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Education

WHAT THERE IS TO DECIDE TODAY

A. Congressional Strategy

1. Agree on Message (by April 3)
2. Meet with GOP Leaders (by April 8)
3. Announce Message in a Speech (April 4 --- American Society of Newspaper Editors)
4. By April 18, an AMERICA 2000 anniversary event: visit an AMERICA 2000 Community (Omaha, San Antonio, Memphis, Las Cruces, Richmond, a town in Maine, Houston, or Lehigh Valley, Pennsylvania which claims to be the First AMERICA 2000 community).

B. 45-60 Minutes on Education Every 10 Days

C. Coordinate Message with Speechwriting

* * * * *

LONGER TERM

A. Three New Big Ideas

1. State GI Bill for Children -- Milwaukee
2. The Armed Forces helping to create schools for kids not making it in regular schools -- Los Angeles
3. \$25,000 Lifetime Learning Line of Credit for education and job training -- Midwestern State community college

B. New American Schools: Sam Walton, Jack Phelan

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Framing the Issue (The Message)

Congress and the American people need to know this: I will not sign business as usual legislation for our schools.

The American education system needs revolutionary change, not more of the same.

① Congress must act now to give teachers more flexibility, ② to help communities create New American schools, ③ to help state leaders and educators create world-class academic standards and a ④ voluntary national examination system, and to give families more choices of all schools,

Business as usual legislation that pretends to be education reform will not help America create the best schools in the world. It will not help our children move fast enough toward the six ambitious national education goals. It will not create the kind of America I imagine when I think of the year 2000.

* * * * *

Three years ago all the Governors and I agreed upon six ambitious national education goals. A year ago I challenged America to join America 2000, a strategy to move this country community by community toward those goals. Most Governors, Democrats and Republicans, have responded. America 2000 communities are mobilizing in every state. Educators are creating world class standards, changing their curriculum frameworks, developing a voluntary national examination. More than 700 teams of creative Americans are working with business leadership to create an entire new generation of break-the-mold New American Schools.

When I challenged America one year ago, I challenged Congress to:

--give teachers more flexibility in the spending of federal dollars in their classrooms;

--help communities create a new generation of truly break-the-mold New American Schools, the best schools in the world for our children and grandchildren;

--help state leaders and educators create world class academic standards, new curriculum frameworks and a new voluntary national examination system so parents and communities can tell how their children and schools are doing.

--As a matter of simple fairness, I asked Congress to give middle and low income families more of the same choices of all schools that wealthy families already have. Choice will help children who need the most help, involve parents, and unleash competitive forces to help make all schools better.

A year has passed. Congress has not acted. Now it has missed even its own April 1 deadline.

I know most educators are working very hard, but they are trapped in a system that keeps them--and therefore keeps our country--from helping our children learn to live, work and compete in the world the way it is today.

I know revolutionary change will take new funding. And I have recommended extensive new funding for New American Schools, to give families more choices of schools, for retraining teachers, and to help families afford college. My new budget puts more new discretionary dollars into education than into any other federal department of government. If Congress approves that budget, Head Start funding will have gone up 127 percent while the federal budget overall increases only 25 percent.

Money alone is not the answer.

Rethinking from top to bottom--our schools and our attitudes about education and how we care for our children--is the answer if we are to realize our dream, of becoming a nation of students instead of a nation at risk; if by the year 2000 we are to create for ourselves and our children the best system of schools, colleges and universities in the world.

"WHEN I THINK OF AMERICA IN THE YEAR 2000. . ."

[NOTE: This is about how to follow up and to actually make happen what the President talked about in his excellent February 12 campaign kick-off statement. It is a medium term strategy focused upon the President's speech at the convention as the defining moment.]

While a speech on March 20 might define the President's current agenda and program versus the "business as usual" Congress, what follows is different. It defines a longer view of what kind of America we want, and how we should get there. It might be mentioned in passing in response to the March 20 deadline but should not be rushed.]

1. The central thrust of the 1992 electorate.
 - a. Partly because of American success in beating Communism abroad, and partly because of the speed of change at home too (Technology, medicine, job market, etc.) the 1992 election will be about the future of America at home.
 - b. The recession accelerates the focus of our attention to matters at home and it should be taken seriously but it is only a traffic jam. It will end. The question is where the road leads then.
 - c. The public will want the candidates (the President included) to understand America and to point to where the road goes -- what kind of America we want, and how we should get there.
 - d. In that sense the election is less a referendum on the successful past than the first day of an uncertain future. That might be dangerous for leaders who have been around for awhile -- and a chance for new faces who seem to be generational change (Probably an explanation for early Clinton success).

e. The people sense that our institutions need renewal:

- Our cities aren't what they should be.
- Something is wrong with our education system.
- Something is wrong with our health system.
- Big business seems to be indifferent to little workers.
- Congress and Washington don't seem to work very well.
- The people aren't sure about their jobs because they're not sure their employers will survive 5 years.
- They're not sure their kids will get good jobs.
- They have no sense of what America will be like in the year 2000.

f. The people don't need a complete and detailed road map but they want to know what their leadership has in mind.

2. Leadership for the future is best shown not talked about -- shown through involvement, commitment. Words, speeches, bills alone may not do it.

a. It may be very important for the President to seem as engaged in and by domestic issues as foreign. When the words seem words only while his heart/mind are overseas, it may hurt. The people want to know he cares.

b. The key may be consecutive time -- few highly visible interruptions for foreign things -- and truly engaging the President's attention over a long enough period to get his mind fully into it. His schedule needs to assure him private quality time to talk with people about the future of the country,

--The Cabinet can be asked to fill in the following: "When I think of America in the year 2000. . . ." Attachment A is an example of what the President might say about education as he thinks of America in the year 2000.

--A series of great American thinkers might spend individual quality time with the President -- asked to the White House to share with him their thoughts about "When I think of America in the year 2000 . . ."

--He might ask himself and all around him, in every meeting, on every subject: "What does this mean for America in the year 2000?"

--He might instruct every speechwriter to include the concept in every speech: "When I think of America in the year 2000 ..." The process is to impose the discipline upon everyone to think in those terms.

- c. Leadership about the future need not be comprehensive. The people don't expect an answer for everything. But they do want to see that their President understands the questions, has some answers, and is looking for more.
3. One vehicle, the America 2000 Communities, already exists as one example of how to think about many of these subjects.
4. A relevant campaign year calendar might look like this:
- a. From now until the late Spring/early Summer might be a good time to engage in the quiet consecutive time meetings with Cabinet and outsiders on what America in the year 2000 will be like.
 - The Democrats will be pre-occupied with their own primary mess.
 - The immediate public focus is appropriately on the short-term economic plan to end the recession (the "Traffic jam")
 - b. If some things leak out about great thinkers asked to the White House to talk about America in the year 2000, that's OK, probably good. After all, the most important thing the President should be doing is getting his thoughts together for exactly how to make the most of a second term. Although it really should not be done for PR but to help focus on the job ahead.
 - c. Come early Summer he should start to use the line repeatedly on all domestic subjects -- in most speeches, regardless of the subject: "When I think of America in the year 2000. . ."

- d. The objective of the exercise should be to select no more than 5 areas which address and symbolize American concerns for today as well as for tomorrow. The product itself (goals, strategy and assessment) must be designed to provide assurance that the American ship of state is not rudderless and that future unknown problems will also be solved with effective leadership.
- e. The Convention acceptance speech is the right moment to launch it in a campaign speech. It should be a knock-em-dead speech about the America we can be -- optimistic -- uplifting -- with confidence in the future and excitement in getting there: Here is the America I see in the year 2000 -- and here's how we can get there.
- f. This is less a definition of Democratic weakness than it is a reason to re-elect a Republican President. It leaves plenty of room to criticize the Democrats, but from a position of maximum strength.
- g. Everything in the campaign -- and in the President's schedule -- would re-emphasize his upbeat commitment to the future: All scheduling, all advertising, all campaign materials, all speeches, all releases (campaign or White House).
- h. It would be less a referendum on the past than seeking a mandate for the future. (The specifics of the mandate are less important than the public's awareness that the President not only thinks about the future but has an exciting concept of it and how to get there. He will thus get support from many who might disagree on the specifics but are thrilled by the leadership.)
- i. The beginning point might be a schedule like this:
 - Consult with Skinner and Teeter by 3/10
 - Small group (2-5) put draft plan together by 3/17
 - Plan ready for the President by 3/18 (meet that week).

When I think of America in the Year 2000--Education

When I think of America in the year 2000--I think of schools, colleges and universities that are the best in the world.

Instead of a nation at risk I think of America as a nation of students.

To accomplish that we must make revolutionary changes in our schools and in our attitudes about our educational responsibilities at home.

Business-as-usual has no chance whatever of getting us where we must go.

That is why we have worked with Governors to create six such ambitious national education goals. This is the first time in our nation's history America has had such goals.

That is why we are working so hard on the America 2000 strategy to implement these goals, community-by-community.

This is an agenda for radical change:

--working with educators to create world class standards in math, science, English, history and geography;

--helping states build new curriculum frameworks;

--moving ahead on a voluntary national examination system so parents and communities can know how their children and schools are doing;

--beginning a period of massive teacher retraining and of parents and communities re-examining their own responsibilities toward children.

I have challenged America to create an entirely new generation of "break-the-mold" New American schools, to literally start from scratch and create the best schools in the world.

America has responded. Hundreds of communities are rethinking their schools and their responsibilities from top to bottom. Business has responded by agreeing to raise \$200 million to create design teams to help those communities create New American schools. And 700 of the most creative teams in America are competing to be among those design teams.

I have challenged every American city, town and village to become an America 2000 community: to adopt the six national goals, to find their own way to reach them, to create a report card to measure their progress, and to create at least one new American school.

America has responded. In less than a year 40 states and more than 1000 communities are hard at work on their American 2000 activities.

I have challenged Congress to give teachers more flexibility in spending federal money and to help communities create New American Schools.

I have challenged Congress to give families more choices of schools, to give teachers more flexibility, to help states create world class standards, new curriculum frameworks and a national examination system.

Congress has been thinking about my challenges now for nearly a year and is about to send (has sent) me a billion dollars worth of business-as-usual legislation.

But I am not going to let Congress authorize spending one billion new dollars on business as usual and pretend that it is real education reform.

Business as usual and more of the same will not help us reach our dream of creating the best education system in the world by the turn of the century.

We must have revolutionary change.

That means ambitious goals, America 2000 communities, world-class standards and a national examination system--it means break-the mold New Americans Schools, more flexibility for classroom teachers, and opportunity scholarships that give middle and low income families more choices of schools.

And it means spending the money we are now spending more wisely--as well as making new investments at all levels--to make these revolutionary changes real.

I am glad to put new money into education. I think of education as an investment in our future.

My new budget puts more new dollars into education than into any other department. Federal spending for education has been going up faster than state and local spending while I have been President.

The budget has record increases for head start and for helping families pay for college. It has a half billion new federal dollars to create opportunity scholarships and another half billion over three

years for New American schools. It allocates \$2.1 billion to math and science education with a new focus on teacher retraining.

This year I have also challenged Congress to create one million \$1000 "opportunity scholarships" that will give middle and low income families more of the same choices of all schools that wealthy people have always had. "Opportunity scholarships" will mean new federal dollars to help states do for elementary and high school students what the federal government did for veterans with the GI Bill and what the federal government does today with Pell Grants to help students pay for college costs. These "opportunity" scholarships would mean fairness to middle and low-income families, would put new federal money into schools that serve our children who need the most help, and would unleash powerful competitive forces to help make all schools better.

When I think of education in America in the year 2000 I think of all of our children arriving at school ready to learn, of at least 90 per cent of our children graduating from high schools, of all children learning at least math, science, history, English and geography to a standard so that they can live work and compete with children in every part of the world. I think of our children working hard to become first in the world in math and science. I think of working Americans literate and skilled so that they can have and keep good jobs. I think of schools that are drug and violence free.

I can think of no crusade that will bring out the best in this wonderful country better than this America 2000 crusade, a crusade community-by community to make certain that when the next

century comes, America is a nation of students and that those students have the best education system in the world.

March 12, 1992

MEMORANDUM FOR SAM SKINNER

FROM: LAMAR ALEXANDER

WHAT THE PRESIDENT CAN BE DOING AND SAYING ABOUT EDUCATION

1. **Getting the talk right** -- Let speechwriters turn the attached policy into a few paragraphs of rhetoric and use it over and over and over again: "When I think of America in the year 2000 I think of a nation of students educating ourselves throughout our lifetimes at the best system of schools, colleges and universities in the world. This will take revolutionary changes. Business as usual will not help us reach our six ambitious national education goals."

2. **Prepare for Second Term** -- The President hosts small one hour private sessions every 10 days to talk about and get comfortable with his second term plans for education and how he should go about talking about this to the American people.

WHERE THE PRESIDENT GOES AND WHAT HE SAYS -- The President should seize the initiative on education, make it his by a sustained series of public appearances that make clear his agenda, where he thinks the nation ought to go, what it ought to do in order to become a nation of students educating ourselves at the best system of schools, colleges and universities in the world. All of the following ideas are either approved and part of the budget, or are now being worked out with OMB.

1. **Draw the line with Congress** -- The President should invite bipartisan congressional leaders to the White House immediately (before April 1). Tell them: "I won't sign business as usual legislation for our schools. We need revolutionary changes if our children are going to meet the six national education goals by the year 2000. That means support for world class standards, new curriculum frameworks and a voluntary national examination system. It means giving teachers more opportunity for training and more flexibility spending federal funds in their classrooms, giving communities help in creating truly break-the-mold New American Schools, and giving middle- and low-income families more of the same choices of schools for their children that wealthy families already have."

2. **A bold Republican initiative for working Americans** -- Invite Republican congressional leaders to the White House. Let them tell the President about their amendment to the higher education bill. They will say: "Let's create a \$25,000 lifetime line of credit for education and job training for every American which can be paid back out of earnings collected by the IRS. This will give working men and women and their children a better chance for a better job and a better life." The President can offer his support and use this for the rest of the year.

3. **Drawing the line with Congress again** -- When Congress does not act by March 20 and the April 1 deadline for authorizing the use of \$100 million appropriated for AMERICA 2000 passes, criticize the Congress: "Congress has missed not only my deadline but its own deadline. Worse than that, all Congress is thinking about passing is more of the same, business as usual. We need revolutionary changes: world-class standards and a voluntary national examination system; training and flexibility for teachers; break-the-mold New American Schools; more choices of schools for families."

4. **Celebrate the first birthday of AMERICA 2000 (April 18)** -- Celebrate the first anniversary of AMERICA 2000 by making one or two visits the week before to cities working hard to become an AMERICA 2000 community (e.g.: Omaha, Memphis, Las Cruces, etc.). "Forty states, led by Governors of both parties -- more than 1000 communities -- have accepted my challenge to become AMERICA 2000 communities. This is how America will create the best system of schools in the world by the turn of the century, community-by-community. This is how we can help our children reach the six ambitious national education goals we established in Charlottesville in 1989."

Another visit in May to Charlotte-Mecklenburg Chamber of Commerce Community Education Summit -- (May 22) Major POTUS address on education. Organizers expect "thousands" of citizens attending. Community has made a strong commitment to AMERICA 2000 and made rapid strides on standards and testing. Trip should include visit to Johnson C. Smith University's Kiddie Kollege.

5. **World Class Standards and Testing** -- Go to Nashville on April 3-4 (or videoconference) to address 15,000 math teachers: "You are one more reason for America to value its teachers. You led the way. You got out in front, established clear and high standards for what our children should know and be able to do about math. We are working together to create voluntary American

Achievement Tests so parents and communities can know how their kids and schools are doing. We want them to be able to live, work and compete with kids growing up in Seoul, Tokyo and Berlin."

6. **"Opportunity Scholarships"** -- Go to Milwaukee, check on the progress of Polly Williams and Gov. Thompson's program to help poor families attend private schools: "I have included in my new budget a half billion dollars to create one million new thousand dollar scholarships for children of middle- and low-income families. The only restriction would be that families be able to use this scholarship at any lawfully operating school. This is fair to families, will put money into the schools that help children who need the most help, and will unleash competitive forces that will make all schools better. It is federal support for a kind of state or local GI Bill for Kids. It is, in effect, a Pell grant for elementary and high school students. It will help to create the best system of elementary and high schools in the world just as the GI Bill and Pell grants have helped to create the best system of colleges and universities in the world. For Houston, for example, this would be \$100 million new federal dollars into the hands of middle- and low-income families to be spent in the schools that serve their children. . ."

7. **New American Schools** -- Go to almost any city, visit a break-the-mold school with Ted Sizer, or Jim Comer, or Hank Levin. "We must rethink our schools from top to bottom. We must break the mold, make revolutionary changes, invent schools that meet the needs of children the way children are growing up today. More than 700 of the most creative teams in America are competing for the \$200 million that the New American Schools Development Corporation will be giving to design teams that will in turn help communities everywhere create a new generation of new American schools, the best schools in the world."

8. **Head Start and Parental Responsibility** -- Go to National Meeting of Elementary School Principals in New Orleans, April 31: "We know Head Start helps. That is why I have pushed for a 127 percent increase in funding for Head Start during my four years while the federal budget as a whole was going up only 25 percent. Beginning next year Head Start will be available for every four-year-old. But, in the end, it is the parent who must make certain the child is born healthy, loved, read to, listened to, cared for. The family makes a difference. Every teacher knows this."

9. **Flexibility** -- Meet with teachers anywhere about this: "I can't think of a better example of the difference between what Washington thinks and what America thinks about this. I have yet to meet a teacher who does not think that she and her colleagues could not help children more if they had more flexibility in the way they spend the \$12 billion in more than 70 federal elementary and secondary programs. Yet Congress won't move. I think everybody against the idea of giving teachers more flexibility in the classroom must live in Washington, D.C."

10. **Retraining Teachers** -- Go to a Teachers or Principals Academy, lots of places: "One thing is certain -- if we are going to have new world-class standards, and different curriculum frameworks, and New American Schools, if we are going to expect so much more of our children we must be prepared for a period of massive retraining of teachers. That is why I have recommended that Congress provide funds to begin Governors Academies for teachers of math, science, English, history and geography in every state. That is why we have refocused \$2.1 billion of federal math and science education programs on teacher retraining."

11. **Education and Job Training for working Americans and their Children** -- Go to any community college, or to the national convention of community colleges in Phoenix on April 12 (or videoconference): "When I think of America in the year 2000, I think of a nation of students, Americans of all ages, throughout their lifetimes educating themselves in the best system of schools, colleges and universities in the world. This means we must give working men and women and their children a \$25,000 lifetime line of credit for education and job training which may be paid back from earnings collected by the IRS. It means we should let the working mother, who can only take one class at a time while she is working and managing her family, be eligible for our federal grants and loans to continue her education."

12. **The Armed Forces helping to create the best schools in the world** -- The President should take Cheney and Alexander to a conference in Los Angeles, direct them to implement a plan for how the armed forces can work with Los Angeles and other school districts to create schools for kids that aren't making it in regular schools: "If we can put missiles down smokestacks, we can create the best schools in the world for our children. As we cut back on military spending, we should take some of this brain power, equipment and dollars to help our cities with some of their toughest educational problems."

13. **Colleges and Universities** -- Commencement address:
"We have the best system of colleges and universities in the world. We are the world grand champions of science and technology. That is why I have recommended record levels of R&D spending. That is why I have recommended record increases in federal funds to help families pay for college costs. That is why I have recommended letting students deduct from their federal taxes the interest on student loans and to withdraw money without penalty from their IRAs for education. Today one of every two four-year-college students has a federal grant or loan to help pay college costs. We must use the principles that have helped to create the best system of colleges and universities in the world to help to create the best elementary and high schools in the world by the turn of the century."

14. **Design Teams** -- In mid to late June the New American Schools Development Corporation will announce the 20-30 award winners from the nearly 700 design teams who submitted bids. The President should meet with a few of these teams, perhaps at the proposed geographical location of the school and speak with them about their winning "break-the-mold" ideas.

cc: Richard Darman
Ede Holiday
Clayton Yuetter



STATE OF ARKANSAS
OFFICE OF THE GOVERNOR
State Capitol
Little Rock 72201

Bill Clinton
Governor

March 18, 1992

Dr. Sam Wilson
Secretary's Regional Representative
United States Department of Education
1200 Main Tower Building, Room 2125
Dallas, TX 75202

Dear Sam:

This letter is to announce Arkansas 2000. In joining with the America 2000 initiative, Arkansas will continue its education revolution that we began a decade ago with the adoption of state school standards--a crusade that encourages the involvement of our communities in the education of all its citizens.

In joining this national effort, I challenge and encourage every community in Arkansas to move toward reaching the six National Education Goals by the year 2000.

Thank you for your attention to this matter.

Sincerely,

Bill Clinton

BC:rdd

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To <i>John Crisp</i>	From <i>Sam P. W. Wilson</i>	
Co.	Co. <i>Ark. DE</i>	
Dept.	Phone <i>729-3626</i>	
Fax # <i>441-1971</i>	Fax # <i>729-3634</i>	

The National Education Goals

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Forty-three states, the District of Columbia, American Samoa, Puerto Rico and more than 1,100 communities are mobilizing AMERICA 2000 initiatives.

State	Governor	Kickoff Date
ALABAMA	Guy Hunt (R)	October 31, 1991
ALASKA	Walter Hickel (I)	October 17, 1991
AMERICAN SAMOA	Peter Coleman (R)	August 30, 1991
ARIZONA	Fife Symington (R)	December 12, 1991
ARKANSAS	Bill Clinton (D)	March, 18, 1992
CALIFORNIA	Pete Wilson (R)	April 10, 1992
COLORADO	Roy Romer (D)	June 17, 1991
DELAWARE	Michael Castle (R)	September 19, 1991
DIST. of COLUMBIA	Sharon Pratt Kelly (D)	December 19, 1991
GEORGIA	Zell Miller (D)	October 18, 1991
HAWAII	John Waihee (D)	January 28, 1992
ILLINOIS	Jim Edgar (R)	February 11, 1992
INDIANA	Evan Bayh (D)	October 1, 1991
IOWA	Terry Branstad (R)	October 27, 1991
KANSAS	Joan Finney (D)	October 29, 1991
LOUISIANA	Edwin Edwards (D)	September 9, 1991
MAINE	John McKernan (R)	September 3, 1991
MARYLAND	William Schaefer (D)	September 5, 1991
MASSACHUSETTS	William Weld (R)	October 24, 1991
MICHIGAN	John Engler (R)	November 13, 1991
MINNESOTA	Arne Carlson (R)	September 12, 1991
MISSISSIPPI	Kirk Fordice (R)	February 10, 1992
MISSOURI	John Ashcroft (R)	October 29, 1991
MONTANA	Stan Stephens (R)	December 11, 1991
NEBRASKA	Ben Nelson (D)	September 5, 1991
NEVADA	Bob Miller (D)	March 9, 1992
NEW HAMPSHIRE	Judd Gregg (R)	December 17, 1991
NEW JERSEY	James Florio (D)	April 13, 1992
NEW MEXICO	Bruce King (D)	October 7, 1991
NORTH CAROLINA	James Martin (R)	September 27, 1991
NORTH DAKOTA	George Sinner (D)	To Be Scheduled
OHIO	George Voinovich (R)	November 25, 1991
OKLAHOMA	Dave Walters (D)	December 19, 1991
OREGON	Barbara Roberts (D)	August 22, 1991
PENNSYLVANIA	Robert Casey (D)	October 18, 1991
PUERTO RICO	R. Hernandez-Colon (PDP)	To Be Scheduled
SOUTH DAKOTA	George Mickelson (R)	December 19, 1991
SOUTH CAROLINA	Carroll Campbell (R)	November 20, 1991
TENNESSEE	Ned McWherter (D)	October 25, 1991
TEXAS	Ann Richards (D)	March 5, 1992
UTAH	Norm Bangerter (R)	December 10, 1991
VERMONT	Howard Dean (D)	September 20, 1991
VIRGINIA	Douglas Wilder (D)	To Be Scheduled
WASHINGTON	Booth Gardner (D)	February 28, 1992
WISCONSIN	Tommy Thompson (R)	November 21, 1991
WYOMING	Mike Sullivan (D)	June 21, 1991

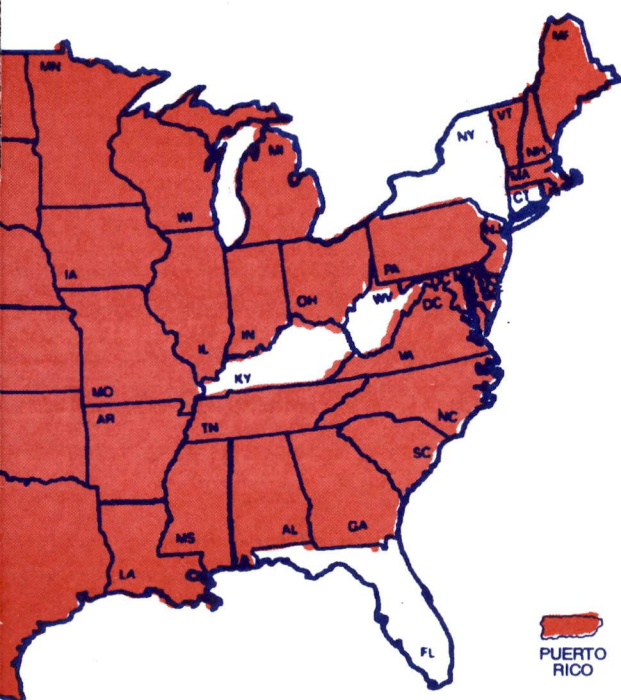
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AMERICA 2000: One Year Later



- ▲ In Derry, New Hampshire, plans for a year-round school that includes the Alan B. Shepard School of Math and Science;

“Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.”

- ▲ Milwaukee, giving poor families more of the same choices of schools wealthier families already have, including private schools;

- ▲ Louisville, Kentucky, saving money by giving school principals the right to acquire electrical services and air conditioning somewhere other than the central maintenance system;
 - ▲ Balderas School in Fresno, California, with evening classes for Hmong, Cambodian, Laotian and Spanish-speaking parents so those parents can understand what their children are learning;
 - ▲ Hispanic first graders in the Bronx learning English on computers so they can improve their math scores.
- Standards are higher. Children are growing up differently. School systems and ways of thinking are atrociously out of date. And most adults are finding we need to go back to school ourselves.

It is harder today to be a teacher, to be a student, to be a

“The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children.”

parent. More of us are gradually realizing that radical change in our schools, rather than business as usual, will be necessary if we are to reach the ambitious education goals by the end of the century. And it is also dawning on more of us that there will also have to be radical change in our attitudes outside our schools, within our families and in our own communities. Schools must become better, but that means changing communities, too. It's hard for a school to be a better place than the community it serves.

Our goals for this next year are to double the number of AMERICA 2000 communities, to help those communities succeed, to move ahead with world class standards and the national examination system, to launch the first wave of design teams creating New Americans Schools, to push more decision making into the hands of teachers and school leaders, and to place more school choices into the hands of parents.

More than anything, we want to give more energy and visibility to the need for really radical change in our schools and in our attitudes toward education—all of which begins with helping even more individuals come to their own conclusion that “The Nation’s at risk, so I might be, too.”

A few weeks ago Russia’s new education minister came by the U.S. Department of Education to learn about our schools. I said, “But we should learn from you as well. American eighth graders were 14th in math and 13th in science scores—nearly last—in international comparisons last month. Russian children were ahead of ours.”

He replied, “But you were not 13th in democracy.”

Most of the world is now ready to try the American way of life, to follow our example. They know we have more advantages than any other country. The best way I can think of to show the world the best in us is AMERICA 2000—a national movement, community by community, to create the best schools in the world for our children.

teams that want to help communities create their own "break-the-mold" schools. Minnesota has authorized the creation of deregulated charter schools, a sort of independent public school. Other states, including California, Colorado, Connecticut, and Michigan, are considering similar proposals.

7. **More school options for parents**—This year 10 more states gave parents more choices of the schools their children attend as a way to unleash competitive forces to improve all schools. The President proposed a half billion dollar program to help states create their own GI Bill for Children, \$1000 scholarships that would follow the children of middle- and low-income families to any lawfully operating school.
8. **Flexibility for teachers**—Ohio, Texas, and 12 other states

"All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership."

have given state commissioners of education broad authority to free from regulation schools that set high goals and produce results. The President wants Congress to do the same with federal funds.

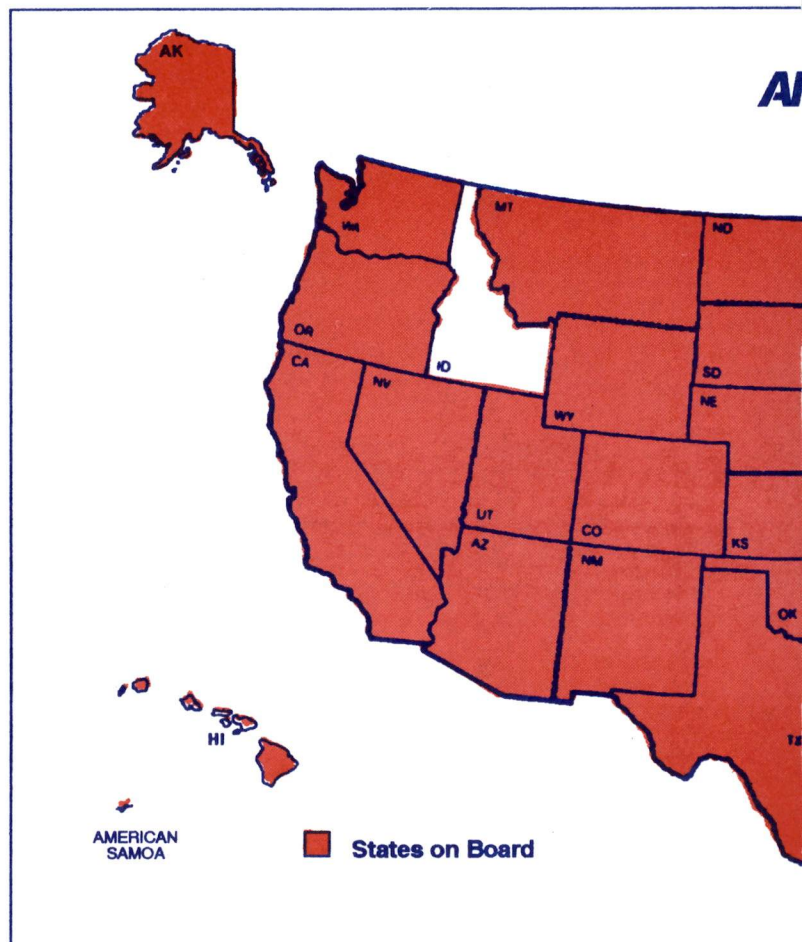
9. **Money**—Education is the President's No. 1 federal budget priority, including record increases for Head Start, for grants and loans that help families pay for college, and for university research and development. Much of the new funding proposals support the agenda for radical change: New American Schools, standards and testing, choices for families, flexibility.
10. **A bi-partisan spirit**—All the Governors of both parties set the National Education Goals, and almost all are involved in the AMERICA 2000 partnership. In turn, STATE and COMMUNITY 2000 efforts include educators at every level because nothing will change in education unless it changes inside the classroom.

Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message. After all, in the end what we are trying to do is to help people rethink their attitudes and ways of doing things.

"Disappointments? I wish AMERICA 2000 had an hour on television every day, and two hours on radio to carry the message."

And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors. There have been a few important areas of cooperation. The National Council for Education Standards and Testing included members of Congress. Congress appropriated \$100 million for AMERICA 2000, but Congress can't seem to agree on how to spend it. The President wants to give teachers more flexibility, to help communities create New American Schools, and to give families more

One Year Later, continued



choices of schools. Yet the Congress cannot bring itself to support this much change.

"And I am disappointed in the failure, so far, to achieve the same bi-partisan consensus with Congress that we have with Governors."

During the past year I have spent about half my days in schools and communities helping to begin AMERICA 2000 efforts. What I see is usually inspiring—families, students, and teachers straining to fit out-dated school structures and community attitudes with a world that has changed dramatically:

- ▲ Math teachers retraining to teach to vastly different standards;
- ▲ Decatur, Georgia, raising \$1 million a year to help children outside the schools so they can learn while they are inside;
- ▲ Murfreesboro, Tennessee, opening all its elementary schools 12 hours a day and in the summer to fit needs of working families;
- ▲ In Minnesota, a kindergarten in a bank, a school in a shopping mall, and a school for teenage mothers in a corporate headquarters;



AMERICA 2000: One Year Later

by Lamar Alexander, U.S. Secretary of Education

AMERICA 2000 will have its first birthday April 18. Just one year ago President Bush launched a strategy to help America, community by community, reach six ambitious National Education Goals by the turn of the century. The President and the nation's Governors had agreed on the goals after the education summit in Charlottesville.

AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to

“AMERICA 2000 has helped to establish a radical new agenda for rethinking our educational system from top to bottom.”

bottom, and the U.S. Department of Education has become the sparkplug for that change.

AMERICA 2000 is not a seven-second soundbite and won't have instant results. Most of it is about helping Americans do things for themselves, in their own families, schools and hometowns.

But there is new energy and a new agenda and an inevitable sort of momentum developing. Here are some of the most important things that have happened during this first year:

1. **More people saying “the Nation's at risk, so I may be, too”**—While not often on the front pages or at the top of the evening news, education is more often seen as the *solution* to what is at the top of the news. George Gallup says Americans think nothing is more important for the next 25 years than having the best education system in the world. Education has become the national worry.
2. **AMERICA 2000 Communities**—Led by both Democrat and Republican Governors, 43 states and more than 1,100 communities are mobilizing under the AMERICA 2000 banner to reach the six National Education Goals. Over 86 of Maine's 184 communities are MAINE 2000 communities. MEMPHIS 2000 has 800 persons working on task forces to find ways to reach the goals, develop progress reports, and create a New American School.

AMERICA 2000 helps give shape to an emerging education movement that will be for America in the 1990s what the civil rights movement was in the 1960s.

3. **World-class standards and new curriculum frameworks**—The National Council on Education Standards and Testing and the National Education Goals Panel have moved rapidly to help create a consensus about what children should know and be able to do in order to live, work and compete in today's world. The National Academy of Sciences is coordinating the development of standards for the sciences; UCLA is coordinating history. The work in English, geography, the arts and civics is about to begin. I see math teachers learning the new standards in virtually every school I visit. States—with our help—are accelerating efforts to change curriculum frameworks to incorporate these new world-class standards.
4. **American Achievement Tests**—There is a new consensus about the need for and the shape of a voluntary national examination system so that parents and communities can know how their schools and kids are doing. In just one year the question has become not whether to do it, but how best to do it.
5. **September Goals Report**—In 1991, Governors and the Administration published the first annual September

“AMERICA 2000 is about helping Americans do things for themselves, in their own families, schools and hometowns.”

Goals Report measuring the nation's and each state's progress toward the six National Education Goals. Each year these reports will be increasingly powerful engines for change.

6. **New American Schools**—The New American Schools Development Corporation formed, raised over \$45 million, and received nearly 700 proposals from design

See One Year Later, next page