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Community Colleges, 3/30/89 [2]

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G	19	2	6	2

Springs mills first to join literacy drive

By THOM FLADUNG
State Business Writer

South Carolina's initial battle in the war to improve its workers' reading and writing skills will be waged in some of the textile mills of Springs Industries Inc.

About 45 different companies operate some sort of workplace program for literacy, according to the S.C. Department of Education. But Springs is the first to begin a program under Gov. Carroll Campbell's "Initiative for Work Force Excellence" that is designed to bring together the different state agencies concerned with illiteracy.

Gov. Carroll Campbell in a release Tuesday called Springs' announcement "a precedent-setting day for South Carolina."

The state literacy program will be paid for immediately by an \$800,000 grant Campbell has authorized under the Job Training Partnership Act, a federal economic assistance program. In addition, Campbell is seeking \$1 million in next year's state budget.

State officials estimate 16 percent of the South Carolina workforce — 307,000 employees — have eight years or less of school. Many more are "functionally illiterate,"

unable to perform the basic skills necessary to advance in the working world or adjust to technological changes, the officials said.

Illiteracy translates into unemployment, lower salaries for those who do work, and additional barriers to the state attracting new industry, state officials said.

In a recent national study, South Carolina ranked 40th in the nation with an adult illiteracy rate of 15 percent, according to The Corporation for Economic Development.

Springs, with 24 plants and more than 17,000 employees in South Carolina, already has a pilot program for workplace literacy that involves 50 people at a plant called the Lancaster complex, said Springs spokesman Bob Thompson.

That program will be expanded to include the Katherine and Eureka plants in Chester and the White plant in Fort Mill — not coincidentally, all plants that soon will receive a major equipment update, Walter Y. Elisha, Springs chairman, said.

Eventually, the program will include all Springs plants in South Carolina and perhaps company plants outside the state, Thompson said.

As is outlined in Campbell's plan, the Springs program will concentrate on training very specifically for workplace skills, rather than general literacy instruction.

The state's adult literacy training has been available in various forms from the S.C. Department of Education, the South Carolina Literacy Association, local literacy councils and the state technical college system.

It has been Campbell's contention, however, that the system is lacking coordination and needs more direct contact with the workplace.

Under Campbell's plan, "employer round tables" with leaders from various businesses will be set up in each county. Each round table will then have a "workforce specialist" from a technical college who will link employers with literacy services.

Employers will work with the round tables and specialist to draw up a specific training plan.

Campbell said he would announce later this week the 300 business people who will serve on the round tables.



Campbell

5/18/85 The State

The State 6-2-88

Survival training

PRIVATE industry, realizing that an educated work force is essential to economic development of the state, gave strong support to the Education Improvement Act, which was designed to strengthen the public schools.

But that deals with the needs of future workers. In a state where one worker in five over the age of 18 has nine years of schooling or less, the present work force presents problems that will get worse if not addressed.

"Many of our people who have been the most loyal and productive over the decades," said Springs Industries Chairman Walter Y. Elisha, "suddenly find they lack the skills to cope with electronic controls and computer read-outs."

But Springs has launched an in-house literacy program to give them the basic reading ability needed to handle the vast changes taking place in modern industry. "For their sake, the initiative is a godsend," Mr. Elisha said.

A godsend indeed. It would be a shame to allow people willing to work hard to be cast out at mid-career, the victims of the very modernization that industry, particularly the textile industry, needs to survive.

Gov. Carroll Campbell, who quite correctly has given high priority to literacy training, helped launch this program with some federal funds and expects it to spread to other companies that have educationally impaired senior workers.

The participating industries and the state's 16 technical colleges will pay for much of the instructional materials, and the training will be provided by professional adult education teachers. At Springs, there will be two hours of instruction each week. The company will pay regular wages for one hour and workers are asked to give the other out of their free time — a wise investment on the part of both.

"If we can get it across to the people that there is a direct correlation between education and their productivity, we can get more participation," said Governor Campbell.

Spring Industries, a forward-looking, home-grown company with headquarters in Fort Mill, is the state's largest employer. It is the logical firm to take the lead in this important effort. Others should hasten to follow its example.

Program Launched To Improve Workers' Reading, Math Skills

CHAR. OBS 5/18/88
By LINDA BROWN
Rock Hill Bureau

Improving the quality of the state's work force by improving workers' reading and math skills is the goal behind a program announced Tuesday by Gov. Carroll Campbell and Walter Elisha, Springs Industries chairman and chief executive officer.

At a morning news conference at York Technical College attended by some 90 business and literacy officials, Campbell, Elisha and college President Baxter Hood revealed details of the program. It formally sets in motion a literacy initiative announced by Campbell during his state of the state address in January.

The program announced Tuesday will target the thousands of South Carolinians working in plants and factories who lack basic reading skills and thus are held back from advancing in their jobs.

Starting at Springs, it will be expanded to other companies across the state.

"These are the people who have to have their basic skills raised in order to compete," Campbell said. "Because of all these things, the initiative for work force excellence was born. . . . It also is good business when you have good workers, to help them attain the skills to help you stay in business."

Added Elisha, "Adult illiteracy is a major challenge in our state. It's something that's easy to look over, but it's a major challenge."

"It's not just a matter of teaching people to read," Elisha added, noting that the project will help workers gain more job opportunities.

Hood said industry is undergoing technological changes and many current workers do not have the educational background or technical skills needed to work in a highly technical environment.

"In fact, it has been found that one-third of the current work force does not have the equivalent of a fifth-grade education," Hood said.

Springs has had a test program for about 50 employees in the engineering department of its Lancaster complex since early April. It plans to expand the project to its Katherine and Eureka plants in Chester and the White Plant in Fort Mill between June and September.

The textile products company will expand the program to 20 sites in South Carolina, employing 17,000 people.

Immediate funding for the program will come from an \$800,000



BOB LEVERONE/Staff

Gov. Carroll Campbell: "These are the people who have to have their basic skills raised in order to compete."

grant Campbell has authorized under the Job Training Partnership Act, a federal economic assistance program. In addition, he is seeking \$1 million in next year's state budget.

In the program, a work force specialist is assigned to each of the 16 technical colleges in the state, said Mona Baker, work force specialist for York Tech who handles York, Chester and Lancaster counties. Each local specialist works with a group of business leaders to help develop the program.

Volunteers and workers from the technical colleges and community literacy groups review job manuals and the reading level required to use the manuals. Officials then try to develop and initiate a program that meets the needs of people at the site.

The workers use a combination of methods, including videos, computers and books to teach participants, said JoAnn Gardiner, general education coordinator at York Tech.

The type of program and how long it lasts are tailored to the needs of individual businesses. They won't focus on general literacy training.

"We don't have time to educate," said Jim Godwin, director for work force excellence in the governor's office. "We have time to train, but we don't have time to educate."

The Associated Press contributed to this article.

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STATE 5/18/88
By THOM FLADUNG
State Business Writer

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Campbell

YORK

Campbell To Help Launch Literacy Program

Charlotte Observer 5-17-88
Gov. Carroll Campbell and Springs Industries chairman and chief executive officer Walter Elisha will help unveil what is being billed as a major literacy program at a news conference this morning at York Technical College.

Campbell, Elisha and York Technical College President Baxter Hood planned the news conference for 10 a.m. in Building A, Room 217, at York Tech.

"It's going to be a model concept that they hope

will be used in other areas of the state," Hood said. "That's the reason the governor is coming."

Officials will not divulge details, but the program will reportedly involve a cooperative effort between York Tech and Springs Industries involving literacy training.

The program is part of the Governor's Initiative on Work Force Excellence, initiated when Campbell entered office in January 1987, to improve the quality of the state's work force.

— Linda Brown



Campbell



Elisha

6.0 Staffing

6.1 The Grantee will sub-contract with each technical college for work force specialists and support staff. These staff will be responsible for the local Initiative activities described in this work statement.

7.0 Contractor Responsibilities in Local Areas

7.1 The work force specialist will develop assessments of basic skills needs of the area by gathering information from the Employment Security Commission, State Development Board, local businesses and basic skills providers to

- identify current and future employment demands;
- identify specific industries and employers within the area and their current and future basic skills needs;
- identify emerging skills requirements based on projected needs.

7.2 The work force specialist will develop strategies and programs to meet the employers needs identified in 7.1.

The work force specialist will coordinate the needs of employers with the basic skills providers so that training/educational opportunities can be made available whenever possible through existing programs.

The work force specialist will be responsible for ensuring the development of curricula that provides basic skills training through job specific programs.

7.3 The work force specialist will establish a basic skills provider team for the area. The purpose of the provider team will be the improvement of services and better utilization of community and state resources. The work force specialist must ensure that the team is comprised of representatives for adult education, the local literacy council and technical college developmental education at a minimum.

The work force specialist will coordinate, schedule, convene and preside over regular team meetings.

The work force specialist will request the team to participate in the development of workplace programs and work force relevant program strategies.

The work force specialist will gather data from the basic skills providers that details program elements, capacities, budget, restrictions and capabilities of these programs.

The work force specialist will use the above-mentioned data to assess and evaluate the ability of the providers to respond to the Initiative for Work Force Excellence programs.

The work force specialist will present this provider data and employment data to the business round table for their use.

7.4 The work force specialist will schedule meetings with basic skills providers, Employment Security Commission and employers to address the best method to develop and implement a one-stop referral system for job applicants who fail initial employment tests.

The work force specialist and this group will develop plans for the evaluation of the effectiveness of this model.

7.5 The work force specialist will work with the Initiative office to develop and implement program evaluation procedures.

These procedures will be used to evaluate each Work Force Initiative activity.

These procedures will focus on:

- basic skills gains and wage increases made by employers as a result of program participation;
- employer objectives/benefits;
- overall effectiveness by area and for specific communities within the service area.

The work force specialists will meet the deadlines for activities outlined in this statement of work.

8.0 Business Round Tables

- 8.1 The work force specialist will be responsible for planning, scheduling, convening and reporting meetings of the business round table(s) in their area.

The work force specialist will research and assemble data or other information as requested by the round table.

The work force specialist will work in a similar fashion with any sub-committees appointed by the round table.

The work force specialist will accept instructions from the round table and perform such tasks as are required to assist the round table in fulfilling their responsibilities as outlined in Section 2.

- 8.2 The round tables will meet the deadlines for activities outlined in this statement of work.

9.0 Responsibilities of the Work Force Specialist to the State Initiative for Work Force Excellence

- 9.1 The work force specialist will report all activities, performance and budget data to the Grantee on a monthly basis.

The work force specialist will report round table activities to the Grantee.

- 9.2 The work force specialist will accept and conform to the Initiative for Work Force Excellence performance standards listed in Section 5.0.

The work force specialist will participate in the Initiative for Work Force Excellence scheduled training and program activities.

The work force specialist will accept instructions and reporting requirements as required by the Grantee.

The work force specialists will coordinate activities within their area with other work force specialists and the Initiative for Work Force Excellence.

DARRY CARMICHA
732-2873

Assess local labor level need.
(Trustees) No landmines.

Problem - Don't have such a
program. Only 1946 Turner Commission
report, phenomenon of '60s/'70s

Cross-cutting issue
(
Came along after G.S. programs -
No Junior + Comm College - spread out
in T. H. & II, Adult Ed, Voc-Ed,
Bell Counts

They love (2+2 Articulation)

~~Junior/Sec~~ continuum of J-S h.s. + 2 yrs
Bill still in O.M.B. ^{junior} Check w/ O.M.B.

WILLIAM BUTTS
PROGRAMATIC HEAD
JUNIOR + COLLEGE
732-5656

Budget Manner Mel.
732-3682

Stephanie 1/3/89

2,000 people
MRS. Bush/Panel

Dale Parnell

- Hour before, Martin + Campbell "Eco. Develop"
in STATES

- Jim Braxey ^(Sivos) Handicapped Award.
- Unique to United States

-
- 45% Black in higher ed in Com + JR Colleges
 - 53% Hispanics
 - 51% Freshman in 4yr program start in C. + J. C. / 55% Women
-

Big partnership - "Employer / College Partnership." Helping to build and strengthen community -

- 1) Tech. Ed. / Help develop workforce
- 2) Get people into 4-yr college
- 3) Community

Mrs. Bush more than any single person on literacy - Harry Truman award - Who best fits of. of excellence. ~~██████~~

OMB - NO BUSA initiatives on junior + com.
CAN'T USE PELL + GSL / ~~██████████~~ based on how many loans taken.

5.3 million people college credit, some at com. colleges.

4.9 million non-credit adult ed.

10.2 taking one or more classes in com., tech. etc.

Two Carolinas!

Don't say "unior" colleges.
Bonnie ~~Wright~~ / Danny 3/23/89
Guitar

Community College - Alternative Teacher
Cent. - One thing ^{colleges} come we need.
Already use them. Utilizing expertise -
Prob. mean looked at ~~the~~ ~~materials~~ ~~of~~ ~~colleges~~
Teacher Certification. And extend what
you are doing down to the elementary
and secondary level.

1 p.m.
Washburn
Hilton

General Session #3
1989 AACJC Convention - March 30, 1989
International Ballroom - Washington Hilton Hotel
Washington, DC

Presidents Academy Luncheon
Tentative Program Outline

Program

	Presiding	Jess H. Parrish, Chair, Presidents Academy and President, Midland College,
12:15 p.m.	Call to Order Intro/Headtable	
12:20 p.m.	Greetings	Richard J. Ernst, President, Northern Virginia Community College
12:21 p.m.	Invocation	Lex D. Walters, Immediate Past Chair, Presidents Academy and President, Piedmont Technical College, SC
12:22 p.m.	Lunch	
1:05 p.m.	Intro/Mrs. Bush	Jess Parrish
1:07 p.m.	Special Greetings	Mrs. George Bush
1:12 p.m.	Recognition of Retiring Chief Executive Officers	Mrs. George Bush and Bill F. Stewart, Chair-Elect, Presidents Academy and Chancellor, State Center Community College District, CA (Stewart will read names; Mrs. Bush will present certificates to each retiree; Stewart will present mug to retiree's spouse; photographer will take photo)
1:35 p.m.	Presentation of Truman Award to Mrs. Bush	Dale Parnell, AACJC President
1:37 p.m.	Acceptance	Mrs. George Bush
1:38 p.m.	Introduction of President Bush	David Ponitz, Chair, AACJC Board of Directors and President, Sinclair Community College, OH
1:40 p.m.	Remarks	George Bush, President, United States of America
1:50 p.m.	Drawing Acknowledgments Announcements	
2:10 p.m.	Adjournment	

Investing in the Future: Competitiveness, Education
and the Role of Junior Colleges

I. Competitiveness and Education

1. One of the keys to our being competitive in world markets is an adaptable and well-trained work force.
2. Appropriate training and retraining is essential to a flexible work force.
3. Excellence in education is critical at all levels, but at a minimum, we need to assure that the basic work force has the education it needs to keep America competitive.
4. With the increasing skill requirements placed on our work force today -- those entering it and those already in it -- junior colleges can serve as a "rapid deployment resource" for competitiveness.

II. The Basic Work Force

1. America leads the world in number of Nobel winners -- scientists, economists, etc.
2. Very important that we continue to invest in basic research: research that opens new frontiers of knowledge an understanding. We have proposed increased funding for NSF, NIH, etc.
3. That will give us continued excellence in fundamental research, and provide opportunities for advancing our scientific knowledge and capacities of American scientists, but.....
4. What about our basic work force and are we truly competitive there?
5. Answer: No. (Cite statistics about U.S./Japan literacy, etc. Job requirements for the future, etc.)
6. We must do better -- indeed we need to insist on excellence throughout all of our educational institutions -- including junior and community colleges -- if we are to be competitive.

Many people view cap/wrk to write N. Quinn
 cannot count on them alone strong workforce
 skills.

B

literacy

EDMAN 2
PHELPS

- Make it happen now
- training people in
- or just coming in

III. Role of the Junior College

1. Introduction to higher education -- as the starting gate for four years of higher education. (Cite statistics of continued education.)
2. Remediation: literacy, etc. ✓
3. Work force training/vocational education:
 - o partnerships with local business by producing workers with the skills they need: retraining for new roles and or/specialty training;
 - o skills are being updated and upgraded;
 - o partnerships with state economic development agencies to train workers for arriving new businesses;
 - o lifelong learning: skills, cultural, literacy, etc.
4. Access for older citizens, women, minorities; these groups are important segments for meeting the growing labor force needs of the nation; junior colleges are educating these groups.
5. This is a vitally important role - America needs you to do your job well.

IV. Bush Principles and Junior Colleges

1. Excellence at the community college/junior college level is critical to competitiveness.
2. Community colleges contribute to the diversity of educational choice -- for a wide range of students -- from those in high school who are looking for advanced courses not offered in their high school; to low-income students who cannot afford to leave their community to obtain higher education; to older individuals who are returning to school to round out their education. Flexibility
3. Junior colleges are a ready resource for those who need help -- provide access to higher education for those who might otherwise go without -- minorities, women, low-income.
4. Accountability: junior colleges have a visible presence in the community -- if you are not producing, the businesses in your city know it, as do your students, as does the state university which may take your graduates.

A
GSL Program
Bobby

B

V. What does George Bush ask of America's Junior Colleges.

1. Help us develop a world-class work force.
2. Consider yourself a "rapid deployment resource for competitiveness," providing now the skills which are needed in the workplace today. Even as we work now to improve the education of those who will graduate in the year 2000, we must turn to you to help us with our immediate needs.
3. Work with local businesses -- employers, etc. -- marry education and the skills needed. *AS YOU ARE DOING*
4. Help your students, and communities lift their vision and lengthen their horizon. Each of us knows the potential for the lifelong influence of an outstanding teacher who helped us develop a sense of our own potential. Your institutions are resources not only for those who pass through your classrooms, but for those who live in your city, who garner a sense of community and local character by virtue of the resources you provide.

3/22/89

technologists so that government, science, and industry will be advised of education's present and future requirements. Provides a forum where specialists in radio and television, data systems, and others can meet with representatives of education. **Publications:** (1) Monitor, monthly; (2) Data Base, irregular. **Formerly:** (1961) Joint Council on Educational Television; Joint Council on Educational Broadcasting.

★6429★ UNIVERSITY AND COLLEGE DESIGNERS ASSOCIATION
(Communication) (UCDA)

c/o Dale Rosenbach
University Communications
271 Aylesworth Hall
Colorado State Univ. Phone: (303) 491-6622
Ft. Collins, CO 80523 Dale Rosenbach, Pres.

Founded: 1967. **Members:** 450. Colleges, universities, junior colleges, or technical institutions which have an interest in visual communication design; individuals who are involved, either in the active production of such communication design or as a teacher or student of these related disciplines. Purposes are: to aid, assist, and educate members through various programs of education; to improve members' skills and techniques in communication and design, including but not exclusively graphics, photography, signage, films, and other related fields of communication design; to be concerned with the individual members' relationships within their own institutions as well as the larger communities in which they serve; to aid and assist members in their efforts to be professionals in their respective fields through various programs of education and information. Sponsors competitions; bestows awards. Maintains placement service. **Committees:** Competition; Education. **Publications:** Designer (newsletter), 3/year. **Convention/Meeting:** annual.

COMMUNICATION - S

Also See Index

★6430★ ASSOCIATION FOR COMMUNITY BASED EDUCATION (ACBE)

1806 Vernon St., N.W. Phone: (202) 462-6333
Washington, DC 20009 Christofer Zachariadis, Exec. Dir.

Founded: 1976. **Members:** 53. **Staff:** 9. Community-based, free standing alternative colleges providing educational opportunities to adults at the post-secondary level; non-formal adult learning centers and community development organizations that have an established educational or training component. Seeks to: promote the organization and development of community-based, free standing educational institutions; encourage communication and coordination among members; and obtain direct funding for community-based educational institutions. Offers workshops on planning, management, fundraising, self-evaluation, and program development. Provides professional review and critique of member proposals. Has sponsored "minigrant" programs to assist general institutional improvement, to document exemplary educational methods and approaches, to demonstrate new ideas and approaches and to provide seed money for pilot projects. **Publications:** (1) CBE Reports, biweekly and monthly editions; (2) Newsletter, quarterly; (3) Annual Report; (4) Directory of Members, annual; also publishes resource directories. **Formerly:** (1981) Clearinghouse for Community Based Free Standing Educational Institutions; (1982) Association for Community Based Educational Institutions. **Convention/Meeting:** annual - always last weekend in October.

★6431★ EDUCATIONAL CENTER FOR APPLIED EKISTICS (Community)
(ECAE)

229 Ponce de Leon Ave., N.E. Phone: (404) 897-1798
Atlanta, GA 30308 Dr. Lorraine Wilson, Dir.

Founded: 1977. **Staff:** 7. Concerned with generating awareness and interest in ekistics, particularly among people engaged in education. (Ekistics is the science dealing with human settlements and drawing on the research and experience of professionals in various fields such as architecture, sociology, and city planning.) Goals are: to provide educational resources to assist in the study, understanding, and application of ekistics; to extend applied ekistics to educators through the production and dissemination of educational materials and relevant research; to maintain an arena for cross-cultural exchange and collective global planning in the field; to provide a forum for meaningful dialogue on planned and alternative futures. Maintains Horizons School (multi-cultural demonstration school); offers seminars, symposia, technical assistance, and teacher education programs; acts as educational consultant. **Publications:** Ekistical Education (newsletter), quarterly; also publishes educational materials, teachers' guides, audiovisual materials, and research reports.

★6432★ NATIONAL CENTER FOR COMMUNITY EDUCATION (NCCE)

1017 Avon St. Phone: (313) 238-0463
Flint, MI 48503 Duane R. Brown, Dir.

Founded: 1968. **Staff:** 4. To provide short-term training workshops for persons entering and/or working in the field of community education. Areas of concern include: community education, school advisory councils, group facilitating, time and stress management, and decision-making through problem-solving. Provides information and services to university centers and state departments of education. Conducts workshops and makes referrals.

Maintains small resource center; provides information ~~services~~ **Convention/Meeting:** annual - in conjunction with the National ~~Community Education~~ Association.

★6433★ NATIONAL COMMUNITY EDUCATION ASSOCIATION (NCEA)

1201 16th St., N.W., Suite 305 Phone: (202) 466-3530
Washington, DC 20036 Dr. Paul W. Trimmer, Exec. Dir.
Founded: 1966. **Regional Groups:** 1. State Groups: 5. Community school directors, principals, superintendents, professors, teachers, students, lay people. To promote and expand community schools and to establish community schools as an integral part of the educational plan of every community. Serves as a clearinghouse for the exchange of ideas, the sharing of efforts, and the promotion of programs. Offers consultation service, in-service workshops and semiannual national workshops, leadership training, and regional conferences. Presents annual awards. **Publications:** (1) Community Education Today, monthly; (2) Community Education Journal, quarterly; (3) Job Information Service, quarterly; (4) Annual Report; (5) Membership Directory, annual. **Formerly:** (1974) National Community School Education Association. **Convention/Meeting:** annual - 1983 Dec. 7-9 Tulsa, OK.

★6434★ NATIONAL COUNCIL ON COMMUNITY SERVICES AND CONTINUING EDUCATION (NCCSCE)

Kellogg Community College Phone: (616) 965-3931
450 North Ave. Gary Van Lemke, Pres.
Battle Creek, MI 49016
Founded: 1969. **Members:** 1017. Community services and continuing education practitioners, primarily employed with community and junior colleges supporting life-long learning. Objectives are: to provide a national unified voice to federal and state officials for community services and continuing education in community and junior colleges; to foster individual institutional commitment to community services and continuing education; and to encourage the growth of community services and continuing education in response to community needs, such as older adults, low-income groups, and women preparing for new careers. Provides consulting services to members. Bestows awards. **Publications:** (1) Community Services Catalyst, quarterly; (2) Newsletter, quarterly; (3) Directory, semiannual; (4) Working Papers, semiannual; also publishes monographs. Affiliated with: American Association of Community and Junior Colleges. **Convention/Meeting:** annual conference - always October. 1983 Oct. 2-5, Orlando, FL; 1984 Ft. Worth, TX; 1985 Washington, DC. Also sponsors annual regional conferences.

★6435★ AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES (AACJC)

National Center for Higher Education Phone: (202) 293-7050
One Dupont Circle, No. 410 Dale Parnell, Pres.
Washington, DC 20036
Founded: 1920. **Members:** 1275. Community, junior and technical colleges (925); individual associates interested in community college development (250); institutional associate members (100). Office of Federal Relations monitors federal educational programming and legislation. Maintains library of community, technical, and junior college catalogs; reference books; textbooks; and journals. Compiles statistics. Programs: Community Organization Boards; Energy Communication; International Education; Small Business Administration; Telecommunications. **Publications:** (1) AACJC Letter, 26/year; (2) Community and Junior College Journal, 8/year; (3) Community, Junior, and Technical College Directory, annual; also publishes many booklets and pamphlets for two-year college faculty and administrators. **Formerly:** (1972) American Association of Junior Colleges. **Convention/Meeting:** annual - 1984 Apr. 1-4, Washington, DC; 1985 Apr. 14-17, San Diego, CA.

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES

See Women

★6436★ ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES
(Community Colleges) (ACCT)

6928 Little River Tpke., Suite A Phone: (703) 941-0770
Annandale, VA 22003 William H. Meardy, Exec. Dir.
Founded: 1969. **Members:** 680. **Regional Groups:** 5. Community college or technical institute districts, or other accredited post-secondary educational institutions whose courses lead to degrees or objectives less than a baccalaureate degree, and educational institutions of other nations which are considered as being post-secondary, but not baccalaureate, by that nation; any group of individuals or any single individual; individual lifetime members who have been so designated by the association. Objectives are: to unify trustees in order to give direction to the community college movement through the development of resolutions and policies; to promote the philosophical concept of the community college and technical institute and the elimination of all existing and potential barriers with regard to race, creed or sex which may hinder development of the community college and technical institute philosophy. Develops liaisons with other national and international organizations concerned with the community college and technical institute movement; conducts seminars; sponsors Chief Executive Search Service, assisting boards of trustees in selection of a chief executive; maintains

Davis

draft

TO THE CONGRESS OF THE UNITED STATES:

I am pleased to transmit today for your immediate consideration and enactment the "Educational Excellence Act of 1989," a bill to provide incentives to attain a better-educated America. I believe that greater educational achievement promotes sustained economic growth, enhances the Nation's competitive position in world markets, increases productivity, and leads to higher incomes for everyone. The Nation must invest in its young people, giving them the knowledge, skills, and values to live productive lives. The "Educational Excellence Act of 1989" would move us toward this goal.

The initiatives included in this bill embody several principles central to my Administration's policies on education. First, excellence and achievement in education should be recognized and rewarded. Second, federal dollars should help those most in need. Third, greater flexibility and choice in education--both parental choice in selecting schools for their children and local school systems' choice of teachers and principals--are essential. Finally, I support educational accountability, and toward this end, I am committed to measuring and rewarding progress toward quality education.

This legislation builds on the accomplishments of the last Congress, which enacted into law the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That law took significant steps toward improving elementary and secondary education by improving program accountability, reauthorizing the magnet school program and expanding parental choice, providing greater flexibility to local school districts in the implementation of bilingual education programs, enhancing parental involvement in programs for disadvantaged children, and stimulating education innovation and reform. The President's initiative complements in numerous ways the important work of the 100th Congress in pursuing educational excellence.

The Educational Excellence Act of 1989 includes seven specific legislative initiatives aimed at fulfilling these important principles:

- 1) The Presidential Merit Schools program would reward public and private elementary and secondary schools that have made substantial progress in raising students' educational achievement, creating a safe and drug-free school environment, and reducing the dropout rate. This program would provide a powerful incentive for all schools to improve their educational performance.
- 2) A new Magnet Schools of Excellence program would support the establishment, expansion, or enhancement of magnet schools, without regard to the presence of desegregation plans in applicant districts. Magnet schools have been highly successful at increasing parental choice and improving educational quality.

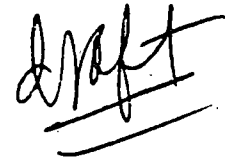
Page 2

- 3) The Alternative Certification of Teachers and Principals program would assist States interested in broadening the pool of talent from which to recruit teachers and principals. Funds would assist States to develop and implement, or expand and improve, flexible certification systems, so that talented professionals who have demonstrated their subject area competence or leadership qualities in fields outside education might be drawn into education.
- 4) President's Awards for Excellence in Education would be given to teachers in every State who meet the highest standards of excellence. Each award would be for \$5,000.
- 5) Drug-Free Schools Urban Emergency Grants would provide special assistance to urban school districts that are disproportionately affected by drug trafficking and abuse. These funds would be used for a comprehensive range of services appropriate to the needs of individual communities.
- 6) A National Science Scholars program would provide scholarships to high school seniors who have excelled in the sciences and mathematics. These scholarships, of up to \$10,000 a year, would recognize recipients' academic achievement and encourage them to continue their education in science, mathematics, and engineering. The President would select recipients after considering recommendations made by Senators and members of the House of Representatives.
- 7) I am proposing to provide additional endowment matching grants for Historically Black Colleges and Universities, institutions that occupy a unique position and have a major responsibility in the structure of American higher education.

I urge the Congress to take prompt and favorable action on this legislation. Taken together, these seven initiatives, for which I have proposed adding \$422.6 million to the 1990 budget, would help us advance toward the goal of a better-educated Nation.

In addition to these initiatives, I have proposed a budget amendment for \$13 million in new funds for experiments and data collection in support of education reform. I am also asking Congress to fund fully the authorization in the Stewart McKinney Homeless Assistance Act. For education, this means an additional \$5.2 million.

THE WHITE HOUSE



THE WHITE HOUSE

Office of the Press Secretary

FOR RELEASE AT

THE EDUCATIONAL EXCELLENCE ACT OF 1989

FACT SHEET

The President outlined today a program for fostering excellence in education. The need for action is evident:

- o America is in an increasingly competitive world where investment in people, in human capital, is becoming a critical factor in a country's potential for economic growth and prosperity.
- o Many of our young people are performing well below their capacity and below the levels of young people in other countries in such important subjects as science and math.
- o Outstanding achievement by schools, teachers, and principals too often goes unrecognized and unrewarded.
- o Achieving excellence in education requires^{es} high expectations, low dropout rates, and safe and drug-free schools.
- o Parents lack adequate choice in the education of their children.
- o Schools often find that it is difficult to hire capable teachers and administrators, even though many people possess outstanding subject matter knowledge and management skills.
- o Projections of the future indicate an increasing shortage of people with advanced training in science and mathematics.
- o Our country's historically black colleges and universities struggle to maintain their commitment to Black Americans.

The Educational Excellence Act would authorize several initiatives designed to address these problems.

-2-

This legislation builds on the accomplishments of the last Congress, which enacted into law the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. That law took significant steps toward improving elementary and secondary education by improving program accountability, reauthorizing the magnet school program and expanding parental choice, providing greater flexibility to local school districts in the implementation of bilingual education programs, enhancing parental involvement in programs for disadvantaged children, and stimulating education innovation and reform. The President's initiative complements in numerous ways the important work of the 100th Congress in pursuing educational excellence.

This legislation is based on the principles discussed in Building a Better America. These principles include:

- o Recognition of excellence -- Recognizing and rewarding our best schools and our best teachers will serve as an incentive for all schools, teachers, and students to improve their performance.
- o Addressing need -- This Administration believes that Federal dollars should assist those most in need.
- o Flexibility and choice -- Greater flexibility and choice in education -- both parental choice in selecting schools for their children and local school systems' choice of teachers and principals -- are important to providing the means and incentives for achieving educational excellence.
- o Accountability -- The Administration supports objective measurement and reward of progress toward quality education.

The Educational Excellence Act includes seven legislative initiatives aimed at fulfilling these important principles. Highlights of the individual initiatives follow.

Presidential Merit Schools

Program

- o The Presidential Merit Schools program would provide cash awards to public and private elementary and secondary schools that have made substantial progress in raising student educational achievement, creating a safe and drug-free school environment, and reducing the dropout rate. This program would provide a powerful incentive for all schools to improve the educational achievement of their students.

Funding

- o The legislation would authorize \$250 million for fiscal year 1990, increasing to \$500 million by 1993. These funds would be allocated by formula to the States, with State allocations based on school-aged population and State shares of funding under the "Chapter 1" Basic Grants program.

-3-

- o The amount of each merit award would depend on State-established criteria, including criteria related to the size of the school and the composition of the student body.

Implementation

- o Presidential Merit Schools would be selected by the State, assisted by a special State Review Panel, using State and Federal criteria. These criteria would focus on schools' progress in improving students' educational performance, creating or maintaining a safe and drug-free environment, reducing the dropout rate, and other, State-determined, factors. States could also give special consideration to schools enrolling substantial numbers or proportions of children from low-income families.
- o A school selected as a Presidential Merit School would use its award for any purpose that furthers its educational program, including development or implementation of special educational programs, purchase of computers and other materials and equipment, and bonus payments to teachers and administrators. Private schools would be prohibited from using Presidential Merit Schools funds to provide religious instruction or for other sectarian purposes.
- o The bill would also prohibit the reduction of other Federal, State, or local support to a school because of its receipt of a Presidential Merit Schools award.

Magnet Schools of Excellence

Program

- o Currently, the Department of Education makes Magnet Schools Assistance grants to school systems undergoing court-ordered or voluntary desegregation. Because of the success of magnet schools in increasing parental choice and improving educational quality, the bill would create a Magnet Schools of Excellence program to support the establishment, expansion, or enhancement of magnet schools, without regard to the presence of desegregation plans.

Funding

- o The bill would authorize \$100 million for Magnet Schools of Excellence for fiscal year 1990 and each of the three succeeding fiscal years.

Implementation

- o Local educational agencies (LEAs), intermediate educational agencies, or consortia of such agencies would apply directly to the Department for competitive grants. Applications would be selected for funding on the basis of the quality of the proposed project, the likelihood of its successful implementation, and the likelihood of its strengthening the educational program of the district or districts.

-4-

- o The Department would encourage applications that recognize the potential of educationally disadvantaged children to benefit from magnet school programs and applications to establish, expand, or enhance magnet schools which enhance the diversity of educational offerings to students.
- o No magnet school could be supported under the program for more than two years, or if the award would result in segregation or impede the process of desegregation.

Alternative Certification of Teachers and Principals

Program

- o The bill would provide assistance to States interested in expanding the pool of talent from which to draw teachers and principals. Funds would support such activities as training, program development, and evaluation. The bill would provide incentives for States to develop, expand, or improve flexible certification systems designed to draw into education talented professionals with demonstrated subject area competence or leadership qualities.

Funding

- o The legislation would authorize \$25 million for fiscal year 1990 only, for one-time grants to the States. States would apply for the amount of funds they need or an amount that is proportional to their school-aged population, whichever is less; excess funds would be reallocated on the basis of demonstrated need.

Implementation

- o Grants could support the design, development, implementation, testing, and evaluation of strategies for the alternative certification of teachers and principals, as well as training and recruitment activities.
- o States would be required to consult with teachers, principals, parents, and others in developing their applications. Subgrants to school districts, intermediate educational agencies, colleges and universities, and consortia of these agencies would be authorized.

President's Awards for Excellence in Education

Program

- o The success of American education depends heavily on the Nation's teachers. Because teachers who meet the highest standards of excellence deserve public recognition, respect, and appropriate financial rewards, our bill includes authorization for a new program of Presidential Awards for excellent public and private school teachers. The amount of each Presidential Award would be \$5,000. Teachers receiving awards would be permitted to use their awards for any purpose.

-5-

Funding

- o The bill would authorize \$7.6 million for each of the fiscal years 1990 through 1993. Funds would be allocated to the States on the basis of the number of full-time equivalent public school teachers in each State.

Implementation

- o In each State, winners of Presidential Awards would be selected by a Statewide panel, selected by the Governor, from nominations made by local educational agencies, public and private schools, parents, teachers, teacher associations, associations of parents and teachers, private businesses, business groups, and student groups. In making selections, the panel would use selection criteria developed by the State, subject to approval by the Secretary.
- o Each State would be permitted to use up to 5 percent of its allocation for administrative expenses, including the cost of convening the Statewide panel.

National Science Scholars

Program

- o The National Science Scholars program would encourage achievement in the sciences by providing scholarships to graduating high school students who have excelled in the sciences, and mathematics, and engineering. The scholarships would recognize the academic achievement of these students and would encourage them to continue their education in these academic areas at the postsecondary level.

Funding

- o The bill would authorize \$5 million for fiscal year 1990. The amount authorized would increase in increments of \$5 million per year to a total authorization of \$20 million for fiscal year 1993. These funding levels would ensure that the scholars would be supported throughout their undergraduate study and that a new group of 570 scholars would be selected each year.

Implementation

- o National Science Scholars would receive up to \$10,000 a year for each year of undergraduate education.
- o Each State would nominate between four and ten students per congressional district to receive scholarships. The President would select a total of 570 scholars after considering the recommendations of an advisory board (30 scholarships) and the recommendations of Senators and Members of the House of Representatives (540 scholarships). The scholars would be nominated in accordance with specific academic achievement criteria that would be developed by the Secretary in consultation with a panel of experts in the sciences, mathematics, and engineering.

-6-

Drug-Free Schools Urban Emergency Grants

Program

- o Prevention and education programs are frequently inadequate in urban areas with the most severe drug problems; more concentrated and comprehensive approaches are required. The bill would amend the Drug-Free Schools and Communities Act of 1986 to authorize a program of "Urban Emergency Grants."

Funding

- o The bill would authorize \$25 million for each of the fiscal years 1990-1993 for Urban Emergency Grants.

Implementation

- o This amendment would authorize a small number of special, competitive grants to urban districts that have the most severe drug problems, so that these districts can develop and implement comprehensive approaches to solving those problems.

Historically Black Colleges and Universities

Program

- o Historically Black Colleges and Universities (HBCUs) play a vital role in the American system of higher education. In the past, these institutions offered many Black Americans their only opportunity for a higher education. Today, HBCUs enrich the range of educational choices. These institutions enroll approximately 220,000 students.
- o Many HBCUs are financially weaker than comparable institutions. This bill would strengthen HBCUs by providing additional support for endowment matching grants. Endowment building is an especially effective way to create financial strength and long-term financial security for HBCUs.

Funding

- o The bill would provide additional authorizations of \$10 million for fiscal year 1990, \$20 million for both fiscal year 1991 and fiscal year 1992, and \$10 million for fiscal year 1993.

Implementation

- o Federal funds would be available to match private sector contributions to the school's endowment fund. Income from the endowment fund could be used to improve academic programs as well as administrative management.
- o All HBCUs currently eligible under Title III of the Higher Education Act of 1965 would be eligible to apply for grants.




American Association of
Community and Junior Colleges

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

March 23, 1989

To: Tony Benedi
The Old Executive Office Building
Room 182

From: Dale Parnell, President 
American Association of Community & Junior Colleges

Re: Appearance of President and Mrs. Bush at the AACJC Convention on
Thursday, March 30th, 1:00 p.m., Washington Hilton Hotel

1/ Thanks for your call that President Bush will be able to
accompany Mrs. Bush to our convention luncheon meeting on next
Thursday, March 30th...that is great news and they will find a
most friendly audience.

2/ The White House office for Mrs. Bush has all the information on
the Harry S. Truman Distinguished Service Award (our highest
honor). The award is given once each year to a person outside
the ranks of higher education who best exemplifies our slogan of
"Opportunity With Excellence."

3/ Enclosed is information about the March 30th luncheon meeting
including:

- o Tentative program outline and head table arrangements.
- o Some notes for the remarks of Mrs. Bush.
- o Some notes for the ten-minute speech of President Bush.
- o Some facts about community, technical, and junior colleges.
- o Some information about our employer/college partnership
awards.

732-3956
4608

MEMORANDUM OF CALL

Previous editions usable

TO:

Freddie

YOU WERE CALLED BY- YOU WERE VISITED BY-

10 8

Stephanie Blessay

OF (Organization)

White House

PLEASE PHONE ETS AUTOVON

456-7750

WILL CALL AGAIN IS WAITING TO SEE YOU

RETURNED YOUR CALL WISHES AN APPOINTMENT

MESSAGE

FACS # 456-6218

would like actual FACS
ASAP

RECEIVED BY Ala	DATE 3/23	TIME 9:10
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63-110 NSN 7540-00-624-4018 STANDARD FORM 62 (Rev. 8-83)
*U.S.GPO:1985-0-461-274/20004 Prescribed by GSA
FPMR (41 CFR) 101-11.6

FROM: FREDDIE LIEBERMANN
U S ED

732-3525

PROGRAM DESCRIPTION

BUSINESS AND INTERNATIONAL EDUCATION PROGRAM

PROGRAM NAME:

HIGHER EDUCATION ACT OF 1965, AS AMENDED, TITLE VI, AUTHORIZING LEGISLATION:

PART B, SEC. 611

PROGRAM DESCRIPTION:

The purpose of this program is to promote linkages between institutions of higher education and American businesses engaged in international economic activities. The purpose of each project assisted under this part is to enhance the international academic programs of institutions of higher education, and to provide appropriate services to the business community that will enable it to expand its capacity to sell its goods and services outside the United States.

ELIGIBILITY:

Accredited institutions of higher education are eligible to apply.

BUDGET:

NEXT COMPETITION: FY 1988

CLOSING DATE: November 9, 1987

APPROPRIATION: FY 1988 \$ 2,200,000

FY 1987: \$ 2,200,000

AVERAGE AWARD: \$ 54,000

NUMBER OF AWARDS: 35

RANGE OF GRANT AMOUNTS: \$ 6,500

TO: \$ 120,000

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FOR MORE INFORMATION, CONTACT:

INTERNATIONAL STUDIES BRANCH
CENTER FOR INTERNATIONAL EDUCATION
OFFICE OF POSTSECONDARY EDUCATION
ROOM 3054, ROB - 3
400 MARYLAND AVENUE, S.W.
WASHINGTON, D.C. 20202

TELEPHONE NUMBER: (202) 732-3283

FY 1989
\$ 2,105,000

continuation awards \$934,000

new awards \$1,191,000 - included 57

Community college

A . . . U . . . D . . .

APPENDIX A

Y 1989 Business and International Education Program Funding Slate
New Awards

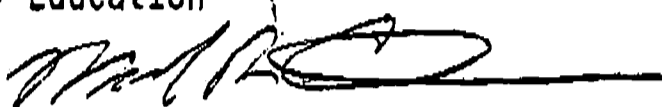
<u>IR NUMBER</u>	<u>APPLICANT</u>	<u>STATE</u>	<u>AVERAGE SCORE</u>	<u>AMOUNT REQUESTED</u>	<u>AMOUNT RECOMMENDED</u>
P153A900--					
88	U. of Miami	FL			
101	U. of Michigan	MI			
77	Bentley College	MA			
26	Normandale Comm. College	MN			
05	St. Louis Comm. College	MO			
47	SUNY-Binghamton	NY			
11	Harold Washington Coll.	IL			
73	North Seattle Comm. College	WA			
95	U. of Utah	UT			
62	Williamsport Comm. College	PA			
69	Brandeis U.	MA			
109	SUNY-Brockport	NY			
38	Louisiana St. U.	LA			
88	SUNY-Albany	NY			
94	U. of Denver	CO			
03	St. Louis U.	MO			
55	Southwestern Comm. College	CA			


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MEMORANDUMUNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

TO: Kenneth D. Whitehead
Assistant Secretary for
Postsecondary Education

DATE: February 3, 1989

THROUGH: Noel R. Card 
Acting Deputy Assistant Secretary
for Higher Education Programs

FROM: Ralph Hines 
Acting Director, OIE

SUBJECT: Request for Approval of Final Slate for Fiscal Year 1989
for the Business and International Education Program
(CFDA No. 84.153)

PROGRAM DESCRIPTION

We hereby submit for your approval the final slate of 16 projects recommended for funding under the Business and International Education Program for Fiscal Year 1989 (Appendix A). This program is authorized under Part B, Title VI, of the Higher Education Act of 1965, as amended.

The purpose of this program is to:

1. Increase and promote the Nation's capacity for international understanding and economic enterprise through the provision of suitable international education and training for business personnel in various stages of professional development.
2. Promote institutional and non-institutional educational and training activities that will contribute to the ability of United States business to prosper in an international economy.

EVALUATION PROCESS

In response to the solicitation for proposals published in the Federal Register, 110 applications were received. Seven applications were rejected as technically ineligible, leaving 103 applications to be reviewed by the panelists.

In accordance with the terms of the Technical Evaluation Plan, the following review procedures were used: The applications were randomly divided for review, and subsequently evaluated by 15 field readers, convened in Washington, D.C. on December 12-16 and 19-23, 1988. The

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-2-

15 readers were divided into five sub-panels, with each sub-panel consisting of three readers. Each eligible application was read and scored by one of these sub-panels. A normalization process, using the contracts and Grants Service's standard deviation table, was then applied to the raw scores of each panelist, resulting in a computerized rank order listing of all applicants (Appendix B).

RECOMMENDED FUNDING LEVELS AND DURATION OF AWARDS

In our Closing Date Announcement, we indicated that approximately 16 projects might be funded in Fiscal Year 1989. Our budget allocation for this year is \$2,125,000. Of this total, \$934,000 has been set aside for 15 non-competing continuation applications. This would permit us to fund the non-competing projects at an average cost of \$62,267, approximately the same funding level as last year. The final slate listing for these projects is due in the Office of the Assistant Secretary on April 10, 1989.

The amount available for new awards, once \$934,000 has been set aside, is \$1,191,000. This amount will permit us to fund the 17 highest ranked applications at an average cost of \$70,059. The actual dollar amount for each project will be determined during negotiations by the Grants Management staff.

Appendix A lists the 17 recommended schools and two alternates in ranked order, as well as the dollar amounts requested by each of the applicants, and our proposed allocations. All of the applicants we propose to fund are recommended for two-year support.

Where reduction in funds are recommended, these are proposed in cases where:

1. certain project components are not consonant with the intent of the legislation; and/or
2. funds requested were judged excessive in relation to the scope of the proposed project.

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PROGRAM DESCRIPTION

PROGRAM NAME: INSTITUTIONAL AID PROGRAMS: STRENGTHENING PROGRAMAUTHORIZING LEGISLATION: HIGHER EDUCATION ACT OF 1965 HIGHER EDUCATION AMENDMENTS OF 1986, TITLE III, PART A

PROGRAM DESCRIPTION:

The Strengthening Program assists eligible institutions of higher education to become self-sufficient by providing funds to improve and strengthen their academic quality, planning, management and fiscal capabilities. Planning grants, renewable 1-3 year development grants, and 4 and 6 year development grants are awarded to two and four year, public and private institutions of higher education to enable them to move toward self-sufficiency. Funds may be used for faculty development; funds and administrative management; development and improvement of academic programs; acquisition of equipment for use in strengthening funds management and academic programs; joint use of facilities, i.e., libraries and laboratories; and student services.

ELIGIBILITY:

Eligible institutions are institutions of higher education which (a) have at least 50 percent of the degree students receiving need-based assistance under Title IV of the Higher Education Act (other than loans for which an interest subsidy is paid) or a substantial percentage of students receiving Pell Grants; (b) have lower education and general expenditures than do similar institutions and provide an educational program which awards a degree; (c) be accredited by a nationally recognized accrediting agency or association, or making reasonable progress toward such accreditation; (d) have satisfied both the "degree awarding" and "accreditation" requirement during the five academic years preceding the academic year for which it seeks assistance. Also included as eligible institutions are those: which have an enrollment of at least 60 percent American Indian, or 5 percent Alaskan Natives provided that these institutions meet the requirements of (a), (b), (c) and (d); which have an enrollment of 5% Native Hawaiian, Asian American, American Samoan, Micronesian, Guamanian, and Northern Marianian, provided these institutions meet the requirements in (a) and (b) above.

In FY 1988, the set aside for 2-yr colleges was \$51,001,316 of the \$60M appropriated.

*New awards:
10 planning grants
56 development grants*

New FY 89 applications not due until 4/17/89.

Minimum of \$51,400,000 of FY 89 \$ is earmarked for 2-yr colleges

BUDGET:

NEXT COMPETITION: FY 1988 CLOSING DATE: April, 1988

APPROPRIATION: FY 1988: \$ 60,060,500 (est.) FY 1987: \$ 75,467,000

AVERAGE AWARD: \$ 23, 314 PLANNING
\$ 166,000 RENEWABLE 1-3 YEAR
\$ 271,000 4 and 5 YEAR NUMBER OF AWARDS: 284

RANGE OF GRANT AMOUNTS: \$ 25,000 TO: \$ 500,000

FOR MORE INFORMATION, CONTACT: DIVISION OF INSTITUTIONAL DEVELOPMENT
OFFICE OF POSTSECONDARY EDUCATION
DEPARTMENT OF EDUCATION
ROOM 3042, ROB-3
400 MARYLAND AVENUE, S.W.
WASHINGTON, D.C. 20202

TELEPHONE (202) 732-3314

Lakewood Community College
 3401 Century Avenue
 White Bear Lake, MN 55110

Activity - Services for Nontraditional and Disadvantaged Students

FY 87 89,014
 FY 88. ~~149,367~~ 149,367
 FY 89. 79,648

Title III and institutional funds are combined to provide Comprehensive career, academic, and personal advising for currently enrolled students who are displaced or underemployed workers, single parents, and/or Southeast Asians. The services are offered at a site that is near where most of the students live or work rather than on the main campus of Lakewood Community College. Services include referrals for housing, health, and child care needs, remediation and tutorials. Services available through the Minnesota Department of Job and Training (JTPA).

PROGRAM DESCRIPTION

PROGRAM NAME: ENDOWMENT CHALLENGE GRANT PROGRAM

AUTHORIZING LEGISLATION: HIGHER EDUCATION ACT OF 1966, TITLE III, PART C

PROGRAM DESCRIPTION:

Under the Endowment Challenge Grant Program, grants are awarded to eligible institutions of higher education to enable them to establish or increase endowment funds. Grantees must match the Federal grant funds that they receive. The Federal grant and the institutional match are called the endowment fund corpus. Institutions must invest and may not spend endowment fund corpus for a 20-year grant period. When the grant expires, the institution may use the endowment fund corpus for any educational purpose.

ELIGIBILITY:

Any institution eligible to apply under Part A or Part B is eligible to participate in this program, as is any medical school that makes a substantial contribution to graduate or postgraduate medical opportunities for minorities and the economically disadvantaged.

BUDGET:

NEXT COMPETITION: FY 1988 CLOSING DATE: June 9, 1988 (est.)
 APPROPRIATION: FY 1988 \$ 19,148,000 FY 1987: \$19,785,000
 AVERAGE AWARD: \$ 250,000 NUMBER OF AWARDS: 80
 RANGE OF GRANT AMOUNTS: Small Grants \$ 50,000 TO: \$ 500,000
Large Grants Over \$1.0 Million

FOR MORE INFORMATION, CONTACT: DIVISION OF INSTITUTIONAL DEVELOPMENT
 OFFICE OF POSTSECONDARY EDUCATION
 DEPARTMENT OF EDUCATION
 ROOM 3042 - ROB -3
 400 MARYLAND AVENUE, S.W.
 WASHINGTON, D.C. 20202

TELEPHONE: (202) 732-3335

*FY 89
 appropriation #12.6 M
 funds not awarded yet*

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Endowment -

Ninety-five (95) of the (193) institutions that have received Endowment grants or ~~will~~ ^{since 1984} reservations, are two year institutions. Of the total amount granted or reserved (\$83.4M), \$30.3M went to 2 year institutions.

To: MARK DAVIS

From: DARRY CARMINE
732-2873

Subject: Community College
Speech Material

Please see pp 8-14
for community college
background -

Photo Copy Preservation



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR VOCATIONAL AND ADULT EDUCATION

REMARKS OF DR. BONNIE GUITON
Assistant Secretary for Vocational & Adult Education
U.S. Department of Education

Association of Community College Trustees'
1989 National Legislative Seminar, Washington, D.C.
February 28, 1989

Our topic today - global competition and its impact on the
work force - has captured national interest in recent months.
This interest has in turn caused many to focus on education.

Consider these thoughts of President Bush's when he wrote in the
November 1988 issue of Phi Delta Kappan,

As we look to the 1990's, one thing is already clear, as
a nation we will face unprecedented levels of global
competition. Our rapidly changing, increasingly complex
society will require a better educated work force if we
are to compete successfully with our economic and
military rivals around the world.

In outlining his priorities for education, President Bush said,

We must encourage education that will prepare the
students of the 1990's and beyond. Basic skills and a
general education are crucial, but we also need an
improved system of vocational-technical education. Our
schools must work with business and industry to develop
programs that reflect the labor market now and in the
future.

As variations of these words reverberate throughout the Country,
business and industry has also voiced their concern for a more
highly skilled work force. And I know that many of you here
today have heard these concerns and have been actively involved
with business and industry to address their needs. You've
already given us many models that work and we look forward to
learning more from your experience.

Photo Copy Preserved

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But before I talk about your role in this process - and it is a critical role - let me spend just a few minutes doing what I was asked to do, and that's to discuss global competition and the American work force.

By now you've all heard many variations of demographic trends and their consequences for the future. And, we all know that future trends aren't easy to predict, but projections of future demographic shifts and their potential effects serve a very useful purpose. They tell us what will happen if we continue on a particular course and they highlight possible activities that could alter the trend.

Typically there are two ways in which people respond to these predictions.

- First, there are those who like to talk about the predictions and then wait for them to happen.

- And secondly, there are those who will use the predictions to plan for the future, recognizing that they will become self-fulfilling prophecies only if nothing is done to alter them.

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Community colleges have already begun the process of altering the trends, but the challenges are going to intensify as inasmuch as changing demographics and a global economy will create complex challenges and opportunities for American education.

According to the U.S. Census Bureau, the Hudson Institute and other experts, America is getting grayer and less white and will literally stop growing within 50 years.

-- From 1988 to 2080 we will have fewer young people, but more than a million people over 100, and nearly three million 90-95 years old.

-- Persons under 35 years of age presently make up 55 percent of the population. That will drop to 41 percent by the year 2030.

-- America's life expectancy will increase six years by 2080, from 75 today to 81 (conservative estimate). This will result in changes in retirement age rules and, will place a strain on the Nation's health care system -- due to the need for more hospital beds and more nursing home beds.

As the population ages, deaths will increase to outstrip births every year after 2030 -- by 2030, there will be one million more deaths a year than there are today, making the funeral business a growth business.

At the same time, the total birth rate will drop in the 1990's falling from 3.7 million next year to 3.4 million in the year 2005 and 3 million a year by 2080.

This "baby bust" will create a shortage of young people that will be felt in the labor force.

The future will also bring dramatic changes in the Country's racial and ethnic mix in part because of the lower birth rate among whites. By the year 2080, white, non-hispanic Americans will be on the verge of losing their majority to three major minority groups, African-Americans, Asians and Hispanics.

At the same time that America is undergoing dramatic demographic changes that affect the workforce and social, civic and educational responses, our national economy is also changing.

Consider the changes that have taken place since 1900-1960 when railroads, long-haul trucks, radio/television and microwave communications helped to create a self-contained U.S. market. That market allowed us to maintain an extraordinary standard of living by trading "almost solely" within our own boundaries.

But since the 1960s containerization, jet airplanes, satellite and fiber optic communications have created an international market. The U.S. now finds itself part of a globally integrated, interdependent economy.

This is exemplified by the free flow around the globe of even the lowest priced products. Today, world markets establish prices. Not only commodity prices such as wheat, coal, oil, and precious metals, but also the prices of manufactured goods such as clothing, automobiles, and semi-conductors. Capital markets are now globally integrated, whereas just a decade ago, borrowing in foreign currencies or investing in foreign assets was restricted to sophisticated multinationals.

Photo Copy Preservation

This essentially means that the United States is now intrinsically linked to the world marketplace. We simply cannot maintain the quality of life as we now enjoy it unless we maintain a strong competitive position and, the only way to maintain that position is to produce a well-educated, highly skilled work force.

A few months ago, R. J. Jordan of Mercury, said, the pace of technological change is being quickened by the "internationalism of technology". He said that just a few years ago, the United States was a synonym for technology. But that is no longer true ... "Technology," he said, "is now an international pastime."

He went a step further and reminded us that in the Middle Ages, the technology of the Venetian glassmakers lasted for as long as three centuries. Contrast that with today when technological changes occur virtually overnight. Couple that with the international aspects of technology and the changes become even more dramatic.

We simply cannot escape the fact that education is the key element of global competitiveness.

As we approach the year 2000, the low-skill, no skill jobs will continue to decline. Already a minimally-trained high school graduate has difficulty finding a slot on an assembly line. More often than not, today's assembly line worker needs to be computer literate and perform tasks born of increasingly complex technologies. Jobs considered today to be in the middle of the skills distribution requirements, will be the least skilled occupations by the turn of the century, and will require even higher levels of literacy.

In his book, The High Flex Society, Pat Choate of TRW, suggests that two powerful currents are transforming our work and our lives. He says,

The convergence of these forces--accelerating change and declining American flexibility--has far-reaching implications for business, unions, and government; for financial and educational institutions; and especially for the people who are doing the work.

Photo Copy Preservation

He attributes declines in many of our industries--such as automobile manufacturing, and the production of consumer electronics' products--to our inability to adapt to new technology as soon as we should.

Workforce 2000 suggests that the United States must find a way to solve several perplexing dilemmas. For example, we must find a way to maintain the dynamics of an aging workforce as it approaches an average age of 40. And, we must also find ways to fully integrate female, minority and handicapped workers into the economy. The stark reality is that unless we do so, we simply may not have the human capital needed to maintain a healthy economy as we approach the year 2000 and beyond.

As a consequence, education as we know it will be greatly challenged as it attempts to respond to developing human capital for the future.

It's my belief that a successful educational system must have three major attributes, accessibility, flexibility, and accountability.

Photo Copy Preservation

Accessibility is key, because educators will be serving the needs of a very diverse group of consumers. The new students will have to overcome numerous obstacles in achieving their educational goals, such as financial problems, low self-esteem, and demands of balancing family and job while attending school. In order to serve these needs, educational systems must be accessible in every way possible -including affordable tuition, flexible class scheduling, the provision of remedial education as needed, and assistance with English if it is not the student's native language, to mention just a few.

Community colleges are probably the most accessible educational institutions today. In many ways you've been pioneers in accessibility. Community college classes can be found within easy commuting distance of millions of adults. You've provided education with a high level of sensitivity, caring and concern about students' needs. You've offered the remediation where it's needed and provided flexible scheduling and affordable tuition.

Photo Copy Preservation

10

You're developing new educational products such as the 2+2 Tech Prep programs of articulation that will further expand access to your programs for thousands of high school vocational-technical students.

But you must continue to do more as the challenge intensifies, particularly in recruiting inner city students who have limited or successful work experience. And, keep in mind that access should also include all potential students including those incarcerated and handicapped.

I also mentioned that our new educational systems must be characterized by a high degree of flexibility.

Flexibility, in the context of meeting the global challenge of education, is the ability to change, eliminate or create an educational program in an extremely short timeframe when its found that the program no longer fulfills the employment and training needs of its students as new needs are identified.

Photo Copy Preservation

11

Flexible programs are characterized by a high degree of business-industry cooperation wherein local employers are consulted for advice and direction, and program administrators know their local labor market needs and the programs that have economic utility to meet those needs. Again, the community colleges are pioneers in business-industry cooperation. But, there remains much more to be done.

Its no longer sufficient to work with business and industry to fulfill short-term human resource needs. The highly flexible successful educational systems needed to meet the global economic challenge must work with the private sector to anticipate future human resource needs, at least three to five years in the future. Forward-looking educators will constantly be assessing the impact of global and national economic change on their programs, and adjusting those programs accordingly as the local labor market begins to reflect and respond to these major shifts.

Photo Copy Preservation

To achieve this flexibility, I would urge that the perspective of American education must be broader. For example, a highly flexible training system would try to anticipate the impact of monumental economic changes such as the elimination of internal trade barriers within the European common market by 1992, or the liberalization of trade policy in the eastern bloc nations.

In addition to the macroeconomic and geopolitical impact of these events, global economic change of this order is ultimately going to have a significant impact on local labor markets. New products, new manufacturing processes and new training needs will all emerge as new markets open around the world. The key for the flexible educational system is not to be too far ahead of its local labor market so that its response is premature; but yet not so far behind world economic change that the response is too late.

Photo Copy Preservation

The third major attribute I mentioned was accountability. Successful educational systems must be accountable to a wide range of constituents - students, parents, employers, and the community at large. On the elementary/secondary level, accountability means producing students equipped with basic skills that can be effectively applied in the increasingly wide range of jobs that a student will now encounter during his/her working life.

In addition to reading, writing, computation, and comprehension, we must include the development of a positive work ethic, interpersonal skills, the ability to interact effectively with fellow employees and consumers, and critical thinking and decision-making - the ability to think on the margin under stressful work conditions.

Photo Copy Preservation

On the postsecondary level, accountability manifests itself in different ways. At a minimum, postsecondary education must ensure that its graduates are prepared for entry-level employment in the public or private sectors. But there's a lot more to that statement. Analytical ability and critical thinking skills must be sharp and focused among postsecondary graduates to ensure that they can make that transition from campus to work.

In the community colleges you've achieved highly successful placement rates among many of your member institutions. And, the success of your students to use their two-year degree to gain admission to four-year technical programs is commendable.

I urge you to maintain and expand these efforts. A two-year associate degree has become recognized as a measure of successful quality control. It generally indicates that its graduates have been schooled in state-of-the-art technology or current business techniques, with the close involvement of local employers, and with the guarantee that the degree holder is work ready on the first day of his or her employment.

Community colleges will continue to play a key role in meeting the challenge of global competition. You have the strategies, methods and techniques as part of your tradition that will foster increased accessibility, flexibility and accountability, three elements essential to producing the needed human capital for the year 2000 and beyond. We know you'll continue to build on your experiences for the benefit of all students.

Thank you.

Chris - yellow marked further possible cuts

Davis/Blessey
March 23, 1989
9 a.m.
Draft 1
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. (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

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 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 a ~~national system of education~~ ^{ed. system second to none} ~~national system of education~~ ^{Schools as High as Mountains}. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore ~~the system our~~ ^{that} forebears bequeathed to us; to ensure that an American education is once again ~~second to none~~ ^{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.

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.

Challenge (*In your success, I also see*
~~Inspired by your success, I am going to ask challenge~~
innovative practices that should be copied
~~Congress join me in applying a few general principles to~~
to education at every level.
~~education at every level -- choice, flexibility, talent and~~
~~accountability.~~

CHOICE: 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-yr degree* mature students who are returning to school to round out their education.

FLEXIBILITY: Your colleges are training people in the work force today, or those who soon will be. Yet you are also looking to the future, taking the pulse of the local business community, and planning for what will be needed many years down the road.

TALENT: 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.

As a school is eager to use an esteemed scientist in the community, we ought to be able to get him in

ACCOUNTABILITY: Perhaps this 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.

And opportunity is our most basic shared principle. Americans share the conviction that there is no such thing as an expendable student. True, an intolerable number of American students are dropping out of high school. True, we have not always lived up to our own high standard. But we will never accept the notion that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite.

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 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?

575
~~575~~

575

~~Let's print to install it?~~
~~if the art of splicing these delicate strands is beyond the skills of our work force?~~
 No one can read a complex b-print 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 the ring of truth in the 1920s is ominously true in the highly competitive internationalized market of the late twentieth century. 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 about 80 percent. The national drop-out rate is XX percent; it runs as high as 50 percent here in Washington. And of those Americans who do graduate from high school, as many as 25 percent cannot read or write at the eighth-grade level.

Two unhealthy trends are converging. According to a study by the Hudson Institute, more than 75 percent of the nation's new workers will have limited literacy skills. Yet they will be qualified for only 40 percent of new jobs. 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. The U.S. Census bureau, the Hudson Institute and other experts report that from now until 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. Already, poorly trained high school graduates are having trouble finding jobs. More often than not, they need to

When a h.s. grad. can't get a in a market we've set an ad. say. Time we've closed it.

Where unskilled can't find work, where jobs go begging, where jobs go begging, where jobs go begging, where jobs go begging.

Time to close the gaps

the most new jobs will require advanced skills beyond secondary schools.

*Call it the education gap. < * **

high school - demand

~~be computer literate and perform other tasks with increasingly complex technologies.~~

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. This is the call to arms you are answering so willingly and so well.

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. You ^{And, I might add, the very people most DISAD in the w/force here} are retraining a work force as it approaches the average age of 40. ~~changes mean oppor. for so many~~ You are training more women and minority Americans as they enter the work force in record numbers. And, by all accounts, you are doing a splendid job.

~~Let me offer further reason for hope in the convergence of two healthy trends -- the way in which the needs of American business are coinciding with that of the disadvantaged.~~ The focal point of these two vast social needs can be found in hundreds of programs from Connecticut to California called employer-college partnerships.

DEGREE OF CONGAATUATION:
50-50/ great / a challenge.

And, I might

add, the very people most DISAD in the w/force here
changes mean oppor. for so many

reduce

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. ~~Governor Martin (Jim), Governor Campbell (Carroll), please convey my sincerest congratulations to your state education agencies.~~

~~You have shown that by working together, as communities, as partners in progress, we can develop a world-class work force. I challenge every state, every college, every business, to follow your example.~~

match people jobs, talents
social
I

bring hope to the
(give hope to the
disabled)

give hope to the disabled.
+ build a world-class W.F.

bridge?

Toward this end, let me conclude with a few words of advice, written at the turn-of-the century, but so appropriate for this group today:

"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 ~~logical diagram~~ once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing intensity."

STET

(IDEA)

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 thing, 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~~ ^{WK} ~~with your local business community~~ ^{together in} ~~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.

#

painting at 70? The doors of America's community colleges are wide open, ready to enlighten and enhance the knowledge of any American, at any age, at every level of learning.

Whole communities are enriched 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.

In your success, I also see a few general principles that should be applied to education at every level: choice, flexibility, talent and accountability.

CHOICE: 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 mature students who are returning to school to round out their education.

FLEXIBILITY: Your colleges are training people in the work force today, or those who will soon be. You see results from year-to-year. Yet you are also looking to the future, taking the pulse of the local business community, and planning for what will be needed many years down the road.

TALENT: Secondary and even elementary schools could certainly 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 ~~will~~ ^{have} propose ~~to~~ ^{to} extend this same practice, often called Alternative Teacher Certification, right down to the first grade.

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And opportunity is our most basic shared principle. Americans share the conviction that there is no such thing as an expendable student. True, an intolerable number of American students are dropping out of high school. True, we have not always lived up to our own high standard. But we will ^{accept} ~~never be~~ reconciled ^{notion} ~~to~~ the idea that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite.

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Two unhealthy trends are converging. According to a study by the Hudson Institute, more than 75 percent of the nation's new workers will have limited literacy skills. Yet they will compete for only 40 percent of the new jobs. 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. The U.S. Census bureau, the Hudson Institute and other experts report that from now until the year 2000, we will face a "baby bust." Persons under 35 years of age presently make up 55 percent of the population. That will drop to 41 percent by 2030. According to Business Week, the 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.

Open for

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 is harder to come by. The numbers bear this out. From 1959 to 1986, earnings for young men who quit high school fell by 26 percent after inflation, while that of college graduates rose by 6 percent. Although average annual income has increased for all major demographic groups over the last seven years, these gains could be threatened by an ever-widening education gap.

Already, poorly trained high school graduates are having trouble finding jobs. More often than not, they need to be computer literate and perform other tasks with increasingly complex technologies. ~~And the Department of Education reports that jobs considered to be in the middle of the distribution of required skills today, will be considered the least skilled occupations by the turn of the century.~~

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. This is the call to arms you are answering so willingly and so well.

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. You are retraining a work force as it approaches the average age of 40. You are training more women and minority Americans as they enter the work force in record numbers. And, by all accounts, you are doing a splendid job.

Let me offer further reason for hope in the convergence of two healthy trends -- the way in which the needs of American business are coinciding with that of the disadvantaged. The focal point of these two vast social needs can be found 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 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. Governor Martin (Jim), Governor Campbell (Carroll), please convey my sincerest congratulations to your state education agencies. You have shown that by working together, as communities, as partners in progress, we can develop a world-class work force. I

challenge every state, every college, every business, to follow your example:

Toward this end, let me conclude with a few words of advice, written at the turn-of-the century, but so appropriate for this group today:

"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, logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing intensity."

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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 with your local business 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.

#

Make
a few
thoughts...
P3 is most
important

PRE-DRAFT

Davis/Blessey
March 23, 1989
9 a.m.
Draft 1
Title: Junior

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

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Campbell. (Further acknowledgements.)

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recognized your efforts to promote literacy . . . And to think,
all this time I thought she was cheating at Scrabble . . .))

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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 McMurtry; who will never know that a book can be a true friend in the still hours of the night.

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This nation grew into greatness because early Americans met the challenge of building ~~a~~ national system of education. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore the system our forebears bequeathed to us; to ensure that an American education is once again second to none. 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. #?

We've probably used this phrase before, but it evokes centralization! Can we rephrase?

Schools, colleges and universities.

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 lifelong. What scholars call the "life of the mind" is as essential to the complete man or woman as water and air. Do you want to learn Spanish at 40? Take up oil

eg. cc's help those who need it most -- eq low-income and minorities!! - (get stats on minorities)

3

painting at 70? The doors of America's community colleges are wide open, ready to enlighten and enhance the knowledge of any American, at any age, at every level of learning.

Whole communities are enriched 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.

? what? I disagree,

INNOVATIVE PRACTICES

In your success, I also see a few general principles that should be applied to education at every level: choice, flexibility, talent and accountability. *

CHOICE: 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 mature students who are returning to school to round out their education.

include reference here to those who do two-years only.

FLEXIBILITY: Your colleges are training people in the work force today, or those who will soon be. You see results from year-to-year. Yet you are also looking to the future, taking the pulse of the local business community, and planning for what will be needed many years down the road.

Needs fix!!

articulating others.

* Mark: Critical point. Our education program has 4 principles: reward excellence, choice, ~~need~~ target to needs, and accountability. We cannot generate confusion about our 4 principles but

Mark 30

are there good examples of alternative sources which these colleges use

?? If so, let's be more specific to dramatize.

TALENT:

Secondary and even elementary schools could certainly 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 will propose to extend this same practice, often called Alternative Teacher Certification, right down to the first grade.

expand →

If a school is eager to tap the talent of an esteemed scientist in the community who is interested in changing careers to help young people, we ought to have the flexibility

ACCOUNTABILITY:

Perhaps this 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.

to find a way to get him into the classroom who sends him back to college full time

And opportunity is our most basic shared principle.

Americans share the conviction that there is no such thing as an expendable student. True, an intolerable number of American students are dropping out of high school. True, we have not always lived up to our own high standard. But we will never be reconciled to the idea that vast numbers of illiterate and undereducated Americans can be offset by a well-educated elite.

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 his books are largely unread in his own country? What is the

advantage for a nation that can invent ~~fiber~~ fiber optic cable, if ~~the~~ ^{no one} art of splicing these delicate strands is beyond the skills of our work force?

Let's use a skill which requires learning - eg - if the blueprint (or plans?) for laying these cables are unintelligible to ~~the~~ ^{educated} installer? (a person charged with installing them?)
(vs manual)

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 the ring of truth in the 1920s is ominously true in the highly competitive internationalized market of the late twentieth century. Let me share a few stark facts with you.

good

Last year, Japan's functional literacy rate was better than 95 percent. In America, it's down to about 80 percent. The national drop-out rate is XX percent; it runs as high as 50 percent here in Washington. And of those Americans who do graduate from high school, as many as 25 percent cannot read or write at the eighth-grade level.

Two unhealthy trends are converging. According to a study by the Hudson Institute, more than 75 percent of the nation's new workers will have limited literacy skills. Yet they will compete for only 40 percent of the new jobs. ^{most jobs (?) will require ~~the~~ abilities well beyond such limited literacy skills.} 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. The U.S. Census bureau, the Hudson Institute and other experts report that from now until the year 2000, we will face a "baby bust." Persons under 35 years of age presently make up 55 percent of the population. That will drop to 41 percent by 2030. According to Business Week, the 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 is harder to come by. The numbers bear this out. [From 1959 to 1986, earnings for young men who quit high school fell by 26 percent after inflation, while ~~that~~ ^{those} of college graduates rose by 6 percent. ~~Although average annual income has increased for all major demographic groups over the last seven years, these gains could be threatened by an ever-widening education gap.~~]

~~Those~~
 (ie earnings?)

call it the

Already, poorly trained high school graduates are having trouble finding jobs. More often than not, they need to be computer literate and perform other tasks with increasingly complex technologies. And the Department of Education reports that jobs considered to be in the middle of the distribution of required skills today, will be considered the least skilled occupations by the turn of the century.

good phrase!
 is this
 AS
 years?
 do
 more?
 with
 it, ?
 perhaps!

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. This is the call to arms you are answering so willingly and so well.

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. You are retraining a work force as it approaches the average age of 40. You are training more women and minority Americans as they enter the work force in record numbers. And, by all accounts, you are doing a splendid job.

Let me offer further reason for hope in the convergence of two healthy trends -- the way in which the needs of American business are coinciding with that of the disadvantaged. The focal point of these two vast social needs can be found 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 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.

Governor Martin (Jim), Governor Campbell (Carroll), please convey

[my sincerest congratulations to your state education agencies.]

You have shown that by working together, as communities, as partners in progress, we can develop a world-class work force. I

I trust you have the back-up facts on this. (C)



Why not just congratulate the govr's ?? -
Govt runs his out of gov's office !! -

challenge every state, every college, every business, to follow your example:

Toward this end, let me conclude with a few words of advice, written at the turn-of-the century, but so appropriate for this group today:

"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, logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing intensity."

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 thing, 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.

perhaps allude to process -- were private dollars invested, as well as public - i.e. partnership -- entire community involved...?? extend metaphor, ?

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. ~~But~~ ~~we~~ ~~continue~~ ~~to~~ ~~work~~ ~~with~~ ~~your~~ ~~local~~ ~~business~~ ~~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.

#

Mark -- this is what we asked for - but - somehow
with your lofty prose, the
reference to the "business
community" is jarring --
can we still keep them but
make it sound lofty?



American Association of
Community and Junior Colleges

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

FACTS ABOUT COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES

- Community, technical, and junior colleges constitute the largest single segment of American Higher Education. In 1965 there were 771 community, technical, and junior colleges enrolling 1.3 million students. In Fall 1988, there were 1,211 institutions enrolling approximately 5.3 million students; an additional 4.9 million adults were enrolled in noncredit, continuing education classes. The following table charts this tremendous growth:

Fall Head Count Enrollment
in Credit Classes at Community, Technical, and Junior Colleges

Year	Public	Private	Total
1945	216,325	78,150	294,475
1955	683,129	82,422	765,551
1965	1,152,086	140,667	1,292,753
1975	3,921,542	147,737	4,069,279
1976	3,939,173	145,803	4,084,976
1977	4,160,611	149,373	4,309,984
1978	4,159,456	144,602	4,304,058
1979	4,334,344	153,528	4,487,872
1980	4,666,286	159,645	4,825,931
1981	4,742,861	144,814	4,887,675
1982	4,823,003	141,376	4,964,379
1983	4,799,768	148,207	4,947,975
1984	4,702,901	133,918	4,836,819
1985	4,597,838	132,397	4,730,235
1986	4,737,123	132,492	4,869,615
1987	4,922,291	135,155	5,057,446
1988	5,162,000	138,000	5,300,000

- Over half (51 percent) of all first-time college students begin their postsecondary education at a community, technical, or junior college.

- o Community, technical, and junior colleges open the door of higher education to minority students. These colleges enroll
 - 57% of all Native American college students
 - 55% of all Hispanic college students
 - 43% of all Black college students
 - 41% of all Asian college students
- o Community, technical, and junior colleges enroll adults of all ages; the average age of the community college student is 29.
- o The most popular student "financial aid" program for community, technical, and junior college students is work. Over 80 percent are employed while attending college, and only 48% receive financial support from their parents (compared to 70% of the students at four-year colleges). Sixty-seven percent are enrolled on a part-time basis.
- o Community, technical, and junior colleges help hold down the cost of a college education. In 1988-89 the average annual tuition at public community colleges was \$767 compared to \$1,566 at public four-year colleges and \$7,693 at private four-year colleges. Millions of students cut the cost of higher education by attending a community college for two years and then transferring as juniors to four-year colleges.
- o Community, technical, and junior colleges are a key element in this nation's effort to build a world-class work force. Seventy-five percent of these institutions offer customized job-training for local businesses and industries, providing the worker retraining needed in today's competitive economy.
- o Adult literacy training is offered by over 70 percent of all community, technical, and junior colleges.

For Further Information Contact Jim Palmer, Vice President for Communications, AACJC, Suite 410, One Dupont Circle, N.W., Washington, D.C. 20036. Phone: (202) 293-7050; FAX: (202) 833-2467

NOTES FOR THE REMARKS OF PRESIDENT BUSH
MARCH 30, 1989

American Association of Community and Junior Colleges Convention
Washington Hilton Hotel - 1:00 P.M.

I. Background information about the Association and its member colleges

- o The Association was founded in 1920, This is our 69th Annual Convention.
- o The Association has 1,093 institutional members representing community, technical, and junior college students across our nation, in Canada, and in several other foreign countries.
- o Our member colleges enrolled 5.3 million credit students and another 4.9 million non-credit students for a total enrollment of 10.2 million different individuals taking one or more courses fall term 1988.
- o Our member colleges provide:
 - Credit courses and programs designed for students to transfer to a four-year college
 - Career credit courses and programs designed for students to upgrade job skills or for first level entry jobs into technical, business, or industrial settings
 - Non-credit courses and programs to meet the continuing education, cultural and leisure time needs for citizens in communities they serve
 - Partnership arrangements with local business, industry, civic, and health organizations to worker training and re-training and to improve community life.

II. Ideas to include in the Remarks of the President

- o Possible congratulations to Mrs. Bush...and to the retiring Presidents???
- o When then President Truman appointed in 1947 that Truman Commission to study higher education, it is safe to say that even the visionary, but practical-minded Harry Truman had not envisioned the growth of that great and unique American invention called the Community College. I agree with John Gardner who has observed that the greatest American educational invention of the twentieth century is the community college. But, even as the Truman Commission of 1947 was facing some great challenges thrown at us in post World War II America, the technological/information age and the global economic competition is presenting us with some great challenges...and even greater opportunities.

I know that community, technical, and junior colleges have their sleeves rolled up working with the employers and labor unions of our country in worker training, re-training and workplace literacy programs...and we must do more of that.

- o I know that community, technical, and junior colleges are the entry point for many of our citizens into higher education. You are to be commended for your work with individuals from our ethnic minority communities...but we must do more to help our Black Americans, and Hispanic Americans, and to help our American Indians to not only enter college but be encouraged to go on and acquire the associate and baccalaureate degrees. Our country cannot afford to waste even one of our precious human resources.
- o I know that your colleges have been reaching out to the high schools of our country, and I commend you for developing the exciting new tech prep/associate degree curriculum...But so much more remains to be accomplished in reducing our high school drop-out rate and in increasing the literacy levels of all our citizens.
- o All of us working together must give great attention to developing a world class work force equipped to work in an increasingly competitive global economy. We simply must out-work, out-produce, and out-smart our competition. This means that our work force must develop new and higher levels of competence in math, science, communication skills, and in technical education.

The U.S. community, technical, and junior colleges are the envy of the world...and believe me I am counting on your expertise, your energy, and enthusiasm to help us develop all of our human resources and move our country a few more miles up the road toward health and prosperity.

Davis/Blessey
March 23, 1989
6 p.m.
Draft 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. (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

G.B. understanding of h.s. problem /
/ Total Paucities not enough /



St. Petersburg College

Trade

Franklin (7)

Henson (1)

Ralph Waldo Emerson (811)

Charles Kettering (670)

Wells (220)

Buenham (421)

Community and
Junior Colleges: More a part of the
community - course work applicable to
community needs - retirees - voc-ed.

Competitiveness + Ed.

Challenge to reach out to business community
and form a partnership, Get together of
businesses - big funds, train people
in writing and computers.

Typical junior colleges -

Look for examples of partnerships

- Boca Raton college? Check out
- [Dallas County]

Anecdotes

Fulfilled a role for self-improvement

Self-improvement

Local control

Demographics

Wynckler, ~~B~~ Blahem, Food

Working parents no time to read.

Roger Porter - Community Colleges -
(a) Remedial (b) Voc-Ed (c) Under
Contract, almost design-spec.

"C.C. a strike force for competitiveness"
Dealing of problem now.

- Long-term problem

But C.C. - Immediate resource for people in or
near workforce

FYI -
Key for
m. industries
women enter
or re-entry
workforce
eco-inclusion

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 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.

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.

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 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 the ring of truth in the 1920s is ominously true ~~in the highly competitive internationalized market of the late twentieth century.~~ ^{in the 1980s,} 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 about 80 percent. The national drop-out rate is XX percent. And of those Americans who do graduate from high school, as many as 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. 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 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 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 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.

For modern
In our quest for excellence in education, let me conclude by paraphrasing a few words of advice, written at the turn-of-the century, but so appropriate for this group today:

"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.

#

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

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WASHINGTON HILTON
MARCH 30, 1989/ 1 p.m.

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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

Chris - yellow marked further possible cuts

Davis/Blessey
March 23, 1989
9 a.m.
Draft 1
Title: Junior

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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 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 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 a ~~national system of education~~ ^{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} ~~the~~ system our forebears bequeathed to us; to ensure that an American education is once ~~again second to none~~ ^{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.

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 ask challenge Congress join me in applying a few general principles to education at every level -- choice, flexibility, talent and accountability.

~~CHOICE:~~ 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 mature students who are returning to school to round out their education.

~~FLEXIBILITY:~~ Your colleges are training people in the work force today, or those who soon will be. Yet you are also looking to the future, taking the pulse of the local business community, and ^{you are} planning for what will be needed many years down the road. *to keep us competitive.*

~~TALENT:~~ 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.

~~ACCOUNTABILITY:~~ Perhaps this 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.

And opportunity is our most basic shared principle. ^{we} Americans share the conviction that there is no such thing as an expendable student. ~~True, an intolerable number of American students are dropping out of high school. True, we have not~~ always lived up to our own high standard. But 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.*

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Last year, Japan's functional literacy rate was better than 95 percent. In America, it's down to about 80 percent. The national drop-out rate is XX percent; ~~it runs as high as 50 percent here in Washington.~~ And of those Americans who do graduate from high school, as many as 25 percent cannot read or write at the eighth-grade level.

~~Two unhealthy trends are converging. According to a study by the Hudson Institute, more than 75 percent of the nation's new workers will have limited literacy skills. Yet they will be qualified for only 40 percent of new jobs.~~ 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. ~~The U.S. Census bureau, the Hudson Institute and other experts report that~~ *Between and* ~~from now until~~ 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. ~~Already, poorly trained high school graduates are~~ *Unskilled* ~~having trouble finding jobs. More often than not, they need to~~

be computer literate and perform other tasks with increasingly complex technologies.

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. ~~This is the call to arms you are answering so willingly and so well.~~

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. ~~You are retraining a work force as it approaches the average age of 40. You are training more women and minority Americans as they enter the work force in record numbers. And, by all accounts, you are doing a splendid job.~~

Let me offer further reason for hope in the convergence of two healthy trends -- the way in which the needs of American business are coinciding with that of the disadvantaged. ~~The focal point of these two vast social needs can be found 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 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.

~~Governor Martin (Jim), Governor Campbell (Carroll), please convey my sincerest congratulations to your state education agencies.~~

You have shown that by working together, as communities, as partners in progress, we can develop a world-class work force. I challenge every state, every college, every business, to follow your example.

Toward this end, let me ^{paraphrase} ~~conclude with~~ a few words of advice, written at the turn-of-the century, but so appropriate for this group today:

"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, ^(plan) ~~logical diagram once recorded will never die, but long after we are gone will be a living thing, asserting itself with ever-growing intensity.~~"

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 thing, 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 with your local business 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.

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THE WHITE HOUSE
WASHINGTON

SCHEDULE OF THE PRESIDENT AND MRS. BUSH

FOR

WASHINGTON, D.C.

THURSDAY, MARCH 30, 1989

EVENT:

Speech to American Association of Community and Junior Colleges

DRESS:

Men - Business Suit
Women - Day Dress

CONTACT:

Office of Presidential Advance
John G. Keller, Jr. - 202/456-7565

Trip Coordinator
Barbara Jobe - 202/456-7565

ADVANCE:

M. Lukens - LEAD
S. Ross - PRESS
J. Gallagher - USSS
S. Byrne - MIL. AIDE
K. Bassmann - WHCA

WEATHER:

Chance of Showers/Mid 60's

SCHEDULE OF THE PRESIDENT AND MRS. BUSH

FOR

WASHINGTON, D.C.

THURSDAY, MARCH 30, 1989

1:15 pm

THE PRESIDENT and Mrs. Bush depart White House en route Washington Hilton Hotel.

MOTORCADE ASSIGNMENTS:

Lead	J. Parmer
Spare	Doctor T. McBride
LIMO	THE PRESIDENT Mrs. Bush
Follow Up	
Control	J. Sununu S. Studdert Mil. Aide
Support	M. Fitzwater Official Photographer Medic
Staff I	E. Rogers
Staff II	
Press Van I	B. Zanca
Press Van II	

(Drive Time: 5 Minutes)

1:20 pm THE PRESIDENT and Mrs. Bush arrive Washington Hilton Hotel and proceed to Holding Room.

1:21 pm THE PRESIDENT and Mrs. Bush arrive Holding Room.

Met by:

Mr. Todd Fentress
National Student Scholar of the Year
John C. Calhoun State Community College
Decatur, Alabama

Mr. and Mrs. Herman Fentress (Elaine)
(Parents of Todd Fentress)

1:25 pm THE PRESIDENT and Mrs. Bush depart Holding Room and proceed to Off-Stage Announcement Area.

1:26 pm THE PRESIDENT and Mrs. Bush arrive Off-Stage Announcement Area.

EVENT: SPEECH TO AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

OPEN PRESS

RUFFLES AND FLOURISHES

OFF-STAGE ANNOUNCEMENT

HAIL TO THE CHIEF

REMARKS

1:27 pm THE PRESIDENT and Mrs. Bush are announced into Ballroom and proceed to Seats at Head Table.

- 1:29 pm Dr. Jess Parrish, Chair, Presidents Academy and President, Midland College, Midland, Texas, makes Brief Remarks and invites THE PRESIDENT and Mrs. Bush to participate in Presentations of Plaques to Retiring Junior and Community College Presidents.
- 1:30 pm THE PRESIDENT and Mrs. Bush participate in Presentations of Plaques.
- 1:35 pm THE PRESIDENT and Mrs. Bush conclude Plaque Presentations and retake Seats.
- 1:36 pm Mrs. Bush is invited to Podium for Award Presentation by Dale Parnell, President, American Association of Community and Junior Colleges.
- 1:40 pm Mrs. Bush makes Brief Acceptance Remarks.
- 1:43 pm Mrs. Bush concludes Remarks and retakes Seat.
- 1:44 pm THE PRESIDENT is introduced by David Ponitz, Chair, American Association of Community and Junior Colleges Board of Directors.
- 1:45 pm THE PRESIDENT Remarks.
- 2:00 pm THE PRESIDENT concludes Remarks and with Mrs. Bush departs Ballroom and proceeds to Holding Room.

2:02 pm THE PRESIDENT and Mrs. Bush arrive Holding Room.

2:04 pm THE PRESIDENT and Mrs. Bush depart Holding Room and proceed to Motorcade.

2:05 pm THE PRESIDENT and Mrs. Bush board Motorcade and depart Washington Hilton Hotel en route White House.

MOTORCADE ASSIGNMENTS:

Same as on Arrival.

(Drive Time: 5 Minutes)

2:10 pm THE PRESIDENT and Mrs. Bush arrive White House.

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 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 a national system of education. With the dawn of a new century only eleven years away, we are faced with a new challenge -- to revitalize and restore the system our forebears bequeathed to us; to ensure that an American education is once again second to none. 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.

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 ^alifelong ^{endeavor}. What scholars call the "life of the mind" is as essential to the complete man or woman as water and air. Do you want to learn Spanish at 40? Take up oil

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.

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 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 the ring of truth in the 1920s is ominously true in the highly competitive internationalized market of the late twentieth century. 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 about 80 percent. The national drop-out rate is XX percent. And of those Americans who do graduate from high school, as many as 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. 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 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 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. [And I might add, for the most disadvantaged members of the work force, your programs spell opportunity!] 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 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.

In our quest for excellence in education, let me conclude by paraphrasing a few words of advice, written at the turn-of-the century, but so appropriate for this group today:

"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.

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Louis V. Gerstner Jr.

One Nation, Underqualified

In the next five years American Express Co. will be hiring a minimum of 75,000 people. That's the good news.

The bad news is we may not be able to find them.

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

Yet we find people who can barely write—not even a phone message let alone a business letter. We see students' math scores plummeting—will they be able to keep our books? We are told that 20 percent of our sixth graders cannot point to the United States on a world map—a depressing sign to a company built on worldwide travel arrangements. We read that half of our high school students are "economically illiterates"—a woeful indicator of the brain-power level of the future work force.

The deficiencies go beyond the traditional skills. Too many young job seekers are also deficient in fundamentals such as teamwork, initiative, problem-solving, adaptability, even simple communication among themselves.

Business has no choice but to train its own, providing the education our school system did

not. AT&T says it spends \$6 million a year to educate 14,000 employees in basic reading and math. American Express spends more than \$10 million to teach employees to do their jobs competently.

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

Our education system is clearly the underlying source of many of the shortcomings of the American work force. One hopes that President Bush, who began his election campaign vowing earnestly to be the "education president," will not forget the priority he emphasized at the start.

In the meantime the private sector must jump in vigorously. We must stop procrastinating with committees, studies and limited solutions.

Let me suggest two principles we're going to have to swallow:

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

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

participation we expect from good parents: we must be generous with our creativity, our attention, our enthusiasm and our concern.

I, for one, believe that American business has not lost its power to energize and that young people who are exposed to the dynamism of corporate enterprises will embrace it eagerly and quickly make up lost ground.

The question is how to proceed. A number of companies have taken admirable initiatives, attacking the problem in different ways. In the long run, however, the best solutions must involve partnerships in which businesses, schools and communities join in innovative educational programs.

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

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

The concept works, and a consortium of companies has come together to form an independent National Academy Foundation to expand the program into partnerships with more school districts and provide training in additional occupations.

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

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

Many were inner-city minority youngsters who had undoubtedly contributed to the negative projections about the literacy and competence of American youth. No longer. When their eyes were opened to tangible opportunities, they blasted off and were on their way up.

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

The writer is president of American Express Co.

Martin Plissner Inkbites

On one of those weekly television broadcasts in which a sage from the print media tries to fill the intellectual void left by yahoos whose work is aired daily, a panelist recently tossed those profundities that distinguish this journalistic genre.

The average television "soundbite," he said that he'd been had shrunk from 14 to nine seconds between 1984 and 1988. This pundit hadn't quite worked it all out yet, he was sure the connection could be found between the reported downsizing of soundbites and the decline (3 percent) in the percentage of voting-age people who voted last year.

I have no idea of the original source of these figures on soundbites, although I and the print reporter who cited them read them on the lips, a while back, of Roger Ailes, the media savant who designed the 1988 media campaign of President Bush.

It doesn't really matter, however, whether these figures show more connection to reality than to voter turnout. The fallacy in the very premise: that 14 seconds is short, and nine is terribly short, so terribly short that excessive exposure to quotes of that length can drive voters from the polls.

"Soundbites" in a television news report are nothing more than quotes, that traditional component of news reporting in a mass medium. Since the reporter who was so dismayed by the paucity of the 1988 soundbite happens to do his serious work for Newsweek, I decided to check out the length of the quotes he might say the inkbites, in that publication.

I went through the first 11 pages of the Nov. 18 issue and found at only those quotes that were complete statements, beginning with a capital letter and ending with a period. I constituted everything quoted from the particular source or sources. There were 32 such inkbites and a total of 581 words altogether. The average inkbite was 18 words long. An average speaker speaks 18 words in about seven seconds—just under the nine seconds whose skimpiness at least one expert has suggested may have kept 2 million Americans who voted in 1984 from voting last year.

STAFFED DRAFT
W/AUTO RECOMMENDATIONS

Davis/Blessey
March 23, 1989
6 p.m.
Draft 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. (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

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 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.

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.

principle of 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.

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 ~~33~~ ²⁷ percent. And of those Americans who do graduate from high school, as many as ¹⁶ 25 percent cannot read or write at the ~~eighth-grade~~ ^{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." According to Business Week, this shrinkage of the labor pool will make it necessary to train or retrain as many as 50 million

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 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.

30 others

DOUBLE
CHK

LABOR UNIONS

Let me conclude by paraphrasing a few words of advice, ~~written~~ ^{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."

~~The man who wrote~~ ^{as the (ob)} 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.

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