

Originally Processed With FOIA(s):
S

FOIA Number:

FOIA MARKER

**This is not a textual record. This is used as an
administrative marker by the George Bush Presidential
Library Staff.**

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Davis, Mark, Files
Subseries: Subject File, 1989-1991

OA/ID Number: 13869
Folder ID Number: 13869-006

Folder Title:
Community Colleges, 3/30/89 [1]

Stack:	Row:	Section:	Shelf:	Position:
G	19	2	6	2

THE WHITE HOUSE
WASHINGTON

*Mark
Go to it*

March 29, 1989

MEMORANDUM

To: DAVE DEMAREST

From: MARK DAVIS

Subject: New color for Junior/Community College speech

wonderful!

(1) As you know, Barbara has taken the lead in promoting literacy for eight years now, traveling to schools across America. One day, she came back from Boston and told me that she saw a gentlemen sitting in the corner of a school room, surrounded by children who were enraptured by his story-telling and good-natured kidding. Every now and then, this man would ask a child to spell a word by tracing the letters in the palm of his hand, and he would tell them whether they got it right or not. Barbara thought this was strange, and wondered if this was some new kind of teaching technique. "No," the superintendent told her, "the man has to teach this way. You see, he's blind."

Think of it. This man was retired. He could have found a thousand excuses to retreat into his own world of darkness. And yet he ventured out into the light, to teach children to read books that he would never again see.

good

(2) When I lived in Odessa, Texas, I too wanted to share my knowledge as a teacher in the local public school system. But I didn't have a teaching certificate, and I was rejected. That seemed wrong to me then, and it seems wrong to me now. We should open our classroom to everyone with the talent, the knowledge and desire to teach.

no
(3) Barbara still kids me for thinking that a dangling participle is something that happens to you when you get older.

good
(4) I draw my inspiration as an orator from the great Yogi Berra, who started a speech by thanking "all the people who made this night necessary."

hold for another speech
(5) (After mention of McMurtry)
Larry McMurtry is one of my favorites. He describes the mythic Texas, a sense of place that I felt immediately when I moved to Odessa in the late 1940s. I am awed by a man of letters who can convincingly adopt the voice of cowboys -- men whose only schooling was in dodging bullets, whose only lessons were in how to rustle cattle.

excellent
(6) Everyone should have a high school education -- especially those with high school degrees.

#

#

#



ST. PETERSBURG JUNIOR COLLEGE

OFFICE OF THE PRESIDENT

District Office
(813) 341-3241

June 1, 1989

Ms. Stephanie Blessey
Research Office, Room 111
Old Executive Office Building
The White House
Washington, DC 20500

Dear Stephanie:

Last week, I was at an institute at the University of Texas and a man from Canada, who is one of the primary educators in that country, spoke before 1,300 of America's best teachers and greatly praised President Bush's comments on the community college system. He was referring to his remarks before the AACJC Convention.

I hope that you will pass on to Mark and the other policy people at the White House the incredibly good reviews that speech received. The gentleman from Canada who spoke so glowingly was Charles Pascal, Chair for Ontario Council of Regents in Toronto.

Outstanding speech!

Sincerely,

Carl M. Kuttler, Jr.

CMKjr/kac

cc John Roueche
Charles Pascal

MAILING ADDRESS: Post Office Box 13489, St. Petersburg, FL 33733

DISTRICT OFFICE
8580 - 66th STREET, NORTH
PINELLAS PARK
(813) 341-3600

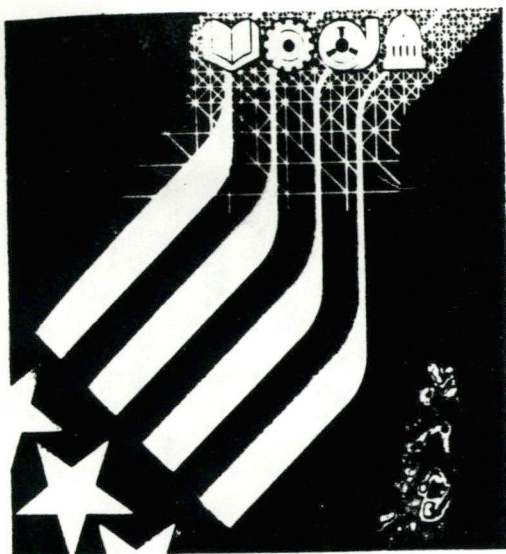
CLEARWATER CAMPUS
2465 DREW STREET
CLEARWATER
(813) 791-2400

ST. PETERSBURG CAMPUS
6605 - 5th AVENUE NORTH
ST. PETERSBURG
(813) 341-3600

TARPON SPRINGS CENTER
600 KLOSTERMAN ROAD
TARPON SPRINGS
(813) 791-2400

HEALTH EDUCATION CENTER
7200 - 66th STREET NORTH
PINELLAS PARK
(813) 341-3600

AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION



American Association of Community and Junior Colleges PARTNERSHIP AWARDS

The eighth annual Partnership Awards recognize exemplary and innovative partnership efforts between community colleges and business/public employers industry/labor. These competitive grants are supported by College Training Resources, Inc., Sears-Roebuck Foundation, Tennessee Valley Authority, and The IBM Corporation.

State College/Economic Development Award

NORTH CAROLINA

SOUTH CAROLINA

Community College/Employer/Labor Partnership Awards

**FRONT RANGE COMMUNITY
COLLEGE/INTERNATIONAL
BUSINESS MACHINES**

**JOHNSON COUNTY COMMUNITY
COLLEGE/BURLINGTON
NORTHERN RAILROAD**

**SOMERS. COMMUNITY COLLEGE/
TECUMSEH PRODUCTS COMPANY, INC./
INDUSTRIAL FOUNDATION**

Honorable Mentions

**CATTARAUGUS COUNTY CAMPUS,
JAMESTOWN COMMUNITY COLLEGE
DRESSER RAND/UNITED STEEL
WORKERS**

**WILLIAM RAINEY HARPER
COLLEGE/MOTOROLA, INC.**

Education Excellence in Partnership Award U.S. Department of Education

**SOMERSET COMMUNITY COLLEGE/
TECUMSEH PRODUCTS COMPANY, INC./
INDUSTRIAL FOUNDATION**

The Partnership Awards Program and the Keeping America Working Project (KAW), led by a task force of distinguished Americans, has been AACJC's response to the forces transforming the American economy. The project has been devoted to helping leaders of the nation's businesses, industries, labor unions, and governments understand that our 1,211 community, technical, and junior colleges and campuses are in place and ready to serve national, state, and local needs for economic and human resource development. AACJC welcomes opportunities to present the educational and training services available through the community, technical, and junior college system of the nation to employers, trade associations, labor unions, state and local governments, high schools, and other interested agencies and institutions. A key initiative within this framework has been the Partnership Development Fund supported through a generous grant from the Sears-Roebuck Foundation. One of the key purposes of the Project, and the colleges it represents, is to produce the most effective, productive, and competitive workforce in the world.

1
9
8
9

NORTH CAROLINA SOUTH CAROLINA

In an unusual departure, the Keeping America Working Awards Committee selected two states for the 1989 State College Economic Development Award. The State of North Carolina, James G. Martin, Governor, and The North Carolina Community College System, Robert W. Scott, State President, are recipients of this year's State Award. Concurrently, The State of South Carolina, Carroll A. Campbell, Jr., Governor, and The South Carolina State Board for Technical and Comprehensive Education, James R. Morris, Jr., Executive Director, are also recognized as winners of the 1989 State Award.

In arriving at this decision, the KAW Awards Committee took into consideration the fact that both of these state systems are founded on a cornerstone of economic development and that both systems created similar strategies to develop and implement their state and college objectives. Both states emerged from the second world war with significant levels of economic stagnation and out migration problems. Extensive studies by both states arrived at the same conclusion: A two year technical college system was imperative to the future economic development of North and South Carolina. Thus was born two systems whose primary objective was to supply a trained workforce for present and future employers of their states.

Today, North Carolina is in the midst of a year long Silver Anniversary celebration of its community college system. In the academic year ending June, 1988, the 58 colleges in the system enrolled more than 168,960 people in occupational curriculum programs, and another 244,254 in occupational extension courses. These statistics are testament to the fact that the college employer partnership is quite robust in North Carolina.

However, it is three state funded initiatives that are targeted to particular categories of businesses which give North Carolina a critical edge in the constant battle to attract and retain jobs. The community college is the primary conduit for delivering customized training for new or expanding companies. Since pioneering this strategy in the late fifties, the state has spent \$45,000,000 with 2,300 companies for the training of 200,000 employees. The focused industrial training centers based at 23 colleges direct an equally impressive array of retraining programs at veteran industries and employees. Over 32,000 employees and 3,300 companies have benefited from this initiative since its inception in 1981. Recognizing the essential role of small employers in the state economy, the North Carolina General Assembly appropriated \$400,000 for eight college-based small business centers in 1984. This

highly successful activity has been expanded to 50 colleges with a current budget of \$2,500,000. In short, North Carolina takes none of its economic future for granted.

Equally dynamic is the special schools program established by South Carolina over 27 years ago as a premier tool of state economic development. Through these schools, pre-employment training is managed on a statewide level in collaboration with the 16 technical colleges.

This management system guarantees training consistency across the colleges for new and expanding industries. Since their inception, the technical education system special schools connection has impacted in excess of 1,000 plants and 112,000 trainees.

The technical colleges and special schools coordinate closely with other state economic development agencies and entities. Such collaboration ensures that statewide economic development activities are adequately financed and smoothly integrated with other relevant state economic development initiatives. Such partnership efforts go far in explaining why South Carolina snared the number 3 ranking in a 1987 "plant site survey" conducted by *Business Week* magazine.

Complementing the special schools is a companion effort to designate eight of the technical colleges as innovative training resource centers.



The Honorable James G. Martin
Governor, State of North Carolina



The Honorable Carroll A. Campbell, Jr.
Governor, State of South Carolina

These centers were established to bring "state-of-the-art" resources of key state industries into one technical institute setting. Such pooling of critical resources ensures that all faculty and employers find "cutting edge" beacons somewhere within the confines of the state border.

Such an elaborate collection of structures and strategies have led both North and South Carolina to be well recognized and respected by the economic community for their efforts to support the human resource needs of employers. Summing up the Mack Trucks, Inc. plant start-up experience, in South Carolina, Donald Lingren, General Manager, Winnsboro Assembly Division: "The proof of the effectiveness of this venture lies on the job performance of some 650 graduates who are now employees. That performance has been excellent and without reservation I can term our entire experience with State Tech an unqualified success."

Ronald Page, Vice President, Card Operations, American Express, was no less emphatic when he assessed the successful North Carolina Community College Training Effort: "At the time of our decision to locate an operating center in North Carolina, a major factor was the service and support made available from the community colleges. Over 2,000 employees have now been hired and trained at our new facility, and we value the community college support to this enormous task at over \$3 million."



Above, South Carolina State Board for Technical and Comprehensive Education's Special Schools trainees work on project circuit boards for Hughes Aircraft, Orangeburg, SC.

Below, working with Avariance Community College in Haw River, NC, Nypro Carolina, a manufacturer of plastic injection moldings, has taken advantage of the NC Community College System's New and Expanding Industries program.



1989 Partnership AWARD WINNERS

FRONT RANGE COMMUNITY COLLEGE/INTERNATIONAL BUSINESS MACHINES

Westminster, Colorado

Front Range Community College, Cary A. Israel, President, is recognized as the first of three recipients of the 1989 Partnership Award for the exemplary role it played in retraining the local workforce for multinational competition. The first order of economic priority in any community is providing enough support infrastructure to successfully retain existing employers. Equally important is that a unique employer, when responding to considerable external forces of change, makes an exceptional effort to maintain its continuing loyalty while adapting to those forces of change. It was this confluence of wills that led to the extraordinary public-private partnership between Front Range Community College (FRCC) and IBM in Boulder, Colorado.

In April of 1986, the IBM Corporation directed its Boulder site to change its mission from manufacturing to software development and systems support. Two thousand employees, or two-fifths of the workforce, were directly involved with this mission change that represented one of the largest workforce transitions ever attempted by IBM. This remissioning by Boulder's largest employer can only be fully appreciated against the backdrop of the other forces of local economic recession that were also developing in 1986. At least four other major area employers were forced to lay off thousands of employees during this same period. Such reductions in force are usually accompanied by an equally negative impact on the attendant supplier and service economy. Therefore, the new changes at IBM fueled fears in a community already experiencing stress.

It was the good fortune of Boulder that IBM made a commitment to both its community and its employees. IBM embarked on the journey of its new mission with a strong investment in a flexible retraining initiative. Based upon an acknowledged record in customized training for the local business community, IBM selected FRCC to direct its retraining effort. The project, thus far, has encompassed a rich diversity of educational content ranging from pre-training preparation to direct skills training. Delivery forms have also varied and have included credit and non-credit instruction, in-state and out-of-state delivery, credit for prior learning, and individual and team teaching approaches.

Two unique courses, "Outstanding Preparedness" and "Career Transition Training," were developed as a response to the indicators that employee needs for adaptation would have to be addressed to strengthen their prospects to succeed at retraining. The preparedness course was quickly developed to enhance self-management skills and self confidence, improve attitudes toward change, and finally, to raise learning skill levels. A follow-up transition training course was developed and implemented for several hundred employees who were still working toward a complete job transition. This highly successful program helped employees psychologically prepare for the significant career change facing them. Because of this curriculum work with IBM, FRCC has been awarded a state grant to further identify skills needed by workers and students to effectively compete in an economy where organizational remissioning and retooling will occur rapidly and frequently. Additionally, because of the success of the partnership, FRCC is also collaborating with IBM to instruct "programming fundamentals," a program originally developed and taught by IBM to teach basic programming skills. Instructors are

employed on a full-time basis by FRCC to team teach the program at Boulder and at an IBM site in Vermont.

Of the 2,000 employees affected, more than 1,200 participated in these courses. Ninety-eight percent (98%) of those trained by these efforts have been successfully transitioned to new positions at the Boulder plant. Such achievement has intensified the trust levels between the two prime partners to the point that future collaborations are envisioned. "The partnership with Front Range Community College was of primary importance in aiding the development of a positive attitude toward the professional environment," commented IBM manager, C.A. McClure.

However, this success story is of equal importance to the Boulder community in its quest to maintain economic stability. U.S. Congressman David Skaggs (D-Colorado) captures the importance of this project for all concerned: "This project is a good example of what industry and education together can accomplish. In addition to assisting IBM employees who had to change jobs and careers, the project addressed the community's need—as well as the nation's—to create a more flexible workforce."

JOHNSON COUNTY COMMUNITY COLLEGE/ BURLINGTON NORTHERN RAILROAD

Overland Park, Kansas

Johnson County Community College, Charles J. Carlson, President, receives a 1989 Partnership Award in recognition of its mutually beneficial relationship with Burlington Northern Railroad. The flowering of this relationship took place through the dedication of a new Industrial Training Center (ITC) on April 22, 1988. This \$2.4 million training center represents a unique partnership between Burlington Northern (BN), Johnson County Community College (JCCC) and the city of Overland Park. The ITC is also the culmination of creative and single-minded leaders extending the conceptual frontiers of public-private collaboration.

In late 1985, BN Training Director, Mike Voekler, began scouting around for a site for a new railroad training center. During a casual visit to Johnson County Community College, Voekler shared his initial thoughts with the director of JCCC's Business and Industry Institute. The outcome was a cautious invitation to explore the possibilities of building the center on JCCC property thereby enhancing the value of campus-based high technology programs for both the railroad and the college. Positive reactions from high level decision makers in both organizations put the proposal on a serious and fast track.



Front Range Community College instructor Linda Sorrenti teaches career transition to employees at IBM in Boulder, Colorado.

SOMERSET COMMUNITY COLLEGE/TECUMSEH PRODUCTS COMPANY, INC./ INDUSTRIAL FOUNDATION

Somerset, Kentucky

Somerset Community College, Rollin Watson, President, is recognized with a Partnership Award for its leadership role in local economic development. Somerset Community College is the only public institution of higher education in its service area. A service area that was labeled the least educated population in the United States by *U.S. News and World Report*. This distinction was a key element leading to a sluggish economy and a dim future.

It is only within this grim background of economic and educational stagnation that the catalytic role of Somerset Community College can be fully appreciated. The success story of Somerset is really a story of many smaller steps that grew in scope and depth. In this case, smaller steps refer to "in-plant" workshops and activities involving numerous employers, managers, and business leaders. One step was the "worksite strategy" which was conceived as a primary instrument for crushing years of traditional resistance to higher education. Gradually, resistance crumbled.

The "worksite strategy" began in earnest with the Kingsford Charcoal company, a subsidiary of the Clorox Company. Kingsford had a workforce of 140 employees, of which only 40% were high school graduates. The college entered Kingsford with a modest basic skills program. The effort was so fruitful that it stimulated the creation of a comprehensive literacy program at Kingsford. The immediate result was the completion of 28 GED certificates and increased college enrollment from this same group of employees.

Concurrently, the county government began to seek strategies in which it could enhance economic development prospects through an improved local labor market. With this in mind, the county imposed a 1% employee occupational tax with the intent that 30% of the revenues be targeted toward industrial education and training. Taking advantage of this new tool, Somerset Community College leveraged a \$107,000 County grant to play a critical role in the elevation of productivity levels for the county's largest employer — Tecumseh Products Company, Inc. Tecumseh, with a workforce of 800, was experiencing low morale, high employee turnover, wildcat work stoppages, and low productivity levels. In short, Tecumseh was competing in the global marketplace with severe handicaps.

Somerset Community College, working with a Cornell University trainer and a 7-member college Business Management team, created a



The culmination of all the efforts to create the building of the Industrial Training Center on the campus of Johnson County Community College.

The key discussions and agreement centered on a complicated set of terms for placing a private sector facility on public property in conjunction with critical Industrial Revenue Board (IRB) support. Most of this legal ground represented a pioneering effort for all concerned. The city agreed to issue \$2,920,000 worth of tax free Industrial Revenue Bonds—a first, as Overland Park had never issued IRB's to promote development within its city limits. The college, on the other hand, agreed to deed the development site to the city, which built the building and leased the space to BN at an annual cost of \$8.49 per square foot. Alternately, BN subleased one-third of the space back to the college for the same rate. The bonds will be retired by the leasing arrangement in 1996 and BN will retain the option to renew a no cost lease not to exceed 15 years. This lowers the annual square foot lease cost for the 25 year period to \$3.41. The complexity of this agreement is testament to the hard work and determination that such a ground breaking partnership requires.

The object of all this effort is an operational 32,000 square foot training center that contains four classrooms, seven classroom labs including a computer-based training room, a locomotive simulator area, audio-visual studio, administrative section, student lounge and patio. Moreover, the placement of the ITC adjacent to the Arts and Technology Building integrates the facility into the entire campus. Community college faculty and staff can easily access the building and Burlington trainees have equal access to college programs and facilities. The maximum number of students serviced by the facility, at any one time, will not exceed 125. However, classes ranging in length from one

week to five weeks processed approximately 2,000 trainees in 1988, during the first full year of operation.

Clearly, the location of the BN training facility on the Johnson County Community College campus has enlightened self-interests for all parties. However, the city of Overland Park also had secondary gains beyond the one time benefits of construction costs. The 24 member ITC staff is responsible for the initial training and retraining of nearly 30,000 individuals. This training runs the gamut from entry-level instruction to the integration of emerging technologies. The estimated economic impact on Johnson County from the passage of the initial 2,000 trainees through the ITC is \$3,927,024 (lodging \$790,574, Food \$433,840, miscellaneous \$192,270, entertainment \$98,600, transportation \$41,740, local payroll \$1,164,000, local purchases \$1,200,000). The 1989 estimated impact is pegged at a 20% increase. To date, the local economic development gains have far outstripped the \$2.4 million investment.

The fruits of this partnership prompted Overland Park Mayor Ed Ebert to comment, "The creation of this unique business and industry education compact has already been felt in our community. Alternately, Burlington's Somerset pleasure is captured in the words of Vice President for Technology, Engineering and Maintenance, Donald Henderson, "The environment of this new technical training complex is important to the kind of view we want our employees to have about their work and themselves. To be the best, you have to expect the best from yourself, and having the best training is the foundation of that expectation."

year long labor management program that addressed employee feedback, team-building, employee attitudes, and skill participation in a workplace structure. The immediate result was a reduction in the product quality defect rate from one percent to 0.0003 percent. Secondly, there was a workforce increase from 800 to 1,250 employees. And finally, Tecumseh donated \$20,000 to the college's Labor Management Resource Center to assist other local industries in improving their productivity.

The State's largest business journal, *Journal of Commerce*, commented on the situation around: "The Tecumseh Products Corporation was in serious trouble. Its motto was 'Labor-Management Relations were the source of fear and hate.' Product quality was poor. Top officers at corporate headquarters in Tecumseh, Michigan were considering closing the plant, putting 800 people out of work. But now the plant is winning quality awards. Grievances are down by two-thirds. The plant is selling compressors in 'significant numbers' in Japan. The change was fostered by a blend of contributions that may be unique."

Somerset Community College played a pivotal role in the synergy that led to the crea-

tion and construction of a \$9.8 million Southern Educational Development Center. A true partnership of community interests joined together to utilize federal, state, and local funding sources to support a facility dedicated to short-term employee training and retaining.

The capstone of this whirlwind of economic development activity was the successful recruitment of the Asahi Wheel Corporation, a joint Japanese-American corporate venture. The Executive Director of the Somerset-Pulaski County Industrial Foundation, Hugh Haydon, best captured the essential role of the college in job

retention and job growth with the following endorsement:

"On a broader scale and perhaps even more important for the future of the area is that less definable atmosphere of sudden new interest in a community on the part of other prospective industries which results when a major company announces its intention to locate there. With all this in mind, I can't stress enough my appreciation for Somerset Community College and its programs."



Representatives of the Tecumseh plant during a training session held at Somerset Community College.

Honorable Mention

CATTARAUGUS COUNTY CAMPUS OF JAMESTOWN COMMUNITY COLLEGE/DRESSER RAND/UNITED STEEL WORKERS

Olean, New York

The Cattaraugus County Campus of Jamestown Community College (JCC), James Ross, President, was selected for honorable mention in recognition of its solid education and training partnership with Dresser Rand and United Steel Workers. Both Dresser Rand and United Steel Workers had been in partnership with JCC previously. In the summer of 1987 provided for a partnership like no other.

Dresser Rand, the largest employer in Olean, New York, was faced with many difficulties, not the least of which were a depressed global oil market, old machinery, and an outmoded asset base. Dresser was considering closing its Olean division.

While the New York State Department of Economic Development intervened by offering a \$500,000 grant for employee training as an incentive for the company to remain in Olean, it would have taken a minimum of three months to receive approval for this specific state grant. In the meantime, JCC contacted other funding sources and secured \$540,000 in state and regional grants. During this period, attention was focused to training and developing trainers, many of whom were members of the United Steel Worker's Association.

This program's success has been two-fold. Employment rose from 900 to its present level of 1,600 at the Olean plant, and three divisions of Dresser Rand have remained in southwestern New York retaining 2,000 employees. Secondly, this program has been replicated so that systems of service delivery across counties have been developed.

WILLIAM RAINEY HARPER COLLEGE/MOTOROLA, INC.

Palatine, Illinois

William Rainey Harper College, Paul N. Thompson, President, receives honorable mention in the 1989 Partnership Awards program for their exemplary collaboration with Motorola, Inc. As a result of a Motorola corporate decision to start production of new cellular mobile car telephone in Arlington Heights, Illinois, it was determined that the company would endeavor to build a competitively priced, high quality product using American workers in a restructured factory environment. William Rainey Harper was there to provide the needed training and education for these workers to remain in this changing workforce.

Ted Weymouth, Chairman of the Golden Corridor Council, describes this process. "This partnership has involved 1,500 Motorola employees and 3,100 8-hour days. The critical skills and literacy programs have dramatically increased the productivity of the employees, enabling Motorola to remain competitive in the world economy. This local program has evolved over the last two years and attests to the greater vision of Motorola for the basic skills retraining of 12,500 employees nationwide.

This effort to initiate a program involving literacy and productivity for Motorola employees has resulted in a comprehensive program providing over 47,700 hours of on-site literacy instruction in reading, mathematics, and nonnative language skills. In some cases, Motorola employees have improved their reading skills by two grade levels in eight weeks and have mastered basic arithmetic skills in eight to ten weeks of instruction. This has had a dramatic effect on Motorola's productivity. In one drastic example, the production time for a circuit

AACJC Partnership Initiative

NATIONAL TASK FORCE

A Partnership Development Project of the
American Association of Community and Junior Colleges



Gordon T. Stulberg
Task Force Chairman
President
PolyGram Corporation



Don C. Gault
Task Force Vice Chairman
President
Tri-County Technical College

Business/Industry
Labor
Small Business
Public Employer
High School/College
Partnerships



David H. Pontiz
President
Sinclair Community College
Chair, AACJC Board of Directors



David B. Grady
President
Association of
Community College Trustees



Hon. Terry L. Bruce
U.S. House of
Representatives
Illinois



Pat Ghees
Director
Policy Analysis
TRW



Donald J. Davis
Assistant Director
GM Department
United Auto Workers



Dwight E. Davis
Vice President
Wausau Insurance
Companies



Helen M. Elson
President
Corysaga Community College
District



M. Dale Ensign
Executive Vice President
Sinclair Oil Company



Mino F. Falcone
Trustee
Hudson County Community
College



James H. Richardson Gonzales
Director
Minority Business
Development
Agency



Samuel L. Gravely Jr.
Vice Admiral
U.S. Navy-Retired



Philip K. Hammond
President
Dynamic Sciences Inc.



Gerald C. Hayward
Director
Sacramento Center for Policy
Analysis for California
Education



Harland H. Kirchner
District Board President
Fox Valley Technical Institute



Sheila M. Korhammer
Trustee Emerita
Northampton County
Community College



R. Jan LeCroy
President
Dallas Citizens Council



Reagan H. Legg
ACCT Past President



Ronald K. Lingre
President
Denville Area Community
College



Kenneth E. McCourt
Director
Product Service
Training
General Motors



M.E. Nichols
Executive Vice President
Communication Workers
of America



Pattie T. Powell
Trustee
Dallas County Community
College District



Edward Sanders
Manager
Government
Relations & Training
Whirlpool Corporation



Esther F. Schaeffer
Vice President
Policy
National Alliance of Business



Robert W. Scott
State President
North Carolina
Department of
Community Colleges



David Viar
Executive Director
Association of Community
College Trustees



Don Pardo
AACJC
President and Chief
Executive Officer



James F. McKenney
Project Director
Executive Secretary
KAW Task Force

03/27/1989 18:29 FROM AACJC

TO

3954198 P.02



Photo Copy Preservation

American Association of
Community and Junior Colleges

EXAMPLES OF COMMUNITY, TECHNICAL, AND JUNIOR COLLEGE INVOLVEMENT IN ADULT LITERACY EDUCATION

Over 70 percent of the nation's community, technical, and junior colleges provide adult literacy education, ranging from basic reading and writing to high school completion programs. The following cites just a few examples:

North Carolina Community Colleges

The North Carolina Community College System's Adult Literacy Program involves all 58 community colleges in a combined effort to provide basic literacy education and high school equivalency programs. This effort has been backed by a statewide literacy awareness initiative launched by the Department of Community Colleges in 1984. As part of the initiative, regional workshops were held to develop literacy plans for each of the state's 58 community college service areas.

San Juan College, Farmington, NM

San Juan College's Project READ helps train volunteer literacy tutors to work in the local community. Among the tutors trained are honor students at Farmington High School.

William Rainey Harper College, Palatine, IL

In a collaborative effort with Motorola, Inc., William Rainey Harper College has provided over 47,700 hours of on-site literacy instruction in reading, mathematics, and nonnative language skills. In some cases, Motorola employees have improved their reading skills by two grade levels, thus improving the company's productivity.

St. Louis Community College, MO

St. Louis Community College operates a Workplace Literacy Resource Center. The center helps local industries assess and improve employees' basic reading, writing, and math skills.

Florida Community College at Jacksonville, FL

The Adult Developmental Studies Department of Florida Community College at Jacksonville has developed "Reading, 'Rithmetic, and Recipes" as a means of combining instruction in both literacy and nutrition. The program serves the needs of primarily low income adults.

Mark Davis --

To continue: Julie Cooke thinks the remarks are right on target (and so do I, which I neglected to make clear before). The emphasis on helping the workforce to be more competitive, and on the accessibility of the education community colleges provide, are terribly important points to make, and they're very well made here.

I am also sending along a fact sheet about exemplary community college literacy efforts for your information. If you decide to use any of this stuff, could you let me know? I'm working on Mrs. Bush's comments right now.

Thanks for the opportunity to share.

Susan Green .x7905

Photo Copy Preservation

Photo Copy Preservation

Mark Davis --

As per our conversation last night, here are a few comments on remarks for President Bush's address to AACJC:

1. I especially liked the metaphor at the end, which I thought very inspiring.

2. My major concern would be to try to avoid the implication of "those poor illiterates." Less than 5% of the adult population really can't read or write at all, but an estimated 20% have problems that limit their functioning. With the exception of prisoners and the unemployed, most people with limited basic skills have learned to cope in some pretty amazing ways. Community and jr. colleges are one of two primary public systems for delivery of literacy (or basic skills) instruction -- the other being public school systems.

So -- pp. 1 and 2 - I'd change the phrase "remedial literacy training" to "literacy instruction for adults," and the sentence "The costs of illiteracy can be calculated ..." to "the costs of poor literacy [or functional illiteracy] can be calculated in a host of ways ... in labor and productivity lost ..." And "we cannot calculate the loss of human happiness caused by illiteracy" to "we cannot calculate the loss of human fulfillment [and just leave out 'caused by illiteracy']".

Finally, you might change "Barbara and I are deeply moved by the plight of the illiterate ..." to "Barbara and I are deeply moved by the struggles of those who lack the skills so many of us take for granted, and we are concerned about their impact on our national well-being. Rest assured, we will continue to work with you to promote greater literacy -- which means better education for all."

3. On p. 3, 3rd paragraph, you might want to add "or high school drop-outs who want to get their GED's."

4. On p. 5, I am curious: where did you get the 25% statistic for HS graduates who can't function at the eighth grade level? Really not challenging it, just interested in knowing your source. (The Wells quote is wonderful.)

5. On p. 6, top of page, you might want to end sentence with "and too high a proportion of that incredible number may not have the basic skills that permit retraining."

That's it for me. Julie Cooke, Director of Projects, who is acting for Chief of Staff Susan Porter Rose in her absence, is looking at the remarks now and may have further comments.

Susan Green

Davis/Blessey
March 28, 1989
6 p.m.
Draft 3
Title: Junior

PRESIDENTIAL REMARKS: AMER. ASSOC. OF COMMUNITY & JR. COLLEGES
WASHINGTON HILTON
MARCH 30, 1989/ 1:40 p.m.

Thank you. Dale (Parnell), Jim (Brady), Governors Martin and Campbell.

((Bar, I am delighted that this distinguished group has recognized your efforts to promote literacy . . . And to think, all this time I thought she was cheating at Scrabble . . .))

((As you know, Barbara has taken the lead in promoting literacy for eight years now, traveling to schools across America. One day she came back from Boston and told me that she saw a gentleman sitting in the corner of a school room, surrounded by children who were enraptured by his story-telling and good-natured kidding. Every now and then, this man would ask a child to spell a word by tracing the letters in the palm of his hand, and he would tell them whether they got it right or not. Barbara thought this was strange, and wondered if this was some new kind of teaching technique. "No," the superintendent told her, "he has to teach this way. You see, he's blind."

Think of it. This man was retired. He could have found a thousand excuses to retreat into his own world of darkness. And yet he ventured out into the light, to teach children to read books that he would never again see. It is moments like these that make Bar's effort against illiteracy so rewarding.))

You have bestowed on her an honor that will be treasured by Barbara and the whole Bush family for years to come. Still, Bar and I can't get over the feeling that we should be giving you an award. After all, you provide adult basic education on a scale that is nothing short of heroic.

Benjamin Franklin was once asked what was the most pitiful thing that could befall a human being. After a moment's reflection, he replied: "A lonesome man on a rainy day who does not know how to read." The costs of illiteracy can be calculated in labor lost, and education dollars wasted. But we cannot calculate the loss of human happiness caused by illiteracy -- all the men and women across this country who will never hear the narrative voice of Dickens, Twain, or for that matter Larry McMurtry; who will never know that a book can be a true friend in the still hours of the night.)

Barbara and I are deeply moved by the plight of those who lack the skills most of us take for granted. Rest assured, we will continue to work with you to promote literacy skills . . .

This nation grew into greatness because early Americans met the challenge of building an educational system second to none. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore that system our forebears bequeathed to us; to ensure that an American education is once again the best in the world. In this crusade, we can look to leadership from an American innovation in education -- our nation's community colleges, more than a thousand strong.

You best represent the American philosophy of education, for all, for life. Americans believe that education is not a phase to be successfully completed. We believe that education is a lifelong endeavor. What scholars call the "life of the mind" is as essential to the complete man or woman as water and air.

In fact, whole communities are enriched and enlightened by the cultural resources you provide, from vast libraries, to night schools, to stages for local theatrical productions. This attitude toward education -- as something more than a requirement of an industrial society, as an embellishment of life -- is uniquely American.



U.S. Department of
Transportation

Office of the Secretary
of Transportation

Mark

I am passing
along to you this
coverage of your
speech.

Hope all is well! Life is
good here at DOT.
Kate M.

NOTE:

Kate,

Thought you would enjoy seeing
some good press on our President!

Carl
4/24/89

OFFICE OF THE
PRESIDENT



The Wooden Horse

All-American, 1988

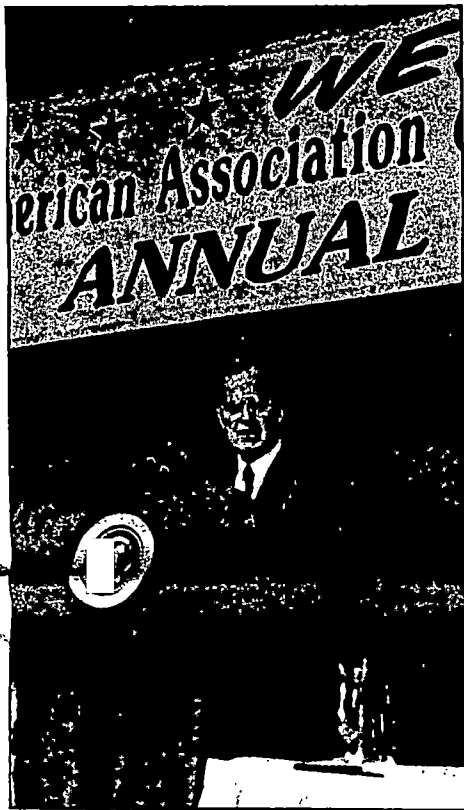
Serving St. Petersburg Junior College Since 1929

Friday, April 21, 1989

Vol. 60, No. 4

Pinellas County, Florida

Bush meets AACJC in DC



'We are faced with a new challenge—to revitalize and restore that system our forebearers bequeathed to us; to ensure that an American education is once again the best in the world.'

By Robert J. Nies, Jr.
Staff Writer

The featured speaker at the American Association of Community and Junior Colleges (AACJC) was President George Bush, who exhorted the attending members to continue their leadership role in education in the local community.

"We are deeply moved by the plight of those who lack the skills most of us take for granted," said Bush. "Whole communities are enriched and enlightened by the cultural resources you provide, from vast libraries, to night schools, to stages for local theatrical productions. This attitude toward education — as something more than a requirement of an industrial society, as an embellishment of life — is uniquely American," he stated.

Bush called on all to pitch in to restore America's educational system to its former prominence and importance in society. "Business must get involved and work with our schools to ensure American competitiveness. Students must understand the value of a solid education and personal responsibility in today's job market," he said.

"Excellence in education is our most basic shared principle. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That's not the American way," said Bush.

The President said, "For years, rescuing underachieving students has been a quest of the heart. Today, it is also a test of national will, a test critical to the very future of America."

"For those workers who lack skills and basic education today, a comfortable middle-class existence will be harder and harder to come by. When some high school graduates can't find jobs in a market begging for workers, then we've

got a serious social imbalance, an education gap. Let's bridge that gap," said Bush.

"Community colleges provide such a bridge to higher education, a ready resource for vocational training and adult remedial education," he said.

"Think, then, of our educational system in this way, as a vast and beautiful inheritance, which must be lovingly restored; not once, but every generation. In this effort, make no little plans. Think big. Aim high in hope and work. Continue to work together, as a community, to help your students, to lift their vision and lengthen their horizon," concluded the President.

Prior to the President's speech, First Lady Barbara Bush received the Harry S. Truman Distinguished Service Award.

Please see AACJC, Page 2



First Lady Barbara Bush and Jess H. Parrish, chairman, Presidents Academy, and president of Midland College, Texas, listen intently to President Bush's speech during the Presidents Academy Luncheon.

Staff photos by Robert J. Nies, Jr.
President Bush addresses the 69th Annual AACJC Convention, at the Washington Hilton Hotel, on March 30, attended by over 4,000 presidents, administrators and faculty from across the nation.

Prout tops among Florida students

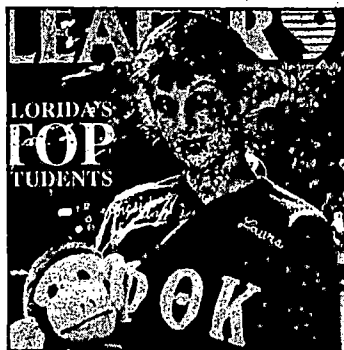
By Nancy Harbour
Staff Writer

When SPJC student Laura Prout sent in her application for Florida College Student of the Year, she thought she might make the Honorable Mention list. At a press conference in Tallahassee recently, Prout was awarded the title.

Chosen by a panel of judges which included Florida Commissioner of Education Betty Castor Bell and former United States cabinet members William Simon and Terrel Bell, Prout was singled out for the honor in statewide competition.

The contest recognizes students for their "intelligence, hard work, integrity and activism," said W.H. "Butch" Oxendine Jr., publisher of *Florida Leader* magazine, sponsor of the event. "We received more than 150 applications from qualified students at more than 40 different colleges."

"St. Petersburg Junior College—its staff, board and president are very proud of her,"



Staff photo by Nancy Harbour

Florida College Student of the Year, Laura Prout.

said President Carl Kuttler on Prout's selection, adding, Laura is an excellent example of a community college student who has done well and made the most of her opportunities."

Prout's resume includes a 3.8 grade point average, chapter president of the honor fraternity Phi Theta Kappa and membership in

Psi Beta, the Social and Behavioral Science honor society. She represents SPJC as a student ambassador at schools and community events while working part-time as a night monitor in SPJC's Alternate Instruction Center. "I give information about the labs, the hours of the labs and answer questions," said Prout.

Some of the community organizations Prout has worked for as a volunteer include the Suncoast Children's Dream Fund, the Special Olympics, Pinellas Association of Retarded Children, the Muscular Dystrophy Association Telethon and the Ronald McDonald House.

"You just need to keep an eye on your time," said Prout, explaining how she juggles 12 to 15 credit hours, a work schedule and extracurricular activities. "I have lists going all over the place of where I'm supposed to be and when. It's hard, but it's worth it."

The sophomore public relations major credits her parents for influencing her to work hard. "Things weren't just handed to me. I always held a job and learned that I had to

Please see SPJC student, Page 2

What's Inside

CAMPUS NEWS 11-14
COLLEGEWIDE 3
COMMENTARY 4
FEATURE 9
FOCUS 20
LIFESTYLES 16-17
NEWS 5
PERSPECTIVE 6-7
SECOND FRONT 2
SPORTS 18-19
TARPON 15
UP 'N' COMIN' 2
SPECIAL ALUMNI
FEATURE 10



Up 'n comin'

Dance Theatre performs

SPJC's Dance Repertory class and Co-Motion Dance Theatre will present a free Spring dance concert at Lynch Auditorium April 19 at 1 p.m. and April 21 and 22 at 8 p.m. The performance will feature jazz and modern dance works by both faculty and students.

Team challenge bowling

Ten Pins Bowling lanes is having its 1st Annual Team Challenge Bowling Match April 25 at 3:45 p.m. SPJC employees are invited to participate in teams of four. The tournament will provide competition for members of the Pinellas County School System and SPJC. Entry fee is \$5 per person. For further info call 381-1010 or 381-1520.

Graduation ceremonies

Graduation ceremonies are scheduled for the evening of May 8. Persons not attending graduation are expected to attend classes as normal on that day. Questions regarding graduation should be directed to Shirley Crane, Ext. 3241.

Alumni Golf Tournament

SPJC's Alumni Association golf tournament is scheduled for May 13 at East Bay Golf and Country Club. Tee off time is 12:30 p.m. Entry fee is \$45 and includes green fees, cart, box lunch and a chance at great prizes. Funds raised are allocated to the SPJC Alumni Association's Scholarship Fund. For further information call Mary Jo Harvey, Ext. 3274.

Training will be offered for *The Wooden Horse*

Non-credit training for students wishing to participate in production of *The Wooden Horse* this fall, will be offered during the summer at *The Wooden Horse* production building, 7028 66th Street N. Detailed instruction in news reporting, text flow, PageMaker software, layout and design of the newspaper and layout and design of advertising will be offered. The objective of the training will be to produce an edition of the newspaper to be delivered on the first day of class, Session I, in August. For further information, call *The Wooden Horse* at 341-3756 or 578-4929.

President speaks to AACJC convention

Continued from Page 1



James S. Brady, former White House Press Secretary, is the new vice chairman of the National Organization on Disability.

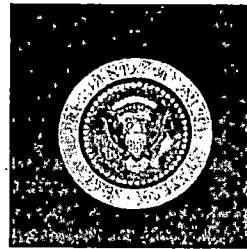


A relaxed George Bush listens to his wife, prior to his speech.

which is given annually to an individual who has demonstrated great commitment to educational opportunity for all American citizens.

In accepting the award Mrs. Bush humorously thanked the AACJC for the honor named after a great American president, "who unfortunately belonged to the wrong party."

James S. Brady, former Assistant to the President and White House Press Secretary under Ronald Reagan, spoke on behalf of the



The Presidential Seal is displayed whenever the President holds a press conference.



Barbara Bush accepts the Harry S. Truman Distinguished Service Award, which is given annually by AACJC, for her involvement in adult literacy efforts.



Staff photos by Robert J. Nies, Jr.

Jim Brady (center), who rose to the top of his profession, is quoted by Washington Press Corps (left). Zilda DePaula (center), of Central Piedmont Community College, awaits an autograph, while Mrs. Sarah Brady (right) looks on. Brady was surrounded by many well-wishers and autograph seekers long after the Presidential address was completed.

National Organization on Disability, a private, Washington-based organization promoting the acceptance of the nation's 37 million citizens with disabilities.

Brady, who was shot by Jon Hinckley in an attempt on the life of then President Ronald Reagan, is permanently disabled and confined to a wheelchair.

"When I go to meetings and find that a building has no ramp or escalators to assist the handicapped, I personally find the owners and discuss it with them. I never realized how

discouraging it is for the disabled to get around until my accident," said Brady.

"He reached the pinnacle of success in his field and his unselfish sacrifice to protect the President will never be forgotten," said an admirer waiting for an autograph.

He was constantly surrounded by photographers, the press and conventioners during the luncheon.

Long after the meeting was over Mr. Brady was still patiently shaking hands with many well-wishers and admiring attendees.

Budget cuts strike SPJC

By Rob Conahan
Staff Writer

Due to general across-the-board budget cuts at the state level, plans for the new SPJC volleyball team have been cancelled. Several athletic teams, including golf and swimming, will have the number of scholarships reduced by one-half of their current number.

The budget cut affects academic scholarships such as the President's award and the Trustees' awards. The Black Incentive Award will also change this year to accommodate the needs of the budget.

Ray Pranske, director of financial aid said, "this will have some effect but not a devastating effect." Pranske added that the cut offers more competition for those students academically talented.

The President's award will be \$800 but

the required G.P.A. will be raised from 3.30 to 3.50. The Black Incentive Award requirements will be the same but the monies offered will be cut in half from \$1200 to \$600 and will have to be used for both semesters I and II.

In 1987 Florida law restricted and capped state funding for the school at \$125,000, but with the new cut there had to be a change in the criteria.

Said Pranske, "With the budget, it's give and take. When all is said and done there's nothing to do but wait and see what Congress is going to do."

As far as the volleyball players who had already signed scholarships prior to all of this, Chuck Dillon, attorney for SPJC said, "The school will honor all scholarships for a one year period and we have offered players assistance in playing at other schools."

Dillon was really surprised about the budget cut which, he said, "came out of nowhere." Added Pranske, "Everybody was really upset about how this came about. Last year we went over a million dollars for strictly academic scholarships. The emphasis of the legislature was obviously not academics."

SPJC student wins top honors

Continued from Page 1

work for whatever I wanted. Now I work hard in my classes and make pretty good grades. I'm happy with it, but I know they're just not given to me."

"She's hard working, dedicated and one of the main reasons that we had the success that we did," acknowledged PTK advisor Steve Meier. The chapter recently won awards at the state and national levels at their convention in Atlanta.

After graduating from SPJC, Prout plans to attend the University of Florida where her prizes from her selection as Florida College Student of the Year will come in handy. They include a \$1250 cash scholarship, an Apple computer and a Honda scooter.

Front page photo of Laura Prout provided by *The Wooden Horse* photographer Nancy Harbour, appeared on the cover of *Florida Leader* magazine.

*Final
for Press*

Davis/Blessey
March ~~29~~, 1989

8:45 ~~11~~ ³⁰ a.m.

Draft 5

Title: Junior

PRESIDENTIAL REMARKS: AMER. ASSOC. OF COMMUNITY & JR. COLLEGES
WASHINGTON HILTON
MARCH 30, 1989/ 1:45 p.m.

Thank you. Dale (Parnell), Jim (Brady), Governors Martin and Campbell, Jess Parrish. Jim Tatum, good to see you again.

((Bar, I am delighted that this distinguished group has recognized your efforts to promote literacy . . . And to think, all this time I thought she was cheating at Scrabble . . .))

((As you know, Barbara has taken the lead in promoting literacy for more than eight years now, traveling to schools across America. One day she came back from Boston and told me that she saw a gentleman sitting in the corner of a school room, surrounded by children who were enraptured by his story-telling and good-natured kidding. Every now and then, this man would ask a child to spell a word by tracing the letters in the palm of his hand, and he would tell them whether they got it right or not. Barbara thought this was strange, and wondered if this was some new kind of teaching technique. "No," the superintendent told her, "he has to teach this way. You see, he's blind."))

Think of it. This man was retired. He could have found a thousand excuses to retreat into his own world of darkness. And yet he ventured out into the light, to teach children to read books that he would never again see. It is moments like these that make Barbara's effort on behalf of literacy so rewarding.))

We are deeply moved by the plight of those who lack the skills most of us take for granted. Rest assured, we will continue to work with you to promote literacy skills . . .

You have bestowed on her an honor that will be treasured by all in our family for years to come. Still, Barbara and I can't get over the feeling that we should be giving you an award. After all, you provide adult basic education on a scale that is nothing short of heroic.

This nation grew into greatness because early Americans met the challenge of building an educational system second to none. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore that system our forebears bequeathed to us; to ensure that an American education is once again the best in the world. In this crusade, we can look to leadership from an American innovation in education -- our nation's community colleges, more than a thousand strong.

Whole communities are enriched and enlightened by the cultural resources you provide, from vast libraries, to night schools, to stages for local theatrical productions. This attitude toward education -- as something more than a requirement of an industrial society, as an embellishment of life -- is uniquely American.

I believe secondary and even elementary schools can learn a lot from your success, starting with your policy of flexibility. By this I mean the way in which you tap local talent and draw on the knowledge of experts from the private sector. When a Ph.D. on sabbatical cannot volunteer as a teacher in many school districts, something is very wrong. That is why I have proposed Alternative Teacher Certification, to open classrooms to every qualified person with the talent, the knowledge and the desire to teach.

We must all pitch in to restore our educational system. Business must get involved and work with our schools, to ensure American competitiveness. Students must understand the value of a solid education and personal responsibility in today's job market. And education at all levels must follow the example set by community colleges, which are directly accountable to the needs of students, communities and businesses. This principle of

accountability
institutions

and be universally applied to all education

You are
the disabled
citizens,

a particular need with the disadvantage of
providing opportunity and choice for minorities,
and the handicapped.

But a
principle
as expected
was number
offset by

in education is our most basic shared
the conviction that there is no substitute.
We will never accept the notion of a
literate and undereducated American
educated elite. That's not the American

For
of the
critical
overstated
it comes
and literature
Nobel Prize
27 million

raising underachieving students has been
it is also a test of national will
future of America. This may sound
America, after all, is still a world
of Nobel Prize winners in physics,
what is the advantage for a nation
novelists, if their books cannot be read
by illiterates in their own country

I am
But American
science, and
H.G. Wells

to increased investment in basic research
continue to lead the world in theoretical
science the race in the application of
to "human history becomes more and more

between education and catastrophe." Catastrophe may not be around the corner, but what had a ring of truth in the 1920s, sounds ominously true in the 1980s, with our highly competitive international market. Let me share a few stark facts with you.

In Japan, levels of functional literacy and student achievement are extremely high, while the Japanese drop-out rate remains very low. In America, however, functional literacy is much lower. About one in five American high school students drop out. And of those Americans who do graduate from high school, almost one in five cannot read or write at the intermediate level.

While many Americans become less educated, the standards of the work place are becoming ever more rigorous. And the balmy days of the baby boom are passing us by. Between now and the year 2000, we will face a "baby bust," a shrinkage of the labor pool. According to Business Week, we will have to train or retrain as many as 50 million workers in the next dozen years alone. Think of it -- 50 million!

There is more opportunity today than ever before -- but only for those who are prepared to take advantage of it. For those workers who lack skills and basic education today, a comfortable middle-class existence will be harder and harder to come by. When some high school graduates can't find jobs in a market

begging for workers, then we
an education gap. Let's bridge
fast as possible.

Community colleges provide
education, a ready resource for
remedial education. You provide
people who are being summoned
shortage. Your programs spell
disadvantaged members of the
opportunity for business. They
coming together in hundreds of
to Kentucky, called employer-
merger of business and academic
improvement. Everyone must want
prosperous and competitive in

Let me conclude by paraphrasing
offered at the turn-of-the-century
modern quest for excellence in

"Make no little plans: they
blood and probably in themselves
plans; aim high in hope and work
once recorded will never die,
a living thing."

a social imbalance,
let's bridge it as

to higher
training and adult
precisely the very
the coming labor
the most
they also spell
and business are
Colorado, to Kansas,
ships. This friendly
force for social
America is to remain
it.

words of advice,
appropriate for our

to stir men's
realized. Make big
that a noble (idea)
are gone will be

These are the words of Daniel Burnham, who was the architect of such a big plan -- Washington's Union Station, which stands out as a visual delight in a city already crowded with great monuments and statuary. Burnham's legacy is a truly living monument, with its vaulted ceilings and gilded geometry above bustling crowds of shoppers and commuters. But it would be nothing but a wreck, an eyesore, if it had not been lovingly restored. As important as it is to reclaim our civic capital of burnished brass and polished marble, how much more important it is to reclaim our human capital.

Think, then, of our educational system in this way, as a vast and beautiful inheritance, which must be lovingly restored; not once, but every generation. In this effort, make no little plans. Think big. Aim high in hope and work. Continue to work together, as a community, to help your students, to lift their vision and lengthen their horizon.

For this, and all you do, you are earning the gratitude of a nation. Thank you, God bless you, and God Bless America.

#

#

#

MASTER I

Document No. 020358

WHITE HOUSE STAFFING MEMORANDUM

DATE: 03/24/89 ACTION/CONCURRENCE/COMMENT DUE BY: C.O.B. Monday 03/27

SUBJECT: PRESIDENTIAL REMARKS: AMERICAN ASSOCIATION OF JUNIOR AND
COMMUNITY COLLEGES
(03/23 6 p.m. draft)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE no comments	☒	☐
SUNUNU	☐	☒	NEWMAN no comments	☒	☐
SCOWCROFT	☐	☐	<u>PORTER</u> Tues am	☒	☐
DARMAN	☐	☐	STUDDERT	☐	☒
BATES no comments	☒	☐	UNTERMAYER	☐	☐
BREEDEN	☐	☐	PINKERTON	☒	☐
CARD	☐	☒	ROGERS	☐	☒
CICCONI	☐	☒	<u>PORTER-ROSE</u> Tues am	☒	☐
DEMAREST talked to Davis	☒	☐	WINSTON	☐	☒
FITZWATER	☐	☒		☐	☐
GRAY no comments	☒	☐		☐	☐
HAGIN	☐	☐		☐	☐

REMARKS: please provide any comments/recommendations directly to Chriss Winston (Rm. 122, x2930) by close of business on Monday, 03/27, with an info copy to my office. Thanks.

RESPONSE:

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

Davis/Blessey
March 23, 1989

6 p.m.
Draft 2 PM 8-2
Title: Junior

PRESIDENTIAL REMARKS: AMER. ASSOC. OF JR. & COMMUNITY COLLEGES
WASHINGTON HILTON
MARCH 30, 1989/ 1 p.m.

Thank you. Dale, Jim (Brady), Governors Martin and
Campbell, ~~Jessie and Jessamine~~ (Further acknowledgements.)

((Bar, I am delighted that this distinguished group has
recognized your efforts to promote literacy . . . And to think,
all this time I thought she was cheating at Scrabble . . .))

In all sincerity, this honor will be treasured by Barbara
and the whole Bush family for years to come. Still, Bar and I
can't get over the feeling that we should be giving you an award.
After all, you provide ~~remedial literacy training~~ ^{adult basic education} on a scale that
is nothing short of heroic.

Benjamin Franklin was once asked what was the most pitiful
thing that could befall a human being. After a moment's
reflection, he replied: "A lonesome man on a rainy day who does
not know how to read." The costs of illiteracy can be calculated
in labor lost, and education dollars wasted. But we cannot

calculate the loss of human happiness caused by illiteracy -- all the men and women across this country who will never hear the narrative voice of Dickens, Twain or ~~Larry~~ ^{Say that matter} ~~McMurtry~~; who will ^(Pink) never know that a book can be a true friend in the still hours of the night.

Barbara and I are deeply moved by the plight of the illiterate. And rest assured, we will continue to work with you to promote literacy skills . . .

This nation grew into greatness because early Americans met the challenge of building an educational system second to none. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore that system our forebears bequeathed to us; to ensure that ~~an~~ ⁺ American education is once again the best in the world. In this crusade, we can look to leadership from a ~~recent~~ ³ American innovation in education -- our nation's community colleges, more than a thousand strong.

work [You best represent the American philosophy of education, based on accessibility for all, for life. Americans believe that education is not a phase to be successfully completed. We believe that education is a lifelong endeavor. What scholars call the "life of the mind" is as essential to the complete man or woman as water and air.

In fact, whole communities are enriched and enlightened by the cultural resources you provide, from vast libraries, to night schools, to stages for local theatrical productions. This attitude toward education -- as something more than a requirement of an industrial society, as an embellishment of life -- is uniquely American.

Inspired by your success, I am going to challenge our educational system at every level to adopt a few creative practices pioneered by the community colleges of America.

Community colleges provide ten million Americans with educational choice. A wide range of students benefit from your institutions, from those in high school who are looking for advanced courses; to low-income students who need a stepping stone to a four-year program; to those who seek a 2-year degree; to mature students who are returning to school to round out their education. This is what we need more of up and down the line -- choice.

Secondary and even elementary schools can learn a lot from the way in which you tap local talent, drawing on the knowledge of experts from the private sector. With this in mind, I have proposed extending this same practice, often called Alternative Teacher Certification, right down to the first grade.

Perhaps accountability is the key to your success. State ^{and private} universities, (which accept your students,) count on you to instill a precise curriculum. The businesses of your city count on you to match skills to the demands of the job market. And most of all, students count on you to provide a ladder of opportunity.

And opportunity is our most basic shared principle. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That's not the American way.

We will not rest until we have found a way to school every young American in the romance of our history and literature, and the wonders of science. Until we can accomplish this, millions of our countrymen will be unable to fully participate in, or even understand, the civic life of their homeland.

For years, redeeming these underachieving students has been a quest of the heart. Today, it is also a test of national will, a test critical to the very future of America. This may sound like an overstatement. America, after all, is still a world leader when it comes to producing Nobel Prize winners in physics, economics and literature. But what is the advantage for a nation with ~~a~~ Nobel Prize-winning novelist, if ^{their} his books are largely

not
like
Pres.
language
not like Bush - awkward

awk.
too

(Panic)

unread in his own country? What is the advantage for a nation that can invent fiber optic cable, if the art of splicing these delicate strands is beyond the skills of our work force?

I am committed to increased investment in basic research. But America can continue to lead the world in theoretical science, and still lose the race in the application of knowledge. H.G. Wells wrote that "human history becomes more and more a race between education and catastrophe." *Catastrophe may come around the next corner but* What had a ring of truth in the 1920s, is ominous in the 1980s, with ^{our} its highly competitive internationalized market. Let me share a few stark facts with you.

On Japan, levels of functional literacy and student achievement are extremely high while its dropout rate remains very low.

~~Last year, Japan's functional literacy rate was better than 95 percent.~~ *however, functional literacy is* In America, ~~it's down to about 80 percent.~~ ²⁸ The national drop-out rate is ~~XX~~ percent. And of those Americans who ~~do~~ ^{and don't go to college,} graduate from high school, as many as ⁷ 25 percent cannot read or write at the eighth-grade level. As many Americans become less educated, the standards of the work place are becoming ever more rigorous.

In the past, business could simply ignore the unlettered few. But the balmy days of the baby boom are passing us by. *or shrinkage of the labor pool.* Between now and the year 2000, we will face a "baby bust." According to Business Week, ~~this shrinkage of the labor pool will make it necessary to train or retrain~~ ^{it will be necessary} ~~as many as~~ ⁵⁰ 50 million

workers in the next dozen years alone. Think of it -- 50 million!

Back in the Eisenhower years, high-school drop-outs, if they worked hard, could still enjoy a comfortable middle-class life. A large suburban home, a new car in the driveway, and tuition money -- this was a very attainable dream, the American dream. But for those workers who lack skills and basic education today, a comfortable middle-class existence will be harder and harder to come by. When a high school graduate can't get a job in a market begging for workers, then we've got a serious social imbalance, an education gap. Let's bridge that gap. Let's bridge it as fast possible.

Excellence in education is critical at all levels. But at a minimum, we need to assure that the work force has the basic skills needed to keep America competitive.

Community colleges are the starting gate for higher education, a ready resource for vocational training and ~~remedial~~ ^{adult} ~~education~~ schooling. You provide access for older citizens, women, minorities, and the handicapped -- precisely the very people who are being summoned to alleviate the coming labor shortage. Your programs spell opportunity for the most disadvantaged members of the work force. But they also spell opportunity for business. The disadvantaged and business are coming together in hundreds of

programs from Connecticut to California called employer-college partnerships.

This friendly merger of business and academia is a sweeping force for social improvement. Look at Dallas, where more than one thousand businesses have "adopted" the city's ^(almost 200) ~~200~~ secondary schools. Just look at North Carolina and South Carolina, where state governments have brought businesses and community colleges together to foster customized training and technical education. You have shown that by working together, as communities, as partners in progress, we can match people to jobs, bring hope to the despairing, and build a world-class work force. I challenge every state, every college, every business, to follow your example.

Let me conclude by paraphrasing a few words of advice, written at the turn-of-the century, but so appropriate for our modern quest for excellence in education:

"Make no little plans: they have no magic to stir men's blood and probably in themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble (idea) once recorded will never die, but long after we are gone will be a living thing."

The man who wrote these words, Daniel Burnham, was the architect of such a big plan -- Washington's Union Station, which stands out as a visual delight in a city already crowded with great monuments and statuary. Burnham's legacy is a truly living monument, with its vaulted ceilings and gilded geometry above bustling crowds of shoppers and commuters. But it would be nothing but a wreck, an eyesore, if it had not been lovingly restored. As important as it is to reclaim our civic capital of burnished brass and polished marble, how much more important it is to reclaim our human capital.

Think, then, of our educational system in this way, as a vast and beautiful inheritance, which must be lovingly restored; not once, but every generation. In this effort, make no little plans. Think big. Aim high in hope and work. Continue to work together, as a community, to help your students, to lift their vision and lengthen their horizon.

For this, and all you do, you are earning the gratitude of a nation. Thank you, and God Bless America.

#

28

Davis/Blessey
March 23, 1989
6 p.m.
Draft 2
Title: Junior

PRESIDENTIAL REMARKS: AMER. ASSOC. OF COMMUNITY & JR. COLLEGES
WASHINGTON HILTON
MARCH 30, 1989/ 1:40 p.m.

Thank you. Dale (Parnell), Jim (Brady), Governors Martin
and Campbell. ~~((You! Beama!))~~

((Bar, I am delighted that this distinguished group has
recognized your efforts to promote literacy . . . And to think,
all this time I thought she was cheating at Scrabble . . .))

((As you know, Barbara has taken the lead in promoting
literacy for eight years now, traveling to schools across
America. One day she came back from Boston and told me that she
saw a gentleman sitting in the corner of a school room,
surrounded by children who were enraptured by his story-telling
and good-natured kidding. Every now and then, this man would ask
a child to spell a word by tracing the letters in the palm of his
hand, and he would tell them whether they got it right or not.
Barbara thought this was strange, and wondered if this was some
new kind of teaching technique. "No," the superintendent told
her, "he has to teach this way. You see, he's blind."

r

Think of it. This man was retired. He could have found a thousand excuses to retreat into his own world of darkness. And yet he ventured out into the light, to teach children to read books that he would never again see. It is moments like these that make Bar's effort against illiteracy so rewarding.))

You have bestowed on her an honor that will be treasured by Barbara and the whole Bush family for years to come. Still, Bar and I can't get over the feeling that we should be giving you an award. After all, you provide adult basic education on a scale that is nothing short of heroic.

Benjamin Franklin was once asked what was the most pitiful thing that could befall a human being. After a moment's reflection, he replied: "A lonesome man on a rainy day who does not know how to read." The costs of illiteracy can be calculated in labor lost, and education dollars wasted. But we cannot calculate the loss of human happiness caused by illiteracy -- all the men and women across this country who will never hear the narrative voice of Dickens, Twain, or for that matter Larry McMurtry; who will never know that a book can be a true friend in the still hours of the night.

Barbara and I are deeply moved by the plight of those who lack the skills most of us take for granted. Rest assured, we will continue to work with you to promote literacy skills . . .

This nation grew into greatness because early Americans met the challenge of building an educational system second to none. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore that system our forebears bequeathed to us; to ensure that an American education is once again the best in the world. In this crusade, we can look to leadership from an American innovation in education -- our nation's community colleges, more than a thousand strong.

You best represent the American philosophy of education, for all, for life. Americans believe that education is not a phase to be successfully completed. We believe that education is a lifelong endeavor. What scholars call the "life of the mind" is as essential to the complete man or woman as water and air.

In fact, whole communities are enriched and enlightened by the cultural resources you provide, from vast libraries, to night schools, to stages for local theatrical productions. This attitude toward education -- as something more than a requirement of an industrial society, as an embellishment of life -- is uniquely American.

Inspired by your success, I am going to challenge our educational system at every level to adopt a few creative practices pioneered by the community colleges of America.

Community colleges provide ten million Americans with educational choice. A wide range of students benefit from your institutions, from those in high school who are looking for advanced courses; to low-income students who need a stepping stone to a four-year program; to those who seek a 2-year degree; to mature students who are returning to school to round out their education. This is what we need more of up and down the line -- choice.

Secondary and even elementary schools can learn a lot from the way in which you tap local talent, drawing on the knowledge of experts from the private sector. When I lived in Odessa, Texas, I wanted to share my knowledge as a teacher in the local public school system. But I didn't have a teaching certificate, and I was rejected. That seemed wrong to me then, and it seems wrong to me now. We should open our classroom to everyone with the talent, the knowledge and the desire to teach. With this in mind, I have proposed extending this same practice, often called Alternative Teacher Certification, right down to the first grade.

Accountability is the key to your success. State and private universities (which accept your students) count on you to

every qualified person
--- just as that Boston school did for that blind section

instill a precise curriculum. The businesses of your city count on you to match skills to the demands of the job market. And most of all, students count on you to provide a ladder of opportunity.

Opportunity is our most basic shared principle. Everyone should have a high school education; especially those with high school degrees. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That's not the American way.

↑
~~We will not rest until we have found a way to school every young American in the romance of our history and literature, and the wonders of science. Until we can accomplish this, millions of our countrymen will be unable to fully participate in, or even understand, the civic life of their homeland.~~

For years, rescuing ~~these~~ underachieving students has been a quest of the heart. Today, it is also a test of national will, a test critical to the very future of America. This may sound like an overstatement. America, after all, is still a world leader when it comes to producing Nobel Prize winners in physics, economics and literature. But what is the advantage for a nation with Nobel Prize-winning novelists, if their books are largely

unread in their own country? What is the advantage for a nation that can invent the computer chip, if it doesn't have a skilled work force that can use computers?

I am committed to increased investment in basic research. But America can continue to lead the world in theoretical science, and still lose the race in the application of knowledge. H.G. Wells wrote that "human history becomes more and more a race between education and catastrophe." Catastrophe may not be around the corner, but what had a ring of truth in the 1920s, sounds ominously true in the 1980s, with our highly competitive internationalized market. Let me share a few stark facts with you.

In Japan, levels of functional literacy and student achievement are extremely high, while ~~the~~ ^{the Japanese} drop-out rate remains very low. In America, however, functional literacy is down to ~~about~~ ^{around} 80 percent. The national drop-out rate is ~~27~~ ²⁸ percent. And of those Americans who do graduate from high school and don't graduate from college, as many as 27 percent cannot read or write at the intermediate level. As many Americans become less educated, the standards of the work place are becoming ever more rigorous.

In the past, business could simply ignore the unlettered few. But the balmy days of the baby boom are passing us by.

Between now and the year 2000, we will face a "baby bust," or a shrinkage of the labor pool. According to Business Week, we will have to train or retrain as many as 50 million workers in the next dozen years alone. Think of it -- 50 million!

There is more opportunity today than ever before -- but only for those who are prepared to take advantage of it. For those workers who lack skills and basic education today, a comfortable middle-class existence will be harder and harder to come by. When some high school graduates can't find jobs in a market begging for workers, then we've got a serious social imbalance, an education gap. Let's bridge that gap. Let's bridge it as fast as possible.

Excellence in education is critical at all levels. But at a minimum, we need to assure that the work force has the basic skills needed to keep America competitive. .

Community colleges are the starting gate ^{to} ~~for~~ higher education, a ready resource for vocational training and adult remedial education. You provide access for older citizens, women, minorities, and the handicapped -- precisely the very people who are being summoned to alleviate the coming labor shortage. Your programs spell opportunity for the most disadvantaged members of the work force. But they also spell opportunity for business. The disadvantaged and business are

coming together in hundreds of programs from Connecticut to California called employer-college partnerships.

This friendly merger of business and academia is a sweeping force for social improvement. ~~Look at how well~~ ^{STET} businesses and community colleges are working across America, from Colorado to Kansas to Kentucky. Just look at North Carolina and South Carolina, where state governments have brought businesses and community colleges together to foster customized training and technical education. You have shown that by working together, as communities, as partners in progress, we can match people to jobs, bring hope to the despairing, and build a world-class work force. I challenge every state, every college, every business, to follow your example.

^{offered} Let me conclude by paraphrasing a few words of advice, written at the turn-of-the century, but so appropriate for our modern quest for excellence in education:

"Make no little plans: they have no magic to stir men's blood and probably in themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble (idea) once recorded will never die, but long after we are gone will be a living thing."

*There are the*⁹ *of* *who*
~~The man who wrote these words~~ Daniel Burnham, was the architect of such a big plan -- Washington's Union Station, which stands out as a visual delight in a city already crowded with great monuments and statuary. Burnham's legacy is a truly living monument, with its vaulted ceilings and gilded geometry above bustling crowds of shoppers and commuters. But it would be nothing but a wreck, an eyesore, if it had not been lovingly restored. As important as it is to reclaim our civic capital of burnished brass and polished marble, how much more important it is to reclaim our human capital.

Think, then, of our educational system in this way, as a vast and beautiful inheritance, which must be lovingly restored; not once, but every generation. In this effort, make no little plans. Think big. Aim high in hope and work. Continue to work together, as a community, to help your students, to lift their vision and lengthen their horizon.

For this, and all you do, you are earning the gratitude of a nation. Thank you, and God Bless America.

#

X Community colleges provide ten million Americans with educational choice. A wide range of students benefit from your institutions² from those in high school who are looking for advanced courses; to low-income students who need a stepping stone to a four-year program; to those who seek a 2-year degree; to mature students who are returning to school to round out their education. This is what we need more of up and down the line -- choice.

Secondary and even elementary schools can learn a lot from the way in which you tap local talent, drawing on the knowledge of experts from the private sector. When I lived in Odessa, Texas, I wanted to share my knowledge as a teacher in the local public school system. But I didn't have a teaching certificate, and I was rejected. That seemed wrong to me then, and it seems wrong to me now. We should open our classroom to every qualified person with the talent, the knowledge and the desire to teach --

? → ((just as that Boston school did for that blind gentleman.))

With this in mind, I have proposed extending this same practice, often called Alternative Teacher Certification, right down to the first grade.

X Accountability is the key to your success. State and Colleges private universities (~~which accept your students~~) count on you to instill a precise curriculum. The businesses of your city count

between education and catastrophe." Catastrophe may not be around the corner, but what had a ring of truth in the 1920s, sounds ominously true in the 1980s, with our highly competitive international market. Let me share a few stark facts with you.

In Japan, levels of functional literacy and student achievement are extremely high, while the Japanese drop-out rate remains very low. In America, however, functional literacy is around 80 percent. The national drop-out rate is 28 percent. And of those Americans who do graduate from high school and don't graduate from college, as many as 27 percent cannot read or write at the intermediate level. As many Americans become less educated, the standards of the work place are becoming ever more rigorous.

In the past, business could simply ignore the unlettered few. But the balmy days of the baby boom are passing us by. Between now and the year 2000, we will face a "baby bust," or a shrinkage of the labor pool. According to Business Week, we will have to train or retrain as many as 50 million workers in the next dozen years alone. Think of it -- 50 million!

There is more opportunity today than ever before -- but only for those who are prepared to take advantage of it. For those workers who lack skills and basic education today, a comfortable middle-class existence will be harder and harder to come by.

When some high school graduates can't find jobs in a market begging for workers, then we've got a serious social imbalance, an education gap. Let's bridge that gap. Let's bridge it as fast as possible.

Community colleges provide such a bridge to higher education, a ready resource for vocational training and adult remedial education. You provide access for older citizens, women, minorities, and the handicapped -- precisely the very people who are being summoned to alleviate the coming labor shortage. Your programs spell opportunity for the most disadvantaged members of the work force. But they also spell opportunity for business. The disadvantaged and business are coming together in hundreds of programs from Colorado, to Kansas, to Kentucky, called employer-college partnerships. This friendly merger of business and academia is a sweeping force for social improvement.

Let me conclude by paraphrasing a few words of advice, offered at the turn-of-the century, but so appropriate for our modern quest for excellence in education:

"Make no little plans: they have no magic to stir men's blood and probably in themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble (idea)

once recorded will never die, but long after we are gone will be a living thing."

These are the words of Daniel Burnham, who was the architect of such a big plan -- Washington's Union Station, which stands out as a visual delight in a city already crowded with great monuments and statuary. Burnham's legacy is a truly living monument, with its vaulted ceilings and gilded geometry above bustling crowds of shoppers and commuters. But it would be nothing but a wreck, an eyesore, if it had not been lovingly restored. As important as it is to reclaim our civic capital of burnished brass and polished marble, how much more important it is to reclaim our human capital.

Think, then, of our educational system in this way, as a vast and beautiful inheritance, which must be lovingly restored; not once, but every generation. In this effort, make no little plans. Think big. Aim high in hope and work. Continue to work together, as a community, to help your students, to lift their vision and lengthen their horizon.

For this, and all you do, you are earning the gratitude of a nation. Thank you, and God Bless America.

#

#

#

on you to match skills to the demands of the job market. And most of all, students count on you to provide a ladder of opportunity.

Opportunity is our most basic shared principle. Everyone should have a high school education; especially those with high school degrees. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That's not the American way.

For years, rescuing underachieving students has been a quest of the heart. Today, it is also a test of national will, a test critical to the very future of America. This may sound like an overstatement. America, after all, is still a world leader when it comes to producing Nobel Prize winners in physics, economics and literature. But what is the advantage for a nation with Nobel Prize-winning novelists, if their books are largely unread in their own country? What is the advantage for a nation that can invent the computer chip, if it doesn't have a skilled work force that can use computers?

I am committed to increased investment in basic research. But America can continue to lead the world in theoretical science, and still lose the race in the application of knowledge. H.G. Wells wrote that "human history becomes more and more a race

STAFFED DRAFT
W/AUTO RECOMMENDATIONS

TAKE OUT
"the illiterate"
NOT illiterate
but literacy
Susan Greene

Davis/Blessey
March 23, 1989
6 p.m.
Draft 2
Title: Junior

395-4198

PRESIDENTIAL REMARKS: AMER. ASSOC. OF JR. & COMMUNITY COLLEGES
WASHINGTON HILTON
MARCH 30, 1989/ 1 p.m.

Thank you. Dale, Jim (Brady), Governors Martin and
Campbell. (Further acknowledgements.)

((Bar, I am delighted that this distinguished group has
recognized your efforts to promote literacy . . . And to think,
all this time I thought she was cheating at Scrabble . . .))

In all sincerity, this honor will be treasured by Barbara
and the whole Bush family for years to come. Still, Bar and I
can't get over the feeling that we should be giving you an award.
After all, you provide remedial literacy training on a scale that
is nothing short of heroic.

Benjamin Franklin was once asked what was the most pitiful
thing that could befall a human being. After a moment's
reflection, he replied: "A lonesome man on a rainy day who does
not know how to read." The costs of illiteracy can be calculated
in labor lost, and education dollars wasted. But we cannot

Book 2
 calculate the loss of human happiness caused by illiteracy -- all the men and women across this country who will never hear the narrative voice of Dickens, *Deonte?* Twain or Larry McMurry; who will never know that a book can be a true friend in the still hours of the night.

Barbara and I are deeply moved by the plight of the illiterate. And rest assured, we will continue to work with you to promote literacy skills . . .

This nation grew into greatness because early Americans met the challenge of building an educational system second to none. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore that system our forebears bequeathed to us; to ensure that an American education is once again the best in the world. In this crusade, we can look to leadership from a recent American innovation in education -- our nation's community colleges, more than a thousand strong.

Separate
 You best represent the American philosophy of education, based on accessibility for all, for life. Americans believe that education is not a phase to be successfully completed. We believe that education is a lifelong endeavor. What scholars call the "life of the mind" is as essential to the complete man or woman as water and air.

In fact, whole communities are enriched and enlightened by the cultural resources you provide, from vast libraries, to night schools, to stages for local theatrical productions. This attitude toward education -- as something more than a requirement of an industrial society, as an embellishment of life -- is uniquely American.

Inspired by your success, I am going to challenge our educational system at every level to adopt a few creative practices pioneered by the community colleges of America.

Community colleges provide ten million Americans with educational choice. A wide range of students benefit from your institutions, from those in high school who are looking for advanced courses; to low-income students who need a stepping stone to a four-year program; to those who seek a 2-year degree; to mature students who are returning to school to round out their education. This is what we need more of up and down the line -- choice.

Secondary and even elementary schools can learn a lot from the way in which you tap local talent, drawing on the knowledge of experts from the private sector. With this in mind, I have proposed extending this same practice, often called Alternative Teacher Certification, right down to the first grade.

(Perhaps accountability is the key to your success. State universities, which accept your students, count on you to instill a precise curriculum. The businesses of your city count on you to match skills to the demands of the job market. And most of all, students count on you to provide a ladder of opportunity.

Perhaps

And opportunity is our most basic shared principle. We share the conviction that there is no such thing as an expendable student. We will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite. That's not the American way.

We will not rest until we have found a way to school every young American in the romance of our history and literature, and the wonders of science. Until we can accomplish this, millions of our countrymen will be unable to fully participate in, or even understand, the civic life of their homeland.

Too strong?

For years, redeeming these underachieving students has been a quest of the heart. Today, it is also a test of national will, a test critical to the very future of America. This may sound like an overstatement. America, after all, is still a world leader when it comes to producing Nobel Prize winners in physics, economics and literature. But what is the advantage for a nation with a Nobel Prize-winning novelist, if his books are largely

unread in his own country? What is the advantage for a nation that can invent fiber optic cable, if the art of splicing these delicate strands is beyond the skills of our work force?

I am committed to increased investment in basic research. But America can continue to lead the world in theoretical science, and still lose the race in the application of knowledge. H.G. Wells wrote that "human history becomes more and more a race between education and catastrophe." What had a ring of truth in the 1920s is ^{ly true} ominous in the 1980s, with its highly competitive internationalized market. Let me share a few stark facts with you.

Last year, Japan's functional literacy rate was better than 95 percent. In America, it's ~~down to~~ ^{ten} about ~~80~~ ^{less} percent. The national drop-out rate is ~~xx~~ ²⁷ percent. And of those Americans who do graduate from high school, as many as ¹⁶ 25 percent cannot read or write at the ^{INTERMEDIATE} ~~eight-grade~~ level. As many Americans become less educated, the standards of the work place are becoming ever more rigorous.

In the past, business could simply ignore the unlettered few. But the balmy days of the baby boom are passing us by. Between now and the year 2000, we will face a "baby bust." According to Business Week, this shrinkage of the labor pool will make it necessary to train or retrain as many as 50 million

workers in the next dozen years alone. Think of it -- 50 million!

Back in the Eisenhower years, high-school drop-outs, if they worked hard, could still enjoy a comfortable middle-class life. A large suburban home, a new car in the driveway, and tuition money -- this was a very attainable dream, the American dream. But for those workers who lack skills and basic education today, a comfortable middle-class existence will be harder and harder to come by. When a high school graduate can't get a job in a market begging for workers, then we've got a serious social imbalance, an education gap. Let's bridge that gap. Let's bridge it as ~~fast as possible~~ ^{to ~~redeem~~ ~~thousands~~} ~~the future~~ ^{of U.A.'s}

Excellence in education is critical at all levels. But at a minimum, we need to assure that the work force has the basic skills needed to keep America competitive.

> BETTER link

Community colleges are the starting gate for higher education, a ready resource for vocational training and remedial schooling. You provide access for older citizens, women, minorities, and the handicapped -- precisely the very people who are being summoned to alleviate the coming labor shortage. Your programs spell opportunity for the most disadvantaged members of the work force. But they also spell opportunity for business. The disadvantaged and business are coming together in hundreds of

CHRIS: ~~None opp than even before - if you're ready for it. M.C. life remains avail.~~

programs from Connecticut to California called employer-college partnerships.

LABOR UNIONS

30 lines

DOUBLE
CHK

This friendly merger of business and academia is a sweeping force for social improvement. (~~Look at Dallas, where more than one thousand businesses have "adopted" the city's 200 secondary schools.~~) Just look at North Carolina and South Carolina, where state governments have brought businesses and community colleges together to foster customized training and technical education. You have shown that by working together, as communities, as partners in progress, we can match people to jobs, bring hope to the despairing, and build a world-class work force. I challenge every state, every college, every business, to follow your example.

OFFERED

Let me conclude by paraphrasing a few words of advice, ~~written~~ at the turn-of-the century, but so appropriate for our modern quest for excellence in education:

"Make no little plans: they have no magic to stir men's blood and probably in themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble (idea) once recorded will never die, but long after we are gone will be a living thing."

~~The man who wrote~~ ^{as the (op)} these words, Daniel Burnham, ^{who} was the architect of such a big plan -- Washington's Union Station, which stands out as a visual delight in a city already crowded with great monuments and statuary. Burnham's legacy is a truly living monument, with its vaulted ceilings and gilded geometry above bustling crowds of shoppers and commuters. But it would be nothing but a wreck, an eyesore, if it had not been lovingly restored. As important as it is to reclaim our civic capital of burnished brass and polished marble, how much more important it is to reclaim our human capital.

Think, then, of our educational system in this way, as a vast and beautiful inheritance, which must be lovingly restored; not once, but every generation. In this effort, make no little plans. Think big. Aim high in hope and work. Continue to work together, as a community, to help your students, to lift their vision and lengthen their horizon.

For this, and all you do, you are earning the gratitude of a nation. Thank you, and God Bless America.

#

#

#



AACJC

American Association of
Community and Junior Colleges

Photo Copy Preservation

AACJC Annual Convention
March 29 - April 1, 1989 - Washington, D.C.
Building For A New Century

Date: 3/29/89

Fax Transmittal Form

Please deliver this transmittal form and the following page(s) to the person identified below. The total number of pages (including the transmittal form) is (3).

Name: Stephanie Blessey

Organization: _____

Department/Office: _____

Fax Number: 456-6218

Document was sent by:

Name: Connie Odems

Organization: AACJC

Department/Office: _____

Phone Number: (202) 293-7050 Extension _____

Fax Number: (202) 833 2467

Message: _____

Please call (202) 293-7050, Extension 329, if you do not receive all of the pages indicated.

11/1/88
jrm

03/29/1989 14:35 FROM AACJC

TO

4566218 P.02

Turner

1. Introductory Comments

Since 1982, the program for our convention awards banquet has focused on the recognition of selected individuals for their outstanding contributions to community, technical, and junior colleges. I am pleased to announce that for 1989, the Award categories approved by the AACJC Board of Directors are:

Harry S. Truman Distinguished Service Award

Trustee Leadership Award

Alumnus of the Year Award

AACJC Leadership Award

The Harry S. Truman Distinguished Service Award was presented yesterday to First Lady Barbara Bush. Tonight we will pay tribute to three (3) more individuals for their accomplishments and outstanding contributions. Our first tribute is in the Trustee Leadership Award Category.

2. Possible Introduction for James B. Tatum

Jim Tatum, a trustee of Crowder College in Missouri, has been selected as our AACJC Trustee of the Year. There is no person in America who has done more to upgrade the work of college trustees than Jim Tatum. He is the walking...talking embodiment of a servant-leader. However, he has moved well beyond the Trustee circle of influence. He has made an impact on the lives of all of us across the community college movement. Jim Tatum ...we thank you for your insight and your friendly smile...but more than that, we want to honor you for your leadership "writ- large" across the community college movement.

Please meet Jim Tatum, our 1989 AACJC Trustee of the Year, and his wife ^{Kay} ~~Michelle~~ as both of them join us on the podium.

Photo Copy Preservatio

1989 Award Winners

Leadership Award



Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, is the Chair of the AACJC Commission on the Future of Community Colleges. Boyer, a prolific education writer, also serves as a Woodrow Wilson Fellow at Princeton University and is education columnist for *The London Times*. In 1970 Boyer became the Chancellor of the State University of New York (SUNY), a post he held for seven years. Following his work with SUNY Boyer was named U.S. Commissioner of Higher Education. He is a past professor and academic dean

at California colleges. He has been named by three former U.S. Presidents to national commissions on education. In 1983 Boyer was selected by his peers in a national survey as the leading educator in the nation. In 1987 his peers named him man of the year in higher education. Boyer received his A.B. degree from Greenville College in Illinois and his M.A. and Ph.D. from the University of Southern California. He holds 92 honorary degrees from U.S. colleges and universities.

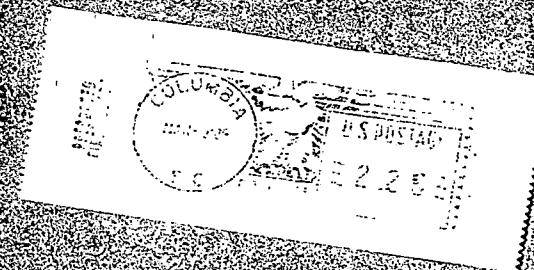
Trustee Leadership Award



James B. Tatum is Chair of the Crowder College (Missouri) Board of Trustees and President of Tatum Motor Company in Anderson, Missouri. Tatum's involvement in community colleges came when he and several other school board members drafted the original concept that led to legislation creating community college districts in Missouri. After the concept became law, Crowder College in Neosho and other community colleges were established in Missouri. Tatum was elected to Crowder's board in 1963 and has served ever since. He is a past member of the

board of the Association of Community College Trustees, and served as its president from 1979 to 1980. In addition, Tatum is the only trustee ever to be elected to the AACJC Board of Directors, where he served for three years. Tatum attended Wentworth Junior College, the University of Arkansas at Fayetteville, and received a B.S. degree from the U.S. Military Academy at West Point.

Initiative for Work Force
Excellence
369 Brown Building
1205 Pendleton St.
Columbia, SC 29201



FIRST CLASS

Ms. Kate Moore
Office of Policy Development
227 Old Executive Office Bldg.
White House, NW
Washington, D. C. 20500

Photo Copy Preservation

— Jim Godwin

DEC 10 1988



RECEIVED

DEC X 9 1988

REFERRED TO Miley
ANSWERED NRN

Springs Industries, Inc.
P.O. Drawer 10232
Rock Hill, S.C. 29731

December 6, 1988

Honorable Carroll A. Campbell, Jr.
Governor
State of South Carolina
P. O. Box 11369
Columbia, SC 29211

Dear Governor Campbell:

I am pleased to report Springs Industries has been successful with our first efforts under your Initiative for Work Force Excellence Program.

We now have seven (7) manufacturing facilities with active programs and plan to have programs in all of our South Carolina facilities by the first quarter of next year.

Our active programs involve three (3) Technical Education Colleges, Adult Education and Literacy Councils in York, Chester, Lancaster, Richland and Anderson counties.

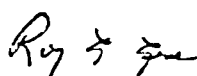
We have received excellent assistance from each of these organizations and in particular the Work Force Specialists have been of eminent help.

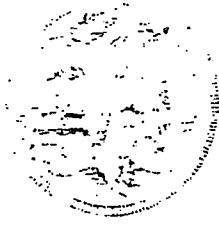
Each of these Specialists have given us many hours of support with planning, designing and implementing our programs.

The programs have been well received by our people and enrollments of over 600 continue to prove the sound idea of educational/skill growth at the job site, where everyone wins.

Springs supports this effort and will continue to promote it as a benefit to our people.

Sincerely,


Roy L. Lee
Manager People Programs



State of South Carolina

Office of the Governor

CARROLL A. CAMPBELL, JR.
GOVERNOR

POST OFFICE BOX 11369
COLUMBIA 29211

December 29, 1988

Mr. Roy L. Lee
Manager People Programs
Springs Industries, Inc.
Post Office Drawer 10232
Rock Hill, S.C. 29731

Dear Mr. Lee:

I am delighted to receive such enthusiastic praise from Springs Industries for the Initiative for Work Force Excellence. I am certain that your commitment to using the approach this program advocates is a major factor in the statewide successes we have achieved to date. We continually point to Springs and the York area as our first achievement and best example of a truly integrated approach to simultaneous offerings of all levels of adult education.

I am grateful to hear that you are experiencing similar results throughout the state.

As 1988 draws to a close, I look forward to building the momentum Springs initiated as we expand the Initiative for Work Force Excellence to all employers in the state. I thank you for your support and wish Springs Industries and its employees continued productivity, excellence and prosperity.

Sincerely,

A handwritten signature in dark ink, appearing to read "Carroll Campbell, Jr.", written over a horizontal line.

Carroll A. Campbell, Jr.
Governor

CACjr/wfi

cc: Mr. Carols Evans, RT Chairman, Richland
Mr. Larry Miller, RT Chairman, Anderson
Ms. Cynthia Banks, RT Chairman, Chester
Mr. Robert Greco, RT Chairman, York

PROPOSED REMARKS/WALTER Y. ELISHA
CHAIRMAN AND CEO, SPRINGS INDUSTRIES
YORK TECH LITERACY PROGRAM PRESS CONFERENCE
MAY 17, 1988

SOME MONTHS AGO, OUR MANAGEMENT TEAM HAD BECOME INCREASINGLY CONCERNED WITH THE PROBLEM OF ADULT LITERACY--AS IT AFFECTED THOSE OF OUR PEOPLE COPING WITH NEW, COMPLEX TECHNOLOGY--AS IT AFFECTED THEIR FAMILIES AND THE COMMUNITIES WHERE WE HAVE PLANTS AND OFFICES--AND AS IT AFFECTED THE BOOTSTRAP EFFORTS OF OUR STATE TO STRENGTHEN OUR EDUCATIONAL EFFORTS AND TO DEVELOP ECONOMICALLY.

WE HAD ALREADY UNDERTAKEN SOME SPOT PROJECTS, WORKING WITH YORK TECH AND WITH LOCAL ADULT EDUCATION PEOPLE, TO MEET SOME IMMEDIATE PROBLEMS INVOLVING NEW EQUIPMENT.

BUT WE WERE ALSO GIVING CONSIDERABLE THOUGHT TO WAYS OUR COMPANY COULD BE INVOLVED IN A BROAD WAY--TO LEND OUR PRESENCE AND OUR RESOURCES TO PROGRAMS TO HELP ADULTS IMPROVE THEIR BASIC SKILLS.

BY JANUARY OF THIS YEAR, WE HAD CONCLUDED THAT WE SHOULD LAUNCH A COMPANY-WIDE EFFORT IN THIS AREA--THIS WOULD INVOLVE MORE THAN 20 LOCATIONS IN SOUTH CAROLINA ALONE, PLANTS AND OFFICES IN CHESTER, LANCASTER, YORK, CHEROKEE, SPARTANBURG, ANDERSON AND RICHLAND COUNTIES, WHERE WE EMPLOY MORE THAN 17,000 PEOPLE. OBVIOUSLY, SUCH A PROGRAM WOULD BE SIZEABLE IN ITS IMPACT, DIFFICULT TO SET UP AND ADMINISTER AND INVOLVE A BROAD RANGE OF STATE AND LOCAL ORGANIZATIONS.

WE DECIDED TO START WITH A PILOT PROJECT TO GET A FEEL FOR SUCH A PROGRAM. WE WANTED TO LEARN HOW OUR PEOPLE WOULD REACT, HOW BEST TO RECRUIT THEM AND HOW THOSE PEOPLE WOULD BE TAUGHT.

WE ESTABLISHED A FEW GROUND RULES: OUR PEOPLE HAD TO FEEL COMFORTABLE WITH THE PROGRAM, NOT EMBARRASSED; THE APPROACH HAD TO BE RELATED TO THE JOB, NOT THE GENERAL SHORTCOMINGS OF ANY INDIVIDUAL; WE PREFERRED A JOB-SITE LOCATION FOR THE LITERACY TRAINING, TO MAKE IT EASIER FOR THE PARTICIPANTS; AND WE INSISTED THAT THE AGENCIES WE WOULD DEAL WITH--THE TECHNICAL COLLEGE, THE SCHOOL DISTRICT ADULT EDUCATION DEPARTMENTS AND THE VOLUNTEER COUNCILS--HAD TO WORK TOGETHER, IN A COOPERATIVE FASHION, IF THEY WANTED TO WORK WITH US IN THIS EFFORT.

AS WE WERE EXPLORING THIS APPROACH, A MARVELOUS THING HAPPENED. GOVERNOR CAMPBELL ANNOUNCED HIS NEW PROGRAM TO IMPROVE ADULT LITERACY IN SOUTH CAROLINA, WITH THE PRIMARY FOCUS ON THE WORKPLACE. AS A MAJOR COMPONENT OF THIS NEW PROGRAM, THE TECHNICAL COLLEGES WERE ASSIGNED THE ROLE OF COORDINATING LOCAL EFFORTS WITH THE ADULT EDUCATION AND VOLUNTEER ORGANIZATIONS. AND THE GOVERNOR CREATED A COORDINATING STAFF IN HIS OFFICE TO GIVE CENTRAL ASSISTANCE TO THE PROCESS OF DEVELOPING PROGRAMS, SEEKING GRANTS, BRINGING OFTEN-COMPETING GROUPS TO THE SAME TABLE AND EXPLAINING THE TASK TO BUSINESS.

SPRINGS SIGNED UP PRACTICALLY ON THE SPOT TO BECOME A "TEST CASE" FOR THIS NEW PROGRAM, BECAUSE IT NOT ONLY MET BUT WENT BEYOND OUR REQUIREMENTS AND EXPECTATIONS.

I CAN TELL YOU TWO THINGS THIS MORNING:

FIRST, OUR PROGRAM AT LANCASTER IS IN ITS SECOND MONTH. IT HAS MET WITH ENTHUSIASTIC RESPONSE AMONG OUR PEOPLE. WE HAVE SOME 30 PARTICIPANTS ALTOGETHER, MANY MORE HAVE BEEN ASSESSED AND THE POTENTIAL IS TRULY EXCITING. THE FIRST BLOSSOMS OF POSSIBILITY ARE SHOWING AMONG OUR "STUDENTS".

SECOND, OUR PEOPLE MET LAST WEEK WITH THE AGENCIES INVOLVED TO CHART THE FIRST EXPANSION OF THE PROGRAM--TO THE KATHERINE AND EUREKA PLANTS IN CHESTER AND THE WHITE PLANT IN FORT MILL. IT IS NOT COINCIDENTAL THAT THESE PLANTS ARE TARGETED FOR A MAJOR EQUIPMENT CHANGEOVER SOON, AND WE HOPE YORK TECH WILL PERFORM THE RETRAINING FOR US.

WE ARE EXCITED ABOUT THE PROMISE THIS NEW INITIATIVE IN ADULT EDUCATION HOLDS FOR OUR PEOPLE. GOVERNOR CAMPBELL, WE COMPLIMENT YOU AND YOUR STAFF FOR THE DIRECT AND AGGRESSIVE WAY YOU HAVE CHOSEN TO TACKLE THIS INSIDIOUS PROBLEM--BY COMBINING THE POWER OF THE STATE WITH THE INTERESTS OF THE PRIVATE SECTOR AND LOCAL CITIZENS.

I CAN'T SAY ENOUGH, EITHER, ABOUT THE WAY THE LANCASTER ADULT EDUCATION PEOPLE, THE LANCASTER LITERACY COUNCIL AND YORK TECH HAVE WORKED WITH ONE ANOTHER AND WITH OUR OWN STAFF TO MAKE THIS EFFORT WORK. IN THIS AREA OF THE STATE, I ASSURE YOU THAT YOU DON'T HAVE TO WORRY ABOUT SPLINTERED EFFORTS. THESE PEOPLE, AND SPRINGS, ARE TRULY FOCUSED AND I COMPLIMENT THEM AS WELL.

LET ME CLOSE BY SAYING THAT ADULT ILLITERACY IS A MAJOR OBSTACLE FACING SOUTH CAROLINA TODAY. WHATEVER ITS CAUSES, ILLITERACY EXISTS AT ALL LEVELS AND IT INHIBITS INVESTMENT IN OUR REGION. IN THE CASE OF TEXTILES, WHICH HAS BEEN MODERNIZING AND INSTALLING ADVANCED TECHNOLOGY AT A RECORD PACE, IT IS A SIZEABLE PROBLEM--MANY OF OUR PEOPLE WHO HAVE BEEN THE MOST LOYAL AND PRODUCTIVE OVER DECADES SUDDENLY FIND THEY LACK THE SKILLS TO COPE WITH ELECTRONIC CONTROLS AND COMPUTER READOUTS. FOR THEIR SAKE, AS WELL AS OURS, THIS LITERACY INITIATIVE IS A GODSEND AND IT DESERVES YOUR SUPPORT AND PARTICIPATION.

FURTHER, THE POTENTIAL IMPACT ON OUR COMMUNITIES OF AN ASSAULT ON ILLITERACY IS INCALCULABLE. WHILE THIS PROGRAM INITIALLY FOCUSES SHARPLY ON VOCABULARY SKILLS NEEDED TO PERFORM SPECIFIC JOBS, IT ALSO PROVIDES MECHANISMS TO CARRY OUR PEOPLE AS FAR UP THE LADDER AS THEY CHOOSE. I WILL BE QUITE SURPRISED IF MANY OF OUR OWN PEOPLE, ONCE EXPOSED TO THE PRIDE AND SELF-ENRICHMENT INHERENT IN THE BASIC PROGRAM, DO NOT CHOOSE TO EXPAND THEIR HORIZONS WITH FURTHER STUDY. THINK WHAT THAT MAY MEAN FOR THEIR FAMILIES, THEIR FRIENDS, AND THE QUALITY OF LIFE IN THE COMMUNITIES WHERE THEY LIVE.

THINK WHAT THAT MIGHT MEAN AS A STIMULUS TO LEARNING IN THE COMING GENERATION OF YOUNG PEOPLE.

AND THINK WHAT THAT MIGHT MEAN TO A STATE SEEKING CAPITAL, INVESTMENT AND NEW AND BETTER JOBS IN ALL OUR COMMUNITIES FOR SOUTH CAROLINIANS.

SPRINGS IS PROUD TO HELP LAUNCH THIS PROGRAM, AND HELP IT GROW. WE HOPE MANY OTHER BUSINESSES, LARGE AND SMALL, WILL JOIN US IN THIS FIGHT FOR HUMAN DIGNITY AND OPPORTUNITY.

File

FEB - 3 RECD



February 1, 1989

Mr. Jim Godwin
Governor's Office Work Force Initiative
1205 Pendleton Street
Columbia, South Carolina 29201

Dear Mr. Godwin:

On behalf of our company, we would like to express our appreciation for your participation in the January 26 Personnel/Education Manager's meeting. Milliken & Company is committed to providing educational opportunities throughout our company for skills upgrading.

We look forward to the partnership between the Initiative for Work Force Excellence and Milliken & Company.

Sincerely,

Patsy R. Hammett

Patsy R. Hammett, Manager
Corporate Education

PRH/spp

cc: Mr. T. R. Hodge
Mr. G. E. Crafts





February 1, 1989

Ms. Jean Brannon
Industry and Business Training
Spartanburg Technical College
P. O. Drawer 386
Spartanburg, SC 29305

Dear Jean:

Thank you for participating in our January 26 Personnel/Education Manager's meeting. The information you presented will be of tremendous benefit to our locations as each develops their process for upgrading skills. There have been many positive remarks made by our Personnel Managers in Spartanburg, Union, and Cherokee Counties concerning your knowledge, enthusiasm, and total commitment to the challenge at hand.

Again, Milliken & Company appreciates your efforts as you work with our locations in the development of this process.

Sincerely,

Patsy R. Hammett, Manager
Corporate Education

PRH/spp

cc: Mr. T. R. Hodge
Mr. G. E. Crafts
Mr. Jim Godwin



JIM GODWIN

PIS

3/7 when

Kate

Kate -

We can keep talking
about the INITIATIVE as
many times as necessary -
Please don't hesitate -

Jim

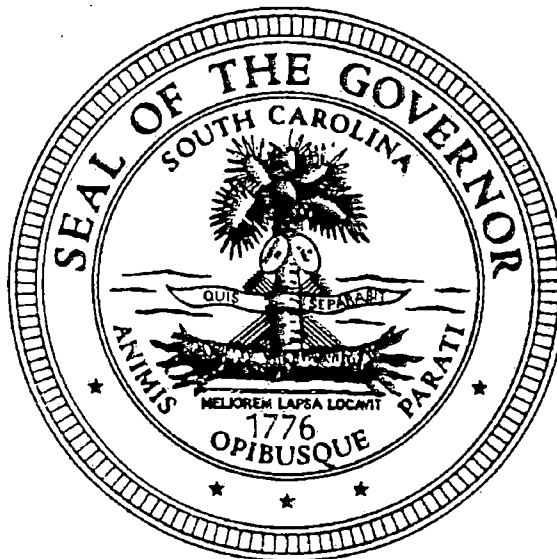
808

734-0490

Mark - I'm not sure whether
these "technical colleges" are
members of AAETC's
icate

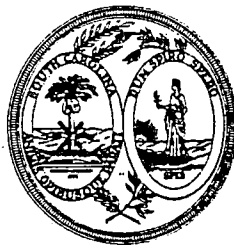
SOUTH CAROLINA
STATE OF THE STATE

**INITIATIVE FOR
WORK FORCE EXCELLENCE
BRIEFING MATERIAL**



Governor Carroll A. Campbell, Jr.

January 20, 1988



State of South Carolina

Office of the Governor

CARROLL A. CAMPBELL, JR.
GOVERNOR

POST OFFICE BOX 11369
COLUMBIA 29211

January 20, 1988

Dear Legislator:

As Governor I have become increasingly concerned about illiteracy in South Carolina and its impact on our work force and our citizens. South Carolina's business and industry cannot continue to compete effectively in today's marketplace unless employees have the ability to read, write, calculate, solve problems and process information. An estimated one out of every five adults in South Carolina has not gone to school beyond the 8th grade. While most of these individuals are working, their lack of basic skills often keeps them in lower paying jobs.

Because of the urgency that I believe exists in addressing illiteracy, I have prepared a plan to address literacy and work force excellence. The Initiative will neither create new bureaucracies nor disrupt the present delivery system; it will augment and make accountable the efforts currently in place.

The two major points of this Initiative are to substantially expand the number of programs at the work place, and to increase private sector support and involvement through business round tables to ensure programs offer services tailored to business need. An Executive Summary is attached for your information. Initial funding for this Initiative I am proposing will be provided by a JTPA grant awarded by the State Private Industry Council to the Governor's Office.

I urge your support of this Initiative because it offers a unique opportunity for business, industry and state human service programs to join together to make adult education and literacy training a key resource in maintaining a competitive economic climate in South Carolina.

Sincerely,

A handwritten signature in dark ink, appearing to read "Carroll A. Campbell, Jr.", written over a horizontal line.

Carroll A. Campbell, Jr.
Governor

SOUTH CAROLINA INITIATIVE ON WORK FORCE EXCELLENCE

The need for states to develop programs emphasizing adult basic skills training and retraining is recognized nationally. Nowhere is the impact of illiteracy felt more strongly than in the workplace. The Council of State Planning Agencies reports that three-fourths of all jobs in the year 2000 will require workers to create and process knowledge, but it is estimated that presently one-third of the nation's work force with high school diplomas are functionally illiterate.

The National Alliance of Business provides additional evidence that states need to adopt strategies to raise employee basic skills at the workplace. They found that "the inability on the part of many individuals to work productively in today's technological economy has resulted in higher unemployment, increased welfare dependency, increased crime, drug dependency and other social disorders, a larger gap between rich and poor, and between minorities and non-minorities."

South Carolina's business and industry cannot continue to compete effectively in today's marketplace unless their employees possess the skills and abilities to cope with demands placed on them by technological changes in the workplace. The level of knowledge and adaptability required goes beyond simple reading and math skills to problem solving and information processing. These "portable skills" noted by the Councils of State Policy and Planning Agencies are easily adapted to change in job demands.

The State Development Board asserts that the quality of the work force is one of the most important locational factors for all categories of industry. Though the skill levels vary by type of industry, even entry level jobs are requiring high school level skills.

Scope of Illiteracy in South Carolina

It is difficult to measure the extent of illiteracy in our state, and even more difficult to determine the number of employed people whose skills need upgrading. However, those who have not been educated beyond the 8th grade represent a definable

population with which to begin. In South Carolina, one out of every five adults has completed no more than 8 years of school. Table 1 shows a breakdown of South Carolina's population 18 and over by years of schooling and race. The percentage of the black population with 8 years or less of school is higher than whites, though a greater number of whites have not attended school past the 8th grade. According to research completed by groups like the Southern Growth Policies Board, the demographics of South Carolina's literacy and basic skills problems are similar to those of other southern states.

Table 1
POPULATION OVER 18 WITH 8 YEARS OR LESS OF SCHOOLING

	<u>TOTAL POPULATION</u>	<u>8 YRS OR LESS OF SCHOOL</u>	<u>PERCENTAGE OF TOTAL POPULATION WITH 8 YRS. OF SCHOOL OR LESS</u>
<u>White</u>			
Males	758,250	137,973	18%
Females	807,687	136,928	17%
Total White	1,565,937	274,901	18%
<u>Black</u>			
Black Males	269,301	91,322	34%
Black Females	325,620	99,377	31%
Total Black	594,921	190,699	32%
Grand Total	2,160,858	465,600	22%

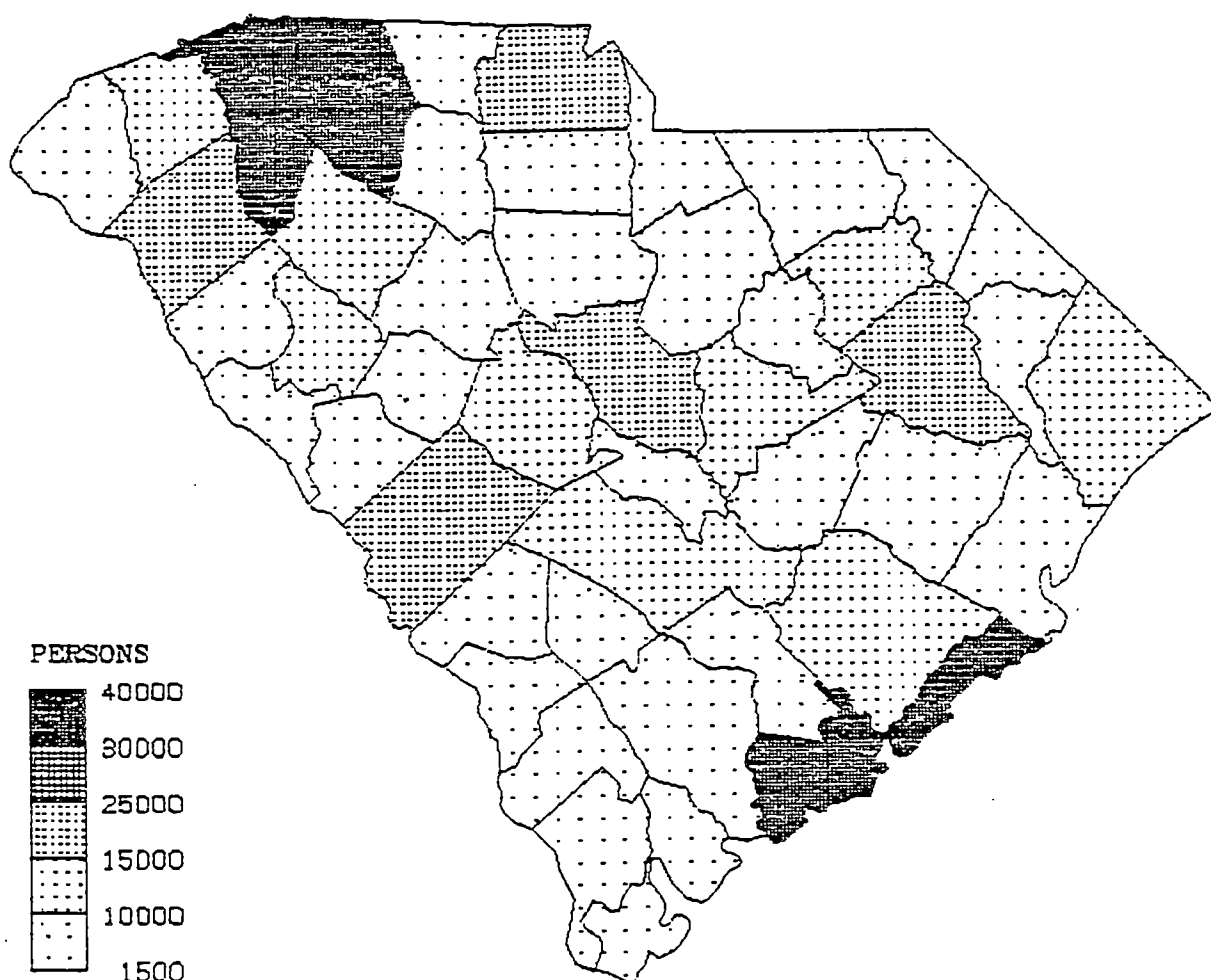
Source: 1980 Census

The geographical distribution of persons 18 years old and over with 8 years or less of school education is displayed in Figure 1. This map shows that the concentration of functional illiterates is in the most urban and industrialized counties of the state.

The vast majority of the people who have completed 8 years or less of school are

Figure 1

PERSONS (18 yrs.+) WITH 0 TO 8 YEARS OF EDUCATION



SOURCE: 1980 CENSUS FILE - STF4

working. Discounting for retirees and those unemployed, it is estimated that about 16% of the work force has 8 years or less of school. This represents a group of at least 307,000 people who could benefit from literacy training and adult education in the workplace.

These data indicate the magnitude of how many people across the state are prevented from qualifying for better job opportunities because they lack basic skills. Even if workers have more than an 8th grade education, they may not have the skills necessary to compete in a changing work force. For these and other individuals, it does not matter whether they failed to complete high school, 8th grade, or whether they have a high school diploma. This implies a much greater need for work force training than the population identified above. A 1975 University of Texas study of the competency levels of employed adults identified 20% of the adults tested as illiterate with an additional 34% whose competencies were minimal.

Those workers who have completed the 8th grade or less and those who have completed school but lack the necessary basic skills for today's jobs are the targeted population for the Work Force Initiative.

These are in effect a group of "working poor" who, due to their lack of basic skills are qualified for relatively low paying jobs. They will not be able to raise their income and standard of living until they acquire basic skills needed to improve or remain in their changing jobs. These persons are the ones who will most likely desire to participate in specialized work force development initiatives.

The Adult Education and Literacy programs which presently offer basic skills opportunities do not have the capacity to increase substantially the level of service necessary to serve the needs of the underemployed work force and their employers. A brief analysis of the services each program provides will illustrate the limitations placed on our present system.

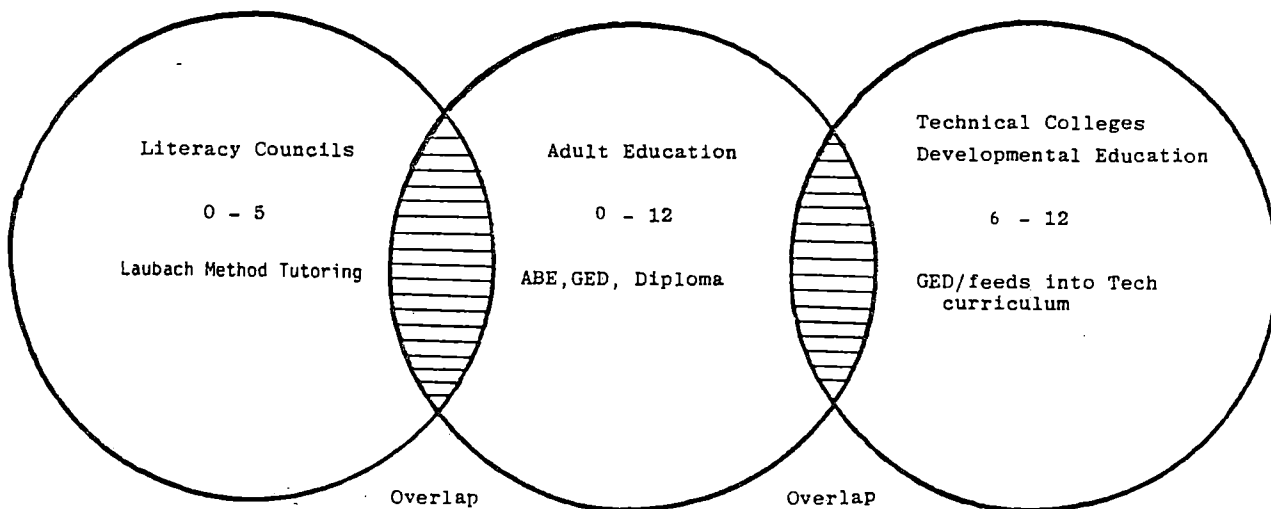
Current Efforts in Adult Education/Literacy

There are three major service providers in Adult Education/Literacy: Technical College Developmental Education, Literacy Councils and Adult Education. The total number of persons served in these three programs exceeds 70,000 people annually. The range of services offered covers 0-12th grade levels. While each program is distinctly separate, it is conceivable that a student could be completely educated by moving incrementally from one program to the next.

Figure 2 shows the basic programs, their services, and the overlap that exists.

Figure 2

CHARACTERISTICS AND OVERLAP OF SERVICES IN THREE MAJOR ADULT LITERACY/EDUCATION PROGRAMS



SOURCE: Division of Employment and Training Interviews

Program-overlap occurs with literacy councils in some areas where adult ed funds a literacy coordinator when council already has a staff and program in place. Duplication also occurs in the reporting of numbers from all programs. There is an overlap between Tech, developmental and adult ed programs. Both institutions offer the same levels of instruction though approaches are different.

The numbers of people served annually have not increased significantly in Adult Education and Technical Colleges' Developmental Education, although the number of enrollees in volunteer literacy programs has risen since 1980. Table 2 illustrates enrollment levels for all 3 providers, and Figure 3 shows an increase in literacy council enrollment.

Table 2

ADULT EDUCATION ENROLLMENT IN S.C.
FY 1979-86

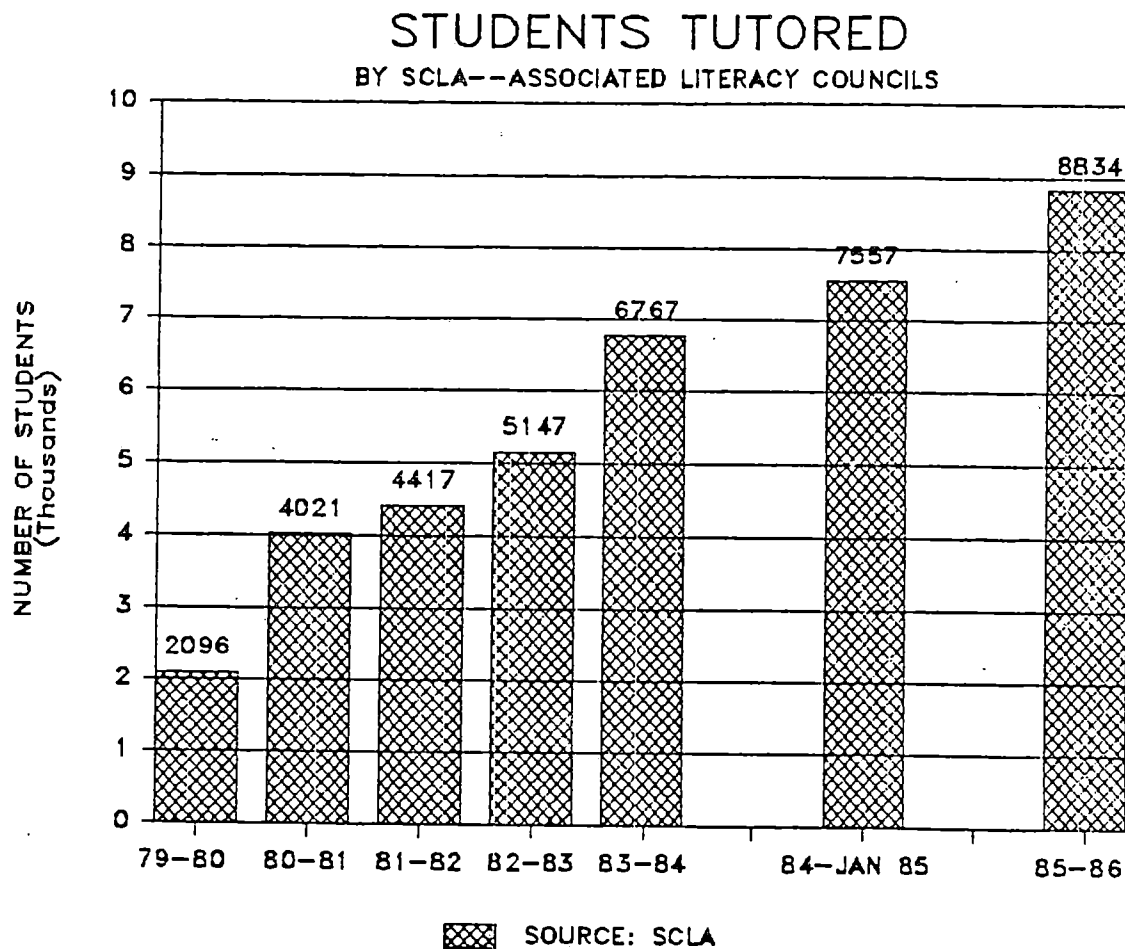
	<u>FY 1980-81</u>	<u>FY 1981-82</u>	<u>FY 1982-83</u>	<u>FY 1983-84</u>	<u>FY 1984-85</u>	<u>FY 1985-86</u>
Total Enrollment in State Department of Education Adult Education Programs	54,529	47,955	49,701	47,928	46,382	48,740

ADULT EDUCATION ENROLLMENT IN PROGRAMS WHO
RECEIVE FUNDS FROM SC DEPARTMENT OF EDUCATION
FISCAL YEAR

<u>Categories</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>
Technical Colleges	11,103	13,805	12,292	13,822	13,026	12,543
Literacy Councils*	2,096	4,021	4,417	5,147	6,767	7,557
Correctional Inst.	3,527	3,620	3,753	3,929	4,340	3,783
Voc Rehabilitation	<u>3,764</u>	<u>3,321</u>	<u>4,004</u>	<u>4,881</u>	<u>4,288</u>	<u>4,561</u>
TOTAL	20,490	24,767	24,466	27,779	28,421	26,300

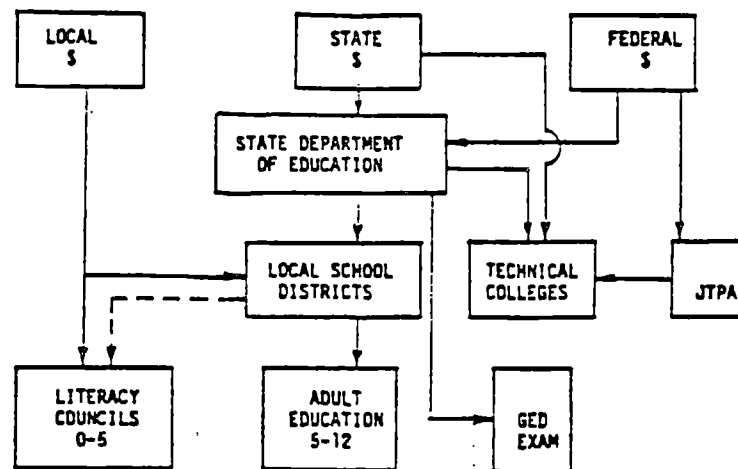
SOURCE: Annual Reports and Rankings of the SC State Department of Education and the
*South Carolina Literacy Association.

Figure 3



There are five major issues of concern in present adult education and literacy programs. The first issue for concern in the present delivery system is the overlap and duplication in the programs. There is little sharing of program services and students. There appears to be competition to provide services in many areas of the state because funding is limited and is based on headcounts. The flow of funds from state, local and federal sources is shown in the Figure 4. It should be noted that not all literacy councils receive funds from state and federal sources.

Figure 4
Flow Chart - Public Sector Literacy Programs



Source: Governor's Office, Adapted from the Tennessee 2000 report

Technical Colleges receive a state appropriation and tuition which supports their developmental education classes, and colleges also receive a small amount of federal funds from the State Department of Education. Literacy councils depend heavily on the Department of Education for their share of federal literacy funds.

When Adult Education funds a council, it is with funds which have been appropriated for literacy to local school superintendents who may or may not fully cooperate to distribute those funds to a council.

Councils can request that Adult Ed reimburse them for each student (based on the previous year total) but these funds are not appropriated on a formula basis. The Employment Revitalization Act provides for literacy councils to be funded according to a formula, but some councils have complained that Adult Ed's interpretation of the law is not in line with the intent they perceive the law to make. Upon inspection of the latest available funding levels, it is evident that the literacy councils received less funds on a per-pupil basis than the formula allowed. It is also important to note that only two literacy councils are receiving direct Adult

Education grants.

In many counties, Adult Education funding has completely integrated all literacy council functions into the local Adult Education office. This has exacerbated already sensitive turf issues between Adult Education and Literacy Councils. The South Carolina Literacy Association recommends that all councils be allowed to contract for services with school districts. In Minnesota, which is recognized as having a model program, this method of funding insures fiscal the autonomy of councils, thereby promoting local ownership and participation on the volunteer councils.

A second issue which affects the quality of adult education/literacy services is the priority placed on programs by the lead agencies involved. Technical Colleges are in the business of educating adults for employment. The Department of Education, although it has always offered the adult basic education, high school diploma and GED preparatory programs, is mainly in the business of providing public school K-12 education. According to the Office of Adult Education's report, their programs account for only 1% of the state's education budget. These Adult Education programs are oriented toward the attainment of higher grade level achievements and high school diplomas.

South Carolina's system is in keeping with most states who design their adult education services to comply more with funding regulations rather than on the basis of need. This trend has been recognized by the Education Commission on the States in the Solutions In Progress report.

The third issue is that the Adult Education programs place emphasis on receiving high school diplomas/certificates. However, this is not a motivating factor for those needing immediate skills-upgrading for the retaining of or improving their employment. Also, the high school diploma program particularly fails to provide the immediate results required by employers because it follows the standards set by the Education Improvement Act for hours spent in class and the graduation exit exam. While this program may be useful for individuals lacking a few credits, it could take from four to six years to complete.

Likewise, the GED preparation program targets the passage of the GED exam as the students' primary goal. While a GED is generally required by employers, the GED in itself does not provide specific indicators of a person's readiness to adapt to the needs of the workplace. In contrast, Developmental Education is offered to students who have selected a specific course of study at Technical Colleges, but who have failed to meet certain entrance requirements. Of the 5,014 persons enrolled in developmental education classes in the Fall quarter of 1987, 3,346 students came for one and two developmental courses and attended credit classes as well.

The fourth issue is that adult learners were once school children, and the school system they attended for one reason or another failed to provide an opportunity for their minimal achievement. Thus adults tend to avoid returning to the site or structure of their earlier failures.

This analysis of current delivery systems would not be complete without addressing the fifth issue, which is cooperation among service providers in local communities. The level of service provided by each program varies considerably from school district to district. In some areas the providers cooperate extremely well as in Spartanburg and Greenwood. However, they are in the minority. Other communities have no Technical College or literacy council, and only offer a part-time adult education coordinator. These limited resources increase the need for each provider to become interdependent on the other.

The Governor's Proposal

The goal and purpose of the Initiative on Work Force Excellence is to expand substantially the number of training programs at the workplace. The Initiative is based on present and projected needs of existing and expanding industries. These industries need the employees whose basic skills, problem solving abilities and communication skills are at a level where changes in the workplace and new technologies can easily be applied. The current adult education/literacy programs have a history of successfully educating limited numbers of adults. The demand for a literate and trainable work force, however, exceeds the capacity of our present programs.

The Initiative proposed here will neither create new bureaucracies nor disrupt the present delivery system. It will augment the efforts of present providers toward overall program expansion and direction, and link program delivery to work force specific programs.

The key to the success of this Work Force Initiative will be significant private sector involvement. Therefore, a partnership between service providers and employers will be developed throughout the State. A state-level, employer roundtable of industry executives will be asked by the Governor to recommend delineation of the roles that Literacy Councils, Adult Education and Technical Colleges will serve for the Initiative.

In addition, local employer roundtables will be appointed by the Governor. These groups will be nominated by local chambers of commerce and development boards and will be made up of leaders from various businesses and industries.

Because local employers look to the local technical colleges for trained or trainable workers, technical colleges will be asked to provide a work force specialist assigned to local roundtables.

A small staff within the Economic Development Division of the Governor's Office will be responsible for acting as a liaison between state and local efforts, and will provide the technical assistance and support needed to build effective roundtables and cooperation between local service providers.

The existing, well-established relationship between technical colleges and employers offers the best opportunity for the rapid expansion of workplace training programs. The role of the work force specialists will be to initiate contact between the three service providers and the employers under the guidance of the local roundtable.

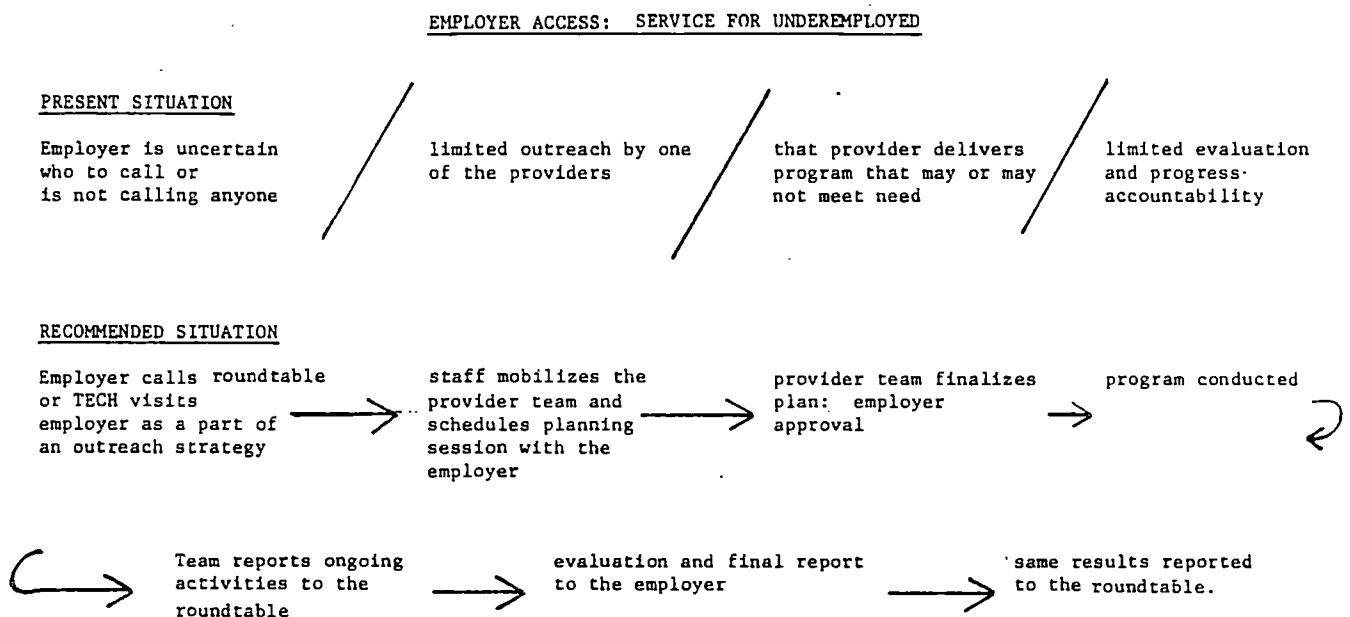
The process will work as a "one-stop" concept: From an employer's standpoint, one contact with the roundtable will yield comprehensive information and specific training strategies for solving their training and development needs. The roundtable work force specialist will be responsible for assembling a provider group that will

plan service delivery with each employer. Some employers will need the services of all three providers; some will not. The local roundtables will act as advisors to the service providers and will assist in the development of coordination from their private sector perspective.

Initial funding for the state and local initiative activities will be provided by a JTPA grant awarded by the State Private Industry Council to the Governor's Office. It is not anticipated that the first phases of the Initiative will require additional funding. This is based on the demonstrated experience of models such as the one that exists in Spartanburg and Greenwood Counties.

Figure 5 describes first how the current service delivery system works and the Initiative's effect on this process. The result will be a system that brings employers into the forefront of the design and delivery of worksite-specific training.

Figure 5



Source: Division of Employment and Training

How is this Initiative different from existing workplace programs offered by all three service providers? How can the efforts outlined here improve on the quality of services now offered?

Errata

All programs now offered, though successful to some degree, are not focused from a private sector, employer viewpoint. It is crucial for a business or industry to have the flexibility to determine the specific training and developmental programs they need. By establishing business roundtables, the focus of this aspect of adult education can be changed from an educational to an economic development viewpoint. The result will be demonstrated performance and productivity improvements, improved safety, and measurable gains in employee abilities to adapt to new job requirements. Where each provider now approaches an employer individually, the Initiative will offer a combination of services tailored to the needs of that business.

The Initiative will address the five issues raised earlier. The first issue of duplication and turf protection in the present delivery system will be minimized under the direction of the local roundtables as providers are called together to plan workplace specific programs.

The second issue, program priorities for service providers, will be better identified as the local roundtables focus resource utilization toward solving basic skills problems for the working poor.

The third issue, present emphasis on grade level improvement and high school diplomas, will be modified to include immediate training and skills. Under the guidance of the roundtable, modification will result from shifting priorities to include tailored training programs of the workplace.

The fourth issue, adult reluctance to enter a traditional school setting voluntarily, will be overcome by the convenience and familiarity of the workplace. Also, employers will be able to commit additional incentives in wage increases and promotions upon completing the program.

The fifth issue in the service delivery system is cooperation among the three providers in local communities. The State roundtable will recommend delineation of roles and linkages to be formed at the level. Local roundtables will be advised of the overall policy recommendations. These roundtables will counsel with local providers to encourage cooperation and monitor the progress.

Summary

The Initiative will create an increased demand for all kinds of literacy/adult education services. Linkages that will be forged through the roundtables will create opportunities for pairing and sharing of resources to service the increased demand. For example, in Spartanburg and Greenwood this kind of effort has led to expansion of services without need for additional staff or increased funds. New support for adult basic skills programs will be found through the roundtable's involvement which will enhance each program's ability to expand. The existence of a roundtable to centralize this Initiative's efforts will provide more immediate and faster access for program start up. The emphasis that will be placed on job-specific training will result in more rapid development of skills by employees.

The roundtable will be the guiding organization to assist providers in setting priorities for more effective use of resources. Currently each kind of program sets priorities more according to state and federal funding requirements than community need. Roundtables will provide the balance needed to focus services between effective attainment of goals by providers, employers and the "working poor".

The Governor's Initiative for Work Force Excellence offers a unique opportunity for business, industry and state human service programs to join together to make adult education and literacy training a key resource in maintaining a competitive economic climate in South Carolina. The current programs will be the solid base from which to build a more adaptable and skilled work force. Our efforts will only be as successful as the cooperative spirit exhibited by service providers in linking their resources toward employment opportunities and better quality of life for our citizens.

CONFIDENTIAL

GOVERNOR'S INITIATIVE FOR WORK FORCE EXCELLENCE

STATE SUMMARY JANUARY, 1989 PROGRAMS

TECHNICAL COLLEGE	NO. PGMS.	NO. ACT.	NO. PLND.	NO. ANT.	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING
Aiken	12	2	7	3	1,066	46	18
Chest/Marl	11	1	0	10	426	0	22
Denmark	29	9	6	14	237	0	136
Flor/Darl	16	2	1	13	1,464	0	12
G'ville	22	5	14	3	720	81	77
H/G	10	1	3	6	333	0	0
Low Country	16	0	3	13	1,168	0	0
Midlands	25	7	9	9	2,996	6	168
Orang/Cal	7	5	1	1	518	39	108
Piedmont	22	5	9	8	2,713	0	294
Spartanburg	26	2	7	17	1,845	4	36
Sumter	13	2	4	7	1,110	0	89
Tri-County	16	4	6	6	3,592	0	135
Trident	33	5	2	26	2,830	0	98
Williamsburg	9	3	4	2	389	43	102
York	16	5	3	8	883	13	334
TOTALS	283	58	79	146	22,290	232	1,629

Completed Programs:

Aiken (1)
Greenville (1)
Midlands (1)
Spartanburg (1)
Williamsburg (1)

Inactive Programs:

Greenville (3)
Orangeburg/Calhoun (4)
Williamsburg (1)

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

~~CONFIDENTIAL~~

Determined To Be an Administrative
Marking Per E.O. 12356 Sec. 1.1 (a)

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	York	Springs-Eureka Plant	Chester	Batiste Poly. Cotton	2211	X	43	0	43	Plant	All	Basic/GED
ACT	York	Springs-Katherine Plant	Chester	Poly., Cotton Sheeting	2221	X	75	0	75	Plant	All	Basic/GED
ACT	York	Springs-White Plant	Fort Mill	Poly., Cotton	2211	X	29	0	29	Plant	All	Basic/GED
ACT	York	JTPA Learning Center	Lancaster			N	241	13	168	Other	AE	Basic/GED
ACT	York	Springs-Lancaster	Lancaster	Poly. Cotn. Broadcl.	2211	X	35	0	19	Plant	AE/LC	Basic/GED
ANT	York	GAF	Chester	Fiberglass	3231	X	20	0	0	Plant	T/AE	Etig./GED
ANT	York	Springs-Grace Finishing	Lancaster	Fin. Sheet Fabric	2261	X	75	0	0			
ANT	York	Springs-Grace Sewing	Lancaster	Sheets/Pillowcases	2211	X	50	0	0			
ANT	York	Springs-RHP&F	Rock Hill	Printing/Finish	2262	X	65	0	0			
ANT	York	Springs-Elliot	Chester	Polyester/Broadcloth	2221	X	50	0	0			
ANT	York	Springs-Leroy	Chester	Batiste	2211	X	50	0	0			
ANT	York	Springs-Frances	Chester	Polyester/Cot. Sheeting	2221	X	50	0	0			
ANT	York	Springs-Riverlawn	Chester	Spreads/Linens	2392	X	50	0	0			
PL	York	Borden	Chester	Cremora	2023	X	17	0	0	Plant	AE/LC	GED
PL	York	Flextronics	Great Falls	Circuit Boards	3672	X	15	0	0	Plant	AE	GED
PL	York	Sequa Corp.	Chester	Textile	2819	X	18	0	0	Plant	Tech	Writing
							883	13	334			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Aiken	Phelon	Aiken	Alum.	3499	X	8	0	8	School	AE	GED
ACT	Aiken	Trailer Train	North Augusta	Rebuilt RR Cars	3743	X	10	0	10	Plant	AE	GED
ANT	Aiken	Airco	Aiken	Ind. Gas	2813	X	39	0	0	Plant	AE	Read
ANT	Aiken	City of Aiken	Aiken	Public Works		X	60	0	0	Plant	AE/LC	Read/GED
ANT	Aiken	Owens-Corning	Aiken	Glass Fiber	3229	X	420	0	0	Plant	AE/LC	Read/GED
PL	Aiken	Graniteville-Swint	Graniteville	Textile	2211	X	142	0	0	Plant	AE/LC	Read/GED
PL	Aiken	Beloit-Manhattan	Aiken	Coverings/Metal Repair	3069	X/E	10	0	0	Plant	AE	Read/GED
PL	Aiken	Aiken County	Aiken	Public Service		X	0	0	0	Plant	All	Read/GED
PL	Aiken	Gorham Bronze	Aiken	Bronze Markers	3364	X	22	0	0	Plant	AE/LC	Read/GED
PL	Aiken	Graniteville Company	Graniteville	Fabrics	2211	X	120	0	0	Plant	Tech	Sup. Skls
PL	Aiken	Automatic Switch	Aiken	Alum. Valve	3494	E	67	0	0	Plant	AE/LC	Basic/GED
PL/C	Aiken	J. M. Huber	Langley	Koalin Clay	3295	X	168	46	0	Tech	Tech	Math/Read
							1066	46	18			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Chest/Marl	Dixiana Mill	Dillon	Carpet	2273	X	22	0	22	Plant	AE	Basic/Ged
ANT	Chest/Marl	Oakriver Mill	Bennettsville	Carpet Yarn	2281	X	25	0	0	Plant	AE	
ANT	Chest/Marl	Hanes	Bennettsville	Ladies Hosiery	2251	X	20	0	0	Plant	AE	
ANT	Chest/Marl	United Tech	Bennettsville	Auto Wiring	3496	X	29	0	0	Plant	Tech	
ANT	Chest/Marl	Cheraw Yarn	Cheraw	Yarn	2281	X	75	0	0	Plant	AE/T	Basic/GED
ANT	Chest/Marl	Marley Elec.	Bennettsville	Heat Products	3634	X	20	0	0	Plant	AE	Basic/GED
ANT	Chest/Marl	Davids of Dillon	Dillon	Kitchen Assessories	2399	X	50	0	0	Plant	T/AE	Basic/GED
ANT	Chest/Marl	Ina Bearing Co.	Cheraw	Bearings/Rods	3562	X	100	0	0	Plant	AE	
ANT	Chest/Marl	WIX Corp.	Dillon	Filters	3599	X	50	0	0	Plant	T/AE	
ANT	Chest/Marl	ARA Services	Cheraw	Food	2099	X	25	0	0	Plant	AE	
ANT	Chest/Marl	Stanton Quilting	Cheraw	Furn. Pads, Cot.Batt.	2392	X	10	0	0	Plant	AE	Basic/GED
							426	0	22			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Denmark	Collum's	Allendale	Lumber		X	18	0	18	Other	AE	Reading
ACT	Denmark	Admiral	Williston	Freezers		X	11	0	11	Plant	AE	Reading
ACT	Denmark	Sandoz	Martin	Chemicals		X	6	0	6	Other	AE	Reading
ACT	Denmark	Scotsman	Fairfax	Ice Makers		X	30	0	30	Plant	AE	Read/Math
ACT	Denmark	Blackville, City	Blackville	N/A		X	6	0	6	Other	AE	Reading
ACT	Denmark	Fairfax, City	Fairfax	N/A		X	7	0	7	Other	AE	Reading
ACT	Denmark	Dayco	Williston	Industrial Belts		X	25	0	24	Plant	AE	Reading
ACT	Denmark	Elkay	Williston	Childrens Apparel		X	20	0	20	Plant	AE	Read/GED
ACT	Denmark	Phoenix	Bamberg	Washers/Gaskets		X	24	0	14	Other	AE/LC	Reading
ANT	Denmark	Chem Nuclear	Barnwell	Waste Mgmt		X	0	0	0	Plant	AE	Reading
ANT	Denmark	Brabham Oil	Bamberg	Convenient Stores		X		0	0	Other	AE	Reading
ANT	Denmark	USA Enterprise	Bamberg	Mens' & Boys' Slacks		X		0	0	Plant	AE	Reading
ANT	Denmark	Multitex	Ulmer	Carpet Yarn		X		0	0	Plant	AE	Reading
ANT	Denmark	Fairfax Dimension	Fairfax	Furniture Squares		X		0	0	Plant	AE	Reading
ANT	Denmark	BASF	Allendale	Carpet Yarn		X		0	0	Plant	AE	Reading
ANT	Denmark	Rite Way	Barnwell	Tool & Die		X		0	0	Plant	AE	Reading
ANT	Denmark	Burlington	Barnwell	Carpet Yarn		X		0	0	Plant	AE	Reading
ANT	Denmark	Carolina Metals	Barnwell	Metal		X		0	0	Plant	AE	Reading

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ANT	Denmark	Augusta Fiberglass Codings	Blackville	Fiberglass		X	0	0	0	Plant	AE/T	Read/Math
ANT	Denmark	Whitlock Combing Co.	Allendale	Wool		X	0	0	0	Plant	AE	Reading
ANT	Denmark	Kearse Manuf. Company	Olar	Hardwood Veneers		X	0	0	0	Plant	AE/T	Reading
ANT	Denmark	Lifetime Doors, Inc.	Denmark	Doors		X	0	0	0	Plant	Tech	Reading
ANT	Denmark	Rockland/Bamberg Ind. Inc.	Bamberg	Fabrics		X	0	0	0	Plant	AE/T	Reading
PL	Denmark	Infinite Creations	Bamberg	Sewing Rm		X	40	0	0	Plant	AE	Reading
PL	Denmark	Holland Hitch	Denmark	Traylor Hitch		X	10	0	0	Plant	Tech	Read/Math
PL	Denmark	Nibco	Denmark	Faucets		X	40	0	0	Plant	Tech	Reading
PL	Denmark	Milliken	Barnwell	Weaving & Finishing		X		0	0	Plant	AE	Reading
PL	Denmark	Ducane	Blackville	Furnaces/Grills		X		0	0	Plant	AE	Reading
PL	Denmark	Inter. Reinforced Plastics	Denmark	Plastics		X	0	0	0	Plant	Tech	Reading
							237	0	136			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Flor/Darl	Nytronics	Darlington	Inductors	3677	E	12	0	12	Voc Center	AE	
ACT	Flor/Darl	Marion Star	Marion	Newspapers	2711	E	18	0	0	Plant	AE	
ANT	Flor/Darl	Gayley & Lord	Society Hill	Dyeing/Finishing	2262	E	1	0	0	Other	AE	Writing
ANT	Flor/Darl	Anvil Knitwear	Mullins	Knitted Tops	2321	E	550	0	0	Plant	AE	
ANT	Flor/Darl	Raytex	Marion	Mattress Ticking	2211	E	18	0	0	Plant	Tech	
ANT	Flor/Darl	Pepsi	Florence	Soft Drinks	2086	E	95	0	0	Plant	AE	
ANT	Flor/Darl	Shaw-Walker	Florence	Filing Systems	2761	E	85	0	0	Plant	AE	
ANT	Flor/Darl	L'eggs	Hartsville	Panty Hose	2251	E	310	0	0	Plant	T/AE	
ANT	Flor/Darl	Roller Bearing	Hartsville	Bearings	3562	E	120	0	0	Plant	AE	
ANT	Flor/Darl	Nexus Greenhouse	Darlington	Greenhouses	3448	X	5	0	0	Plant	Tech	
ANT	Flor/Darl	Southland Med.	Darlington			X	15	0	0	Plant	AE/T	
ANT	Flor/Darl	Chesterfield Lumber	Darlington	Lumber	2411	X	15	0	0	Plant	AE	
ANT	Flor/Darl	Craig Industries	Lamar	Sportswear	2339	E	80	0	0	Plant	AE	
ANT	Flor/Darl	Trend Set, Inc.	Johnsonville		2339		0	0	0			
ANT	Flor/Darl	SC Central RR Co.	Hartsville				0	0	0			
PL	Flor/Darl	Talley Metals	McBee	Stainless Steel Bars	3312	E	140	0	0	Plant	AE/T	
							1464	0	12			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	G'ville	Cryovac	Simpsonville	Plastic Bags	2392	X	0	62	1	Tech	Tech	Basic
ACT	G'ville	Ashmore Brothers	Greer	Paving	3531	X	0	0	19	Plant	AE/LC	Basic
ACT	G'ville	City of Greenville	Greenville	Service		X	0	0	20	Plant	AE	Basic
ACT	G'ville	Carolina Steel	Greenville	Steel Joists	3441	X	0	0	16	Plant	Tech	Basic
ACT	G'ville	Star Paper Tube	Taylors	Paper Tubes	2679	X	0	0	21	Other	AE	Basic
ANT	G'ville	Kemet Electron	Greenville	Carbon Spec.		X	30	0	0	Plant	Tech	Basic
ANT	G'ville	Pre-Tech	Travelers Rest	Aerosol Spray Tops	3089	X	20	0	0	Plant	Tech	Basic
C/ANT	G'ville	Digital	Greenville	Wireboards	3679	X	50	19	0	Plant	Tech	Basic
INA	G'ville	Thermo-Kinetics	Greenville	Sheet Metal	3542	X	0	0	0			
INA	G'ville	Southern Weaving	Greenville	Seat Belts	2399	X	0	0	0			
INA	G'ville	Delta Woodside	Greer	Cloth Weaving	2211	X	0	0	0			
PL	G'ville	Hoechst/Celanese	Greer	Poly Film	2821	X	75	0	0	Plant	ALL	Basic
PL	G'ville	Dow Brands	Greenville	Cleaning Prods.	2842	X	60	0	0	Plant	Tech	Basic
PL	G'ville	James River	Simpsonville	Non-Woven	2297	X	20	0	0	Plant	Tech	Basic
PL	G'ville	Proctor-Gamble	Greenville	Consumer Products	2844	X	75	0	0	Plant	Tech	Basic
PL	G'ville	G'ville Hospital	Greenville	Health Service		X	100	0	0	Plant	All	Basic
PL	G'ville	County of G'ville	Greenville	Service		X	50	0	0	Plant	All	Basic
PL	G'ville	JPS Textile	Greenville	Cloth Weaving	2211	X	15	0	0	Plant	LC	Basic

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
PL	G'ville	Pat-Chem	Greenville	Paint Pigment Mfg.	2065	X	5	0	0	Tech	Tech	Basic
PL	G'ville	Fabri-Kal	Piedmont	Plastic Mfg.	3089	X	30	0	0	Plant	AE/T	Basic
PL	G'ville	Milliken-Gayley	Marietta	Synth. Fabric	2211	X	60	0	0	Plant	All	Basic
PL	G'ville	Milliken-Judson	Greenville	Synth. Fabric	2211	X	60	0	0	Plant	All	Basic
PL	G'ville	Span-American	Greenville	Foam Pads	3842	X	25	0	0	Plant	Tech	Basic
PL	G'ville	Industrial Metal Proc.	Greenville	Metals	3399	X	25	0	0	Plant	AE/LC	Basic
PL	G'ville	Milliken-Hilcrest/Sommer	Greenville	Synth. Fab.	2211	X	20	0	0	Plant	All	Basic
							720	81	77			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Horry/Geor	The Waccanaw House	Pawley's Island	Lodging		X	20	0	0	School	AE	
ANT	Horry/Geor	Oneita Industries	Andrews	Textiles	2253	X	75	0	0	Plant		
ANT	Horry/Geor	Sun-News	Myrtle Beach	Newspaper	2711	X	20	0	0	Plant	Tech	
ANT	Horry/Geor	Rappahanock Wire	Andrews	Wire Mfg.	3315	X	60	0	0	School	AE	
ANT	Horry/Geor	M & T Chemicals	Andrews	Chemicals	3295	X	10	0	0	School	AE	
ANT	Horry/Geor	T.S. Ragsdale Co.	Conway	Charcoal Briquets	2861	N	25	0	0	Plant	AE	
ANT	Horry/Geor	Tilley Plywood	Conway	Wood Products	2435	N	40	0	0	Other	AE	
PL	Horry/Geor	The Raddison Hotel	N. Myrtle Beach	Lodging		X	8	0	0	Plant	AE	
PL	Horry/Geor	International Paper	Georgetown	Paper Manufacturing	2411	X	45	0	0	Plant	AE	
PL	Horry/Geor	City of Georgetown	Georgetown	Government		X	30	0	0	School	AE	
							333	0	0			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ANT	Lowcountry	Westinghouse	Hampton	Elec. Dist. Equip.	3089	X	800	0	0	T/P/O	All	
ANT	Lowcountry	General Carbide	Ridgeland		3544	X	10	0	0	Plant	AE/T	
ANT	Lowcountry	Gretsch Enterprise	Ridgeland	Musical Instruments	3931	X	20	0	0	Plant	AE/T	
ANT	Lowcountry	McCrary's, Inc.	Estill	Machine Shop		X	5	0	0			
ANT	Lowcountry	Sealcraft Corp.	Walterboro	Gaskets	3053	X	5	0	0			
ANT	Lowcountry	Wheelabrator	Walterboro	Foundry	3322	X	30	0	0			
ANT	Lowcountry	Comfort Inn	Colleton	Hospitality			20	0	0			
ANT	Lowcountry	ISI Dyna-Matic, Inc.	Walterboro	Machine Shop	3599	X	15	0	0			
ANT	Lowcountry	JPS Industries	Colleton	Textiles	2221	X	100	0	0			
ANT	Lowcountry	Westvaco	Colleton	Forestry Industry	2421	X	5	0	0			
ANT	Lowcountry	NN Ball & Roller	Walterboro	Industry	3399	X	10	0	0			
ANT	Lowcountry	Dayco Products	Walterboro	Automotive Belts	3052	X	100	0	0			
ANT	Lowcountry	Bishop's Body Shop	Colleton	Collision Repairs		X	5	0	0			
PL	Lowcountry	Levy-Limehouse	Hardeeville	Water Services		X	3	0	0	Plant	AE	
PL	Lowcountry	Sherman Eng. Fiberglas	Estill	Utility Poles	3999	X	20	0	0	Plant	AE/T	
PL	Lowcountry	Hampton Sch. Dist. 2	Estill	Human Serv		X	20	0	0	School	AE	
							1168	0	0			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Midlands	Springs-Olympia Mill	Columbia	Polyester Cotton Sheeting	2211	X	70	0	31	Plant	AE	Basic
ACT	Midlands	State Record Company	Columbia	Newspaper	2711	X	670	0	19	Plant	AE	Basic
ACT	Midlands	Springs-Gramby Mill	Columbia	Polyester Cotton Sheeting	2211	X	88	0	70	Plant	AE	Basic
ACT	Midlands	Reco of SC	W. Cola.	Steel Tanks, Boilers	3441	X	83	0	11	Plant	AE	Basic
ACT	Midlands	Rich. Cty. DSS	Columbia	Social Services		X	230	0	16	Plant	AE	Basic
ACT	Midlands	Martin Marietta	West Cola.	Granite	3295	X	27	0	12	School	AE	Basic
ACT	Midlands	St. Matthews DSS		Soc. Services		X	25	0	9	School	AE	Writing
ANT	Midlands	Westinghouse	Columbia	Nuclear	2819	X	0	0	0	Plant	AE	Basic
ANT	Midlands	City of Cayce	Cayce	City Service		X	100	0	0	Plant	AE	Basic
ANT	Midlands	Quality Inn	Columbia	Hotel/Motel		X	100	0	0	Plant	AE	Basic
ANT	Midlands	DNEC	Columbia	Public Health		X	230	0	0	Plant	AE	Basic
ANT	Midlands	Allen-Bradley	Columbia	Power Tools	3546	X	30	0	0	Plant	AE	Basic
ANT	Midlands	Kingston Metals	West Cola.	Metal Fab.	3444	X	30	0	0	Plant	AE	Basic
ANT	Midlands	Anchor Continental	Columbia	Tape/Stencils	3953	X	70	0	0		AE	Basic
ANT	Midlands	Pert	Columbia	Union Camp	2621	E	45	0	0	School	Tech	Job Skills
ANT	Midlands	Service Skls. Tr.	Columbia	Service Ind.		X	30	0	0	School	Tech	Ser. Skills
COM	Midlands	Carbide Alloys, Inc.	Columbia	Comented Carbides	3544	X	6	6	0	Plant	AE	Basic
PL	Midlands	Pontiac Foods	Pontiac	Coffee, Spice, Tea	2095	X	22	0	0	Plant	AE	Basic

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
PL	Midlands	Rich. Cty. Pub. Wks.	Columbia	Public Works		X	125	0	0	Plant	AE	Basic
PL	Midlands	SCE&G	Columbia	Gas & Elec.		X	100	0	0	Plant	AE	Basic
PL	Midlands	AMBAC Int.	Columbia	Diesel Injec.	3714	X	350	0	0	Plant	AE	Basic
PL	Midlands	York Tape	Columbia	Tapes/Labels	2672	X	60	0	0	Plant	AE	Basic
PL	Midlands	Ft. Jackson	Ft. Jackson	Army Service		X	190	0	0	Plant	AE	Basic
PL	Midlands	NCR	West Cola.	Elect. Mfg.	3571	X	150	0	0	Plant	AE	Basic
PL	Midlands	Colite	West Cola.	Signs	3993	X	100	0	0	Plant	AE	Basic
PL	Midlands	Loxcreen	West Cola.	Aluminum Doors	3442	X	65	0	0	Plant	AE	Basic
							2996	6	168			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Orang/Cal	Carpenter Tech	Orangeburg	Heater Wire	3496	X	24	0	14	Plant	Tech	Basic/GED
ACT	Orang/Cal	Mayer Wildman	Orangeburg	Knitting Mach.	3552	X	30	0	24	Tech	Tech	Basic/GED
ACT	Orang/Cal	Amer. Yard Prod.	Orangeburg	Tractors/Trailers	3524	X	100	4	22	Plant	Tech	Basic/GED
ACT	Orang/Cal	Triangle Tool	Orangeburg	Pliers, Sockets, Wrenches	3423	X	50	5	22	Plant	Tech	Basic/GED
ACT	Orang/Cal	Regional Med. Ctr.	Orangeburg	Medical Services		X	84	0	26	Plant	Tech	Basic/GED
ANT	Orang/Cal	City of Orangeburg	Orangeburg	Service		X	150	0	0	Other	All	Basic/GED
INA	Orang/Cal	Santee Community Mall	Santee	Retail		N	0	0	0	Other	AE	Basic Lit.
INA	Orang/Cal	Greenwood Mills	Orangeburg	Dyeing Cloth	2261	X	0	30	0	Tech	Tech	Basic/GED
INA	Orang/Cal	Teepak	Sandy Run	Meat Casing	2013	X	0	0	0			
INA	Orang/Cal	J. F. Cleckley										
PL	Orang/Cal	United Tech.	St. Matthews	Mfg. & Assem. Auto Parts	3599	X	80	0	0	School	Tech	Basic/GED
							518	39	108			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Piedmont	Durst	Greenwood	Textiles	2211	X	227	0	133	P/T	AE/T	Lit/Basic
ACT	Piedmont	Bailey	Clinton	Textiles	2211	X	42	0	30	P/S	AE	Lit/Basic
ACT	Piedmont	Lydia	Clinton	Textiles	2211	X	41	0	56	P/S	AE	Lit/Basic
ACT	Piedmont	Clinton Mills 1&2	Clinton	Textiles	2211	X	125	0	70	P/S	AE	Lit/Basic
ACT	Piedmont	Torrington	Clinton	Roller Bearing	3562	X	30	0	5	Plant	AE	GED
ANT	Piedmont	Chick Medical	Greenwood	Surgical Products	3842	X	115	0	0			
ANT	Piedmont	Milliken-Gilliland	Laurens	Knit Fabrics	2258	X	80	0	0			
ANT	Piedmont	Am. Fiber & Fin.	Newberry	Cheesecloth	2211	X	200	0	0			
ANT	Piedmont	Milliken-McCormick	McCormick	Woven Cloth	2221	X	75	0	0			
ANT	Piedmont	Milliken-Saluda	Saluda	Yarn	2282	X	200	0	0			
ANT	Piedmont	Milliken-Johnston	Edgefield	Synth. Fabric	2221	X	123	0	0			
ANT	Piedmont	F. L. Aerospace	Greenwood	Transp. Lighting	3648	X	200	0	0			
ANT	Piedmont	Ascoe Felts	Clinton	Felts	2299	X	90	0	0			
PL	Piedmont	Matthews (Gwd Mills)	Greenwood	Textiles	2211	X	400	0	0			
PL	Piedmont	Riegel-Johnston	Edgefield	Blankets	2392	X	100	0	0			
PL	Piedmont	Riegel-McCormick	McCormick	Textiles	2211	X	75	0	0			
PL	Piedmont	Abbeville-Milliken	Abbeville	Textiles	2211	X	100	0	0			
PL	Piedmont	Sycamore-Milliken	Clinton	Trucking		X	25	0	0			

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	H/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
FL	Piedmont	Capsugel	Greenwood	Capsules	2899	X	150	0	0			
PL	Piedmont	Professional Medical	Greenwood	Surgical Products	3842	X	200	0	0			
PL	Piedmont	Star Fibers	Edgefield	Manmade Fibers	2624	X	40	0	0			
PL	Piedmont	Milliken-Sharon	Abbeville	Auto. Fabric	2396	X	75	0	0			
							2713	0	294			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Spartanbg	Southern Loom	Gaffney	Loom Reeds	3552	X	10	0	1	Other	LC	Read
ACT	Spartanbg	Inman Mills-Rawey	Enoree	Polyester	2221	X	120	0	35	Other	AE	GED
ANT	Spartanbg	Oneita Ind.	Fingerville	Textile	2254	X	90	0	0			Basic
ANT	Spartanbg	Hudson International	Inman	Wire	3315	X	200	0	0			Basic
ANT	Spartanbg	Structofab	Pacolet	Fiberglass/Plastic	3089	X	12	0	0			Basic
ANT	Spartanbg	Hoechst-Celanese	Spartanburg	Polyester Fibers	2824	X	500	0	0			Math/BluePrt
ANT	Spartanbg	Springs-Lyman	Lyman	Fabrics	2261	X	0	0	0			
ANT	Spartanbg	Borden Snacks	Spartanburg	Snack Foods	2099	X	0	0	0			
ANT	Spartanbg	Healthtex	Cowpens	Knitted Material	2253	X	0	0	0			GED
ANT	Spartanbg	Tietex	Spartanburg	Nonwoven Mat.	2297	X	0	0	0			GED
ANT	Spartanbg	Kusters	Spartanburg	Carpet Dyeing Equip.	3552	X	0	0	0			
ANT	Spartanbg	Monsanto	Woodruff			X	300	0	0			
ANT	Spartanbg	Hamrick Mills	Gaffney	Print Cloth	2211	E	25	0	0	Plant		
ANT	Spartanbg	Milliken-Monarch	Union	Cot./Syn.Fabric	2211	E	50	0	0	Plant		
ANT	Spartanbg	Milliken-Magnolia	Blacksburg	Dyeing/Finishing	2261	E	40	0	0			
ANT	Spartanbg	Milliken-New Prospect	Spartanburg	Water Jet Weaving	2211	E	30	0	0			
ANT	Spartanbg	Cone Mills	Carlisle	Finishing Fabric	2261	E	50	0	0			
ANT	Spartanbg	Milliken-Gaffney	Gaffney	Polyester/Cot. Yarns	2281	E	20	0	0			

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ANT	Spartanbg	Musgrove Mills	Gaffney	Sheetings/Print Cloth	2211	E	25	0	0			
COM/PL	Spartanbg	Spartanburg Steel	Spartanburg	Autogrills		X	50	4	0	Tech	Tech	Math/Read
PL	Spartanbg	Plastic Injectors	Spartanburg	Medical Products		X	10	0	0			
PL	Spartanbg	Springs-Lime.&Summit	Gaffney	Fabric	2221	X	29	0	0			Basic
PL	Spartanbg	Inman Mills-Riverdale	Enoree	Textile	2221	X	135	0	0			
PL	Spartanbg	Boiler Tube of Am.	Spartanburg	Boiler Repair	3443	X	28	0	0	Plant	Tech	Read/Math
PL	Spartanbg	Michelin	Spartanburg	Truck Tires	3011	X	0	0	0	Plant	AE	Basic/GED
PL	Spartanbg	Milliken-Lockhart	Lockhart	Yarn Circular Knit	2257	X	121	0	0	Plant		
							1845	4	36			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Sumter	Crescent Xcelite	Sumter	Hand Tools	3423	X	120	0	54	Plant	T/AE	Basic
ACT	Sumter	Wateree Textiles	Camden	Textiles	2221	X	85	0	35	Plant	AE	Basic
ANT	Sumter	Color-Fi	Sumter	Textile Fibers	3339	X	75	0	0	Plant	Tech	Basic
ANT	Sumter	Cogsdill Tool	Camden	Machine Tools	3545	X	50	0	0	Voc. Ctr.	AE	Basic
ANT	Sumter	Veratec	Bellmead		2261	N	300	0	0	School	AE	Basic
ANT	Sumter	DuPont	Camden	Orlon/Nylon	2824	X	100	0	0	Plant	AE	Basic
ANT	Sumter	Shaw AFB	Sumter			X	100	0	0	Plant		Lit/Basic
ANT	Sumter	Bendix/Kaydon	Sumter	Pre-Employment	3714	X	60	0	0	Tech	Tech	Lit/Basic
ANT	Sumter	Shaw AFB	Sumter	Dependents		X	20	0	0			
PL	Sumter	National Dye	Lynchburg	Dyeing/Finishing	2261	X	30	0	0	Voc. Ctr.	T/AE	Basic
PL	Sumter	Reeves Brothers	Bishopville	Dyeing/Finishing	2261	X	37	0	0	Voc. Ctr.	T/AE	Basic
PL	Sumter	Burlington	Bishopville	Worsted Yarns	2299	X	8	0	0	Voc. Ctr.	T/AE	Basic
PL	Sumter	Wat/Hern/Ken	Camden	Pre-Employment	2221	X	125	0	0	Voc. Ctr.	AE/T	Lit/Basic
							1110	0	89			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Tri-County	Milliken-Defore	Seneca	Tire Cord	2296	X	40	0	11	Plant	AE	Basic
ACT	Tri-County	Wamsutta-Springs	Anderson	Mens Apparel	2321	X	256	0	60	Plant	All	
ACT	Tri-County	Chiquola-Springs	Anderson	Sheeting	2221	X	292	0	40	Plant	All	
ACT	Tri-County	Greenwood Liberty	Pickens	Cotton Denim	2211	X	49	0	24	Plant	AE	
ANT	Tri-County	Jacobs	Pickens	Drill Chuck	3541	X	475	0	0	T/VC/P	All	Basic
ANT	Tri-County	Westinghouse	Anderson	Laminates	3089	X	160	0	0	T/VC/P	All	Basic
ANT	Tri-County	Clark Schwebel-Springs	Anderson	Woven Fabric	2221	X	40	0	0	Plant	All	
ANT	Tri-County	Orr, Lyons-Springs	Anderson	Shirting	2221	X	40	0	0	Plant	All	
ANT	Tri-County	Joseph Lyons	Anderson	Unfin. Sheeting	2211	X	40	0	0	Plant	All	
ANT	Tri-County	Central Textile	Central	Greige Goods	2211	X	265	0	0	Plant	All	
PL	Tri-County	Milliken-Gerrish	Anderson				120	0	0	Plant	AE	Basic/GED
PL	Tri-County	Milliken-Pendleton	Anderson	Finishing			450	0	0	Plant	AE	Basic/GED
PL	Tri-County	Milliken-Honea Path	Anderson				120	0	0	Plant	AE	Basic/GED
PL	Tri-County	Milliken-Ryobi	Pickens				1050	0	0	Plant	AE	Basic/GED
PL	Tri-County	Ohio Gear	Pickens				75	0	0	Tech	Tech	Job-Spec.
PL	Tri-County	Peerless	Anderson				120	0	0	Plant	AE	Basic/GED
							3592	0	135			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	Trident	Charlest. Pub. Works	Charleston	Public Services		X	30	0	12	Plant	AE/T	Read/Math
ACT	Trident	R.M. Engineered Prod.	No. Charleston	Rubber	3069	X	75	0	67	Plant	AE/T	Basic/R/M
ACT	Trident	Naval Base	Charleston	Nat. Defense		X	50	0	1	Plant	AE	Laubach
ACT	Trident	City Housing Auth	Charleston	Pub. Housing		X	6	0	6	Plant	Tech	Reading
ACT	Trident	Mt. Pleasant Pub. Wks.	Mt. Pleasant	Public Services		X	12	0	12	Other	AE	Laubach
ANT	Trident	PLUSA	Jamestown	Wool Textiles	2297	X	173	0	0			
ANT	Trident	Amstar	Charleston	Paper, plastic pkg.	2673	X	12	0	0			
ANT	Trident	Baker MH	Dorchester	Forklifts	3537	X	23	0	0			
ANT	Trident	Briteline	Dorchester	Aluminum Extrusions	3354	X	49	0	0			
ANT	Trident	Broyhill	Dorchester	Wooden Furniture	2426	X	54	0	0			
ANT	Trident	CR Bard	Berkeley	Rubber Tubing	3841	X	303	0	0			
ANT	Trident	Evening Post	Charleston	Newspaper	2711	X	150	0	0			
ANT	Trident	Exxon Chem.	Dorchester	Carpet backing packing mat	2221	X	375	0	0			
ANT	Trident	Energy Prods.	Dorchester			X	160	0	0			
ANT	Trident	Georgia Pacific	Berkeley	Particle Board	2493	X	100	0	0			
ANT	Trident	Giant Cement	Dorchester	Cement	3241	X	81	0	0			
ANT	Trident	Gifford Hill	Dorchester	Cement	3241	X	24	0	0			
ANT	Trident	GS Roofing	Charleston	Roofing	3444	X	100	0	0			

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ANT	Trident	ITT Conoflow	Dorchester	Regulators & Transducers	3494	X	5	0	0			
ANT	Trident	Kores Nordic	Dorchester	Ofc. Machine Ribbons	3955	X	134	0	0			
ANT	Trident	Mobay Chem.	Berkeley	Dye Stuffs, Chem.	2865	X	35	0	0			
ANT	Trident	Santee Cooper	Berkeley	Public Works		X	151	0	0			
ANT	Trident	Teepak, Inc.	Dorchester			X	60	0	0			
ANT	Trident	Westvaco Dev.	Dorchester	Pine Lumber	2411	X	50	0	0			
ANT	Trident	Francis Marion Hotel	Charleston	Hospitality		X	40	0	0		AE/T	Basic
ANT	Trident	Westvaco-Kraft	N. Charleston	Paper		X	200	0	0			
ANT	Trident	Gates Rubber	Moncks Corner			X	25	0	0			
ANT	Trident	Stoller Chem.	Ravenel			X	26	0	0			
ANT	Trident	J W Aluminum	Berkeley			X	27	0	0			
ANT	Trident	Albany Inter.	St. Stephen			X	35	0	0			
ANT	Trident	Renken Boat	Charleston			X	140	0	0			
PL	Trident	Naval Shipyd	Charleston	Ship Overhauling	2297	X	100	0	0	Plant	AE/T	Reading
PL	Trident	Radio Shack	N. Charleston	Distribution		X	25	0	0		AE/T	Basic
							2830	0	98			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC / N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT/ACT	Wmsburg	Colonial Rubber	Kingstree	Plastic Compounding	3089 X	62	0	59	S/T	AE/T	Read/Math
ANT	Wmsburg	Blk. River Hardwood	Kingstree	Hardwood Sqs.	2426 X	15	0	0	Tech	Tech	Basic
ANT	Wmsburg	Elastic Corp.	Hemingway	Elastic	2241 X	0	0	0			
C/ACT	Wmsburg	IBIS	Kingstree	Enzymes	2869 X	86	43	43	Tech	Tech	Basic/Sci
INA	Wmsburg	Highway Dept.	Kingstree/Hemingway		X	0	0	0			
PL	Wmsburg	Milliken	Kingstree	Synthetic Woven Fibers	2221 X	47	0	0		T/AE	Basic/GED
PL	Wmsburg	Tupperware	Hemingway	Plastic Housewres.	3089 E	150	0	0	Plant	Tech	Basic Skills
PL	Wmsburg	Baxter Healthcare	Kingstree	Medical Devices	3842 X	17	0	0	Plant	T/LC	Basic Skills
PL	Wmsburg	House of Raeford	Nesmith	Processed Poultry	E	12	0	0	Plant	Tech	Basic Math
						389	43	102			

SOUTH CAROLINA INITIATIVE FOR WORK FORCE EXCELLENCE
MONTHLY PROGRAM REPORT
JANUARY, 1989

STATUS	TECH	COMPANY	LOCATION	PRODUCT	SIC #	N/E/X	TOTAL TO TRAIN	TRAINED TO DATE	IN TRAINING	SITE	PROV	PROGRAM
ACT	York	Springs-Eureka Plant	Chester	Batiste Poly. Cotton	2211	X	43	0	43	Plant	All	Basic/GED
ACT	York	Springs-Katherine Plant	Chester	Poly., Cotton Sheeting	2221	X	75	0	75	Plant	All	Basic/GED
ACT	York	Springs-White Plant	Fort Mill	Poly., Cotton	2211	X	29	0	29	Plant	All	Basic/GED
ACT	York	JTPA Learning Center	Lancaster			N	241	13	168	Other	AE	Basic/GED
ACT	York	Springs-Lancaster	Lancaster	Poly. Cotn. Broadcl.	2211	X	35	0	19	Plant	AE/LC	Basic/GED
ANT	York	GAF	Chester	Fiberglass	3231	X	20	0	0	Plant	T/AE	Etig./GED
ANT	York	Springs-Grace Finishing	Lancaster	Fin. Sheet Fabric	2261	X	75	0	0			
ANT	York	Springs-Grace Sewing	Lancaster	Sheets/Pillowcases	2211	X	50	0	0			
ANT	York	Springs-RHF&F	Rock Hill	Printing/Finish	2262	X	65	0	0			
ANT	York	Springs-Elliot	Chester	Polyester/Broadcloth	2221	X	50	0	0			
ANT	York	Springs-Leroy	Chester	Batiste	2211	X	50	0	0			
ANT	York	Springs-Frances	Chester	Polyester/Cot. Sheeting	2221	X	50	0	0			
ANT	York	Springs-Riverlawn	Chester	Spreads/Linens	2392	X	50	0	0			
PL	York	Borden	Chester	Cremora	2023	X	17	0	0	Plant	AE/LC	GED
PL	York	Flextronics	Great Falls	Circuit Boards	3672	X	15	0	0	Plant	AE	GED
PL	York	Sequa Corp.	Chester	Textile	2819	X	18	0	0	Plant	Tech	Writing
							883	13	334			