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Eric Daniels, with his grandmother and mother. One of Wilson's honor graduates, he's headed for Stanford with a full scholarship

THE ROCHESTER EXPERIMENT

School reform, school reality



Rochester, N.Y., became the focus of national attention last fall when it launched a bold plan to overhaul its troubled school system. Teachers' salaries were dramatically boosted; industry was enlisted to

reshape the curriculum; programs were created to give students individual attention. In this second in a series of articles tracking Rochester's experiment, the promise of these initiatives—and the obstacles that remain—are explored in a tale of two schools

■ A decade ago, the school was a "real hellhole," in the words of its former principal. But next Friday evening, when 125 students from Wilson Magnet High School file onto the stage of the University of Rochester's Strong Auditorium to claim their diplomas, they'll be representing the crown jewel of that city's secondary schools. Eighty-five percent of Wilson's seniors are going on to college—some to such top schools as Stanford and Cornell. Twenty-one of them earned New York State Regents Scholarships—easily the highest percentage among the city's public schools and higher than many

suburban schools. And in a district where the dropout rate is 30 percent, only a handful of the ninth graders who started at Wilson four years ago have quit school.

Across town on the same evening, Kay McClendon will preside over her first graduation as principal of Franklin Junior-Senior High School. Only about half of this year's graduates will attend college—and most of those will be going to two-year schools. Two thirds of its students score below the 50th percentile in reading and math achievement tests. And for the school's 140-member faculty, graduation day will be the merciful end of

a bitter year of disagreement between McClendon, a rookie black principal, and Franklin's veteran, mostly white teaching force. At least 75 of Franklin's teachers have requested reassignment next year.

Wilson still has its problems—students fail courses, and drug and alcohol abuse does occur—but with its rigorous curriculum, highly dedicated faculty and modern facilities, it has much of what Rochester's citizens want for all their schools. Despite Franklin's recent progress in overcoming a reputation as a dangerous school beset with disciplinary problems, it remains a dark cloud over Rochester's entire experi-

ment. If such a school can't be fixed, the ambitious goals of the Rochester experiment may not be enough. Kay McCleendon, who began her teaching career in Chicago in 1972, knows that having a safe school is only a beginning. "We have to convince the community that we can educate its children," she says, "and we have to do it through academics."

Applying the lesson. If there is hope for Franklin, it's surely to be found in the Wilson story. In fact, many of the proposals for raising student achievement laid out in last year's teachers' contract were partly inspired by Wilson's example. At Wilson, teachers and administrators share decision making. Together, they—not bureaucrats at district headquarters—decide the shape of the school. Students are not left to fall through the cracks. Principal Sue Johnston knows all 786 students by name. Business leaders and university professors have helped teachers develop their curriculum and strengthen graduation requirements.

Back in September of 1979, the odds that Wilson would become one of the state's 10 best high schools seemed remote. Wilson was then a junior high school with a mostly white, inexperienced teaching staff and 450 students—90 percent of them black or Hispanic. They led the district in fistfights, broken windows and skipping school. On some days, as many as a fourth of Wilson's students were absent. Test scores were low, and the 1905 building was coming apart at the seams. Frustrated parents in the southwest Rochester neighborhood demanded that Wilson either be fixed or be closed.

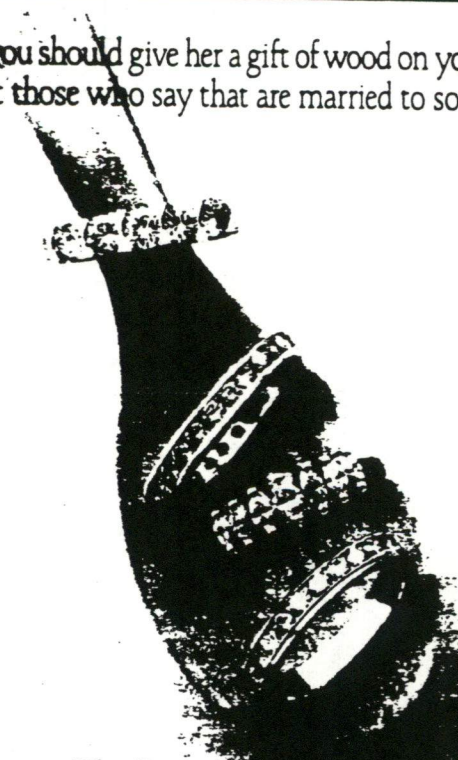
That was when Henry Williams took over as Wilson's principal and biggest believer. It was Hank Williams's first shot at running a school, but he didn't hesitate to lay down the law: "I will not tolerate disrespect of me or my teachers," he told each class in a series of meetings soon after the school year began. There were more detentions and more suspensions. Special activities such as field trips were put on hold.

Williams's 6-foot-2-inch, 220-pound frame and strong voice caught people's attention. But he wasn't a screamer, and he didn't carry a baseball bat. He took his message about Wilson to street corners, churches and basketball courts. He even posted a "For Sale" sign on the school's lawn to attract attention. When the calls came in from neighborhood residents, Williams made his pitch. "The building isn't for sale; the program is," Williams said. "And we want you to buy in."

But Wilson's renaissance would require much more than Hank Williams's faith. "A regular program wasn't going to do the trick," Williams remembers. "Parents were reluctant to send their kids to the



Some say you should give her a gift of wood on your 5th anniversary.
(But those who say that are married to someone else.)



So for your next anniversary, give her a band of diamonds in a full or half-circle. For more information, call: 800 456-5608. A diamond is forever.

The Diamond is forever.
Only a band of diamonds says you'd marry her all over again.

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JEWELERS THE LOOK

Directory of Business-Education Partnerships

Connecticut

1. Bridgeport Adopt-A-School

Partners: Bridgeport Schools/many businesses throughout the community

Location: Bridgeport

Summary: The Bridgeport business community is making contributions to the Bridgeport schools through diverse activities in the areas of management assistance, staff development, curriculum development, direct services to students, and support services.

Contact: Richard Huydic
Director of Planning and Development
(203) 576-7312

2. Career Opportunity Development

Partners: Hartford Public School System/Southern New England Telephone Company (SNETCO), Northeast Utilities, Connecticut Natural Gas, the Urban League

Location: Hartford

Summary: A work/study program for disadvantaged high school students.

Contact: Karen de Cant
SNETCO
(203) 771-5200

66 *Business-Education Partnerships*

3. Hartford Public High School/CIGNA Partnership

Partners: Hartford Public High School/CIGNA Corporation

Location: Hartford

Summary: Job entry skills are taught, mostly in word processing and office skills.

Contact: Amado Cruz, Principal

James Mason, Jr., Director, Community Affairs
(203) 726-7060

4. Learning Link

Partners: New Haven Public Schools/Southern New England Telephone Company (SNETCO)

Location: New Haven

Summary: A pilot program for a computer information network that connects students in different schools with data banks.

Contact: Karen de Cant

SNETCO
(203) 771-5200

5. Partners in Excellence

Partners: Branford Board of Education/Branford Motor Inn, First Federal Savings of Madison, Horwitz Department Store, Pepsi, Branford Hills Health Care, Inc., SNETCO, Branford Hall School of Business, Branford Savings Bank, Branford Rotary Club

Location: Branford

Summary: A program to encourage more involvement of business and community in the schools through recognition of outstanding achievement by students.

Contact: Phil DeLise, Principal

(203) 488-7291

Maine

1. L. L. Bean Incentive Grant

Partners: Freeport Public Schools/L. L. Bean, Inc.

Location: Freeport

Summary: A general incentive program for excellence within the school system. Provides funding for projects that will significantly impact and enrich current programs.

Contact: Eve Bither, Superintendent
(207) 865-6403

2. Millinocket/Great Northern Paper Partnership

Partners: Millinocket Public Schools/Great Northern Paper Company

Location: Millinocket

Summary: Great Northern buys equipment for Millinocket shop programs, provides college scholarships, and makes direct gifts to needy students.

Contact: Robert Pelletier, Superintendent
(207) 723-8333

3. Providing High Skill Technical Training On-Site

Partners: State Vocational Training Institutes/Businesses throughout the state

Location: Augusta

Summary: Provides educational services and technical training to the unemployed and retraining to company employees based on specific needs of companies.

Contact: Gary Crocker, consultant
Maine Dept. of Education and Cultural Services
(207) 289-5874

4. University of Maine Pulp and Paper Foundation Scholarship

Partners: University of Maine/Champion International Corporation

Location: Bucksport

Summary: Provides money for students and training for future employees through University of Maine.

Contact: Jack MacBrayne, Pulp Mill Superintendent
(207) 469-3131

Massachusetts

1. **Best Bet**

Partners: Burlington Schools/Pacer Systems (some other area businesses have been involved)

Location: Burlington

Summary: Responds to budget deficiencies and the need to supplement school programs in order to give students a firm liberal arts foundation and allow teachers discretion in their work.

Contact: John Rennie, President
Pacer Systems
(617) 667-8800

2. **Boston Compact**

Partners: Boston Public Schools/25 area colleges and universities, nearly 350 businesses and 27 Greater Boston trade unions, under the umbrella of the Boston Private Industry Council

Location: Boston

Summary: Provides part-time and summer jobs for high school students and trains students in job search and retention skills.

Contact: Jim Darr, Executive Director
Boston Private Industry Council
(617) 726-6200

3. **Business Education Collaborative**

Partners: Lawrence Public Schools/10-15 institutions of higher learning (e.g., Merrimack College, Northern Essex Community College), and community based organizations

Location: Lawrence

Summary: Program to mobilize resources for schools to improve student employability, to motivate students in all areas, and to enhance communication among sectors.

Contact: Joe Duggan, Staff Director
Greater Lawrence Chamber of Commerce
(617) 686-0900

4. **The Counselor Business Information Program**

Partners: Springfield Public Schools/Bank of New England.

F. A. Bassett Co., Bay State Medical Center., Digital Equipment Corporation, EBTEC Corp., Friendly Ice Cream, Marriott Hotel, Mass. Mutual Life Insurance Co., Murphy Hospital, Milton-Bradley

Location: Springfield

Summary: Exposes guidance counselors to information regarding employment and career opportunities in today's labor market.

Contact: Helaine Sweet, Supervisor
Springfield School Volunteers
(413) 787-7100

5. John Hancock-English High School Partnership

Partners: English High School/John Hancock Insurance Company

Location: Boston

Summary: Includes job preparation through an internship program, career education workshops, job skills workshops, SAT preparation workshop, adopt-a-student mentor program, career day, explorer computer club, office tours, career field trips, and several other programs aimed at academic improvement and parent/community outreach.

Contact: Sandra Arangio, Coordinator of Business Consulting
John Hancock Insurance
(617) 421-4520

6. Project ACCES (Advancement through Coordinated Community Educational Services)

Partners: Springfield, Palmer, Holyoke, Westfield, Agawam, Chicopee, Pathfinder Regional Vocational Schools/Private Industry Council of Hampden County, Hampden County Employment and Training Consortium, MA Career Development Institute

Location: Springfield

Summary: Provides additional basic skills development, extra counseling, smaller course instruction, orientation to world of work, exploratory industrial arts program, and part-time work experience for pay and academic credit.

Contact: John Sullivan, Director of Federal Projects
Springfield Schools
(413) 787-7093

7. Project 50/50

Partners: 10 School Districts in Central Mass./Digital Equipment Corporation (DEC)

Location: Oxford

Summary: Promotes use of computers as tools for teachers and students, particularly girls and minorities.

Contact: Rob Richardson, Project Director
(617) 987-1626

8. Shrewsbury-DEC Partnership

Partners: Shrewsbury Public Schools/Digital Equipment Corporation (DEC) - Shrewsbury facility

Location: Shrewsbury

Summary: A variety of programs to provide experiences for both teachers and students such as teacher summer jobs, speakers and seminars, curriculum committee, student internships, financial aid workshops for DEC employees with college age students.

Contact: Dr. Susan Anderson-Khleif, Manager
Digital Equipment Corporation (DEC)
(617) 845-5721

Dr. John Collins, Superintendent
(617) 845-5721

New Hampshire**1. Nashua Adopt-A-School Program**

Partners: Nashua Public Schools/area businesses, including New England Telephone, Sanders Associates, Kolsman Instrument Company, and Merchants National Bank

Location: Nashua

Summary: Projects sponsored by program have included letter writing contest, development of elementary level curriculum in banking and economics, attendance awards, career days, and employee job swaps.

Contact: Marguery Navavoli
Nashua Public Schools
36 Riverside Drive
Nashua, NH 03060
(603) 881-4308

New York

1. Buffalo City Schools Business-Education Partnerships

Partners: Buffalo City Schools/fast food outlets, gas stations, hospitals, banks, police department, radio, civil service

Location: Buffalo

Summary: Program to help students make the transition from school to work.

Contact: Mr. Neureuther, Special Education Coordinator
(716) 842-3197

2. Career Development Council

Partners: Elmira School District/banks, newspaper, Corning, Chamber of Commerce

Location: Chemung County

Summary: Prepares students for careers while providing employees for businesses

Contact: Jim Carter, Superintendent
(607) 734-2231

3. Chamber of Commerce, DECA

Partners: West Seneca School District/Southgate Plaza, Seneca Mall, attorneys, doctors, insurance firms, fast food outlets, Action Learn Internships

Location: West Seneca

Summary: An opportunity for students to experience real life work opportunities in addition to providing seminars for job preparation.

Contact: Dr. John Robson, Assistant Superintendent
(716) 674-5300

4. Comprehensive Adult Education Program

Partners: Albany City Schools/Computer Services Corp., Advanced Cash Register, Vermont Teddy Bear

Location: Albany

Summary: Program focuses on providing training and work experience for "at-risk" students.

Contact: John Tracey, Continuing Education Coordinator
(518) 462-7292

72 *Business-Education Partnerships*

5. Developmental Economic Education Program

Partners: Schenectady School District/Chamber of Commerce

Location: Schenectady

Summary: Through the Chamber of Commerce, businesses provide resources for improving students' understanding of economics.

Contact: Dr. Ray Colucciello, Assistant Superintendent
(518) 370-8173

6. Edu-Business Partnerships

Partners: Rochester City School District/Rochester Chamber of Commerce, Industrial Management Council

Location: Rochester

Summary: Provides resources, advisement counseling, job placement, and inservice planning for school improvement.

Contact: Robert Keller, Xerox Corp.
Arthur Moore, Eastman Kodak

7. Industry Awareness Co-op Program

Partners: Vestal School District/IBM, Binghamton Savings Bank

Location: Binghamton

Summary: Provides students with on-the-job training and an opportunity to earn money.

Contact: Ed Giegucz, Special Education Coordinator
(607) 757-2244

8. Niagara Frontier Industry Education Council

Partners: Twenty-three school districts in Erie County/47 businesses (e.g., Blue Cross, Fisher Price, General Mills, Goldome, Moog, NY Telephone, Niagara Mohawk Power)

Location: Erie County

Summary: Helps student to become well-adjusted employee of tomorrow while helping vocational teachers to update their skills.

Contact: Dorthea Stern, Executive Director
(716) 686-2000

9. Pittsford Central School 7th Grade Internships

Partners: Pittsford Central School/local business, industry.

and professional people

Location: Pittsford

Summary: Businesses provide mentors and an internship program to develop career education and knowledge of the world of work.

Contact: Dr. Richard Hibschan, Pittsford Central School

10. **Mentor Program**

Partners: New York Alliance for the Public Schools/five prominent law firms

Location: New York City

Summary: To introduce public high school students to the legal profession and encourage law careers.

Contact: Elliot Salon, Program Director

11. **Honeywell Trains Seniors for Jobs with Other Companies**

Partners: Various high schools/Honeywell Corporation and other participating companies

Location: New York City

Summary: Trains for employment after graduation underprivileged high school seniors who will not attend college.

Contact: Susan Rothschild
NYC Community Relations Coordinator
(212) 512-0400

Rhode Island

1. **Rhode Island Legal/Educational Partnership Program**

Partners: Providence area schools/area professionals in law, law enforcement, legislation, and the court system

Location: Legal partners work with educators to help students understand the law and the workings of the democratic system.

Summary: Providence

Contact: Judith Thomas
John S. Foley
(407) 277-6831

Vermont**1. Alternative Learning Program**

Partners: South Burlington High School/various agencies, institutions, and individuals

Location: South Burlington

Summary: Hands-on experience in a business setting and the opportunity to be exposed to a career the student may be considering.

Contact: Jeanette Andrew, Coordinator
South Burlington High School
(802) 658-9018

2. By Kids for Kids Toy Company

Partners: Brattleboro Union High School/By Kids for Kids Toy Company

Location: Brattleboro Union

Summary: Involvement of students in every aspect of business; students earn income and see their toys displayed in area stores, providing students with immediate and tangible success.

Contact: Sally Pennington, Executive Director
(802) 257-0361

3. DUO Program (Do Unto Others)

Partners: Champlain Valley Union High School/various businesses

Location: Hinesburg

Summary: Provides an opportunity for students to explore a career, pursue an interest, provide community service, and/or develop a talent.

Contact: Joan Braun
Champlain Valley UHS
(802) 482-2101

4. On-Top

Partners: Burlington Public Schools/Digital Equipment Corporation (DEC)

Location: Burlington

Summary: Program exposes On-Top students to career opportunities in high tech field and enhances curriculum and instructional quality of the On-Top Program.

Contact: Michael Kline, Director
(802) 864-0975

5. **Wolcott's School/Business Partnership**

Partners: Wolcott Elementary/3 businesses

Location: Wolcott

Summary: Target audience is K-6 students in rural setting; intended to provide a window to the world and increase communication skills.

Contact: Merri Grunia
(802) 888-2401

ary states of America offered a great spectacle. "Yes," Franklin agreed, "but the spectators don't pay."

6 Shortly after Washington's victory at Yorktown, Benjamin Franklin, as America's minister in Europe, attended a dinner in Paris at which the French foreign minister and the British ambassador were also present. The Frenchman proposed a toast to his king: "Louis XVI, who like the moon fills the earth with a soft benevolent glow." The British ambassador followed with: "George III, who like the noonday sun spreads his light and illumines the world." Franklin rose and said, "I give you George Washington, general of the armies of the United States, who, like Joshua of old, commanded both the sun and the moon to stand still, and both obeyed."

{Several authorities have commented on the inherent unlikeliness of this sequence of toasts. After all, the United States and France were allies at the time of Franklin's residence in Paris, and neither George III nor Louis XVI seems a particularly obvious candidate for comparison with their respective celestial bodies. Could it be an adaptation of a possible earlier toast from the period of the Seven Years' War, with Louis XV of France [sun], Maria Theresa of Austria [moon], and Frederick the Great of Prussia [Joshua]?}

7 When Franklin was dining out in Paris, one of the other diners posed the question: "What condition of man most deserves pity?" Each guest proposed an example of such a pitiable condition. When Franklin's turn came, he offered: "A lonesome man on a rainy day who does not know how to read."

8 Franklin was walking with friends along the banks of a small stream. The wind that day was strong enough to form waves on the surface of the water. Announcing that he had the power to calm the waves, Franklin walked a little way upstream and solemnly waved his walking stick three times over the water. His companions watched in amazement as the surface of the stream became as smooth as glass. Franklin later enlightened them: he had shaken a few drops of oil from the hollow joint of his bamboo cane.

9 When Franklin was in France, he frequently used to play chess with the elderly Duchess of Bourbon. On one occasion Franklin put her king in check and then took it. "We do not take kings so," remonstrated the duchess. "We do in America," replied Franklin.

10 Franklin was taken to a meeting of the French Academy at which Voltaire was also present. The members of the Academy all wished to see the two famous men introduced to each other, and there was a buzz of expectation as the introduction was made. The two bowed and spoke, as politeness demanded, but the onlookers, who felt they were witnessing a historic moment, thought there ought to be something more. The great men, slightly embarrassed and puzzled, took each other by the hand. Still the onlookers felt cheated and the noise increased. "*Il faut s'embrasser, à la française,*" someone explained. So Franklin and Voltaire threw their arms around each other and kissed each other on the cheeks, to the tumultuous applause of the Academy members. One witness exclaimed, "*Qu'il était charmant de voir embrasser Solon et Sophocle!*" (How delightful to see Solon and Sophocles embracing!) and these words spread throughout Europe as epitomizing this momentous encounter.

{The allusion to Solon, the great lawgiver of ancient Athens, was a tribute to Franklin's part in shaping the 1776 Pennsylvania constitution.}

11 At a meeting of a Parisian literary society Franklin found himself a bit at sea as flowery compliments in French were exchanged. He decided that it would be safest to clap only when he saw a lady of his acquaintance applauding. After the gathering was over, Franklin's little grandson said, "But, Grandpapa, you always applauded, and louder than anyone else, when they praised you."

12 According to the *American Jest Book* (1789): "[On the day the Constitutional Convention agreed to the new constitution to present to the public] Dr. Franklin asked a gentleman who sat next to him, whether he had taken notice of the picture of the sun in the recess at the back of the president's chair? He replied that he had, but not with a particular attention. The doctor then observed that

revenue
cap v. other
(disposable)

4532
info for Bureau possible remarks:

1) Total spending (state, local, federal) on education - 300 Billion? (Does this include private schools?)

American Society for Training & Development should have figure on total spent by American business on education.

\$10 billion - formal training
\$30 billion on formal training
The Learning Enterprise (Is it greater than formal spending?)

3) Call Larry Lindsey for # of jobs we need

estimate will be created between now + 2000, next decade or whatever.

Thomas, Jim

Sherry Holland
Research Asst.
National Affairs

Very Special Ints

2.5 million jobs a year

labor force
growth in
next decade

BLS

~~Actual for~~

Bayla White x5880
OMB

1985-6 (school year)
ACTUAL (10s of billions)

Dept of Educ,
Nat'l Ltr for
Educ State
figures

Total expenditures
educ institutions
from all sources
(fed, state, local) ~~\$247~~
\$269.5 b

elementary + secondary \$161.8 b

colleges + universities \$107.7 b

1987-8
ESTIMATE

Total \$308.8 b

elem + sec \$184.8 b

colleges + univ \$124.0 b

1986
682,000 dropped out of high school

U.S. Ed Dept.

1986
12.3% for 18-19 year-olds
Census Bureau

MEASUREMENT CRITERIA

PRIMARY EVALUATION AREAS:

- ARE STUDENTS CAPABLE OF PERFORMING ACCEPTABLE ACADEMIC WORK AT OR ABOVE THEIR CURRENT AGE AND/OR GRADE LEVEL
- CAN THE STUDENTS BE TRAINED TO SUCCESSFULLY PERFORM ENTRY LEVEL JOBS WITHOUT UNDUE REMEDIATION
- OVER TIME, ARE STUDENTS CAPABLE OF BEING TRAINED AND RETRAINED TO PERFORM INCREASINGLY COMPLEX JOBS IN A "KNOWLEDGE BASED" WORKFORCE
- ARE STUDENTS SUITABLE^Y PREPARED TO PURSUE DIVERSE COLLEGE LEVEL COURSES IN ALL AREAS INCLUDING MATH, SCIENCE, FOREIGN LANGUAGES AND HUMANITIES
- DO STUDENTS HAVE THE BASIC SKILLS TO SURVIVE IN TODAY'S SOCIETY AND TO COMPLETE THE FUNDAMENTAL TASKS SUCH AS COMPLETING EMPLOYMENT APPLICATIONS

Don - sorry I missed you.
Here is Buss.
Randtable
sheet we discussed.
Talk w/ you
later.
Rae

~~Notes~~ Planning & Budget
732 - 5085

~~Chart~~ to 16 George Hiles

- Business Group

- 3 main policy objectives
if giving a speech.

OPD - same

Secretary {
- access to Education
- accountability
- raising expectations
- rewarding Excellence
- Choice

↳ not part of Presidential Choice

- Bureau of
- Bureau of
- Bureau of

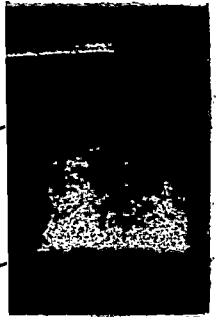
070 - James

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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

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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

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 ground swell 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)

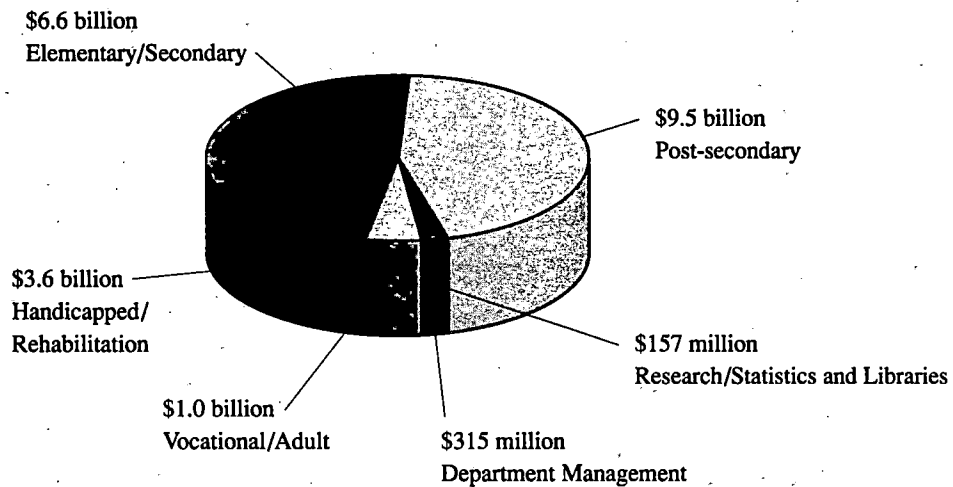
- Collaborate on programs to improve the quality of education, build civic literacy, and create a work force that can adapt to work place changes
- Develop partnerships at appropriate levels of involvement:
 - Partners in policy
 - Partners in systemic improvement
 - Partners in management
 - Partners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

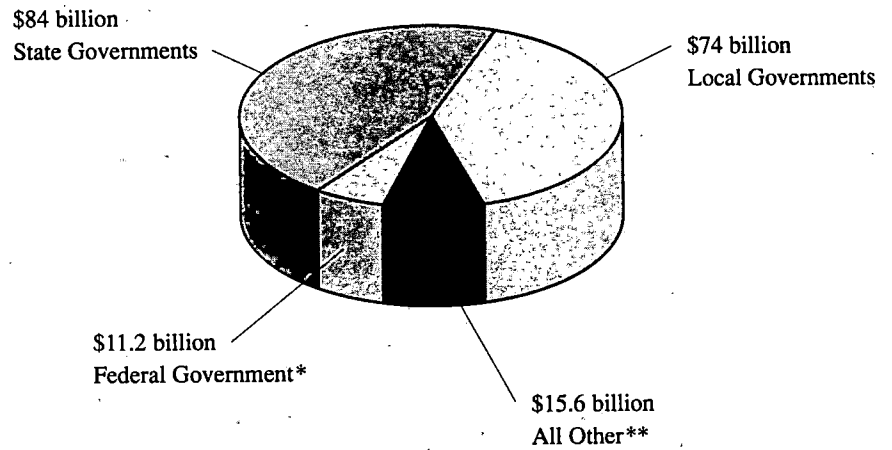
** Chapter 2: Block grants to states

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

s., March 30, 198

Partnership needed Quality, quantity of workers slipping

By LOUIS V. GERSTNER Jr.

In the next five years, American Express Co. will be hiring a minimum of 75,000 people. That's the good news. The bad news is we may not be able to find them.

I'm talking about entry-level positions that have traditionally helped young people make the step from high school to a first foothold in the adult work force. We will need people who can run word processors and computers, write airline tickets, phone in buy-and-sell orders for stock trades. They will have to learn to fit into systems, to communicate with customers and co-workers, to deal with technology.

Yet, we find people who can barely write. We are told 20 percent of our sixth graders cannot point to the United States on a world map. We read that half of our high-school students are "economic illiterates." Too many job-seekers are deficient in fundamentals such as teamwork, initiative, problem-solving, adaptability, even simple communications.

Business has no choice but to train its own. AT&T spends \$6 million a year to educate 14,000 employees in basic reading and math. American Express spends over \$10 million to teach employees to do their jobs competently.

The dilemma goes beyond quality. Our labor pool is shrinking; 10 million fewer people will enter the work force in the '90s compared with the '70s. We have a double-edged problem: Quality and quantity are going down.

Our education system is the underlying source of many of the shortcomings. One hopes President Bush, who began his campaign vowing to be the "education president," will not forget the priority.

The private sector must jump in vigorously. We must stop procrastinating with limited solutions. Let me suggest two principles we're going to have to swallow:

- It's not going to be cheap. We must see this not as a contingency or short-term expense, but as a long-range investment in rebuilding a foundation of national competence that will benefit all of us.

- Money alone is not the solution. Education is expensive, but more than money is involved. For the future of our companies and our country, we must volunteer the same

participation we expect from good parents: Be generous with our creativity, our attention, our enthusiasm, our concern. I believe American business has not lost its power to energize, and that young people exposed to the dynamism of corporate enterprise will embrace it and quickly make up lost ground.

The question is how to proceed. The best solutions must involve partnerships of businesses, schools and communities.

Six years ago, American Express created such a program, which now includes partnerships with school boards and over 100 other companies in 14 U.S. cities. The results have been encouraging. The young people we set out to teach taught us something too.

We set up what we called Academies of Finance to help educate high-school youngsters to assume entry-level positions in the financial-services industry. Students take classes and receive on-the-job training, including a paid summer internship.

The concept works. A consortium of companies has come together to form the National Academy Foundation to expand the program into partnerships with more school districts and additional occupations.

One reason for the accelerating demand for the academy approach is that something happened to our students. It was as if a big light bulb flashed on: They focused on American enterprise and, for the first time, saw themselves as part of its future.

As this happened, we started losing them. Although most started the program with no thought of higher education, 90 percent subsequently decided to enroll in college. They were in a hurry to learn, to catch up.

We like to think the academy program was their catalyst. Some potential employees flew the coop, and in that sense the joke was on us in the short term. These students will come back as well-educated members of the American work force. It's a great feeling. I recommend it to all my colleagues in American business.

Louis V. Gerstner Jr. is president of American Express Co.

Washington Post

IBM SUPPORT OF K-12 EDUCATION

Name: Adopt-A-School Program

Location: Chicago, IL

Description: Volunteers contribute three to four hours a week during the spring semester (16 weeks) to Chicago Public High Schools. A school is adopted by each participating branch office with twelve schools involved in 1989. The schools were selected on the basis of low ACT scores.

Each branch and their school have developed a customized program to assist seniors in obtaining full time employment after graduation. The students selected are B and C level business students.

Objective(s): Introduce students to the business world and motivate them to develop and pursue life goals.

Assist the students in gaining full time employment.

Demonstrate IBM's interest in making a difference in the quality of education in the community.

Date(s): 1986 to 1989

IBM Support:	1986	One school - 10 volunteers - 550 hours 69 person days
	1987	Three schools - 42 volunteers - 2212 hours or 277 person days
	1988	Eight schools - 115 volunteers - 5875 hours or 734 person days
	1989	Twelve schools - volunteer data not yet available

Results:	1986	30 students participated
	1987	90 students participated
	1988	351 students participated
	1989	Data not yet available

IBM SUPPORT OF K-12 EDUCATION

Name: Partners in Education

Location: Burlington, VT

Description: IBM partnership with Vermont secondary schools located in five counties. One employee is loaned to each participating school to supplement a teacher. The employee is available eight hours per week during the school year. The participation period is two years.

The loaned instructors provide the students exposure to the real work world. They serve as role models demonstrating the benefit of education.

Objective(s): Provide a link between education and business.

Loaned instructor's knowledge and expertise can help teacher and provide an added dimension of realism.

Date(s): 1986 to 1988 school years

IBM Support: 10 employees eight hours a week during school year plus a project coordinator.

Results: 10 partnerships formed with 10 schools. Technical and business subjects covered ranged from computer literacy to robotics and electronics. Classroom instruction was enhanced as were curriculums. Response from students, schools, government, and press was very positive.

IBM SUPPORT OF K-12 EDUCATION

Name: Teacher Sabbaticals

Location: Rochester, MN

Description: High school teachers spend the school year at IBM working in their disciplines, e.g. chemistry teachers in the Materials Laboratory, English teachers in Information Development, business teachers in administration and word processing. In addition to productive activities, the teachers serve as contacts for school tours, etc.. Teachers are encouraged to remain in close contact with their schools. They are provided time for school interactions where their industry experience can be of benefit.

Objective(s): Enable teachers to update themselves on the latest technology and industry practices. Teachers return to the schools and share their new knowledge with peers and students, rewrite curricula, etc.

Date(s): Each school year since 1980

IBM Support: IBM and the school divide the teacher's regular salary. The teacher remains on the school payroll and continues to receive school benefits, etc. IBM provides training and guidance on the job.

Results: Teachers become updated on industrial activities. Their teaching competence increases and curriculum changes are made.

Corporate

Time To Read

Time Inc.'s best known literacy project is Time To Read, an innovative reading-improvement program for adults and teenagers that is now widely recognized as one of the most effective in the field. Indeed, Time To Read was honored with a 1988 President's Volunteer Action Award, the only one ever presented to a corporate-run instructional program.

Started in 1985 under the supervision of Corporate Community Relations, Time To Read has grown from a small experiment in the Time & Life Building to a full-fledged national program. By the end of 1988 the program linked more than 800 volunteer tutors (38% of them Time Inc. employees) with 1,300 learners in 13 states. Tutors

come from half a dozen state agencies and 36 different companies, including every branch of Time Inc., and learners range from junior high school students in New York City to state employees in North Carolina and prison inmates in Pennsylvania.

Learners start with at least rudimentary (fourth grade) literacy skills, but they are generally people who read only when they cannot avoid it, and then only with difficulty. Time To Read aims to make reading both easy and enjoyable for them. The key is treating learners with respect and using material that interests them. Each is given a subscription to TIME and his or her choice of a second Time Inc. publication. Each tutor gets nine hours of instruction in the specially designed curriculum from a Time To Read expert, and each is given a set of Time To Read teaching materials. Tutors meet with their learners once a week for two hours. They work on exercises from the teaching materials and then practice "real reading"—going through the magazines very much as an experienced reader would, looking first at the headlines

The President's Volunteer Action Award (1), presented to Time To Read on June 10, 1988, honored volunteer tutors and learners such as those at the Xerox district office in Houston (2), the Kentucky Derby Hosiery mill in Mount Airy, N.C. (3) and the State Correctional Institution in Muncy, Pa. (4). Time To Read supports tutors with instructional materials (5) and fosters the expansion of the program with promotional literature (6). Another corporate program, Matching Grants, issues promotional posters (7) to encourage employee contributions to education and the arts.



1



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The Lure of the Classroom

Many professionals turn to teaching in midcareer

Teachers usually consider their work a lifetime profession, like doctors or clergy, and look askance at colleagues who "defect" to more lucrative or less demanding jobs. But the traffic is not just one way. A growing number of professionals are turning to teaching in mid-career, taking pay cuts and accepting sacrifices in order to pursue their late-found vocation. Says John Kean, chairman of the department of curriculum and instruction at the University of Wisconsin-Madison: "They are coming into education in droves."

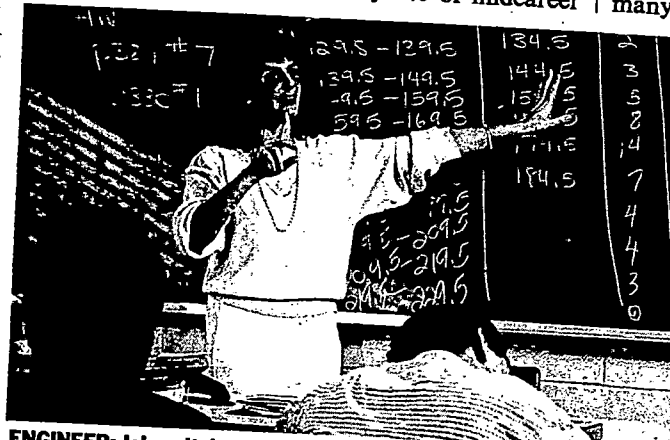
The boom is being fueled by fatter teacher salaries and efforts by many states to speed up the certification process. As recently as 1983, only eight states allowed full-time staff teachers to be hired without an undergraduate degree in education or previous classroom experience. In the 1987-88 school year, some 2,500 teachers in 24 states were trained through alternative certification programs.

Some states run such courses themselves, while others encourage colleges and universities to tailor them to the needs of career changers, who often cannot afford to forfeit full-time income. At the California State University at Dominguez Hills, one-half of the students at the Graduate School of Education are job switchers. One reason: the program provides salaried internships.

Proponents of this trend say career changers are often more motivated and more effective than teachers who took the conventional path to the blackboard. "These are a different type of teacher," says Dianne Worthy, South Carolina's supervisor of teacher education. "They bring more life experience with them."

Many of them, in fact, make considerable sacrifices to move into the classroom. When Tom Carlyle decided to become a teacher, he quit his job as a manager in a Manhattan publishing firm and invested \$10,000 in a one-year program for career changers at Harvard's School of Education. Since 1986, he has been teaching high school math in the New York City public schools. His \$30,000 salary is \$5,000 less than he made in the private

sector—but \$9,000 more than he would have made teaching math five years ago. Carlyle, 39, has no regrets. "Getting these kids through high school is much more satisfying than working behind a desk," he says. That kind of gratification translates into high job-retention rates. In the past school year, only 4% of midcareer



ENGINEER: Job switcher Nancy Pfeil, a former employee of Exxon, instructs calculus class in a New Jersey high school



ACTOR: Thespian turned teacher Jeff Newman struts his stuff for junior high school students in Los Angeles

teachers in New Jersey left the classroom after one year on the job, compared with almost 16% of teachers with traditional training.

A few of the new recruits end up teaching college courses, the most prestigious positions in the educational system, but most enter at the elementary or high school level. For some, the long hours, the strains of work and the drop in pay and prestige can be sobering. "If you tell somebody you are a chemical engineer for Exxon, that's great," says Nancy Pfeil, 29, who left such a job in 1985 to teach high school calculus. "But if you say you are a high school teacher, they just say, 'Oh.'"

Conventionally trained teachers do not always give their midcareer counterparts a warm welcome. In some states, teachers' unions have opposed laws aimed at attracting job switchers, arguing that teaching is a skill that even the most talented professional must learn before entering a classroom. "Many believe if you want to be a classroom teacher, you should go through the same training that they did," says Karen Joseph of the New Jersey Education Association.

Midcareerists point out, however, that many traditional programs are rigid, requiring even seasoned professionals with doctorates to take two years of undergraduate education courses. In Los Angeles, Jeff Newman, 37, was at first not permitted to teach junior high school drama, even though he is a former actor and published playwright. Behind that bit of illogic was a state requirement that all drama teachers must have an undergraduate degree in English or pass the National Teacher Examination. Newman, who majored in theater arts, finally had to take the exam.

Nor are midcareer teachers immune to the stresses that cause many of their traditionally trained colleagues to burn out on the job. In the fall of 1983, Air Force Major Robert R. Tindall was commanding a lead plane in the U.S. invasion of Grenada. When he retired three years later, he began teaching basic math at Florida's Fort Walton Beach High School. Tindall is still not sure which job was harder. "There were times when I thought, 'My God, it would be easier to fight a war,'" he says. Last summer Tindall abandoned his school work to accept another job offer. "I was nicked and dined to death with administrative

duties," he says.

For most late-blooming teachers, though, answering the call of the classroom has brought fulfillment. "Today you can put everything into a company and still get pink-slipped," says Ken Bryant, a former assessor and land manager who is now student-teaching in a suburban Chicago elementary school. "No machine can ever take the place of a teacher." That may be so. But most midcareer teachers are also reaping the deeper rewards that come of doing a demanding job well.

—By Susan Tiff. Reported by Michael Mason/Atlanta and Janice C. Simpson/New York



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**UNITED STATES
DEPARTMENT OF EDUCATION**



NEWS

FOR RELEASE: 12:30 p.m. EDT
May 19, 1989

Contact: John Bertak
(202) 732-4576

**CAVAZOS SAYS CHOICE WILL DRIVE FURTHER EDUCATION REFORMS;
ANNOUNCES PUBLICATIONS TO AID PARENTS, EDUCATORS**

Saying "choice will drive the movement of school reform," U.S. Education Secretary Lauro F. Cavazos today announced a series of actions his department will take to promote greater freedom for parents and students to choose the schools they attend.

Cavazos announced that he will convene a series of regional strategy meetings, bringing together governors, legislators, state education chiefs and parents "to develop action plans to promote choices and choice in their respective states."

"President Bush and I are determined to use the power of choice to help restructure American education," said Cavazos. "The President, in the 'Educational Excellence Act of 1989,' has asked Congress to expand the federal magnet schools program and I strongly endorse that proposal."

Citing what he called "our education deficit," Cavazos told a group of education writers in Washington, D.C.: "We can no longer simply patch, adjust, tinker, and complain. It is time to act. The solution is restructuring and the catalyst is choice."

Cavazos also announced:

- creation of an Education Department task force to "promote, encourage and evaluate choice programs and report on a quarterly basis regarding these activities;"
- the appointment of Jack Klenk as a Special Advisor on Choice Programs to work on the development of further initiatives;

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- that he has directed the department's Office of Educational Research and Improvement to "identify choice as a major priority of grants to be awarded this year under the Secretary's Fund for Innovation in Education."

The Secretary noted that support for the choice concept is widespread and cited examples where choice has triggered education reform. He announced that, at the request of the state of Minnesota, the Education Department will conduct "a three-year evaluation of the impact of that state's ambitious open enrollment choice program."

"Choice," said Cavazos, "empowers people by bringing them into the decision-making process. It encourages teachers and principals to become entrepreneurs and structure their curriculum and standards; students are encouraged to become learners with options that direct and capture their interest; and parents become involved as decision-makers."

Cavazos also released two new publications for parents and educators that "distill the theory and practice of choice:"

- Choosing a School for Your Child, which Cavazos termed "a practical guide for parents on how to select a school," and
- Educating Our Children: Parents and Schools Together, a report prepared for the President which addresses the issue of parental involvement as a key factor in educating children.

Choosing a School for Your Child is available from the Consumer Information Center, Department 597V, Pueblo, CO 81009. Educating Our Children: Parents and Schools Together is available from the U.S. Education Department, Office of Planning, Budget and Evaluation, Room 3127, 400 Maryland Ave., S.W., Washington, DC 20202. Single copies of both publications are free to the public.

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UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

FOR RELEASE: 12:30 p.m. (EDT)
Friday, May 19, 1989

Contact: John Bertak
(202) 732-4576

LAURO F. CAVAZOS
U.S. SECRETARY OF EDUCATION

RESTRUCTURING AMERICAN EDUCATION THROUGH CHOICE

Education Press Association
National Press Club
Washington, D.C.

May 19, 1989

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-0100

It is a pleasure to join you today and share some thoughts and plans for education in the near future.

This nation suffers from three deficits--a trade deficit, a budget deficit and an education deficit. All three of these deficits are linked and, I submit, that the trade and budget deficits will not be resolved until we overcome the education deficit.

One can quantitate the trade and budget deficits. It is done daily in Washington to the nearest million. I can quantitate the education deficit:

- * 27 million adults are illiterate
- * 28 percent of our students drop out of high school
- * the national high school graduation rate is only 71.5 percent
- * SAT and ACT scores have declined or remained static for the last three years
- * U.S. students score low in math and science when compared to their peers in other industrialized nations.

By any measure one wishes to apply, we are failing or not making progress.

What is the solution? I believe that we must first have a national commitment to excellence in education and, second, we must restructure elementary and secondary education in this nation.

By restructuring, I mean developing and implementing strategies that will improve the educational process at the elementary and secondary school level. Some examples of restructuring include:

- * curriculum reform that results in better education
- * alternative certification of teachers and principals
- * early childhood education to make every experience of young children a learning situation

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- * more educational decision authority for teachers and parents
- * educational deregulation or cutting red tape
- * choice

Again, a total restructuring and we must start now. Time is against us and for too long decisions on what is taught by our schools have been the exclusive province of professional educators. We have paid a high price for that exclusivity in lowered parental interest and a boring sameness among our schools. Again and again, scholars studying American education have bemoaned a widespread lack of parental concern and involvement in the education of their children and noted a remarkable national uniformity in the methods and organization of our schools.

But this is changing. Lately, we have begun to see glimmerings of a new level of diversity in American education, a diversity based on providing parents and students with an array of choices in both the form and substance of educational offerings. Whenever choice appears, commitment and involvement in education have been revitalized, and that revitalization sets the scene for a leap forward in achievement. It is that crucial next step, the provision of choice in education, that I would like to discuss with you today. I consider choice the cornerstone to restructuring elementary and secondary education in this country.

Why do I believe so strongly in choice in education? Because I believe in young people like Andre Lawrence and Chris Schaefer.

Andre is graduating from the Jose Feliciano School for the Performing Arts in East Harlem next month. This young man lives on the Lower East Side of Manhattan and must leave his home shortly after dawn each morning to catch the subway which takes him across the city to East Harlem. Andre could walk to a neighborhood school but it doesn't offer the curriculum that interests him and there are problems with drugs near the school. At the School for Performing Arts, he has grown academically and polished his considerable skills in music. And his musical talent would have gone untapped if he had not had a magnet school to attend. Thus, choice provided education and opportunity.

Chris Schaefer almost dropped out of school two years ago. To quote Chris, he was "sleepwalking through his classes" in his local high school, in a state of "educational depression." The choice reforms in Minnesota saved Chris as a student. With support from his mother, he enrolled at the Chisago-Pine Area Learning Center. In his new school, Chris has developed his potential as a writer and his grades have improved.

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Andre and Chris have had the advantage of choice in education. Working with their parents, they determined the school that would provide the best education for them.

Because of choice, we have seen remarkable changes in East Harlem. Test scores have risen and admission of students from East Harlem to the selective high schools in the city has climbed dramatically. It is axiomatic that good schools take care of and educate all students to their fullest potential. The blueprint is clear--all we need to do is to follow it to bring about positive change.

Minnesota has been putting the nation's most ambitious state-wide choice program into effect since 1985. This program offers open enrollment across district lines, post-secondary options, and area learning centers, like the one Chris attends. The successes here have inspired Iowa and Arkansas to enact open enrollment legislation, and it is reported that 21 states are considering choice programs.

All our young people should have the opportunities offered by choice that have benefited students like Andre and Chris. We must do away with ineffective conventional arrangements that only block reform.

It is expected that choice will promote school reform. Initially we tried to improve education by imposing regulations from the top down while leaving the basic structure of our schools untouched. Obviously, this has not worked.

In the current movement of reform, schools must be responsive to parents, students and teachers. To accomplish this, schools need the freedom to change and innovate.

Schools should remain accountable, of course, but accountable to parents, teachers and students as well as to central administrators.

In short, we must infuse our schools with the ingredients that are essential to any enterprise--entrepreneurship and accountability. Choice offers this opportunity.

The failings of our school system today affect all children, but none more severely than America's minority and disadvantaged young people. You are well aware of the tragic situation in some of our inner-city and rural schools where it is common for half or more of the minority students to drop out...and for those who do graduate to go out into the world unprepared for college and the workplace.

It's not enough to deplore the situation or to blame it on a supposed lack of money. We already spend more on our students than any major industrialized country in the world. No, as I

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emphasized earlier, I believe that we can no longer patch, adjust, tinker and complain. It is time to act. The solution is restructuring and the catalyst is choice.

No child, no matter his or her circumstances, should be compelled to attend a failing school, or one that does not meet their academic needs. Choice offers parents, students and teachers the opportunity to select the better schools if the neighborhood school is faulty or if it cannot satisfy educational requirements. Through choice, we can exercise the same kind of judgment in selecting schools that we take for granted in making other decisions.

Those who have benefited from choice are pleased with it. Yet, relatively few students have access to choice despite the benefits. This must be changed.

The President has called for "a second great wave of education reform" where choice is "perhaps the single most promising" idea. As David Kearns, the Chairman of Xerox, says, "To be successful, the new agenda for school reform must be driven by competition and market discipline...the objective should be clear from the outset: complete restructuring... The public schools must change if we are to survive."

Where choice is used, it works. Charles Glenn, the civil rights director for the Massachusetts Department of Education, says choice can promote equity, "...by creating conditions which encourage schools to become more effective...by allowing schools to specialize and thus to meet the needs of some students very well rather than all students at a level of minimum adequacy, and...by increasing the influence of parents over the education of their children in a way which is largely conflict free. We have become excited about the potential of choice for public education."

There are many reasons to be in concert with the innovations that choice can bring. This approach recognizes that there is no "one best way" for everyone. Children have different needs and learning modes. Teachers have different approaches. Parents have different philosophies. Choice allows schools to draw strength from diversity by developing different programs. It allows each school to excel.

And, choice does something more: it empowers parents by bringing them into the decision-making process. It encourages teachers and principals to become entrepreneurs and structure their curriculum and standards; students are encouraged to become learners with options that direct and capture their potential.

A free and productive society thrives on empowerment of the people. The American economy and our democracy are products of empowerment, and this approach can revitalize schools around the country.

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For an example of choice across a broad front, we only need to look at the system of postsecondary education in this country. At the postsecondary level, schools compete for students, offering a variety of programs to satisfy distinct needs. We have a fine system of universities and colleges...some say the best in the world. The rector of a university in Russia who was on a tour of our higher education system recently observed that "American universities are not good because the United States is rich. America is rich because it has good universities." That's quite an endorsement. And students from all over the globe come to this country to attend our universities and colleges.

My point is basic...there are choices at the postsecondary level of education in this country and they have helped to produce the highest caliber educational system. I am convinced that the same approach can promote progress and success for our elementary and secondary schools.

There is one thing I want to make clear before going on. I have heard the criticism that choice would promote a two-tiered system of education, that is, one system for the fortunate and another for the disadvantaged. It is blind not to recognize that inequities already exist in our schools. It assumes that choice cannot be exercised in an effective and responsible manner by all parents and students to improve their situation. I say, enable all Americans to make choices in education. Furthermore, armed with the power of choice, parents can force inferior schools to upgrade or close. No citizen should attend a second rate school in the United States of America.

President Bush and I are determined to use the power of choice to help restructure American education. The President, who visited a magnet school in Rochester, New York, just yesterday, has asked Congress to expand the federal magnet schools program in the "Educational Excellence Act of 1989," and I strongly endorse that proposal. Among other issues, this measure also calls for alternative certification of teachers; recognizing Merit Schools, outstanding teachers and science scholars; and the funding of drug prevention programs.

In order to provide momentum in the national effort on choice in education, I am announcing several federal initiatives.

First, I will move immediately to convene four Regional Strategy Meetings and invite teams of Governors, legislators, State Education Chiefs, principals, teachers and parents to develop innovations to promote choice in their respective states.

Second, I am creating in our own office a special task force to promote, encourage and evaluate choice programs and report to me on a quarterly basis regarding our progress in those areas. Based on the findings of the task force, you will be hearing more from us on additional federal activities.

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Third, I am today naming Jack Klenk of our staff as a Special Advisor on Choice Programs to work on the development of further initiatives.

Fourth, I am directing the Office of Educational Research and Improvement to identify choice as a major priority of grants to be awarded this year under the Secretary's Fund for Innovation in Education.

We are also aware of a special and critical obligation to see that the public has valid information at its disposal for making choices in education. I plan two immediate actions to fulfill that responsibility.

First, I am releasing two publications that distill the theory and practice of choice, and will release two others in the near future.

Choosing a School for Your Child is a practical guide for parents on how to select a school. Although this booklet is designed for parents, we believe it will also interest educators and policymakers. This publication will be translated into Spanish to ensure its widest distribution to the public. Parents can get these booklets free of charge through the Consumer Information Center.

The second book, Educating Our Children: Parents and Schools Together, is a report prepared for the President in January 1989 by the Working Group on the Parental Role in Education. It addresses the issue of parental involvement as a key factor in educating children.

Improving Schools and Empowering Parents: The White House Workshop on Choice in Education will discuss that conference and provide background on the issue of choice. This booklet will be released this summer, along with Parental Choice in Six Nations.

At the request of the state of Minnesota, I am ordering the Department to conduct a three-year evaluation of the impact of that state's ambitious open-enrollment choice program. Governor Rudy Perpich's pioneering efforts in Minnesota provide an unparalleled laboratory for looking at what works and how it works in choice programs.

The American public education system was once the envy of the world. Our past successes were built on a recognition that parents, teachers, students and local school administrators must work together to educate our nation's children. We strayed from this solid principle some time ago and placed our trust in processes and institutions that distanced parents and students from their educational systems. The concept of choice returns the crucial element of parent and student involvement. This

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involvement revives the relationship between parent and teacher, parent and principal, parent and student, and parent and parent, thereby rekindling community concern for education in this great country.

"He is free who lives as he chooses," a Greek philosopher wrote nearly 2000 years ago. Americans today still hold firmly to that ancient but timeless ideal. To be an American means to have choices. Yet, ironically, we are often powerless to make one decision with a profound and enduring effect...where to send our children to school.

Thank you.

• PORT HENRY/TICONDEROGA/NORTH COUNTRY

Helping Schools Help Themselves

In a recent annual report, Arthur Wallace, President of the International Paper Company Foundation, said:

"Looking ahead, we will place increased emphasis on supporting programs to improve the teaching and learning of basic skills in schools located in International Paper Company communities. Pre-college education, exemplified by EDCORE, our widely acclaimed Education and Community Resources Program, will continue to be the flagship effort of the Foundation."

The impact of that program — one which emphasizes community involvement and encourages the participation of local International Paper Company managers in school activities — can be seen in the four New York communities which received grants during the 1986-87 school year: Ticonderoga, Lake Luzerne, Port Henry and Corinth. These communities received a total of \$57,000, which was used to finance a variety of programs, including:

- Linking Reading and Writing to a Productive Future: All teachers at the Corinth Central School will participate in an in-service training program on the process approach to writing. It will also teach development of monitoring tools, and assist teachers in developing a sequence of writing skills activities for each elementary grade level.

Contact: Norma Winslow
Corinth Central School
105 Oak Street
Corinth, NY 12822
Phone: 518-654-9008.

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- Integrated Reading and Writing Instruction: Awareness, Implementation and Evaluation. The staff of Hadley-Luzerne Central School will attend an in-service conference designed to increase their awareness and understanding of integrated reading and writing skills instruction. A manual of effective strategies and activities discussed during the project will be published.

Contact: Harry Brooks
Hadley-Luzerne Central School
Box 200, Lake Luzerne, NY 12846
Phone: 518-696-2461

- A Local History Researched, Written and Produced by Elementary Students. In this project, students will research and write books on the history of the Town of Moriah. They will learn about the Town's history through visiting the local library, historic buildings and private homes, examining photos and maps, and talking with local residents. Writing about the area will expand students' language, vocabulary, and writing skills, and their knowledge of their hometown.

During this project, teachers also will be learning about the teaching of research methods and how to teach thinking and writing as an integrated process.

Contact: Sarah Aunchman
Moriah Central School
HCR 1, Box 7A, Port Henry, NY 12974
Phone: 518-546-3301

- Quality Comes in Reading and Writing, an integrated approach to reading and writing will be implemented for all students in kindergarten through the fifth grade. A group of teachers and community members will attend development workshops focusing on model programs to teach reading and writing.

A number of activities will be implemented to increase students' enjoyment of reading and writing, including participation in "Books and Beyond," and a young authors conference for student writers. Community volunteers will work in the writing classrooms and manage the "Books and Beyond" Program. Original student writing will be published and distributed in the community.

Contact: Pat Hendrix
Ticonderoga Elementary School
Alexandria Avenue
Ticonderoga, NY 12883
Phone: 518-585-7437

The International Paper Company Foundation also makes grants available to individual teachers at schools in communities where the company has plants. During the 1986-87 school year, \$1,000 grants were awarded to 11 teachers in New York State for projects including:

- developing a childrens' dramatic workshop as part of a third grade language arts curriculum at Corinth Central School,
- developing a reading and writing relevancy program for special education students in the Moriah Central School District,
- helping fifth grade students to produce a bi-monthly newsletter to be distributed to students in kindergarten through fifth grades of Ticonderoga Elementary School,
- financing a project in which elementary school students will research the impact of International Paper's mill on Ticonderoga's economy, and
- developing a program to recruit and train volunteers to help students of the Ticonderoga Elementary School.

Contact: Patricia Freda
International Paper Company
Foundation
International Paper Plaza
77 West 45th Street
New York, NY 10036
Phone: 212-536-5986

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A school-reform suggestion: Make pupils work harder

WASHINGTON—What's wrong with America's public schools? Commissions of various sorts have been asking and answering that question for the past several years, and virtually every school district in the country is in the midst of some "educational reform" or another.

We've had teacher pay raises, curriculum reform, competency tests for both students and teachers—all in an attempt to fix what is wrong with the schools.

And what do we get? More disastrous news: More of our children are dropping out of school, according to the State Education Performance Chart just released by the Department of Education, and those who stay through high school graduation are scoring

William Raspberry

lower on college entrance exams.

What is wrong?

Maybe it's the question itself. Some schools and school districts—and not just the affluent ones—have managed to keep the overwhelming majority of their students in school while raising their performance levels above national norms.

Maybe it's time to stop studying the unsuccessful schools to discover what has gone wrong, and take a hard look at the unexpectedly successful ones to see what is going right.

And what would we find? My guess: that outlays and reform have very little to do with it; that the good schools are marked by principals who believe (and are able to infect their faculties with the belief) that their children can learn if they work at it).

One problem with America's schools, I suspect, is that too many of our children aren't working very hard. The children won't say that. Perhaps they don't even know it. But the amount of work required by some of our schools is so small that the wonder is that anybody is learning very much.

I suspect, too, that our efforts to cure poor performance and our attempts to reduce dropout rates are at cross purposes. We want higher test scores, but we also want to avoid discouraging children by giving them the low grades they sometimes earn. We are torn between introducing new course work and trying to make things easier, or more fun, lest the academically weak drop out.

Well, where is it written that school work should be fun and games?

We should insist that our children work harder in school.

I have never argued that we should make classwork easy to keep children from dropping out of school. My argument has been that it makes less sense to require that all children study simultaneous equations, polynomials and imaginary numbers (which few of them will ever use outside a classroom) than to insist that they all learn arithmetic and elementary algebra (which will serve them in whatever careers they choose and perhaps keep more of them in school).

I'd go even further: Seeing to it that all of our children become proficient at arithmetic (including percentages, statistics, elementary logic, estimating, etc.) and first-order algebraic equations would (1) make it possible to attract more of them to higher levels of math, and (2) provide those who don't go on to trigonometry and mathematical regressions with the basis for learning whatever math they later need.

I'd rather have all of our children learn the mathematics they will have to use than force the untested to suffer through poorly taught number theory; I'd rather have them learn to read, write, speak and appreciate good English than require poor readers to play at analyzing Elizabethan sonnets.

Requiring children to work hard at their present curriculum will do more good than more "reforms" of the sort that gave us "new math," "whole-child" education and open-space classrooms.

The "reform" that will improve our children's school performance is not to make the subject matter harder than it now is but to make students work harder at what we're already trying to teach.

It would require more work by teachers, more supervision and involvement on the part of parents and, for a time, perhaps more resentment from students. But I have no doubt that the results would be worth it.



Well, sometimes I have a tendency to hook my three wood!

We still need the Fairness Doctrine

By Benjamin L. Hooks

In 1955, NBC News aired an interview with Thurgood Marshall, then special counsel for the National Association for the Advancement of Colored People. Although the civil rights movement was the most important political issue of the generation, this nationally televised program was never seen by the residents of Jackson, Miss.

Instead of carrying the interview with a man who later would become a U.S. Supreme Court justice, WLBT-TV, the NBC affiliate, posted a notice on the screen that falsely claimed technical problems: "Sorry, Cable Down."

Two years later, WLBT broadcast a show during which participants discussed the alleged social benefits of segregation. No one opposing segregation, or supporting desegregation, was allowed to give the other side of the story.

These and several other incidents over the years eventually led to a tremendous citizen victory. Citizens used the Fairness Doctrine to challenge WLBT's failure to provide balanced coverage of controversial issues in its overall programming.

The court case was heard by Warren Burger, then a judge on the District of Columbia Circuit Court of Appeals and later the chief justice. He stated that compliance with the Fairness Doctrine is "a sine qua non of every licensee." In other words, the Fairness Doctrine is the essence of every licensee's programming responsibilities.

I heartily agree. The 1st Amendment exists to serve the public's right to hear debate on important issues, and the Fairness Doctrine reinforces that right as to television and radio airwaves. Nothing could be more fair than giving citizens access to all points of view.

However, not everyone feels that way.

In 1987, the Reagan-appointed Federal Communications Commission struck down the 38-year-old doctrine, ignoring years of FCC opinions, a unanimous Supreme Court decision upholding the constitutionality of the doctrine and the basic fact that

Benjamin L. Hooks, executive director of the National Association for the Advancement of Colored People, was a member of the Federal Communications Commission from 1972 to 1977.

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Not one but two juries brought in a verdict on Ollie North last week. One was composed of 12 men and women in Judge Gerhard Gesell's courtroom. The other consisted of millions of people sequestered in their living rooms, who judged Col. North based on what they saw and heard in a tough TV docudrama called "Guts and Glory."

I don't know how Gesell's jury reached its decision, but this is how I reached mine. Like most Americans, I assumed that everything depicted in the docudrama was factual. I was all set to buy the whole package, until the second episode when I saw a scene that I couldn't believe. Ollie parked his car on Pennsylvania Avenue in front of the White House, locked it, walked to the Executive Office Building and left the car

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From Bush's
Mrs. office

Six Public Systems' Gainful Coalitions

By PAUL T. HILL

Many big-city school systems are dead in the water, unable to improve their low test scores or reduce high teacher and student absenteeism and near-50% dropout rates. But some cities are making schools work for poor minority children. They are building strategies that marshal private and public resources, focus attention on the neediest schools, and topple the bureaucratic barriers separating schools from the community.

During the 1987-88 school year, RAND Corp.'s Arthur Wise, Leslie Shapiro and I visited Atlanta, Cincinnati, Memphis, Miami, Pittsburgh and San Diego, six cities that had reputedly started to improve their schools. They had reversed decades-long declines marked by tax-levy defeats, teacher strikes, white flight, declining test scores and soaring dropout rates. All still have major problems to solve, but they have made a beginning. Our goal in studying them was to give leaders in other cities a place to start.

We learned that local leadership, not state or federal initiative, is the key. Urban school improvement requires a broad community effort, led by the business and community groups that in another era redeveloped the downtown or rebuilt the city's economic base. Coalitions led by CEOs, elected officials, clergy and college presidents have started a revolution from above, uniting to make education the number one civic priority.

School boards, administrators, and teacher leaders still have important roles to play. Teacher unions were founding members of the coalition in some cities, and no major changes can be made without an activist superintendent. But the days are gone when educational policy could be created solely in negotiations between the school board and its employees.

Community leaders' motives are practical. CEOs and local politicians know that dropouts and graduates of bad schools become bad employees, and that companies cannot recruit talented newcomers to work in a city that is blighted by sullen, unemployable young adults.

Business contributes more than money. CEOs understand strategy-building and consensus-forming processes as few school superintendents or school-board members do. In some of the six cities, presidents of major national companies have put in the time required to gain the trust of parents and educators, and have personally led city-wide strategic planning to re-focus and restructure the schools. They know that failing institutions must abandon comfortable routines and search to develop new services that meet their clients' needs.

The problems of disadvantaged urban youth are profound, and their solution requires a re-thinking of the educational system, from preschool through young adulthood. Every city is trying its own approach—centralized curriculums, school-site planning, teacher re-education, preschool education, college-tuition guarantees. All have promise, but all are under constant review and refinement. Community leaders in the six cities know that improvement will require many cycles of trial and error, and they expect to stay with the effort for a long time. Because they are motivated by the importance of the problem rather than a belief in a specific solution, their commitment can survive setbacks.

Business and civic leaders' patience does not extend to school officials who fail to uphold their end of the bargain, however. Community leaders are offering a negotiated agreement—sustained financial support and collaboration in return for leaner, less bureaucratic, and more child-centered schools. They are not content to be milked for donations. Business leaders threatened to abandon a compact in Boston because the schools hadn't made promised changes; eventually, a new compact was drafted that required more concrete and observable changes on the part of the schools. The six cities we studied could face similar crises in the future.

Once cities learn how to make good schools in bad neighborhoods, "choice" plans and radical decentralization will be possible. But as Qwen Butler of Procter & Gamble has said, better schools will not just appear—communities must create them. Waiting for an easier solution to appear will only waste the lives of another generation of children.

Mr. Hill is a political scientist who conducts research for RAND Corp.