstner's insistence, the summit will call for broader use of new technologies to improve student performance. This is an opportunity to repeat the challenges you spelled out in the State of the Union and on Net Day:

1. Challenge every state to come forward with a plan to meet your technology literacy challenge. The governors and national press need to be reminded that this challenge goes beyond wiring the schools to include more computers, better software, and well-trained teachers. New twists could include:

Challenge states and telephone companies to make all access to the information highway as affordable as possible -- or even free -- under the new Telecommunications Act.

Challenge teachers unions to join you in ensuring that every new teacher have the skills to teach with technology.

2. Challenge the software industry to develop new educational software so the most exciting video game in America is learning, not Mortal Kombat. Tremendous creativity and marketing genius goes into attracting children to addictive entertainment video games -- like Mortal Kombat and Mario Brothers. You should challenge the leaders of the software and entertainment industry to garner that same genius to create and market fun learning games and software that will make it easier for children to learn. The challenge to software programmers is the same as to the TV networks: don't sacrifice real content in the name of entertainment -- children deserve both.

F. Personal Responsibility

The final challenge must be to call on parents, students, teachers, businesses, and communities to join in a national mission to expect more of ourselves and one another. All these reforms are about providing more opportunity and demanding more responsibility and accountability. But we could have a million summits and it wouldn't matter if we don't restore the basic ethic that all children can learn and every parent must help them. The era of big government is over; the era of taking responsibility to meet our challenges has begun.

1. Challenge parents to be their children's first teacher. Don't wait for the V-chip -- turn off the TV right now. Help your kids with their homework, and if they don't have any, make sure they get some. Read to them 30 minutes a day, and during the summer. Tell your child's teacher and principal that you want to know on a regular basis whether your child is living up to tough standards, and let them know that you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. The most powerful force in nature is parents who care about their kids.

2. Challenge companies to help their workers be good parents. Every workplace should treat a parent's appointment with a teacher the same as if it were a life-or-death appointment with a doctor.

3. Challenge communities to come together to make public schools our most important public institution again. For much of the past century, the public school was one of the most important common bonds in our society -- the one place where people of different classes, different backgrounds, and eventually, different races, had a chance to mix. Saving the public schools is not just about giving our children a better education so they can get better jobs. It's about helping them (and us) be stronger citizens.

F. Personal Responsibility

The final challenge must be to call on parents, students, teachers, businesses, and communities to join in a national mission to expect more of ourselves and one another. All these reforms are about providing more opportunity and demanding more responsibility and accountability. But we could have a million summits and it wouldn't matter if we don't restore the basic ethic that all children can learn and every parent must help them. The era of big government is over; the era of taking responsibility to meet our challenges has begun.

1. Challenge parents to be their children's first teacher. Don't wait for the V-chip -- turn off the TV right now. Help your kids with their homework, and if they don't have any, make sure they get some. Read to them 30 minutes a day, and during the summer. Tell your child's teacher and principal that you want to know on a regular basis whether your child is living up to tough standards, and let them know that you want your child to stay after school, go to summer school, or do whatever it takes to meet those standards. The most powerful force in nature is parents who care about their kids.

2. Challenge companies to help their workers be good parents. Every workplace should treat a parent's appointment with a teacher the same as if it were a life-or-death appointment with a doctor.

3. Challenge communities to come together to make public schools our most important public institution again.

REVISED NGA OUTLINE

3.14.96

A. Standards

-- Every child can learn. We need to end the entitlement mentality that is cursing too many children with low expectations. Students should not be able to move on from grade school to middle school to high school unless they can pass a test that shows they're ready.

-- Praise summit's call for standards, and what some govts are doing; mention Ark.

-- Every child should be able to read independently by 3rd grade.

-- "No Pass, No Play": Students shouldn't be able to take part in school activities outside the classroom unless they're making the grade inside the classroom.

-- Together, let us make this promise to every young person in America: if you do your part, we'll do ours.

-- Merit scholarships

B. Safety/Discipline

-- Do whatever it takes to keep our schools safe: school uniforms, locker searches, drug testing for school athletes, cops in the schools.

-- Give teachers and principals more freedom to maintain order in the classroom, suspend and expel the bad apples, and restore respect for authority.

-- Put values back in the schools: character education; religious institutions involved in tutoring.

-- Challenge communities to keep schools open late, so young people have someplace to go.

POTENTIAL NEWS OF NGA SPEECH

1. Standards/Challenge to students: No more social promotions -- test children in 4th, 8th, and 12th grade. Children shouldn't move onto the next grade if they're not making it in this one. Nobody should graduate who cannot read and write. Link more assistance to achievement, like our merit scholarships.
2. Tough classes, not tough streets. Give teachers and schools more freedom to suspend and expel disruptive students. Stop looking the other way on truancy laws. Do whatever it takes -- uniforms, locker searches, cops in schools -- to keep our schools safe.
3. Break the bureaucratic monopoly that holds back too many schools and teachers. There's no excuse for spending x% on administration here in NYC. Let's pass strong public choice and charter laws so parents can choose and schools can be held accountable. We don't need to subsidize private schools. Let's get the public school system we're paying for.
4. Do everything we can to get, keep, and reward good teachers. Reward good teachers on the basis of ability, not just seniority. Hold them to high standards. Reform tenure laws so that bad teachers can be asked to leave. (Same goes for administrators.) It costs \$200,000 in NY State to fire a bad teacher. I'd rather spend that \$ rewarding good ones.
5. Challenge to parents: Schools can't raise children; parents do. Teachers can't enforce discipline if you don't do the same at home. You're your child's first teacher -- we should teach values at school, but they'll never learn right from wrong unless you teach it to them.

*Community
Challenge*