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June 2, 1989
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Draft 3

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
WASHINGTON, D.C.
JUNE 5, 1989

Thank you, Ed, for your kind words. I know all of you have been at it for the past three hours, brainstorming on ways the American business community can improve education.

I spent some time thinking this afternoon about the trip I've just completed, and what I'd be saying here tonight. My message in Europe was one of change, opportunity -- and the challenge we face in moving towards a future of freedom, prosperity and peace.

That's a challenge that underscores the importance of education: Education as a means of equipping ourselves to excel in an increasingly competitive global market. Education as the root of mutual understanding -- the key to peace in an ever-changing world.

Tonight, I want to focus on the partnership we can build to create the world-class education system this nation needs.

A gathering like this is a good sign. We've got the Business Roundtable, the Chamber of Commerce, the National Association of Manufacturers and the American Business Conference coming together on a matter of urgent concern to all of us.

Improving our schools is imperative. Nothing has greater impact on the long-term health of this nation. Together, you can be a powerful force for positive change -- leaders in a nation-

wide drive to make our goal, excellence in education, a classroom reality.

((You won't find too many times when the subject is education that I'll come out against studying -- but this is one of them.))

We've spent plenty of time studying the problem -- hundreds of studies in the past few years alone on what we're doing wrong, why our schools don't measure up. We've all heard the stories about kids who can't find the United States on a map. We've all seen the test scores: American students far down the list compared to their peers in other industrialized nations.

The time for study is past. It's time to take action -- and I commend all of you for the work your companies are already doing to strengthen our nation's schools.

It's going to take a national effort, one that involves all levels of government, parents and local communities, and the private sector as well. And it's going to take an honest effort. If we're serious about improving excellence in education, we've got to get past the politics.

I've heard plenty of complaints that we're not spending enough. The fact is, we're not stingy when it comes to education. As a nation, we devote more than \$300 billion a year to educating our children. The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. There's no monopoly on ideas -- no one "right answer" when it comes to

improving our schools. Our success depends on how well we learn from one other what works when it comes to improving education.

The states are emerging as leaders -- entrepreneurs in public policy. We're witnessing the emergence of 50 laboratories of reform. I know you heard from Governor Bill Clinton today, about the on-going ^{effort} in his state of Arkansas. *pink*

Federal leadership is crucial. As you know, I've introduced a package of education initiatives designed to reward excellence, improve accountability and promote quality schools through choice. I expect my ideas to get a full and fair hearing when Congress begins working on my bill next week. *Sam*

Right now, I want to highlight an idea that's proved its value in the business world -- an idea that can play a central role in education as well. I'm talking about competition. The business world knows that competition brings out the best, in individuals and institutions -- that competition spurs creativity and innovation.

The same is true of competition in our education system. Proof already exists: America's post-secondary education system is widely recognized as the strongest and most successful system in the world. It's also extremely competitive. Schools compete to attract the best students and first-rate faculties. And the plain fact is that this competition is not destructive. Superior schools inspire others to reach for excellence themselves.

Our elementary and secondary schools are far less successful -- and while some choice and competition now exists, more is

needed. That's why I support greater freedom for students and parents in choosing a school -- and greater flexibility for school systems to attract talented teachers and principals.

But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of employees are going into the classrooms to help children learn. You deserve our thanks for taking the lead. You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. The numbers are impressive: 186 corporations from the Business Roundtable alone, and hundreds of others as well. That tells me that the great American tradition of serving others is alive and thriving in corporate America.

*for
Petersmeyer*

Improving our schools is a national problem, but the search for solutions must take place on the local level -- in our communities.

Local solutions work. Last month I was up in Rochester, New York, to visit the Wilson Magnet School -- a school that turned itself around. Ten years ago, Wilson was plagued by crime, plunging grades, and urban flight. Today, Wilson Magnet School is one of the top-ranked high schools in the state of New York.

Simon

A night-and-day change: How did it happen? Over and over, whoever I asked, I got one answer: commitment. Commitment on the part of parents, teachers, and students. And commitment on the part of the corporation that calls that community home -- at Wilson, Eastman-Kodak.

What happened at Wilson is instructive. The community refused to accept the status quo -- and they made it their business to bring about change. Today, Wilson has many more applicants than it has space for students. It's a success story I'd like to see repeated across this country -- and business played an important part.

Some of you here today have begun intensive "mentoring" programs, a one-on-one approach that proves to a child that someone cares enough to help him learn. Some of your companies have adopted schools -- supplying equipment and expertise -- opening a new world of educational experience. Bob

Those efforts are producing real, lasting results, one school at a time, one student at a time. But all of us know the magnitude of the challenge. We know we have to move beyond a band-aid approach, to the broad changes and long-term solutions that will strengthen every school across this country.

The students who need our help can't wait. It's early June. School's about to end for the year. On graduation day, how many kids won't be walking across that stage to get their diploma? How many children who walk out of that classroom a few weeks from now won't be back in September? How many will get that degree, and go out into the world -- come to work in your companies -- without the skills they need?

Even a single young man or woman is one too many -- and yet there are millions.

Everyone in this room shares my concern. Tonight, I want to issue a challenge -- a corporate call to action. ~~I know the Business Roundtable is setting up a task force on education reform.~~ Let me make a few suggestions for your agenda -- some areas where the energy and dynamism of corporate America can make a real difference.

o Let's start by raising literacy levels. Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

Franklin understood that literacy is an open door to opportunity and self-knowledge -- to history, culture, and a world of experience.

But make no mistake: reading isn't just a rainy day diversion. It's a survival skill. How can our young people do the job if they can't read the job application?

Some of you have spoken to me about this problem. Tonight, I ask all of you to start at home -- in your offices, on the shop floor. Make it your business to help every employee who can't read, but wants desperately to learn.

o Let's raise our sights -- set higher standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools, from elementary school on up, to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

All of you know how difficult it is for your companies to keep pace in a world where change is measured in milliseconds. We must do all we can to equip our children -- our future workforce -- with the thinking skills they'll need to make careers in the information age.

Many of us grew up in a time when a worker could spend an entire career in the same job. Those days are fading fast. Workers entering the economy today can expect to train and retrain several times to keep pace with changing work conditions. For these workers, learning must be a life-long activity. It's up to our corporations to create a working environment where employee education and training never stops.

o Finally, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. It all comes back to commitment -- to what I learned at the Wilson Magnet School. Your commitment motivates others. Walk into that classroom not as a CEO -- but as a concerned parent, as a good citizen in your community. You'll send a strong message -- to others in your community, and in your company. I know you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for change.

I know you've got the energy and the ingenuity to meet these challenges. Start now. I want to hear a year from now -- call it an annual report -- about the problems you're encountering, and about the progress you're sure to make.

Everyone in this room today knows the bottom line: You can't be a world-class economy without a world-class education system. You know that first-hand -- and that's why you've taken your skills and resources into our schools.

Today's conference has brought you all together, given you the chance to learn from each other -- to build a broad partnership in improving American education. I want you to take these challenges to heart -- and build on the fine work your doing today.

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01. Memo	Roger B. Porter to John Sununu, re: Education Policy Advisory Committee. (3 pp.)	06/01/89	~~P-5~~	

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THE WHITE HOUSE

WASHINGTON

June 1, 1989

MEMORANDUM FOR GOVERNOR SUNUNU

FROM: ROGER B. PORTER *RBP*
SUBJECT: Education Policy Advisory Committee

One of our principal domestic policy objectives is to establish both the reality and the perception of George Bush as the Education President. The President expressed this interest and desire throughout the campaign and has repeated it on numerous occasions since taking office.

Education initiatives played a prominent role in his February 9 Address to the Joint Session of Congress outlining his economic and domestic priorities. He also personally transmitted to the Congress his legislative proposals, the Education Excellence Act of 1989, and has made numerous trips and visits to reinforce his interest and concern about education.

Thus far, in my view, too much of the education debate has revolved around dollars and whether the spending total for our initiatives, \$441 million, is sufficient and constitutes a real commitment to education. We have responded that spending on education, currently \$330 billion for all levels of government, is adequate, but that fundamental changes in the structure and thrust of our education system are needed.

Moreover, we have argued that many of these changes must be brought about by state and local governments, and by the involvement of parents, teachers, business organizations, and other community groups. We have suggested that a partnership is needed if we are to produce the results we desire.

Reinforcing these themes remains a persistent challenge for us. Using the bully pulpit is one means. There is a constant need to show presidential interest and attention and to demonstrate that he and his administration are engaged in dealing with this problem. For the past several weeks, we have discussed from time to time another means of accentuating the President's personal interest in education, establishing a presidential advisory committee on education policy.

In most instances, I am easily able to restrain my enthusiasm for advisory committees. There are over 900 across the executive branch. Some perform useful work; many are little more than window dressing. Thus far, we have chosen not to create any new presidential ones, or to reestablish ones which have expired, such as the President's Economic Policy Advisory Board.

There is, however, I believe a good case to be made for establishing one on education policy. In our discussions with Secretary Cavazos, he agrees.

Such an advisory committee would:

1. Include representatives from a wide variety of organizations -- all of which should be involved in education -- representing elementary and secondary education, post-secondary education, business, labor, the media, teachers, administrators, state and local governments, etc.;
2. Make recommendations of actions that government at all levels as well as the private sector can do to enhance the quality of education;
3. Address such questions as what accounts for the poor performance of students in math and science, particularly.

It would be patterned in its structure after the President's Economic Policy Advisory Board in the previous administration, a limited number of members (12-15) who gather approximately once every three months for meetings. Our office can provide what staff support is necessary.

John Akers of IBM has discussed the idea with both of us and has indicated a willingness to be part of such an effort. He is chairing the new Business Roundtable Task Force on Business and Education.

The perfect forum for announcing the establishment of this advisory committee is the President's remarks to the Business Roundtable next Monday evening. The draft remarks at present have nothing in them that is particularly newsworthy. This would help provide a news hook, as well as help show continued momentum on the education front.

Assuming that the President approves creating such a presidential advisory committee, its announcement could be made part of his remarks on Monday evening. A draft executive order is attached, but any executive order would need to be issued sometime later since it would not be through the clearance process by next Monday.

DRAFT

EXECUTIVE ORDER

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PRESIDENT'S EDUCATION POLICY ADVISORY COMMITTEE

By the authority invested in me as President by the Constitution and laws of the United States of America, and in order to establish, in accordance with the provisions of the Federal Advisory Committee Act, as amended (5 U.S.C. Act 2), and advisory committee on the education policy of the United States, it is hereby ordered as follows:

Section 1. Establishment. (a) There is established the President's Education Policy Advisory Committee. The Committee shall be composed of members appointed by the President.

(b) The President shall designate a Chairman from among members of the Committee. The Assistant to the President for Economic and Domestic Policy shall serve as the Secretary of the Committee.

Sec. 2. Functions. (a) The Committee shall advise the President with respect to the objectives and conduct of the overall education policy of the United States.

(b) In the performance of its advisory duties the Committee shall conduct a continuing review and assessment of education policy, and shall report thereon to the President whenever requested.

Sec. 3. Administration. (a) The heads of Executive agencies shall, to the extent permitted by law, provide the Committee such information with respect to education policy

matters as it may require for the purpose of carrying out its functions. Information supplied to the Committee shall, to the extent permitted by law, be kept confidential.

(b) Members of the Committee shall serve without any compensation for their work on the Committee. However, they shall be entitled to travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the government service (5 U.S.C. 5701-5707).

(c) Any expenses of the Committee shall be paid from funds available for the Expenses of the Office of Policy Development.

Sec. 4. General. Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the President, except that, the Administrator of General Services shall, on a reimbursable basis, provide such administrative services as may be required.

(b) The Committee shall terminate on December 31, 1990, unless sooner extended.

Executive Order 12134—Printing services within the Executive Office

SOURCE: The provisions of Executive Order 12134 of May 9, 1979, appear at 44 FR 27637, 3 CFR, 1979 Comp., p. 383, unless otherwise noted.

By the authority vested in me as President by the Constitution and laws of the United States of America, including Reorganization Plan No. 2 of 1970 (5 U.S.C. App. II), Section 202 of the Budget and Accounting Procedures Act of 1950 (31 U.S.C. 581c), and Reorganization Plan No. 1 of 1977 (42 FR 56101; 5 U.S.C. App. II), and in order to provide for the transfer of the printing and duplicating service activity from the Office of Administration in the Executive Office of the President to the Department of the Navy, it is hereby ordered as follows:

1-101. (a) The primary responsibility for performing the common and usual administrative support and services that are related to printing and duplication and that are assigned to the Office of Administration in the Executive Office of the President by Section 3(b)(5) of Executive Order No. 12028, as amended, is transferred and reassigned to the Department of the Navy.

(b) The Department of the Navy shall be primarily responsible for providing to the Office of Administration, both onsite and offsite, that common and usual administrative support and service related to printing and duplication. It shall be provided in a manner consistent with available funds and other resources, or in accord with Section 7 of the Act of May 21, 1920 (41 Stat. 613), as amended (31 U.S.C. 686, referred to as the Economy Act).

1-102. The records, property, personnel, and unexpended balances of appropriations, available or to be made available, which relate to the functions transferred or reassigned by this Order, shall be transferred to the Department of the Navy.

1-103. The Director of the Office of Management and Budget shall make such determinations, issue such orders, and take all actions necessary or appropriate to effectuate the transfers or reassignments provided by this Order, including the transfer of funds, records, property, and personnel.

1-104. Such transfers shall be effective on May 6, 1979.

Executive Order 12296—President's Economic Policy Advisory Board

SOURCE: The provisions of Executive Order 12296 of Mar. 2, 1981, appear at 46 FR 15129, 3 CFR, 1981 Comp., p. 141, unless otherwise noted.

By the authority vested in me as President by the Constitution of the United States of America, and in order to establish, in accordance with the provisions of the Federal Advisory Committee Act, as amended (5 U.S.C. App. I), an advisory committee on the domestic and international economic policy of the United States, it is hereby ordered as follows:

SECTION 1. Establishment. (a) There is established the President's Economic Policy Advisory Board. The Board shall be composed of members appointed by the President.

(b) The President shall designate a Chairman from among the members of the Board. The Assistant to the President for Policy Development shall serve as the Secretary to the Board.

[Sec. 1 amended by EO 12309 of June 9, 1981, 46 FR 30997, 3 CFR, 1981 Comp., p. 154]

Codification of Presidential Proclamations and Executive Orders

SEC. 2. Functions. (a) The Board shall advise the President with respect to the objectives and conduct of the overall domestic and international economic policy of the United States.

(b) The Board shall work with the Cabinet Council on Economic Affairs (composed of the Secretaries of the Treasury, State, Commerce, Labor, and Transportation, and the United States Trade Representative, and the Chairman of the Council of Economic Advisers, and the Director of the Office of Management and Budget).

(c) In the performance of its advisory duties the Board shall conduct a continuing review and assessment of economic policy, and shall report thereon to the President whenever requested.

SEC. 3. Administration. (a) The heads of Executive agencies shall, to the extent permitted by law, provide the Board such information with respect to economic policy matters as it may require for the purpose of carrying out its functions. Information supplied to the Board shall, to the extent permitted by law, be kept confidential.

(b) Members of the Board shall serve without any compensation for their work on the Board. However, they shall be entitled to travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the government service (5 U.S.C. 5701-5707).

(c) Any expenses of the Board shall be paid from funds available for the Expenses of the Domestic Policy Staff.

SEC. 4. General. (a) Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the President, except that, the Administrator of General Services shall, on a reimbursable basis, provide such administrative services as may be required.

(b) The Board shall terminate on December 31, 1982, unless sooner extended.

EDITORIAL NOTE: The President's Economic Policy Advisory Board was continued until Sept. 30, 1985, by Executive Order 12489 of Sept. 28, 1984, 49 FR 38927, 3 CFR, 1984 Comp., p. 222. Executive Order 12489 also provides that, notwithstanding the provisions of any other Executive order, the functions of the President under the Federal Advisory Committee Act which are applicable to the Board, except that of reporting annually to Congress, shall be performed by the Director of the Office of Policy Development in accordance with guidelines and procedures established by the Administrator of General Services.

Executive Order 12368—Drug abuse policy functions

SOURCE: The provisions of Executive Order 12368 of June 24, 1982, appear at 47 FR 27843, 3 CFR, 1982 Comp., p. 190, unless otherwise noted.

By the authority vested in me as President by the Constitution and laws of the United States of America, including Section 202 of the Drug Abuse Prevention, Treatment, and Rehabilitation Act, as amended (21 U.S.C. 1112), and in order to clarify the performance of drug abuse policy functions within the Executive Office of the President, it is hereby ordered as follows:

SECTION 1. The Office of Policy Development has been assigned to assist the President in the performance of the drug abuse policy functions contained in Section 201 of Title II of the Drug Abuse Prevention, Treatment, and Rehabilitation Act, as amended (21 U.S.C. 1111).

all of us know it will
~~can make~~

~~together. We are~~

take a ~~rough~~

team effort.

A Louisiana Wildcatter Shines His Point of Light

Patrick F. Taylor might seem an unlikely educational reformer. He is the sole owner of Taylor Energy Co., an oil and gas company worth \$300 million to \$400 million. He likes fast boats and airplanes and wears expensive boots and heavy gold cuff links. He may be the richest man in Louisiana.

But he is more than that. Because he left his East Texas home at age 16 with 35 cents in his pockets and had to scabble for

Business World

By George Melloan

a petroleum-engineering degree, he is a passionate believer in education. His interest has just led to a reform of Louisiana's system of higher education that will make college admission a greater academic challenge but at the same time remove financial obstacles for poor youths.

You might say that Pat Taylor is one of those thousand points of light George Bush talks about, a volunteer applying remedies of his own design to a serious social problem. He also may have rediscovered something obvious but often overlooked in all the theories about educational quality: the importance of self-motivation.

"I've heard all the arguments for better teachers, smaller classes—indirect lighting, for gosh sakes. But picture the learning process. You can have a teacher standing over every kid, a superlative teacher, and if that kid does not want to learn you can't force it into him. What does it take to learn? It takes daily effort. It takes getting up in the morning, going to school, paying attention, receiving the assignments, doing the homework. That has got to be from self-motivation."

Ideas from businessmen no longer are scoffed at by professional educators. The record of failure in public education is ap-

palling. By one estimate, 18% of the nation's 18-year-olds are school dropouts and a similar number with high-school degrees are functionally illiterate. Business interest in doing something about the problem has been rising rapidly, and for good reason—there is a shortage of trainable workers. Business corporations have launched their own in-house remedial-education programs and increasingly are working with local school systems. Former Procter & Gamble Chairman Brad Butler is running a school-reform campaign by the Committee for Economic Development, primarily a business group.

Pat Taylor's interest in education has expressed itself several ways: direct aid to promising students, service on the Louisiana State University board of supervisors, the Taylor Merit Scholars Program at the University of New Orleans and, most recently, chairmanship of the governor's committee on college availability. His university reform was born out of a request, about a year ago, that he visit a junior high in a rundown New Orleans neighborhood to serve as a "role model."

This was a familiar task. Mr. Taylor has been delivering inspirational talks to students and teachers on "Horatio Alger" days for some time. But he was warned that these kids were different. All 221 of them were either two or three years behind in school. They were in what was called a "transition class," a euphemism for salvage operation. They were 95% black, mostly children of single parents in a high-crime, high-drug area. It was estimated that 80% wouldn't finish high school. It was considered to be futile, and maybe even cruel, to talk to these kids about college.

"I didn't like what I'd been told," says Mr. Taylor. "I didn't enjoy the realization that these kids were different. So I made up my mind to try something. I was going to satisfy myself on whether in fact these kids placed no value on education.

"I laid it on pretty thick. I told them where I had come from and what I had, how I had succeeded—oil fields, gas fields, offshore, racing boats, airplanes, ranches—all that stuff. And I told them that I felt like I had had an advantage that most of their parents had not had in that I was born white, but that I personally did not think it was that much of a disadvantage to be black nowadays and that it frankly didn't make any difference.

"If they would stay in school, do their work and if they were a success, it was to their benefit. They were responsible. If they chose to drop out of school and end up on the streets, or on welfare, they could blame whomever they wished but it wouldn't make any difference. They would have to live with the results of that failure. But I didn't think it had to be that way.

"So I tried an experiment. I asked, 'How many of you kids would like to go to college?' The reaction was extraordinary. Every hand went up. Nobody looked around to see what the others were going to do. Every hand went up as if they all wanted to be the first ones to get their hands up. There was no lack of appreciation for education. Every kid knew that education was the way to succeed in our society.

"So I said, 'OK, here's how we're going to do this now.' While I was on the LSU board of supervisors, I had led the fight for LSU and later the University of New Orleans to adopt a 17½ core-credit curricula for admissions. At that time it was the only admission standards ever adopted in Louisiana. We've had open admissions. So I said, 'Your teachers know what these courses are. You kids stay in school and in your four years of high school complete these courses. If you make an A average you don't need me, the universities will snap you up. If you make Cs and Ds, I don't think you'll be qualified for college but you'll have a valid 12th-grade education and you can go to vo-tech school or ju-

nior college and you can get a job. But if you make a B average, I'll see to it you go to college.'"

Mr. Taylor reached an agreement with three college presidents to waive tuition, room and board if his kids fulfilled his challenge. He arranged for the 83 eighth-graders to have a six-week summer course on the Loyola and UNO campuses, taking classes, attending cultural events, learning personal hygiene and working part time at paying jobs. Some did surprisingly well. He had "Taylor's Kids" T-shirts and blazers made up to create group peer pressures that would give the kids some protection from outside influences. Today, a year later, 172 of the original 221 still are in school, but the shrinkage results from family moves, not dropouts. One became pregnant. One got into trouble for a joy ride in a stolen car.

"I didn't pat them on the head and make them nice little boys and girls. I gave them something to risk. They now perceive that they have a future and they are not going to do those things."

Mr. Taylor wants all students to understand that they have to work in high school to make it to college. At his urging, 12 of the 15 state four-year institutions have replaced open enrollment with admissions requirements, including a high school grade point average of 2.5. But no qualified student will be denied admission because of financial circumstances.

Several lessons may be buried in the Pat Taylor experience: It's possible to motivate ghetto youths previously lacking in direction and hope; hope can be generated by living proof that poor kids still can become rich adults in the American system; the challenge-reward principle works with kids pretty much the way it works in the oil and gas business.

As Pat Taylor puts it: "You don't always get from individuals what you expect. But if you expect nothing, you're going to get nothing."

\$2 Million Awards Program Aims to Cut School Dropouts

By DORON P. LEVIN

Special to The New York Times

DETROIT, May 17 — The Pepsi-Cola Company announced today that it would spend at least \$2 million over the next four years here and in Dallas on a pilot program to reduce dropout rates in inner-city schools. Under the program, students would receive tuition credits for higher education and teachers would receive cash.

The company said the "Pepsi School Challenge" would be the largest financial award program ever granted to a public school by a corporation in this country. The two schools selected are Southwestern High School in Detroit and L. G. Pinkston High School in Dallas.

A spokeswoman, Verla Martinson, said the company hoped to expand the program to 15 major metropolitan cities if the pilot program increased the number of graduates by 25 percent. She said it was too early to name the other cities.

Pepsi-Cola, a subsidiary of Pepsico, is the latest company to make a public issue of declining standards of youth education and to offer money or other support to selected schools.

"The uneducated or undereducated are simply not capable of operating the systems and machinery of an increasingly advanced high technology society," the company said in a statement.

Up to \$2,000 in Credits

Under the program, students will be eligible for \$250 in tuition credits a semester, up to a total of \$2,000 over four years, for accredited post-secondary education, vocational or other training after high school. The requirements for receiving the awards would be to maintain a C average, to fulfill state-mandated attendance requirements and to have no "formal record

or documented use of mood-altering substance."

Fifty faculty members at Southwestern will be designated "program mentors," the company said. Each of the teachers will receive \$1,000 a year for expenses and compensation. The school will receive \$4,000 to administer the program, the company said.

Chris Sinclair, president of the Pepsi-Cola division covering the central United States, told Southwestern students at an assembly today: "Each school dropout is a loss to us and to society. We want each of you to succeed. We're here to help make today's Southwestern student tomorrow's success."

Southwestern has an enrollment of 1,492 students, 82 percent of whom are from minority groups. The annual dropout rate at Southwestern, averaged over the past four years, is 33 percent.

Two weeks ago, Alfred S. Warren Jr., vice president of the industrial relations staff of the General Motors Corporation, estimated in a speech to Society of Manufacturing Engineers that lack of basic skills and education has cost American businesses and employees \$20 billion in lost wages, productivity and profit. Mr. Warren cited estimates that 20 million to 27 million workers, a quarter of the nation's labor force, lacked basic reading, writing and math skills.

Last year the Standard Oil Company of Ohio, a subsidiary of BP American Inc., started a five-year \$1.9 million program in the Cleveland schools designed to improve educational performance. The program awarded \$40 in tuition credits for each A, \$20 for a B and \$10 for a C to pupils in grades seven to 12.

Photocopy-Preservation

Draft Press Release

**Contact: Scott Mathews
(404) 249-2829**

For Release: June 5, 1989

BUSINESS MEANS BUSINESS ABOUT EDUCATION

The Business Roundtable, a national business organization comprised of almost 200 of the nation's largest corporations, today released a new report, entitled "Business Means Business About Education." This report provides a synopsis of The Business Roundtable companies' education partnerships.

Released at The Business Roundtable's annual meeting which focused on the critical role of the nation's leading corporations in education improvement, reform and restructuring, this report features brief summaries of the many and impressive education initiatives of The Business Roundtable member companies.

Education partnerships of 186 companies are highlighted in this report. These synopses describe specific remedies to specific education issues. They provide a rich storehouse of innovative ideas and exciting examples of what corporations can do, working with educators and community leaders to shape policies, advocate for legislative changes, create and endow programs to improve management, upgrade curricula, and launch other significant education improvement efforts. Corporate contact names and telephone numbers are provided for follow up.

Viewed collectively, these efforts demonstrate that The Business Roundtable member companies have clearly made education a top priority, and are taking aggressive action to stimulate reforms that will have a measurable and lasting impact on the quality of American education.

In issuing the new report, John ^{L.} Clendenin, Chairman of the Education Committee of The Business Roundtable, and Chairman and CEO of BellSouth Corporation, stated,

"We of The Business Roundtable recognize that if America is to maintain its economic and political leadership, we must have a world class education system. As business leaders, we are committed to making the improvements that will allow America's children the opportunity to make the most of their potential."

"What we are accomplishing in partnership with others is evidence that our schools can be improved. In the end, education is our nation's most important business."

The Business Roundtable chief executive officers hope to stimulate ideas and broader business involvement in the nation's public education enterprise. Their leadership, involvement and investment is proof that business means business about education.

Copies of this report are available through The Business Roundtable, 200 Park Avenue, New York, New York 10166, (212) 682-6370.

FACTsheet

Harper High School Adopt-A-School

A Profile of Harper High School

Harper High School is located on the southwest side of Chicago at 6520 South Wood Street in one of the most economically depressed neighborhoods in the city.

Enrollment is 1,200 students. The faculty, headed by Principal Donald J. Mulvihill, numbers 108.

The average freshman enters Harper often more than a year behind the national norm in scholastic achievement.

Fifty percent of the students come from families living below the poverty level.

Harper was adopted by Sara Lee Corporation in 1982 through the Chicago Public Schools' Adopt-A-School program. Since the corporation's involvement, many positive changes have occurred:

- Freshmen enrollment is more than 90 percent. Lack of space now prevents the school from accepting more students.
- The number of students with college intentions has increased from 51 percent to 72.9 percent.
- School attendance averages 84.5 percent.
- Math and reading levels have increased at an average rate of 13 months per year, up from eight months per year.
- Incidents of vandalism and violence are down 70 percent.

Adopt-A-School Programs

Coordinating Committee: A committee comprised of nine faculty and administration members oversees much of the Adopt-A-School programming at Harper. Each member assumes responsibility for managing at least one aspect of the program. The committee not only is instrumental in planning and executing programs, it also helps to institutionalize Adopt-A-School activities at the school.

Harper Academic Team: The Academic Team is one of the major programs at Harper. Since it began in 1984, more than 350 students have been inducted into the Academic Team. Students may qualify for the team with a "B" average and good attendance, and no grade lower than a "C." The team's honorary captain, Chicago Bear wide receiver Willie Gault, is a regular visitor at Harper.

Peer Tutorial: Students from the Academic Team with a "B" or better average provide academic support to peers having difficulty with classwork. More than 270 students have benefited from the program.

"Build a Better You": A series of workshops designed for smaller audiences allows students and parents to discuss problems and obstacles they face. Workshops focus on goal-setting, self-esteem, peer pressure and gangs, drug abuse and teen pregnancy.

Community Service Projects: Academic Team members engage in several neighborhood service projects during the school year. For the students, these projects help reinforce the value of sharing their time and talents with those less fortunate.

College Day: Area colleges are invited to Harper for the day to share information with students about their programs, courses available and entry requirements. This program is targeted toward juniors and seniors to generate or increase their interest in higher education.

FACTsheet

Tuition Reimbursement: Teachers receive partial funding for advance study in courses that can enhance classroom techniques. Nearly 25 percent of the school's teachers have taken advance study in subjects including numerical analysis, computer science, special education, cooperative and technical education, psychology and administration.

Mini-Grants: A mini-grant program provides teachers with funds for special projects. The grants have funded several different programs, including new uniforms for the school's award-winning ROTC Drum & Bugle Corps, trips to the ballet and a performance of "The Nutcracker Suite," and visits to museums and universities. A mini-grant was used to help fund Harper's first school store.

Celebrity Speakeasy: A bi-monthly program, Celebrity Speakeasy, brings to Harper positive role models from Chicago's black community to share their ideas and experiences, while encouraging excellence among Harper students. Past participants include Sara Lee Corporation board member and businessman Willie Davis; talk show host Oprah Winfrey; columnist Vernon Jarrett; and Dempsey Travis, author of "Autobiography of Black Chicago."

Business Education: The school store is operated by students in the distributive education class. In addition, there is a silk-screen printing class whose products are sold in the store. The students learn retail, marketing and accounting skills by selling products to their peers. In 1985, the school store won first place for the Most Innovative Students Entrepreneur Projects from the Minority Enterprise Development's youth program, and in 1986, the screen printing program won first place from the same organization.

Fast Facts on Nutrition: This is a one-semester course that uses innovative techniques to teach students the principles of proper nutrition and exercise. The highlight of the program is its "Nutrition Bowl," a competition patterned after a college quiz bowl. Students are asked a range of questions on calories, fiber and fat content, and exercise. Celebrity participants have included Chicago Bears Richard Dent, Dennis McKinnon, Stefan Humphries, Kenny Taylor and Academic Team Captain Willie Gault. Fast Facts is conducted in conjunction with One On One Fitness, a private exercise/nutrition consulting firm.

Scholarships: Two \$1,500 scholarships are awarded annually to students furthering their education. The grants are renewable each year provided the student maintains a "C" average at an accredited four-year college or university. Nine Harper graduates have taken advantage of the scholarships.

Attendance Program: Students are encouraged to improve attendance patterns, and those with excellent attendance are recognized in special assemblies. A highlight of the program is a contest between classes to see who has the best attendance record. The winning division is awarded each semester.

For more information on Sara Lee Corporation's Adopt-A-School program, contact:

Elynor Williams
Director of Public Affairs
Sara Lee Corporation
Three First National Plaza - 46th Floor
Chicago, Illinois 60602-4260

Darwin
Newman hasn't seen yet
Porter
Pink coming
Bookin N/C

Simon

McGroarty/Dooley
June 1, 1989
8:00 am
Draft 2

PRESIDENTIAL REMARKS: BUSINESS ROUNDTABLE EDUCATION FORUM
~~WASHINGTON, D.C.~~ JW Marriott
MONDAY, JUNE 5, 1989

[Introductory acknowledgements....]

Sam Manney
Bus. Roundtable
872-1260

I know you've been at it for the past three hours,
brainstorming on ways the American business community can improve
education. I spent some time thinking this afternoon about the
trip I've just completed, and what I'd be saying here tonight.
My message in Europe was one of change, opportunity -- and the
challenge we face in moving towards a future of freedom,
prosperity and peace.

That's a challenge that underscores the importance of
education: Education as a means of equipping ourselves to excel
in an increasingly competitive global market. Education as the
root of mutual understanding -- the key to peace in our world.

Tonight, I want to focus on the partnership we can build to
create the world-class education system this nation needs.

A gathering like this is a good sign. We've got the
Business Roundtable, the Chamber of Commerce, the National
Association of Manufacturers and the American Business Conference
coming together on a matter of urgent concern to all of us.

Improving our schools is imperative. Nothing has greater
impact on the long-term health of this nation. Together, you can
be a powerful force for positive change -- leaders in a nation-

wide drive to make our goal, excellence in education, a classroom reality.

((You won't find too many times when the subject is education that I'll come out against studying -- but this is one of them.))

We've spent plenty of time studying the problem -- hundreds of studies in the past few years alone on why our schools aren't measuring up, on what we're doing wrong. We've all heard the stories about kids who can't find the United States on a map. We've all seen the test scores: American students far down the list compared to their peers in other industrialized nations.

The time for study is past. It's time to take action -- and I commend all of you for the work your companies are already doing to strengthen our nation's schools.

It's going to take a collective effort, one that involves all levels of government, and the private sector as well.

And it's going to take an honest effort. If we're serious about improving excellence in education, we've got to get past the politics.

I've heard plenty of complaints that we're not spending enough. The fact is, we're not stingy when it comes to education. As a nation, we devote more than \$300 billion a year to educating our children. The resources are there. It's how we put those resources to work that counts.

And there's something more we need to recognize. There's no monopoly on ideas -- no one "right answer" when it comes to

Building a
Better
America
p. 49

improving our schools. Our success depends on how well we learn from one other what works when it comes to improving education.

The states are emerging as leaders. We're witnessing the emergence of 50 laboratories of reform. I know you heard from Governor Bill Clinton today, about the efforts on-going in his state of Arkansas.

Federal leadership is crucial. As you know, I've introduced a package of education initiatives designed to encourage excellence, expand accountability and to promote quality schools through choice. I expect my ideas to get a full and fair hearing when Congress begins working on my bill next week.

Right now, I want to highlight an idea that's proved its value in the business world -- an idea that can play a central role in education as well. I'm talking about competition. The business world knows that competition brings out the best, in individuals and institutions -- that competition spurs creativity and innovation.

That same is true of competition in our education system. Proof already exists: America's post-secondary education system is widely recognized as the strongest and most successful system in the world. It's also extremely competitive. Schools compete to attract the best students and first-rate faculties. And the plain fact is that this competition is not destructive. Superior schools inspire others to reach for excellence themselves.

Our elementary and secondary schools are far less successful -- and while some choice and competition now exists, more is

*How Meeder
E.D. Leg. Affairs
State Hearing 6/13*

needed. That's why I support greater freedom for students and parents in choosing a school -- and greater flexibility for school systems to attract talented teachers and principles.

But what government can do is only part of the story. In the private sector -- in the American business community -- hundreds of companies and thousands of corporate executives are going into the classrooms to help children learn. You deserve our thanks. You didn't wait for a signal from Washington -- you saw an opportunity to help, and you got involved. The numbers are impressive: 186 corporations from the Business Roundtable alone, and hundreds of others as well.

Improving our schools is a national problem, but the search for solutions must take place on the local level -- in our communities.

Local solutions work. Last month I was up in Rochester, New York, to visit the Wilson Magnet School -- a school that turned itself around. Ten years ago, Wilson was plagued by crime, plunging grades, and urban flight. Today, Wilson Magnet School is the 9th-ranked high school in the state of New York.

A night-and-day change: How did it happen? Over and over, whoever I asked, I got one answer: commitment. Commitment on the part of parents, teachers, and students. And commitment on the part of business leaders as well -- at Wilson, Eastman-Kodak.

What happened at Wilson is instructive. The community refused to accept the status quo -- and they made it their business to bring about change. Today, Wilson has many more

US News
& World
Report
6-20-88

716-328-3440

✓ applicants than it has space for students. ✓ It's a success story ✓
I'd like to see repeated across this country -- and business
played an important part.

see file for examples
Many of you here today have begun intensive "mentoring"
programs, a one-on-one approach that proves to a child that
someone cares enough to help him learn. Some of your companies
have adopted schools, supplying equipment and expertise, opening
a new world of educational experience.

Those efforts are producing real, lasting results, one
school at a time, one student at a time. But all of us know the
magnitude of the challenge. We know we have to move beyond a
band-aid approach, to the broad changes and long-term solutions
that will strengthen every school across this country.

The students who need our help can't wait. It's early June.
School's about to end for the year. On graduation day, how many
kids won't be walking across that stage to get their diploma?
How many children who walk out of that classroom a few weeks from
now won't be back in September? How many will get that degree,
and go out into the world -- come to work in your companies --
without the skills they need?

Even a single young man or woman is one too many -- and yet
there are millions.

Today, I want to ask you to join me in setting some
challenges for ourselves -- marking out a few areas where we can
redouble our efforts and make a real difference.

o Let's concentrate on cutting the drop-out rate. Today, it's one in every four ~~17- and 18-year-olds~~: a million students a high school students: (682,000)

Let's not waste time worrying about what the drop-out rate should be. It's too high. Let's get to work now to bring it down. If it's 1 in 4, let's aim for 1 in 5. Doesn't sound like much, does it? Well, that's ~~200,000~~ kids a year, staying in school -- and staying on track to a far brighter future.

o Let's raise the literacy rate. Someone once asked Ben Franklin who he thought was the most pitiful man in the world. Franklin said: "A lonesome man on a rainy day who does not know how to read."

Franklin understood that literacy is an open door to advancement, enrichment and opportunity -- to history, culture, and a world of experience.

But make no mistake: reading isn't just a rainy day diversion. It's a survival skill. How can our young people do the job if they can't read the job application?

o Let's raise our sights -- set higher standards. All of you know the kind of new employees you're looking for. That's why it makes sense to work with the schools, to create programs that develop skills for the real world -- for the millions of new jobs our economy is creating each year.

All of you know how difficult it is for your companies to keep pace in a world where change is measured in milliseconds.

Richard
Whalen
357-6664
Office of
Ed. Research
& Improvement
E.D.

Little Brown
anecdotes
p. 220

We must do all we can to equip our children with the thinking skills they'll need to make careers in the information age.

Many of us grew up in a time when a worker could spend an entire career in the same job. Those days are fading fast. Workers entering the economy today can expect to train and retrain several times to keep pace with changing work conditions. For these workers, learning must be a life-long activity. It's up to our corporations to create a working environment where employee education and training never stops.

o Finally, I challenge every CEO in this room today to get involved -- personally involved -- with the schools in your community. It all comes back to commitment -- to what I learned at the Wilson Magnet School. Your commitment motivates others. Let your communities see that you take an active interest -- and others in your community will follow your lead. I know you and your companies are doing a great deal now to improve our schools. But take it personally: be a catalyst for change.

Everyone in this room today knows the bottom line: You can't be a world-class economy without a world-class education system. You know that first-hand -- and that's why you've taken your skills and resources into our schools.

Today's conference has brought you all together, given you the chance to learn from each other -- to build a broad partnership in improving American education. I want to thank you for the work you're doing -- and I want you to take these challenges to heart.

Build a Better America.

Education Conference

June 5, 1989

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7565
Party

7777

Gov's conference
Kummen Task Force

Literacy

Measure of
Literacy
Capacity

3 pm

(Challenge the system)
You can do things
no one else can

(Newfound programs)

Photocopy-Preservation

To M. Lange
 Date 5/19 Time 5p

WHILE YOU WERE OUT

M Ray Nelson
 of Policy Develop.
 Phone 7777

Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	

RETURNED YOUR CALL

Message Wants to help
to bus. Rnd table
speech if you need. +

KN
 Operator



AMPAD
EFFICIENCY®

23-020

Here's contact
 #3. They know
 you're doing the speech
 (they're thrilled!); there's
 a meeting w/ them &
 Porter on Tuesday
 @ 3 PM (his office) --
 you may want to
 sit in, or may not.



The Business Roundtable

Room 129

TO: Jeff Vogt

FROM: Pat Engman

1 PAGES PLUS COVER SHEET

MESSAGE: ~~3~~

FOR PROBLEMS IN TRANSMISSION CALL (202)872-1260 AND ASK FOR Cristi

The Business Roundtable Annual Meeting

J.W. Marriott
Washington, D.C.

Monday
June 5, 1989

Tentative Agenda

Convene -- Annual Business Meeting

Program Introduction

Greeting

Education in the U.S. -- An Overview

Chm Edmund T. Pratt, Jr.

James E. Burke ✓
John F. Akers ✓

Lauro F. Cavazos
U.S. Secretary
of Education

Dr. Ernest L. Boyer,
President, Carnegie
Foundation for the
Advancement of
Teaching

Dr. Albert Shanker,
President, American
Federation of Teachers
AFL-CIO

Panel Discussion

Education: The Imperative for Reform

Moderator: Open

Panelists

Dr. Ernest L. Boyer

John Clendenin
CEO, Bellsouth

Marian Wright-Edelman
President, Children's
Defense Fund

early 1980s
discovery Dr. Albert Shanker

Governor Bill Clinton

S. returns in Arkansas (Governor's role)

John F. Akers

Questions and Answers

Close/Summary

Member/Guest Reception

President George Bush Speech

Dinner

JUNE 5 BRT ANNUAL MEETING

GOALS:

- 0 USE THE ANNUAL MEETING AS PLATFORM FOR AKERS' LEADERSHIP ON THE SUBJECT
- 0 PROVIDE OVERVIEW OF MAJOR PROBLEMS IN K-12 EDUCATION IN AMERICA
- 0 COVER MAJOR SEGMENTS OF K-12 EDUCATION REACHING: EARLY CHILDHOOD, ELEMENTARY/SECONDARY, TEACHERS, ACADEMICS, SCHOOL STRUCTURE
- 0 EXPLORE APPROPRIATE AVENUE FOR PRO-ACTIVE BUSINESS INVOLVEMENT INCLUDING BOTH PUBLIC POLICY AND PROGRAMS
- 0 BEGIN TO CHANNEL BRT INVOLVEMENT IN K-12 EDUCATION AND BUILD BASE TO OTHER BUSINESS ORGANIZATIONS
- 0 SELECT A FEW ISSUES AND DO THEM WELL

JUNE 5 BRT ANNUAL MEETING

Goals:

- o Use the annual meeting as platform for Akers' leadership on the subject
- o Provide overview of major problems in K-12 education in America
- o Cover major segments of K-12 education reaching : early childhood, elementary/secondary, teachers, academics, school structure
- o Explore appropriate avenues for pro-active business involvement including both public policy and programs
- o Begin to channel BRT involvement in K-12 education and build base to other business organizations
- o Select a few issues and do them well

Participants/Challenges:

U.S. Department of Education Secretary Cavazos

FEDERAL PERSPECTIVE

Remarks should focus on the Bush Education Initiatives with specific emphasis on the appropriate role of business from his vantage point as U.S. Secretary of Education. How can business support/add value to the Administration's agenda on the education issue?

Participants/Challenges cont:

Dr. Ernest Boyer

TEACHERS/EDUCATORS

From the vantage point of the former Commissioner of Education and experience with teachers and teaching, what would educators like business involvement in K-12 to be? What, in return, should business expect from educators and the educational system?

Are there any logical connections between Boyer's work with teachers and business? On the issues of Head Start/Chapter One, what are the major concerns and how should business most responsibly be involved in these issues?

Dr. Albert Shanker

SCHOOLS/RESTRUCTURING

In terms of restructuring schools and what goes on in the classroom, can business involvement provide any value? How? Are there any lessons from business experience that can help in the critically needed restructuring of schools/teaching profession? Accountability/testing? What can business expect in return for its involvement in education from schools?

John Clendenin

BUSINESS PARTNERSHIPS/FOCUS AND CHALLENGES

What should we expect from both business and education as equal partners in dealing with the education problem in America? How best can business involvement be tied to school performance standards? How should we focus business involvement in the schools?

Are there any good models out there? California Business Roundtable/Minnesota Business Partnership. What are the key ingredients?

Participants/Challenges cont:

Marian Wright-Edelman

EARLY CHILDHOOD EDUCATION/AT-RISK YOUTH

Focus on early childhood education -- Head Start and Chapter 1. What are the high and low points of the programs? Why are they important? What could and should the nation/business be doing for at-risk youth? Does business involvement add anything for these programs? How so? Are there any success stories? What should be the nature of involvement?

Governor Bill Clinton

STATE PERSPECTIVE/ACCOUNTABILITY/ECONOMIC ENVIRONMENT/CHOICE

From the perspective of a senior state executive, what are the major education issues at state/local level? What impact does education have on the economic climate in the states? How can business/education partnerships address some of these concerns?

Governor's perspective on "choice" and "accountability".

THE BUSINESS ROUNDTABLE
ANNUAL MEETING

AGENDA

CONVENE -- ANNUAL BUSINESS MEETING

ED PRATT

PROGRAM INTRODUCTION

JAMES E. BURKE

JOHN F. AKERS

GREETING

LAURO F. CAVAZOS

EDUCATION IN THE U.S. -- AN OVERVIEW

DR. ERNEST L. BOYER

DR. ALBERT SHANKER

PANEL DISCUSSION

PANELISTS

EDUCATION: THE IMPERATIVE FOR REFORM

MODERATOR: TED KOPPEL

DR. ERNEST L. BOYER

JOHN CLENDENIN

MARIAN WRIGHT-EDELMAN

DR. ALBERT SHANKER

GOVERNOR BILL CLINTON

OPEN DISCUSSION

CLOSE/SUMMARY/CALL TO ACTION

JOHN F. AKERS

MEMBER/GUEST RECEPTION

PRESIDENT GEORGE BUSH SPEECH

PRESIDENT BUSH

DINNER

JUNE 5 BRT ANNUAL MEETING

Goals:

- o Provide overview of major problems in K-12 education in America for business
- o Cover major segments of K-12 education: early childhood education, at-risk youth, elementary/secondary, teachers, academics, school structure
- o Explore appropriate avenues for pro-active business involvement including both public policy and programs
- o Begin to channel BRT involvement in K-12 education and build base to other business organizations
- o Select a few issues and do them well

Participants/Topics:

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PANEL

Ted Koppel - Moderator

John Clendenin

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Participants/Challenges cont:

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Governor's perspective on "choice" and "accountability".

John F. Akers

Business Roundtable Call to Action

Business must be concerned and involved with restructuring U.S. K-12 education because of its importance to competitiveness AND as the foundation for the future strength and vitality of our democratic society.

Three points plan/guidance for BRT involvement with education:

- 1) Build and strengthen partnerships. Work in a collaborative way with various segments of the society to improve schools.
- 2) Develop a systems approach to education reform. The essence of this approach is to define the "output" or measurable goals desired, then determined the human and financial resources and other elements required to achieve these goals.

Other components include vocational education, curriculum, student relations, innovative education, plants and equipment.

- 3) It is important that the Education Task Force provide leadership/guidance and focus for BRT companies in this endeavor.

POLICY COMMITTEE

EDWARD L. ADDISON • The Southern Company
JOHN F. AKERS • IBM
HOWARD P. ALLEN • Southern California Edison
ROBERT E. ALLEN • AT&T
RAND V. ARASKOG • ITT
H. BREWSTER ATWATER, JR. • General Mills
NORMAN R. AUGUSTINE • Martin Marietta
STEPHEN D. BECHTEL, JR. • Bechtel
WILLIAM W. BOESCHENSTEIN • Owens-Corning Fiberglas
EDWARD A. BRENNAN • Sears
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JOHN L. CLENDENIN • BellSouth
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RICHARD L. GELB • Bristol-Myers
JOHN A. GEORGES • International Paper
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ROBERT A. HANSON • Deere
PHILIP M. HAWLEY • Carter Hawley Hale
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ALLEN E. MURRAY • Mobil
PAUL H. O'NEILL • Alcoa
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P. ROY VAGELOS • Merck
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WALTER F. WILLIAMS • Bethlehem Steel
ROBERT C. WINTERS • The Prudential
JOHN A. YOUNG • Hewlett-Packard



The Business Roundtable

(202) 872-1260

SAMUEL L. MAURY

EXECUTIVE DIRECTOR
THE BUSINESS ROUNDTABLE

1615 L STREET, N.W.
SUITE 1350
WASHINGTON, D.C. 20036

New York Headquarters
200 Park Avenue
New York, New York 10166
(212) 682-6370

Washington Office
1615 L Street, N.W.
Washington, D.C. 20036
(202) 872-1260

February 1989

The Business Roundtable is an association of business executives who examine public issues that affect the economy and develop positions which seek to reflect sound economic and social principles. Established in 1972, the Roundtable was founded in the belief that business executives should take an increased role in the continuing debates about public policy.

The Roundtable believes that the basic interests of business closely parallel the interests of the American people, who are directly involved as consumers, employees, investors and suppliers. Thus, business leaders, although they speak as individuals, have responsibilities which relate to many factors that affect economic well-being — including jobs, products, services and return on investment.

A principal strength of the Roundtable is the extent of participation by the chief executive officers of the member firms. Working in task forces on specific issues, they direct research, supervise preparation of position papers, recommend policy and speak out on the issues. In this process, the Roundtable draws on the staffs of member companies for talent and expertise. In addition to the task forces there are a number of standing committees composed mostly of executives at the vice-presidential level.

Activities of the task forces and committees are reviewed by the Roundtable Policy Committee. Position papers approved by that committee are circulated to members and to the government, and are made available for use in the public discussion of issues.

In an effort to insure a broad base of information for the decision-making process, membership of the Roundtable is diversified. Member selection reflects the goal of having representation varied by category of business and by geographic location. Thus, the members, some 200 chief executive officers of companies in all fields, can present a cross section of thinking on national issues.

The Roundtable is selective in the issues it studies. A principal criterion is the impact the problem will have on the social and economic well-being of the nation. The Roundtable works only on issues where its members' business experience can make a significant contribution. It has continuing liaison with other organizations dealing with national problems.

TASK FORCES AND THEIR CHAIRMEN

ACCOUNTING PRINCIPLES

John S. Reed

Studies and develops position papers on the actions of the Financial Accounting Standards Board.

ANTITRUST & GOVERNMENT REGULATION

John D. Ong

Deals with antitrust and regulatory issues having a broad impact on business.

CONSTRUCTION COST EFFECTIVENESS

William W. Boeschstein

Promotes involvement of chief executive officers in construction cost effectiveness.

CORPORATE RESPONSIBILITY

H. Brewster Atwater, Jr.

Focuses on issues related to corporate governance and responsibilities.

ENVIRONMENT

David M. Roderick

Studies, monitors and develops positions on environmental issues.

FEDERAL BUDGET

James T. Lynn

Examines and recommends ways to restrain Federal spending and reduce deficits.

HEALTH, WELFARE & RETIREMENT INCOME

John J. Creedon

Recommends public and private sector programs which are consistent with sound social policy.

HUMAN RESOURCES

James E. Burke

Addresses human resource and employment training issues.

INTERNATIONAL TRADE AND INVESTMENT

James D. Robinson III

Develops positions on trade issues to enhance the U.S. position in international markets.

TAXATION

David T. Kearns

Develops and articulates positions on tax policy issues affecting business.

TORT POLICY

Robert H. Malott

Develops policy options and action plans to address the liability crisis.

OFFICERS

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Executive Directors

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Richard F. Kibben

Construction

Samuel L. Maury

Washington

COMMITTEES AND THEIR CHAIRMEN

CONSTRUCTION

Emmitt J. Nelson/Shell

Initiates studies and information programs to improve construction cost effectiveness.

EMPLOYEE RELATIONS

O. Fritz Wenzler/Johnson & Johnson

Considers human resource matters and issues.

PUBLIC INFORMATION

Robert L. Shafer/Pfizer

Studies, plans and makes recommendations with regard to Roundtable public information efforts.

WASHINGTON STEERING

M. Kenneth Bowler

Studies, plans and makes recommendations with regard to Roundtable Washington activities.



The Business Roundtable

**The Role
of Business
in Education
Reform:
Blueprint for
Action**

The Role of Business in Education Reform:

Blueprint for Action

The Business Roundtable

Ad Hoc Committee on Education

April 1988

The Business Roundtable

Headquarters:

200 Park Avenue
New York, New York 10166
212 682-6370

Washington Office:

1615 L Street, N.W.
Washington, D.C. 20036
202 872-1260

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Preface

Even though many of The Business Roundtable companies are involved in education at various levels, it is clear that business can and must do more. This report outlines additional programs and public policy actions that business should take in order to put education where it belongs – a top priority for business involvement.

The Business Roundtable offers this report as a blueprint for the kind of sustained, long-term effort that is required from American business to help improve our kindergarten through 12th-grade (K–12) education system.

This report was prepared by the Ad Hoc Committee on Education, which was composed of senior executives from the American Express Company, GTE Corporation, International Business Machines Corporation, Johnson & Johnson, Tenneco Inc., TRW Inc., and Xerox Corporation.

Descriptions of studies and business partnerships and analyses of public policy issues in this report are interpretations of the committee. Readers who want more information are advised to consult the original sources.

Executive Summary

Objective

Because of the critical importance of education to the productivity and competitiveness of business, the Ad Hoc Committee on Education was established in November 1987.

Its objective was to identify actions The Business Roundtable, as a national organization, and its member companies could take to improve the quality of K–12 education in the United States.

Education is not a new interest for The Business Roundtable. The Roundtable has published several studies encouraging individual company activities which are described in the full report.

Strategy

The Ad Hoc Committee on Education recommends expanding this interest through a new two-level strategy:

- ☐ Involve The Business Roundtable as a *national organization* in education public policy mainly on the federal level.
- ☐ Promote Roundtable *member company* activity in school/business programs and *member company* involvement in public policy issues mainly on the state and local level.

The Challenge for Business Involvement in Education

The justification for the strategy is clear. As the quality of education suffers, so does the competitiveness of business.

A 1986 Roundtable survey indicates that as many as 60 percent of high school graduates are not prepared for entry-level jobs. The National Alliance of Business estimates that, if this problem is not corrected, the \$30 billion spent annually by corporations for worker training and retraining – some of it on basic and technical skills – could increase dramatically and become an insurmountable obstacle to U.S. international competitiveness.

Twenty-six percent of all students drop out of school before graduation. According to the National Alliance of Business, the total lifetime earnings lost

for the high school dropouts of the 1981 class alone will be \$228 billion, with an estimated tax revenue loss of \$68.4 billion. In 1986, dropouts cost the economy an estimated \$147 billion.

To meet the competitive challenges of the 21st century with more than 130 million U.S. jobs available, workers will need higher skill levels to handle advanced technologies. However, test results from a 17-nation education study showed American students trailing behind most industrialized countries in science achievement. Business should gain competitively in the global marketplace when American students improve their scores in math, science, and literacy. If they don't improve their scores, the U.S. could lose jobs.

Business efforts to improve education should yield a high return in terms of increased productivity and competitiveness.

Principles

The recommendations in this report are based on a set of guiding principles developed by the Ad Hoc Committee. Explained fully in the report, the principles are:

- ☐ *Select a limited number of education programs and do them well.*
- ☐ *Conduct programs that are cost-effective.*
- ☐ *Develop programs with high employee involvement.*
- ☐ *Make a sustained (rather than one-time) commitment to education programs.*
- ☐ *Support programs that will serve the interests of business and society.*

Recommendations for The Business Roundtable as a National Organization

Recommendation 1: *The Business Roundtable should initiate no further studies on education.*

Since 1983 and the publication of *A Nation at Risk: The Imperative for Educational Reform*, more than 300 studies have been published on education problems and possible solutions. No new study by The Business Roundtable is warranted. Rather, The Business Roundtable should build upon the research already conducted.

Recommendation 2: *The Business Roundtable should make a sustained commitment to education through a CEO-led effort.*

There is no quick remedy for America's education problems. It will take the constant active involvement of many groups, including business, to make key changes to the education system.

Recommendation 3: *The Business Roundtable as a national organization should influence education at the federal level, including the subject of national curriculum standards.*

Last year, the U.S. Department of Education spent more than \$20 billion on education, only a third of that on K-12 education. Clearly, there is not only the opportunity for business involvement at the national level, there is a need for it.

Although some business organizations have produced studies and position statements, the business community has not been actively involved in federal education public policy. The Business Roundtable can help fill this void in the education public policy debate which currently includes educators, parents, labor unions, and representatives from a number of associations and special interest groups.

Recommendation 4: *The Business Roundtable should provide guidance and information to member companies on education programs and policies through the CEO-led effort.*

As the Roundtable companies expand their involvement in education programs and public policy issues, they will require information and guidance that should be provided by The Business Roundtable.

Recommendations for Member Companies of The Business Roundtable

Recommendation 5: *Roundtable companies should develop and strengthen school/business partnerships at the state and local level.*

For many years, individual companies have made significant contributions to education at the local level. Companies are encouraged to continue working

with community leaders and educators in forging new partnerships and strengthening existing ones.

The Ad Hoc Committee has identified several partnerships that serve as exceptional models which member companies can replicate. Many of the models use traditional school/business activities as a base from which to address public policy issues. Descriptions of these partnerships and specific actions companies may take are described in the full report.

Recommendation 6: *Roundtable companies should endorse public policy issues at the state and local levels that encourage focus on issues such as curriculum standards, teacher competency, and teacher compensation.*

More than 85 percent of the \$185 billion being spent during the current school year on elementary and secondary public education in the U.S. comes from state and local governments. As a result of its review of 14 major education studies, the committee identified three key issues for business involvement:

Curriculum Standards – Business should identify minimum requirements for high school graduates which prepare students for the careers of the 21st century.

Teacher Competency – Several approaches are recommended to address this issue: endorse programs and policies that improve the curriculum for teacher training at both the undergraduate and graduate levels, establish “lead” teacher and mentor programs, offer professional development programs for teachers, prepare students to use new technologies, and provide teachers with the latest educational technologies for instructional purposes.

Teacher Compensation – Business should join in partnership with educators to stimulate professional growth and attract and retain well-qualified teachers. Suggestions include establishing merit pay programs, raising salaries, offering promotions and career ladders for teachers, and providing incentives to reward and recognize superior performance.

Examples of current involvement by Roundtable companies in influencing state and local public policy are described in the full report.

The Role of Business in Education Reform:

Blueprint for Action

**Report of The Business Roundtable
Ad Hoc Committee on Education**

Education Is a Major Concern to Business

For several years, thoughtful Americans in all sectors of society have been concerned about the problems in American education.

Some states and communities are raising standards and improving test scores. But, by several key measurements – high illiteracy and dropout rates, low comparative test scores, and poor performance in the work place – the present U.S. education system is inadequate.

The problem is not new. But if we do not solve it soon, this national problem could become a national tragedy. More than 40 million students are in our elementary and secondary schools. If we don't keep them in school and do a better job of educating them, who will do the work that enables the United States to compete successfully in the global marketplace?

Projections indicate that the situation will continue to get worse, not better. Our increasingly technological society continually requires more workers with higher skill levels. A June 1987 report by the Hudson Institute projected that more than 1 million traditional jobs will disappear by the year 2000. Of all the new jobs that will be created between now and the year 2000, more than half will require post-high school training. [1]*

The time for criticism and blame is past. Business must join with schools, governments, and other organizations, and then work together to improve the quality of K–12 education in this country.

The programs and public policy issues discussed in this report require the kind of sustained, long-term commitment that business can and should make to improve the quality of American education.

In 1986, the National Alliance of Business issued *A Call to Action*. In this report, the Ad Hoc Committee has offered business a *Blueprint for Action*. What remains is not easy, but it is necessary: business must act.

Continuing Concern

Education is not a new interest of The Business Roundtable. In the past, The Business Roundtable has repeatedly expressed concern about the impact of American education on the quality of the work force and has identified private sector initiatives to address the issues.

* Information sources cited in the text are listed in Appendix A.

In 1983, the Employment Policy Task Force published a report which called on Roundtable companies to “work in partnership with local, state, and federal groups to help assure a return to educational excellence.”

Subsequent Roundtable reports and studies, including reports last year by the Task Force on International Competitiveness and the Employment Policy Task Force, clearly showed that companies have a vested interest in the quality of the American education system and therefore should help improve it. Last September, the Employment Policy Task Force recommended that business get involved in teacher quality and standards, curriculum standards, dropout prevention, and job training.

Today, one out of every four students in the American public school system drops out before graduating from high school – a total of 1 million per year. [2] Millions more who infrequently attend school are “at risk” of dropping out.

It is estimated that more than 70 million adult Americans are illiterate or borderline illiterate. Some young adults may be able to read, but not have the capability to understand a bus schedule. They may be able to add and subtract, but not have the skills to calculate the change from a two-item lunch order. [3]

The cost to American society – in wasted human potential, lost wages and taxes, and public assistance – totals billions of dollars every year. [4]

The Roundtable’s Employment Policy Task Force suggested that companies meet this critical challenge by sponsoring programs that encourage students to stay in school. The task force listed seven types of programs that demonstrate to students the tangible rewards for staying in school and the relevancy of school to work.

Only by keeping children in school will we have the opportunity to stem the rising tide of illiteracy and educate our young people so they are prepared to enter the work force.

The Need for Improvement

Previous studies provide ample evidence of the need for higher quality education for the students who are in our school systems.

A report recently released by the Carnegie Foundation for the Advancement of Teaching says our urban schools are in crisis. “No other crisis – a flood, a health epidemic, a garbage strike or even snow removal – would be as calmly

accepted without full-scale emergency intervention.” Researchers observed six urban school districts across the country. In one, for example, they found that only 10 percent of 10th graders could read effectively. [5]

A recently published study on science achievement of students in 17 countries also finds American students far from the head of the class. Students from the United States ranked eighth in science achievement by 10-year-olds, right behind Italy, and 14th among 14-year-olds, tied with youngsters from Thailand and Singapore. At the top in this study are students from Japan, Korea, and Hungary. In describing U.S. performance, the researchers wrote: “The achievement of advanced science students in biology, chemistry, and physics is low. The biology results are especially low. For a technologically advanced country, it would appear that a reexamination of how science is presented and studied is required.” [6]

The problems in our K–12 education system go far beyond student performance on tests. Far too many students are not well prepared to enter the world of work. A 1986 Roundtable survey of member companies found that 38 percent had difficulty finding well-educated high school graduates. More than 60 percent of the 118 companies responding to the survey said that high school graduates are not well prepared for the world of work. More than 80 percent cited insufficient attention to basics in primary and secondary schools and failure to teach about the world of work as fundamental problems affecting their company’s ability to use high school graduates. Most skills will be more important to these companies in the future, with 95 percent citing an increasing need for computer literacy. [7]

A recent study by the National Alliance of Business indicates that both business and higher education are spending significant amounts of time and money on remedial education. According to the authors, “Without fundamental changes and major improvements in the way schools prepare young people, employers will pay an increasingly high price for the educational deficit.” [4]

The findings of a recent study by the Hudson Institute show that the situation will only get worse. As we approach the turn of the century, even the least skilled occupations will require workers to read, understand directions, add, and subtract. The fastest-growing occupations will require much higher math, language, and reasoning capabilities than current jobs. [1]

Principles to Guide Business Involvement

The Ad Hoc Committee developed a set of principles as a guide for determining what education activities The Business Roundtable and member companies could most effectively undertake. The Committee adopted the following principles:

- ☐ *Select a limited number of education programs and do them well.*

Companies should not try to address all education problems but focus on those that make the most sense for the individual company.

- ☐ *Conduct programs that are cost-effective.*

Companies should look for programs that result in a multiplier effect.

In other words, companies should choose programs that demonstrate a good return on investment.

- ☐ *Develop programs with high employee involvement.*

Clearly, one of a company's greatest assets is its employees and their capacity to become involved in local education activities.

- ☐ *Make a sustained (rather than a one-time) commitment to education programs.*

Long-term approaches are needed to make significant changes to current education systems. There are no "quick fixes."

- ☐ *Support programs that will serve the interests of business and society.*

Since the Roundtable and its member companies have limited resources, they should promote education activities in which they have special interest and capability. Also, business should choose programs that have multiple benefits and serve the greater interest of society.

Time for Action

Recommendation 1: *The Business Roundtable should initiate no further studies on education.*

Since 1983 and the publication of *A Nation at Risk: The Imperative for Educational Reform*, [8] more than 300 studies have been published on America's education problems and possible solutions. No new study by The Business Roundtable is warranted. Rather, The Business Roundtable should build on the research already conducted and suggest specific actions that the Roundtable and member companies can take. As the information in the first section of this report shows, action is urgently needed.

Studies have been conducted by a number of groups, including presidential commissions, state and local governments, private foundations, and business leaders. While many significant, useful studies are available, the Ad Hoc Committee on Education reviewed 14 representative studies which address the problem from a national perspective. The studies are listed on page 16 and summarized in Appendix B on pages 30 – 35.

On the following pages, a matrix shows the recommendations of these 14 studies in six major categories: teacher competency, teacher compensation, curriculum standards, school system reforms, administration/political leadership, and business involvement. All 14 studies discuss the need for school system reforms. Nine recommend improvements to curriculum standards, eight discuss teacher competency, and seven deal with teacher compensation. Eight make recommendations in the area of administration/political leadership and eleven call for business involvement. The committee chose to concentrate its recommendations for business involvement on three major areas: *curriculum standards*, *teacher competency*, and *teacher compensation*.

Summary of Education Report

Recommendations

I. Teacher Competency

1. Raise competency of teachers
2. Establish “lead” teacher concept
3. Upgrade curriculum for teachers
4. Provide current technologies for teachers

II. Teacher Compensation

1. Establish teacher incentive programs
2. Provide merit pay for teachers
3. Create career/promotion ladders

III. Curriculum Standards

1. Raise academic standards
2. Establish measurable standards
3. Establish minimum requirements at specific mileposts
4. Establish minimum high school graduation requirements
5. Place greater emphasis on basics
6. Place greater emphasis on literacy

IV. School System Reforms

1. Provide stay-in-school incentives
2. Expand career counseling
3. Provide greater exposure to business
4. Extend academic day/year
5. Reduce dropout rates
6. Design programs for the disadvantaged

V. Administration/Political Leadership

1. Hold administrators and political leaders accountable
2. Improve school administrator management capacity
3. Provide greater financial resources for education

VI. Business Involvement

1. Establish partnerships with schools
2. Review curriculum and provide feedback on relevance to business
3. Provide students with business exposure
4. Business executives serve in policy-making roles
5. Make financial and in-kind contributions
6. Provide schools with latest technologies
7. Give hiring priority to local graduates
8. Involve employees in school activities
9. Support stay-in-school programs
10. Adopt a school

Note: The letters below correspond to the 14 education studies identified on page 16.

[illegible]

List of Studies

- A. *A Nation at Risk: The Imperative for Educational Reform*, The National Commission on Excellence in Education (1983)
- B. *Action for Excellence*, Task Force on Education for Economic Growth, Education Commission of the States (June 1983)
- *C. *Paper on Education*, Employment Policy Task Force, The Business Roundtable (December 1983)
- D. *Boston: A Partnership for Excellence*, Speech by Kenneth R. Rossano, Chairman, Boston Chamber of Commerce (October 1985)
- E. *A Nation Prepared: Teachers for the 21st Century*, Carnegie Forum on Education and the Economy (May 1986)
- *F. *Attitudes Toward Primary and Secondary Education: A Survey of the Members of the Business Roundtable*, Primary and Secondary Education Subcommittee of the Employee Relations Committee, The Business Roundtable (May 1986)
- G. *Preparing Youth for the Job Market of the Future: A Management Plan for Educators & Employers*, Hudson Institute (June 1986)
- H. *Youth 2000: A Call to Action*, National Alliance of Business (June 1986)
- I. *Dropouts in America: Enough is Known for Action*, The Institute for Educational Leadership (March 1987)
- *J. *American Excellence in a World Economy*, Task Force on International Competitiveness, The Business Roundtable (June 1987)
- K. *Workforce 2000: Work and Workers for the 21st Century*, Hudson Institute (June 1987)
- *L. *Employee Relations Committee Recommendations on Education*, The Business Roundtable (September 1987)
- M. *Children in Need*, Committee for Economic Development (1987)
- N. *The Fourth R: Workforce Readiness*, National Alliance of Business (November 1987)

* Reports and surveys by The Business Roundtable.

Sustained Commitment

Recommendation 2: *The Business Roundtable should make a sustained commitment to education through a CEO-led effort.*

This year, \$185 billion is being spent on elementary and secondary public education in the United States.[9] What is the return on that investment? Some states and communities are raising standards and improving test scores. But our education system is not improving fast enough on a sufficiently large scale to reverse the trends described earlier in this report. There is no quick remedy to the problems in American education. Solving them will require the constant, active involvement of many groups, including business.

Given the scope of the problems, and both their present and potential impact on the competitiveness of U.S. corporations, the business case for private sector involvement is compelling. Improvements in the quality of education can result in a high return on investment for American business. More effective primary and secondary schools will result in a more literate, skilled work force. Partnerships between business and schools can result in a mutually beneficial exchange of information on the needs of both. And when American students score at the top in math, science, and reading comprehension, American business will gain in the global marketplace.

The Business Roundtable needs to make a long-term commitment to focus on education issues and needs to have a CEO lead the effort at the national level.

In addition, the kind of sustained activity required from an individual business most likely will be successful if it is led by the company's chief executive officer. To help businesses get started, the Roundtable suggests the following list of actions which could be taken at several levels of a corporation, starting with the CEO. This is not intended to be a complete list or a set of prescribed activities. Rather, it suggests an approach for treating investments in education as investments in a company's future work force, just as research and development expenditures are investments in future technologies.

☐ *Actions that could be taken at the corporate level:*

- Publicize CEO statement of commitment to education both within and outside the company.
- Support legislative initiatives.
- Gain national visibility on the issues through communications such as advertising and speeches.
- Participate in state and local partnerships in headquarters state.
- Use techniques that have been proven effective on other issues, such as affirmative action and community programs, to address education issues.
- Assign responsibility to upper management.

☐ *Actions that could be taken at the division/middle management level:*

- Establish education as a high-priority community activity.
- Assign managers to monitor and report company activity.
- Report activities regularly through chain of command.
- Get involved in public policy partnerships and coalitions.
- Encourage employee involvement.
- Publicize and recognize employee activities.

☐ *Actions that could be taken at the site/branch level:*

- Implement and support programs to enhance teacher competency and school effectiveness.
- Set up programs and provide support for employee involvement in schools.
- Get involved in local public policy.

☐ *Actions that could be taken at the employee level:*

- Get involved through local organizations and programs.

Federal Public Policy

Recommendation 3: *The Business Roundtable as a national organization should influence education at the federal level, including the subject of national curriculum standards.*

At the present time, there is a noticeable lack of business involvement in the education public policy debate on the federal level while a host of other organizations – including political groups, educators, unions, education associations, and parent groups – are very vocal and influential in this arena.

Although business organizations have published many outstanding reports and position statements on education and have focused considerable attention on job-training programs, no national business organization has developed an education public policy strategy at the federal level. The Business Roundtable should help fill this void.

The Business Roundtable should initiate an ongoing, structured education public policy strategy and work in coalition with other groups to influence education legislation at the federal level.

The Roundtable also should work to shape education policies in which the business perspective adds value, such as national minimum curriculum standards and federal spending on education.

At this time, there is no national minimum curriculum standard. States maintain wide latitude in developing curriculum and minimum standards for high school graduation. Various groups in our society are beginning to look at this issue. In two reports released by the U.S. Department of Education, *First Lessons* and *James Madison High School*, model curricula for elementary and secondary schools are discussed.

Business should be involved in these discussions, particularly on issues such as work environments, minimum skills, and technical capabilities likely to be required in the future. In the year 2000 – only 12 years from now – today's kindergartners will graduate from high school. As we look toward the work force of the 21st century, it is clear that curricula will have to be analyzed – particularly in mathematics, science, technology, and foreign languages – to ensure that future job requirements are met.

Another public policy consideration for business could be the budget for the U.S. Department of Education. For fiscal year 1989, the Department of Education

has requested a budget of \$21.2 billion, \$6.6 billion of which is specifically for K–12 programs. [9] Appendix C on page 36 shows the broad categories of the fiscal year 1989 U.S. Department of Education budget request. Appendix D on page 37 shows U.S. Department of Education spending for elementary and secondary education.

Clearly, there is not only the opportunity for business involvement at the national level, there is a need for it. Corporations need to understand what is being funded, what isn't, and decide how they want to influence these decisions to assure that our work force will be prepared to meet the challenges of the future.

Guidance and Information

Recommendation 4: *The Business Roundtable should provide guidance and information to member companies on education programs and policies through the CEO-led effort.*

As Roundtable companies expand their involvement in education programs and public policy issues, they will require information and direction that should be provided by The Business Roundtable. In turn, member companies can use the information, individually or in coalition with other organizations, to improve education in the communities where they operate.

The potential and long-term effects of this effort are promising. The Business Roundtable can compile information on education programs, particularly successful school/business partnerships, which involve both Roundtable members and other organizations. To complement this activity, The Business Roundtable also should begin to collect information and analyze legislative initiatives, public policy debates, and emerging trends on state and local levels.

By serving as a resource on education programs and public policy, The Business Roundtable can help member companies increase their advocacy for quality education.

State and Local Partnerships

Recommendation 5: *Roundtable companies should develop and strengthen school/business partnerships at the state and local level.*

For many years, individual companies have made significant contributions to education at the local level. Companies are encouraged to continue working with community leaders and educators in forging new partnerships and strengthening existing ones.

The Ad Hoc Committee has identified several partnerships that serve as exceptional models which member companies can replicate. Many of the models use traditional school/business activities as a base from which to address public policy issues. These partnerships are varied. Their activities range from very focused to quite broad, depending on the objectives of the partnership.

A report published in November 1987 by the National Alliance for Business, *The Fourth R: Workforce Readiness*, describes various types of business partnerships and provides a useful approach for building a coalition. A book recently published by the Committee for Economic Development, *American Business and the Public School: Case Studies of Corporate Involvement in Public Education*, includes several case studies and suggests strategies for business involvement with public schools.

Selected partnerships are outlined below to offer Roundtable companies models on which they could base their own activities.

Atlanta Partnership of Business & Education, Inc.

In 1981, the Atlanta Partnership of Business & Education, Inc. was formed to enhance education opportunities for more than 65,000 Atlanta public school students. This nonprofit organization, which has an executive director and a small staff, has strengthened traditional public/private partnerships and developed an effective strategy and coalition for influencing education legislative initiatives.

Some of the achievements of this partnership include:

- In 1984, the organization successfully lobbied for the passage of the Georgia Quality Basic Education Act. This legislation was the state's major education reform initiative and was designed to overhaul the education system in the state.

-
- In 1984, the Partnership pushed for the passage of a sales tax, a portion of which would benefit the Atlanta public school system. The referendum passed, and last year the Atlanta public schools received \$13 million as a result of the sales tax.

The Atlanta Partnership involves more than 350 companies, including 19 from The Business Roundtable.

The Boston Compact

In 1982, the Boston business, education, and labor communities began to work together to improve the quality of education available to Boston students. The Compact linked improvements in school performance with job opportunities in Boston.

With the help of the Boston Compact, public school attendance has improved 6.5 percent over five years. Reading and mathematics scores have improved as well. A competency-based graduation requirement in reading has been instituted.

The school system and the Boston Private Industry Council filled 3,000 summer jobs in 1987. Last year, the program placed 1,000 graduates in full-time private-sector jobs. In addition, colleges and universities have created a network of support organizations to increase college attendance.

The Compact recently won a public policy victory in its ongoing battle to curb the spiraling dropout rate in Boston city schools. Teaming with the Boston city schools superintendent, the Compact secured \$2 million from the Boston City Council specifically to fund a new dropout prevention and reentry program.

The Boston Compact is being used as a model in other cities. Massachusetts plans to expand the model to five other cities, and the states of New York and New Jersey are using the design in statewide efforts. Additionally, as a result of a federally funded demonstration project implemented by the National Alliance of Business, other Compact projects have been initiated in Albuquerque, Cincinnati, Indianapolis, Memphis, San Diego, Louisville, and Seattle.

The Boston Compact involves 24 companies, including three members of The Business Roundtable.

California Business Roundtable

In California, two things heightened business community concern about education. First, businesses began to notice an increase in job applicants lacking necessary skills to compete in the work place. Second, with the passage of Proposition 13, numerous businesses felt increased concern about the quality of education even though they had initially supported Proposition 13.

In 1980, the California Business Roundtable commissioned a study of state education, which was completed in 1982. As a result of the ensuing groundswell of support for education reform in the state, many of the recommendations of the California Business Roundtable were included in a major education reform bill in 1983.

The organization also worked in coalition with the state superintendent of schools, the education community, and other interested parties to lobby members of the legislature and the governor for passage of the bill. In addition, individual member company CEOs personally lobbied for this legislation.

While there have been some improvements in education as a result of increased education funding, the California Business Roundtable is beginning to take a more in-depth look at education reforms. The group philosophy is that the K-12 education system of the 21st century should be performance-based, have autonomous and flexible schools, offer parents and students choices, provide incentives to teachers and administrators, support innovative teaching, encourage professionalism among teachers, and treat cultural diversity as a strength.

The organization has developed a preliminary design for a new education system which includes restructuring schooling, reorganizing governance and management, redesigning instructional delivery, and professionalizing teaching. They are endorsing this concept, which they envision will lead to education legislation in 1989.

The California Business Roundtable has a membership of 89 companies, including 16 members of The Business Roundtable.

Minnesota Business Partnership

The Minnesota Business Partnership was established in 1977 by a group of 11 CEOs. In 1982, out of a concern for the downward trend in the achievement scores of Minnesota students, the Partnership commissioned a three-year study to assess education problems in the state.

Recommendations from the study called for major structural reform for the schools, including a “choice” system that would allow 11th and 12th grade students to take advantage of alternative education programs offered by other high schools, post-secondary training institutions, and programs offered by private industry.

The “choice” program has now been installed statewide. About 50 percent of all students can select their own schools. The Partnership is now working to implement uniform test standards in order to provide parents, students, and educators with comparable test results from all schools in the “choice” program.

The Minnesota Business Partnership involves 72 companies, including five members of The Business Roundtable.

Washington Roundtable

In 1983, the Washington Roundtable formed a special committee to conduct three studies on the status of education in the state. A loaned executive from one of the member companies assumed overall responsibility for the studies and was assisted by more than 25 other executives who were loaned on a three-month rotating basis. They developed specific proposals and recommendations.

As a result of the studies, 40 separate legislative recommendations were proposed and education has become one of the top three priorities for the Washington Roundtable. The recommendations have been the source of state legislation and various lobbying efforts by the Washington Roundtable, member companies, and coalitions. They include:

- A legislative proposal to increase starting salaries for faculty members at state colleges and universities. The bill was passed by the state legislature.
- A legislative proposal for the state to fund Head Start or early childhood education programs for disadvantaged children. The legislation passed after being amended.

-
- A legislative proposal to appropriate funds to enhance training and retraining programs for teachers to upgrade skills. This measure was defeated.
 - A program to adjust the starting salary for new teachers, establish various pay categories for current teachers, and strengthen teacher evaluation programs. This measure was defeated.

In November 1986, the governor adopted education as one of his major priorities and praised the work of the Washington Roundtable in this area.

The Washington Roundtable is comprised of 29 CEOs and five leading citizens and former CEOs.

State and Local Public Policy

Recommendation 6: *Roundtable companies should endorse public policy issues at the state and local levels that encourage focus on issues such as curriculum standards, teacher competency, and teacher compensation.*

More than 85 percent of the \$185 billion being spent this year on elementary and secondary public education in the U.S. comes from state and local governments, as shown in Appendix E on page 38. [9] On average, states contribute 45.5 percent while local school boards contribute 40 percent, according to figures released recently by the U.S. Department of Education. Clearly, states and local communities dominate spending on public elementary and secondary education.

The states also have been at the forefront of the education reform movement. Since the first wave of the national education reform movement began, many states have made sweeping changes to improve the quality of education for students. In recent years:

- 45 states have raised requirements for graduation
- 6 states have lengthened the school year
- 26 states have new teacher tests, three have new recertification tests, and seven have mandatory competency tests

In addition, the National Governors Association projects that during current state legislative sessions, 17 states will examine school funding issues while six others will look at merit pay and school district consolidation.

Because states and localities control an overwhelming majority of the funds currently being spent on K–12 education and because they are initiating most of the education reforms taking place, it is especially important for business to take an active role on the state and local levels. Curriculum standards, teacher competency, and teacher compensation can all be addressed in states and communities.

In the area of curriculum standards, business should help identify minimum requirements for high school graduates which prepare students for careers in the 21st century.

Companies also should work with teachers' organizations and others to find ways to encourage and reward teacher competency. Business may want to endorse programs and policies that improve the curriculum for teacher training

at both the undergraduate and graduate levels, establish “lead” teacher and mentor programs, offer professional development programs for teachers, prepare students to use new technologies, and provide teachers with the latest educational technologies.

In the area of teacher compensation, business should join in partnership with educators to stimulate professional growth and to attract and retain well-qualified teachers. Suggestions include establishing merit pay programs, raising salaries, offering promotions and career ladders for teachers, and providing incentives to reward and recognize superior performance.

Appendix A: Information Sources

1. *Workforce 2000: Work and Workers for the 21st Century*, Hudson Institute (June 1987)
2. *Dropout Programs*, General Accounting Office (July 1987)
3. National Assessment of Educational Progress assessment of literacy skills of young adults ages 21 to 25
4. *The Fourth R: Workforce Readiness*, National Alliance of Business (November 1987)
5. *The New York Times*, Page A1, March 16, 1988, describing the report, *An Imperiled Generation: Saving Urban Schools*, by the Carnegie Foundation for the Advancement of Teaching
6. *Science Achievement in Seventeen Countries: A Preliminary Report*, International Association for the Evaluation of Educational Achievement (1988)
7. *Attitudes Toward Primary and Secondary Education Systems: A Survey of the Members of the Business Roundtable*, Primary and Secondary Education Subcommittee of the Employee Relations Committee, The Business Roundtable (May 1986)
8. *A Nation at Risk: The Imperative for Educational Reform*, The National Commission on Excellence in Education (1983)
9. U.S. Department of Education, various documents

Appendix B: Summaries of Studies

More than 300 education studies have been undertaken during the last few years by a number of groups, including presidential commissions, state and local governments, private foundations, and business leaders. While many significant, useful studies are available, the Ad Hoc Committee on Education selected 14 representative studies which address the problem from a national perspective. The studies and their recommendations are summarized below:

A. *A Nation at Risk: The Imperative for Educational Reform*, The National Commission on Excellence in Education (1983)

- Strengthen state and local high school graduation requirements
- Adopt more rigorous and measurable standards of academic performance in schools, colleges, and universities
- Devote significantly more time to learning the basics
- Improve the preparation of teachers and make teaching a more rewarding and respected profession
- Hold educators and elected officials responsible for providing leadership to achieve education reforms

B. *Action for Excellence*, Task Force on Education for Economic Growth, Education Commission of the States (June 1983)

- State governments to develop education action plans
- Create local partnerships
- More effectively use available education resources
- Express higher regard for teachers
- Make academic experience more productive
- Encourage and reward quality leadership
- Improve leadership/management
- Serve disadvantaged students

C. *Paper On Education*, Employment Policy Task Force, The Business Roundtable (December 1983)

- Encourage employees to serve on boards of education and advisory committees
- Release employees to serve as consultants to schools, assisting in curriculum development, equipment purchase, and teacher training
- Encourage employees to help provide technical and scientific lessons and workshops for teachers and students
- Encourage employees to provide individual tutoring for students
- Provide summer internships for teachers in rapidly changing scientific and technical fields
- Provide students with incentives to excel
- Provide funds for education research and development of pilot education programs
- Provide funds for school equipment, books, and supplies
- Adopt a school (In this program, a company or office may provide a local school a variety of support, ranging from tutoring and career education to job-hunting skills and summer jobs)
- Join with other business and community groups to work for education reform
- Articulate and communicate needs of the business community through presentations to school boards, teachers' unions, and administrators and their professional associations
- Become a political advocate of excellence in education

D. *Boston: A Partnership for Excellence*, Speech by Kenneth R. Rossano, Chairman, Boston Chamber of Commerce (October 1985)

- Develop partnership between business community and education
- Establish measurable school goals (attendance, dropout reduction, math/reading achievement, job and college placement)
- Provide incentives for students to stay in school
- Give hiring priority to high school graduates
- Reform education systems (improve curricula, set more stringent graduation requirements, improve teacher promotion policies)

E. *A Nation Prepared: Teachers for the 21st Century*, Carnegie Forum on Education and the Economy (May 1986)

- Create a national board for professional teaching standards, organized with a regional and state membership structure
- Restructure schools to provide a professional environment for teaching and hold teachers accountable for student progress
- Restructure the teaching force and introduce a new category of “lead” teachers
- Require a bachelor’s degree in the arts and sciences as a prerequisite for the professional study of teaching
- Develop a new professional curriculum in graduate schools of education leading to a master of teaching degree
- Mobilize the nation’s resources to prepare minorities for teaching careers
- Relate incentives for teachers to school-wide student performance and provide schools with essential technology, services, and staff
- Make teachers’ salaries and career opportunities competitive with other professions

F. *Attitudes Toward Primary and Secondary Education: A Survey of the Members of the Business Roundtable*, Primary and Secondary Education Subcommittee of the Employee Relations Committee, The Business Roundtable (May 1986)

(Note: The following are not recommendations but the results of a survey aimed at identifying the appropriate roles for business to improve education systems.)

- Make educators aware of business skills required for success
- Provide general assistance and support for teachers and schools
- Encourage employees to be involved at the local level
- Sponsor student and teacher programs
- Involve corporate executives on school boards
- Provide career counseling

G. *Preparing Youth for the Job Market of the Future: A Management Plan for Educators & Employers*, Hudson Institute (June 1986)

- Move schools from process orientation to results orientation and establish measurable goals (dropout rates, job placement rates)
- Require basic skill achievement before permitting students to take specialized courses
- Expose students to world of work
- Establish achievement levels for students before moving up through grades or graduating
- Expand career counseling programs
- Use community resources to supplement classroom training
- Establish incentives/disincentives to reinforce school system and individual educator performance
- Local businesses provide structured feedback to school systems on the performance of their students

H. *Youth 2000: A Call to Action*, National Alliance of Business (June 1986)

- Teach more than “3 R’s,” teach differently to motivate and retain students through graduation, and offer other special services
- Attack literacy problems at all levels through schools, families, communities, and business
- Establish partnerships to provide collaboration between schools, business, and communities to improve education

I. *Dropouts in America: Enough is Known for Action*, The Institute for Educational Leadership (March 1987)

- Extend education to full year
- Establish community/business partnerships
- Identify individualized approaches
- Establish school accountability
- Combine structure, discipline, guidance
- Address personal problems/academic performance
- Reorient grade promotion policies
- Improve training programs for school staff

J. *American Excellence in a World Economy*, Task Force on International Competitiveness, The Business Roundtable (June 1987)

- Private sector participate directly in the improvement of local schools
- Serve on committees and boards of education
- Adopt a school
- Make financial and in-kind contributions
- Executives participate in curriculum review and course instruction
- Sponsor teacher award programs
- Support individual counseling
- Host business field trips

K. *Workforce 2000: Work and Workers for the 21st Century*, Hudson Institute (June 1987)

- Raise education standards dramatically
- Increase length of school year
- Use more difficult tests covering more difficult subject matter

L. *Employee Relations Committee Recommendations on Education*, The Business Roundtable (September 1987)

- Establish statewide award programs to reward and recognize teacher/school excellence
- Implement teacher/administrator professional development programs with colleges and businesses through internships
- Provide equipment and instruction to teachers on the latest technologies
- Upgrade curriculum standards, placing increased emphasis on teacher quality and improved performance
- Promote business/school partnerships to address problems of academic achievement
- Develop incentives for students to stay in school, such as summer youth programs, scholarships, and co-op work programs

M. *Children in Need*, Committee for Economic Development (1987)

- Prevent education problems of disadvantaged children through early intervention (parent education, quality child care, preschool programs)
- Restructure the foundations of education through tailored programs for disadvantaged children, smaller classrooms, improved support (health services, nutritional guidance)
- Increase emphasis on extracurricular activities to build academic, social, and physical skills
- Design special programs to reduce high dropout rates, such as combining work experience with basic skills, helping motivate disadvantaged children, and offering other stay-in-school incentives

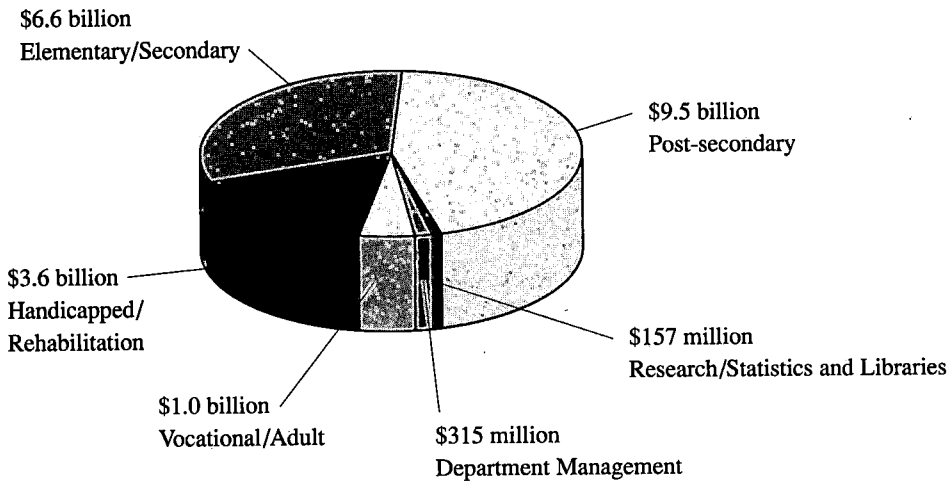
N. *The Fourth R: Workforce Readiness*, National Alliance of Business (November 1987)

- Collaborate on programs to improve the quality of education, build civic literacy, and create a work force that can adapt to work place changes
- Develop partnerships at appropriate levels of involvement:
 - Partners in policy
 - Partners in systemic improvement
 - Partners in management
 - Partners in teacher training and development
 - Partners in the classroom
 - Partners in special services
 - Multilevel partnerships

Appendix C: U.S. Department of Education Budget Request

Fiscal Year 1989 President's Budget for Education

Total: \$21.2 billion



Data source: U.S. Department of Education

Appendix D: Fiscal Year 1989 U.S. Department of Education Budget Summary

Elementary and Secondary Education

(Budget authority in millions)

Appropriation/Activity	1987 Appropriation	1988 Appropriation	1989 Request
Chapter 1*	\$3,944.2	\$4,327.9	\$4,566.1
Chapter 2**	529.3	508.4	575.0
Drug-Free Schools	200.0	229.8	250.0
Impact Aid	717.5	708.5	592.0
Math-Science/Teacher Training	91.2	131.7	137.9
Indian Education	64.0	66.3	67.7
Magnet Schools	75.0	71.8	115.0
Civil Rights	24.0	23.5	23.5
Bilingual Education	143.1	146.6	156.6
Immigrant and Refugee Education	45.9	45.2	43.9
Other	112.5	74.2	28.9
Total	\$5,946.7	\$6,333.9	\$6,556.6

* Chapter 1: Compensatory reading and math program for disadvantaged elementary school students

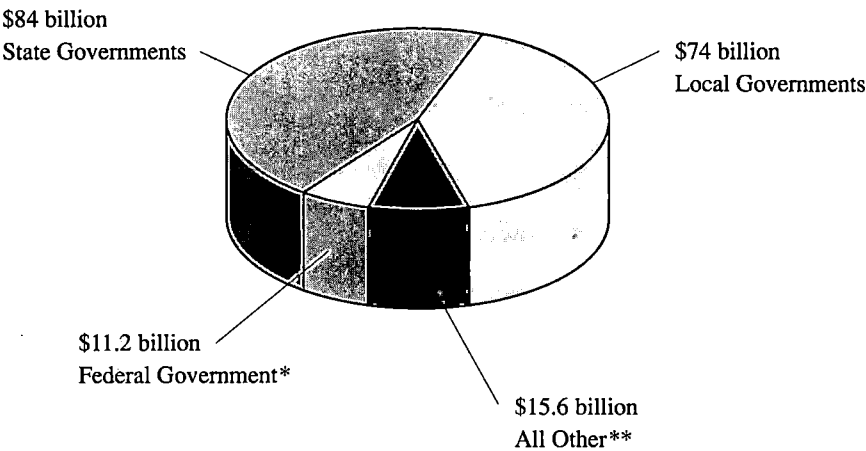
** Chapter 2: Block grants to states

Data source: U.S. Department of Education

Appendix E: Spending on U.S. Elementary and Secondary Public Education

1987–88 School Year

Total: \$184.8 billion



* Includes spending by the U.S. Departments of Education, Labor, Health and Human Services, and Defense

** Includes private funding for public education

Data source: U.S. Department of Education

The Business Roundtable

Headquarters:

200 Park Avenue
New York, New York 10166
212 682-6370

Washington Office:

1615 L Street, N.W.
Washington, D.C. 20036
202 872-1260

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