Procter&Gamble

July 11, 1995
RL: 8/1/96

Mr. J. E. Pepper

Subject: **DR. GLASSER: SCHWAB MIDDLE SCHOOL**

I believe I mentioned to you earlier that Dr. William Glasser was engaged to spend the year at Schwab Middle School to see if his Control Theory and Quality School practices could make a significant difference in the performance of students.

The results have exceeded everyone's expectations. I hope Mike Brandt and Kathleen Ware will be acting on the learning from Schwab to see if we can reapply the principles at a substantial number of additional Cincinnati Public Schools.

I'm enclosing the following items to give you a flavor for what has been done:

1. A draft of an op-ed piece which Dr. Glasser sent to the *Enquirer*. I don't believe it ever ran.
2. A one-page report from a Schwab teacher, Gary Lewis, on the results this year.
3. A brief write-up on Dr. Glasser's philosophy and principles of Quality Learning.

Separately, I have Dr. Glasser's books available if you or others want to get into it more deeply.

The key learnings I personally take away from what's been accomplished are these:

1. The entire school prospers when overage, disruptive students are removed from the regular classroom and are given meaningful opportunities to get back on track.
2. Students respond in a materially different, more positive fashion when rewards/promotion/class credit are given not for spending a certain amount of days sitting in a seat, but rather for the accomplishment of critical tasks.
3. Progress can't be made until both staff and students acknowledge that the status quo isn't working and that change is warranted.

I really think he's on to something. I spent a couple of days at Schwab during the year, and I was frankly pessimistic that significant progress could be made. I've come to see that his theories really work.

Let me know if you'd like to discuss.

R. L. Wehling

RLW1971/llg
Attachments

c: Mr. J. M. Brandt
Ms. K. Ware
Dr. J. Bryant
Mr. L. L. Battle
Ms. L. Marmer
Ms. C. G. Talbot

To: Michael Brandt

From: Bill Glasser

Please read the following article that I intend to submit to the Enquirer for their op-ed page. If you have any problems with it or want me to make any changes, please let me know as I don't want to say anything that you would not support.

The Schwab School, A Success Story

William Glasser M.D.

In September, you ran a story by Krista Ramsey about what we were trying to do to improve education at the Schwab Middle School. It explained that I had moved from California to Cincinnati for personal reasons and offered my services to Schwab. I am an expert on school improvement, have written many books on this subject, and work in schools all over the world. I offered to work at Schwab without pay because I wanted some first-hand experience in a school like this.

To do as much as had to be done, Carleen Floyd, a senior instructor who works with the Institute I head, The Institute for Control Theory, Reality Therapy and Quality Management, was hired for just one year. She agreed to work full time in the school and also, with no extra pay, to do the training on weekends that is needed for this program to succeed.

We promised we would help the staff to reduce discipline problems and suspensions, increase attendence and improve learning. We also promised to create enough systemic change, so that when we left in July, the school could continue to improve without us. Based on my book, The Quality School, some teachers in the school applied for a state venture capital grant, (25,000 a year for five years) and with this money we were able to guarantee that what we accomplished would cost no more when we left than what was normally spent.

As of this date, all we promised has been accomplished. The halls are quiet, students are working and orderly, suspensions are down and the test scores for our seventh graders are up significantly in math. Many of our overage students, who were in danger of dropping out, are going on to high school. Some will need this summer to complete the requirements, but a new quality summer program to extend the school year is in place.

What we found when we arrived was a supportive and highly competent principal and a dedicated staff struggling in a system that does not work and is the cause of almost all the problems. What we have proven is that it is the system that is the problem, not the students or teachers. To begin, we taught control theory, a new theory that teaches that the job of management is to provide a need-satisfying workplace for both teachers and students. As this occurred, the definition of education was changed from the traditional "learn it or we'll hurt you" to the new "learn it and it will add quality to your life."

We have had the ongoing support of Superintendent Brandt, a very supportive visit by Kathleen Ware in November and several visits by Mark Ealy of the State Dept of Education, (he is in charge of seeing how the grant money is spent). With their help, we were able to get rid of the disabling fear that was rampant among the staff when we arrived. They feared they would be punished, even fired, for the failures of the school. We were able to replace this fear with the empowering "you are a professional teacher, teach as you think best" supportive system that is now working so well.

With seven teacher volunteers from our staff, in February, we were able to start a school within the school for over 200 over-age discouraged, often disruptive, students who were causing havoc in the regular classes. By getting these students out of these classes - they are doing well in their own mini-school - we were able to reduce both class size and behavior problems substantially in the rest of the school. In doing so, we provided the opportunity for the teachers to put what they know so well into practice. As the program continues, it will grow stronger and better. Most of the over age students will eventually move on or out and the rest of the school will continue to function as it is beginning to now.

We realize that there is still a long way to go but the process is well underway. When we got there the school was like a train lying on its side beside the track. Now it is on the track and beginning to move slowly ahead. How fast it will move is up to the principal and the staff.

I don't want to imply that this is the only good program in Cincinnati. There are many good programs, the pilot mini district is a good example of another one. Cincinnati Schools still have many problems but, as we and others have shown, they can be dealt with by the existing staffs if they are allowed to teach as they know best. For this to happen in our school, we owe many thanks to our principal Dennis Matthews. CPS is not a failing system, but it is seriously underfunded. As sure as night follows day, starved schools lead to fat prisons.

The Cambridge Scholars program began the second week in February by taking in 240 students who had already been at Schwab at least 3 years and were failing all or nearly all subjects. The following statistics may serve to illustrate the program's impact:

- End of year enrollment – 205 (35 students gone due to withdrawals, incarcerations, expulsions).
- 170 of these students attended regularly enough to make progress toward promotion.
- 50 students met promotion standards at the end of the year.

Since many of the students were passing 3 or 4 of the 5 required subjects, the Cambridge teachers were able to persuade the central office to fund a summer school program specifically for Cambridge students, where they could work on whatever was needed for promotion and leave whenever the promotion standards were met.

- 105 (out of 120 eligible) students enrolled in the Cambridge summer school.
- 85 students have made progress toward promotion.
- 27 students met promotion standards in the first 2+ weeks.
- Another 15 will meet promotion standards this week.
- Projected total promotions for summer school – 73.
- Total promotions for Cambridge program – 123.

Of the 35 students who were enrolled at the end of the year but had not attended school, 25 are currently enrolled in the Cambridge summer program. 5 have met promotion standards already, and another 15 will meet those standards in the next two weeks.

Enrolled at end of year	Attended regularly	Promoted
205	170	123

How the curriculum should be taught to create Quality Learning

Since low grades and failure help no one, they will not exist in a Quality School. To get the credit needed for graduation, all students will be required to demonstrate competency aligned with the five part problem solving curriculum described above. This competency is roughly equivalent to what is now "B" work. They will also demonstrate, in each subject or skill area, one bit of quality work (to be explained when we get to the third condition of quality). Students who choose to excel will demonstrate substantial amounts of quality work in at least one subject area such as physical sciences, social sciences, debate, writing, problem solving, music or foreign language. Quality Students will add to their competencies by acting as teaching assistants in at least one subject or skill area.

The school, while concerned with self-esteem issues, will focus all its efforts on helping students achieve academically at high quality levels. Self-esteem issues will take care of themselves if schools take the initiative to help students thoroughly understand and effectively use what is taught. The school will not concern itself with personal areas best left to families unless such areas, such as HIV awareness and sex education are mandated by the state.

The Quality School operates by a new system and by a new definition of education that is a product of that new system. To achieve this we must rid ourselves of the present, destructive definition of education: **learn what we teach the way we teach it or we will hurt you** and replace it with a new definition: **learn to speak, read, write, listen and solve real world problems because doing so will add quality to your lives.** We must face the fact that the only reason we expend the effort to do anything well is because we believe that doing so will add quality to our lives.

There is nothing in the previous description of Quality Learning and its curriculum that has not been attempted in a small way for many years. Exemplary teachers in both public and private schools have put into practice much of what is recommended. We all have fond memories of these teachers, but they have been the exception not the rule. This is because they have had neither the support nor the freedom to do what this useful, skill-based curriculum requires.

Until we drastically change the system and the way we manage teachers, and encourage teachers to manage students in the same way, students will never demonstrate Quality Learning. Teachers today have even less support for useful teaching than they had in the past. This is evidenced by the increasing numbers of students who actively or passively reject the education they are offered as useless to them (they are called discipline and attendance problems) even though they know that to fail to get a diploma, useless as the education to get it may be, is to throw away their best chance for a good life.

Finally, the organization pattern (bureaucracy, hierarchy) in which we now live must be replaced by a functional pattern. This new pattern must reshape roles, relationships, expectations, power and authority based on what we know will contribute to the development of a learning organization for all.

We aspire to create a community valuing success and the opportunity for significance and influence to all community participants. They will function through consensus, and further, agree on common parameters which will be used to determine appropriateness of behaviors. PQL will provide guidance and assistance in the design and creation of what is best described as The Consensus Community.

The New Quality System Needs A New Psychology: Control Theory

The stimulus-response psychology we have used for thousands of years is suddenly obsolete because it stands directly in the way of the quality education that has just been described and that all students need more than ever before. They need it because the Japanese, who have adopted the quality ideas of W. Edwards Deming, are leading much of the industrial world in the achievement of quality work.

To do this they have moved to a new system, a system based on a new psychology, control theory. If we do not use this new quality system to educate our students, they will not be prepared to participate in this movement. Our living standard, already eroded by the loss of huge numbers of good jobs because we have not been able to produce the quality we need to compete, will continue to deteriorate.

Simply stated, if psychology is the study of both why and how people behave, then the stimulus-response psychology, which states that our behavior is caused by external stimuli, is wrong. Wrong, because it leads us to believe that we can make people behave the way we want them to by subjecting them to the stimuli of reward and punishment. Deming says the opposite. In his view, people are intrinsically motivated; they want social support, approval, and respect. But, because he is not a psychologist, he does not carry this explanation as far as needed if people are to use his ideas. What is needed is a detailed psychology of intrinsic motivation and that new psychology is control theory.

The Partners for Quality Learning believe that **unless control theory, as described by William Glasser, MD., is applied to every aspect of the schools, especially to managing students and teachers without coercion, we will not succeed in making any significant movement toward Quality Learning.**

Glasser describes five conditions for quality. These conditions are based on Deming's famous fourteen points for quality management. Of the five conditions, three are operational, and it is these three that spell out clearly what we must do if we are to create quality schools.

The Three Conditions To Produce Quality Learning

1. **Create a Quality Workplace**. Quality work will always come from a Quality workplace. This means create a warm, supportive, need-satisfying, non-coercive workplace where the manager and the workers are never adversaries and where there are no threats or punishment. All problems are worked out in free and open discussion between the parties involved. In a school, such a classroom atmosphere will lead to the quick elimination of all discipline problems. Teachers are treated as professionals. They are given the freedom to work out both what and how to teach their subject or grade level.

2. Based on the idea that **Quality is always useful**, ask students only to do useful work as described earlier which means no rote memorization. It is only through the use of what is learned to solve real life problems that we will achieve quality education.

3. **Quality Learning can only be achieved through self-evaluation**. Students should be taught to continually evaluate their own work. From this ongoing evaluation process students will be urged to improve what they are doing until they and their teacher are satisfied that what they have done is now quality work. This condition also answers the difficult question: What is quality? It explains that quality is almost always the product of a lot of effort and reworking, based on the worker's evaluation of what can be improved. A careful self-evaluation will almost always show that work can always be improved if an effort is made to do so. It is this effort that will always be encouraged in the quality workplace that is a Quality School.

This is a very brief summary of what we, as members of PQL, believe needs to be done if we are to achieve the quality of education that is necessary if our country is to continue to improve. In a world that is daily growing more competitive and quality conscious, we cannot afford to ignore what has to be done in our schools.

In many of our schools, the focus is still on memorizing facts and doing a great deal of abstract calculating. Each of these, in and of themselves, is not useful in the real world. To produce Quality Learning the curriculum must focus on developing useful skills, i.e., reading, writing, listening, speaking, and analytical problem solving. All these life-skills will be needed by students when they enter the real world workplace after graduation. It will not be enough that students learn to multiply and divide. What will be needed is that they have the skill and ability to use mathematical reasoning to solve real world problems, such as whether to buy or lease a car. It will not be enough to learn to spell or recognize correct grammar but to learn to read and write competently. Since speaking clearly and persuasively as well as listening and understanding what others are saying is the single most useful life skill, we believe that students can be persuaded to accept this as a requirement for graduation from a Quality School.

Therefore, the curriculum for Quality Learning will be based on at least the following five useful skills and understandings...

1. Listening - Students will demonstrate that they can listen and understand what others are saying.
2. Speaking - Students will demonstrate that they can speak clearly and persuasively using correct grammar.
3. Reading - Students will be expected to read a wide variety of material and to demonstrate that they can use what they have read.
4. Writing - Students will demonstrate that they can express what they have learned or want to say on paper with correct grammar and spelling. To do this they will all learn to use the appropriate technology.
5. Problem Solving - Students will demonstrate problem solving skills in all disciplines studied. All that is taught now such as math, history, social studies, literature, psychology, health, foreign languages, music, art, and physical education will be taught from the standpoint of how human beings use these subjects to understand and solve human problems.

   For example, an important reason to study history and social studies is to discover how people dealt with problems both in the past and present and to attempt to figure out how what has been learned can be used now and in the future to make the world a better place. Mathematics is far more than calculation, it is building the capacity to apply mathematical reasoning to any problem where it can be used. It is the discoveries of science that have led to such breakthroughs as vaccination, pasteurization, and atomic energy. Students should learn how these and other great discoveries have both helped and complicated our lives.

   Foreign language is worth learning because it allows us to communicate with and learn about others, knowledge that we can use for business and pleasure. Art and music are skills that can be used both for better living and to give us an increased appreciation of life. Finally, how physical education can help us live a longer and healthier life will be stressed.

$\boxed{\text{Mike}}$ - we finally late on Friday got to talk to the Sec. about this. He made several calls but only talked to Gorman -- he called back. The call went pretty well (we think.) Gorman said he wanted to help but he was not sure how many others he could get on board. He said he would be talk to Jim Christy about this.

Jim is TRW's Director of Govt. Affairs and Michal's boss.

I left a voice mail for Susan and spoke to Susie and left a voice mail for Michal J. too letting them know the call took place. I'll update you on Monday. T.

Mike –
FYI

CALL LIST

Business Roundtable

✓ Joe Gorman (reached)
TRW
(216)291-7106

John Clendenin (left message)
BellSouth
(404)249-2020

(Both also on NASDC board but will not be attending Wed. meeting)

NASDC Board Members--Scheduled to be at 5/24 meeting

Frank Shrontz (left message)
Boing
(206)655-7777

John Ong (left message)
BF Goodrich
(216)374-2729

John Hall
Ashland Oil
(606)329-3705

David Kearns
(203)325-6014 concerned about call due to Lamar tie

May 18, 1995

NOTE TO THE SECRETARY:

We believe that it will be critical to build CEO/business support for retaining the U.S. Department of Education. We have a two track strategy.

- The first focuses on securing the Business Roundtable endorsement of retaining an independent U.S. Department of Education. Your first call today will be to Joe Gorman. The Business Roundtable Education Task Force will next meet in Washington June 19. If the BRT endorses keeping the Department, June 19 could be an opportunity for a press event in support of the Department.

- The second part of the strategy is to hold a meeting with a group of CEOs next week in conjunction with the New American Schools Board Meeting. Attached is a list of the board members with an indication of who will be in town next Wednesday. The board meeting is from 9:30-2:00. We thought it might be appropriate for you to call several of them today to ask if they would be willing to meet with you to discuss the role of the Department of Education in promoting education improvement. This will be an opportunity for the business leaders to discuss with you policy, political, and management issues related to maintaining the Department.

  Depending on how the calls go, and if you thought it were appropriate, we could also try to arrange a press conference for next Wednesday with these CEOs.

Attached are talking points for your calls.

SECRETARY'S TALKING POINTS FOR CALL TO JOE GORMAN

- As you know, this is a challenging time in Washington. The overall federal role in education is being challenged. I welcome the debate and recommendations on how we could serve children and families better, but believe strongly that improving education must remain a national priority, under state responsibility and local control.

- I am concerned that the recent bipartisan legislative accomplishments that you have been so instrumental in--such as the Goals 2000 Act and the School-to-Work Act--are in serious jeopardy.

- I need your help.

- I need the Roundtable to be willing to stand up for the Department. This is why I believe you should:

  * We need Department to provide leadership and accountability

    1. A strong national voice is necessary to provide leadership and to keep the need for education improvement in the public spotlight

    2. We need one agency responsible for education accountability--instead of scattering programs throughout the federal government

  * The Department's programs support business' education reform agenda:

    1. Goals 2000, School-to Work and the Improving America's Schools Act support efforts to raise academic standards and a comprehensive approach to restructuring the education system. This is the first time the federal government has made deliberate effort to coordinate its own programs with each other, with state and local education reforms, and with the business community education reform agenda. This is no time to abandon a strategy that is working.

    2. May of the political groups leading the charge to eliminate the Education Department are also organized in opposition to standards-driven education reform at the local and state level. If they are victorious at the federal level, their opposition at the state and local level will be strengthened.

  * We are making the Department a better managed, customer-oriented, leaner organization--and will continue to do so.

    1. **Downsizing**: Since 1981, Department employees have been reduced by 33% and we plan to cut another 8%.

       Streamlining Programs: In our FY 1995 and FY 1996 budgets, we have proposed eliminating 59 education programs and consolidating 27 others for a savings of $4.6 billion by 2000. We are exploring ways in which we can eliminate other programs that do not produce results.

Flexibility: we have dramatically turned around the regulatory process.
* No regulations for Goals 2000 or School-to-Work
* Our new laws allow us to grant waivers to statutory and regulatory requirements

Improved Management: We have continued and expanded the Quality Management Initiatives started by David Kearns.
* We have upgraded technology and invested in training of our employees
* For the first time in the Department's history, the student loan program has received an unqualified "clean" opinion from an outside auditing firm.
* Our administrative costs are about 2% and are generally focused on fiscal controls and accountability.
* We are implementing customer-oriented programs such as 1-800 information lines and computer help lines.

- I believe this is a critical time in the history of education in America and to abolish the Department will set back the effort to raise academic standards, and upgrade students' occupational skills.

- I hope you will consider this very seriously. I will also be contacting other CEOs who I have worked with over the years and who are leaders in education. Next Wednesday, after the NASDC meeting, I hope to meet with some of the board members on this issue.

- Again, I appreciate any support and advice you can give me.

CALLS TO CEOs ON NASDC BOARD

- As you know, this is a challenging time in Washington. The overall federal role in education is being challenged. I welcome the debate and recommendations on how we could serve children and families better, but believe strongly that improving education must remain a national priority, under state responsibility and local control.

- I am concerned that the recent bipartisan legislative accomplishments we have had in the area of education--such as the School-to-Work Act and the Goals 2000 Act--are in serious jeopardy.

- I need your help.

- I would like to invite you to meet with me when you are in Washington for the NASDC Board meeting next Wednesday to discuss this issue. [If you are willing, to also participate in a press event in support of improving education and the need for a U.S. Department of Education.]

[XXXXX has already agreed to participate]

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- I believe this is a critical time in the history of education in America and to abolish the Department will set back the effort to raise academic standards, and upgrade students' occupational skills. I hope you agree.

- Who on your staff should we contact to follow-up on this invitation?

New American Schools Board of Directors

Executive Committee

David T. Kearns
Chairman and CEO
Former Undersecretary, U.S. Department of Education, Retired CEO, Xerox Corporation

James K. Baker
Vice-Chairman
Chairman, Arvin Industries, Inc.

Louis V. Gerstner, Jr.
Vice-Chairman
Chairman and CEO, IBM Corporation

Frank Shrontz
Vice-Chairman
Chairman and CEO, The Boeing Company

Robert E. Allen
Chairman and CEO, American Telephone and Telegraph

Walter H. Annenberg
Chairman and President, The Annenberg Foundation

Norman R. Augustine
Chairman and CEO, Martin Marietta Corp.

Gerald L. Baliles
Partner, Hunton & Williams

John L. Clendenin
Chairman and CEO, BellSouth Corporation

Joan Ganz Cooney
Chairman, Executive Committee, Children's Television Workshop

Joseph T. Gorman
Chairman and CEO, TRW, Inc.

Earl G. Graves
Chairman and CEO, Black Enterprise Magazine

John R. Hall
Chairman and CEO, Ashland Oil, Inc.

Thomas H. Kean
President, Drew University

Charles R. Lee
Chairman and CEO, GTE Corporation

John D. Ong
Chairman and CEO, The BFGoodrich Company

Lee R. Raymond
Chairman and CEO, Exxon Corporation

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Chairman, Educational Advisory Panel
President of Educational Programs, Amelior Foundation, former Commissioner of Education, New Jersey

Thomas K. Glennan, Jr.
RAND Principal Investigator for New American Schools Evaluation
RAND Senior Economist; Former Director of the National Institute of Education

David Hornbeck
Senior Advisor

New American Schools Design Team Leadership

ATLAS Communities

Edwin D. Campbell
Coalition of Essential Schools, Brown University

James P. Comer
School Development Program, Yale University

Howard Gardner
Project Zero, Harvard University

Theodore Sizer
Coalition of Essential Schools, Brown University

Sid Smith
ATLAS Communities

Janet Whitla
Education Development Center, Inc.

Audrey Cohen College

Audrey Cohen
Audrey Cohen College

Janith Jordan
Audrey Cohen College

Community Learning Centers

John Cairns
Briggs and Morgan

Wayne Jennings
Community Learning Centers

Joe Nathan
Center for School Change, Humphrey Institute of Public Affairs

Elaine Salinas
The Urban Coalition

Co-NECT Schools

Bruce Goldberg
Bolt Beranek and Newman

John Richards
Bolt Beranek and Newman

Henry Olds
Bolt Beranek and Newman

Expeditionary Learning/Outward Bound

Meg Campbell
Expeditionary Learning

Greg Farrell
Outward Bound USA

Diana Lam
Dubuque, Iowa Public Schools

Los Angeles Learning Centers

Roberta Benjamin
Los Angeles Learning Centers

Helen Bernstein
United Teachers Los Angeles

Peggy Funkhouser
Los Angeles Educational Partnership

Virgil Roberts
Dick Griffey Productions

Sid Thompson
Los Angeles Unified School District

Modern Red Schoolhouse

Denis Doyle
Modern Red Schoolhouse

Sally Kilgore
Modern Red Schoolhouse

Leslie Lenkowsky
Hudson Institute

National Alliance For Restructuring Education

Judy Codding
National Alliance for Restructuring Education

Vicki Phillips
National Alliance for Restructuring Education

Marc Tucker
National Center on Education and the Economy

Roots and Wings

Nancy Madden
Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University

Robert Slavin
Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University

Jo Dunn

Jack Renna

Brad Butler

John Pepper

Lou Gerstner

Building Business Support for ED:

02 Nelson

1. **Secretary calls:**
   - o Joe Gorman--TRW
   - o Frank Schranz--Boeing
   - o John Clendenin--Bell South
   - o Walter Elishua--Spring Industries
   - o Bob Kennedy--Union Carbide
   - o John Ong--???
   - o Alan Wurtzel--Circuit City
   - o Bill Kolberg--NAB
   - o David Kearns
   - o John Scully--former Apple CEO
   - o John Aikers--former IBM CEO (initial head of BRT education initiative)
   - o Ian Arnoff--LA Goals 2000???
   - o John Gottschalk--Omaha World Herlad

Ed Donnelly

Mark Willes

Bob [illegible]

Bob Allen AT&T

2. **Staff Calls:**
   - o Bob Wehling--re: John Pepper-Proctor & Gamble and other Ohio CEO's
   - o Jere Jacobs--Pacific Telesis--not a CEO, but a player in NAB
   - o John Anderson--NASDC
   - o Bob Jones--NAB
   - o Phyllis Eisen--NAM
   - o check with Fritz and Margueritte

Leo Strauss

- Bus for Soc. Responsibility

3. **Gubernatorial strategy--**
   - o Jim Hunt
   - o Roy Romer
   - o Evan Bayh

NAB - [illegible]

Ong

Clendenin

Wurtzel

Jack Renna - Small Business

Chh - Butler - [illegible]

Am Gas Assoc

Jim Scott

[illegible]

CED - Butler

Clark

NAM

May 11, 1995

Note to Frank Holleman, Terry Peterson, Mike Cohen and Mike Smith

Subject: Business Involvement

Below are some ideas for interacting and discussing with the business community (national associations and selected business leaders) the proposed budget strategies of the House and Senate including the potential termination of the Department.

The business community does not normally become involved in education appropriations or budget matters. It has been involved in the School-To-Work and Goals 2000 Initiatives because they have understood the direct relationship to their current and future bottom-line, and the future of this nation. The Department understands the implications of the budget recissions and budget resolution on children, communities and the future of this nation, but this has not been adequately communicated to the business community. In essence, it needs to be taken to the next step if you are to engage this community in the upcoming discussions and Congressional action.

1. A small meeting should be convened immediately to discuss next steps with the business community including a list of leaders with whom their should be conversations. Attending should be: Peterson, Cohen, Colmenares, Frost, Holleman, Edelstein.

2. The Presidents or Executive Directors of key national business associations should be invited to the Department to meet with the Secretary and discuss the issues as described above. The invitation could also be placed to the Chair of each of these organizations. Included in the invitation should be: The Business Roundtable, National Alliance of Business, U.S. Chamber of Commerce, Committee for Economic Development, National Association of Manufacturers, National Small Business United, American Gas Association, National Retail Federation, American Electronics Association, National Rural Electric Cooperative, United States Telephone Association, Business for Social Responsibility, American Bankers Association, National Coalition for Advanced Manufacturing, and others.

3. A list of CEOs who have been involved in and committed to the Department's initiatives needs to be developed. These individuals need to be contacted about the current situation. This would include a phone call from the Secretary and a meeting with a select group of these leaders to solicit their opinions and advice.

If this strategy is to be implemented, it needs to be started before the end of the week.

KMR

cc: Colmenares, Frost, Davis, Sullivan, Kahler

TO: Frank Holleman
Terry Peterson

FR: Mike Cohen

SUBJ: CEO Education event with the President

I want to update you on developments on a possible CEO education event with the President, since it was first raised at the Friday White House strategy meeting a little over a week ago. I would like to get your reactions to this memo by Tuesday morning, since I've got some meetings on Tuesday that I hope will result in a clear direction that we and the White House can agree on.

My initial thought was to arrange for 6-10 CEO's who have previously endorsed Goals 2000 to (1) write to the President and Congressional leaders, calling for level funding of Goals 2000 and (2) stand with the President at a public event to call for continued Goals 2000 funding.

Below I have outlined an alternative approach, because I believe it may be difficult to get CEO's to unambiguously oppose the Republican majority in the House, and to side with the President on a highly charged issue like Goals 2000. I think it will take a considerable personal effort by the Secretary and by other Administration officials (e.g., Secretary Rubin) to get the participation of a sufficient number of CEO's. And, while we may succeed at this, we will probably limit our ability to use the business community in the future. Consequently, based on preliminary discussions with Bob Jones of NAB and others, I have begun to think through a different set of activities. My aims here are to:

- Have the public see that the President and the business community share a common agenda for improving education and training;

- Give the President additional opportunities to showcase his interest in and support for education;

- Find ways of engaging the business community in additional ways of supporting our overall education agenda, and Goals 2000 in particular (and other specific initiatives such as STW to the extent possible)--in the press and with the Congress--without forcing them to make partisan choices;

- Have business leaders feel that they can advise the Administration with respect to future actions regarding education and training.

Here is what I envision:

1. A 1-2 hour meeting with 10-15 CEO's and the President.
The focus of the meeting would be on the overall importance of investing effectively in education and training at all levels of government and in the private sector, as a key to successful futures for individuals, corporations and the nation as a whole.

The objectives of the meeting would be to:

- o reaffirm CEO and Presidential support for a standards-based education reform strategy;
- o seek advice from CEO's on how the President and the Administration could best support this agenda;
- o seek the continued support of CEO's for the Administration's ongoing efforts to promote education reform;
- o ask the CEO's to identify places the President could visit to demonstrate support for business involvement in education reform;
- o discuss how the Administration and business could best work together in support of their common agenda in the coming months and years;
- o do some comparable things with respect to job training and retraining

While the meeting would be private, the press would have access to the CEO's following the meeting. All would be carefully selected, and at least several of them would be prepared and scripted in advance to express support in particular for funding Goals 2000.

I would also expect that NAB and BRT would work to arrange for the same group of CEO's to meet with the Speaker after they meet with the President. This will provide important cover for the CEO's--and it will also give a number of them the opportunity to push the Republican leadership to stop making Goals 2000 and other ED programs partisan targets.

2. A briefing session for the CEO's before the meeting with the President.

The morning of the meeting with the President, the Secretary and a small group of other senior officials would:

- o brief the CEO's on ED mission, programs, and reinvention--in effect, make the case to them about the importance of the Education Department;

- discuss plans for further streamlining the Department, and solicit their input on ways to futher accomplish this.

- engage the CEO's in a dialogue about legislation that has been proposed in Congress, and explain the Administration's position.

This session would give us the opportunity to educate the business leaders on Department initiatves beyond Goals 2000 and School-to-Work (which is basically all they know about).

3. Presidential visits to states/communities where business is playing a strong role to promote systemic reform (and where Goals 2000 could be highlighted).

One of my objectives for the meeting is an agreement for the President to visit a few states where education reform is moving forward well, and where business is playing a key role. This will provide additional opportunities to feature a common education reform agenda between the Administration, the business community, the education community, and state officials. Further, we can select the states so that the visits can further our agenda on the hill, by shoring up Republican supporters in the Senate, or sending a strong message of business support to key Republicans in the House.

These visits could include (1) a Presidential address to a business coaltion/business-education partnership conference; (2) visit to a school, job training site or company headquarters; (3) some other site that highlights a federal program at risk because of Congressional actions.

If these work well, we could try to coordinate similar visits by the Vice-President, the First Lady, and Cabinet members including Secretary Riley, Secretary Reich, or Secretary Rubin.

4. Possible States
Here is a preliminary list of states we might want to target, and some of the key players in each:

- **Oregon:** Oregon has several advantages--an approved Goals 2000 plan, the first Ed-Flex state, a STW implementation grant, a business community that is very active in education reform, a highly regarded, bipartisan approach to education reform, and Mark Hatfield.

- **Ohio:** We have recently approved Ohio's Goals 2000 plan (and are scheduled to announce it this week). I believe that Ohio also has an Ed-Flex application in, though it hasn't yet been reviewed. Joe Gorman of TRW is a strong supporter. There is a strong Ohio Business Roundtable which has supported Ohio participation in Goals 2000, and the overall Ohio reform effort. Bob Wehling, VP of Proctor and Gamble, is a good friend of ours, and very active in the Ohio Roundtable and Ohio education reforms.

Gov. Voinavich is a problem for us. Though generally a moderate Republican, he was opposed to the State's participation in Goals 2000 (on the grounds that the feds didn't have the money to get into a new program). He also is on record favoring the freshmna proposal to abolish the Department. Congressman Kasich is also a problem for us. We need to figure out if a Presidential visit with the business community--potentially involving the Gov as well--can help us at all with Voinavich or Kasich.

- **Texas:** Texas will submit its Goals 2000 plan and Ed-Flex application this week. I expect little problem in reviewing the plan and, given what I know about the recently enacted education reform law in Texas, we should be able to approve the Ed-Flex application as well.

  Gov. Bush is proud of the bipartisan and broad-based support his education reform legislation received. He expended some political capital to participate in Goals 2000, given the opposition on the right. He is very eager to become and Ed-Flex state.

  A Clinton-Bush Jr. event around education will probably get a good deal of press coverage <u>outside</u> of Texas, in light of the history of National Education Goals. It could be a very good way to highlight the centrist, bipartisan nature of our education agenda.

  The Texas Business Education Coalition (TBEC) has been a strong supporter of Goals 2000. I don't know much about the businesses involved in it, and whether this or any other part of the Texas business community we can conceivably reach could ever soften Dick Armey's opposition.

- **Pennsylvania:** Ed Donnely, retired CEO of Air Products Inc., is a very strong supporter, and is the chair of the state's Goals 2000 panel. While Pennsylvania's efforts on Goals 2000 are not yet cutting edge, Arlen Spector chairs the Senate apropriations subcommittee. And Bill Goodling is always important to us. I do not expect that Gov. Ridge will be a very warm supporter--the biggest part of his education reform agenda is vouchers.

Other possible states include Massachusetts, Arkansas, Washinton, Colorado, and New Mexico.

5. Possible Business Leaders:
Here is my initial cut at CEO's and other business leaders we

BUSINESS COALITION FOR EDUCATION REFORM

1201 NEW YORK AVENUE, NW • SUITE 700
WASHINGTON, D.C. 20005 • (202) 289-2888

May 10, 1995

Honorable William F. Goodling
Chairman
Committee on Economic and Educational Opportunities
U.S. House of Representatives
Washington, D.C. 20515

Dear Mr. Chairman:

The Business Coalition for Education Reform believes that higher academic standards are crucial to the nation's education reform efforts and to the ultimate success of every child in school. We have aggressively supported bipartisan legislation in Congress for this purpose and have been actively engaged in advancing reform in nearly every state.

During the 102nd Congress, the Coalition worked for the enactment of President Bush's America 2000 proposal. Last year, we stood behind the enactment of President Clinton's Goals 2000: Educate America Act. During the debate on these proposals, our interest focused on two issues: First, the need to establish higher academic standards for all students, and, second, to provide states with financial assistance that would either accelerate the education reform already underway, or help jump-start new, comprehensive education improvements.

New legislation has been introduced in both the House of Representatives (H.R. 1045, H.R. 977) and in the Senate (S. 323, S. 469) to amend Goals 2000. We continue to support the underlying principles for reform contained in the Act, but believe that the provisions creating the National Education Standards and Improvement Council (NESIC) and opportunity-to-learn standards could be eliminated. We continue to support the role of the federal government in providing leadership as well as creating incentives for states to set high academic standards for what students should know and be able to do.

Most member companies within our Coalition agree that education quality continues to be a national issue and a national problem, with serious potential consequences for our economic future and social strength. Consequently, we believe that there is an appropriate role for national leadership in benchmarking knowledge and skills, such as performing an information clearinghouse function, or providing advice, analysis, or technical assistance upon request that would help states understand how they compare to the best in the world. We also believe that it is inappropriate for the federal government to dictate or control education decisions that are state and local concerns.

Standards for knowledge and skills are used already by employers every day in the marketplace. They are used for hiring and promoting people, and continue to change rapidly in a competitive world economy. Our youth will continue to pay the price if we fail to articulate clear expectations for knowledge and competence. Young people with high school diplomas may think that they have a passport to the future, but too few are qualified for employment against the high standards required in the global economy. The stark reality is that youth who cannot perform against high workplace expectations are not going to be employed.

As you proceed with legislation to amend the Goals 2000: Educate America Act, we strongly urge you to ensure that states be given the national support they need to move their reforms forward with high benchmarks for educational excellence.

Sincerely,

American Business Conference
Black Business Council
The Business Roundtable (Coalition co-chair)
Chamber of Commerce of the United States
National Alliance of Business (Coalition co-chair)
National Association of Manufacturers
National Association of Women Business Owners
U.S. Hispanic Chamber of Commerce

(Coalition participants not having specific policies on this issue or otherwise unable to sign include: Business-Higher Education Forum, Committee for Economic Development, and The Conference Board)

Procter&Gamble

JOHN E. PEPPER
Chairman of the Board and
Chief Executive

General Offices
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, Ohio 45202-3315

July 26, 1995

cc for info to Susan Traiman, Mike Cohen, Jennifer Davis to note John's support

Mr. William H. Kolberg, President
National Alliance of Business Board
1201 New York Avenue, NW
Washington, D.C. 20005

Dear Bill:

Pat Kelly

Just a quick note to express the hope that the National Alliance of Business will support with the government the continuation of the Year 2000 goals and other necessary means to insure that we have national standards of education established and that the achievements of U.S. students are regularly compared to those of other countries so we know where we stand.

The background of this request is the concern that the attack on the Department of Education may scuttle these programs. I'm not wedded to the idea that the Department of Education is the best or only place to carry out this activity. Nor am I certain that the amount of money allocated to this activity today is necessary in its entirety. But I am certain that the establishment and measurement of performance across the states and then at a national and global level is necessary to let us know where we stand; identify best performance; and help bring us to the improvement that we can and need to make.

I know you'll agree with this and I can't think of a more appropriate body to drive home this point than the National Alliance of Business.

Sincerely,

J. E. Pepper

Mike Jacobs 703 360-1727(H) 276-5010(O)

Bob Wehling 513 983-8800

JEP:jln
7-20c

cc Mr. Joseph Pichler

bcc Mr. R. L. Wehling

Wehling, 11-C
P.O. Box 599
Cincinnati, Ohio 45201-0599

CINCINNATI OH JUL 31 '95
U.S. POSTAGE
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Mr. Mike Cohen
U.S. Department of Education
400 Maryland Avenue, SW
F.O.B. 6
Washington, DC 20202

BUSINESS VIEWS
ON FEDERAL INVESTMENTS IN EDUCATION AND TRAINING

- America's business leaders strongly support the goal of reducing the federal deficit and balancing the budget for the nation's long-term fiscal health.

- Efforts to reduce federal spending require decisions to reform, consolidate, eliminate, and innovate current programs. As this occurs, government leaders must set priorities by reducing or eliminating some programs and enhancing investments in others to balance the budget. It is the view of business leaders, in nearly every community, that one critical investment to maintain in government priorities is the investment in education and training. These investments are the foundation for this society's future economic growth and social strength.

- For American business, the knowledge and skills of employees are the critical factors for economic success and international competitiveness. Yet, we continue to find that job seekers are less prepared or less able to compete in the modern workplace. High performance workplaces and increased technology require ever-changing skills. Education and training investments at the federal, state, and local levels are essential to enable both businesses and individuals to sustain the standard of living that Americans expect.

- Federal investment is unique for its ability to act as seed money to design major improvements and innovations that leverage other state and local funds. Federal funds also play a unique role in dealing with major, unforeseen crises.

- It is appropriate for the Congress to oversee and change program policies, but the simple, national leadership role in education reform, and the basic investments in educating and training people, are essential to ensuring the strength of our country's future.

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RLW

Procter&Gamble

JOHN E. PEPPER
Chairman of the Board and
Chief Executive

September 7, 1995

General Offices
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, Ohio 45202-3315

The Honorable Richard Riley
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
F.O.B. 6
Washington, D.C. 20202

Dear Secretary Riley:

I am sending you copies of several letters I've sent to senators following up our meeting at the White House on the Goals 2000 Educate America Act.

I would like to emphasize 3 convictions that I tried to convey in my brief remarks:

1. The importance of achieving higher educational standards needs more Sustained Focus than it is receiving today. I believe, as you and the President do that improving the educational preparation of our children is the most important issue facing this country. It lies at the foundation of so many things we seek -- better productivity; a stronger economy; avoidance of a deepening cleavage within a "two class" society; etc.

   Today, this issue is too easily lost in a welter of issues. The public sees it flashing across TV screens and in newspapers, competing for attention with balanced budgets; greater deficits; welfare and health care reform; violence; and much more. If this is really going to have an impact, it has got to be treated more as a singular issue.

   WHAT IF there was a coordinated, top-down confrontation of this issue and its importance, reaching out to everyone in the country -- starting with the President with an hour presentation in prime time; followed a week later by every governor in his or her state talking to the public; followed a week after that by the mayors and heads of school boards and business leaders in each local community talking about what needed to be done there to improve the education of our youth. It would be a massive undertaking, calling for significant preparation. But I think it could be done. The key then would be follow-up. Follow-up. Follow-up. With specific accountability for doing different things in each part of the community. With measures of progress.

2. I urge that some important portion of the funding from Goals 2000 be placed in what I will describe as high impact, high profile reform efforts aimed at holistic reform for total school districts in a major urban areas. It probably would make sense to continue to do this via the state. I think that has been a very sound strategy. But I think it is most important that we have underway a major community-wide, multi-year reform effort that is designed to achieve transformation of one or more of our most challenging large urban school districts. To the best of my knowledge, we don't have one success story in the country that would involve the entirety of one of our top 5-10 urban school districts. I would make the competition for this particular grant very tough. I would require top leadership in the community to come together both to present the case for the grant and, assuming they won it, to share learnings at least once a year with other winning districts. For example, you could do 4 districts at $20 million each for a total of $80 million/year. My basic point here is that I think a systemic breakthrough improvement in our urban public school districts is the toughest challenge we face and I think we ought to be directing specific effort against it, but do everything possible to assure that it has the community buy-in and the follow-through that will be essential for it to succeed.

3. We must find a better way to transfer success. This is a complex subject that goes beyond what I can convey in this letter. However, if it should be of interest to you to follow it up, I would be happy to do so.

I hope at least some of these thoughts are helpful. You and your team are working on the most important challenge this nation faces. You have done wonderful work on it. I wish you the greatest success and stand ready to help in any way I can.

Sincerely,

J. [signature]

CC Mr. J. T. Gorman
Mr. R. L. Wehling

The Business Roundtable

FACSIMILE

The Business Roundtable
Education Task Force Working Group

September 12, 1995

TO: The Education Task Force Working Group

FROM: Michael Jackson

RE: Goals 2000 letter to Senator Specter

I am forwarding to you for your information a letter from Joe Gorman to Senator Arlen Specter, Chairman of the Senate Appropriations Education Subcommittee, regarding continued funding for the implementation of "Goals 2000 Educate America Act" for FY '96.

Mr. Donald C. Ames	CNA Insurance Companies	312-822-1186
Mr. John L. Anderson	New American Schools Development Corp.	703-908-0622
Ms. Joni E. Baird	Manville Corporation	303-978-3547
Mr. James Breedlove	BellSouth Corporation	404-249-5696
Ms. Marcene Broadwater	Amoco Corporation	312-616-0826
Mr. George H. Buchanan	Union Carbide Corporation	203-794-7031
Mr. Michael Cohen	U.S. Department of Education	202-401-0596
Ms. Jann M. Coles	Colgate-Palmolive Company	212-310-3301
Mr. Christopher Cross	Council for Basic Education (The)	202-347-5047
Ms. Julie Davis-Bell	National Conference of State Legislatures	303-863-8003
Ms. Betty De Vinney	Eastman Chemical Company	615-224-0847
Dr. Timothy J. Dyer	National Association of Secondary School	703-476-5432
Mr. James W. Ehrenstrom	Northwestern Mutual Life Insurance Co. (The)	414-299-5723
Ms. Patricia H. Engman	Business Roundtable (The)	202-466-3509
Mr. James Fowler	ITT Corporation	202-296-3055
Mrs. Charlotte K. Frank	McGraw-Hill, Inc.	212-512-4769
Mr. Milton Goldberg	National Alliance of Business	202-289-1303
Mrs. Julianne A. Grace	The Perkin-Elmer Corporation	203-761-5000
Mr. Gary Habegger	The BFGoodrich Company	216-374-2092
Mr. Kevin Healey	UNUM Corporation	207-770-4510
Ms. Donna Irvin	ARAMARK Corporation	215-238-8186
Mr. Jere A. Jacobs	Pacific Telesis Group	415-399-0343
Mr. Steven Kussmann	American Gas Association	703-841-8687
Ms. Deborah Lawrence	The Williams Companies, Inc.	202-835-0707
Mr. Gary Lee	United Parcel Service of America	404-828-7435
Dr. John T. MacDonald	Council of Chief State School Officers	202-408-8072
Mr. Samuel L. Maury	Business Roundtable (The)	202-466-3509
Ms. Maryanne McCormick	Corning Incorporated	202-347-2315
Mr. Daniel Merenda	National Association of Partners in Education	703-836-6941
Mr. Harry R. Miller	NYNEX	802-863-0859
Mr. Phillip W. Morton	Aluminum Company of America (ALCOA)	412-337-2394
Mr. David Mott	Bell Atlantic Corporation	202-392-0933
Dr. Carlo Parravano	Merck Institute for Science Education	908-594-3977
Mr. Jack W. Partridge	The Kroger Company	513-762-1295
Dr. Chris Pipho	Education Commission of the States	303-296-8332
Ms. Paula Prahl	Honeywell, Inc.	612-951-0126
Mr. Ross Roadman	Ryder System Inc.	305-470-7971

3 Pages including cover sheet. Please call Sue Henn at 703-276-5048 if there are problems with the transmittal. Please distribute to the person in your organization whose name appears on the list above.

Mr. Ronn Robinson	The Boeing Company	206-655-2000
Ms. Cassandra O. Stoddart	Circuit City Stores Inc.	804-527-4173
Ms. Laura P. Sullivan	State Farm Insurance Companies	309-766-1593
Mr. Robert Thompson	Springs Industries, Inc.	803-547-3740
Ms. Susan Traiman	Business Roundtable (The)	202-466-3509
Mr. Jay Van Den Berg	Whirlpool Corporation	616-923-3442
Mr. Robert L. Wehling	The Procter & Gamble Company	513-983-8250
Mr. Harry T. Wiley	Ashland Inc.	606-329-3922
Ms. Rosemary Younts	GenCorp Inc.	216-869-4288
Mr. John H. Zimmerman	MCI Communications Corporation	202-887-2559

3 Pages including cover sheet. Please call Sue Henn at 703-276-5048 if there are problems with the transmittal. Please distribute to the person in your organization whose name appears on the list above.

Procter & Gamble

One Procter & Gamble Plaza
Cincinnati, OH 45202-3315

To: Mike Cohen
Company: U.S. Dept. of Education
Fax: (202) 401-0596

From: Robert L. Wehling
Phone: (513) 945-8100
Fax: (513) 945-8250

Date: Aug. 7, 1995
Pages including this cover page: 5

Comments:

If you experience any problems with this transmission, please contact:
Eileen Jennings (513) 945-8120 or FAX number (513) 945-8250

Procter&Gamble

JOHN E. PEPPER
Chairman of the Board and
Chief Executive

General Offices
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, Ohio 45202-3315

July 31, 1995

The Honorable Michael DeWine
United States Senate
140 Russell Building
Washington, D.C. 20510

Dear Mike,

I wanted to make you aware of my convictions on the importance of setting national education standards in this country and comparing them with what is being achieved in other nations, as well as maintaining measures of how we are proceeding against them.

My thoughts are spelled out in the attached note to Bill Kolberg, president of the National Alliance of Business.

I don't know if this matter will come before Congress in some form this year, but if it does, I wanted to make you aware of my views.

Thank you for your consideration.

Sincerely,

J. E. PEPPER

Procter&Gamble

JOHN E. PEPPER
Chairman of the Board and
Chief Executive

General Offices
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, Ohio 45202-3315

July 31, 1995

The Honorable John Glenn
United States Senate
503 Hart Building
Washington, D.C. 20510

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General Offices
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, Ohio 45202-3315

July 31, 1995

The Honorable John Kasich
House of Representatives
1131 Longworth House Office Building
Washington, D.C. 20515

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JOHN E. PEPPER
Chairman of the Board and
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General Offices
The Procter & Gamble Company
One Procter & Gamble Plaza
Cincinnati, Ohio 45202-3315

July 26, 1995

Mr. William H. Kolberg, President
National Alliance of Business Board
1201 New York Avenue, NW
Washington, D.C. 20005

Dear Bill:

Just a quick note to express the hope that the National Alliance of Business will support with the government the continuation of the Year 2000 goals and other necessary means to insure that we have national standards of education established and that the achievements of U.S. students are regularly compared to those of other countries so we know where we stand.

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I know you'll agree with this and I can't think of a more appropriate body to drive home this point than the National Alliance of Business.

Sincerely,

J. E. Pepper

JEP:jln
7-20c

cc Mr. Joseph Pichler

bcc Mr. R. L. Wehling

home - 364-0069 ⟷ Kat Carr 456-2930
Public Liaison

CEO MEETING WITH THE PRESIDENT
PRIORITY INVITATION LIST

MC	Joe Gorman Chairman and CEO TRW, Inc.	Michael Jack	216-291-7106	
MC	Frank Schrontz Chairman and CEO The Boeing Company		206-655-7777	Ronn 206 544-1380
JO	John L. Clendenin Chairman and CEO BellSouth Corporation	Boncwell	404-249-2020	
JO	John E. Pepper Chairman of the Board and CEO The Proctor and Gamble Company		513-983-4602	5068
MC	Louis V. Gerstner, Jr. (Lou) Chairman and CEO IBM Corporation	message	914-765-6717	Gov't Aid Prog 202 515-5041 Kathy Walsh
MC	James F. Orr, III (Jim) Chairman and CEO UNUM Corporation Retired	Kevin Healey 207 770 4379	207-770-4300	Ann Ayer
MC	Kent Nelson (Oz) Chairman and CEO United Parcel Service of America		404-828-6275 Mary	Gary Lee message 404 828-6201
JD	David Whitwam Chairman of the Board and CEO Whirlpool Corporation		616-923-3150	
JD	James R.Houghton (Jim) Chairman and CEO Corning Incorporated Chair, Skills Standards Board	skills ok	607-974-8332	Frank - 646 c discuss
JP	John Ong Chairman, President and CEO The BFGoodrich Company		216-374-2729	Dave Canario child skill not

(4/11

Final for disc

Mike -

FYI. These are

Pepper's comments to

Wehling -

J.

Governor Thompson are planning could provide an important opportunity for each governor and other business leaders to plan state-by-state events to reach out to the public about the importance of improving education.

I welcome your help in our effort to encourage employers to emphasize for their own employees the importance of greater workforce skills and the need for higher education standards. On the later point, we have been working with an Employer Steering Committee to develop a promise or pledge to make business family-friendly for learning. I agree with you, however, that this is not enough, and we have to continue to look for innovative ways to reach the public on the importance of raising standards.

I completely agree with your suggestion about the value of reserving a portion of Goals 2000 funds for urban districts. In fact, we proposed just such an approach when we designed Goals 2000, and the Congress enacted this into law. The Goals 2000 Act sets aside approximately 2.5% of the total appropriations for a separate competition, open only to large urban (as well as rural) districts. The intent was both to target funds to urban areas and to use the competition for funds to stimulate the kind of community-wide leadership and serious reform you and I believe are needed. Unfortunately, Congress eliminated all of the funds set aside for this program in the recent rescission of fiscal year 1995 funds. We were left with a total of only $2.5 million for this whole competition. While this is not nearly enough to have the desired effect, we were able to provide some support to Chicago, New York City, and Jersey City, all urban districts needing substantial support. At the present, the chances of getting additional funding for this effort are quite slim, even if we succeed in our effort to restore significant funding for Goals 2000. However, I will continue to encourage states to use a portion of their Goals 2000 funds to support reform in urban districts. Good

Thank you also for sharing copies of the letters you sent to Members of Congress. Once again, I appreciate your support and commitment and look forward to working with you on these critical issues.

Yours sincerely,

Dick

Richard W. Riley

September 7, 1995

The Honorable Richard Riley
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
F.O.B. 6
Washington, D.C. 20202

Dear Secretary Riley:

I am sending you copies of several letters I've sent to senators following up our meeting at the White House on the Goals 2000 Educate America Act.

I would like to emphasize 3 convictions that I tried to convey in my brief remarks:

1. The importance of achieving higher educational standards needs more <u>Sustained Focus</u> than it is receiving today. I believe, as you and the President do that improving the educational preparation of our children is the most important issue facing this country. It lies at the foundation of so many things we seek -- better productivity; a stronger economy; avoidance of a deepening cleavage within a "two class" society; etc.

   Today, this issue is too easily lost in a welter of issues. The public sees it flashing across TV screens and in newspapers, competing for attention with balanced budgets; greater deficits; welfare and health care reform; violence; and much more. If this is really going to have an impact, it has got to be treated more as a singular issue.

   WHAT IF there was a coordinated, top-down confrontation of this issue and its importance, reaching out to everyone in the country -- starting with the President with an hour presentation in prime time; followed a week later by every governor in his or her state talking to the public; followed a week after that by the mayors and heads of school boards and business leaders in each local community talking about what needed to be done there to improve the education of our youth. It would be a massive undertaking, calling for significant preparation. But I think it could be done. The key then would be follow-up. Follow-up. Follow-up. With specific accountability for doing different things in each part of the community. With measures of progress.

2. I urge that some important portion of the funding from Goals 2000 be placed in what I will describe as high impact, high profile reform efforts aimed at holistic reform for total school districts in a major urban areas. It probably would make sense to continue to do this via the state. I think that has been a very sound strategy. But I think it is most important that we have underway a major community-wide, multi-year reform effort that is designed to achieve transformation of one or more of our most challenging large urban school districts. To the best of my knowledge, we don't have one success story in the country that would involve the entirety of one of our top 5-10 urban school districts. I would make the competition for this particular grant very tough. I would require top leadership in the community to come together both to present the case for the grant and, assuming they won it, to share learnings at least once a year with other winning districts. For example, you could do 4 districts at $20 million each for a total of $80 million/year. My basic point here is that I think a systemic breakthrough improvement in our urban public school districts is the toughest challenge we face and I think we ought to be directing specific effort against it, but do everything possible to assure that it has the community buy-in and the follow-through that will be essential for it to succeed.

3. We must find a better way to transfer success. This is a complex subject that goes beyond what I can convey in this letter. However, if it should be of interest to you to follow it up, I would be happy to do so.

I hope at least some of these thoughts are helpful. You and your team are working on the most important challenge this nation faces. You have done wonderful work on it. I wish you the greatest success and stand ready to help in any way I can.

Sincerely,

J. E. PEPPER

CC Mr. J. T. Gorman
Mr. R. L. Wehling

SCHEDULING REQUEST FOR THE PRESIDENT

To: Billy Webster
Director of Scheduling and Advance

From: Leslie Thornton, Deputy Chief of Staff and Counselor to the Secretary
Mike Cohen, Senior Advisor to the Secretary

Request: Hold a 30 -45 minute meeting at the White House with 10-12 CEO's, who have been supporters of Goals 2000.

Purpose: The primary purpose of this meeting will be to elicit from the CEO's a statement of support for funding Goals 2000. Later in the day, a number of the CEO's will be meeting with Senators, urging them to support funding for Goals 2000 in the Senate Labor-HHS appropriations bill.

A second purpose of the meeting would be for the President to reenergize business involvement in education reform. He would do this by challenging the CEO's to find ways of speeding the pace of education reform around the country (including through the use of technology), and report back to him within a specified period of time (60 days) how they plan to do this. All of the CEO's who would attend the meeting are involved in the Business Roundtable Education Reform Initiative, which is highly compatible with Goals 2000 and the Administration's overall education reform agenda. Some of the CEO's may also be involved in the education reform efforts of other business groups, such as the National Alliance of Business.

Background: Approximately 50-60 CEO's will be in Washington on September 6, for a meeting of the Business Roundtable Policy Committee. A number of the CEO's, such as Joe Gorman of TRW, have been deeply involved in education in general, and in supporting Goals 2000 in particular. While it has been generally difficult to enlist business community support for the Administration's education budget proposals, because of the CEO's strong and consistent support of this program, it should be possible to elicit a clear statement of support for funding Goals 2000. A meeting with the President will provide an opportunity to demonstrate this support publicly, and will in fact help the CEO's coalesce in their support and strengthen their efforts in the Senate.

A meeting with the President can also more generally reinvigorate CEO involvement in education reform, on an agenda shared by the Administration and the business community. The Business Roundtable education initiative was started in 1989, in response to a challenge issued by President Bush--at a meeting also addressed by Gov. Clinton. The CEO's committed to a ten year effort to work with Governors, to promote standards-based education reform. Now, more than five years later and five years since the National Education Goals were established, this movement needs an additional push. It would be both helpful and appropriate for this President to challenge business leaders to redouble their efforts, to more effectively focus them on supporting changes in classrooms and in helping to educate the public about the importance of continued education reform. And by asking them to report back within 60 days, the President will create a needed sense of urgency, and another occasion for an education event with business leaders.

Date and Time: The optimal date and time would be Wednesday, September 6, between 9:00a.m. and noon. This would provide the best window for the CEO's, and still enable them to make hill visits and then proceed to the BRT scheduled meetings, which begin at 2:00 p.m.

Duration: The meeting should last for 30-45 minutes, possibly followed by a press briefing of 15 minutes.

Location: The meeting should be held in the White House--the Oval Office, Cabinet Room or Roosevelt Room.

Participants: There should be approximately 10-12 CEO's participating, though it may be possible to get more with sufficient notice. At present, the BRT does not know which CEO's are confirmed participants in its meeting on Sept. 6. While we are in no way limited to inviting the participants in the BRT meetings, this will be the easiest group to get, and is likely to include many of those we would want anyway. We do know that Joe Gorman will be participating, and expect that CEO's such as John Pepper (Procter and Gamble), Frank Shrontz (Boeing), John Ong, (BFGoodrich), James Orr (UNAM), and John Clendenin (BellSouth). We could invite Lou Gerstner (IBM) regardless of whether he plans to attend the BRT meetings. Gerstner gave the keynote address at the NGA meeting last month in which he challenged the Governors to strengthen their leadership of education reform, and to incorporate technology as a critical tool of reform. He specifically invited the Governors to a conference he will sponsor, on technology in education.

Outline of Events:	This would be a closed meeting. The initial discussion would focus on Goals 2000, and the CEO's would present the President with a statement of support for funding Goals 2000. The President would challenge the CEO's to strengthen their efforts in education reform, and to identify ways he could assist their efforts. There would be a brief discussion of the efforts that might be undertaken. Immediately following the meeting, the President and CEO's would go to the press briefing room. The President would introduce the CEO's, and several would (1) express their support for Goals 2000 and (2) report on the challenge the President had made to them.
Remarks Required:	The President would lead the closed meeting. If desired talking points and briefing materials would be prepared by the Secretary's office.
Media Coverage:	Full coverage by electronic and print media, following the meeting..
Recommended By;	Richard Riley, Secretary of Education
Contact:	Michael Cohen, Senior Advisor to the Secretary U.S. Department of Education Telephone: 202-401-3070

TO: Frank Holleman
Terry Peterson

FR: Mike Cohen

SUBJ: CEO Education event with the President

I want to update you on developments on a possible CEO education event with the President, since it was first raised at the Friday White House strategy meeting a little over a week ago. I would like to get your reactions to this memo by Tuesday morning, since I've got some meetings on Tuesday that I hope will result in a clear direction that we and the White House can agree on.

My initial thought was to arrange for 6-10 CEO's who have previously endorsed Goals 2000 to (1) write to the President and Congressional leaders, calling for level funding of Goals 2000 and (2) stand with the President at a public event to call for continued Goals 2000 funding.

Below I have outlined an alternative approach, because I believe it may be difficult to get CEO's to unambiguously oppose the Republican majority in the House, and to side with the President on a highly charged issue like Goals 2000. I think it will take a considerable personal effort by the Secretary and by other Administration officials (e.g., Secretary Rubin) to get the participation of a sufficient number of CEO's. And, while we may succeed at this, we will probably limit our ability to use the business community in the future. Consequently, based on preliminary discussions with Bob Jones of NAB and others, I have begun to think through a different set of activities. My aims here are to:

- Have the public see that the President and the business community share a common agenda for improving education and training;

- Give the President additional opportunities to showcase his interest in and support for education;

- Find ways of engaging the business community in additional ways of supporting our overall education agenda, and Goals 2000 in particular (and other specific initiatives such as STW to the extent possible)--in the press and with the Congress--without forcing them to make partisan choices;

- Have business leaders feel that they can advise the Administration with respect to future actions regarding education and training.

Here is what I envision:

1. A 1-2 hour meeting with 10-15 CEO's and the President.
The focus of the meeting would be on the overall importance of investing effectively in education and training at all levels of government and in the private sector, as a key to successful futures for individuals, corporations and the nation as a whole.

The objectives of the meeting would be to:

- o reaffirm CEO and Presidential support for a standards-based education reform strategy;
- o seek advice from CEO's on how the President and the Administration could best support this agenda;
- o seek the continued support of CEO's for the Administration's ongoing efforts to promote education reform;
- o ask the CEO's to identify places the President could visit to demonstrate support for business involvement in education reform;
- o discuss how the Administration and business could best work together in support of their common agenda in the coming months and years;
- o do some comparable things with respect to job training and retraining

While the meeting would be private, the press would have access to the CEO's following the meeting. All would be carefully selected, and at least several of them would be prepared and scripted in advance to express support in particular for funding Goals 2000.

I would also expect that NAB and BRT would work to arrange for the same group of CEO's to meet with the Speaker after they meet with the President. This will provide important cover for the CEO's--and it will also give a number of them the opportunity to push the Republican leadership to stop making Goals 2000 and other ED programs partisan targets.

2. A briefing session for the CEO's before the meeting with the President.

The morning of the meeting with the President, the Secretary and a small group of other senior officials would:

- o brief the CEO's on ED mission, programs, and reinvention--in effect, make the case to them about the importance of the Education Department;

- o discuss plans for further streamlining the Department, and solicit their input on ways to futher accomplish this.

- o engage the CEO's in a dialogue about legislation that has been proposed in Congress, and explain the Administration's position.

This session would give us the opportunity to educate the business leaders on Department initiatves beyond Goals 2000 and School-to-Work (which is basically all they know about).

3. Presidential visits to states/communities where business is playing a strong role to promote systemic reform (and where Goals 2000 could be highlighted).

One of my objectives for the meeting is an agreement for the President to visit a few states where education reform is moving forward well, and where business is playing a key role. This will provide additional opportunities to feature a common education reform agenda between the Administration, the business community, the education community, and state officials. Further, we can select the states so that the visits can further our agenda on the hill, by shoring up Republican supporters in the Senate, or sending a strong message of business support to key Republicans in the House.

These visits could include (1) a Presidential address to a business coaltion/business-education partnership conference; (2) visit to a school, job training site or company headquarters; (3) some other site that highlights a federal program at risk because of Congressional actions.

If these work well, we could try to coordinate similar visits by the Vice-President, the First Lady, and Cabinet members including Secretary Riley, Secretary Reich, or Secretary Rubin.

4. Possible States
Here is a preliminary list of states we might want to target, and some of the key players in each:

- **o** **Oregon:** Oregon has several advantages--an approved Goals 2000 plan, the first Ed-Flex state, a STW implementation grant, a business community that is very active in education reform, a highly regarded, bipartisan approach to education reform, and Mark Hatfield.

- **o** **Ohio:** We have recently approved Ohio's Goals 2000 plan (and are scheduled to announce it this week). I believe that Ohio also has an Ed-Flex application in, though it hasn't yet been reviewed. Joe Gorman of TRW is a strong supporter. There is a strong Ohio Business Roundtable which has supported Ohio participation in Goals 2000, and the overall Ohio reform effort. Bob Wehling, VP of Proctor and Gamble, is a good friend of ours, and very active in the Ohio Roundtable and Ohio education reforms.

Gov. Voinavich is a problem for us. Though generally a moderate Republican, he was opposed to the State's participation in Goals 2000 (on the grounds that the feds didn't have the money to get into a new program). He also is on record favoring the freshmna proposal to abolish the Department. Congressman Kasich is also a problem for us. We need to figure out if a Presidential visit with the business community--potentially involving the Gov as well--can help us at all with Voinavich or Kasich.

- **Texas:** Texas will submit its Goals 2000 plan and Ed-Flex application this week. I expect little problem in reviewing the plan and, given what I know about the recently enacted education reform law in Texas, we should be able to approve the Ed-Flex application as well.

  Gov. Bush is proud of the bipartisan and broad-based support his education reform legislation received. He expended some political capital to participate in Goals 2000, given the opposition on the right. He is very eager to become and Ed-Flex state.

  A Clinton-Bush Jr. event around education will probably get a good deal of press coverage <u>outside</u> of Texas, in light of the history of National Education Goals. It could be a very good way to highlight the centrist, bipartisan nature of our education agenda.

  The Texas Business Education Coalition (TBEC) has been a strong supporter of Goals 2000. I don't know much about the businesses involved in it, and whether this or any other part of the Texas business community we can conceivably reach could ever soften Dick Armey's opposition.

- **Pennsylvania:** Ed Donnely, retired CEO of Air Products Inc., is a very strong supporter, and is the chair of the state's Goals 2000 panel. While Pennsylvania's efforts on Goals 2000 are not yet cutting edge, Arlen Spector chairs the Senate apropriations subcommittee. And Bill Goodling is always important to us. I do not expect that Gov. Ridge will be a very warm supporter--the biggest part of his education reform agenda is vouchers.

Other possible states include Massachusetts, Arkansas, Washinton, Colorado, and New Mexico.

5. Possible Business Leaders:
Here is my initial cut at CEO's and other business leaders we