



The Business Roundtable

**1993 STATUS REPORT ON
THE BUSINESS ROUNDTABLE
EDUCATION PUBLIC
POLICY AGENDA**

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I. Introduction

In 1993, The Business Roundtable completed the third year of its ten-year commitment to comprehensive reform of elementary and secondary education in all 50 states and the District of Columbia. This is the third in a series of annual reports tracking each state's progress toward reform. This report is intended for Roundtable CEOs and their staff members concerned with implementation of the reform agenda. It focuses on state by state accounts of progress toward key milestones in the Roundtable agenda. A companion public report will provide a full account of the Roundtable's reform strategy, its connections to other state and national reform efforts, and the challenges that successful reform efforts must overcome.

II. Methods

The report is based on case studies of every state and the District of Columbia, including reviews of Roundtable and state government documents and telephone interviews with leaders of business, educational interest groups, and state executive branch staff members.

The range of questions examined by the case studies becomes more complex every year. In the Roundtable Agenda's first year, progress could be tracked simply. Roundtable leaders in every state had agreed to establish a pro-reform coalition, enlist the Governor's support, and build a comprehensive statewide reform agenda. No one expected state coalition leaders to draft reform legislation or achieve major changes in state policy in the first year. In the second year, however, the Roundtable did expect statewide coalitions to draft comprehensive statewide legislation and build public and legislative support for its enactment. In this third year the Roundtable expected at least some state coalitions to win enactment of comprehensive reform packages, and support full and rigorous implementation of reform. By the end of the Roundtable's ten year commitment, state and national leaders expect to see systemic reform enacted in every state and concrete evidence of improvements in teaching, curriculum, and student achievement.

As the following sections will show, some state coalitions have moved beyond getting organized and building a reform agenda to advocating and winning enactment for legislation, and monitoring early implementation of reform. Others have committed themselves to systemic reform and performance-based education but are pursuing it via demonstration projects and executive orders rather than seeking comprehensive state legislation. Several other states are still struggling to get started. This report must therefore use a wide range of progress indicators, in order to characterize action in states whose reforms are at all different levels of development.

State progress is rated on thirteen indicators:

- **COALITION FORMED OR JOINED:** Was a coalition of business leaders formed within the state whose main purpose was to pursue education reform? Or, alternatively, did business leaders join an existing coalition with a similar purpose?
- **OTHER MAJOR INTERESTS ADDED:** Was the coalition expanded to include other groups concerned with education reform, e.g. parents' or citizens' groups, concerned educators, teachers or administrators?
- **CEO/GOVERNOR MEETING:** Did the current Governor and one or more of The Business Roundtable CEOs meet to discuss education reform?
- **WORKING RELATIONSHIP WITH THE GOVERNOR:** Did The Roundtable maintain an ongoing collaboration with the Governor, as evidenced by repeated personal meetings or continuing staff-level contacts?
- **COALITION ESTABLISHED COMPREHENSIVE AGENDA:** Did the coalition establish a statewide agenda designed to produce significant increases in school effectiveness?
- **COMPREHENSIVE AGENDA INCLUDES THE BUSINESS ROUNDTABLE NINE ESSENTIAL COMPONENTS:** Did the coalition commit to pursue systemic restructuring by adopting The Business Roundtable Essential Components?
- **COALITION MOBILIZES POPULAR SUPPORT:** Has the Roundtable or its coalition worked to build public demand and support for education reform?

- **AGENDA HAS SUPPORT IN THE LEGISLATURE AND/OR STATE DEPARTMENT OF EDUCATION:** Has the coalition gained the support of at least some of the government officials who have the authority to enact, fund, and implement its agenda?
- **COALITION DEVELOPED A PLAN TO ENACT AND IMPLEMENT THE AGENDA:** Did the coalition develop a plan for making necessary legislative and policy changes at the state level and ensuring that the agenda influences action at the local level?
- **LEGISLATION BASED ON THE AGENDA IS INTRODUCED AND CONSIDERED:** Has a legislative package containing the Nine Essential Components and the coalition's comprehensive agenda been introduced in the legislature, and has it gained enough support to be scheduled for hearings or some other action?
- **LEGISLATION BASED ON THE AGENDA IS ENACTED AND SIGNED INTO LAW:** Has the state legislature enacted all or major parts of a comprehensive reform act based on the Agenda?
- **THE ROUNDTABLE COALITION HAS SECURED FUNDING FOR FIRST STEPS IN REFORM IMPLEMENTATION.** Have the essential first steps in the implementation of reform been adequately funded, from government appropriations or a mixture of public and private sources?
- **THE COALITION HAS A STRATEGY TO MONITOR IMPLEMENTATION OF THE REFORM.** Has the coalition made specific arrangements to monitor progress of the reform, identify needed adjustments in implementation methods or in the reform itself, and press for changes?

The final three indicators are new for this report.

In past reports, findings were arrayed on a large matrix that rated every state coalition's progress on each of the indicators. This year's report continues that basic practice, but presents results differently in three ways. First, because the matrix of 50 states and the District of Columbia by 13 indicators has become hopelessly unwieldy, this report provides each state's ratings on the 13 indicators at the end of each state's narrative description. Second, it provides nationwide summary tables showing how many states have done all that was projected for the third year, how many are working to pass an established reform agenda, and how many are still struggling to get started. Third, this report provides a richer set of ratings on some of the indicators. In past years, state coalitions were given yes (Y) or no (N) ratings on all of the indicators. This year, states can receive two additional ratings on the indicators related to legislation. States pursuing comprehensive statewide reform through non-legislative means (eg, through executive orders, regulatory changes, or gradual spreading of reforms from particular localities to the whole state) receive non-legislative (NL) ratings. States seeking new legislation for some aspects of their comprehensive reform agendas, but pursuing other aspects via executive orders, demonstration projects, or other non-legislative means, receive partly-legislative (PL) ratings. These new ratings apply only to three items:

- Coalition developed a plan to enact and implement a comprehensive statewide agenda
- Legislation based on the agenda is introduced and considered
- Legislation based on the agenda is enacted and signed into law

The following tables give an overview of progress in the 50 states and the District of Columbia. As Table 1 shows, an increasing number of states have set up coalitions and are making steps toward reform. Though there have been snags along the way, due to state budget crises and other institutional and political barriers to reform, there is no evidence that The Roundtable agenda has lost momentum.

III. Overview of Results

TABLE 1: States Completing First Year (1991) Actions

| | 1992 | 1993 |
|---------------|------|------|
| All 5 actions | 12 | 13 |
| 3-4 actions | 25 | 27 |
| 0-2 actions | 14 | 11 |

As Table 2 shows, an increasing number of coalitions have drafted legislation and are pressing for passage. These items first appeared on the 1992 matrix. Many states, but less than a majority, had completed them by the end of 1993.

TABLE 2: States Completing Second Year (1992) Actions

| | 1992 | 1993 |
|----------------|------|------|
| All 10 actions | 4 | 9 |
| 8-9 actions | 16 | 11 |
| 5-7 actions | 19 | 22 |
| < 5 actions | 12 | 9 |

Table 3 shows that the number of states pressing for comprehensive statewide reform increases to a majority if those following partly- or non-legislative strategies are counted. Overall, twenty-nine states have completed all or nearly all of the 1992 tasks; fourteen are making definite progress; and eight are either inactive or remain in the early stages.

TABLE 3: States with "Yes," PL, and NL Ratings on 1992 Actions, in 1993

| Ratings | 1993 |
|---------|------|
| 10 | 14 |
| 8-9 | 15 |
| 5-7 | 13 |
| < 5 | 9 |

Very few states have completed all three of the matrix items added for 1993. This should be no surprise, since this year's milestones required legislative and appropriations actions that were beyond the Roundtable's direct control. Even if the states with NL and PL ratings are counted among those that have reached the 1993 milestones, as they are in Table 4, the number is still small.

TABLE 4: States Completing All 1993 Actions
(Enacting Legislation, Obtaining Funding, and Monitoring Results)

| | "Yes" Ratings | "Yes," PL, and NL Ratings |
|-------------|---------------|---------------------------|
| All 3 items | 8 | 11 |
| 2 items | 6 | 7 |
| 1 item | 6 | 10 |
| 0 items | 31 | 23 |

Careful reading of the state narratives below reveals some additional important trends. They include:

State financial problems have impeded reform in three ways: First, it is hard to get education reform on the state legislative agenda when the state is in fiscal crisis. Second, educational finance equalization lawsuits seize the agenda in many states that might otherwise be working on substantive reform. (However, in at least two states such lawsuits have led to court ordered comprehensive reforms. The fact of a finance equalization lawsuit is less important than the character of the remedy). Third, some states are having trouble fully funding their reforms once they are enacted.

Several states have eschewed immediate comprehensive legislation in favor of community- or school-focused reforms that they hope will eventually expand statewide. Some are running demonstration programs to set the stage for statewide imitation or legislative mandates.

Roundtable-led coalitions in several states are facing opposition from conservative groups and teachers' unions. This has necessitated changes in the language used to describe reforms, increases in coalition-sponsored public information efforts and, in some cases, substantive changes in the reform proposals themselves.

Roundtable leaders in many states are thinking through the implications of other reforms' being proposed simultaneously. Voucher plans are probably incompatible with systemic reform as the Roundtable sees it, but charter schools, contracting, and community-based systemic reform efforts generally complement the Roundtable's agenda.

Roundtable leaders in many states that have passed comprehensive reform legislation are investing in disciplined and highly public monitoring of implementation and results. They do not want to leave monitoring to the legislature or state department of education, both of which might, in the course of political changes, lose track of the reform's goals and rationale.

A much more extensive analysis will be presented in the public report, which is scheduled for publication in February, 1994. It will provide a full public explanation of the Roundtable's goals and strategy, review accomplishments and obstacles to further progress, and consider how the Roundtable can adjust its agenda to changing conditions while still pursuing the goal of comprehensive statewide reform.

IV: State by State Narratives

ALABAMA

A lawsuit challenging the state's school finance system led to a court decree that the entire Alabama school system was inequitable and inadequate. Since March 1993, when the court ruling was handed down, the Alabama Roundtable companies have been at the center of a fundamental re-thinking of the state's systems of educational finance, accountability, personnel, and quality assurance.

A-Plus, a statewide reform coalition including business and citizens groups, had previously endorsed comprehensive statewide reform based on the Roundtable's Nine Essential Components. The leaders of A-Plus formed a broader Business Partnership for Alabama Education Reform, which turned to Roundtable experts from out of state to revisit the gap analysis and suggest a comprehensive reform strategy. Close collaboration between the business partnership and the Governor's office produced *Alabama First: A Plan for Academic Excellence*. It calls for a tightly linked system of state goals, student learning objectives, curriculum guidelines, student achievement tests, teacher training programs, regulatory reform leading to school site based management, school accountability reports, rewards and sanctions for school personnel, and assistance for failing schools.

In October 1993, the court ordered enactment of the statewide reform strategy. A broad coalition of business and citizens groups and university experts is working to draft a complete legislative package to be enacted in 1994. The coalition is also holding public forums across the state to develop public support for the plan and respond to community concerns. Quick and open-minded response to critics has helped the plan survive objections from the religious right and business community skepticism about school site based management. The new Governor's wholehearted support for the plan has made its enactment hopeful.

Knowing that the plan will require major increases in state expenditures, business coalition members have pledged a share of their incomes to fund continuing lobbying, advocacy, and monitoring on behalf of full funding and implementation.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

ALASKA

Last year, the Alaska 2000 coalition made recommendations for systemic education reform which were approved by the state school board and supported by the Governor. The Alaska 2000 agenda was based on the Nine Essential Components, but not all were adopted, including early childhood education and teacher development. Although the development of student performance standards is now underway, implementation of the rest of the plan has stalled. The teachers' union, rural superintendents and several key legislators have withheld support for the reform plan.

Business has had more success with Alaska Youth Ready for Work (RFW), a not-for-profit organization concerned with school-to-work transition. The group has brought together business people, educators and parents to determine employers' needs and create programs to prepare students for entering the workplace. RFW programs include student behavior guidelines linked to report cards and models for employee education. Created in partnership with the former Governor, RFW has a good working relationship with the Department of Education. The PTA has also been supportive of the organization's efforts and publishes RFW materials statewide.

The Roundtable, the Alaska Department of Education and UNOCAL Corporation will sponsor a statewide reform symposium in January, 1994 to generate enthusiasm and consensus on the need for systemic education reform in Alaska. At that time, Alaska Youth Ready for Work or another statewide organization could be recruited to champion the Roundtable's agenda. Many in Alaska agree that any successful systemic reform effort must be perceived as coming from inside the state.

Early this year, the Governor introduced four education bills based on the Alaska 2000 recommendations. New funding legislation for capital improvements was all that passed. The Governor has also created a committee to study public school choice through a charter school system. The legislature has been preoccupied with the health care debate and is not expected to make further progress in education reform in the near future.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

ARIZONA

As members of the Better Schools for Arizona Coalition, the Roundtable worked with Arizona Business Leadership for Education (ABLE) and the Arizona Chamber of Commerce to draft a comprehensive legislative agenda, including some, but not all, of the nine essential components. The legislation identifies seven major areas of reform: charter schools, site-based management, accountability, programs for at-risk students, teacher incentives, alternative/advanced placement programs, and open enrollment through school vouchers. Past efforts to enact similar legislation were unsuccessful, but a special session of the state legislature in early 1994 will review the current package, which has already been extensively modified by the legislature.

The Roundtable companies also funded an independent study of four school districts, which explored the potential for cost savings in support services through more prudent use of funds, as well as setting a baseline for required funding. The report identified "best practices" and opportunities for reinvestment of savings from the elimination of unnecessary expenditures. The business community feels strongly about supporting education reform, but is reluctant to offer financial assistance until changes have been implemented to create a more efficient system.

The Governor and state officials have been heavily involved in the reform effort and strongly support the reform package. Resistance to the legislation comes primarily from the teachers' union and school board associations, which have lobbied in opposition to charter schools and school choice. Teachers have also expressed concern that the increased demands for accountability and site-based management are not matched with the necessary financial assistance to allow schools to meet raised expectations.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

ARKANSAS

The Arkansas Business and Education Alliance continues to support community-based education reform by helping business leaders form local coalitions and establish education goals. Each community-based coalition (CBC) establishes its own mission based on the six national education goals. To increase the number of communities involved in the effort, the Alliance is developing local leadership in some of the poorer areas of the state.

In 1993, the Alliance supported the creation of a leadership academy at the University of Arkansas School of Education. The purpose of the academy is to provide professional development and TQM training for superintendents, principals and teachers.

In an effort to promote coordination between the K-12, vocational and higher education systems, the ABEA is working with board members from each of the three areas to initiate a dialogue. Also, the Alliance is revising its own reform strategy to encourage cooperation among the different areas.

The new Governor is supportive of the ABEA's education efforts. The Director of the Arkansas Department of Education retired and was replaced late this year. Preoccupied with health and human services issues, the legislature generally stayed out of the education arena, except to provide a slight increase K-12 funding. The legislature has adjourned and will not meet again until 1995.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | Y | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

CALIFORNIA

In the late 1980s, California led the way toward education reform, aligning curriculum and testing, and trying to influence teacher training. However, because of the size, diversity and complexity of the state, education improvement has always been based on responding to short-term crises and the clamor of many competing reform agendas.

Because of this, it has been extremely difficult to achieve comprehensive systemic reform along the lines of the Roundtable's Nine Essential Components. Business has managed to bring the key players together and establish a dialogue, but political and ideological differences have been prohibitive. Compounding this problem, the Superintendent of Education, a leader in the systemic reform movement, resigned in 1993, and has only recently been replaced by someone without any background in education.

The opportunity for comprehensive reform, nonetheless, may have improved following the November election, when the Speaker of the Assembly called for an education summit in early 1994. The prospects brightened even more when the Governor agreed to join the Speaker in the spirit of bi-partisanship.

A major focus of the California Business Roundtable's agenda is school-to-work transition. In 1992, as part of the California High School Task Force, the Roundtable helped to pass a new high school curriculum providing 11th- and 12th-grade students with career study options. To encourage discussion of systemic workforce preparation, this year the Roundtable published a study called Mobilizing for Competitiveness. Also, a coalition of business leaders, the Governor, the Department of Education and community colleges has been convened to write a proposal for President Clinton's School-to-Work Opportunity grant program. A key component of the proposal is a Governor-appointed school-to-work advisory council.

The state's new performance tests, the California Learning Assessment, were administered for the first time this spring. Strongly advocated by the business community, the new assessment measures are performance-based and geared toward individual progress. Also, the high school testing year was changed from 12th to 10th grade, in order to support the change in the high school curriculum.

A key feature of the Roundtable's support for education reform is the state's charter schools program. In addition to lobbying for passage of the charter schools legislation, the Roundtable is working with two school districts to develop and fund charters that will align education from elementary school through community college. The Roundtable also operates an extensive public outreach program, including an education hotline, speakers bureau, community involvement video and a newsletter.

A controversial statewide voucher initiative appeared on the November ballot. The Roundtable opposed the initiative, which would have allowed public funds to be used for private schools. The voucher proposal failed to secure enough voter support for passage, but led to the filing of two new choice initiatives the following day. The Roundtable and other California groups supporting reform recognize that education choice will remain an important part of the reform debate.

- | | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | PL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

COLORADO

After strongly supporting the Governor's comprehensive education initiative, which failed in November 1992, The Roundtable spent this year regrouping. Although Roundtable companies have not been substantially involved in the recent reform movement, other business groups, such as the Colorado Alliance of Business and the Colorado Association of Commerce and Industry, have advocated reform.

The 1993 legislative session resulted in the passage of two important bills related to education. First, the accountability system enacted in 1988 was enhanced with the requirement of educational standards. The state will create a set of model standards which school districts may either adopt or use as a guideline for developing their own. New, more accurate assessment techniques will also be developed. The second piece of reform legislation authorizes the creation of fifty charter schools. According to the law, groups of parents and teachers may contract with local school boards to establish new schools. In theory, this structure will encourage innovation and provide new methods for attaining higher standards. Both the State Board of Education and the Governor strongly supported these bills.

Two other statewide coalitions are concerned with education reform. The Colorado Achievement (COACH) Commission was established by the legislature to address standards and other education related issues. While dominated by legislators, the commission also has representatives from other state government offices, the education community, and the business community. Agenda 21 is an organization founded to develop a long-term vision of reform for Colorado's entire education system. In addition to these on-going efforts, the Governor hosted the National Quality and Education Conference in November 1993 to promote the use of total quality management as a tool for education reform.

- | | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

CONNECTICUT

The Roundtable companies in the state work through the Connecticut Business and Education Coalition (CBEC). Several Roundtable members and their staff delegates served on the Commission on Educational Excellence for Connecticut (CEEC), which released its major report in 1993. The Commission's report, which was established as the centerpiece of a package of reform legislation, endorsed the national education goals and the Roundtable's Nine Essential Components. It laid the groundwork for a performance based education system and made recommendations on readiness to learn, social services integration, child care services, family planning, adult education, and school choice. Each of the recommendations comes with a plan for enactment and implementation. The Commission acknowledged that its plan will require funding, but it has not yet attached specific price tags.

Governance and finance issues are proving to be a large stumbling block for CBEC. Controversy over site based management and the respective roles of teachers, principals, and community groups will require continued study and discussion. Funding for reform, in the context of a protracted state budget crisis, will continue to be controversial. These issues are being addressed by broadly-based committees of citizens, educators, and business people. Despite the complexity of the reform process in Connecticut, CBEC leaders remain optimistic about achieving comprehensive statewide reform.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

DELAWARE

Education reformers have brought business people, educators and the Governor together in support of comprehensive education reform. The Business/Public Education Council, the Roundtable-led coalition, published a gap analysis recommending legislative action for systemic reform and endorsing the State Superintendent of Public Instruction's plan. The study was well received and the first requests for legislation are now being prepared for submission to the legislature. The Governor is expected to introduce his legislative plan in January 1994.

The Superintendent's plan for the creation of new standards and assessments, called New Directions for Education, is progressing on schedule. Commissions staffed by representatives of business, education and government are now working on academic standards, expected to be finished by 1995. Also, an interim performance-based assessment system was introduced for grades three, five, eight and ten. The Department of Public Instruction is working with the state's 19 school districts to design the final assessment tool, which will be tied to the new standards.

Recognizing the necessity of voter support for the passage of reform legislation, the Council is considering launching a public information campaign next year. The Superintendent has continued to lead the reform effort with the backing of the new Governor and the business community. While the Governor is committed to reform, much of his attention has been diverted by efforts to comply with a desegregation court order. Reformers are presently soliciting the support of legislators.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

DISTRICT OF COLUMBIA

As of May 1992, the Washington, D.C. school board required the city's public schools to initiate systemic reform. The primary thrust of this initiative is decentralization through the election, establishment and operation of local school restructuring teams. These teams, composed of teachers, parents and administrators, will monitor the schools' budget, staffing and curriculum. School communities have been given training and technical assistance, mostly funded by business, to implement site-based management.

The school superintendent created the Center for Educational Change to coordinate these reforms. So far, the Center's has focused on redirecting the role of the central administration toward service to local schools. Individual schools are at different stages in the decentralized decision-making process.

Reform efforts in the District of Columbia are impeded by the division of responsibility among various governing parties. The Mayor, the Board of Education, the Superintendent and the City Council each have their own vision of necessary reforms, resulting in confusion and fragmentation in the school system. Roundtable members are concerned about the lack of cohesion among governmental units that influence the schools, and hope to create a unified reform agenda.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | N | • Coalition has plan for enacting legislation | N |
| • CEO/Mayor meeting | N | • Legislation introduced, considered | N |
| • Working relationship with Mayor | N | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

FLORIDA

Education reform in the state of Florida is primarily fueled by Blueprint 2000, a comprehensive legislative package passed in 1991. The law establishes seven state goals for reform and emphasizes the need for local control and school accountability. Members of the Florida Business Roundtable have participated in ongoing initiatives on various levels, including several collaborative efforts with the Governor.

Roundtable representatives serve on the board of Classroom First, a statewide task force created to identify obstacles to the implementation of Blueprint 2000. The task force is particularly interested in the many levels of decision-making in the education system, and intends to determine which decisions are best made at the school, district, and state levels. The business community has also been involved with the Governor's Commission on Education Reform and Accountability, which focuses on the assessment and evaluation of current reform efforts and recommendations for future directives.

Funding from the Governor's special appropriations for reform has allowed the Office of Business and Citizen's Partnership to establish competitive grants encouraging business partnerships with individual schools or districts. The local collaboration efforts are supported by both the business and education communities.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | PL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

GEORGIA

The Governor has set the tone for reform in Georgia, emphasizing local control and innovation. Last year, the legislature approved a charter schools program, providing an unlimited number of schools with the option to create a reform plan and receive a three year waiver from local and state regulations. This year, the Next Generation Schools program, a public-private partnership, was established to fund creative reforms. The partnership will award \$6 million in grants to 18 school districts with innovative plans for transforming the K-12 education system.

As members of the Georgia Partnership for Excellence in Education, Roundtable companies work with the locally-driven Georgia 2000 effort. The main role of the Partnership is to encourage business involvement in the 98 Georgia 2000 communities. To participate in the program, communities agree to adopt the six national education goals. The Partnership also conducts education research and runs a public awareness campaign.

Fulfilling the Governor's campaign promise, a new state lottery dedicated to education began in July. The income generated by lottery ticket sales will be used for three new programs — a voluntary early childhood program targeted at the Head Start population; a scholarship program for all B-average Georgia high school students attending an in-state college; and a technology program to provide schools with satellite dishes and other equipment.

In addition to their work around the state, Roundtable members have focused considerable attention and resources on the greater Atlanta area. The companies recently created EDU-PAC, a political action committee designed to get local business leaders involved in education reform. Also, one Roundtable company has established a partnership with an Atlanta public housing project to create a pilot school for the Next Generation Schools program.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | Y | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

HAWAII

In 1988, the Hawaii Business Roundtable commissioned a study of the state's education reform needs, called *The Hawaii Plan: Educational Excellence for the Pacific Era*. This plan was followed up in 1990 with *The Next Steps: Hard Decisions*. To support the recommendations made in these reports, the Hawaii Roundtable hired a full-time director to run its Action for Excellence program. The Action for Excellence agenda focuses on setting clear performance standards for students, developing better assessment measures, decentralizing school control and providing comprehensive early childhood programs. The Hawaii Roundtable has encouraged collaboration on these issues through task forces and statewide conferences.

Last year, the Hawaii Roundtable met with the Governor, educators and legislators to create an education reform plan. Although the various groups share many of the same concerns, the cooperative effort got sidetracked by other issues and is just now being revisited. The Hawaii Roundtable has, however, maintained a good relationship with education leaders in both houses of the state legislature. Considered supportive of reform, the legislature recently passed a bill giving schools greater authority and responsibility for their budgets, as well as creating a public/private trust to encourage innovative programs. Also, a broad-based commission has been formed to create student performance standards and alternative assessment measures.

Because Hawaii is so small, there is no district structure. All public schools report directly to the State Superintendent, who presides over the highly centralized system. Efforts to decentralize have had some success with site-based management. As a result of a 1989 legislative mandate, 70 percent of Hawaii schools now have school decision-making councils. However, the Superintendent's attempts to reconfigure the Department of Education to better serve SCBM schools met with considerable internal resistance.

The Governor has lent his support to education reform efforts, but has not been especially involved in the process. Funding for education has remained relatively low in Hawaii compared to other states, and the effects of the recession have further constrained the ability of reformers to secure additional funds for schools.

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|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | N | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | PL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

IDAHO

In 1991, the Schools 2000 Committee, a broad-based coalition, developed a comprehensive reform plan calling for a performance-based system. In the first stage of implementation, the Idaho Association of Commerce and Industry (IACI) is working closely with the state's flagship schools program to test the reform recommendations. Six schools, each in a separate region of the state, are serving as models of systemic change, implementing performance-based education and technology in the classroom. The state's reform coalition chose the pilot schools approach to evaluate the effectiveness of the reform effort before implementing it statewide.

Business is also involved in the Goals and Testing Commission, a state level committee which has developed subject area goals and intends to complete curriculum frameworks for all Idaho schools by the end of the 1993-94 school year. The Commission is also revising the state assessment program and discussing alternatives to reflect the system's emphasis on performance-based accountability.

IACI successfully fought a statewide property tax limitation initiative in November, 1992, preventing cuts in the education budget. However, funding granted for the flagship schools program was only \$1 million this year, half of the amount provided in the previous year.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | Y | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

ILLINOIS

The national Roundtable companies have joined the efforts of the Illinois Business Roundtable to work for education reform. While spending a significant amount of time on the challenges posed by the Chicago school system, policy makers and IBRT members have also addressed state level reform strategies. After successfully defeating a constitutional amendment which would have required the state government to equalize funding across school districts without regard to performance or accountability, the Roundtable members have helped to monitor the first year of implementation of a piece of accountability legislation passed in 1991.

Developed with much input from the business community, the new accountability law requires the State Superintendent to evaluate and recognize schools using both traditional compliance standards (i.e. the certification of all faculty members, the maintenance of facilities, etc.) and qualitative assessments of student achievement. Schools which neither meet the goals set by their improvement plans nor perform well on the Illinois Goals Assessment Program tests will be placed on an academic watch list, with harsher sanctions to follow continued poor performance.

Roundtable members are also advocating reform in two other areas. First, calling for broad, systemic reforms before funding is increased, the business community advocates changing teachers' union work rules, modifying tenure and implementing performance-based pay. Second, largely as a result of business leaders' efforts, a law passed during the 1993 legislative session will result in the consolidation of the intermediate service delivery system. Business leaders wanted to ensure more efficient delivery of services to local school districts by combining the functions of elected regional superintendents and the education service centers maintained by the State Board of Education.

While supporting Roundtable efforts, the Governor has also initiated a program entitled Project Success. Starting with a small pilot program this year, seven human services agencies will collaborate to provide "one-stop shopping" for social services in low income communities.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

INDIANA

The Business Roundtable members have joined a lobbying organization called COMMIT, which was formed by business leaders in 1990 to promote school choice. Since its inception, the coalition's agenda has evolved to address four issue areas. COMMIT advocates assessment of school readiness and provision of early childhood services to insure that all children enter school ready to learn. The group also calls for statewide assessments tied to higher educational standards, site-based management, and intra-district public school choice.

For the last three years, COMMIT has lobbied unsuccessfully for adoption of legislation based on its agenda. In the future, the group plans to serve as a research organization and clearinghouse for education activities; to produce report cards of student performance in Indiana; and to secure legislative support for reform. The coalition also intends to build a larger constituency for its reform agenda.

The legislature's education agenda has been dominated by debates over school finance reform. The finance issue is expected to maintain its dominance for the remainder of the two-year legislative session. Three education related bills have been adopted in the past few years. First, schools which qualify for the Indiana 2000 program are rewarded with a waiver of most state and local education regulations. Second, the Workforce Development Act established a task force to develop new standards and assessment procedures, but implementation of the law has been severely impeded by a lack of funding. The third bill created a teacher professional standards board.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | N | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | N | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

IOWA

Efforts to develop statewide educational outcomes met with considerable opposition from conservative groups in Iowa. The State Director of Education withdrew the proposed student standards in response to charges that recommendations made by the Outcomes Committee, sponsored by his office, were vague and lacking in academic content. The Iowa Department of Education has now focused its efforts on providing technical support to districts establishing their own outcomes and performance measures.

In response to the conservative backlash at the state level and similar experiences in reform-oriented districts, the Iowa Business and Education Roundtable has intensified its effort to raise local awareness and involvement in education reform. The Roundtable has sponsored meetings in communities around the state to articulate business' concerns about education and to encourage local groups to develop action plans for reforming their districts. A member of the Iowa Business and Education Roundtable conducts these meetings and provides assistance to local reformers.

Efforts to encourage innovation at the school level are also underway in Iowa. The New Iowa School Development Corporation, which includes business leaders, has received money from the legislature to fund a small number of school design programs throughout the state.

The State Director played an active role in Iowa's reform effort, but has recently left his position. The business community is prepared to lobby the Governor for the appointment of a similarly reform-minded replacement. However, the Governor is facing reelection next year and it appears unlikely that he will challenge the conservatives in the state. The Governor has generally been supportive of education reform, while the legislature has been, for the most part, divided on the issue.

The floods of the summer have left Iowa with considerable demands on the state budget. Education is facing possible funding cuts, as the shortage resulting from lower income tax revenue is expected to affect all state agencies.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | Y | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

KANSAS

The Roundtable's Nine Essential Components were adopted by the legislature as part of the comprehensive legislative package called *A Blueprint for Investing in the Future of Kansas Children and Families*. The Corporation of Change, a public-private partnership, was created by the legislature to monitor the implementation of the Blueprint reforms. The Corporation established seven targets for change, including an emphasis on increased early child care, integrated social and health services, reduced high risk behaviors, and extended business involvement in reform. The Corporation's current focus is a public awareness campaign to promote citizen involvement in Kansas children's issues. The Roundtable company is actively involved in education reform through this partnership and others with the legislature and the State Board of Education.

A recent partnership conference was held for the State Board of Education and local businesses to promote and strengthen relationships between the private sector and public schools. The Roundtable company has a particular interest in school-to-work transition programs which link curriculum and classroom experiences more directly to the workplace. With other businesses, the Roundtable provides summer internships for both teachers and students to participate in real-world applications of their classroom skills.

Kansas is currently in its third year of the Kansas Quality Performance Accreditation, an outcome-based initiative which establishes broadly stated standards, outcomes, and indicators. Under the accreditation system, the performance of individual schools is evaluated against state and district performance levels, and against each school's individual School Improvement Plan. The legislature and the board of education worked closely with one another throughout the implementation of this initiative and continue to rally for financial support. Despite the July, 1992 passage of the School District Finance and Quality Education Act, funding for systemic reform remains low.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | N | • Legislation introduced, considered | Y |
| • Working relationship with Governor | N | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

KENTUCKY

Half way through its six year implementation period, the Kentucky Education Reform Act (KERA) has made considerable progress in the areas of early childhood education, family resource centers and extended school services. The initial results of the performance-based assessments for 4th-, 8th- and 12th- grade students were also reported this year. Education funding has generally been equalized across districts, although all counties are permitted to raise additional money above the standardized level. In general, implementation of the many "strands" of KERA is on target, with the technology piece lagging behind due to the high cost of implementation.

The Partnership for Kentucky School Reform, the Roundtable-initiated coalition, intensified its advertising and public information campaign this year. Liaisons in each school district have been recruited to promote understanding of the reform and keep local legislators informed about implementation of the law. The Partnership also serves as a KERA resource center, operating a speakers bureau, a toll-free reform hotline and a traveling informational display.

Maintaining the Partnership's legislative support for KERA, business leaders have lobbied for full implementation by 1996. The general assembly has also continued to support reform by refusing to make changes to the law. However, outcomes-based reform has come under fire from the Christian Coalition and other conservative groups in some areas of the state. In response, the Partnership stepped up its public education efforts in these localities.

Because KERA most directly targets elementary schools, Roundtable companies have started working with high schools to include them in reform. Some high school teachers and parents were unhappy with the results of the new performance-based tests for 12th-grade students. To explain the need for the new assessment measures, business people are meeting with superintendents and teachers to discuss what employers expect from high school graduates and how business and high schools can work together.

The Governor has remained a strong advocate for education. Early this year, the state anticipated a \$300 million budget shortfall, but education was spared when the Governor chose to make only minor cuts in K-12 administration costs. In addition, no funding cuts are anticipated in the 1994 legislative session.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

LOUISIANA 1993

Initiated by one Roundtable company, the Louisiana Alliance for Education Reform is a coalition which includes business leaders, representatives of higher education, teachers, parents, school administrators, and union representatives. The Alliance emphasizes systemic reform by encouraging student-centered, individualized learning, participatory school management, school self-determination and the coordination of school programs both vertically, across a K-12 feeder pattern, and horizontally, among schools of the same level. After many months of consensus building, the project was implemented in two parishes beginning in the fall of 1992. During the first year, efforts have focused on teacher development and training and on developing individualized plans for each parish. Two more parishes were added in the fall of 1993. It is hoped that these first participating parishes will serve as a pilot program for comprehensive, statewide implementation of the plan.

In addition to working with communities at the local level to develop action plans for school reform, the members of the Alliance will pursue a number of state-level tactics. Having secured the support of the state Department of Education and the Governor, the Alliance will introduce legislation to waive state laws and regulations that impede reform efforts.

Coalition members were well represented on the Governor's education transition team. This group helped to generate a network of educators and an electronic bulletin board so that interested parties in Louisiana can receive reliable information concerning education reform efforts in other states. In addition, the Governor's Advisory Council, a coalition of representatives from business, education and government, has met to discuss education reform. Among the Council's recommendations are a call for more financial accountability in public schools and the establishment of educational standards accompanied by rewards and penalties tied to school performance.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | Y | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

MAINE

The Maine Coalition for Excellence in Education promotes statewide education reform by orchestrating a combination of legislation, executive action, and grass-roots initiatives. During the past year the state legislature approved Chapter 209, an act which enhances the State Board of Education's role. The bill declared an emergency in education, and required the creation of a task force to assist the state board in re-creating public education. The task force is made up of stakeholders from around the state and will be responsible for creating a five year plan for an outcome-based system. Recommendations are due to the legislature in February, 1994.

The state will also adopt a common core of learning outcomes under a six-month plan endorsed by both the Governor and the legislature. The Maine Coalition's participation in both endeavors will insure that implementation will be closely monitored.

The Coalition is also fostering the growth of business-community partnerships with its Preparing Communities for Success campaign. This program's goals include statewide meetings and a large-scale grassroots media campaign. Coalition members will also provide necessary training to parents and teachers to promote buy-in and the success of their plans. Currently the Preparing Schools initiative is working with communities on professional development for teachers, reallocation of funds to increase teacher compensation, and incentives for teachers who exceed professional standards. Components yet to be implemented include an advocate for each student, early childhood programs, transition to work, and choice.

Maine reformers expect to encounter difficulty changing education funding and governance, and in coordinating early childhood programs at the local level. The Coalition's agenda continues to mirror that of the Roundtable but much of it is likely to be implemented one community at a time, "Maine-style."

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | N | | |

MARYLAND

The main education reform agenda in Maryland rests on a set of comprehensive goals and strategies entitled "Schools for Success," a program initiated by the Governor in 1988. While The Business Roundtable coalition members in the state have supported this agenda, they have also engaged in other activities.

Roundtable members are conducting a gap analysis to determine how their present agenda can be improved. The results of the analysis will be used to formulate a strategic plan which will be presented to the gubernatorial candidates in 1994 to emphasize the importance of education reform and encourage the new Governor to press for systemic reform. Legislation based on the results of the gap analysis will be introduced during the 1995 legislative session after consultation with the Governor and legislative leaders. In addition, the following activities are planned: building public support for change, developing strategies for incorporating technology into schools, and disseminating best practice techniques.

In addition to lobbying the legislature to maintain funding for existing programs (including school accountability based on assessment tests, early childhood immunization, and expanded pre-kindergarten schooling for disadvantaged children) the business community has been heavily involved in two programs to aid schools struggling to meet state standards. While funding for the two programs comes from different sources, both efforts share a common strategy — they provide funding and technical assistance to low-performing schools.

The Maryland Roundtable has also been instrumental in establishing the Ready at Five program. One priority of the group is to increase the childhood immunization rate by reducing the paperwork necessary for allowing non-parents to arrange for a child's immunization. Other activities this year included working with the state Department of Education to develop a strategic plan for reform and conducting site visits to monitor the implementation of existing reform efforts.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

MASSACHUSETTS

On June 18 of this year the state's comprehensive education reform bill, Chapter 71, was enacted into law. This success, following a series of legislative failures, was due to the leadership provided by the Massachusetts Business Alliance for Education (MBAE). The Alliance was founded by Roundtable members and other business leaders to act as a liaison with all stakeholders in the creation of a consensus reform package. Chapter 71 contains all of the Roundtable's Nine Essential Components as well as a funding scheme for implementation. Though the early childhood education component is not strong, the law requires further exploration and recommendation in this area.

At the Governor's insistence, the plan will be funded without new taxes. The foundation budget equation has been rewritten to accommodate this requirement and has had the added benefit of providing intra-district equity in educational spending. Full funding for the plan will cost \$1.3 billion over the next seven years.

The legislature and Governor expect strong opposition from the state's teachers unions due to the changes in collective bargaining agreements and accountability. Rewards and penalties for low achieving schools and teachers are clearly stated in the new law, and allow superintendents and the newly created Commissioner of Education to make almost immediate staffing changes in failing schools and districts. Certification requirements have also been relaxed to allow qualified professionals from other areas to teach in the state's schools.

The Governor has taken several steps to make the law more effective. He has filed adjustments relaxing the original charter school requirements and gives superintendents authority over teacher performance standards. Local spending requirements have also been relaxed so that localities may set their own budget priorities. As the entity trusted by all stakeholders MBAE has been asked to continue its participation in the role of watch dog during the seven year implementation process.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

MICHIGAN

The education reform coalition in Michigan has expanded its membership to include non-Roundtable companies, and has adopted a new name, the Michigan Business Leaders for Educational Excellence (MBLEE). While endorsing The Business Roundtable's Nine Essential Components, the group has chosen to focus its efforts on four areas — core curriculum, assessment, early childhood education and the integration of social services. MBLEE is taking a three-pronged approach to promoting education reform through the work of a legislative policy committee, a communications committee, and a local initiatives group.

Debate over school finance reform dominated the 1993 legislative session. After abolishing the use of property tax for school funding, the Governor submitted a proposal for a revised funding formula along with other education reform measures. Prominent in this legislative package are initiatives authorizing the creation of charter schools and public school choice. In addition this proposal incorporates many parts of The Roundtable agenda drawn from the results of a gap analysis.

The coalition has responded to the gap analysis recommendations in several ways. A building by building consumer's guide report card of elementary and secondary schools has been developed and distributed in collaboration with the Department of Education. The coalition has also launched a public information program and has supported various pilot efforts to implement proficiency tests and the school accreditation program.

In addition to supporting the Governor's funding package, the coalition plans to work in two other areas. First, the coalition will assist in the writing of legislation to develop an ambitious core curriculum and an aligned assessment system. Second, the group has also been supportive of the Governor's intention to secure full-funding for pre-kindergarten through third grade education, and to provide integrated social services in the schools.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | PL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

MINNESOTA

Three key reports issued by the Minnesota Business Partnership have framed the legislation contained in Minnesota's Chapter 224. The partnership submitted its *Education Finance: Education Quality and Funding Reform* report to the Governor for consideration in March of this year, and issued reports on readiness and transformation in December, 1992.

The Partnership, whose participants include the state's Roundtable companies, were successful in promoting the passage of comprehensive reform legislation in Chapter 224 earlier this year. Chapter 224 includes all of the Roundtable's Nine Essential Components with emphasis on educational outcomes and goals, early childhood programs, site-based management, teacher certification, staff development and greater flexibility at the district level. The legislation also made provisions for 20 charter schools and clarified charter requirements. More importantly, the legislation was passed with funding. The legislature appropriated \$10 million to the state Department of Education for implementation of outcome-based high school graduation, increased the state's share of education funding to 61.5% and appropriated \$55 million to equalize local spending. Earlier this year the Governor signed a \$5.2 billion dollar education bill to attain state-wide equity funding by 1997.

The coordination of early childhood programs is one of the strongest components in the legislation. A Children's Cabinet was created, as well as the provision for a children's services data base. The Governor has been a long-time champion of children as seen with his support for the highly successful Action for Children Commission.

Though the Partnership is clearly leading education reform in the state, Minnesota 2000 continues to be active on behalf of learning readiness and transition-to-work initiatives.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

MISSISSIPPI

The Business Roundtable companies have joined the Public Education Forum, the main education reform coalition in Mississippi. The Forum is working with the Governor's office to develop strategies for achieving the six national goals. Benefitting from statewide participation, the Forum developed tactical plans to address the issues of accountability, student assessment, challenging curriculum, administrator and teacher competence, assistance for at-risk students and workforce improvement.

The coalition has begun to promote reform by initiating discussions and sponsoring conferences with key education policy players and the general public. In addition to lobbying the legislature in support of its agenda, the Forum plans to engage in a number of non-legislative activities. The coalition hopes to encourage reform at all levels through research, publications, training sessions and dissemination of best practice techniques.

The Governor and state level agencies have been supportive of education reform. In addition to working with the Forum, the Governor plans to advocate a local school choice option, a performance pay plan for teachers, tuition assistance grants for low-income students to attend college and changing from elected to appointed superintendents. The State Department of Education has been restructured to serve more as a support and assistance agency, and less of a regulatory one. The department's main initiative is to facilitate vocational-academic integration.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

MISSOURI

In December, 1992, the Roundtable companies in Missouri hosted a two-day education stakeholders dialogue, bringing together the new Governor, key legislators, educators and members of the business community. The discussions, facilitated by an outside consultant, covered the issues addressed by the Nine Essential Components. Soon after the meeting, the Governor invited business to participate in the drafting of a comprehensive legislative package. The impetus for legislative action was a combination of the coalition's commitment to education reform and a state supreme court ruling requiring Missouri to equalize funding to all school districts.

Several task forces were created by the legislature to address systemic reform and education finance. Following considerable discussion and an intense lobbying effort on the part of the Governor and the coalition, the Missouri legislature passed the Outstanding Schools Act in May, 1993. A comprehensive reform law, it includes performance standards, new assessment measures and serious accountability provisions. In addition, it revises the state's foundation formula and raises \$300 million in new funds for education.

The law requires business representation on a Commission on Performance, which will advise and assist the state in implementing reforms, as well as monitor the equity of school finance. In addition, the Roundtable companies will continue to monitor the education system as an independent group and maintain good working relationships with the Commissioner of Education and the Governor.

Business has also remained involved in the Re:Learning effort. In March, the Governor declared Missouri to be an official Re:Learning state, committing to a minimum five-year partnership with the Education Coalition of the States which will involve more than 22 secondary schools. Complementing the innovation encouraged by the Re:Learning effort, the new law provides high performing schools the option to waive some state requirements.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

MONTANA

Workforce and economic development issues dominate the political agenda in Montana. The new Governor and the State Superintendent have agreed to join forces behind a statewide workforce enhancement initiative and the business community has been invited to participate. A committee has been formed to apply for a school to work transition grant from U.S. Department of Education and the U.S. Department of Labor.

Last year, the education reform coalition, Leading Education and Economic Development (LEED), sponsored a gap analysis which was formally endorsed by the business community. Representatives from business have testified in the legislature to the importance of the findings. However, the recommendations have encountered resistance from some members of the legislature and the education community.

The legislature passed a joint resolution to study the implementation of school and family service centers. LEED supported this legislation and has also been involved in the Early Childhood Collaboration Project, a foundation-funded program to develop new service delivery systems in eight Montana communities. The business community has been working to involve its members by encouraging them to serve on the boards of social service agencies.

The Governor, while preoccupied by economic development issues, intends to address education by conducting a study of the public perception of school reform needs and a survey of business' education concerns. The legislature has been reluctant to consider education reform without an increase in funding.

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|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

NEBRASKA

In keeping with the tradition of local control in Nebraska, education reform efforts have generally focused on individual school districts. Roundtable members have been most active in the state's largest city, Omaha, where they have acted through the three-year-old Omaha 2000 Committee. Omaha 2000's most recent activities include the publication of a Preliminary Report and a Community Progress Report, which includes the results of a major consensus campaign conducted in Omaha and a suburban county. The survey interviewed 50,000 respondents from all stakeholder groups, asking their opinions on each of Omaha 2000's seven education goals. The committee is using the surveys, reports, and a newsletter to build grassroots support for the local reform agenda.

The Omaha 2000 Committee's agenda is based on the national education goals and The Business Roundtable's Nine Essential Components. The Omaha Chamber of Commerce continues to facilitate business involvement in reform. The Chamber's activities focus on youth transition-to-work through the Omaha Job Clearinghouse project, and the Applied Information Management Institute, funded by business dollars to promote the use and coordination of high technology resources in the community.

Nebraska 2000, which currently involves 18 communities, is considering possible systemic reform initiatives, but it has not achieved state-wide support due to continuing contentment with the status quo. The state continues to strive for equity funding with 40 percent of school funding now coming from the state. A recent referendum also appropriated half of the state's lottery revenues to a special \$7-\$9 million fund for innovative education programs. Though the Governor favors education reform, Nebraskans' skepticism over the need for it will continue to hamper comprehensive efforts. Action in the state may remain at the community level for some time.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | N | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

NEVADA

Nevada reformers are using Clark County (Las Vegas), the largest and fastest growing school district in the state, as their testing ground before moving to the state level. The county has handled tremendous growth effectively over the past four years with the assistance of business and community stakeholders.

The recently released *Southern Nevada Business, Education and Community Profile Report*, which was sponsored by the Business Education Roundtable of the Las Vegas Chamber of Commerce, has created the framework for further activity on the reform front in Nevada. The Clark County reform agenda is based on the Roundtable's Nine Essential Components. The new reform plan, coupled with the arrival of a dynamic new district superintendent and the support of a new education minded Governor, is expected to make rapid improvements in Clark County education.

Several key initiatives are underway. A task force has been created to study each of the five key recommendations made in the study and a foundation has been formed to raise money for the reform effort. The coalition also sponsored the Nevada 2000 meeting held in September where state-level reforms were discussed.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | N | • Legislation introduced, considered | N |
| • Working relationship with Governor | N | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

NEW HAMPSHIRE

The New Hampshire Business Roundtable for Education (NHBRE) is an alliance of business leaders committed to supporting continuous improvement in public schools. Given that the state contributes only seven percent of the overall education budget, the group has chosen to pursue a non-legislative school-based strategy, focusing on the evaluation and improvement of the existing New Hampshire School Improvement Program (SIP).

The 43 schools participating in SIP must hold community forums to establish ambitious learning outcomes, develop a decision making process that incorporates a wide range of community members, and engage in a continuous evaluation and improvement process. In turn, the statewide SIP program provides access to research on instructional practice, assessment and school change. It also offers training and advice on implementing school-wide change. While the program is administered by the Alliance for Effective Schools, a coalition of education stakeholders throughout the state, the NHBRE has taken responsibility for developing a management information system and quality evaluation methods for participating schools. Business leaders also help recruit new schools into SIP.

The NHBRE will conduct a gap analysis during the coming year to identify other areas of education reform that business leaders can effectively address. NHBRE also plans to develop a public information program to build support for reform. Aside from these business activities, other current statewide education initiatives include restructuring the State Department of Education in light of its new assistance mission, pilot testing of a new statewide performance assessment system, and adjudication of a school finance equity lawsuit.

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|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | N | | |

NEW JERSEY

For the past few years, the education reform agenda in New Jersey has been dominated by issues of school funding, resulting in the creation of a commission to develop a finance plan. Roundtable coalition members have focused their attention on introducing comprehensive legislation during the 1994 legislative session, and have lobbied to link any new funding formula to reform legislation. The results of a gap analysis, completed in the spring of 1993, will play a significant role in shaping the intended legislation. The analysis recommends the development of student outcomes and model curricula, as well as the creation of new systems for assessment, school accountability, child advocacy, and performance-based teacher licensing.

Roundtable members intend to secure support for the education reform agenda from major stakeholders at the state level as well as from local leaders, educators and the general public. The Roundtable companies have hired a lobbyist to work with members of the legislature, while the companies will engage in internal information campaigns to secure employee support for education reform. In addition to its legislative efforts, the Roundtable has designed and produced academic profiles for every school in the state. These profiles, which are now published by the State Department of Education, replace the district report cards produced by the Roundtable in previous years.

The coalition has had discussions with the newly elected Governor, introducing her to its agenda.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

NEW MEXICO

The Governor's Business Executives for Education has brought the state's business community together to bring Total Quality Management (TQM) techniques into education settings. The coalition initiated a pilot program in one school district, training the faculty in the quality management concepts. Coalition members sponsored a statewide conference for educators in the spring of 1993 to promote TQM. Also, the coalition plans to identify other businesses which can help schools implement the concept. Securing funds for the expansion of the program is currently a primary concern.

The business community and major education stakeholders in the state have been involved with other reform efforts as well. To coordinate the many reform initiatives, the Governor established the Systemic Change in Education Advisory Committee. Reform efforts include a grant from the National Science Foundation called the Systemic Initiative in Math and Science Education, and participation in the RE:Learning project. In addition to these activities, the Governor has sponsored regional conferences to promote the national education goals and to develop community action plans for achieving these goals. Finally, the Governor sponsored the New Mexico Children's Agenda to reform social services for children.

Legislation passed in recent years has resulted in the development of outcomes-based accreditation standards for schools and the piloting of a portfolio assessment program. During the 1993 session, charter school legislation was adopted, allowing for the creation of five charter schools. The teachers' unions in the state have merged for lobbying to produce a stronger force in the legislature. They have been full participants in committees for education reform, and have been supportive of the Governor's plans.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

NEW YORK

Implementation of the Commissioner's reform plan, A New Compact for Learning, continued in 1993. In accordance with the plan, the State Department of Education reorganized its staff to change its focus from a monitoring organization to one that provides assistance to local schools. The plan created the Curriculum and Assessment Council, under which broad-based working groups are defining student performance standards and creating improved assessment measures. The Department also hired a member of Her Majesty's Inspectorate of Schools from Britain to develop the School Quality Review Initiative. Based on the total quality movement in business, the Initiative is creating a system of school-level accountability and assistance through a process of internal and external review. In five years, all New York schools are expected to participate in this continuous review program.

In December, 1992, The Business Roundtable's New York State Working Group on Education Reform published its gap analysis findings. The report recommended that the legislature enact the Compact into law and provide adequate funding for its implementation. Giving schools more authority and incorporating work-related skills into the curriculum were also among the report's recommendations.

The legislature has not cooperated with the reform effort. Most recently, it denied the Department of Education's request for staff development funding. Last year, the Commissioner asked the legislature for more flexibility in allocating education resources and was refused. He is repeating his efforts this year. In response to charges of corruption in some school districts, the Governor has created his own blue ribbon committee which is expected to make new reform recommendations by the start of 1994.

Business people serve on numerous commissions and panels, but the larger role of the corporate community in New York's reform effort is unclear. This is due, in part, to the business community's difficulty finding consistent leadership for its reform efforts.

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|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | N | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

NORTH CAROLINA

The Business Roundtable companies have helped in the development and funding of Education: Everybody's Business, an education reform coalition. Founded by four business-related organizations, the coalition now includes several groups representing the education community. The coalition established the following legislative priorities: workforce preparation, accountability at all levels, administrative certification, equal educational opportunity and decentralization.

The reform coalition lobbied the legislature and several education-related initiatives were passed during the 1993 session. Tenure for principals and other administrators was eliminated by one bill. A second increased funding for early education programs and for poor districts. The third, allocated funds for a standards and accountability commission established by the Governor.

In addition to legislative activities, members of the coalition are working at the local level to secure support for reforms. The Business Committee for Education has been involved in an extensive public awareness campaign, and has advocated Total Quality Management for public schools, the strengthening of the school-to-work transition and the development of parenting skills. The Public School Forum intends to conduct education summits around the state to promote higher educational standards and goals.

In the coming year, the coalition plans to focus its efforts on the local level, helping communities set goals for education reform. In addition, coalition members will coordinate their efforts with those of the Governor, who took office in January, 1993 and has been an active proponent of education reform.

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|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | PL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

NORTH DAKOTA

In June, 1993, the Governor appointed the Governor's Task Force on Education, which includes educators, legislators and school board members. The task force is still meeting and has not submitted a formal proposal to date. Emphasis will be on broad-based education improvement of the existing K-12 school system. The Department of Public Instruction continues to work with McREL, a nationally sponsored education laboratory, and has observed the meetings of the task force.

The reform agenda in North Dakota has been frozen by several events. First, stakeholders are awaiting a decision by the state supreme court on the constitutionality of school finance procedures. A case has been made that the existing funding formula promotes an inequitable system of educating North Dakota's children. Second, there is strong opposition to the use of outcomes-based standards. And third, the implementation of shared decision-making has been delayed to 1996. Given the opposition to outcomes-based education and participatory decision-making — two legislative successes in 1991 — there are no plans to introduce further legislation.

The Department of Public Instruction remains hopeful that the national Goals 2000 program will encourage the formation of a new committee dedicated to revitalizing North Dakota's school reform agenda.

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| • Coalition formed or joined | N | • Roundtable mobilized popular support | N |
| • Other major interests added | N | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | N | • Legislation introduced, considered | N |
| • Working relationship with Governor | N | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

OHIO

In early 1993, the Governor introduced the "Education for Results" reform package. The product of two years of collaboration between business and education, this comprehensive legislation was based on the recommendations of several studies commissioned by the Governor's Education Management (GEM) Council and two statewide summits. In June, following extensive discussion and some modifications, the General Assembly passed the reform package. Included in the legislation are an \$18.2 million venture capital grant program, family planning centers and expanded early childhood programs. With an eye on the education equity litigation now in progress, the legislature targeted \$135 million in additional basic aid and \$70 million for capital improvements to the states' poorer districts over the next two years.

Soon after its introduction, the reform package encountered criticism for initiating discussion about attitudinal learning outcomes, and including outcomes based education as a possible school improvement model for local school districts. As a result, the legislation was amended to delete all "outcomes-based" language. In addition, a provision was included limiting State Board of Education performance standards to academic and vocational outcomes, and requiring approval of the same by the General Assembly. Key accountability measures for teachers, including a professional standards board and evaluation system, were also cut from the package after an initial agreement among the leadership of the various education organizations was not endorsed by their respective memberships.

In April, the State Superintendent convened a diverse group of stakeholders to discuss the future of Ohio's education reform effort. Out of this meeting grew a broad, statewide reform alliance, called the Ohio Education Improvement Steering Committee, committed to conducting a comprehensive public awareness campaign and providing specific strategies for realizing a quality education for all Ohio school children. The Committee has employed a consortium of public relations firms and a full-time director, and has applied for status as a not-for-profit organization.

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|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

OKLAHOMA

Implementation of Oklahoma's 1988 comprehensive reform package, H.B. 1017, was designed to take ten years. On schedule thus far, teacher salaries have been raised substantially and class sizes have decreased. Work has now shifted to the development of new testing methods and a core curriculum.

The core curriculum, called Priority Academic Student Skills (PASS), was created from 7,000 recommendations made by a broad-based curriculum committee. The State Superintendent condensed the recommendations to 1,000 learner outcomes. In response to negative press coverage of "outcomes based education," the superintendent held hearings on the PASS curriculum in each congressional district in Oklahoma and the Department of Education ran informational advertisements on television. Confusion had been generated by the local control built into the legislation. H.B. 1017 mandates that districts train teachers in outcomes based education, but each district is responsible for defining its own outcomes. The State Board of Education wrote a broad definition of outcomes to serve as a guideline for districts.

Students' standardized test scores have improved each year for the last four years. The new tests, tied to the PASS curriculum, will be phased in starting next year. To demonstrate the success of the reforms, the Department of Education is preparing report cards for each district, to be published in local newspapers.

Business was instrumental in the passage of H.B. 1017 and has continued to support the reforms in implementation. A representative from the business community serves on the Education Oversight Board, which was created to monitor the transition of reform from policy to practice. The Office of Accountability is also directed by a former business person and is responsible for accrediting schools based on their compliance with the reform law.

The Governor and the legislature have maintained support for reform by consistently making education a priority in the budgeting process. The Superintendent, who also serves as the Secretary of Education, has been involved from the beginning and has kept the implementation of H.B. 1017 on course. Despite the opposition to learner outcomes, public support for education reform is generally strong in Oklahoma.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

OREGON

Since the passage of Oregon's landmark Educational Act for the 21st Century, reform implementation has been upstaged by an impending funding shortage. Due to a graduated property tax limitation passed by Oregon voters in 1990, education stands to lose \$400 million in the 1993-94 school year. In conjunction with the Oregon Business Council, The Roundtable backed a five percent sales tax earmarked for education which met with defeat on the November ballot.

Task forces, required by the law and appointed by the State Superintendent, have been meeting to develop plans for implementing the various aspects of the reform package. Business is well represented in this planning process. While most school systems are distracted by the funding issue, some reforms are taking shape in districts with innovative leaders who are willing to follow the reform guidelines. However, the law states that most reform measures may not be mandated without sufficient funding.

The Oregon legislature will not meet again until January, 1995, and the Governor has stated that she will not call a special session to deal with the budget shortfall. In light of the situation, business leaders see their future role as helping to focus the public's attention on reform and prioritize the state's efforts.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

PENNSYLVANIA

Roundtable companies are members of the Pennsylvania 2000 Coalition for Education, which has endorsed the national education goals and some, but not all, of the Roundtable's Nine Essential Components. Formed by the Governor in 1992, the Coalition has worked closely with the State Education Superintendent and board of education. Together they have put in place an outcomes-based framework for high school education and a system of statewide tests that assess students' mastery of key skills.

Pennsylvania business leaders are lobbying on behalf of a legislative package that includes a new statewide curriculum and competency-based testing for elementary school students. Although the statewide coalition includes 40 of Pennsylvania's largest businesses, its success in promoting legislation is far from assured. The state's continuing budget crisis and opposition from the religious right pose major obstacles to full implementation of performance based education. The state's strong tradition of local control also guarantees resistance to ambitious statewide policy initiatives. Few members of the statewide coalition consider it likely that Pennsylvania can enact a comprehensive reform agenda that includes a strong system of rewards, penalties, and assistance to schools.

Supporters of comprehensive reform must also combat a strong "adopt-a-school" tradition. Many businesses prefer to donate goods and services to individual schools and avoid making demands on schools or supporting potentially controversial policies. Thus, despite serious efforts by many coalition leaders, Pennsylvania business is still not united behind comprehensive reform.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

RHODE ISLAND

Roundtable-led reform activity has focused on the state's largest city, Providence. In the past year, the 33 member PROBE Commission issued its Providence Blueprint for Education recommendations. This independent assessment of the education system is the result of a massive effort to conduct interviews with all concerned members of the Providence community and analyze all pertinent data regarding its school system and social services programs. The results, which include recommendations based on the Roundtable's Nine Essential Components, will lead to systemic change in the Providence schools. The commission's work has broad support among education stakeholders in Providence.

The report gives very specific recommendations for remaking Providence's schools, including site-based management, coordination and centralization of social services, professional development for teachers and facilities improvements. The commission plans to lay the groundwork for comprehensive and permanent change by 1997.

Implementation will be a challenge. The PROBE commission plans to implement its agenda without legislating new funding or raising taxes. Providence currently spends less per pupil than its suburban neighbors and comparable urban areas in other states due to the small contribution made by the state. The state's grim economic outlook makes statewide reform unlikely in the near future.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | N | • Legislation introduced, considered | N |
| • Working relationship with Governor | N | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

SOUTH CAROLINA

In 1993, the legislature approved of a redeployment of \$95 million in education funding from programs for upper grade remediation to K-3 early childhood programs. The entire education reform community was behind the shift, including the Superintendent, business, the Governor and legislators. This event marks the first time changes in the earlier reform plan have been made to meet a need identified in the Continuous Improvement effort, led by the current Superintendent. Meanwhile, with the advent of cabinet government, the Governor has initiated discussion among social service agencies toward coordinating their efforts to serve pre-school children.

In her three years in the position, the Superintendent has trimmed the staff of the central office and instituted the Total Quality Education (TQE) program, based on business management principles. TQE coordinating councils have been established to develop strategic plans for meeting all education goals. Curriculum framework committees are completing their recommendations for statewide curriculum content. Proposals to raise standards and create new assessment measures, while progressing more slowly, are being worked on as well. Enabling legislation for these initiatives was introduced in 1993.

The South Carolina Business Center for Excellence in Education has conducted research on issues of school operation, finance equity and curriculum changes. The Center also endorsed the legislation shifting funds to early education, as well as revisions to the assessment program and a catalog sales tax earmarked for K-12 and higher education.

The dramatic gains in student performance that South Carolina witnessed between 1983 and 1988 have slowed in the last few years. The ninth annual evaluation of the Education Improvement Act, released by the South Carolina Business Education Subcommittee, reinforces suggestions made by the Governor, Superintendent and the business community that a major, systemic reform package of initiatives be developed and additional investments in education be made.

The legislature required the Department of Education produce a plan to coordinate reform efforts in the state, keyed to the national goals. Status reports in each of the goal areas are also required. In response to the legislature's charge, the Department is working with the Education Commission of the States and a consultant to produce a plan. Members of the legislature, teachers and the business community are also participating in this process.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | PL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

SOUTH DAKOTA

South Dakota's education reform effort, the Modernization Program, continues to gain support from the Governor, the Department of Education and Cultural Affairs, business, the legislature, and local communities. Eight new modernization sites were added in 1993, bringing the total number of participating school districts to twenty. A Modernization site commits to, "Revitalizing instruction Reaching student achievement, and Relinking with the community." Once a community has committed to modernizing, it is responsible for its own strategic plan and its own set of goals.

Education Counts, established in 1990, continues to foster local school/business partnerships. Business involvement under this program varies from project oriented reform to reform that is systemic in nature. The Department of Education and cultural Affairs, with the Industry and Commerce Association, will be visiting the state legislature in an attempt to acquire support and funding for the program. Currently, local businesses and school districts fund the restructuring sites.

South Dakota's new Governor is committed to education reform and will continue to implement reform through executive order. Legislation passed regarding the state's funding formula is currently being challenged in the courts.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | Y | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

TENNESSEE

During its 1992 session, the Tennessee legislature passed the Education Improvement Act, a comprehensive reform bill addressing most of the Nine Essential Components. The Tennessee Business Roundtable, through the Education Task Force coalition, was instrumental in ensuring passage of the bill with few compromises. The law establishes outcome-based accountability standards with sanctions for consistently low-performing schools, introduces new assessment techniques, encourages school-based decision-making, and changes the governance system by having appointed superintendents and modifying their tasks and by placing principals on performance contracts. Roundtable representatives monitor the meetings of the Education Oversight Committee, which is charged with insuring the implementation of the bill.

The Act has encountered several obstacles since its passage. First, the teachers' union opposed significant portions of the bill and has continued to lobby to reverse some of the changes made. Second, the Governor's bid to introduce a state income tax to finance these reforms failed, and the half-cent sales tax which was accepted instead cannot support all of the bill's provisions. Therefore, funding will occur in stages. The Governor has also mandated that all revenue growth in the state will go toward education until the bill is fully funded. Tennessee elects a new Governor in the fall of 1994, and it will be up to the successor to carry through that pledge.

Other reforms supported by Roundtable companies include the development of an equalized funding formula and the creation of high-tech classrooms. While 2400 such classrooms will be in place by the end of the 1993-94 school year, the coalition's goal is to eventually reach every public school classroom in the state.

A gap analysis is also being conducted with the support of the Tennessee Business Roundtable and in collaboration with the State Board of Education, the Governor's office, and the Department of Education. The results of the analysis will instruct the Roundtable companies on the direction of their subsequent actions, and will be used in discussions with gubernatorial candidates.

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| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

TEXAS

The Business Roundtable companies are involved in two education reform organizations which work closely together, Texans for Education (TFE) and the Texas Business and Education Coalition (TBEC). The former group is a lobbying coalition of Roundtable firms and other businesses, while the latter is a not-for-profit organization dedicated to informing the debate on statewide education policy and encouraging community support of reform. TBEC brings together business executives, education leaders and government representatives to discuss policy options and promote their agenda, Ten Requirements for Successful Change. The TBEC requirements closely parallel The Business Roundtable's Nine Essential Components.

The legislative session was dominated by two major education issues — school finance reform and accountability. While the Roundtable companies generally were not involved in the school finance debate, they helped secure the passage of an accountability law. An earlier, more punitive bill met with stiff opposition from major education interest groups and eventually failed. The new accountability legislation mandates development of an annual performance-based assessment program; establishes exit-level exams for high school students; requires school report cards; creates rewards for high-performing schools and standards for accreditation which, if not met, result in sanctions for low performing schools. The bill also calls for the repeal of the education code in the fall of 1995, when the Commissioner of Education is required to present a new, less cumbersome code. One other education bill related to Roundtable goals was passed, creating a commission to develop a plan to coordinate public programs for disadvantaged students.

The Texas Education Agency produces an annual report card for each school in the state and distributes a companion document, *Understanding the Texas School Performance Report*, which explains the report. In another community-level effort, TBEC plans to promote high education standards through the local coalitions with which it collaborates.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | PL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | PL |
| • Working relationship with Governor | Y | • Legislation passed | PL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

UTAH

The state's Business Roundtable companies support the Utah Partnership for Educational and Economic Development. This partnership of government, education and business leaders was established in 1990 to promote economic growth in the state through education, training and research. The new Governor has expressed interest in the Partnership's work and has asked the group to establish a review and standards committee.

Although the state's strategic plan for education does not incorporate the Roundtable's Nine Essential Components, the Partnership has endorsed all the components in principle. In November, 1992, the Utah Partnership Board of Trustees established five goals: develop school/business partnerships to improve workforce preparation; promote world-class education throughout the state through student and teacher internships, technical training and the support of educational technology programs; build public support for education reform through a public information campaign; support research that promotes the expansion of high technology business; and investigate and make recommendations concerning the more efficient allocation of educational resources, particularly for technology education.

The State Department of Education has called on the Partnership to serve as the statewide coordinating organization for education reform. To perform this role, the Partnership has identified a liaison in every district in the state.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

VERMONT

The Business Roundtable companies are members of a broad-based reform coalition which developed a comprehensive reform plan called, *A Green Mountain Challenge: Very High Skills for Every Student; No Exceptions, No Excuses*. This coalition recommends strengthening teaching and learning, restructuring educational environments, improving professional growth and development, and building partnerships to support education.

The first step of the Challenge required the development of educational standards, called the Common Core of Learning, through community focus groups and input from people statewide. The State Board of Education approved the Common Core in August, 1993, allowing an integrated curriculum framework to be created to address the outcomes. Finally, each district will formulate its own curriculum plan. To promote school accountability, each school received a report comparing its student achievement levels to the state standards. Also, legislation will be introduced to link education finance and property tax reform to education quality and performance.

The state's involvement in the effort has been designed to foster an environment conducive to education reform without directly mandating any changes. The Department of Education has agreed to set goals for educational standards and support the development of curriculum frameworks, alternative assessment procedures, and professional development activities for teachers. In addition, the state has agreed to attempt to maintain fair and stable funding for the system, promote interagency cooperation to ensure that students enter school ready to learn, and restructure the governance system to facilitate reform of the entire system. To encourage innovation and the attainment of high standards, plans are underway for the state to reward high achieving schools with a reduction in regulatory barriers and higher funding levels through challenge grants.

Support for the Green Mountain Challenge has been widespread, a fact organizers attribute to a high level of community involvement and the integral part played by teachers in the reform. The Governor has been supportive, although budget constraints have limited government funding of reform efforts. Much of the funding for reform has come in the form of outside grants.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|----|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | NL |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | NL |
| • Working relationship with Governor | Y | • Legislation passed | NL |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

VIRGINIA

The Roundtable companies joined forces with the Virginia Business Council, a group actively pursuing systemic education reform. The coalition recently completed a gap analysis identifying areas for improvement in the state's education system. In addition, the Council has been working with education, business and political leaders to promote "Virginia's Vision for World Class Education," a comprehensive reform package that includes the Nine Essential Components. Roundtable representatives have also served on the Governor's Advisory Committee on Workforce 2000, Partnerships for Excellence. The committee's report, "The Virginia Plan," offers nine recommendations for reform, including a strong business involvement component.

Perhaps the greatest obstacle to reform has arisen from resistance to the outcome-based system proposed by the State Board of Education's Common Core of Learning (CCL). The opposition has resulted in the Governor's withdrawal of the CCL and a redefinition of the education reform package by the Virginia Business Council. The business-education community, however, is determined to implement a comprehensive reform package and will persist in its efforts in 1994 with the new Governor.

In addition to its involvement in statewide K-12 reform, The Roundtable is working with representatives from the Virginia Chamber of Commerce, the Office of Volunteerism, and the Department of Education to redefine business' role in educational improvement. The Virginia Business-Education Partnership Program (VBEPP) was established to promote partnerships between public schools and the private sector, as recommended by Workforce 2000. Going beyond the nominal assistance of many "adopt-a-school" programs, the VBEPP established Standards of Excellence, a set of guiding principles for strong and effective business-education partnerships.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

WASHINGTON

In December, 1992, the Governor's Council for Education Reform and Funding ended 18 months of work with the publication of *Putting Children First*, a plan for systemic education reform. The Council's recommendations relied heavily on a gap analysis, and incorporated all of the Business Roundtable's nine essential elements. While *Putting Children First* was being published, the legislature was enacting a comprehensive reform statute based on the council's work. The result, SSB 1209, included student learning goals and outcome measures, new accountability mechanisms, improved professional development and relaxation of regulations at the school building level. Following considerable lobbying by the business community and others, the bill passed in both houses of the legislature with only modest changes.

Groups opposed to outcome-based education, including private schools and home schoolers, fought the passage of the reform bill. In support of the legislation, the business community, the state PTA and the school boards' association formed a group called Better Education Starts Today (BEST). Funded by business, BEST served to motivate and support a pro-reform grassroots movement and to lobby the legislature. The business coalition has also secured the support of the new Governor, who took office after the reform bill was enacted.

SSB 1209 called for a Commission on Student Learning, charged with developing performance standards and assessment measures, and planning and implementing a professional development process. In addition, the Commission will help to oversee the implementation of the reforms. A respected former president of the Washington teachers' union was appointed director of the Commission. The law mandated the creation of legislative and other monitoring bodies, but the Washington Business Roundtable is monitoring the progress of reform as well.

The entire reform effort is expected to cost around \$1 billion over five years. The first year's appropriation of \$56 million is lower than projected, but supporters are confident they have enough to do the necessary work. The state budget is likely to continue to be tight. A tax limitation initiative passed by voters in November will not impact the education reforms for several years, and reform supporters are hoping for positive early results to justify future funding requests.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | Y |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | Y |
| • Working relationship with Governor | Y | • Legislation passed | Y |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | Y |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | Y | | |
| • Agenda has support in legislature and/or state department | Y | | |

WEST VIRGINIA

While education reform efforts in West Virginia have addressed a variety of issues, the programs have been operating without a central plan. At the end of 1992, the Governor requested that the West Virginia Business and Education Alliance conduct an independent assessment of the status of education in the state. The Alliance, established by Roundtable companies, commissioned an outside consultant to produce a gap analysis, which was presented to the Governor in October. The analysis recommends a long-range strategic education plan, to be achieved through a combination of legislative and policy changes initiated by the Governor, State Superintendent and the State School Board.

An active reform leader, the Governor has stated his intention to use the report to frame a new discussion of education needs in West Virginia. The Governor is expected to introduce his legislative agenda for education in early 1994. The Alliance is preparing to take on the task of raising awareness of the report's recommendations.

For the past two years, the West Virginia Business and Education Alliance has been responsible for developing and supporting mandated Local School Improvement Councils (LSIC). The LSIC project was viewed as the Governor's test of business' sincerity and ability to make a meaningful impact on education. Business passed the test, as every county now has a school/business liaison and all LSICs are connected through a network staffed and run by the Alliance.

Funding for the recommended reforms was not addressed in the Alliance report and is an issue that reformers expect to tackle in the coming year.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | N |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
| • Coalition established comprehensive agenda | Y | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | Y | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | Y | | |

WISCONSIN

Wisconsin's stakeholders came together in 1993 to form The Village Partnership. The Wisconsin manufacturers and Commerce Association has taken a lead role in the new project. The Partnership's goal is to effect state-wide systemic reform by collaborating with school boards, administrators, teachers, and local communities — creating a network of schools that are committed to major restructuring. Initial funding for the project has come from the business community; the partnership is committed to securing funds from the state legislature in 1995.

The Governor remains active in education reform, emphasizing educating Wisconsin's workforce. The most recent budget bill included a provision allowing a limited number of charter schools in ten districts. Charter schools are freed from state mandates in an effort to promote innovation and competition. The Governor remains committed to Milwaukee's parental choice program; the 1993 budget increased funding to allow an additional 1,000 to 1,500 students to participate. State-wide choice legislation has been introduced that would allow for both inter- and intra- district movements of students within the public school system.

The Governor recently held an education summit to discuss the possibility of improving the equalization formula used to determine funding for schools. The Governor and business cooperate mainly on school finance issues.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | Y | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | N | • Legislation introduced, considered | N |
| • Working relationship with Governor | N | • Legislation passed | N |
| • Coalition established comprehensive agenda | N | • Coalition secured funding for reforms | N |
| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

WYOMING

Businesses in Wyoming have focused on promoting local reform efforts. Business leaders adopt schools and provide monthly presentations to classes. Throughout the state, businesses have also sponsored seminars to inform teachers about the free enterprise system. In some communities business has promoted "lighthouse schools," which operate under waivers from district regulations and empower teachers to make key instructional decisions.

The legislature and the State Board of Education have both promoted state level reforms. A 1990 statute calls for establishment of a Common Core of Skills and Knowledge and an outcomes-based schools accreditation process. Implementation will occur at the local level and will be monitored through accreditation visits. The statewide reform effort also includes university-school partnerships to improve teacher training. Businesses are now participating in public oversight hearings.

Business leaders blame a poor budget situation for the slow pace of reforms. The Governor's Trust Fund, which gave money to 75 innovative education projects during the past two years, was canceled when the legislature failed to provide funding for continuation. The 1994 legislative budget session will address school equalization of school spending throughout the state.

| | | | |
|-------------------------------------------------------------|---|-----------------------------------------------|---|
| • Coalition formed or joined | Y | • Roundtable mobilized popular support | Y |
| • Other major interests added | N | • Coalition has plan for enacting legislation | N |
| • CEO/Governor meeting | Y | • Legislation introduced, considered | N |
| • Working relationship with Governor | Y | • Legislation passed | N |
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| • Agenda incorporates essential components | N | | |
| • Coalition developed strategy to monitor implementation | N | | |
| • Agenda has support in legislature and/or state department | N | | |

Appendix I: The Business Roundtable Education Task Force Members

Joseph T. Gorman, Chairman
 Paul A. Allaire
 Joseph E. Antonini
 Rand Araskog
 Daniel B. Burke
 John L. Clendenin
 John J. Curley
 Joseph L. Dionne
 Walter Y. Elisha
 Richard B. Fisher
 H. Laurance Fuller
 Gaynor N. Kelley
 Robert Kennedy
 Reuben Mark
 Joseph Neubauer
 Paul H. O'Neill
 James F. Orr III
 Joseph A. Pichler
 Bert C. Roberts, Jr.
 Henry B. Schacht
 Donald J. Schuenke
 Richard Sharp
 Frank A. Shrontz
 Charles R. Shoemate
 A.J.C. Smith
 Raymond W. Smith
 Richard J. Stegemeier
 W. Thomas Stephens
 Dennis Weatherstone
 David R. Whitwam
 Stephen M. Wolf

TRW Inc.
 Xerox Corporation
 Kmart Corporation
 ITT Coporation
 Capital Cities/ABC, Inc.
 BellSouth Corporation
 Gannett Co., Inc.
 McGraw-Hill, Inc.
 Springs Industries, Inc.
 Morgan Stanley Group, Inc.
 Amoco Corporation
 The Perkin-Elmer Corporation
 Union Carbide Corporation
 Colgate-Palmolive Company
 ARA Services, Inc.
 Aluminum Company of America
 UNUM Corporation
 The Kroger Company
 MCI Communications Corp.
 Cummins Engine Co., Inc.
 The Northwestern Mutual Life Ins., Co.
 Circuit City Stores, Inc.
 The Boeing Company
 CPC International, Inc.
 Marsh & McLennan Companies, Inc.
 Bell Atlantic Corporation
 Unocal Corporation
 Manville Corporation
 J.P. Morgan & Company, Inc.
 Whirlpool Corporation
 UAL Corporation

Appendix II: The Business Roundtable Education Initiative Members by State

- State Lead
- * Non-Roundtable Company

Alabama

- John Clendinin
- Raymond E. Cartledge
- Philip E. Lippincott

BellSouth Corporation
Union Camp Corporation
Scott Paper Company

Alaska

- Richard J. Stegemeier

Unocal Corporation

Arizona

- John W. Teets
- Gary L. Tooker
- Douglas C. Yearley

The Dial Corporation
Motorola, Inc.
Phelps Dodge Corporation

Arkansas

California

- Sam L. Ginn
- Donald R. Beall
- Riley P. Bechtel
- John E. Bryson
- Lodwick M. Cook
- Kenneth T. Dérr
- Leslie G. McGraw
- Willis B. Wood, Jr.

Pacific Telesis
Rockwell International Corporation
Bechtel Group, Inc.
Southern California Edison
Atlantic Richfield Corporation
Chevron Corporation
Fluor Corporation
Pacific Enterprises

Colorado

- W.T. Stephens
- Lewis E. Platt
- Stephen M. Wolf

Manville Corporation
Hewlett-Packard Company
UAL Corporation

Connecticut

- Robert D. Kennedy
- William J. Alley
- Ronald E. Compton
- Robert F. Daniell
- Robert E. Donovan
- George V. Grune
- John W. Johnstone, Jr.
- Gaynor N. Kelley
- John F. Welch, Jr.
- Louis V. Gerstner

Union Carbide Corporation
American Brands, Inc.
Aetna Life & Casualty Company
United Technologies Corporation
Asea Brown Boveri, Inc.
Reader's Digest Association Inc.
Olin Corporation
The Perkin-Elmer Corp.
General Electric Company
IBM Corporation

Delaware

- Edgar S. Woolard, Jr.
- John H. Croom
- John J. Curley

E.I. DuPont de Nemours & Co.
The Columbia Gas System
Gannett Co., Inc.

Florida

- James L. Broadhead
- John T. Hartley
- Walter Shipley

FPL Group, Inc.
Harris Corporation
Chemical Banking Corporation

Georgia

- Ronald W. Allen
- A.D. Coraell
- Roberto C. Goizueta

Delta Air Lines, Inc.
Georgia-Pacific Corporation
The Coca-Cola Company

Hawaii

- D. Wayne Calloway

PepsiCo, Inc.

Idaho

- John B. Fery

Boise Cascade Corporation

Illinois

- Edward J. Noah
- Robert N. Burt
- Edward A. Brennan
- Dean L. Buntrock
- Duane L. Burnham
- John H. Bryan, Jr.
- W.H. Clark
- Donald V. Fites
- Vernon R. Loucks, Jr.
- Richard C. Noteburt
- Jerry K. Pearlman

CNA Insurance Companies*
FMC Corporation
Sears, Roebuck and Co.
WMX Technologies, Inc.
Abbott Laboratories
Sara Lee Corporation
Nalco Chemical Company
Caterpillar Inc.
Baxter International
Ameritech
Zenith Electronics Corporation

Indiana

- James E. Rogers, Jr.
- Rand Araskog
- A. William Reynolds
- Henry B. Schacht

PSI Resources, Inc.
ITT Corporation
GenCorp, Inc.
Cummins Engine Co., Inc.

Iowa

- H. Laurance Fuller
- William D. Smithburg

Amoco Corporation
The Quaker Oats Company

Kansas

- William T. Esrey

Sprint Corporation

Kentucky

- Kent C. Nelson
- John R. Hall
- David A. Jones

United Parcel Service of America
Ashland Oil, Inc.
Humana, Inc.

Louisiana

- Philip T. Carroll

Shell Oil Company

Maine

- Andrew C. Sigler
- Linda J. Wachner

Champion International Corporation
Warnaco

Maryland

- Edward F. Mitchell
- Norman R. Augustine
- Sanford I. Weill

Potomac Electric Power Company
Martin Marietta Corporation
The Travelers Inc.

Massachusetts

- Dennis J. Picard

Raytheon Company, Inc.

Michigan

- Joseph E. Antonini
- Arnold G. Langbo
- Steven C. Mason
- Harold A. Poling
- Frank P. Popoff
- John Smith
- David R. Whitwam
- John L. Zabriskie

Kmart Corporation
Kellogg Company
Mead Corporation
Ford Motor Company
The Dow Chemical Company
General Motors Corp.
Whirlpool Corporation
The Upjohn Company

Minnesota

- Michael R. Bonsignore
- H. Brewster Atwater
- Livio D. DeSimone
- Kenneth A. Macke
- M. Thomas Moore
- Michael W. Wright

Honeywell, Inc.
General Mills, Inc.
3M
Dayton Hudson Corporation
Cleveland-Cliffs Inc.
SuperValu, Inc.

Mississippi

- John L. Clendenin
- Edward L. Addison
- John A. Georges

BellSouth Corporation
The Southern Company
International Paper Company

Missouri

- Richard J. Mahoney
- Irvine O. Hockaday, Jr.
- Charles F. Knight

Monsanto Company
Hallmark Cards, Inc.
Emerson Electric

Montana

- Drew Lewis

Union Pacific Corp.

Nebraska

Nevada

- John Curley

Gannett Co., Inc.

New Hampshire

- Robert B. Palmer
- L. Dennis Kozlowski

Digital Equipment Corp.
Tyco International Ltd.

New Jersey

- P. Roy Vagelos
- Robert E. Allen
- Albert J. Costello
- Joseph L. Dionne
- Ralph S. Larsen
- Charles R. Shoemate
- John R. Stafford
- Robert C. Winters

Merck & Co., Inc.
AT&T
American Cyanamid Company
McGraw-Hill, Inc.
Johnson & Johnson
CPC International, Inc.
American Home Products
The Prudential Ins. Co.

New Mexico

New York

- Albert C. DeCrane, Jr.
- Daniel Burke
- George Fisher
- Richard B. Fisher
- Harvey Golub
- Maurice R. Greenberg
- Charles A. Heinbold

Texaco, Inc.
Capital Cities/ABC, Inc.
Eastman Kodak Company
Morgan Stanley & Company, Inc.
American Express Company
American International Group
Bristol-Myers Squibb Company

James R. Houghton
Richard H. Jenrette
Thomas G. Labrecque
Reuben Mark
Charles S. Sanford, Jr.
Walter V. Shipley
A.J.C. Smith
William C. Steere, Jr.
Dennis Weatherstone

Corning Inc.
The Equitable Companies Inc.
The Chase Manhattan Corporation
Colgate-Palmolive Company
Bankers Trust New York Corporation
Chemical Banking Corporation
Marsh & McLennan
Pfizer, Inc.
J.P. Morgan & Company, Inc.

North Carolina

- William S. Lee
- Joseph M. Clapp
- Gerald M. Levin
- Lawrence B. Ricciardi
- Sherwood H. Smith, Jr.

Duke Power Company
Roadway Services, Inc.
Time Warner Inc.
RJR Nabisco, Inc.
Carolina Power & Light Company

North Dakota

- Michael W. Wright

SuperValu Inc.

Ohio

- Edwin L. Artz
- Peter H. Forster
- Stanley C. Gault
- Joseph T. Gorman
- John B. McCoy
- Southwood J. Morcott
- John D. Ong
- Joseph A. Pichler

The Procter & Gamble Company
DPL Inc.
The Goodyear Tire & Rubber
TRW Inc.
Banc One Corporation
Dana Corporation
The BFGoodrich Company
The Kroger Company

Oklahoma

- Frank A. McPherson
- C.J. Silas

Kerr-McGee Corporation
Phillips Petroleum Company

Oregon

- Richard M. Rosenberg

BankAmerica Corporation

Pennsylvania

- J. Lawrence Wilson
- Curtis H. Barnette
- Michel L. Besson
- Charles A. Corry
- Jerry E. Dempsey
- Melvyn J. Estrin
- George A. Lorch
- Michael A. Miles
- Wilson H. Taylor
- James A. Unruh
- Harold A. Wagner
- Kenneth L. Wolfe

Rohm & Haas
Bethlehem Steel Corporation
Saint-Gobain Corporation
USX Corporation
PPG Industries, Inc.
National Intergroup
Armstrong World Industries
Philip Morris Companies
Cigna Corporation
Unisys Corporation
Air Products & Chemicals Inc.
Hershey Foods

Rhode Island

South Carolina

- Walter Y. Elisha
- Theodore H. Black
- Gary M. Clark
- Hugh L. McColl, Jr.
- Roger Milliken
- Harry P. Kamen

Springs Industries
Ingersoll-RAND Company
Westinghouse Electric
NationsBank Corporation
Milliken & Company
Metropolitan Life

South Dakota

- John S. Reed

Citicorp

Tennessee

- Fredrick W. Smith
- Michael D. Rose

Federal Express Corp.
The Promus Companies, Inc.

Texas

- Robert Cizik
- Thomas H. Cruikshank
- David H. Hoag
- William R. Howell
- Jerry R. Junkins
- Charels R. Lee
- John J. Murphy
- Lee. R. Raymond
- Michael H. Walsh

Cooper Industries; Inc.
Halliburton Company
The LTV Corporation
J.C. Penney Co., Inc.
Texas Instruments Inc.
GTE Corporation
Dresser Industries
Exxon Corporation
Tenneco, Inc.

Utah

- M. Anthony Burns
- Nolan D. Archibald
- Thomas L. Gossage

Ryder Systems Inc.
The Black & Decker Co.
Hercules Incorporated

Vermont

- Williams C. Ferguson

NYNEX Corporation

Virginia

- Richard Sharp
- David R. Goode
- Allen Murray
- Joseph Neubauer
- Bert C. Roberts, Jr.
- John W. Snow

Circuit City Stores, Inc.
Norfolk Southern Corp.
Mobil Corporation
ARA Services, Inc.
MCI Communications Corporation
CSX Corporation

Washington

- Frank A. Shrontz

The Boeing Company

West Virginia

- John R. Hall
- Dr. E. Linn Draper

Ashland Oil, Inc.
American Electric Power

Wisconsin

- Robert J. O'Toole
- Donald C. Clark
- Donald J. Schuenke

A.O. Smith Corporation
Household International
Northwestern Mutual Life Insurance Company

Wyoming

- Robert N. Burt

FMC Corporation

District of Columbia

- Paul A. Allaire
- Edward F. Mitchell

Xerox Corporation
Potomac Electric Power Co.

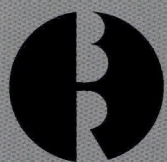
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The Business Roundtable

The Essential

Components

of a

Successful

Education

System:

PUTTING POLICY INTO PRACTICE



The Business Roundtable

The Essential
Components
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PUTTING POLICY INTO PRACTICE

Introduction

In September 1989, The Business Roundtable committed to a ten-year effort to work with state policy makers and educators to restructure state education systems and ensure that all students achieve at high levels. To guide that effort, the Roundtable adopted, in September 1990, nine Essential Components of a Successful Education System (see the Appendix for the complete text containing more detailed information):

- 1. A successful education system operates on four assumptions:**
 - *Every student can learn at significantly higher levels;*
 - *Every student can be taught successfully;*
 - *High expectations for every student are reflected in curriculum content, though instructional strategies may vary; and*
 - *Every student and every preschool child needs an advocate—preferably a parent.*
- 2. A successful system is performance or outcome based.**
- 3. A successful system uses assessment strategies as strong and rich as the outcomes.**
- 4. A successful system rewards schools for success, helps schools in trouble, and penalizes schools for persistent or dramatic failure.**
- 5. A successful system gives school-based staff a major role in instructional decisions.**
- 6. A successful system emphasizes staff development.**
- 7. A successful system provides high-quality prekindergarten programs, at least for every disadvantaged child.**
- 8. A successful system provides health and other social services sufficient to reduce significant barriers to learning.**
- 9. A successful system uses technology to raise student and teacher productivity and expand access to learning.**

These components reflect the best research, thinking, and practice arising from the education community. They were refined based on extensive input and discussion from educators, policy makers, and business leaders. The Essential Components of a Successful Education System have been adopted by a number of other major business organizations, including the Business Coalition for Education Reform (comprising 11 national business organizations), and have been endorsed by the Education Leaders Consortium (comprising national organizations representing the leadership in school administration).

These components serve as a nine-point agenda for educational change, a blueprint for efforts by The Business Roundtable companies and other business organizations—in cooperation with policy makers, educators, and other education stakeholders—to achieve the six National Education Goals. While the six goals represent the educational outcomes we as a nation want and need to achieve, the nine essential components provide the structure for reaching those goals.

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Taken together, the nine components create an internally consistent system designed to ensure that *all* students reach world-class achievement levels.

The nine components require that:

- Clear standards of success be defined and schools held accountable for ensuring that all students meet the standards.
- School staff be given the authority to make curriculum, instruction, personnel, and budget decisions, so that control and accountability are matched.
- Schools be provided with the support necessary to succeed: teachers and administrators, with adequate time and resources for staff development and planning; students, with early childhood programs, parental involvement, and health and social services; and students, teachers, and administrators, with appropriate technology.

The nine Essential Components of a Successful Education System form an integrated whole. Adopting some while ignoring others will not result in a system capable of raising the achievement of all students to world-class levels.

While the components can be phased in over time, a comprehensive and integrated strategic plan for achieving all of them must be developed and then implemented.

This publication is designed to help The Business Roundtable companies and others work toward this goal. Its first section, "Policies that Exemplify the

National Education Goals

By the year 2000:

1. All children in America will start school ready to learn.
2. We will increase the percentage of students graduating from high school to at least ninety percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter, including English, mathematics, science, history and geography.
4. U.S. students will be the first in the world in science and mathematics achievement.
5. Every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and offer a disciplined environment conducive to learning.

Nine Essential Components," provides examples of policies, programs, and practices that illustrate each of the nine essential components. The second section, "State-Level Strategies for Achieving the Nine Essential Components," provides guidance for working with state policy makers, educators, and other companies in the development and implementation of an education agenda.

There is no *one* set of policies, programs, and practices that should be enacted in every state. There is no clear step-by-step process for working successfully with policy makers and educators in every state. What this publication does is provide guidance. The hard work of adapting this guidance to the circumstances in each state is still up to the individual companies and their partners.

More information on the issues in education restructuring, current problems, and potential solutions can be found in *The Business Roundtable Participation Guide: A Primer for Business on Education*, which was developed for The Business Roundtable by the National Alliance of Business.

Policies that Exemplify the Nine Essential Components

As The Business Roundtable companies have begun to work in their states, they have found it helpful to articulate what an education system based on the nine essential components might look like. How would an outcome-based system *function*? What *are* "strong and rich" assessment strategies?

The policies, programs, and practices presented in this section are meant to assist those engaged in the reform process to visualize such a system. The first subsection, "The Nine Essential Components of a Successful Education System," provides examples of each component from across the country. The second subsection, "The Kentucky Approach," describes the comprehensive agenda adopted by Kentucky to implement all the components in an integrated fashion.

The examples presented here are not meant to be a comprehensive list of the best policies, programs, or practices in the country. Nor are they meant as models that can be transferred wholesale to the states. For some components, there are a number of examples, similar to the ones highlighted here, that may be just as worthy of adaptation. For other components, no existing policies *truly* exemplify the ideas embodied by the components. In these cases, the examples provide a starting point from which to work. In fact, most of the state, local, and program examples highlighted here should be thought of as "pathfinders," or models, from which good ideas can be gleaned, and which still need some modification before they are truly in line with the nine essential components.

No matter which examples a state chooses to build upon, successful education restructuring requires a comprehensive and integrated agenda encompassing *all* nine components. Addressing a few components while ignoring others will not improve educational outcomes. Additionally, states cannot just choose randomly from the examples presented here. They must be sure that the approaches they use to address each component are compatible with the approaches they choose to address the others.

Companies must recognize that all policies will have to be adapted to the circumstances—economic, social, and political—of the states with which they are working. State policy makers and educators have been operating their education systems for decades, and working on education reform initiatives for years. As companies work to get these players to embrace the nine essential components, they must understand the work that has gone before, and look for ways to build upon and modify existing initiatives to encompass the nine components.

The Nine Essential Components of a Successful Educational System

Models for individual components exist in a number of places. Roundtable companies can gain insight from these separate initiatives as they work with others to develop comprehensive plans that encompass all nine components.

1. A successful education system operates on four assumptions:

Every student can learn at significantly higher levels.

Unless we enter the educational enterprise assuming that all students can succeed, including those with whom we have historically failed, we will not be able to raise the performance of all students.

Just as "zero defects" is becoming common language in manufacturing, commitment to "no failures" is finding its way into the language of more and more state legislation and government policies.

MARYLAND. The 1991 Maryland School Performance Program Report states that "The Maryland State Board of Education believes that public education must ensure success for all students."

UTAH. Utah's 1992 *Strategic Planning for Public Education Act* states that "It is the intent of the Legislature to assist in maintaining a public education system that ...

assumes that all students have the ability to learn and that each student departing the system will be prepared to achieve success in productive employment, further education, or both."

This language clearly embodies the vision that all children can learn, but most states must still develop education systems to meet this ambitious goal and commit the necessary resources to make these systems succeed. One model is the **Accelerated Schools Project**, designed to bring *all* children into the competitive education mainstream. Instead of slowing the pace for lower-achieving students through remedial classes, these schools seek to accelerate student learning through creative school organization, stimulating curricula, and powerful instructional techniques. The Accelerated Schools Project now operates in more than 140 elementary and middle schools across the nation. Illinois, Massachusetts, and Missouri have started their own accelerated schools networks, to provide participating schools with support and training.

Every student can be taught successfully.

Many teachers and schools across the United States are successfully serving children from every conceivable type of background. The challenge then is not to invent new practices, but to identify the already successful ones and to train school staff elsewhere to adopt them. The continued search for new knowledge about teaching and learning cannot excuse failures to use what we already know.

As states recognize that all students can and must learn, they are insisting that their education systems develop the capacity for teaching all students.

ARKANSAS. The 1991 act *Meeting the National Education Goals: Schools for Arkansas' Future* states that Arkansas' education system will need "... to apply methods that are appropriate to ensure that all students will master the more challenging curriculum."

OREGON. The intent of the 1991 *Oregon Educational Act for the 21st Century* is "... to maintain a system of public elementary and secondary schools that ... provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services."

Again, adopting the appropriate language is only a first step; effective programming and appropriate staff development still must follow. Johns Hopkins University's **Success for All** program seeks to ensure that all children succeed the first time they are taught. Designed for youth in very poor communities, Success for All focuses on teaching reading and writing through small-group, cooperative learning. It provides mentors, tutors, and family support services to ensure that no students fall behind. Success for All is now operating in 50 schools in 14 states throughout the country.

High expectations for every student are reflected in curriculum content, though instructional strategies may vary.

We should expect all children to learn challenging material. But who teaches, how we teach, and where and when teaching and learning occur, should vary for different students, classrooms, and schools.

In most school systems today, time is the constant, and student achievement the variable—that is, a child spends 180 days in third grade and then moves to fourth. Some children learn much faster and must wait to move forward, while others do not learn material adequately but are moved to fourth grade anyway. What is needed are systems that hold achievement constant, with time the variable. A few states have begun to implement such systems.

OREGON. The 1991 *Oregon Educational Act for the 21st Century* provides for combined kindergarten-through-third-grade classes and supplemental services (including the possibility of additional school time) for children not making satisfactory progress in their studies. The combination classes were introduced in response to research showing improved self esteem in such situations, and therefore improved student learning. The combination classes are not mandatory, and are expected to be phased in over time. Only 10 schools have received grants to implement the combination class program as yet, though other schools are implementing it as well. Additional services for children not making satisfactory progress have yet to be implemented. The State Department of Education is researching current programs and expects to have legislation introduced in 1993 to implement and fund needed changes.

Nationally, the **Coalition of Essential Schools**, formed by Theodore Sizer, provides support and guidance for a network of schools pursuing school- and classroom-based reform. Coalition members are committed to a common set of principles that stress the personalization of learning to individual students. All children are expected to use their minds and master essential skills.

Teachers serve as coaches helping students learn how to teach themselves. Approximately 400 schools in 26 states are part of the Coalition. Through Re:Learning, the Education Commission of the States assists states to adopt administrative and policy changes supportive of coalition schools.

Every student and every preschool child needs an advocate—preferably a parent.

Children cannot succeed without help. Parents are the best source of such help. Where parental support is insufficient, another individual must serve as the child's advocate. Children need to be read to and talked to, nurtured and cared for. They need to know that education is valued by people whose opinion they respect. They also need someone who will help them through the education system, someone who will talk with teachers and principals on their behalf.

Numerous programs exist to help parents fulfill their parental roles, to support parental involvement in education, and to provide alternative advocates for children whose parents need assistance. However, only a few states have policies to ensure that all students get the support they need.

CALIFORNIA. In January 1991, California passed legislation requiring all school districts to implement programs to involve parents in their children's education. To support the parent involvement programs, the state conducted conferences, trained administrators, and published a resource directory on family involvement. Districts are required to train teachers and administrators in communication skills, and to train trainers to educate parents on good parenting

skills, including home learning opportunities. Approximately 300 schools are operating fall institutes for parents with their program improvement funds under Chapter 1 (a federal government program to provide supplementary educational services to educationally disadvantaged children).

MINNESOTA. Minnesota has approached the parental involvement issue from two directions. A 1990 state law requires employers to provide employees with up to 16 hours of leave per school year to attend school conferences or classroom activities that cannot be scheduled during non-work hours. Additionally, the state's 1991 *Parental Involvement Law* requires districts to use \$5 per pupil of their state-supplied revenue to fund parental involvement programs.

MISSOURI. In 1984, Missouri became the first state in the nation to mandate parent education and family support services in every school district. Parents as Teachers serves families with children from birth to age three by suggesting parent activities that encourage children's language, cognitive, and social skills development. The program also provides periodic developmental screening to assure early detection of potential problems that might cause difficulty later in children's education.

At the local level, Baltimore's **Project Raise** (Maryland) provides school-based advocates and one-on-one mentors to economically disadvantaged children. And **Project Mentor** (Texas), now administered by the Austin Independent School District, coordinates the services of approximately 2,000 mentors and covers 93 of the district's 94 schools.

Nationally, the "**I Have a Dream**" program links caring adults (Sponsors)

to entire inner-city classes of elementary school children (Dreamers) for at least ten years. The Sponsors provide sustained personal relationships plus the scholarship support needed to assure college opportunities. Participating Dreamers also receive a continuing program of academic, cultural, social, and recreational activities to encourage them to stay in school, learn, seek higher education, and define viable career objectives. From philanthropist Eugene Lang's initial sponsorship of one class of students in 1981, the "I Have a Dream" program has grown to include almost 200 Sponsors of 156 Projects in 46 cities embracing over 10,000 Dreamers.

The School Development Program, developed by James Comer, is designed to address children's psychological preparation for school, and relies on the collaboration of school staff and parents to meet children's academic and social needs. The School Development Program is built around three elements: a school governance team, which includes parents, teachers, administrators, and support staff; a mental health team; and broad parental participation. More than 200 schools in 25 districts in 18 states and the District of Columbia are participating in the School Development Program.

2. A successful system is performance or outcome based.

If we are to succeed in raising students' achievement to world-class levels, we must begin measuring education in terms of outcomes. The first step is to define, in measurable terms, what we want young people to know and be able to do. While this section only discusses the definition of outcomes, it is important to recognize that these definitions must be linked to the other components. Outcome definitions serve

as the base for many of the other components; in particular, assessments must be designed to measure student performance against the desired outcomes (component 3), and staff must be prepared to help children acquire the skills defined by these outcomes (component 6).

States have approached the task of defining outcomes in a number of ways. In the past, many states established "curriculum frameworks" that defined the material and reasoning skills students should master in each of the traditional disciplines. Today, however, many states are moving toward establishing "common cores of learning," or interdisciplinary definitions of what students should know and be able to do; and "mastery" definitions of the skills and knowledge students will have to acquire in order to graduate.

MAINE. Maine's Common Core of



Learning defines the knowledge, skills, and attitudes graduating high school students should possess to be productive citizens. The Core is divided into four categories that cut across the familiar subject areas:

(a) personal and global stewardship (awareness and concern for oneself, others, and the environment); (b) communication; (c) reasoning and problem solving; and (d) the human record (human actions, events, thoughts, and creations, as they have evolved through time). The Commission on Maine's Common Core of Learning, composed of 45 individuals from education and the wider community, spent the greater part of 1989 developing the Core. They read about current issues in the content areas, took public comment at eight regional forums, and listened to 38 student readers from three high schools. Because it will take some time for the

Common Core to change the way education is delivered, the state is now engaged in building awareness of the Core and an understanding of the systemic change process.

MINNESOTA. The Minnesota State Board of Education is developing an outcome-based graduation rule. The rule will require that,

by the year 2000, all students demonstrate proficiency against a comprehensive set of standards—including standards in reading, writing, mathematical processes, and problem-solving—in order to receive their high school diplomas. State legislation requires that the proposed rule be presented to the state legislature in 1993 and again in 1994 before final adoption. Pilot sites and public input will be used to establish the standards and develop assessments by 1996. When the program is implemented state wide, districts will have the option of using the model assessments or developing their own. Minnesota's business community has been actively involved in helping to set standards and define abilities.

OREGON. Based on the Commission on the Skills of the American Workforce's report, *America's Choice: high*

skills or low wages!, Oregon's 1991 *Educational Act for the 21st Century* requires the development of a Certificate of Initial Mastery by the end of the 1996-97 school year. To earn their certificates, students will have to pass a series of performance-based assessments at grades three, five, eight, and ten that document their progress in mastering academic subjects, critical thinking, problem solving, and communication skills. The certificates, which students could apply for by age 16 or upon completing grade ten, would be

required for entry into college preparatory and academic professional technical programs. The Department of Education will convene 10 task forces comprising educators, business people, community representatives, teachers, classified employees, and students to define the skills and develop the assessments to implement this program.

PENNSYLVANIA. In March 1992, the



Pennsylvania State Board of Education adopted regulations that would require students to master a set of learning outcomes, rather than take a prescribed number of courses, in order to graduate. The state was to complete its definition of the skills and knowledge students must attain by the fall of 1992, and officials estimate that it will take approximately three years for all school districts to begin implementing the new outcome-based system. The business community has been actively involved in the movement toward an outcome-based system, identifying and advocating on behalf of needed policy changes.

At the national level, the National Council of Teachers of Mathematics has already developed national standards in math. The U.S. Education Department, along with other federal agencies and private funders, has awarded grants for the development of standards in science, history, the arts, and English.

3. A successful system uses assessment strategies as strong and rich as the outcomes.

As the examples above indicate, outcomes and assessment are integrally related. Once outcomes are defined, assessments must be developed that adequately measure (a) students' attainment of the specified knowledge and skills and (b) the success of the

schools in imparting these skills. These assessments must encompass higher expectations and reflect an emphasis on thinking and integration of knowledge, understanding of main ideas, and problem solving. They must also test student performance against objective criteria (criterion-referenced testing), not the performance of other students (norm-referenced testing).

The movement toward assessments that go beyond traditional paper-and-pencil, multiple choice tests is growing. The **National Assessment of Educational Progress (NAEP)** uses only open-ended evaluation tools (where children have to provide the correct answers themselves, rather than choose from a selection of possible answers) for its writing assessments. It included portfolio evaluations (a collection of students' work) in its 1992 writing assessment. For its 1992 math assessment, about 40 percent of students' time was spent on open-ended questions; for the 1992 reading assessment, that percentage was about 50. For all of the 1994 assessments, about 50 percent of the questions are expected to be open-ended.

The **Mathematical Sciences Education Board (MSEB)**—a national board comprised of a unique coalition of mathematics teachers and supervisors, college and university mathematicians, scientists, educational administrators, parents, and representatives of government, business, and industry—is in the process of developing assessment prototypes for fourth-grade mathematics. The prototypes would include performance-based tasks. Some would require 20 to 30 minutes to perform; others, eight to nine days. The MSEB, together with the National Council of Teachers of Mathematics, is also about to embark on development of assessment standards

for school mathematics, which will probably include performance-based assessment.

A number of states are active in the development of non-traditional, criterion-referenced assessments.

ARIZONA. Under the state superintendent's leadership, the Arizona Student Assessment Program (ASAP)—a comprehensive

program to improve teaching, learning, and assessment—was mandated in 1990. Based on the belief that the state should set higher student performance goals and assess them using new performance-based assessments in reading, writing, and mathematics in grades three, eight, and 12, the ASAP assessments require students to do more than pick an answer from a list of choices. Students must apply their understanding of the inter-relationship of concepts to the solutions of real problems. For more than three years, the staff at the Arizona Department of Education, in collaboration with the Joint Legislative Committee on Goals for Educational Excellence, the State Board of Education, and educators, worked to develop the specifics of ASAP.

MARYLAND. The Maryland School Performance Assessment Program was first conducted

in May 1991. Used to evaluate schools, not individual students, the assessment is given to every student in grades three, five, and eight, and eventually will be expanded into high school. The assessment uses "authentic testing" (tests designed to simulate activities students would perform in the real world), not just multiple choice tests, and includes group work, individual work, teacher-led, and hands-on activities. The 1991 assessment tested reading, writing, and math skills; science and social studies

assessments were added in 1992. The assessments were developed by Maryland educators with input from the business community, and were designed to measure what students should be learning, not just what was already being taught and tested. Maryland plans to review and refine the assessments continually.

NEW YORK. Since 1989, the New York State Education Department has included hands-on manipulative skills tasks as a component of their Program Evaluation Test (PET) in science for fourth graders. The manipulative test consists of five tasks: assessing measurement, prediction from observations, classification, hypothesis formation, and observation. Students are given seven minutes to work on each of the tasks, and teachers rate the answer sheets of their own students. The PET is currently being evaluated for use in other grades.

VERMONT. Vermont introduced the use of portfolios to assess the math and writing skills of all fourth and eighth graders in the 1990-91 school year. The assessments were developed by design committees of teachers, with the assistance of national experts. Students' classroom work is included in the portfolios evaluated by the teachers. A random sample of portfolios is evaluated a second time to ensure consistency in scoring. Prior to the portfolio program, Vermont did not conduct any state-wide testing. The portfolio assessments were introduced to identify weaknesses in curricula, improve instruction, and increase the education system's accountability to taxpayers.

At the national level, the **National Council on Education Standards and Testing** released a report in Janu-

ary 1992, recommending that a new National Education Standards and Assessments Council be established to work with the National Education Goals Panel to "certify content and student performance standards and criteria for assessments as world class." This council would coordinate development of a system of individual student assessments, provide research and development for new assessments, certify assessments, and establish procedures and criteria for comparing various assessment systems.

In addition, the **New Standards Project** (a joint program of the Learning Research and Development Center at the University of Pittsburgh and the National Center on Education and the Economy) has brought together 17 states and six districts (encompassing over half the nation's students) to develop standards and a corresponding performance-based examination system to gauge student, teacher, school, and system performance. They are developing standards and performance-based examinations in English language arts, mathematics, the sciences, history and the social sciences, and work skills.

4. A successful system rewards schools for success, helps schools in trouble, and penalizes schools for persistent or dramatic failure.

A system based on outcomes requires an accountability system of rewards, assistance, and penalties. Success in these systems should be defined by the progress a school makes in increasing the number of its students achieving rigorous outcomes as measured by new, authentic assessments. Additionally, the accountability system must include other indicators, such as dropout rates, to ensure that schools do

not raise the percentage of their successful students by encouraging their less successful students to leave.

The following state examples have *elements* that might be part of such systems of rewards, assistance, and penalties, though they do not completely capture the intent of this component.

NEW JERSEY. The 1985 New Jersey *Public School Education Act*, referred to as the Intervention/ Takeover Bill, enables the state, following a formal procedure of assessments and preventive measures, to take over the operation of school districts that do not meet state-established minimum levels of performance. When this occurs, the district school board is disbanded and the state commissioner of education appoints a state superintendent for the district. The state superintendent is given broad authority with regard to staffing; this includes all personnel matters including employment, transfer, and removal of staff.

OHIO. Legislation passed in 1989 requires the Ohio Department of Education to identify excellent and deficient schools and school districts. The criteria include: (a) student achievement, (b) student and staff attendance, and (c) the dropout rate. Schools and districts found to be deficient in meeting performance standards must submit a corrective action plan to the State Board of Education. Additionally, the State Board can choose to intervene in the management of the school or district in a number of ways, including placing the district under the control of a state monitor. Schools that receive an excellent rating may request waivers from certain rules and standards. The 1991-92 school year was the first for which schools were evaluated using the new performance criteria.

SOUTH CAROLINA. South Carolina's 1984 *Education Improvement Act* and 1989 *Target 2000* legislation established an



incentive program under which the state provides financial awards to schools making the largest achievement gains when compared with similar schools. With bonuses for student and teacher attendance, winning schools can receive awards of up to approximately \$30 per student. When districts perform poorly, South Carolina recommends a remedial action plan (with which the district must comply or face loss of funds or removal of the district superintendent) and provides technical assistance.

As companies promote systems of rewards, assistance, and penalties in their states, they should keep in mind the following key features recommended for successful implementation:

- The individual school, rather than classrooms or districts, should be the primary unit of measuring improvement in student performance.
- An increasing proportion of successful students—including low-income, racial and language minority, and disabled students—as measured against the agreed-upon outcomes, should be the key determinant of success.
- Comparisons should be made only between an individual school's current and past performance, not between schools and districts, so that all schools have equal chances of success.
- Rewards should be commensurate with the degree of success, and might include financial bonuses as well as recognition for school staff.
- Schools that are failing should receive customized support to meet their needs, including technical assistance, increased staff training, and possibly on-site experts to help them improve.

- Penalties should be designed to accelerate improvement, and might include the loss of school staff autonomy, denial of wage increases, suspension of tenure, or dismissal of a school's faculty and administration. They should not include a reduction in the funds available to support student programs.
- A parallel system based on student performance should be established for central office administration as well.

5. A successful system gives school-based staff a major role in instructional decisions.

If schools are to be held accountable for student performance, their staffs must be given responsibility for determining how the schools are operated (consistent with the vision, goals, and principles established by the system as a whole). This responsibility should include real involvement in the selection of faculty and staff; significant budgetary control; and the authority to determine curriculum, instructional practices, disciplinary measures, the school's calendar, and student and teacher assignments. School-based decision making is not, in and of itself, education restructuring. All nine components must be addressed to create a restructured education system.

Few states have developed plans to implement school-based decision making on a state-wide basis. However, state pilot projects and district efforts could provide insights into what might be required for more widespread implementation.

MINNESOTA. As an extension of its state-wide school choice system, Minnesota adopted a "charter schools" law in May 1991. The law permits licensed teachers to form and operate autonomous public schools, free of most state and district regulations, but requires these schools to meet agreed-upon educational outcomes and health and safety rules. The law allows up to eight schools to be chartered in the state. A local school district must sponsor the school to the state board of education for authorization to proceed with a written contract, valid for up to three years.



TEXAS. In June 1990, the Texas legislature passed a bill requiring that campus-level committees of teachers and parents be established to advise principals on academic and other performance objectives. This provision was strengthened in May 1991, when the legislature passed a bill requiring that each district develop and submit a plan (by September 1, 1992) for implementing school-based management/site-based decision making. These plans must establish School Committees and outline the role of the committees regarding goal setting, curriculum, budgeting, staffing patterns, and school organization. To support this movement towards school-based decision making, the state provided \$800,000 in FY 1992 to develop and deliver appropriate training.

At the local level, a number of districts—including **Dade County, Florida; Rochester, New York; and San Diego, California**—are moving toward district-wide implementation of school-based decision making. A union-management agreement led to the establishment of Dade County's school-based management/shared decision making program in 1986-87. To date,



about half of the district's more than 270 schools have entered the program, which allows them to receive waivers from the union contract as well as from district personnel, curriculum, and budget regulations.

Rochester's 1987 teachers' contract laid the foundation for its school-based planning program, which is now in effect in every school in the district. In Rochester, school-based planning teams (comprising teachers [the majority], administrators, parents, and students [at the secondary level]) develop school improvement plans, have some authority over staff selection, and may apply for waivers from district regulations. San Diego's shared decision making program gives school sites increased flexibility over budget and staffing decisions, though not total control. All San Diego schools are required to have governance teams (with representatives from administration, teachers, other staff, and parents) in place by June 1993. About two-thirds of the schools are already in compliance.

Effectively implementing school-based decision making requires changes at all levels. State and district education agencies must shift their focus from regulation and monitoring to providing resources and technical assistance. As recommended in *Facing the Challenge*, a recently released report by the Twentieth Century Fund Task Force on School Governance, school boards will have to cease micro-managing and focus on establishing broad policy guidelines. Principals and teachers will need to develop the skills and be given the resources to make decisions about how best to provide instruction to their students. Existing staff at all levels will need training and time to take on these new roles.

6. A successful system emphasizes staff development.

Staff quality heavily influences school outcomes. Adequate staff preparation requires at least four elements: (a) high quality pre-service teacher training programs, (b) alternative certification opportunities, (c) in-service teacher training programs based on the most effective instructional practices, and (d) selection, preparation, and upgrading programs for administrators, instructional support staff, and other non-teaching personnel.

While staff development is important for all individuals working within the education system, including principals and other administrators, it is *critical* for teachers because they have the most direct impact on students. Pre-service teacher training programs must emphasize mastery of a specific academic discipline or content area, field experience, and effective use of technology, in addition to classroom-based pedagogy. In-service programs must be substantive, and directly related to what teachers are currently doing (or about to do). Once the training is completed, teachers must be helped to integrate the new knowledge into their daily activities.

We must define what accomplished teachers need to know and be able to do if they are to help their students meet the outcome standards discussed earlier. The **National Board for Professional Teaching Standards**, founded in 1987, is setting high and rigorous standards and developing performance assessments for 30 "certificate areas" (defined by children's developmental levels, as well as by traditional subject areas). National Board certification will be a voluntary process, and will not replace state licensing. However, Iowa already has agreed to recognize National Board-certified

teachers, and other states may follow suit.

States and districts are notorious for under-investing in staff development. In general, states have not developed comprehensive plans to ensure that all their staff development needs are met, though some have developed innovative programs in limited areas. **California** passed legislation in 1988 creating a three-part staff development system that helps link the state's staff development programs to its subject matter curriculum frameworks. The California system includes funding for (a) school level planning, which ties staff development to school improvement plans, (b) 12 resource agencies and consortia, which link school professionals in each region to staff development programs, and (c) subject matter projects, which are three- to five-week institutes in seven subject areas followed by school- and district-level support.

Nebraska's Tech Center, established in 1985, prepares teachers to use computers and distance learning (in which teachers and students are in different locations). In 1991, the center began working with five colleges throughout the state, helping to improve their pre-service technology teacher instruction. **Vermont** conducts three-day training sessions to prepare teachers to implement its portfolio assessment system. **West Virginia** created a new Center for Professional Development, which provides training for superintendents, principals, and teachers. The center is overseen by a board of directors comprising business leaders and educators, as well as an advisory group of teachers, college faculty, and representatives of the public.

Unless staff development programs are adequately supported, it is impossible for other school reforms to succeed.

Staff development cannot continue to be considered an *expense*. It is a necessary *investment* in systemic school restructuring.

7. A successful system provides high-quality prekindergarten programs, at least for every disadvantaged child.

The evidence is very strong that a *quality, developmentally appropriate* preschool program for disadvantaged children can significantly reduce teen pregnancy, poor school performance, criminal arrest and drop-out rates, student placement in special education, and other negative and/or costly results if these children continue to receive education, health, and social service support through elementary school and beyond.

Federally-funded Head Start programs constitute the bulk of our nation's developmental preschool services to disadvantaged children. However, Head Start serves only about 38 percent of eligible three- and four-year-olds in the nation. Though the federal government has pledged to increase funding for Head Start, states and localities must supplement federally-funded programs if all disadvantaged three- and four-year-olds are to receive the services they need. A few states have made the commitment to do just this, and some have recognized the vital importance of the staff development needed to make these programs successful.

OHIO. In 1991, the governor established a goal of providing services to 50 percent of eligible children through a combination of state and federal Head Start funds by the end of the 1992-93 biennium, and to all eligible children by the end of 1995. In support of the governor's initiative, the

state legislature increased state funds for Head Start programs by 50 percent for 1991-92, and by another 30 percent for 1992-93, despite cutbacks elsewhere in the budget.

Ohio is also completing a three-year demonstration project, The Head Start—State of Ohio Collaboration Project, to develop a state-wide structure to support the rapid growth of Head Start and enhance the delivery of services that benefit Head Start and other low-income preschool children and their families. The demonstration brought together representatives from a broad range of agencies and service providers to develop a shared vision of collaborative service delivery. When the demonstration is completed, each state department will have developed a coordinated action plan to facilitate collaborative service delivery at the local level.

OREGON. The 1991 *Oregon Educational Act for the 21st Century* makes a strong commitment to pre-kindergarten programs. It requires that funding be available by 1996 to serve 50 percent of children eligible for Head Start, and by 1998, to serve all eligible children. Under this act, Oregon's pre-kindergarten programs would be operated in coordination with federal Head Start programs to avoid duplication of services. The State Department of Education created an early childhood development division, hired a division coordinator to train educators on developmentally appropriate practices, and hired two early childhood education specialists to monitor Oregon's pre-kindergarten programs and to provide appropriate training and technical assistance.

WASHINGTON. Washington's Early Childhood Education and Assistance Program (ECEAP) is a family-focused preschool program to help low-income four-year-old children succeed in the public education system. The program comprises four interactive components: education, parent involvement, health and nutrition, and family support services. A 1985 planning grant allowed a 30-member state-wide advisory committee to develop a blueprint for ECEAP. Since 1986, when the legislature provided a grant of \$2.97 million to serve 1,000 children, ECEAP has grown steadily. The 1991 legislative session provided enough funding for ECEAP, in tandem with Head Start and other federal funding, to provide services to all eligible four-year-olds in the state.

Other states have begun to pull together impressive pre-kindergarten programs of more limited scope. **Connecticut** has established three demonstration Family Resource Centers. These centers, located in school buildings, offer parent education and training; family support; infant/toddler, preschool, and school-age child care; positive youth development services; and family day-care provider training. **New Jersey's** Urban Pre-kindergarten Pilot Program, operating in three cities, provides full school-day programs—including educational, social, health, and nutritional services and parental involvement—to three- and four-year-old children.

At the local level, United Way's **Success By 6**, begun in Minneapolis, Minnesota, is a community-wide effort of business, government, labor, education, and health and human service organizations focused on ensuring that all children have the necessary development by age six for a lifetime of growth

and achievement. Success By 6 provides leadership to focus the community's energy and resources on eliminating barriers that prevent the successful development of young children. The three goals of Success By 6 are to promote public awareness of and build community commitment to the issues, improve access to services and information, and build public-private collaborations to provide an integrated system of services.

Many people consider this component to be a key test of a state's commitment to raising educational quality because research shows that investments at an early age are less expensive and more effective than investments later in children's lives. Though there is near universal support for early childhood education programs across stakeholder groups, the high costs of fully implementing this component have made it difficult for most states to provide quality services for all children who need them. Garnering the necessary support to overcome this hurdle will require persistent effort.

8. A successful system provides health and other social services sufficient to reduce significant barriers to learning.

As can be seen from some of the most impressive early childhood development programs above, raising our expectations for educational performance will not produce the needed improvement unless we also reduce the barriers to learning represented by poor student health, criminal behavior in schools, and inadequate physical facilities. Providing the needed health, social, and other services will require an unprecedented measure of collaboration among agencies, and/or the

realignment of governance responsibility for delivering the services.

States are just beginning to develop strategies for coordinating the delivery of health and social services to children, and to offer these services at or near school sites.

CALIFORNIA. The 1991 *Healthy Start Support Services for Children Act* is California's first state-wide effort to place comprehensive support services at or near schools. This government-led initiative authorized \$20 million in 1992 for planning and operational grants to school districts and county education offices to provide school-based, school-linked, integrated health, mental health, social, and other support services for children and their families. In addition to providing services, the local programs must involve parents in planning and operational activities, including teaching family members how to use existing systems, advocate for their children, and meet their own needs.

IOWA. In the 1989 legislative session, Iowa passed a bill authorizing and funding the School-Based Youth Services Program (SBYSP). This initiative allows school districts to compete for grants to coordinate mental health, primary and preventive health care, employment and training, and other services in a location at or near middle and high schools. In the 1990-91 school year, the state was able to provide \$200,000 to each of four school districts, which together established 15 centers and served over 3,000 students. The program's first-year evaluation suggested that the SBYSP lowered the dropout rate and improved student performance.

NEW JERSEY. The New Jersey Department of Human Services currently provides \$6.5 million per year to fund Comprehensive Youth Service Centers at 29 high schools and seven middle and elementary schools in the state. All of the high school centers provide job training and employment, mental and physical health, and recreation services, and make available a certified alcohol and drug abuse specialist. In addition, some provide day care and nutrition services. The middle school programs mirror those of the high schools, except that they provide career exploration instead of job training and employment services. The elementary school centers concentrate on mental health and health care services, family counseling, after school recreational activities, and academic assistance. Localities participating in the Youth Service Center program must provide a 25 percent match, and some businesses have helped communities meet this requirement. Evaluation of the centers has proven their fundamental hypothesis: "if you put services where the students are, they will use them."

In San Diego, California, **New Beginnings** is working to improve services to children and families through a new system focused on prevention and integrated services. An interagency collaboration between Children's Hospital, the City of San Diego, County of San Diego, San Diego City Schools, San Diego Community College District, San Diego Housing Commission, and the San Diego Medical Center at the University of California, New Beginnings began in 1988 when top agency executives joined together to build awareness of each agency's services in the area. In the fall of 1991, New Beginnings opened its first demonstration center at Hamilton Elementary School, providing family

assessment, parent education and adult education classes, health services, family service advocates, and connections to supportive services from participating agencies. New Beginnings works actively to provide institutional change, including changes in eligibility requirements, confidentiality regulation, and changing staff roles in agencies. A grant from the U.S. Department of Health and Human Services will assist the expansion of New Beginnings within San Diego County.

Through its **New Futures** initiative, the Annie E. Casey Foundation has provided five cities with grants from \$5.7 million to \$12.9 million to make fundamental improvements in the planning, financing, and delivery of services to at-risk children and their families. Each New Futures city—Bridgeport, Connecticut; Dayton, Ohio; Little Rock, Arkansas; Pittsburgh, Pennsylvania; and Savannah, Georgia—established an Oversight Collaborative of leaders from the public, private, and nonprofit communities. These collaboratives serve as focal points for local decision making about at-risk youth and as mechanisms for improving the coordination of institutions and services.

Providing the necessary health and social services to all students can be a costly endeavor. In this case, however, the services are already funded, though possibly not adequately. What is needed is for the services to be better coordinated and made more accessible to students and their families.

9. A successful system uses technology to raise student and teacher productivity and expand access to learning.

Technology is critical in a program of systemic change, providing the means to: (a) enhance instruction by

structuring complicated material, supporting individualized and cooperative learning, and allowing students to simulate "real" situations; (b) provide access to learning through distance learning programs and equipment that compensates for student handicaps; (c) organize information such as student data bases, class and bus scheduling, and other administrative work; and (d) extend the breadth and depth of staff development and productivity.

In general, states have yet to develop comprehensive strategies for using technology effectively, though a few have developed impressive systems using a particular facet of technology.

ARKANSAS. During the 1983 legislative session, Arkansas enacted legislation establishing a nine-member commission to help Arkansas public schools utilize microcomputers to improve basic skills instruction. The IMPAC (Instructional Microcomputer Project for Arkansas Classrooms) Commission, comprising representatives of business, education, and government, established a nonprofit company to facilitate the purchase of microcomputers, to develop software, and to provide maintenance and support at IMPAC project sites. IMPAC's mathematics, reading, and language arts courseware currently is correlated to the Arkansas Basic Skills, but is being adjusted to place greater emphasis on the higher-order thinking skills and problem-solving strategies emphasized in the new learning outcomes established by the state in 1991. To date, IMPAC has involved 269 of Arkansas' 317 school districts, and more are scheduled to participate soon. An evaluation of the program found that over a nine-month school year, students gained an average of two to three months or seven to 13 percentile points on standardized

tests above the normal gains without computer assisted instruction. Programs were developed at a cost savings of 41.5 percent over regular discounted commercial prices for schools.

CALIFORNIA. In 1989, the California Department of Education, the California State University system, and IBM joined to create the IBM California Education Partnership (ICEP) to improve public education in the state through the effective integration of technology in the classroom. ICEP created four technology-related programs: (a) joint development projects, in which California State University faculty and K-12 teachers design, develop, field test, and evaluate innovative instructional programs; (b) the staff development program, which installed teacher training labs at all 20 California State University campuses to train future teachers and is installing more than 75 computer classroom labs in selected schools, school districts, and county offices of education to train current teachers; (c) a state-wide telecommunications network that helps teachers and superintendents exchange information, share innovative approaches to teaching, and solve administrative problems; and (d) a vocational training program, which has installed mid-range computer systems at 14 locations in California to provide students with instruction in computer skills. The California Department of Education and the California State University system are contributing executive and technical support, use of facilities, and use of an existing high-tech communications network to the effort. IBM has committed \$20 million in equipment, software, courseware, and technical support.

SOUTH CAROLINA. Using \$18 million in state support and an additional \$7 million in federal funding, South Carolina

Educational Television (SCE-TV) provides what some consider to be among the best educational broadcasting in the country. In operation for more than 30 years, SCE-TV broadcasts a full schedule of instructional programs aimed at schools, and produces tele-courses for college and university students, teleconferencing and training programs for state agencies, and programs for the Public Broadcasting Service (PBS). Using cable, satellite, locally broadcast signals, and videotapes, its instructional programs reach almost all elementary, middle, and high schools in the state.

TEXAS. In response to a legislative mandate, the Texas State Board of Education adopted the *1988-2000 Long-Range Plan for Technology* in November 1988. The plan provides for hardware and software procurement, training and certification of educators, two telecommunications delivery systems, and research and development. The original plan was developed over many months, with input from representatives of industry, higher education, school districts, and professional organizations, as well as staff from the Texas Education Agency. Since the plan's adoption, the Texas legislature has provided the statutory authority and appropriations necessary to take the initial steps outlined in the plan, though much remains to be done.

On another front, Texas passed legislation in 1987 allowing the State Board of Education to adopt technology-oriented packages (such as computer software or video disks) as textbooks so long as they covered the same material as that required for traditional textbooks. Since that legislation, the first "electronic instructional media system"—an elementary school science "textbook"—was adopted by the State Board in November 1990, and was chosen by approximately 30 percent of the Texas market for use during the 1991-92 school year.

WASHINGTON. More than 90 percent of school districts in the state of Washington (275 out of 296) have voluntarily joined to form the Washington School Information Processing Cooperative (WSIPC), which provides computer support to the participating districts. WSIPC provides administrative software, computer training, a hot-line service, and hardware maintenance. It also facilitates the collection of information for the state. WSIPC is supported by the districts, which pay on a per student basis.

The Kentucky Approach

In June 1989, the Kentucky Supreme Court declared Kentucky's entire school system "unconstitutional," and the state was faced with the daunting task of creating a new education system from whole cloth. The state's legislature and governor appointed a 22-member task force to draft a reform package, and on April 11, 1990, the governor signed into law legislation authorizing the new system.

That comprehensive legislative reform package, which also included massive governance and finance changes, set Kentucky well on the path to creating an education system based on all nine essential components. However, much work still needs to be done before it is completely implemented.

1. OPERATING ASSUMPTIONS. The *Kentucky Education Reform Act of 1990* (KERA) states, "It is the intent of the General Assembly that schools succeed with all students." The act (a) mandated the implementation of multi-age, multi-ability primary programs to provide a sound educational foundation for all children before they enter the fourth grade; (b) directed schools to provide additional instructional opportunities for those students who need more time to achieve the state-established learning outcomes; and (c) created an equitable funding formula for schools in the state.

All elementary schools are required to start implementing the new primary program by September 1992, and to have it completely in place by September 1993. Last year, the state spent \$31 million to involve 155,000 students in an Extended School Services Program, which includes before-school, after-school, weekend, and summer

programming, as well as better use of students' time during the school day. This year, the program's appropriation is over \$50 million.

2. OUTCOME-BASED SYSTEM. KERA established six learning goals describing what all students are expected to be able to do with the knowledge and skills they acquire: (a) apply basic communication and math skills in situations similar to what they will experience in life; (b) apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies; (c) demonstrate self sufficiency; (d) demonstrate responsible group membership; (e) apply thinking and problem solving; and (f) integrate knowledge.

The state's Council on School Performance Standards convened 11 state-wide committees of teachers, administrators, and other educators to frame these six goals in measurable terms. In December 1991, the State Board for Elementary and Secondary Education approved 75 council-developed "valued outcomes," or measures of Kentucky's six learning goals. In addition to the six student learning goals, schools are to be held accountable for graduation rates, retention rates, attendance, students' post graduation success, and students' health.

3. STRONG AND RICH ASSESSMENT

STRATEGIES. As the new system is to be outcome based, KERA requires the development and implementation of a sophisticated program for assessing student learning. The state plans to test all students in grades four, eight, and 12 every year. The assessments will include "paper and pencil" tests (multiple choice, open-ended, and writing tasks), performance events, and portfolios—all

tied to the valued outcomes. The first assessments were held in the spring of 1992. The assessment program will cost an estimated \$28.5 million over the five-year implementation period.

4. REWARDS, ASSISTANCE, AND PENALTIES.

KERA establishes a system of rewards, assistance, and penalties for schools based on their success at helping students achieve the specified outcome standards. The principles of the system include: (a) the school as the unit of accountability; (b) a two-year measurement period; and (c) accountability based on changes in the proportion of successful students at a school.

Staff of schools that increase their percentage of successful students by defined amounts will receive financial compensation. Schools experiencing minor failures will be required to develop an improvement plan, will receive on-site assistance from Kentucky Distinguished Educators, and may receive school improvement grants. At schools where the proportion of successful students decreases by five percent or more, parents will have the right to transfer their children to successful schools, and staff will be placed on probation and possibly dismissed or transferred to other positions. The 1992 assessment scores will serve as the baseline for this process, and the first use of rewards, assistance, and penalties will follow the spring 1994 assessments.

5. SCHOOL-BASED DECISION MAKING.

KERA requires that a system of school-based decision making be implemented and phased in, with all schools operating under the system by the start of the 1996 school year. Each school is to create a School-Based Decision Making Council, generally consisting of the principal or head teacher, three teachers, and two parents.

Councils are to be responsible for some budget items, staffing decisions, curriculum design, technology use, student class and program assignments, school schedules, the use of school space, instructional practices, discipline policy, classroom management techniques, and extracurricular programs. Additionally, they are to receive a proportionate share of the district's school appropriation for instructional materials and school-based student support services. As of December 1991, over 25 percent of the schools had formed councils. The Kentucky Department of Education has created a Division of School-Based Decision Making, which provides direct technical assistance to the councils.

6. STAFF DEVELOPMENT. KERA instituted reforms in pre-service teacher training, including the creation of a teacher-majority Education Professional Standards Board. The act created a system of alternative certification which provides instruction and supervision to non-teaching professionals and allows them to teach in classrooms prior to obtaining their teaching certificates. Five Regional Training Centers were established to provide peer-to-peer counseling, consultation, technical assistance, and materials to personnel operating pre-school programs. Eight Regional Service Centers were established to provide professional development support and technical assistance to teachers and administrators.

Administrator training was upgraded through the establishment of a Principals Assessment Center and a Superintendents Training Program and Assessment Center. Ongoing staff development was to be funded by the state, with allocations to school districts based on student enrollment. The act called for \$1 per student the first year,

\$5 the second year, and \$16 the third and fourth years. The state currently is developing four teacher training modules (one for each level of school), each of which addresses all areas of the reform in a comprehensive fashion. This summer, 40 trainers will be trained to deliver the modules.

7. HIGH QUALITY PRE-KINDERGARTEN

PROGRAM. KERA required every school district to provide a developmentally appropriate half-day preschool education for all four-year-old children at risk of educational failure. Furthermore, the governor was required to appoint a Kentucky Early Childhood Education Advisory Council to advise the chief state school officer on the implementation of early childhood education programs in the state. Currently, all school systems are providing preschool programs for at-risk children. More than 75 percent of income-eligible children received services during the 1991-92 school year.

8. INTEGRATED HEALTH AND SOCIAL

SERVICES. KERA established an ambitious plan to create, over a five-year period, a network of Family Resource Centers and Youth Services Centers at or near schools in which 20 percent or more of the student body are eligible for free school meals. The elementary school-based Family Resource Centers are to promote identification and coordination of existing resources available to eligible families, such as preschool child care, child care for school-age children, family support, child development, and health services. Middle and high school-based Youth Services Centers are to focus on coordination of existing services available to adolescents, such as health and social services, employment counseling and placement, drug and alcohol abuse counseling, and family cri-

sis and mental health counseling. During the 1992-93 school year, the state will operate 206 Family Resource and Youth Services Centers, providing services to 393 schools, at a cost of \$15 million.

9. TECHNOLOGY. KERA required the governor to appoint an advisory Council for Education Technology to develop and oversee the implementation of a five-year technology plan. The legislature has pledged to provide a total of \$200 million to support it. The council's executive director set up a multi-agency steering committee—comprising representatives from the council, the education department, the legislature, and the state board of education—to help reach consensus on the technology program's objectives. He then asked three major systems-design firms to develop competitive, detailed plans for implementing education technology in the state, based on those objectives. Implementation of the winning plan will allow flexibility at the district and school level, and will require the state to provide substantial amounts of technical assistance.

Kentucky's ambitious reform is costing the state's taxpayers an average of \$300 million per year in additional money for education. Successful implementation of the reform effort will require the continued commitment of time and resources. The Business Roundtable-sponsored **Partnership for Kentucky School Reform**, a nonpartisan coalition of more than 50 public and private leaders representing Kentucky's business, civic, government, and education constituencies, has made a 10-year commitment to support Kentucky's implementation efforts. The Partnership has launched a \$1.5 million public relations campaign to sustain both

substantive and financial support for KERA. This campaign includes sponsorship of a major newspaper, radio, and television media effort, and the "KERA Bus," a retrofitted yellow school bus that serves as a traveling road show.

The Partnership also has established a Business Employee Initiative designed to involve the business community with the public schools. Through this effort, businesses inform their employees about education, and encourage them to become involved in the schools and supply technical assistance to the schools to help them make changes required by the act. The Partnership supplies technical support and assistance to businesses as they implement their Business Employee Initiatives.

State-Level Strategies for Achieving the Nine Essential Components

Developing a vision of what an education system based on the essential components might look like is only part of the solution. Companies must work with policy makers, educators, and other education stakeholders to agree on an agenda, and develop and implement a plan for making the needed changes. Adopting this vision unilaterally may sound good, but true ownership by key stakeholders is critical.

There is no clear path to success. Every state is unique, and companies will have to chart their own courses in each. Making changes in one state will require a different strategy from what is required in another. States will be at different points in the educational change process as companies become involved, and this too will affect the activities required.

Systemic change is not a linear process, and there is no clear step-by-step procedure to follow. Many activities will be simultaneous. Others will have to be repeated, with a redoubling of the initial efforts.

The Business Roundtable recognized that achieving state-level systemic change would require a long-term effort, and it pledged 10 years to the endeavor. Individual Roundtable companies engaged in the process need to remember that time frame, and recognize that the changes they are trying to effect will happen neither quickly nor easily.

To be successful at restructuring education in their states, companies must involve themselves in a wide array of activities. The following sections are designed to help companies understand what that involvement might entail. For more information on the educational change process, they can consult two National Alliance of Business publications: *A Blueprint for Business on Restructuring Education*, and *Business Strategies that Work: A Planning Guide for Education Restructuring*.

The Other Nine Points— Moving an Outside Change Strategy Inside the System

1. The Business Roundtable Nine Points are your product; in order to “sell” them, business must take the time to understand the marketplace.
 - The marketplace is both competitive and messy.
 - Expect political stakeholders to add finance and governance to the mix.
2. Business can’t improve education; however, it can and should define business needs, cast issues in new ways, and support educators and political figures who can make improvements.
 - Seek out a local guru to help define your agenda and political insiders to champion it.
3. Remember who needs to be involved in the change effort.
 - Governors can introduce reform, but legislatures enact/fund it and educators make it work.
4. Cultural and process barriers are as critical as substantive ones.
 - Assume, particularly at the outset, that some key players will be suspicious—of you and of each other.
 - Therefore, your initial priority should be to establish trust among your partners.
5. The Nine Points are aimed at moving targets (the states).
 - Merge your agenda with what people care about and what’s working—somebody owns it.
 - However, enable new stakeholders to add their imprint so they don’t derail long-term change efforts.
6. Be strategic about your role.
 - Business is best at advocating and supporting change.
 - Business need not develop the game plan; political stakeholders, once convinced of the need and their ability to act, can craft the winning strategies.
7. Business should try to speak with one voice on education issues.
 - Your lobbyists can help forge unity by making the political environment user friendly—involve them.
8. Political—and business—time clocks run faster than education reform time clocks.
 - Therefore, communicate to everyone what you’re doing—it buys needed time for implementation.
 - Use short-term success stories to bolster long-term improvement efforts.
9. People in irrational systems tend to act rationally for rational reasons but with irrational results.
 - Together, adults can restore rationality to education by creating a system that serves kids.
 - And we can help the education system remain rational by building internal capacity to make continuous improvements.

Source: Peggy M. Siegel, Vice President, Business-Education Projects, National Alliance of Business.

Develop Internal Awareness and Knowledge

An awareness and understanding of the education crisis, and knowledge about how to address it, are critical for companies becoming engaged in and contributing effectively to the change process. Individuals throughout the company, including not only the chief executive officer (CEO) and the CEO’s education initiative designee but other corporate executives and rank and file employees, must understand the issues. While the first two will have primary responsibility for carrying out the education initiative, the others must support and sustain it.

Focusing early awareness-building efforts on the relationship between education and workforce quality may be the best way to capture the interest of a company and its employees. While company executives will be concerned about the impact of education and workforce quality on productivity and competitiveness, all employees will be concerned about how these factors affect jobs. An awareness campaign aimed at making employees realize that today’s education system is not “making the grade”—not just in *other* school districts, but in *their own*—may be crucial to building necessary support for the initiative.

Companies and their employees must do more than just develop an awareness and understanding of these issues; they must develop a base of knowledge from which they can work for change. They need to understand how education systems currently operate, what problems exist with the current systems, what experts suggest to improve the systems,

and how they might help to bring about needed changes. They not only must understand The Business Roundtable’s nine Essential Components of a Successful Education System, but also the six National Education Goals, national education reform proposals (including the President’s America 2000), and the education reform proposals in their own states.

Activities to build this deeper knowledge may include:

- Reading publications;
- Attending conferences and seminars;
- Visiting schools and talking with teachers, students, and parents;
- Attending state and local school board meetings; and
- Developing and implementing a corporate education awareness campaign.

Building awareness and knowledge is a continual process, not unlike the staff development initiatives described previously. It is not something that businesses do once, but a process that must extend throughout companies’ participation in the education reform enterprise.

Join or Form a Coalition

Companies must join in strategic coalitions to rally necessary support for change. This does not necessarily mean creating new coalitions. There may be existing coalitions with compatible memberships and agendas that they could join.

Initially, companies may want to join other businesses and/or business organizations in a business-only coalition. Such a coalition would provide them with the opportunity to “get up to speed” on education issues and develop their

own vision of the changes required in the education system. Policy makers and educators—with whom they will eventually have to work—already will be steeped in knowledge of the education system. This initial period apart would give the business community the preparation time it needs to understand

Connecticut Commission on Educational Excellence

In June 1992, Connecticut passed legislation formally establishing a Commission on Educational Excellence with responsibility for evaluating the state’s current education system and recommending a strategy for creating an “outcome-based, world-class education system.” The Connecticut Business for Education Coalition (CBEC), composed solely of members of the business community, joined with other education stakeholders to lobby for this legislation. By law, the commission must include the following individuals (or their designees): the lieutenant governor, the secretary of the Office of Policy and Management, the commissioner of education, the commissioner of higher education, the executive director of the Commission on Children, members of the state’s General Assembly, and representatives of the state’s associations of school boards, schools, superintendents, school administrators, principals, teachers, parents, and business, including 11 members of CBEC.

the education environment before it joins forces with the others. That way, it will be able to participate on an equal footing.

Eventually, companies will have to participate in a more broadly-based coalition that encompasses *all* education stakeholders. They include the governor, key state legislators, the chief state school officer, and representatives of the state school board, teachers, local school boards, local administrators, parents, students, and *members* of state stakeholder organizations.

Business people need to understand the politics of systemic change—who is involved, who makes decisions, and how those decisions are made—so that they include broad-based interests in the coalition from the outset. Education stakeholders have different viewpoints and take different positions on education issues. All these differences must be understood and taken into account.

“Coalition composition” is crucial. Stakeholders who are not involved will not feel ownership of any agenda the coalition develops, and may later lead the opposition. Conversely, a broad-based membership can serve as a defense against opposition; as all members will have a stake in and thus support the agenda, there will be little room for a “divide and conquer” attack. A coalition’s membership cannot be static. Maintaining leadership during periods of transition is critical. Companies should continually assess the coalition’s composition, and advocate the addition of new members whenever warranted.

Participating in a broad-based coalition enables business to shed its “outsider” status. Business can demonstrate a commitment both to education and to the best interests of children. An agenda put forward by such a coalition

has more legitimacy than one put forward solely by business. It is more likely to be perceived as based on sound educational theory, and less likely to be perceived as designed only to meet the needs of the business community. Even more important, unless many other stakeholders are brought in and buy in, policy changes have no chance of success.

Develop Relationships with the Key Stakeholders

Companies working on state-level education initiatives must form close alliances with the key stakeholders in a state: the governor, the key legislative leaders, the chief state school officer, members of the state school board, and the leaders of the state's teacher, local school board, local administrator, and parent associations.

While it is important that CEOs develop a good relationship with the governor, they must understand that the governor does not control the educational change process in the state. Some business people who have spent time working on state-level education change suggest that legislative leaders and chief state school officers are equally important allies. Both tend to have more continuity than do governors. And it is the legislators who enact, fund, and oversee implementation of state education policies.

Business leaders need to meet with the key stakeholders to explain why the business community wants to become involved in educational change and what it hopes to accomplish. They should make clear that they have a com-

prehensive agenda for change, introduce the nine essential components, and explain how the components might be applied in the state.

At the same time, these business leaders should learn about the key stakeholders' educational agendas: their goals, the reform activities they have already pursued, and their current initiatives. Business leaders need to be open to these agendas, and develop relationships of mutual trust and support.

Companies need to be flexible during their exploratory meetings with other stakeholders. They should not push the nine components as a rigid agenda, but should accommodate others' interests and concerns. They must look for ways to address issues the other stakeholders feel are important. They must also look for ways to adapt the components to existing educational practices and initiatives.

While the nine essential components are based on the ideas of leading educators, they may be viewed skeptically as a "business agenda" when Roundtable companies first introduce them. As long as they are viewed that way, they are destined to fail. Companies must exercise a great deal of political savvy to build trust and develop allies in support of the components. Perhaps the companies can introduce the components at a broad-based coalition meeting and work with all stakeholders in that open forum. A more likely scenario would be for companies to develop individual allies among stakeholders first, then introduce the components before a larger group.

Finding allies may require one-on-one meetings, or small group meetings. Politically attuned education experts in the states can help companies develop a strategy for finding allies. These experts can provide insights into who the key players are, who to talk with first, and

how to approach particular people and groups. Identifying the experts is difficult. Possible sources include university professors who have consulted on education initiatives in the past, current and past staff of education legislators, and business people who have been engaged in education reform.

To help Roundtable CEOs develop relationships with the key stakeholders, The Business Roundtable sponsors "Stakeholder Dialogues," to bring the key parties together at one-and-a-half-day education retreats. The Business Roundtable targets these dialogues on single states or regions, enabling participants to focus their discussions on their own particular educational problems and potential solutions.

Companies need to work with stakeholders on a continuing basis; CEOs, working together, should try to maintain reasonably frequent contact with the governor, key state legislators, and the chief state school officer on education issues. This process of building and maintaining relationships with the key stakeholders is critical to developing a comprehensive reform agenda.

Establish a Comprehensive Agenda that Includes the Essential Components

Effecting change requires a vision of that change. For Roundtable companies, that vision is the nine Essential Components of a Successful Education System. But that vision needs to be modified and adapted to meet the circumstances in each particular state.

A "gap analysis" can be a useful process for building a consensus agenda. Such an analysis provides a comparison between the nine essential components and a state's education laws, regulations, and practices, as well as state-specific recommendations on how the "gaps" could be closed and a comprehensive, integrated system put into place. It involves interviewing a broad range of stakeholders, reviewing existing statutes, policies, and activities, and preparing a written report.

A gap analysis can be conducted at almost any time during a company's involvement in the educational change process. Early on, a gap analysis can build companies' knowledge about the state's current education system and the kinds of changes that need to be made. A business coalition can also use it to educate members and to develop an agenda for change.

The analysis may be used during meetings with the governor and other key political and education leaders to help explain the business agenda. It can be used as well during the consensus-building process—in one-on-one and small-group meetings—to lay out the business perspective on changes that should be made in the education system. In fact, the *process* of developing the gap analysis should serve as the beginning of consensus-building. Interviews with stakeholders for development of the document can be a forum for explaining the nine essential components and learning the stakeholders' opinions and concerns.

A gap analysis is almost required for development of a comprehensive agenda including the essential components. The gap analysis provides the basis for that agenda, documenting a state's current education system and

Ohio's Educational Agenda

There are many strategies for attempting to build alliances or broader ownership of the nine essential components. In Ohio, The Business Roundtable agenda was merged with Governor Voinovich's emphasis on the six National Education Goals. A state-wide summit of Ohio's political, education, and business leaders forged a consensus over the need to build a performance-driven education system. The gap analysis then became one of five critical pieces of a comprehensive legislative/administrative reform package for 1993.

recommending ways to incorporate the nine components into it.

A gap analysis used throughout the educational change process will become a "living" document. As different individuals are approached and alliances developed, other viewpoints and concerns should be incorporated into the document. Once alliances are forged and a consensus is reached, the broad-based coalition can publish the final gap analysis as its comprehensive agenda for educational change in the state.

Develop a Strategic Plan

An agenda for educational change is just a vision. It will take a great deal of effort to turn that vision into a reality. Roundtable companies will need to work within their broad-based coalitions and with their stakeholder allies to develop strategic plans for implement-

ing their agendas. Components of these plans are likely to include:

- An outline of needed legislative, regulatory, and policy changes;
- Identification of funding requirements and sources;
- Political strategies;
- A public awareness campaign; and
- A structure to orchestrate action.

The agenda shaped by the gap analysis specifies end results, not how to achieve them. Working with their allies, Roundtable companies should determine which results will require legislative changes, which regulatory, and which policy. From this analysis, the coalition can outline the comprehensive, integrated legislative, regulatory, and policy changes that it wants implemented, along with a timetable for phasing them in.

Once the changes are identified, the coalition can begin to determine whatever additional money may be required to carry out its agenda. Identifying sources for that money will be very difficult. Both transferring existing funds from lower-priority state and local activities *and* raising new money through new taxes are likely to be politically sensitive.

If all the key political and bureaucratic stakeholders are part of the consensus, it should be easier to develop a political strategy for implementing changes. More likely, there still will be a number of individuals and organizations to lobby. Additionally, some changes may require building grassroots support, either because the changes require voter approval or because politicians need assurance that the public will approve. Companies will need to prepare their corporate lobbyists—who know the legislative process and the players, but not the education issues—

Public Awareness Campaigns

The following key factors for running a successful public awareness campaign are lessons learned and shared by the Connecticut Business for Education Coalition's Public Awareness Committee, led by Edward H. Budd, Chairman and CEO of The Travelers:

- **Action Agenda.** Create messages that are simple, personal, and enlist a call for action from the target audience.
- **Continuous Improvement.** Continuously measure campaign effectiveness through pre- and post-tests to gauge outcomes, and use results for improved future communications.
- **Long-Term Strategic Commitment.** Increase the probability of success by planning around milestones, increasing the length and intensity of the campaign,

and including the campaign as part of a long-term coalition communications strategy.

- **Resource Allocation.** Solicit and commit adequate resources, and allow at least six months for campaign development and execution.
- **Coalition Common Ground.** Seek existing or build new business/stakeholder coalitions with common goals or similar existing and/or planned campaigns to help develop, support, and distribute campaign messages and materials to employees, members, and the general public.
- **Internal Communication.** Use company internal communications vehicles (e.g., CEO letter, video tapes, newsletters, etc.) as cost effective methods of raising employee awareness.

to help plan and implement the political strategies.

Frequently ignored until late in the game, a public awareness campaign is critical to success of any educational change strategy. Less than 20 percent of households have school-age children, and according to a 1991 Gallup survey, 73 percent of parents with children in public schools believe that their children's schools deserve an "A" or "B" grade. Clearly, if education reform is to get the support it needs to succeed, more adults must recognize the extent of the problem and the compelling need for change. The sooner a public awareness campaign is developed and implemented, the sooner the coalition will be able to develop essential constituent support.

The Business Roundtable has recognized the importance of a public awareness campaign, and joined with the National Alliance of Business and other organizations to form the Education Excellence Partnership—sponsor of a five-year Advertising Council media campaign (see box on page 25 for more details).

Finally, the best strategies in the world will fall flat without a structure for orchestrating action. The coalition may establish committees, with chairs responsible for implementation of various parts of the strategic plan. Or it might use staff from member organizations, or hire new staff specifically for this endeavor. One way or the other, it must clearly fix responsibility for implementation. Furthermore, those with the

responsibility must have the time to carry out their assignments and "rally the troops" as circumstances require.

This strategic planning process greatly simplifies the process in which companies will have to engage. While it is important to have a strategy for the entire educational agenda, it is quite likely that companies will have to push different parts of their agendas at different times. They will have to rethink strategies that meet with failure, and be alert for unexpected opportunities to make progress.

Implement the Plan

Execution

Roundtable companies and their allies will have to work long and hard for enactment of the legislative, regulatory, policy, and funding changes identified in the strategic plan. Implementation of the public awareness campaign will likely be a major component of efforts to get their agenda enacted.

The companies' work will continue after enactment to help put the new policies into practice. Additional legislation or policies, as well as new appropriations, may well be required. Business representatives may need to serve on councils, boards, and commissions associated with the new reforms. Without the support of the business community, the changes may not be fully implemented.

Roundtable companies can provide direct assistance to state departments of education, as well as to individual school districts and schools, to help them adopt new practices. Companies that have begun to decentralize their own decision making can work at the state, district, and school levels to help

bring about successful school-based decision making. This could include helping to determine which decisions are best made at which levels and to identify and develop appropriate staff training.

Companies can share their planning and management expertise. Some companies already have begun to work with school districts to help them adopt "quality management" practices. Many companies' internal management training programs can be adapted for state education officials, district superintendents, and principals. Companies with extensive staff development programs can help states and districts develop their own.

Monitoring and Assessment

As perfectly planned and executed as a state's education reform effort might be, it probably will still need refinement. Continuous monitoring and assessment can determine whether modifications are needed.

Companies should ensure that a system will exist to evaluate the implementation process, and the impact

of the reforms on education structures and processes, student outcomes, and workforce quality.

Assessment of student outcomes and workforce quality should be delayed until the reforms have presumably had time to take effect.

Monitoring and assessment efforts will help the state stakeholders develop the capacity to maintain "continuous improvement," even with changes in leadership.

Sustaining Commitment

Effecting state-level education change requires a long-term commitment from everyone. The Business Roundtable companies must work with their stakeholder partners to maintain support for policy changes and funding. This involves sustaining momentum over time and engaging new leaders as warranted.

Public support for education reform is critical to sustaining commitment. The public awareness campaign highlighted earlier must be a longterm activity.

Roundtable companies and their broad-based coalitions must continue to

Maintaining Momentum

South Carolina's reform movement maintains its momentum through several mechanisms established for that purpose in state law. The membership of the Business-Education Partnership for Excellence in Education, a blue-ribbon committee created by the Target 2000 Act of 1989 and convened by Governor Carroll Campbell this year, provides a direct link to the legislature on education reform issues; its Business Education Subcommittee (originally created in the Education Improvement Act of 1984) continues to play an important monitoring role. The result for South Carolina has been a commitment to education that spans nine years and has continued under two administrations.

cultivate both the leaders and the grassroots constituents of member organizations.

Companies should maintain their internal education awareness campaigns, publishing articles on education in company newsletters and distributing posters throughout offices and plants. Making education issues more "real" to employees can help keep companies engaged. Local school partnerships, while not likely to improve student outcomes radically, can build company support for broader policy efforts.

Monitoring Progress

The Prichard Committee for Academic Excellence, an 11-year-old education advocacy organization in Kentucky, has instituted a three-pronged effort to monitor implementation of Kentucky's education reform effort.

- Prichard Committee staff attend the meetings of education groups in the state responsible for making policy or implementing the state's school reform to ensure that the reform stays on track.

- The committee is organizing Community Committees for Education in the state's school districts that will serve as supportive networking groups encouraging and facilitating, as well as monitoring, implementation of the reforms.
- The committee has hired out-of-state consultants to monitor the implementation process of the state's reform effort.

“Lessons Learned”

Two and one-half years into its education initiative, The Business Roundtable has outlined some of the “lessons learned” from the experience:

1. BUSINESS MUST DEVELOP A NEW MODEL FOR INVOLVEMENT WITH THE EDUCATION SYSTEM.

Business has always been involved with education. However, many of the early contacts could be defined as “feel good”—donating band uniforms, guest lecturing in classrooms, opening local plants and offices for student field trips... These efforts have helped build businesses’ understanding of education and its needs, and trust between educators and business leaders. But in and of themselves, they will seldom lead to improved student outcomes.

For our education system to be changed so that all children learn at world-class levels, business involvement must be *long term*, *systemic*, and *political*. Business cannot walk in and flirt with an education system for a year or two, walk out, and expect the system to be transformed. It cannot develop “addon” programs that do not affect the entire system of education and expect all students to benefit. Finally, it cannot limit its involvement to public relations programs. It must be willing to get “down and dirty” and take the risks associated with working for needed changes within the political system.

2. BUSINESS MUST EDUCATE ITSELF ABOUT EDUCATION BEFORE IT APPROACHES OTHER STAKEHOLDERS

if it hopes to have an impact on the education system. Business must have its own vision of what changes should be made, and ideas for

how it might help bring about those changes.

If business approaches other education stakeholders before doing its homework, it may not be taken seriously. It also runs the risk of setting its sights too low by supporting marginal changes rather than those essential to restructuring the education system and improving student outcomes.

3. IT IS EASIER TO DEFINE A VISION THAN TO DEVELOP A STRATEGY AND IMPLEMENT IT.

The nine essential components are The Business Roundtable’s vision of what a restructured education system should look like. There still remains the difficult task of developing strategies to implement this vision in every state in the country.

The nine essential components must be modified and adapted to meet the circumstances in each particular state. Furthermore, plans must be developed to translate the state-specific visions into legislative, regulatory, and policy changes. The vision encompassed by the nine essential components is only a

beginning to the long, arduous, and non-linear process of effecting change.

4. STICK TO THE AGENDA. The desire to accomplish something can be overwhelming. While it may be necessary to compromise the agenda to encompass the concerns and ideas of other major stakeholders, the final product must maintain the integrity of the nine essential components.

Different stakeholders will like and dislike different components. But while they may not be able to endorse each of the components separately, they might be able to accept all nine as a package. Because Roundtable companies may not be able to maintain consensus once the more “popular” components are implemented, they should resist the temptation to promote the components one at a time. A comprehensive plan to implement *all* components should be developed up front, though implementation of each may be phased in over time.

The precise terminology of the nine components is not as important as the content. Companies should work The

Internal Education Initiative

Merck & Co., Inc. has embarked on a major internal education initiative—Merck Employees for Excellence in Education, or E³—to build employee understanding and involvement in education. E³ efforts include:

- Promoting parental involvement in the education process;
- Fostering greater interest in, and knowledge of, science throughout the community;
- Providing information and guidance to pre-college students, their teachers, and their parents;
- Providing tours of the Merck laboratory, engineering, and production areas;
- Providing science tutoring and mentoring to students and teachers;
- Developing a resource center/clearinghouse of education information; and
- Producing science and engineering demonstrations for presentation to students.

Business Roundtable agenda into existing change efforts that reflect the same concerns, even if language or order varies.

5. LOOK INTERNALLY, BEFORE TRYING TO EFFECT CHANGE EXTERNALLY. Corporations’ own internal policies have an effect on education, and corporations must be willing to evaluate and change those policies if they are to have credibility with policy makers and education leaders.

Corporations should make sure that they are not negotiating for reductions in their state and local taxes that run counter to state and local schools’ education needs. Their corporate contributions policies should focus on the K–12 education system and not solely on higher education. The education programs they fund should encourage systemic change. Additionally, while corporations are advocating appropriate training of education professionals, their own internal training policies must meet the standards they support for others.

Companies also need to look into their own work organization. According to the Commission on the Skills of the American Workforce’s report *America’s Choice, high skills or low wages!*, only five percent of American companies use new, high-performance forms of work organization requiring front-line workers to assume more responsibility and reducing layers of management. Only if American employers organize work in this new way will there be a significant market for better-educated workers with higher-order skills. Corporations should also put pressure on students to succeed; they should hire only high school graduates and should ask all job candidates for their transcripts.

Because the education initiative’s success depends on support throughout

“Keep the Promise” Campaign

In November of 1992, The Business Roundtable, in conjunction with the Advertising Council and in partnership with the National Alliance of Business, the American Federation of Teachers, the National Governors’ Association, and the U.S. Department of Education, launched a five-year national advertising campaign aimed at building public support for school reform. This media campaign, Keep the Promise, reinforces the concept that all schools can and must improve, and that bringing about this improvement is the collective responsibility of all our citizens and all sectors of our society.

each corporation, corporations need to educate all their employees about the education crisis, and encourage their employees to become involved with local schools. Corporations can operate their own mentoring and tutoring programs. Additionally, where employees are parents of school-age children, companies can provide parenting education and adopt personnel policies that make it easier for parents to support their children’s education.

The Roundtable’s new publication *Agents of Change* describes exemplary internal corporate policies and practices to improve education. (Copies are available by contacting The Business Roundtable.)

6. BUILD PUBLIC SUPPORT FOR CHANGE.

Political and education leaders can only pursue this innovative policy agenda with broad public support. We must gain consensus on the essential components at local, state, and national levels if we are to significantly improve student outcomes. Business coalitions in several states, including Kentucky and West Virginia, have launched public awareness campaigns to help build public support.

The Business Roundtable’s education initiative is still in the formative stages. As Roundtable companies continue their state-level efforts, their knowledge of what does and does not work will grow, and they will be able to share additional insights into the best ways to effect sound educational change.

Essential Components of a Successful Education System

Executive Summary

America's ability to compete, our democratic system, and the future of our children depend upon all our children being educationally successful.

The Business Roundtable, representing some 200 corporations, supports the national education goals endorsed by the nation's Governors. The achievement of those goals is vital to the nation's well-being.

These are the essential components, or characteristics, that the Roundtable believes are needed to provoke the degree of systemic change that will achieve the national goals through successful schools:

1. A successful education system operates on four assumptions:
 - Every student can learn at significantly higher levels;
 - Every student can be taught successfully;
 - High expectations for every student are reflected in curriculum content, though instructional strategies may vary; and
 - Every student and every preschool child needs an advocate—preferably a parent.
2. A successful system is performance or outcome based.
3. A successful system uses assessment strategies as strong and rich as the outcomes.
4. A successful system rewards schools for success, helps schools in trouble, and penalizes schools for persistent or dramatic failure.
5. A successful system gives school-based staff a major role in instructional decisions.
6. A successful system emphasizes staff development.
7. A successful system provides high-quality prekindergarten programs, at least for every disadvantaged child.
8. A successful system provides health and other social services sufficient to reduce significant barriers to learning.
9. A successful system uses technology to raise student and teacher productivity and expand access to learning.

The Business Roundtable Education Public Policy Agenda

America's ability to compete, our democratic system, and the future of our children depend upon all our children being educationally successful.

In the fall of 1989, The Business Roundtable accepted President Bush's challenge to help produce systemic change in the way teaching and learning are practiced in the nation's elementary and secondary schools. Chief executive officers of Roundtable member companies have made a 10-year commitment of personal time and company resources to this effort. We have been learning more about the issues, generating additional and deeper commitment on many fronts, and working with the President, the Governors, and other interested parties in the formulation of the announced national education goals.

We support the goals. Their achievement is vital to the nation's well-being. Now it is time to begin implementation, state-by-state, recognizing that no single improvement will bring about the systemic change that is needed. The effort requires a comprehensive approach that uses the knowledge and resources of broadly based partnerships in each state.

The next step is to agree on action plans for a public policy agenda that defines the characteristics of a successful school system. This paper identifies those essential system components, which we see as the requirements for provoking the degree of change necessary for achieving the national goals through successful schools.

Individual Roundtable CEOs and Governors have teamed up to institute these components in state policy. The action plan in each state will be measured against how the plan contributes

to or detracts from these essential components. The nine components should be considered as a comprehensive and integrated whole. Their implementation should be strategically phased in. But if any one is left unattended, the chances of overall success will be sharply reduced.

If, however, every state aggressively creates a school system embodying all nine components, this nation will raise a generation prepared to reestablish leadership in the international market place and reaffirm the strength of our democracy.

There are nine essential components:

I. A SUCCESSFUL EDUCATION SYSTEM OPERATES ON FOUR ASSUMPTIONS:

A. Every student can learn at significantly higher levels. We must share this belief if we hope to achieve much higher levels of performance from *all* students, including those with whom we have historically failed. We must seek to bring out the very best, not just the lowest common denominator of performance. Without this assumption, we are destined for continued failure as our expectations become self-fulfilling prophecies.

If we expect a certain number of students to fail or perform poorly, we will identify the first student who has difficulty as one of those who can never learn when measured against demanding criteria. That student will be literally or figuratively abandoned, and will be joined by more and more failed children. Soon we will have failed as many as we have today.

B. Every student can be taught successfully. Many teachers and schools across the United States are successfully serving children who are rich and poor; children of every color; the disabled and those who are not; those who have been

raised to speak English and those who have not. What works is a matter of knowledge, not opinion. The challenge is not to invent new ways, but to identify the successful practices and then train all school staff in the knowledge and skills to apply them.

In affirming we know what works, we do not suggest we know all we need and want to know. We should continue to push the frontiers of knowledge about teaching and learning. The point is that we know far more than we practice about how to teach significantly more students at a much higher level. The schools' product must reflect that fact.

C. High expectations for every student are reflected in curriculum content, though instructional strategies may vary.

What children learn should be commonly challenging. We must focus them on thinking, problem solving, and integration of knowledge. We should provide a rigorous curriculum for all, not a narrow, watered-down curriculum for some.

We should also recognize that how we teach, where and when teaching and learning occur, and who teaches, should be different for different students, classrooms and schools. The differences should be governed by what works in having each child succeed at significantly higher levels. When we fail with a single child or a class or school, we must recognize we do not yet have the proper mix of how, where, when, and who.

D. Every student and every preschool child needs an advocate—preferably a parent.

No one succeeds, or maintains success, without help. Children need to be read to and talked to, nurtured and cared for, and guided to a healthy lifestyle. All children need security. Attaining school objectives requires support beyond the schoolhouse. Each

child must know that education is valued by one or more persons whose opinion the child values.

Parents are the best source of such help. Renewed and urgent attention to strengthening the family is important because a strong family will increase school success significantly. Where parental support does not exist, an advocate for the child must be found: another family member, someone with a youth-serving organization, a mentor, or someone from the school.

II. A SUCCESSFUL SYSTEM IS PERFORMANCE OR OUTCOME BASED. Too often, our school staffs are asked, "Did you do what you were told?" The right question is, "Did it work?" Trying hard is not enough. What students actually know and can do is what counts. Thus, we must define, in measurable terms, the outcomes required for achieving a high-productivity economy and for maintaining our democratic institutions.

III. A SUCCESSFUL SYSTEM USES ASSESSMENT STRATEGIES AS STRONG AND RICH AS THE OUTCOMES. We must reexamine how student performance is assessed in the United States. Tests and other assessment strategies must reflect emphases on higher expectations, on thinking and integration of knowledge, on understanding main ideas, and on problem solving. We must abandon strategies that do otherwise, such as those that emphasize the ability of recall or recognition.

The ability to compare student performance at international, national, state, district, and school levels is also important. But in making those comparisons, student performance should be tested against objective criteria, not against the performance of other students. Criterion-referenced testing reveals what a student actually knows

or can do, while norm-referenced testing simply tells us what he or she knows or can do in relationship to others.

Assessment inevitably influences what is taught. Thus, whether our strategies are performance based, or multiple choice, they must adequately measure the skills, knowledge, attitudes, and abilities we expect our schools to produce in their students.

IV. A SUCCESSFUL SYSTEM REWARDS SCHOOLS FOR SUCCESS, HELPS SCHOOLS IN TROUBLE, AND PENALIZES SCHOOLS FOR PERSISTENT OR DRAMATIC FAILURE. When a school succeeds, rarely is the staff or school rewarded. When a school fails, rarely is the staff or school penalized. A system built on outcomes requires a system of rewards and penalties.

In measuring success, the school's performance—not that of individual teachers—should be the standard. Performance should be defined by the progress a school makes in having all its students succeed, based on a rigorous outcome standard, when measured against the school's past performance. For instance, a successful school would be one in which the proportion of its successful students, including its at-risk students, is increased by a prescribed amount since the previous relevant assessment period.

There should be a range of rewards and sanctions. The challenge is to have alternatives and use them in ways that are more sensitive and less blunt, making certain that all parties understand the rewards and sanctions and the circumstances that give rise to each. The successful should be rewarded, but the unsuccessful must be helped more than punished.

V. A SUCCESSFUL SYSTEM GIVES SCHOOL-BASED STAFF A MAJOR ROLE IN INSTRUCTIONAL DECISIONS. Who among us is willing to be held accountable for our actions if we have little control over those actions? Who among us can legitimately deny our accountability if we have the authority and means to act? School-based accountability for outcomes and school-based authority to decide how to achieve the outcomes are intertwined. Meaningful authority could include:

A. Real involvement in the selection of school staff: the instructional staff help select the principal, the principal helps select teachers, and the principal and instructional staff help select non-certified personnel;

B. Significant budgetary control and the authority to determine curriculum, instructional practices, disciplinary measures, the school's calendar, and student and teacher assignments.

VI. A SUCCESSFUL SYSTEM EMPHASIZES STAFF DEVELOPMENT. Staff quality heavily influences school outcomes. Adequate preparation for staff will require at least four things:

A. Pre-service teacher training programs that give greater emphasis to subject matter, field experience, and effective use of technology in addition to classroom-based pedagogy;

B. Alternative certification opportunities for career changers and well-qualified non-education majors;

C. A strong staff development and training effort that includes:

- a significant research and development capacity to identify systematically those schools and instructional practices that work with all children and youth; and
- a training system of adequate depth with staff having sufficient time to participate; and

D. Selection, preparation and upgrading programs for administrators, instructional support staff, and other non-teaching personnel to assure leadership and assistance that contribute to student achievement.

VII. A SUCCESSFUL SYSTEM PROVIDES HIGH-QUALITY PRE-KINDERGARTEN PROGRAM, AT LEAST FOR EVERY DISADVANTAGED CHILD.

While not a silver bullet, the evidence is very strong that a high-quality, developmentally appropriate pre-school program for disadvantaged children can in later years significantly reduce teen pregnancy, poor school performance, criminal arrest rates, drop-outs, incidence of student placement in special education and other negative and costly factors that reflect far too much student behavior today.

VIII. A SUCCESSFUL SYSTEM PROVIDES HEALTH AND OTHER SOCIAL SERVICES SUFFICIENT TO REDUCE SIGNIFICANT BARRIERS TO LEARNING. Raising our expectations for educational performance will not produce the needed improvement unless we also reduce the barriers to learning represented by poor student health, criminal behavior in schools, and inadequate physical facilities. Education is work, and the conditions needed for successful effort are no less important in the learning environment than in the American workplace.

Pre-natal care, good nutrition for young mothers and children, preventive health care, and safe child care are prerequisites for children and youth to perform at the expectation level necessary for a high-productivity economy.

At the same time, students and educators cannot be expected to perform at high levels in a work environment where drugs, crime, or poorly main-

tained physical facilities interfere with discipline and concentration.

Providing the needed health, social, and other services will require an unprecedented measure of collaboration between agencies and/or the realignment of governance responsibility for delivering the services successfully.

IX. A SUCCESSFUL SYSTEM USES TECHNOLOGY TO RAISE STUDENT AND TEACHER PRODUCTIVITY AND EXPAND ACCESS TO LEARNING. Technology is not a panacea. It cannot, for instance, serve as a child's advocate or give school-based staff a major role in instructional decisions. Yet technology is a critical part of a program of systemic change, for it provides the means to improve productivity and access to learning.

Several examples illustrate the point:

A. The development of skills in problem solving and critical thinking requires all students to push at their own pace beyond historical expectations. Only technology will give masses of students the necessary breadth and depth of intellectual engagement to work at different stages of development in different disciplines.

B. Many disabled students and other students at risk, who often require greater individual attention from teachers, will find greater access to learning through technology.

C. The need for information access and management will likely be greater in an outcome-oriented, student-based educational system, thus increasing the reliance on technology for both education and administration.

D. Technology will be needed to extend the breadth and depth of staff development and productivity at a time when staff are performing to meet higher expectations.

Resources and Reference Sources for the Policy Examples

The Nine Essential Components of a Successful Education System

1. A successful education system operates on four assumptions:

EVERY STUDENT CAN LEARN AT SIGNIFICANTLY HIGHER LEVELS.

Accelerated Schools Project. Henry M. Levin, Professor of Education and Economics, Stanford, and Director, Accelerated Schools Project, (415) 725-1669.

Hopfenberg, W.S., H.M. Levin, G. Meister, and J. Rogers, *Accelerated Schools* (Stanford University: Center for Educational Research at Stanford, 1990).

Maryland. Robert Gabrys, Assistant State Superintendent for School Performance, (301) 333-3866.

Utah. *Strategic Planning for Public Education Act*, Utah Code Annotated 1953, Section 53A-1a-104, 1990.

EVERY STUDENT CAN BE TAUGHT SUCCESSFULLY.

Arkansas. *Meeting the National Education Goals: Schools for Arkansas' Future*, Act 236, 78th Arkansas General Assembly, Regular Session, 1991.

Oregon. Shirley Gidley, School Reform Specialist, 21st Century Schools Council, (503) 373-7118.

Success for All. Lawrence Dolan, Research Scientist, Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University, (410) 516-0274.

HIGH EXPECTATIONS FOR EVERY STUDENT ARE REFLECTED IN CURRICULUM CONTENT, THOUGH INSTRUCTIONAL STRATEGIES MAY VARY.

Coalition of Essential Schools. Lisa Lasky, Communications Manager, Coalition of Essential Schools, Brown University, (401) 863-3384.

Oregon. Shirley Gidley, School Reform Specialist, 21st Century Schools Council, (503) 373-7118.

EVERY STUDENT AND EVERY PRESCHOOL CHILD NEEDS AN ADVOCATE—PREFERABLY A PARENT.

California. Vivian Burton, Coordinator, Parenting and Community Education Office, California Department of Education, (916) 323-0544.

"I Have a Dream." Anne Winters-Bishop, National Executive Director, "I Have a Dream" Foundation, (212) 736-1730.

Minnesota. Parental Leave: Barry Sullivan, Office of Government Relations, State Department of Education, (612) 296-6595.

Parental Involvement: Lois Engstrom, Manager, Community and Adult Education, (612) 297-2441.

Missouri. Mildred Winter, Executive Director, Parents as Teachers National Center, Inc., (314) 553-5738.

Project Mentor. Sarah Ann Robertson, Coordinator, Project Mentor, Austin Independent School District, (512) 499-1700 x3802.

Project Raise. Kalman R. Hettleman, Executive Director, Baltimore Mentoring Institute, (410) 685-8316.

School Development Program. James Comer, Maurice Falk Professor of the Child Study Center and Child Psychiatry, Yale University, (203) 785-2548.

2. A successful system is performance or outcome based.

Maine. Heidi McGinley, Coordinator of the Common Core of Learning, Maine State Department of Education, (207) 287-5925.

Minnesota. Joan Wallin, Supervisor, Instructional Design, Minnesota State Department of Education, (612) 296-1570.

Oregon. Joyce Reinke, Assistant Superintendent, 21st Century Schools Council, Oregon Department of Education, (503) 373-7118.

Lucinda Welch, Specialist, 21st Century Schools Council, Oregon Department of Education, (503) 373-7118.

Pennsylvania. Robert E. Feir, Executive Director, State Board of Education, (717) 787-3787.

3. A successful system uses assessment strategies as strong and rich as the outcomes.

Arizona. C. Diane Bishop, Superintendent of Public Instruction, Arizona Department of Education, (602) 542-5460.

Paul Koehler, Associate Superintendent, Arizona Department of Education, (602) 542-5754.

Charles Wiley, Testing Coordinator, Arizona Department of Education, (602) 542-3759.

Maryland. Jessie Pollack, Chief of Test Development and Administration, Maryland State Department of Education, (410) 333-2375.

Mathematical Sciences Education Board. Linda P. Rosen, Associate Director for Policy Studies, Mathematical Sciences Education Board, (202) 334-1479.

National Assessment of Educational Progress (NAEP). Gary Phillips, Associate Commissioner, Education Assessment Division, National Assessment of Educational Progress, (202) 219-1761.

National Council on Education Standards and Testing. Emily Wurtz, Senior Education Associate, National Education Goals Panel, (202) 632-0952.

New Standards Project. Jim Gilchrist, Director of Operations, New Standards Project, (412) 624-7970.

New York. Carolyn Byrne, Director, Division of Educational Testing, (518) 474-5902.

Vermont. Ross Brewer, Director of Planning and Policy Development, Vermont Department of Education, (802) 828-3135.

4. A successful system rewards schools for success, helps schools in trouble, and penalizes schools for persistent or dramatic failure.

New Jersey. John Woodbury, Deputy Commissioner of Education, New Jersey Department of Education, (609) 292-7078.

Ohio. John Goff, Deputy Director, Ohio Department of Education, (614) 466-2329.

James Romich, Consultant, Ohio Department of Education, (614) 466-2761.

South Carolina. Terry K. Peterson, Executive Director, South Carolina Business-Education Subcommittee of the Education Improvement Act and "Target 2000," (803) 734-0487.

5. A successful system gives school-based staff a major role in instructional decisions.

Dade County, Florida. Gerald O. Dreyfuss, Principal, Arvida Middle School, (305) 385-7144.

Pat Tomillo, Executive Vice President, United Teachers of Dade, (305) 854-0220.

Minnesota. Peggy Hunter, Enrollment Options Coordinator, State Department of Education, (612) 297-2241.

Becky Kelso, State Representative, Minnesota House of Representatives, (612) 296-1072.

Ted Kolderie, Senior Associate, Center for Policy Studies, (612) 224-9703.

Ember Reichgott, State Senator, Minnesota Senate, (612) 296-2889.

Rochester, New York. Ed Porter, Director of the Rochester Program, National Center on Education and the Economy, (716) 546-7620.

Joanne Scully, Supervising Director of School Improvement, Rochester City School District, (716) 262-8307.

San Diego, California. Mary Hopper, Administrator, Human Resource Services, San Diego City Schools, (619) 293-8020.

Texas. Deborah Nance, Senior Director for Institutional Development, Office of Accountability, Texas Education Agency, (512) 463-9642.

Dan Powell, Assistant Superintendent, Fort Worth Independent School District, (817) 878-3718.

6. A successful system emphasizes staff development.

California. School Level Planning: Barbara Brandes, Administrator of High School Education, Department of Education, (916) 322-5016.

Resource Agencies and Consortia: Laura Wagner, Manager of Teaching Support, Department of Education, (916) 657-5463.

Subject Matter Projects: Robert Polkinghorn, Director of University-School Education Improvement, University of California, (510) 987-9505.

National Board for Professional Teaching Standards. James Smith, Senior Vice President, National Board for Professional Teaching Standards, (313) 259-0830.

Nebraska. Melodee Landis, Director, Instructional Technology Team, Nebraska Department of Education, (402) 471-2918.

Vermont. Ross Brewer, Director of Planning and Policy Development, Department of Education, (802) 828-3135.

West Virginia. Henry Marockie, State Superintendent of Schools, West Virginia Department of Education, (304) 558-2681.

7. A successful system provides high-quality prekindergarten programs, at least for every disadvantaged child.

Connecticut. Paul Vivian, Coordinator of Family Resource Centers, Connecticut Department of Human Resources, (203) 566-8048.

New Jersey. Tynette W. Hills, Program Coordinator, Office of Early Childhood Education, Division of Educational Programs and Student Services, New Jersey Department of Education, (609) 984-3429.

Ohio. Chris Stoneburner, Director, Head Start, State of Ohio Collaboration Project, Governor's Office, (614) 644-0791.

Oregon. Dell Ford, Head Start Specialist, Oregon Department of Education, (503) 378-5585.

Success By 6. Beverly P. Propes, Director of Community Initiatives, United Way of Minneapolis Area, (612) 340-7686.

Success By 6: Interim Evaluation Report (Minneapolis: United Way of Minneapolis Area, 1991).

Success By 6: The Early Days (Minneapolis: United Way of Minneapolis Area, 1991).

Washington. Mary Frost, Children's Services Unit Manager, Department of Community Development, Washington State Department of Community Development, (206) 753-4106.

8. A successful system provides health and other social services sufficient to reduce significant barriers to learning.

California. Jane Henderson, Assistant Superintendent, Interagency Children and Youth Services Division, California Department of Education, (916) 657-3558.

Iowa. Raymond E. Morley, Consultant, Department of Education, (515) 281-3966.

New Beginnings. Jeanne Jehl, Administrator on Special Assignment, San Diego Schools, (619) 293-8371.

New Futures. William J. Rust, Director of Communications, Annie E. Casey Foundation, (800) 222-1099.

"New Futures: The Challenge of Change," *A.E.C. Focus* (a quarterly report from the Annie E. Casey Foundation), spring, 1992.

New Jersey. Edward Tetelman, Director, Office of Legal and Regulatory Affairs, New Jersey Department of Human Services, (609) 292-1617.

9. A successful system uses technology to raise student and teacher productivity and expand access to learning.

Arkansas. Cecil McDermott, Program Director, IMPAC Learning Systems, Inc., (501) 324-9652.

California. Ron A. Miles, Branch Manager, IBM EDUQUEST, (916) 326-5030.

South Carolina. Henry J. Cauthen, President and General Manager, South Carolina Educational Television, (803) 737-3240.

Texas. Geoffrey H. Fletcher, Associate Commissioner for Technology, Texas Education Agency, (512) 463-9087.

Washington. Albert S. Huff, Executive Director, Washington School Information Processing Cooperative, (206) 775-8471.

The Kentucky Approach

Steve Swift, Director of Public Information, Kentucky Department of Education, (502) 564-3421.

1. Operating Assumptions. William G. Scott, Director, Division of Student and Family Support Services, Kentucky Department of Education, (502) 564-3678.

2. Outcome-Based System. Edward Reidy, Associate Commissioner, Kentucky Department of Education, (502) 564-4394.

3. Strong and Rich Assessment Strategies. Edward Reidy, Associate Commissioner, Kentucky Department of Education, (502) 564-4394.

Scott Trimble, Division Director, Division of Accountability, Kentucky Department of Education, (502) 564-4394.

4. Rewards, Assistance, and Penalties. David Thomas, Deputy Commissioner, Learning Results Services, (502) 564-4394.

5. School-Based Decision Making. Bernie Carr, Director, Division of School Based Decision Making, Kentucky Department of Education, (502) 564-4201.

6. Staff Development. Certification: Traci Bliss, Associate Commissioner, Kentucky Department of Education, (502) 564-4606.

Professional Development: Gail Gerry, Director, Division of Professional Development, Kentucky Department of Education, (502) 564-2672.

7. High Quality Pre-Kindergarten Program. Abbie Robinson-Armstrong, Director, Division of Early Childhood, Kentucky Department of Education, (502) 564-3064.

8. Integrated Health and Social Services. Ronnie Dunn, Branch Manager, Family Resource Youth Service Centers, (502) 564-4986.

9. Technology. Joe Kirkman, Associate Commissioner, Office of Education Technology, (502) 564-4770.

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December 1992

**NEW HAMPSHIRE
BUSINESS
ROUNDTABLE
ON EDUCATION**

*Founded as a partnership between New Hampshire businesses,
the Business & Industry Association of New Hampshire,
and the New Hampshire Charitable Foundation.*

RONA ZLOKOWER

November 25, 1992

NOV 30 1992

MEMORANDUM

COMMUNITY RELATIONS

TO: Members of the New Hampshire Business Roundtable on Education
From: Katharine A. Eneguess, Staff *KAE*
RE: Startup news and plans

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Following a successful quarterly meeting at Digital Equipment Corporation, on October 27th, members of the Roundtable agreed to get directly involved at the local level and better understand the School Improvement Program where its happening -- in the schools throughout the state.

**SCHOOL VISIT**

Each member, principal and staff designee, agreed to do an on-site visit, following some preliminary arrangements to alert the schools of our interest. Your visit is a chance for you to learn more about what is actually happening in schools and how the School Improvement Program (SIP) is functioning within different schools. Keep in mind that no two schools will be functioning the same. If you can spare the time, go to more than one school.

Enclosed is a list of schools for you to visit during the month of December. This list includes the name of the school Principal as well as the Team Contact for the School Improvement Team (some people assume both roles). The school Principal and Team Contact persons are aware that you will be calling to set up a time to visit their school. It is most desirable that you sit in on a SIP Team meeting. Keep in mind that each SIP Team struggles with different change dynamics and may also be seeking advice from you and your experience with change within a business organization. This is an opportunity for you to get your questions answered about perceptions and struggles with change and businesses involvement at the local level.

**1993 MEETING DATES**

Also enclosed is a polling sheet for 1993 Quarterly Meeting dates. Principal Members and Staff Designees are asked to make every effort to be in attendance at Quarterly Meetings. Please complete this form and mail or fax it to the NHBRT (Fax: 603/224-2872) as soon as possible. Once a consensus has been reached, a calendar of 1993 Quarterly Meetings will be forwarded to you.

**REGIONAL BRIEFINGS FOR MEMBERS**

As a follow-up to the school visits, three small group briefings for NHBRT Principals and Staff Designees will be scheduled throughout the state. These regional briefings will be held in Manchester, Nashua and Portsmouth during the month of January. The format will be a focus group discussion for Principals that wish to attend and, more specifically, for Staff Designees to have an opportunity to speak with RMC Corporation project managers, School Improvement Program members as well as each other. The dates will be forwarded as soon as arrangements are made.

**NATIONAL BUSINESS ROUNDTABLE NEWS**

The National Business Roundtable will soon be blanketing the major business news media with stories on the importance of business' involvement in education at the local level. One of the key elements of the national campaign is for businesses to become members of a coalition and better understand schools through more direct partnerships. We are excited that New Hampshire remains on the forefront of coalition development with the Alliance for Effective Schools and that the New Hampshire Business Roundtable on Education can be looked at as a model for other states.

If you have any questions about education activities throughout the state or the Roundtable, please call 603/224-0740.

Also enclosed is an updated roster of Principal Members and Staff Designees and a revised Page 4 of the Principals roster. Please **DISCARD** the complete Principal Members and Staff Designees roster and only Page 4 of the Principals roster presently in your binder. **REPLACE** those discarded with the updated sheets enclosed (please check your name, address, direct telephone and fax number on the roster as well and notify NHBRT of any corrections necessary).

Enclosures

- 1993 Meeting Schedule Polling Sheet
- Updated Member and Staff Designee Roster
- Revised Page 4 of the Principal Members Roster
- The School Improvement Program's Participating Schools with Principals and Team Contacts

# **NEW HAMPSHIRE BUSINESS ROUNDTABLE ON EDUCATION**

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*Founded as a partnership between New Hampshire businesses,  
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and the New Hampshire Charitable Foundation.*

## **WHO ARE WE?**

The New Hampshire Business Roundtable on Education (NHBRT) is a joint venture of New Hampshire business leaders united to support the continuous improvement of the state's public schools.

## **WHY ARE WE INVOLVED?**

What is good for New Hampshire's schools is good for business. We have a great stake in securing the very best education for New Hampshire's children. In this world economy, New Hampshire must be competitive.

Unless we get the very best from education, all is at risk: the economic base of the state; its government in every community; the volunteer civic infrastructure; and the quality of life of every individual and of the state as a whole.

## **WHAT CAN WE DO/OFFER?**

The work of improving our schools will be carried out by the people of each community, the parents of all children and the professionals who prepare our teachers and educate our children.

The NHBRT will not take on all issues in public education. The NHBRT will focus our efforts where we believe we can make best use of our expertise.

## **WHAT MAKES BUSINESS BELIEVE IT HAS THE ANSWERS?**

We do not have the answers. We begin by recognizing our own need to learn -- from those working with New Hampshire schools and from others across the nation engaged in school reform in their own communities.

School reform is no simple, easy task. Business can't be arrogant in its attitude towards the education community. We must listen. And learn. Not preach.

We do know something about the management of complex organizations charged with difficult tasks. Each of us knows from our own experience the skill, patience and support required to help a complex system improve its performance.

## WHAT IS YOUR PLAN?

New Hampshire has the good fortune to have underway a fundamental model for school improvement that has attracted national attention -- the New Hampshire School Improvement Program (SIP). We will focus our attention on the evaluation and improvement of this Program.

The School Improvement Program is in operation in 43 schools, 10% of the schools in the state, ranging from the smallest elementary school (Waterville Valley) to the largest high school (Nashua). It has been favorably evaluated by a respected national evaluation firm, reporting to a special committee established by the BIA. We believe that the School Improvement Program is the most effective way to influence fundamental changes statewide in how teachers teach and children learn.

The basic design is sound. While we recognize from the outset that this program is far from perfect, we strongly believe that New Hampshire is best served by investing in the evaluation and improvement of this program, rather than by starting from scratch.

The School Improvement Program offers the advantage of being finite, in a limited number of schools. Efforts can be focused and lessons learned. If the program works well, it can be expanded carefully. Many businesses have experienced the difficulty of successfully extending a program that worked well in one site to many sites.

## WHAT WILL NHBRT DO?

A substantial grant from the Pew Charitable Trust will give New Hampshire the capacity to carry out one of the most well-funded, carefully designed, ongoing evaluations of school reform in the country. We will have data on school performance that is far more comprehensive and sensitive than any that New Hampshire has ever had. This capacity gives New Hampshire a great advantage.

It will permit the business community and other publics to make an informed judgement, and have a base from which to recommend course corrections and ultimately, public policy.

The School Improvement Program cannot currently provide a fully adequate evaluation measurement program. This is a problem that the School Improvement Program has in common with virtually all New Hampshire schools -- and with schools all across the country.

We know from our business colleagues in other states that the development, installation and training of staff to work with school-based management information systems is critical. You cannot improve the operation of any organization without the capacity to generate reliable and measurable data continuously.

Each School Improvement Program school will put in place an effective management information system with the support of the grant from Pew. Each school -- and all publics -- will be able to identify problems, monitor progress, and evaluate performance. The Pew Grant will allow us to compare the performance of School Improvement Program schools with non-School Improvement Program control schools.

Business can be particularly helpful in working with schools on the establishment and operation of performance measures, data collection, and accountability systems.

**WHAT WILL BE THE RELATIONSHIP BETWEEN THE NHBRT AND THE ALLIANCE FOR EFFECTIVE SCHOOLS - THE GOVERNING BODY OF THE SCHOOL IMPROVEMENT PROGRAM?**

This entire program can only work if the relationship between the business community, the education community, and parents is mutually and respectfully collaborative, and acknowledges the complete interdependence and joint stake that all have in a successful outcome.

The program has, from the outset, been jointly designed by representatives of the business community and the Alliance for Effective Schools. While the NHBRT will have ultimate and final responsibility as sole client for the evaluation, day-to-day operations will be managed by a joint operating committee of the Alliance for Effective Schools and the NHBRT. Our intention is to join the best thinking of business with the best thinking of educators and parents.

**WHO WILL DO THE WORK IN SETTING UP THE SYSTEMS AND CARRYING OUT THE EVALUATION?**

We have engaged RMC Research, a Portsmouth-based firm with fifteen years experience in national evaluation of public education programs, to work under the NHBRT with the School Improvement Program schools. RMC's Capacity Statement and record of experience are available.

**WILL THE FINDINGS OF YOUR RESEARCH BE AVAILABLE?**

Yes, the NHBRT will report regularly to all publics in a way that is clear, sensible, and believable. We believe that this reporting, which will be independent of the schools and those carrying out the reforms, will be a source of credible information developed by laymen in collaboration with school professionals.

### **WILL THE NHBRT TRY TO AFFECT PUBLIC POLICY?**

Absolutely.

Business, like everyone in New Hampshire, has a great stake in our public education system. As the NHBRT learns more about what works and doesn't work, it will strive to see that the lessons learned are incorporated into public policy.

### **WILL THE NHBRT TAKE ON OTHER EDUCATION REFORM PROGRAMS?**

Not initially.

The easiest way to assure that nothing at all will come of this is for the NHBRT to spread itself out across a number of ideas for school change. If the NHBRT is to be at all effective, it must sharply focus its limited resources.

The NHBRT is not after small change or a few marginal baubles that will make cosmetic improvements. The NHBRT has come together to seek comprehensive, self-sustaining, systemic change.

While there are dozens of attractive ideas for school change, the NHBRT has elected to focus on the School Improvement Program model, as the best chance to move the entire system in a comprehensive way.

### **IS THIS A ONE-YEAR PROGRAM?**

No.

Fundamental school reform takes many years. We are in for the long-run. No quick fix. Members have signed on, initially, for two years, and we will seek renewal of grant funding. By that time, initial results will be in, and it will be clearer where we are headed.

### **WHAT'S THE NHBRT POSITION ON THE MINIMUM STANDARDS ISSUE?**

The NHBRT is focused on a program whose goal is to improve learning and teaching, which will improve overall student and school performance. The NHBRT will develop the capacity to carry out continuous, high quality evaluation of student and school performance in every School Improvement Program school. We will have to consider how this fits, if at all, into the current debate over minimum standards.

## OPERATIONAL QUESTIONS

Q. Who do I contact to ask questions or get clarification about the New Hampshire Business Roundtable?

A. Please direct any questions to Katharine A. Eneguess at the New Hampshire Business Roundtable office - (603) 224-0740.

Please direct all correspondence to New Hampshire Business Roundtable, 122 North Main Street, Concord, NH 03301-4918. It is located at the Business & Industry Association address.

Q. Is there any background information available on education reform that I can have?

A. Yes! There are reams of documentation available but, the NHBRT office will maintain key documents and make them available to you upon request.

Q. When will meetings be scheduled?

A. Meetings will be scheduled quarterly for all Principal Members. February, May, September and December in 1993 (we will poll members for convenient dates within the first two weeks of each month).

Committee work schedules will be planned according to tasks required. Staff designees will be asked to attend committee meetings.

- Set schedule  
full year

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**WHAT'S THE NHBRT POSITION ON THE MINIMUM STANDARDS ISSUE?**

The NHBRT is focused on a program whose goal is to improve learning and teaching, which will improve overall student and school performance. The NHBRT will develop the capacity to carry out continuous, high quality evaluation of student and school performance in every School Improvement Program school. We will have to consider how this fits, if at all, into the current debate over minimum standards.

send Pearson to Clough

INTEROFFICE MEMORANDUM

Doc. No: 009053
Date: 10-Apr-1992 01:10pm EXT
From: RONA ZLOKOWER
ZLOKOWER.RONA
Dept: NNE COMM/GOV'T RELATIONS
Tel No: 264-2961

TO: Remote Addressee

( \_solvit::gullotti )

Subject: BRT Briefing Invitation Letter

The following is a list of business people we are contacting about the 4/20 NH BRT briefing at Parker Varney School. The attached letter will be sent to those who are able to attend.

- Thomas Putnam, President & CEO, Markem Corporation
Allen Pattee, Vice President - NH, N. E. Telephone
Charles Clough, CEO, Nashua Corporation
Joseph Marcille, President, Blue Cross & Blue Shield of NH
Douglas Pearson, President, NSS Corporation
William Marshall, Chairman & CEO First NH Banks
John Fort, CEO & Chairman, Tyco Laboratories
Richard Ferrari, President, Davidson Interior Trim/Textron
John R. Kreick, President, Lockheed Sanders
Jack Middleton, Esquire, McLane, Graf, Raulerson & Middleton
Geraldine Ferlins, President, Cirtronics Corporation

Waiting to see if maybe

no resp yet (John C. will call)

maybe Queen may attend in John's place

visiting her today looks positive NO

As discussed with Andrea, we are willing to generate the letters on your behalf.

\* Can't come on 20th

V.P. External Affairs 2424

Walter Palmer Raytheon
Lexington, MA 02173

Will let Kathy know end of week 617-860-2845

100 Hayden Ave
141 Spring St.

Winnic Blais
Manchester
BRT on 4/20

617-860-2845
All

Raney Huntley

885 4558

L/S

PO Box 868  
Nashua 03061-0868

13-Apr-1992

TO: Russ Gullotti  
FROM: Rona Zlokower  
SUBJ: 4/20 NH BRT Briefing at Parker Varney School

The following is a list of business people we have contacted about the 4/20 NH BRT briefing at Parker Varney School. Attached is a copy of the letter and materials which were sent out.

This information should be helpful for the phone discussion we will have on Wednesday AM at 10:00 with Lew Feldstein.

WILL ATTEND:

Joseph Marcille, President, Blue Cross & Blue Shield of NH ✓ called to confirm  
Allen Pattee, Vice President - NH, N. E. Telephone ✓ called to confirm  
Richard Ferrari, President, Davidson Interior Trim/Textron - No  
Jack Middleton, Esquire, McLane, Graf, Raulerson & Middleton ✓ called to confirm  
WALTER PALMER, U.P. EXTERNAL ~~RESOURCES~~ AFFAIRS, RAYTHEON ✓ called to confirm

ATTENDANCE NOT YET CONFIRMED:

Thomas Putnam, President & CEO, Markem Corporation  
William Marshall, Chairman & CEO First NH Banks ✓ called to confirm  
John Fort, CEO & Chairman, Tyco Laboratories N  
John R. Kreick, President, Lockheed Sanders (TIM QUINN)

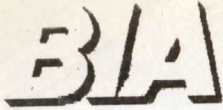
CAN'T ATTEND, BUT IS INTERESTED IN PARTICIPATING ON THE ROUNDTABLE:

Charles Clough, CEO, Nashua Corporation  
Douglas Pearson, President, NSS Corporation

Additional attendees include Lew Feldstein, President NH Charitable Foundation; Katharine Eneguess and John Crosier of the BIA.

*Lakes regions to over*

5/4-8  
4:35 reg



**Business & Industry Association** of New Hampshire

21875  
2961

MEMORANDUM

To: **Rona Zlokower** Fax: 884-1036  
**Lewis Feldstein** Fax: 225-1700

From: **Kathy Eneguess**

Re: **Business Roundtable For Education Mailing**

Date: **April 8, 1992**

Lydia Pastuszek

CONTACTS

Thomas Putnam  
President & CEO  
MARKEM Corporation  
150 Congress Street  
Keene, NH 03431  
603/352-1130  
Fax: 603/357-1439

A/16

Douglas Pearson  
President  
NSS Corporation  
PO Box 190  
Bedford, NH 03110  
603/668-6966  
Fax: 603/668-3906

A/13

-MODIFIED  
LTR

Allen Pattee  
Vice President - NH  
New England Telephone Company  
1155 Elm Street  
Numerica Bldg., Box 4  
Manchester, NH 03101  
603/641-1660  
Fax: 603/641-1678

A/13

F. William Marshall, Jr.  
Chairman & CEO  
Bank of Ireland First Holdings, Inc.  
1000 Elm Street  
PO Box 472  
Manchester, NH 03105  
603/668-5000  
Fax: 603/644-4239

A/16

First NH Bank

Charles Clough  
Chief Executive Officer  
Nashua Corporation  
44 Franklin Street  
Nashua, NH 03061  
603/880-2323  
Fax: 603/880-2205

A/14

John Fort  
CEO & Chairman of the Board  
Tyco Laboratories, Inc.  
Tyco Park  
Exeter, NH 03833  
603/778-9700  
Fax: 603/772-3813

A/14

-MODIFIED  
LTR - from BIA  
to BIA

Joseph Marcille  
President  
Blue Cross & Blue Shield of NH  
Two Pillsbury Street  
Concord, NH 03306  
603/224-9511  
Fax: 603/226-4027

A/13

Richard J. Ferrari  
President  
Davidson Interior Trim/Textron  
PO Box 1504  
Industrial Park  
Dover, NH 03820-1504  
603/742-0720  
Fax: 603/743-2383

A/13

2

Contacts  
Page 2

Dr. John R. Kreick  
President  
Lockheed Sanders, Inc.  
PO Box 868, NHQ1-735  
Daniel Webster Highway South  
Nashua, NH 03061-0868  
603/885-4321  
Fax: 603/885-2813

Jack B. Middleton, Esquire  
McLane, Graf, Raulerson & Middleton  
40 Stark Street  
PO Box 326  
Manchester, NH 03105  
603/625-6464  
Fax: 603/625-5650

Gerardine Ferlins  
President  
Cirtronics Corporation  
PO Box 130  
Milford, NH 03055  
603/654-6125  
Fax: 603/654-9050

4/15  
THE SENT TO  
NAVY HUNTER  
ADDRESS TO KREICK  
T. QUINN WILL ATTEND (KREICK)  
OUT OF TOWN 4/14

4/13

WALTER PALMER  
V.P. EXTERNAL AFFAIRS  
RAYTHEON  
141 SPRING ST.  
LEXINGTON, MA  
02173

4/15 4:35

**digital**™ CIRCULATION SLIP

PLEASE READ AND FORWARD - KEEP IT MOVING

| NAME               | INITIALS | DATE |
|--------------------|----------|------|
| 1 Ann-             |          |      |
| 2 John Fort cannot |          |      |
| 3 attend the April |          |      |
| 4 20th round table |          |      |
| 5 meeting          |          |      |
| 6                  |          |      |
| 7 See Media        |          |      |
| 8                  |          |      |
| 9                  |          |      |
| 10                 |          |      |

PLEASE RETURN TO:

EN - 02392 - 05 - 0000(5 1C)



Dr. John R. Krejck  
President  
Lockheed Sanders, Inc.  
PO Box 888, NH01-735  
Daniel Webster Highway South  
Nashua, NH 03061-0888  
603/885-4321  
Fax: 603/885-2813

Jack B. Middleton, Esquire  
McLane, Graft, Rutherford & Middleton  
40 Stark Street  
PO Box 328  
Manchester, NH 03105  
603/652-8464  
Fax: 603/652-8850

Gerardine Ferlins  
President  
Circuitry Corporation  
PO Box 180  
Milford, NH 03055  
603/654-8122  
Fax: 603/654-9050

4/15 4:35

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| 10                 |          |      |

PLEASE RETURN TO:  
\_\_\_\_\_

Contacts  
Page 2

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President  
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Nashua, NH 03061-0868  
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PO Box 326  
Manchester, NH 03105  
603/625-6464  
Fax: 603/625-5650

~~Gerardine Ferlins  
President  
Cirtronics Corporation  
PO Box 130  
Milford, NH 03055  
603/654-6125  
Fax: 603/654-9050~~

*4/15  
HR sent to  
Nancy HUNTZEN  
addressed to KREICK  
T. Quinn will attend (KREICK)  
OUT OF TOWN 4/14*

*4/13*

*WALTER PALMER  
V.P. EXTERNAL AFFAIRS  
RANTHEON  
141 SPRING ST.  
LEXINGTON, MA  
02173*



Russell A. Gullotti  
Vice President

L. FELDSTEIN

April 13, 1992

Mr. Allen Pattee  
Vice President - New Hampshire  
New England Telephone Company  
1155 Elm Street  
Numerica Building, Box 4  
Manchester, NH 03101

Dear Allen:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

The grant from Pew, the leading national funder of school reform projects, bears out the confidence of many of us about the exceptional opportunity that the New Hampshire School Improvement Program offers to our state. It also offers to the business community the chance to play a pivotal role in supporting school reform in New Hampshire and in the assessment of a program that may have national importance.

The meeting will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish at 8:00 PM.

Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



*pio*

**NEW HAMPSHIRE BUSINESS ROUND TABLE FOR EDUCATION**

**A G E N D A**

**MONDAY, APRIL 20, 1992**

**PARKER-VARNEY ELEMENTARY SCHOOL**

**4:00 pm to 7:30 pm**

- 4:00 pm Welcome and Introductions
- What is the New Hampshire Business Roundtable for Education?
- Russell Gullotti**, Digital Equipment Corporation
- Why is the Business & Industry Association involved?
- John D. Crosier**, Business & Industry Association
- 4:30 pm Business Roundtable joins Parker-Varney School Improvement Program Team meeting for observation and inquiry.
- Lewis Feldstein**, New Hampshire Charitable Foundation  
Facilitator
- 5:30 pm Dinner and discussion with School Improvement Program Team
- 6:15 pm Business Roundtable briefing and discussion with RMC Research Corporation
- 7:15 pm Next Steps for Business Roundtable on Education
- 7:30 pm Adjourn

Walter H. Palmer  
Vice President  
External Affairs

Raytheon Company  
141 Spring Street  
Lexington MA 02173

617 860 2424

---

**Raytheon**

---

April 22, 1992

**RONA ZLOKOWER**

APR 27 1992

**COMMUNITY RELATIONS**

Ms. Rona Zlokower  
Manager, Community & Gov't Relations  
Digital Equipment Corporation  
MK01-2/E15, Digital Drive  
Merrimack, NH 03054

Dear Rona:

It was nice to be included in your New Hampshire Business Round Table meeting on Monday, and I was glad to at least get a chance to say hello to you personally.

As often is the case when I'm in New Hampshire, I find much to learn that seems ahead of some of our efforts down here in Massachusetts. Monday was no exception.

I am looking forward to future participation.

Best regards,

*Walter Palmer*

CC: Nancy Dube  
Al Mullin

June 5, 1992

Mr. Thomas Clow  
Principal  
**Parker-Varney School**  
223 James A. Pollock Drive  
Manchester, NH 03102

Dear Tom:

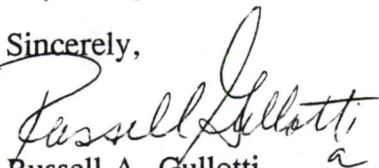
On behalf of the New Hampshire Business Roundtable on Education, I would like to thank you and the School Improvement Program team for hosting some of our members at Parker-Varney School on April 20, 1992.

It was gratifying to have such outstanding representation from your SIP team. Clearly, your leadership and dedication to the school improvement process has meant a great deal to all participants and to the outcome.

We are excited about our role and hope we will be able to work with you as the project proceeds. We know we will continue to learn from your SIP team's experience.

Please express my thanks to the all the SIP team members.

Sincerely,



Russell A. Gullotti  
Vice President, Digital Services

RAG/a

ELENORE FREEDMAN

---

C O N S U L T I N G I N C

---

20 Kalmia Way  
Bedford, New Hampshire 03110  
603-472-3229

DRAFT

April 24, 1992

Mrs. Judith Thayer  
Chairman, State Board of Education  
101 Pleasant Street  
Concord, NH 03301

for Rona  
from Ellie  
- can you arrange  
to get these done??

Dear Mrs. Thayer:

The New Hampshire Business Roundtable is in the process of engaging the services of RMC Research Inc. of Portsmouth, NH for a third-party evaluation of the NH School Improvement Program. This will be following up on the findings and recommendations last year of the Private/Public Ventures study of the NH Alliance for Effective Schools' program.

The evaluation will examine several components of the program:

- o the soundness of the SIP approach
- o the quality of the implementation
- o the institutional, teacher and student outcomes at the school level.

There will also be another component of the evaluation which will involve RMC working to develop a school-level management information system, based on the NH Indicators of Effectiveness, which can be implemented in each school and made an on-going part of the school improvement planning and decision-making process of that school.

In order to carry out the third-party evaluation component, RMC is committed to seeking input from the State Board of Education, State Department of Education personnel, legislative leaders and professional groups. RMC hopes to gather these individuals in four or five separate "focus groups" so that the evaluation design will be tailored, as much as possible, to address the concerns and interests of these groups.

We therefore seek a meeting between the State Board of Education, as a "focus group", and the RMC Research people on May 13, 1992 from 1:30 to 3:00 PM in room 15, after your regular Board meeting of that day.

I look forward to a favorable response. We are anxious to see RMC Research move forward on their important task.

Sincerely,

Russell Gullotti, Vice-President, Digital Corporation and  
Chairperson, NH Business Roundtable

cc: Charles Marston  
NH Commissioner of Education  
101 Pleasant Street  
Concord, NH 03301



for Rona  
from Ellie  
- can you arrange  
to get these done??

DRAFT

April 24, 1992

Mrs. Judith Thayer  
Chairman, State Board of Education  
101 Pleasant Street  
Concord, NH 03301

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Sincerely,

Russell Gullotti, Vice-President, Digital Corporation and  
Chairperson, NH Business Roundtable

cc: Charles Marston  
NH Commissioner of Education  
101 Pleasant Street  
Concord, NH 03301

April 24, 1992

The Honorable Patricia Skinner  
Chairperson, House Education Committee  
Legislative Office Building  
North State Street  
Concord, NH 03301

Dear Mrs. Skinner:

The New Hampshire Business Roundtable is in the process of engaging the services of RMC Research Inc. of Portsmouth, NH for a third-party evaluation of the NH School Improvement Program. This will be following up on the findings and recommendations last year of the Private/Public Ventures study of the NH Alliance for Effective Schools' program.

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We therefore ask that interested members of the House and Senate Education Committees agree to meet as a "focus group" with RMC Research people on May [REDACTED], 1992 from [REDACTED] at [REDACTED]

I look forward to a favorable response. We are anxious to see RMC Research move forward on their important task.

Sincerely,

Russell Gullotti, Vice-President, Digital Corporation and  
Chairperson, NH Business Roundtable

P.S. If you wish, you may respond to the Alliance office.

April 24, 1992

The Honorable George Disnard  
Chairperson, Senate Education Committee  
Legislative Office Building  
North State Street  
Concord, NH 03301

Dear Mr. Disnard:

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I look forward to a favorable response. We are anxious to see RMC Research move forward on their important task.

Sincerely,

Russell Gullotti, Vice-President, Digital Corporation and  
Chairperson, NH Business Roundtable

P.S. If you wish, you may respond to the Alliance office.

DRAFT

April 24, 1992

Mr. William Ewert  
Administrator, Bureau of Instructional Services  
101 Pleasant Street  
Concord, NH 03301

Dear Mr. Ewert:

The New Hampshire Business Roundtable is in the process of engaging the services of RMC Research Inc. of Portsmouth, NH for a third-party evaluation of the NH School Improvement Program. This will be following up on the findings and recommendations last year of the Private/Public Ventures study of the NH Alliance for Effective Schools' program.

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We therefore ask that your Bureau people agree to meet as a "focus group" with RMC Research people on May 13, 1992 from 10 AM to noon at the offices of the Alliance for Effective Schools.

I look forward to a favorable response. We are anxious to see RMC Research move forward on their important task.

Sincerely,

Russell Gullotti, Vice-President, Digital Corporation and  
Chairperson, NH Business Roundtable

cc: Charles Marston  
Paul Fillion  
101 Pleasant Street  
Concord, NH 03301

P.S. If you wish, you may respond to the Alliance office.

## **NEW HAMPSHIRE BUSINESS ROUND TABLE FOR EDUCATION**

April 20, 1992

### **PARTICIPANTS**

**Russell Gullotti - Host**  
V.P., Digital Equipment Corporation

**Richard Ferrari**  
President, Davidson Interior Trim/Textron

**Joseph Marcille**  
President, Blue Cross & Blue Shield of NH

**F. William Marshall**  
Chairman & CEO, Bank of Ireland, First Holdings, Inc.

**Jack Middleton**  
Esquire, McLane, Graf, Raulerson & Middleton

**Allen Pattee**  
Vice President - NH, New England Telephone Company

**Walter Palmer**  
VP External Affairs, Raytheon Company

**J. Timothy Quinn**  
Director -- Public Affairs, Lockheed Sanders, Inc.

### **RESOURCES**

**Lewis Feldstein**  
President, NH Charitable Foundation

**Rona Zlokower**  
Mgr. Community & Gov't Relations, Digital Equipment Corp.

**John D. Crosier**  
President, Business & Industry Association of NH

**Katharine A. Eneguess**  
Vice President, Business & Industry Association of NH

**NEW HAMPSHIRE BUSINESS ROUND TABLE FOR EDUCATION**

**SCHOOL IMPROVEMENT TEAM ROSTER**

**PARKER-VARNEY ELEMENTARY SCHOOL**

**Thomas Clow**  
Principal

**Mary Starvish**  
Assistant Principal

**Mary Barry**  
Classroom Teacher

**Judith Moran**  
Classroom Teacher

**David Erickson**  
Classroom Teacher

**Kathleen Fortin**  
Classroom Teacher

**David Hendry**  
Guidance Counselor

**Terry Birmingham**  
Learning Disabilities Specialist

**Donna Moore**  
Parent

**Cynthia Smith**  
Parent

**Leonard Bernard**  
Assistant Superintendent

**Lou D'Allesandro**  
School Board

**Jerome Duval**  
Parent

**RMC RESEARCH CORPORATION**

**Everett Barnes**  
President

**Andrew Seager**  
Project Associate

**ALLIANCE FOR EFFECTIVE SCHOOLS/CONSULTANT**

**Elenore Freedman**  
Consultant, Elenore Freedman, Inc.

**Amy McGlashan**  
Acting Director

NH BUSINESS ROUNDTABLE  
PUBLIC RELATIONS OUTLINE

I. ANNOUNCING FORMATION OF NH BUSINESS ROUNDTABLE

- press conference at SIP school (participants to include key state legislators, educators, NHBRT members, SIP team reps); distribution of press kit containing NHBRT, SIP info
- press releases to media before, after announcement
  - o newspapers
  - o radio stations
  - o television stations
- articles in business publications, educational publications
- arranging meetings, communications with SIP critics (Governor, Board of Education...) to explain NHBRT's mission and need for collaboration in school reform efforts
- designation of NHBRT spokesperson(s) - *staff member*  
*Chair*

II. ANTICIPATED ANNOUNCEMENT OF PEW GRANT FUNDING

- press conference which includes major *stakeholders* ~~interest~~ groups
- announce any new NHBRT members

III. ONGOING COMMUNICATIONS

- publicize information relating to SIP evaluation, establishment of information management system
- publicity on NHBRT, SIP program overall in:
  - o educational publications
  - o statewide media (newspapers, radio, tv stations)
  - o National Business Roundtable communications
  - o business publications
- publicize renewal of SIP state funding
- influencing national publicity as SIP concept expands to other states



Format for presenting case (20-25 minutes)

- Brief summary of case - DJ
- Introduce Rona to re-emphasize issues - DJ
- Address class on major issues (personal experience & involvement), then lead into need for PR plan - RZ
- Ask class to provide their ideas for PR management DJ & RZ
  - o Question 1: What approach would you take in developing a public relations plan for the NHBRT?
  - o Question 2: What would your public relations components be?
- Present PR outline DJ, RZ

Schedule I had  
in mind.

Schedule I had  
in mind.

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  - o Question 1: What approach would you take in developing a public relations plan for the NHBRT?
  - o Question 2: What would your public relations components be?
- Present PR outline DJ, RZ

# What Is An "Effective" School?



An Effective School has:

- High expectations of success for all students and staff.
- A clear and focused mission, supported by shared goals and explicit strategies.
- Frequent monitoring of student progress, as well as of school progress towards its goals.
- Strong, effective instructional leadership.
- Collaboration as the method for working - sharing ideas, decisions, responsibility.
- Parent and community support and involvement.
- An environment that is orderly and caring.
- The opportunity to learn, with a cohesive curriculum and with adequate time spent on tasks.

THE NEW HAMPSHIRE SCHOOL IMPROVEMENT PROGRAM  
1991-92 MID-YEAR REPORT - PARKER-VARNEY SCHOOL  
MANCHESTER, NEW HAMPSHIRE

Parker-Varney School is in its second year with the New Hampshire School Improvement Program. Participation this year, as it was in 1990-91, is made possible in part through a grant from the Norwin S. and Elizabeth N. Bean Foundation.

I. ACTION PLAN:

Our action plan has not changed since our year-end report was submitted on June 30, 1991. A complete set of minutes from our SIP team meetings as well as our subcommittee meetings is attached. The goals and objectives in the action plan are spelled out at the beginning of each set of subcommittee minutes.

This has been a year of community building - expanding the SIP process deeper into the fabric of the school. The primary vehicle for doing this has been the three different subcommittees for the goals in the action plan. These subcommittees have been working on the school environment, performance in math, and parent/teacher communication. Some of the highlights of their efforts follow.

**SCHOOL ENVIRONMENT COMMITTEE:** To improve student performance and well-being by developing and promoting an environment that is orderly and caring.

1. A visioning session in the spring helped lay the groundwork for this committee's efforts. Most of the teachers in the school were involved as well as several non-staff SIP team members. Those present were divided into four groups and brainstormed ideas on improving student behavior and everyone's role in that process.

2. An in-school suspension program has been implemented. At the elementary level this is basically an office detention for recess periods. It involves all recess periods for one or more days, and parents are always notified.

3. Changes in recess and cafeteria schedules have been implemented. We have changed from two to three recess and lunch periods, thus reducing by nearly 100, the number of children on the playground or in the cafeteria at one time.

4. The spirit shop, run by parent volunteers, has been relocated to an area where it is less disruptive to the

educational process. This was possible in part because of the schedule changes noted above.

5. The morning entrance procedure for stormy days has been changed with all children assembling in the cafeteria whenever a "stormy day flag" is attached to the school sign.

6. In January assemblies on self-esteem and mutual respect were presented to all students by Assistant Superintendent Leonard Bernard, who is also a member of the SIP team. The assemblies were followed by classroom discussions using suggestions from TRIBES - a cooperative learning program.

7. In February the principal and two teachers (one team member and one non-team member) visited the Greenfield Center School in Greenfield, Massachusetts, to investigate the Northeast Foundation for Children as a possible training source for restructuring.

8. In March and April, 11 classroom teachers will attend "Responsive Classroom" workshops presented by NEFC. Every grade level except kindergarten will be represented. Three of the teachers attending are SIP team members, and eight are not.

**MATH COMMITTEE:** To improve student performance in math.

1. Members of this committee have rewritten the city math curriculum changing the format to make it more usable at each individual grade level. Only the format - not the content - was changed.

2. Teachers were surveyed on the amount of time they spend on math each day. They were also informed of state recommendations for time spent on math at different grade levels.

3. Grade level meetings have been held to discuss math needs.

4. Four teachers (one team member and three non-team members) were sent to an ASCD workshop on cooperative learning. These teachers shared some of the workshop ideas at a staff meeting.

5. In April two workshops and one demonstration day are planned for primary teachers and the same for intermediate teachers. One purpose will be integrating Math Their Way and Math: A Way of Thinking concepts into the way mathematics is taught. Barbara Howell, a former math consultant for the N.H. Department of Education, will present the workshops and classroom demonstrations. Expenses will be paid with SIP technical assistance funds.

PARENT/TEACHER COMMITTEE: To improve student performance through increased parent/teacher communication.

1. Parents of first graders were invited to bring their son or daughter in to meet the teacher on the day before school opened. Teachers took time out on this traditional preparation day to meet with parents and children. Parents were also asked to bring their child directly to the classroom on the first day of school.
2. Our open house was held nearly a month earlier than usual. Teachers were asked to prepare a fact sheet of things parents might like to know about their classrooms, and to have that available on the night of open house.
3. The committee cooperated with the Partnership in Education Program in promoting a three part workshop on parent involvement. Parker-Varney parents and teachers were invited to participate in this program that directly involves three other Manchester schools.
4. Presently ideas are being collected for a sharing booklet on what works best in parent/teacher communication.
5. A Celebration of Learning night is planned for May 20.
6. A parent survey is now in draft form. The results will give the committee more data to chart their future plans. In order get a high percentage response, the name of each parent who returns a completed survey will be entered in a raffle.
7. The committee would like to erect a message board outside the school. The costs are being investigated.
8. Parker-Varney received its second Blue Ribbon Award for Volunteerism in February. The award was for 1990-91, but this year's volunteer program is stronger than ever.

## II. DIRECT AND INDIRECT RESULTS:

It is very difficult at this time to give objective results that reflect student improvement as related to SIP goals. Achievement tests will be administered in April, and we will be interested to see the results - some of which will relate to our goals.

This is not to say that we cannot see results. In some areas, such as the school environment, the result is synonymous with the change. For example, moving the spirit shop made the second and third grade area more orderly and quiet. Reducing the number of children on the playground at a given time has resulted in less injuries and less

fighting. Teachers, as well as the school nurse, have commented on this. In-school suspension has made the whole process of handling routine behavior problems more orderly. Our hope is that there will be fewer repeat problems because parents are notified, but this is not yet clear.

In the area of math much of the teacher training and program implementation is still ahead of us. We do see an increased emphasis on math and hope that this will be reflected in our CAT scores. There have also been a number of favorable comments from teachers concerning a change to heterogeneous grouping, which has been implemented over the last three years. The attitude of acceptance toward change that SIP creates, has made this change easier.

Outcomes resulting from parent/teacher communication and involvement are perhaps the most difficult to define. We do know that not a single tear was shed in first grade on the first day of school this year thanks to the project outlined above. We also know that we would not have boys' and girls' basketball teams, a student newspaper, or a publishing center for student writing if it were not for school volunteers. We do not yet know if direct communication between parents and teachers has increased enough to have an impact on student learning and behavior.

### III. PARTICIPATION:

|                   | Informed about SIP | Involved in Activities |
|-------------------|--------------------|------------------------|
| Faculty           | 100%               | 80-90%                 |
| Staff             | 100%               | 10%                    |
| Students          | Limited Number     | 100%                   |
| Parents           | 100%               | 8-10 **                |
| School Board      | 100%               | 1 Member               |
| Building Admin.   | 100%               | 100%                   |
| Central Office    | 100%               | 50% **                 |
| Community Members | 100% **            | 0 **                   |

\*\* There are some questions about what constitutes being informed or being involved according to the format laid out for this report, so the figures above need some interpretation. PARENTS: The number above indicates the people who are on our committees. Since one of our goals is parent involvement, perhaps all of the volunteers should



have been included. This would bring the number to over 100. CENTRAL OFFICE: The assistant superintendent is a team member, and the superintendent has been involved in SIP activities. Other central office personnel have been less directly involved. COMMUNITY MEMBERS: Anyone who reads the newspaper regularly has been informed about SIP. As far as involvement is concerned - parents are also community members so it's difficult to put a number on involvement.

#### IV. OBSTACLES OR PROBLEMS:

Our chief problem seems to be time. Subcommittees meet either before school in the morning or after school in the afternoon. This limits the length of the meetings and/or the energy level of the participants. There has also been some difficulty involving parents in committee work, since many cannot meet at these times.

The scheduling of teacher training sessions has also been difficult because we find ourselves conflicting with city-wide training programs. The problem is not finding free days, but putting teachers on overload. Most teachers find it difficult to turn their classes over to substitutes very often during the school year.

#### V. PLANS FOR THE NEXT SIX MONTHS:

Plans for the near future were covered in the first section of this report.

#### VII. ADDITIONAL COMMENTS:

Our guidance counselor likes to use the analogy of a glass being half full not half empty when we discuss our school and the children in it. More and more, this is becoming the prevailing attitude at Parker-Varney - the belief that all children can learn. Nowhere is this more evident than in first grade.

A survey by the district reading department asked teachers to identify the children's approximate reading levels according to the levels in the Ginn Reading Series. Parker-Varney first grade teachers identified nearly 75 per cent of their students as reading on or above grade level, and saw only 12 students out of 106 as having major difficulties in reading.

Testing through the Chapter I program bears this out. Three years ago there were four educational assistants working full-time in the Chapter I reading program at Parker-Varney, and there was a long waiting list for

services. We now have two full-time and one part-time assistants, with only three children on the waiting list school-wide.

There have been many factors in this improvement, including two literacy grants, and the introduction of the Reading Recovery Program into Chapter I. However, we cannot overlook the power of a positive attitude - believing that the glass is half full and that all children can learn. A large measure of this we can attribute to our involvement in the School Improvement Program.

cc: Dr. Eugene Ross  
Leonard Bernard  
Parker-Varney Teachers  
Bean Foundation

PARKER-VARNEY SCHOOL  
SCHOOL IMPROVEMENT TEAM MISSION

1. To take responsibility for setting school improvement goals
2. To inspire action in relation to our school improvement goals.
3. To Coordinate the work across the subcommittees.
4. To come up with the necessary resources for implementation.
5. To promote effective educational practices within the school based on our knowledge of effective schools research.
6. To insure that school improvement work is evaluated for effectiveness and that the results are communicated.

School Improvement Team - Parker-Varney School

TARGET AREA GOALS AND OBJECTIVES

GOAL: TO IMPROVE STUDENT PERFORMANCE AND WELL-BEING BY DEVELOPING AND PROMOTING AN ENVIRONMENT THAT IS ORDERLY AND CARING.

OBJECTIVES:

1. To clarify and agree on the teacher's role and responsibility in classroom/school discipline.
2. To define the role of the administration in promoting an orderly environment in the school.
3. To provide information, ideas, and support to teachers for alternative ways to achieve good discipline.
4. To achieve parental understanding and support of school discipline.
5. To broaden student understanding of unique differences of students at Parker-Varney.
6. To develop a feeling of community among staff and students.

GOAL: TO IMPROVE STUDENT PERFORMANCE IN MATH

OBJECTIVES:

1. To have teachers effectively integrate Math Their Way and Math: A Way of Thinking into their math program.
2. To establish guidelines for the amount of instructional time spent on math.
3. To give math the importance and visibility of other subjects.
4. To establish a math "curriculum" for Parker-Varney School that is uniform and has real world application.
5. To develop parental awareness of math application at home/outside of school.
6. To explore the use of cooperative learning as a tool for teaching math.

GOAL: TO IMPROVE STUDENT PERFORMANCE THROUGH INCREASED PARENT/TEACHER COMMUNICATION.

OBJECTIVES:

1. To clearly communicate overall philosophy, goals, and expectations of each teacher for their classroom every year.
2. To look at the effectiveness of current avenues of communication: open houses, report cards, progress reports, homework, written notices.
3. To explore what parents feel are effective means of communication.
4. To incorporate a staff-determined annual school-wide event as an opportunity for parents to see what students are doing.
5. To increase teachers' sensitivity to different family situations such as divorce, custody, or health issues.
6. To explore what teachers feel are effective means of communication.
7. To educate parents about their rights to be communicated with and their responsibilities for communicating to the teachers and school about their child.

**PARKER-VARNEY SCHOOL IMPROVEMENT TEAM**

**1991-92**

Mary Barry - Readiness Teacher  
Leonard Bernard - Assistant Superintendent  
Terry Birmingham - Learning Disabilities Specialist  
Thomas Clow - Principal  
Louis D'Allesandro - School Board Member  
Jerome Duval - Parent  
David Erickson - Grade Four Teacher  
Kathleen Fortin - Grade Six Teacher  
David Hendry - Guidance Counselor  
Donna Moore - Parent  
Judith Moran - Grade One Teacher  
Cynthia Smith - Parent  
Mary Starvish - Assistant Principal



New Hampshire Charitable Foundation

One South Street  
P.O. Box 1335  
Concord, NH 03302-1335  
603-225-6641  
800-464-6641  
FAX: 603-225-1700

RONA ZLOKOWER

APR 17 1992

COMMUNITY RELATIONS

M E M O R A N D U M

TO: Rona Zlokower By Fax 884-<sup>1036</sup>296]  
FROM: Lew Feldstein  
DATE: April 14, 1992  
RE: Briefing memo for Russ for 4/20 meeting

\*\*\*\*\*

I've prepared this so that Russ can have something in front of him when we do the phone briefing on Wednesday at 10:00 A.M.

OBJECTIVE OF THE MEETING:

The principal objective is not to provide a detailed briefing of SIP or the Roundtable.

The objective of this meeting is to establish among the prospective BRT members:

- \* confidence in the importance of the task,
- \* confidence in the quality of the team and resources,
- \* excitement about the venture.

Location: Parker-Varney Elementary School, Manchester (your office has written directions)

Time: 4:00 - 7:30 P.M.

Attendance: Attached

WELCOME: Russ  
Introductions around the table.

4-6209

OPENING REMARKS:

1. Importance of this venture
  - Business stake in public education
  - Business can't run the schools, only coach, prod, cheer, assist.
  - SIP recognized as one of the best models for school reform in America.
  - Business can play very useful roles:
    - a. evaluating SIP;
    - b. reporting regularly to the many education constituencies on how well it is going;
    - c. providing suggestions on improvement and modification based on evaluation returns.
2. Significance of holding this meeting in a public school.
3. This is a briefing meeting, not the first formal meeting of the New Hampshire Business Roundtable. The meeting is to give prospective BRT members a good feel for what we will be dealing with. We have provided less rather than more written materials.
4. Our goal: to engage each of the members directly in actively thinking about and struggling with how we assess this national education reform effort taking place in New Hampshire.
5. I expect the principals from BRT to make quarterly meetings, their staff to meet more frequently.

SCHEDULE FOR THE AFTERNOON: Russ or Lew

4:30 - 5:30 BRT JOINS PARKER VARNEY SIP PLANNING TEAM

Observe their discussions as an example of how the process works. (The heads of the Evaluation Firm, RMC Research, will be here, as well, but will not speak during this session.)



Memo to Rona Zlokower  
April 14, 1992  
Page 3

5:30 - 6:15 BUFFET DINNER. SIP TEAM AND BRT TOGETHER.

6:15 - 7:15 BRT MEETS ALONE WITH RMC RESEARCH LEADERSHIP

(Everett Barnes and Andrew McGuire) Everett will lead discussion of the work to be done by RMC for BRT under the Pew Foundation contract.

7:15 - 7:30 NEXT STEPS

First meeting of BRT - to precede Pew announcement. Set date.

Anticipated Pew announcement - June  
NH Public announcement - July



Russell A. Gullotti  
Vice President

April 13, 1992

Mr. Allen Pattee  
Vice President - New Hampshire  
New England Telephone Company  
1155 Elm Street  
Numerica Building, Box 4  
Manchester, NH 03101

Dear Allen:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

The grant from Pew, the leading national funder of school reform projects, bears out the confidence of many of us about the exceptional opportunity that the New Hampshire School Improvement Program offers to our state. It also offers to the business community the chance to play a pivotal role in supporting school reform in New Hampshire and in the assessment of a program that may have national importance.

The meeting will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish at 8:00 PM.

Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 13, 1992

Mr. Joseph Marcille  
President  
Blue Cross & Blue Shield of NH  
Two Pillsbury Street  
Concord, NH 03306

Dear Joe:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

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Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 13, 1992

Mr. Douglas Pearson  
President  
NSS Corporation  
P.O. Box 190  
Bedford, NH 03310

Dear Doug:

Rona Zlokower advised me that you are interested in the New Hampshire Business Roundtable School Improvement Program, but you are unable to attend the April 20 briefing.

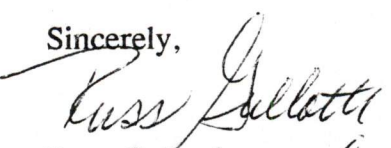
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In the event your schedule should change, the briefing will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish at 8:00 PM.

If you are able to attend, please RSVP to Ann Gagnon at 603-884-2962.

Sincerely,

  
Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 13, 1992

Mr. Richard Ferrari  
President  
Davidson Interior Trim/Textron  
P.O. Box 1504  
Industrial Park  
Dover, NH 03820-1504

Dear Dick:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

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Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 13, 1992

Jack B. Middleton, Esquire  
McLane, Graf, Raulerson & Middleton  
40 Stark Street  
P.O. Box 326  
Manchester, NH 03105

Dear Jack:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

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The meeting will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish at 8:00 PM.

Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 13, 1992

Mr. John Fort  
CEO & Chairman of the Board  
Tyco Laboratories, Inc.  
Tyco Park  
Exeter, NH 03833

Dear John:

Rona Zlokower, Manager, Northern New England Community and Government Relations and my staff designee for the New Hampshire Business Roundtable on Education, attempted to reach you last week on my behalf.

As stated in John Akers letter to you dated March 10, 1992, Digital has been assigned by the Business Roundtable to organize a business coalition on education in New Hampshire.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. On April 20, we have arranged a meeting to provide prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

The grant from Pew, the leading national funder of school reform projects, bears out the confidence of many of us about the exceptional opportunity that the New Hampshire School Improvement Program offers to our state. It also offers to the business community the chance to play a pivotal role in supporting school reform in New Hampshire and in the assessment of a program that may have national importance.

The meeting will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish by 8:00 PM.

Some of the representatives of New Hampshire businesses who will be attending this meeting with me include: Richard Ferrari, President, Davidson Interior Trim/Textron; Joseph Marcille, President, Blue Cross & Blue Shield of NH; Jack Middleton, Senior Partner, McLane, Graf, Raulerson & Middleton; and Allen Pattee, Vice President - NH, New England Telephone.

If you are able to attend please RSVP to Ann Gagnon at 603-884-2962.

Sincerely,

Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 14, 1992

Mr. Walter Palmer  
Vice President External Affairs  
Raytheon  
141 Spring Street  
Lexington, MA 02173

Dear Walter:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.


We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

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The meeting will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish at 8:00 PM.

Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

  
Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.





Russell A. Gullotti  
Vice President

April 14, 1992

Mr. Charles Clough  
Chief Executive Officer  
Nashua Corporation  
44 Franklin Street  
Nashua, NH 03061

Dear Charlie:

Rona Zlokower advised me that you are interested in the New Hampshire Business Roundtable School Improvement Program, but you are unable to attend the April 20 briefing.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of the April 20 meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

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In the event your schedule should change, the briefing will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish at 8:00 PM.

If you are able to attend, please RSVP to Ann Gagnon at 603-884-2962.

Sincerely,



Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 15, 1992

Mr. John R. Kreick  
President  
Lockheed Sanders, Inc.  
P.O. Box 868, NHQ1-735  
Daniel Webster Highway South  
Nashua, NH 03061-0868

Dear John:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.

We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

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Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.



Russell A. Gullotti  
Vice President

April 16, 1992

Mr. F. William Marshall, Jr.  
Chairman & CEO  
Bank of Ireland First Holdings, Inc.  
1000 Elm Street  
P.O. Box 472  
Manchester, NH 03105

Dear Bill:

I look forward to seeing you at the New Hampshire Business Roundtable briefing on the School Improvement Program on April 20, 1992.


We expect to officially launch the Business Roundtable in the early summer with the announcement of the award to the Roundtable of a multi-year grant from the Pew Foundation. The purpose of this meeting is to provide to prospective Roundtable members an intense orientation to the School Improvement Program and to the role that the Roundtable would play in its evaluation.

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The meeting will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish at 8:00 PM.

Please confirm your plans to attend with Ann Gagnon at 603-884-2962.

Sincerely,

  
Russ Gullotti  
Vice President, Digital Services

RAG/a  
enc.

April 16, 1992

Mr. Thomas Putnam  
President & CEO  
MARKEM Corporation  
150 Congress Street  
Keene, NH 03431

Dear Tom:

Kathy Eneguess of the Business and Industry Association advised me that you are interested in the New Hampshire Business Roundtable School Improvement Program, but are unsure of your availability for the April 20 briefing.

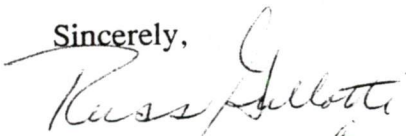
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In the event you are able to attend, the briefing will be held at the Parker Varney School in Manchester. Directions are enclosed. We will begin promptly at 4:00 PM, work through dinner, and finish by 8:00 PM.

If you are able to attend, please RSVP to Ann Gagnon at 603-884-2962 or Kathy Eneguess at 603-224-5388.

Sincerely,



Russ Gullotti  
Vice President, Digital Services

RAG/a

Directions to Parker-Varney School

- o Coming south on route 293 through Manchester:  
Take Queen City Exit which will bring you opposite the Dairy Queen. Go straight across onto a short street that has ball field on the right. At end of this street, turn left onto Second Street and take the next right. At the end of this short street, turn left onto Boynton Street and right onto Allen Street. Turn right onto James Pollock Drive which leads to the school.
  
- o Coming north on route 293 (Everett Turnpike) through Bedford:  
Take Queen City Exit which will bring you to a stop light. Turn left at the light and travel south until you see the Dairy Queen sign. Turn right just before Dairy Queen. You are then on the street with the ball field. At end of this street, turn left onto Second Street and take the next right. At the end of this short street, turn left onto Boynton Street and right onto Allen Street. Turn right onto James Pollock Drive which leads to the school.

*Lew*

**EXCERPTS FROM**

**GRANT PROPOSAL**

submitted to

**PEW CHARITABLE TRUSTS**

from

**THE NEW HAMPSHIRE CHARITABLE FOUNDATION**

for

**EVALUATION WORK**

with the

**NEW HAMPSHIRE SCHOOL IMPROVEMENT PROGRAM**



This grant proposal describes the New Hampshire School Improvement Program (NHSIP); the three parts of the Evaluation Project; and the ways in which the New Hampshire Alliance for Effective Schools, the New Hampshire Business Roundtable and the New Hampshire Charitable Foundation have come together to sponsor the Project.

February 25, 1992

## FOREWORD

**For the following nine reasons, we believe that this program is of national significance and, therefore, worthy of support by the Pew Charitable Trusts.**

Each one of these points is explained in detail throughout the grant proposal. Listed below are the significant highlights of those elements that make this program of national importance in the drive to improve the education of our country.

1. The governance of the Alliance, which involves every one of the state-level stakeholders in public education, adds a dimension that has many lessons for other school reform efforts:
  - This structure parallels the working structure at the local school improvement level, thus offering a model for collaboration rather than adversarial relations among teachers' unions, school administrators, parents and the business community.
  - This structure enables the reform effort to continue in the face of changes in the leadership at the local district level.

We believe this is an asset that will become more and more important as national science programs, and many others, are released through state governor's offices. We also know its importance locally as the turnover of school principals remains at the 25% a year level, and that of school superintendents climbs higher and higher each year.

2. The bottom-up structure and culture of the program works under pressure and distinguishes the New Hampshire program from other top-down programs initiated by mayors, governors or state commissioners. Our experiences these three and a half years emphasize the importance of the "buy-in" process of ownership felt by teachers, parents, students and school administrators at the local school level: importance for the implementation of the reforms; and importance for the political survival of such reform programs at the local and state levels.
3. Effective schools research has been translated into implementation at thirty-six diverse schools throughout the state's rural, suburban and small city school districts. Participating schools range from the largest (twenty-five hundred high school students) to its smallest (thirty-six elementary students).
4. The "facilitators" play a very special role in the NH program as field workers at the school sites. Each stays with a school for three years. Feedback to date indicates that their work is crucial to the sustained success of such a school-based, collaborative reform. Their skills are primarily in organizational development in the business sector. The Alliance has "educated them in education" and will be training them as the trainers of the local school people in gathering and using a school-level management information system. This is an unusual combination and has much to offer as a model for other school reform efforts.
5. Business leaders have shown great creativity in their support of the NH School Improvement Program. They are serving as an evaluator, disseminator and advocate of this school reform program. This evaluation process will develop their understanding of how the complex social system of a school works and can be improved. As the rest of the country searches for ways to involve business people and education people as real partners in cooperative ventures that promote school reform, we believe the NH program will serve as an excellent model.



6. The largest teachers' union, by its strong support of SIP both locally and at the state level, is being transformed. As sponsor and advocate for this school reform program, the NEA/NH has secured a grant from the national NEA for training workshops for teachers in the SIP schools to learn curriculum and instructional practices that focus on student outcomes. The emphasis on outcome-based education is becoming a major agenda item of the state union.
7. The comprehensive management information system proposed in this grant application will permit the examination and monitoring of the school improvement program on a systemic rather than a fragmented basis, while providing useful experience in securing school building buy-in to establish and use a management information system. We believe that it is on the cutting edge of school reform efforts in the country.
8. By comparison with other efforts in the country, the NHSIP is a cost effective program, averaging approximately \$15,000 per school per year for three years. It is highly leveraged, depending on substantial staff buy-in.

*\$15,000 = cost to the state.  
average per year of  
total cost = \$22,000*

### **3. New Hampshire Alliance for Effective Schools and its School Improvement Program**

#### **3.1 Background**

For three-and-one-half years, the NH Alliance for Effective Schools (Alliance) has been operating the NH School Improvement Program (NHSIP). Leaders of the program have often likened this journey to designing, building, re-designing and flying an airplane all at the same time. It has certainly been an experience that John Foley (formerly of Xerox Corporation and now with the National Alliance for Restructuring Education) would refer to as "being on the cutting edge of common sense." When Michael Cohen spoke in New Hampshire in the Fall of 1990, just before leaving the National Governors' Association to join the National Alliance for Restructuring Education, he described the school restructuring process as one of "peeling an onion," each layer revealing new and more difficult problems that can overwhelm the people working on the front lines of the reform efforts. The New Hampshire Alliance, having peeled away the top layers, is now at a level of complexity that may indeed overwhelm its efforts without the kind of outside help that the Pew Charitable Trusts can provide.

#### **3.2 History**

On April 21, 1986 an unprecedented meeting was convened at the University of New Hampshire. At the invitation of the then new Vice-President for Academic Affairs, Richard Hersch, the executive boards and leaders of nineteen organizations and agencies met to talk about what they could do to make New Hampshire's schools better. Many of these groups were traditional "enemies" and had never before sat on the same side of the table as collaborators rather than adversaries. The groups that became united that day by the "common ground" desire to help the schools become more effective were: the state organizations of the American Federation of Teachers and the National Education Association; the associations of schools boards, superintendents and principals; organizations of parents and school volunteers; the NH Business and Industry Association; the University System of NH; the State Board of Education; the Commissioner of Education; a representative from the Governor's Office; and the House and Senate Education committees as well as other legislative leaders.

Thus started two and a half years of intense work. Representatives of all the stakeholders worked, with expert help from The Center for Resource Management as consultants, to develop the **New Hampshire Indicators of Effectiveness** book (sent earlier) and, from that, to design a school improvement model. The group then secured funding, organized an Alliance to operate SIP and to recruit its first ten schools. The Alliance for Effective Schools was incorporated as a non-profit 501(c)(3) organization in January of 1988, with the University of New Hampshire representative as its first President, nineteen organizations as members, an Executive Board of twelve, and the Commissioner of Education as a voting, ex-officio member of the Executive Board. In June, 1988, The Alliance hired a small staff and set up an office; Governor John Sununu held a press conference on June 13th to announce the first ten schools to be accepted into SIP and expressed his support of major funding to continue the program until a critical mass of schools in the state had been through the intensive three year process of assistance.

### **3.3 Schools in the Program**

To date, thirty-six schools, serving 21,000 students, have actively participated in SIP. There are twenty elementary schools, six middle schools, nine high schools and one K-12 school. They range in size from the largest city high school (twenty-five hundred students) to the smallest rural elementary school (thirty-six students); they cover all parts of the state; ten of

the schools are in seven of the state's thirteen cities; the rest are evenly divided between rural and suburban towns; seven school districts have more than one school in SIP; four districts now have all of their schools in SIP.

### 3.4 How the Program Works

In brief, the program helps schools use a collaborative process to improve success for all students. It achieves this by:

- examining detailed data about the existing schools;
- identifying performance outcomes desired;
- channeling the energies and skills of teachers, parents, administrators, school board, students, community and business leaders in working together to develop strategies to achieve those outcome goals;
- training all stakeholders in new shared leadership roles.

Three other important goals of the program, not yet realized are to:

- instruct the school stakeholder teams in ways to measure and re-measure their student outcome data and the effectiveness of their improvement efforts;
- institutionalize the desirable changes made in the schools.
- institutionalize the change process in the schools.

There are several distinct steps that the schools travel through during their first year in SIP.

1. After a competitive process for acceptance, a representative group of the school stakeholders learns the process for helping to gather data and choose a SIP team (it must have the principal, a central office administrator, school board member, parent(s), several

Possible  
outcomes  
of  
PEW  
GRANT  
& Business  
Roundtable efforts

teachers, and one or two students, if it is a secondary school); they are also encouraged to include community/business leaders, volunteers, and support staff.

2. In the summer, all new teams gather at the University of NH in Durham for three days of an intensive Summer Training Institute.
3. Meanwhile, consultants have been gathering data, based upon the extensive **NH Indicators of Effectiveness**. (These Indicators have been praised by leaders at the national LEAD Center in the US Office of Education as the best compilation of its kind in the country.) This data is presented to the team as a "Profile" of the school's effectiveness (sample sent earlier).
4. Each school has a "Facilitator" trained in organizational development work that helps the team and the school for three years. The facilitator helps the team to: build collaborative working relationships; keep working on task; iron out difficulties or conflicts; make course corrections; stay focused on student outcomes; make wise use of the technical assistance offered by the Alliance; use teachers, parents and community members, beyond those serving on the SIP Team, to work in the planning and implementation of the program; and continuously work to be able to sustain the change process after the three years in the program.
5. The team "mines" the Profile, sets its priority goals and designs "Action Plans" for reaching those goals.
6. The facilitator is constantly training the team to "do it yourself", gradually giving less and less facilitation assistance over the three years while the Alliance is providing more and more funds for technical assistance.
7. Expert technical assistance is provided to help the schools implement their action plans.

A word about "Facilitation Services" is appropriate. Schools tell the Alliance staff that they could never succeed in the kind of complex changes they are making if it were not for the extended services of their facilitator. The Alliance has attracted a talented group of fourteen consultants who have served as "field workers," as members of an extended SIP staff. Although some of them had no direct school background, having worked only with industry and agencies doing organizational development work, they all have become dedicated to the SIP mission and have worked diligently at learning about education and how schools work and change. They have become personally devoted to their assigned schools. They accept the \$300 per diem pay that is one half (or less) their usual fees. They consider SIP their pro bono work.

### 3.5 Funding

Seventy percent of funding for SIP comes from the State of New Hampshire. The Legislature appropriates the money as a line item in the Department of Education's budget; the money comes to the Alliance in the form of a contract with the State Department of Education which must be signed by the Governor and the five member Executive Council. The initial start-up state appropriation in 1988-89 was \$181,600; in 1989-90 it was \$369,555; in 1990-91, \$436,500. If funding for 1991-92 had been for the full year, it would have been \$450,000 (instead, it is \$392,200 for eight and a half months); the 1992-93 appropriation is \$450,000. Between January and June of 1993, the Legislature will be adopting its July 1993 through June 1995 budget.

Fifteen percent of the funding comes from the local school districts. Schools in their first year of the program pay \$5000; the second year they pay \$2500; the third year they pay \$2500. After that, they receive some small benefits without charge. (All efforts are made to keep these schools connected to the state-wide SIP.) Schools from very poor districts receive "scholarship" aid by the Alliance's waiving most or all of the fee.

Fifteen percent of the funding has come from foundations and private charitable donations. The NH Charitable Foundation, after its initial seed grants, has contributed \$50,000 each year. This is the single largest grant made by the NH Charitable Foundation from their discretionary monies during each of these years. Other grants have been received by the Bean Foundation in Manchester, the Walker Foundation and by some charitable donations to the NH Charitable Foundation earmarked for SIP. Last Spring the Business and Industry Association (BIA) funded an evaluation of SIP by Public/Private Ventures (sent earlier). SIP has also been the recipient of valuable in-kind, volunteer assistance.

### 3.8.1 Applying Needed Changes in the Model

Learning from the experiences of our "pilot" schools, the Alliance has made many changes during the three years.

- It has greatly refined the system of recruiting schools: of being sure that ALL constituents are in on the early discussion about the possibility of and challenge in joining SIP (especially the union leaders); being more prescriptive about methods and criteria of choosing team members; preparing the team better and insisting that all attend the summer training institute.
- There is a new emphasis on systemic, cultural change: the teams are pushed to include the entire school community as soon as possible; to educate the entire school board, as well as the entire parent body and taxpayers, not just those on the team.
- The most substantive change has been the direct emphasis on student outcomes. Alliance workers discovered that they were wrong when they thought that if the school worked on some of the school environmental issues and if those were in reasonably good shape, then work on student outcomes would just naturally follow. This now seems unbelievably naive to everyone. So, the emphasis is now explicit. It starts in the recruitment meetings, then in the Institute, and in workshops that were held in the Fall of 1991 on student outcomes and data collection. Unfortunately, budget and political problems detoured the staff from continuing to follow up these workshops with on-site work.
- Technical assistance was introduced as an "entitled" service. The Alliance found that most schools lack the knowledge or the means to avail themselves of necessary research or expertise about effective schools and practices. This entailed developing a system for providing information about technical assistance and for tracking its use.
- Administrators, especially principals, have received special attention. This starts with a briefing before the Profile is reported out to the whole team (principals often take

a "hit" from the Profile.) Extra help continues with workshops, networking, coaching described earlier.

- There is a new emphasis on networking now that there are enough schools. SIP is developing ways of keeping the "graduates" tied to the program so that the Alliance can track their progress and so that their expertise can be used by other schools. The Alliance has also been working with some of the state level stakeholder organizations to develop personal and electronic networks for their local constituents participating in SIP.
- As described elsewhere, there is a concerted effort to develop a district-wide model to speed up the pace of enlisting schools in the SIP process.
- The role of the facilitator has been refined: they have been educated and trained. However, on balance, the Alliance has learned the most from these consultants, with their constant, direct contact with the schools. They have taught the staff what was working and what was not. The Alliance feels certain that the kinds of changes desired by the whole program could not be realized without the help of the extended services of these experienced and trained workers at the school site. Their intervention has often saved a team from conflicts or just plain discouragement and lethargy.
- The whole thrust of this grant proposal to the Pew Trusts reflects a determination to come to terms with the thorniest problem encountered by any school restructuring program: how to monitor and assess the results.

### **3.8.2 The Development of a District Approach for SIP**

By working more and more with entire school districts, we hope to increase the pace of adding new schools to the program so that SIP may more quickly cover a critical mass of schools in the state, increasing its impact on education state-wide.



### **3.10 Alliance Structure as a Strength: Key Relationships**

We mention this as part of this grant proposal because we believe that the Alliance structure, with its broad constituent base at the state level and at the local level, is the key to being able to continue school reform, even when leadership at local and state levels change. When it is not just the teachers, or just the business people, or just the superintendents or parents....but ALL of these groups, then local and state leaders listen. We believe that the Alliance structure holds the key to the continuity of school reform. We have seen this work at the local level, if the parents AND the teachers are invested in a program, and express their support strongly enough.

#### **3.10.1 Other Alliance Contributions to Continuity**

The Alliance structure at the state level has also added to the strength of SIP in other ways.

- The NEA/NH represents teachers in twenty nine of the thirty-six SIP schools. It serves as an advocate at the local level for full teacher involvement in this program. It helps out when conflicts arise. Further, it has obtained a generous grant from the national level of NEA to conduct all-day workshops for SIP school teachers in student outcomes based curriculum and instruction. Last year it jointly sponsored, with the

Alliance, meetings with SIP teachers to promote leadership skills and "networking." It is currently coordinating a proposal to enable SIP teachers to link up with the NEA's national IBM/School Renewal electronic network.

- The Business and Industry Association's support, with the Public/Private Ventures Evaluation and in many other kinds of assistance, has been invaluable. It has adopted SIP as its principal educational reform project.
- The Partners in Education trains local volunteer groups when the SIP teams express an interest.
- The NH Federation of Teachers was instrumental in recruiting six schools in three of the state's cities.
- We believe the involvement by Alliance member organizations presents an opportunity to TRANSFORM those organizations. For example, several of the NEA/NH leaders are now working to have the union's agenda focus on SIP-like reforms. In a similar fashion, SIP is now the focus of the BIA's educational reform efforts.
- Certainly, a vital member of the Alliance has been the Commissioner of Education and the people at the Department of Education who oversee the Alliance contract. The Commissioner's advocacy, along with the support of leading legislators, has been crucial to the success...in fact, to the very existence...of SIP.

## II. STATEMENT OF NEED

New Hampshire Charitable Foundation, in conjunction with the New Hampshire Business Roundtable and the New Hampshire Alliance for Effective Schools, is submitting this proposal to the Pew Charitable Trusts for funding to address three major and inter-related tasks.

### **TASK A**

**To conduct annual evaluations of the NHSIP over the next three years in order to regularly evaluate, document, and report on its accomplishments.**

The Alliance needs regularly and systematically collected information that will enable it to achieve the modifications in its approach and overall strategy that are required if it is to engage the majority of NH schools in the effective schools movement. The Business Roundtable also needs regular information that it can use to engage business, education and legislative leaders in the state in a dialogue about school improvement, about appropriate methods for measuring school effectiveness, and also about the effectiveness of the NHSIP, a debate that is crucial if the state is to continue its funding of schools and school systems engaging in improvement through the effective schools process. The evaluation information will feed into the dissemination effort described in **Task C**, below.

The Alliance will use the evaluations to monitor and to modify SIP in response to the issues raised by the recent Public/Private Ventures evaluation and feedback it has received from the field.

The evaluation will specifically target the:

- attempts to improve the design and implementation of the school improvement program, including the school profiling system;
- extent to which the SIP process is institutionalized in SIP schools so both the process and the benefits of the three years of action plans are retained after the school formally leaves the SIP program;
- impact of adapting the SIP model from a school-level design to a district-wide improvement effort;
- institutional, teacher and student outcomes that can be collected across SIP schools and district.

## TASK B

**Develop a school-level management information system based on the NH Indicators of Effectiveness that can be implemented in each school and made an on-going part of the school improvement planning and decision-making process of that school**

Experience with the SIP process, a review of recent research on systemic institutional change, and discussion with other statewide school effectiveness projects indicate that a data collection and monitoring system is a critical component for on-going school change and improvement. The proposed system, the design of which will emanate from the current SIP school profile process, will be conceived so that schools can collect and analyze their own data, and so the information collected can be aggregated across schools to give a district-wide picture of school effectiveness. This system and the training that will be developed with it, will provide schools and school systems with the tools and skills to take responsibility and ownership for data collection, to continue the process beyond the formal involvement of SIP, and to use the data to improve school performance. Within the school level management information system, "common" SIP indicators of effectiveness will be collected that will allow the Alliance to judge how well the SIP process has been implemented based on selected institutional, teacher and student outcomes. Once in place, this information will enable the Alliance to formalize its own state-level SIP monitoring system, one that can also contribute outcome information to the regular annual SIP program evaluation. This information will also feed into the dissemination effort described in Task C, below.

## TASK C

**Actively disseminate information through regular, readable, engaging reports and briefings to a broad cross-section of constituencies in order to educate and gain support from these audiences**

School reform needs to gain the enduring support of key stakeholders and decision-makers. The public easily loses patience with the time that it takes for school reform efforts to produce significant, sustained, and consistent improvements in student learning. In the absence of such reports, local and state stakeholders may turn too quickly to other interventions, and abandon the measured progress of long term school reform. An underlying purpose for the project in this proposal is to be able to produce the quantity and quality of information necessary to successfully win such support. The Business Roundtable needs a steady flow of solid information so that they can track the progress of the project and act as a major transformer of business' role in supporting educational change. Policy makers at the local and state levels need relevant and timely information for them to understand SIP. To succeed in their purpose these narrative reports must be scrupulously honest, conveying the difficulties of school reform even as they credit successes. Finally, while the Alliance practices feedback and monitoring to make program improvements, it can respond more readily when the feedback is organized, consistent, and collected by a professional, objective party.

## APPENDIX 12

### School A

This is a K-12 school with 270 students in the far northern, rural part of the state with extremely limited resources. It started SIP in July 1990. The Profile showed many areas of weakness dealing with learning, discipline, and attitudes. For example, it was a norm that all boys at that school were expected by their peers to fail at least one course as a badge of manhood.

- Last year, at the same time that they were studying the Profile and deciding on their action plan, the SIP Team made a concerted effort to involve the whole town. This year the whole school is continuing that effort in a more focused way: they are presenting workshops and speaking programs to community groups and to other schools in the area; they are preparing a video to be sent home to parents and to be used in service club meetings.
- Last Spring and Summer, they organized teacher in-service days around a new discipline approach based on William Glasser's theories. The new policies and practices went into effect September 1991.

To date:

- There have been no suspensions, compared to 35 last year.
- They ended the policy that had said "if you are absent 9 times, you fail". Result: absentee rates are the same or decreased in every class.
- 3 years ago, there were 20 on the honor roll, 5 of them boys; so far this year, there are 40 on the honor roll, 10 of them boys (so ratio is the same, but the raw numbers have doubled).
- There are many specific stories about how students are involved in their own and their peers' discipline.

This year, the planning focus is on researching curriculum and learning changes, K-12. Teachers, administrators and parents are investigating various curriculum and instructional strategies, including mastery learning, cooperative learning and heterogeneous grouping.

The staff has also researched staff evaluation and they will begin a peer evaluation system in September 1992.

They are working intensely in these and other areas with several other north country schools.

## **School B**

This elementary school is finishing its third year in SIP. It is also located in the north country, in a small city that is in an economic depression. The items below are directly attributable to the school's work with SIP. While most of our successful schools start with a strong principal, this new principal recognized that she needed to improve her skills and experience. She has become very effective with the help of the staff and special workshops and coaching by the facilitator.

- Starting with zero parent or community involvement, School B for two years has won a Golden Award from the NH Partners in Education Program for the vigor and number of its school volunteers (60) who perform a multitude of enrichment tasks.
- Starting last year, for 20 minutes every day EVERYONE in the building reads as part of the "I Love to Read" program.
- The entire school is in the process of making the transition to a literature-based reading program. They have consulted with John Savage of Boston College, using their technical assistance money to bring him to work with all the teachers.
- This spring, 10 teachers will attend a course on the new math standards. They will then present a series of seminars with the rest of the staff to align the school with the standards set out by the National Teachers of Math.



- On March 16, the school team will meet all day with the School A team. The focus will be on "what works" in the many areas of similarities in their action plans:
  - staff evaluation
  - peer coaching, classroom observation, mentorship (this represents a major leap forward since the inception of SIP)
  - discipline
  - reading
  - math
  - parent involvement

## School C

This school is in the largest city in the state, with students from middle class as well as poor families. Many students are from non-English speaking families. The school entered the program July of 1990 and is now in its second year. Their first action plan targets improved student performance in math, the development of a school environment that is orderly and caring, and more parent involvement in their children's education.

- This year they are integrating two math programs and establishing a uniform curriculum with real-world applications.
- They have been intensely exploring cooperative learning and ways of encouraging portfolio assessment, in addition to the more traditional methods. They have used experts to train teachers who are then training the rest of the staff.
- Their volunteer program is flourishing; they have been written up in the city newspaper; they are working on a literacy program; they are looking at ways of reaching non-English speaking parents.

This school is an example of the Alliance's changing practices as a result of its early experiences. In 1990 the Alliance realized that it had to be more directive in its emphasis on

student outcomes and on convincing schools to tackle the harder issues sooner. This SIP team pulled in the entire staff early and has done an excellent job of winning over a veteran staff reluctant to change or to focus on outcomes.

## **School D**

Located in a rapidly growing, property poor town, this high school, in the central part of the state, has long had the reputation for being one of the most "stretched" schools in the state. During its first year, the local SIP had a rocky time of it: conflicts between teacher and school board; a hostile superintendent; severe budget cuts made by the townspeople. Under a new superintendent, the SIP team members became re-invigorated and decided to focus all of their efforts on improving student morale and self-esteem. They instituted a teacher advisory program for the entire school. School D is now in its third year of SIP, the second year of the advisory program. A recent survey of the student body revealed the following about the Advisory Program:

- 91% of the kids want the program to continue;
- 63% say they have received useful advice from their advisor/teacher about how to deal with school;
- 66% say that their advisor noticed and helped them with an academic problem.

SIP has facilitated the teachers "instructing" teachers from other high schools in this program. It appears that a new sense of self-esteem among the faculty has resulted also.

## **School E**

This veteran school, now in its fourth year with the program, is a grade 4-8 school in a property poor, rural town in the southwest corner of the state.

- After studying their Profile, they hired an expert from Keene State College to conduct a "math audit" of their school.
- Next, they involved the entire faculty in designing a math curriculum aligned with

the new standards from the National Teachers of Mathematics.

- It was to be more experientially based.
  - It required re-training of the teachers.
  - This program was fully implemented last year.
  - Their math CAT scores went up by the end of last year, but they wisely refused to attribute this to their new work..."too soon," they said.
- 
- They instituted a system of "Report Cards" for the school, surveying parents and sending the results back out to them.
  - They involved their students in meaningful student council work, holding them more responsible for their own rules and behavior.
  - They are now providing leadership in the entire district for an outcomes-based approach to all subject, K-12.

## School F

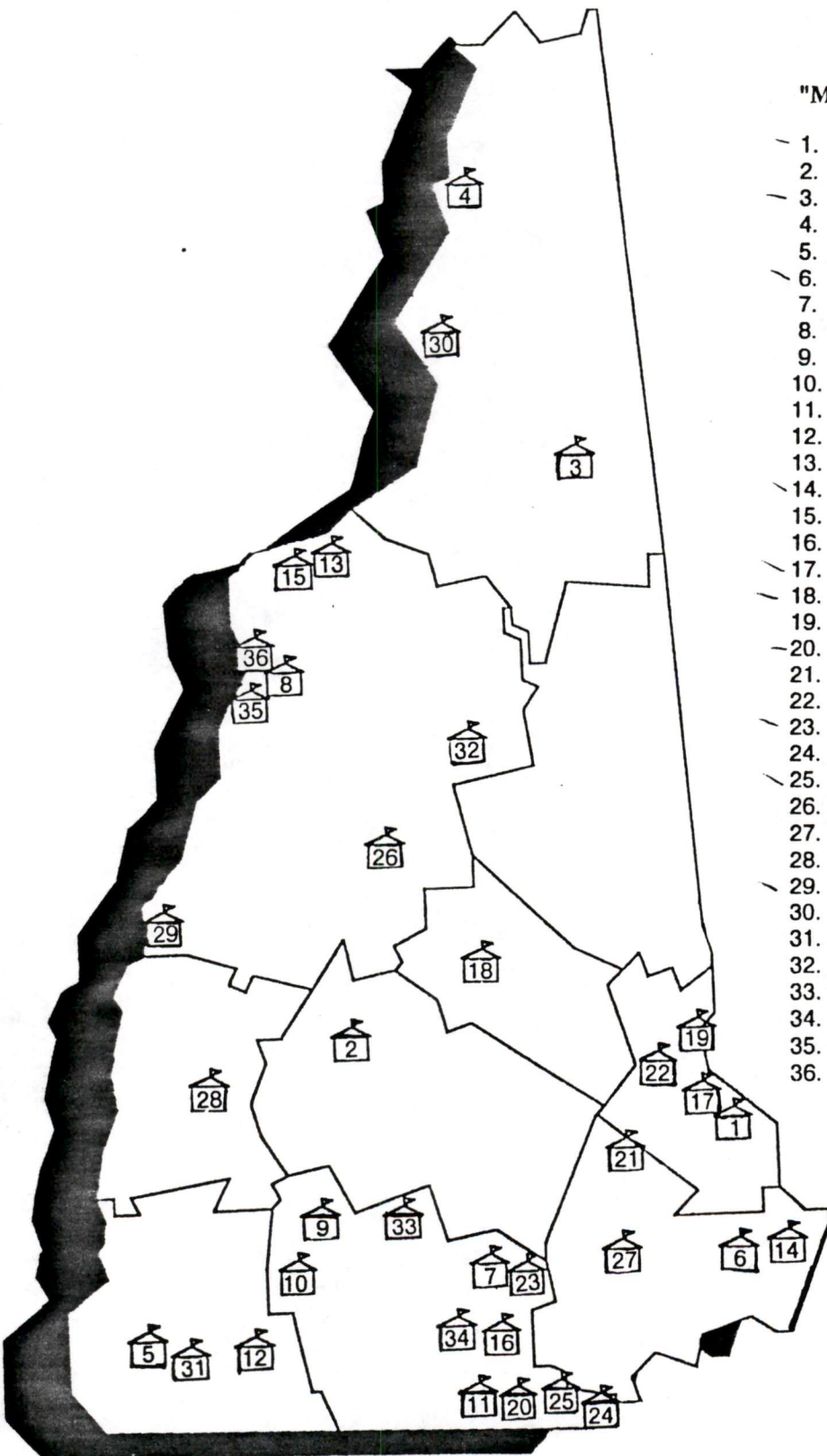
These two schools on the Connecticut River completed their third year last June. One of the schools is now being combined with the Junior High into a new Middle School. Some very high level work that was done last year is in the process of being transferred to this new school.

- A Learning Styles Inventory was taken last year and an assessment system developed based on their findings.
- A portfolio system of assessment was developed, identifying expected outcomes by grade.

The Alliance is hopeful that the new "graft" will take and that this work will bear fruit.

**"MAKING OUR GOOD SCHOOLS BETTER."**

- 1. Allen Elementary School, Rochester
- 2. Andover Elementary School, Andover
- 3. Brown Elementary School, Berlin
- 4. Colebrook Elementary School, Colebrook
- 5. Cutler Elementary School, West Swanzey
- 6. Dondero Elementary School, Portsmouth
- 7. Goffstown Area High School, Goffstown
- 8. Haverhill Cooperative Middle School, Haverhill
- 9. Hillsboro-Deering High School, Hillsboro
- 10. Hillsboro-Deering Middle School, Hillsboro
- 11. Hollis-Brookline High School, Hollis
- 12. Jaffrey-Rindge Middle School, Jaffrey
- 13. Lakeway Elementary School, Littleton
- 14. Little Harbour School, Portsmouth
- 15. Littleton Jr./Sr. High Schools, Littleton
- 16. Masticola Middle School, Merrimack
- 17. McClelland Elementary School, Rochester
- 18. Memorial Middle School, Laconia
- 19. Milton Elementary School, Milton
- 20. Nashua High School, Nashua
- 21. Northwood Elementary School, Northwood
- 22. Nute Junior/Senior High School, Milton
- 23. Parker-Varney Elementary School, Manchester
- 24. Pelham High School, Pelham
- 25. Pennichuck Junior High School, Nashua
- 26. Plymouth Elementary School, Plymouth
- 27. Raymond High School, Raymond
- 28. Richards School, Newport
- 29. Seminary Hill Elementary School, West Lebanon
- 30. Stratford Public School, Stratford
- 31. Troy Elementary School, Troy
- 32. Waterville Valley Elementary School, Waterville
- 33. Weare Schools, Weare
- 34. Wilkins Elementary School, Amherst
- 35. Woodsville Elementary School, Woodsville
- 36. Woodsville High School, Woodsville



## **The School Improvement Program**

**Sponsored by**

**The New Hampshire Alliance for Effective Schools**

May 19, 1992

Mr. Thomas Putnam  
President & CEO  
**Markem Corporation**  
150 Congress Street  
Keene, NH 03431

Dear Tom:

I'm sorry you were unable to join me and a small group of New Hampshire business leaders at the April 20 meeting at Parker-Varney School in Manchester. We spent some time orienting ourselves to the New Hampshire Business Roundtable's major project.

We have a highly unusual opportunity to engage New Hampshire's business leadership in the improvement of public education. At the risk of exaggeration, this could well involve us as business leaders in shaping a national model for school reform.

The New Hampshire School Improvement Program has attracted national attention as a model program of recognized quality. What is absent has been a rigorous, carefully structured management information system to provide continuous evaluation of this program. Without such a system and evaluation, public policy makers cannot confidently decide whether this program - or any other - should constitute the basis for the improvement of education in the state. We, and the public, need to see the correlation between school improvement efforts and agreed upon goals, including the improvement of student performance.

The public sector cannot pay for such an evaluation. Nor do we have the private resources in this state to mount such an effort.

The Pew Charitable Trust in Philadelphia, the second largest private foundation in the country and the leading funder of educational reform, is prepared to underwrite this project. This would be a three-year program, funded for upwards of \$600,000.

With the full support of the School Improvement Program and the New Hampshire Commissioner of Education, the Pew Foundation is prepared to award this grant to the New Hampshire Business Roundtable on Education.

Pew has confidence in the roundtable formation because all parties agree that an evaluation of this significance must be the responsibility of an independent party, with the sophistication to understand large systems change efforts and the reach to keep all stakeholders informed. This presents the business community with an extraordinary opportunity.

The full project will be funded by Pew. The operation of the School Improvement Program is underwritten by the public sector. The overhead and administrative support for the Business Roundtable on Education will be provided by the Business and Industry Association (BIA) and the New Hampshire Charitable Foundation. Members of the Business Roundtable are being asked to contribute resources to staff the Roundtable. We have divided the costs amongst the interested businesses. Based on your role as a roundtable member, and the size of your

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company, we ask that Markem Corporation commit to a three thousand five hundred dollar a year contribution for two years.

Under this plan, business will direct the project, assess the reports from the evaluators, report regularly to all publics, and play a crucial role in judging the degree to which the School Improvement Program can constitute the basis for overall educational reform in New Hampshire with proven and documented results.

Since public relations and public acceptance is a key component to the success of any change effort, a quarterly report issued by the NH Business Roundtable on Education will show how New Hampshire is doing in improving its' schools and in measuring that improvement through results.

We will, at the same time that we are working on this project, be visibly supportive of the goals of the Governor's Task Force on Education, the State Board of Education's efforts to implement statewide assessment for students, and other efforts by the Department of Education to improve our schools.

The Roundtable will meet quarterly. We, as principals, will be expected to attend personally. Our staff designees will meet on a more regular basis.

Similar Roundtable efforts are underway throughout the country, in which business leaders are working state by state with their governors and state and local education officials.

Like you, I have limited time to work on education issues. I have committed to personally take on a leadership role in this effort because this lead project offers an exceptional pooling of resources that makes the highest and best use of senior business leadership to further improve education in New Hampshire.

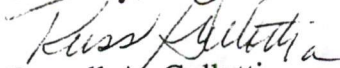
We will be announcing the Roundtable on Friday, June 19 at a press conference from 10:00 to 11:00 AM. Please hold the date and time if possible.

If you and your company feel as strongly about education as we do at Digital, I believe that our mutual participation with the business roundtable will make a significant difference in the education of our children here in New Hampshire.

We will need to hear from you by June 5, as to your ability to participate. In the meantime, if you have any questions, feel free to call my staff designee, Rona Zlokower, at 603-884-2961.

I look forward to working with you on this, Tom.

Sincerely,



Russell A. Gullotti  
Vice President, Digital Services

RAG/ag

cc: Rona Zlokower