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THE WHITE HOUSE

WASHINGTON

November 8, 1983

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

SUBJECT: Partnerships in Education

On October 13, 1983, I inaugurated the National Partnerships in Education Program. The program is highlighting successful business/education partnerships and calls for increased involvement by the private sector in our efforts to improve the quality of education in communities across America. The proclamation I have signed calls on institutions of every kind to adopt schools and establish other appropriate partnerships with local schools.

I am requesting that each Executive Department and Agency, including the applicable regional and field offices, identify a school and establish a partnership with that school during the 1983-84 school year, which has been designated as National Partnerships in Education Year. I have asked the White House staff to lead by example by adopting a school in the District of Columbia school system. Elements of the partnerships can range from your employees volunteering in tutoring programs, to sponsoring field trips and tours, to providing classroom speakers and career awareness seminars.

Successful partnerships are only limited by your imagination. Federal employees, like all Americans, are looking for effective ways to volunteer their time in support of America's education system. This program provides a channel for those who share my commitment to voluntarism and excellence in education. Participation by individual employees in this program is entirely voluntary, and should be in keeping with existing Federal regulations regarding the use of personal time for volunteer activity.

The enclosed material contains information about the program. You may also contact James K. Coyne of the White House Office of Private Sector Initiatives for additional ideas. Please apprise that office of the school you plan to adopt and your partnership plans.

Quality education is everyone's business, and I look forward to your enthusiastic support.

Ronald Reagan

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 3, 1983

NATIONAL YEAR OF PARTNERSHIPS IN EDUCATION 1983-1984

- - - - -

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

America's future is dependent upon the health and vitality of her education system. Although thousands of businesses, industries, individuals, organizations, teachers, administrators, and government at all levels have been involved in the education of our youth, there is more work to be done. More people must become active in improving the quality of education in our Nation.

Recently, many schools have developed private sector partnerships in an effort to broaden available resources and reach out to their communities for support. The private sector has much to offer the growing national movement to improve our education system. Some of the most effective methods include helping educators identify the learning needs of our society; encouraging professional exchanges between teachers, educators, and businesses; contributing expertise, financial resources, and equipment; and providing technical assistance in school administration and curriculum development. In order to encourage this trend, I call upon businesses, organizations, individuals, and agencies to become involved with their local schools.

Partnerships in Education Year gives us the opportunity to acknowledge the efforts of the private sector and to encourage the creation of new partnerships in education all across this Nation.

NOW, THEREFORE, I, RONALD REAGAN, President of the United States of America, do hereby proclaim the period from October 1, 1983, through June 30, 1984, as the National Year of Partnerships in Education. I invite all Americans to join me in my commitment to the excellence and quality of education offered to all Americans.

IN WITNESS WHEREOF, I have hereunto set my hand this third day of October, in the year of our Lord nineteen hundred and eighty-three, and of the Independence of the United States of America the two hundred and eighth.

THE WHITE HOUSE

Office of Private Sector Initiatives

For Immediate Release

October 13, 1983

The President launched the National Partnerships in Education Program today in a White House ceremony, with 150 representatives of business, schools, government and trade associations in attendance. He commended the positive role the business community has taken in improving the quality of education in local communities, and issued a challenge "that everyone of our country's public, private, and parochial schools and community colleges -- all 110,000 of them -- will have formed partnerships in education."

In addition to encouraging the private sector to participate in this program to upgrade the quality of education, the President directed the Federal Government to promote partnerships in education in every way that it can. James K. Coyne, Special Assistant to the President for Private Sector Initiatives and his staff were directed to work on this program throughout the year.

In describing the Partnerships in Education program, the President said, "Across the country, groups of working men and women have been forming partnerships with schools -- partnerships in education. To form a partnership, volunteers from a business, government agency, or other organization strike an agreement with a school to develop programs that will help the school's students in a number of basic ways. The volunteers might tutor students, establish scholarship funds, donate furniture and equipment, or teach classes."

This program was transmitted by closed-circuit TV, through the cooperation of WJLA-TV in Washington, D.C., to the students, teachers, and parents of Congress Heights Elementary School. In a surprise announcement, the President informed Bill Dalton, Principal of the school, that the White House was forging a partnership with Congress Heights.

By Presidential Proclamation, the 1983-84 school year has been named "National Year of Partnerships in Education".

This program is another example of the President's continued support for the private sector initiatives program and for the high priority he has assigned to encouraging private sector initiatives to solve social and economic problems throughout America.

#

CONTACT: James K. Coyne, Special Assistant to the President
White House Office of Private Sector Initiatives
(202) 456-6676

HEADS OF DEPARTMENTS AND AGENCIES

(8/31/83)

CABINET MEMBERS

The Honorable George P. Shultz
Secretary of State
Washington, D.C. 20520

The Honorable John R. Block
Secretary of Agriculture
Washington, D.C. 20250

The Honorable Donald T. Regan
Secretary of the Treasury
Washington, D.C. 20220

The Honorable Malcolm Baldrige
Secretary of Commerce
Washington, D.C. 20230

The Honorable Caspar Willard Weinberger
Secretary of Defense
Washington, D.C. 20301

The Honorable Raymond J. Donovan
Secretary of Labor
Washington, D.C. 20210

The Honorable John O. Marsh, Jr.
Secretary of the Army
Washington, D.C. 20310

The Honorable Margaret M. Heckler
Secretary of Health and
Human Services
Washington, D.C. 20201

The Honorable John F. Lehman, Jr.
Secretary of the Navy
Washington, D.C. 20350

The Honorable Samuel R. Pierce, Jr.
Secretary of Housing and
Urban Development
Washington, D.C. 20410

The Honorable Verne Orr
Secretary of the Air Force
Washington, D.C. 20330

The Honorable Elizabeth Hanford Dole
Secretary of Transportation
Washington, D.C. 20590

The Honorable William French Smith
The Attorney General
Washington, D.C. 20530

The Honorable Donald P. Hodel
Secretary of Energy
Washington, D.C. 20585

The Honorable James Gaius Watt
Secretary of the Interior
Washington, D.C. 20240

The Honorable T. H. Bell
Secretary of Education
Washington, D.C. 20202

* * * *

AGENCY HEADS

The Honorable Thomas W. Pauken
Director of the ACTION Agency
Washington, D.C. 20525

The Honorable Loren A. Smith
Chairman
Administrative Conference of
The United States
2120 L Street, N.W.
Washington, D.C. 20037

The Honorable M. Peter McPherson
Administrator
Agency for International Development
Washington, D.C. 20523

General Mark Wayne Clark, USA, Ret.
Chairman
American Battle Monuments Commission
Washington, D.C. 20314

The Honorable Jerome Holland
Chairman of the Board of Governors
American National Red Cross
Washington, D.C. 20006

The Honorable Winifred Ann Pizzano
Federal Co-chairman
Appalachian Regional Commission
1666 Connecticut Avenue, N.W.
Washington, D.C. 20009

The Honorable William J. Casey
Director of Central Intelligence
Washington, D.C. 20505

The Honorable Clinton Dan McKinon
Chairman
Civil Aeronautics Board
Washington, D.C. 20428

The Honorable Clarence M. Pendleton, Jr.
Chairman
Commission on Civil Rights
Washington, D.C. 20425

The Honorable J. Carter Brown
Chairman
Commission of Fine Arts
708 Jackson Place, N.W.
Washington, D.C. 20006

The Honorable Clyde C. Cook
Chairman
Committee for Purchase from
the Blind and Other Severely
Handicapped
Suite 1107, Crystal Square 5
1755 Jefferson Davis Highway
Arlington, Virginia 22202

The Honorable
Acting Chairman
Commodity Futures Trading Commission
2033 K Street, N.W.
Washington, D.C. 20581

The Honorable Charles A. Bowsher
The Comptroller General
of the United States
Washington, D.C. 20548

The Honorable Nancy Harvey Steorts
Chairman
Consumer Product Safety Commission
Washington, D.C. 20207

The Honorable William D. Ruckelshaus
Administrator
Environmental Protection Agency
Washington, D.C. 20024

The Honorable Clarence Thomas
Chairman
Equal Employment Opportunity Commission
Washington, D.C. 20506

The Honorable William H. Draper III
President of the Export-Import Bank
of the United States
Washington, D.C. 20571

The Honorable Donald E. Wilkinson
Governor of the Farm Credit Administration
Washington, D.C. 20578

The Honorable Mark S. Fowler
Chairman
Federal Communications Commission
Washington, D.C. 20554

- THE HONORABLE JOHN T. RHETT
FEDERAL INSPECTOR
ALASKA NATURAL GAS TRANSPORTATION SYSTEM
1200 PENNSYLVANIA AVENUE, N.W.

The Honorable William M. Isaac
Chairman
Federal Deposit Insurance Corporation
Washington, D.C. 20429

The Honorable Louis O. Giuffrida
Director
Federal Emergency Management Agency
1725 I Street, N.W.
Washington, D.C. 20472

The Honorable Edwin J. Gray
Chairman
Federal Home Loan Bank Board
Washington, D.C. 20552

The Honorable Barbara Jean Mahone
Chairman
Federal Labor Relations Authority
Room 7P56
1900 E Street, N.W.
Washington, D.C. 20424

The Honorable Alan Green, Jr.
Chairman
Federal Maritime Commission
Washington, D.C. 20573

The Honorable Kay McMurray
Director
Federal Mediation and
Conciliation Service
Washington, D.C. 20427

The Honorable Rosemary M. Collyer
Chairman
Federal Mine Safety and
Health Review Commission
1730 K Street, N.W.
Washington, D.C. 20006

The Honorable Paul A. Volcker
Chairman
Board of Governors of the
Federal Reserve System
Washington, D.C. 20551

The Honorable James C. Miller III
Chairman
Federal Trade Commission
Washington, D.C. 20580

The Honorable J. Raymond Bell
Chairman
The Foreign Claims Settlement Commission
of the United States
Washington, D.C. 20579

The Honorable Gerald P. Carmen
Administrator of General Services
Washington, D.C. 20405

The Honorable
Acting Director
Institute of Museum Services
Washington, D.C. 20202

The Honorable Reese H. Taylor, Jr.
Chairman
Interstate Commerce Commission
Washington, D.C. 20423

The Honorable Daniel J. Boorstin
Librarian of Congress
Washington, D.C. 20540

The Honorable Herbert E. Ellingwood
Chairman
Merit Systems Protection Board
1120 Vermont Avenue, N.W.
Washington, D.C. 20419

The Honorable Frank Press
President
National Academy of Sciences
Washington, D.C. 20418

The Honorable James Montgomery Beggs
Administrator
National Aeronautics and
Space Administration
Washington, D.C. 20546

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1325 G Street, N.W.
Washington, D.C. 20576

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Chairman
National Credit Union Administration Board
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Washington, D.C. 20456

The Honorable Francis F. M. Hodson
Chairman
National Endowment for the Arts
Shoreham Building
806 15th Street, N.W.
Washington, D.C. 20506

The Honorable William J. Bennett
Chairman
National Endowment for the Humanities
Shoreham Building
806 15th Street, N.W.
Washington, D.C. 20506

The Honorable Donald L. Dotson
Chairman
National Labor Relations Board
Washington, D.C. 20570

The Honorable Walter C. Wallace
Chairman
National Mediation Board
1425 K Street, N.W.
Washington, D.C. 20572

The Honorable Edward A. Knapp
Director
National Science Foundation
Washington, D.C. 20550

The Honorable James Eugene Burnett, Jr.
Chairman
National Transportation Safety Board
Washington, D.C. 20594

The Honorable Nunzio J. Palladino
Chairman
Nuclear Regulatory Commission
Washington, D.C. 20555

The Honorable Robert A. Rowland
Chairman
Occupational Safety and
Health Review Commission
1825 K Street, N.W.
Washington, D.C. 20006

The Honorable Donald J. Devine
Director
Office of Personnel Management
1900 E Street, N.W.
Washington, D.C. 20415

The Honorable Loret M. Ruppe
Director of the Peace Corps
Washington, D.C. 20525

* -
The Honorable Craig A. Nalen
President
Overseas Private Investment Corporation
Washington, D.C. 20507

Secretary
Panama Canal Commission
312 Pennsylvania Building
425 13th Street, N.W.
Washington, D.C. 20004

The Honorable Janet Dempsey Steiger
Chairman
Postal Rate Commission
Washington, D.C. 20268

The Honorable Danford L. Sawyer, Jr.
The Public Printer
Washington, D.C. 20401

The Honorable Robert A. Gielow
Chairman
Railroad Retirement Board
844 Rush Street
Chicago, Illinois 60611

The Honorable John S. R. Shad
Chairman
Securities and Exchange Commission
Washington, D.C. 20549

The Honorable Thomas K. Turnage
Director of Selective Service
Washington, D.C. 20435

The Honorable James C. Sanders
Administrator
Small Business Administration
Washington, D.C. 20416

Secretary
Smithsonian Institution
Washington, D.C. 20560

* - EXECUTIVE DIRECTOR
PENSION BENEFIT GUARANTY CORPORATION
2020 K ST, NW
SUITE 7000
WASHINGTON, D.C. 20006

The Honorable Charles H. Dean, Jr.
Chairman
Board of Directors
Tennessee Valley Authority
Washington, D.C. 20444

The Honorable Kenneth L. Adelman
Director
United States Arms Control
and Disarmament Agency
Washington, D.C. 20451

The Honorable Charles Z. Wick
Director
United States Information Agency
Washington, D.C. 20547

The Honorable
Director
United States International
Development Cooperation Agency
Washington, D.C. 20523

The Honorable Alfred E. Eckes, Jr.
Chairman
United States International
Trade Commission
Washington, D.C. 20436

Governor
United States Soldiers'
and Airmen's Home
Washington, D.C. 20315

The Honorable Harry N. Walters
Administrator of Veterans' Affairs
Washington, D.C. 20420

Director
Water Resources Council
Suite 800
2120 L Street, N.W.
Washington, D.C. 20037

* * * *

(8/31/83)

EXECUTIVE OFFICE OF THE PRESIDENT

The Honorable Martin S. Feldstein
Chairman
Council of Economic Advisers
Washington, D.C. 20506

The Honorable John F. W. Rogers
Director
Office of Administration
Washington, D.C. 20500

The Honorable A. Alan Hill
Chairman
Council on Environmental Quality
Washington, D.C. 20006

The Honorable David A. Stockman
Director
Office of Management and Budget
Washington, D.C. 20503

Director
Office of Policy Development
Washington, D.C. 20500

The Honorable George A. Keyworth II
Director
Office of Science and Technology Policy
Washington, D.C. 20500

The Honorable Robert Michael Kimmitt
Executive Secretary
National Security Council
Washington, D.C. 20500

The Honorable William Emerson Brock III
United States Trade Representative
600 17th Street, N.W.
Washington, D.C. 20506

#



OFFICE OF THE SECRETARY OF DEFENSE

WASHINGTON, D.C. 20301

28 NOV 1983

MEMORANDUM FOR MR. JAMES COYNE, SPECIAL ASSISTANT TO THE
PRESIDENT, WHITE HOUSE OFFICE OF PRIVATE
INITIATIVES

SUBJECT: Partnerships in Education

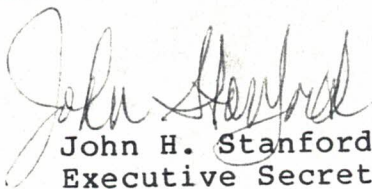
The President's memorandum of November 8 on Partnerships in Education requested each Executive Department to inform you of its partnership activities. The following actions have been initiated in the Department of Defense (DoD) to support the President's objective:

- A policy statement was issued by the Secretary of Defense to the Military Departments, Joint Chiefs of Staff, Assistant Secretaries of Defense, and Defense Agencies to encourage participation in voluntary education partnerships.
- An intradepartmental working group has been established to develop additional policy and implementation guidance on DoD education partnerships.
- Information and audiovisual materials on successful "models" of DoD education partnerships are being developed and will be disseminated throughout the Department.
- DoD officials are making public appearances to support DoD education partnerships. For example, Dr. Larry Korb, Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics, participated in a Navy school "adoption" in San Diego, and more recently, in the White House kick-off ceremony on Partnerships in Education. Larry is also serving as a member of your White House Working Group on Education Partnerships.
- DoD is participating on the National Volunteer School Program's Planning Committee, which is working with your office to sponsor ten regional conferences on education partnerships.

As you know, several DoD installations are already participating in local education partnership programs. In addition

to the San Diego Adopt-A-School Program and the Chicago Saturday Scholars Program DoD installations in Philadelphia and San Francisco are initiating partnership programs with the local school systems. We also have personnel within the Office of the Secretary of Defense participating in the Operation Rescue program with the Washington D.C. public school system. We are planning to expand our participation by "adopting" John Tyler Elementary School.

The Secretary of Defense intends to continue to encourage support and participation in voluntary partnership programs throughout the Department of Defense.


John H. Stanford
Executive Secretary

THE DEPARTMENT OF DEFENSE
AND
EDUCATION

It is often overlooked that the Department of Defense has the largest presence in the Nation's communities of any single organization. With approximately 1,000 installations and 4 1/2 million personnel, it plays an important role as a member of those communities. It shares an interest in, and a responsibility for, their well-being.

The quality of education has become an increasingly important public issue in communities and at the national level. It is important because the Nation's economic strength and national security are critically dependent on the education system. Since education provides the foundation for everything the Nation does, it is everyone's responsibility, including the Department of Defense.

At the National level, the Department works closely with the Department of Education and the Department of Labor to project the supply and demand of occupational skills and to help ensure that education and training systems are able to meet anticipated needs.

As the largest employer in the Country, DoD shares the concern of American industry, and the public in general, for the level of preparation of the people who enter the workforce. The Department now has to exclude 22% of the youth who try to enlist in the Military Services because they are unable to meet educational standards or pass the qualifying tests. In the industries most critical for support of the defense program, shortages are projected in many important skill areas for the foreseeable future.

As the largest employer, DoD is also a major provider and user of education programs. In FY 1982, 1.1 million people in the Military Services were graduated from specialized skill training centers. The Department will spend about \$13 billion this year to provide training and education for its personnel, and it employs almost 200,000 people just to run these activities.

Although the Services generally conduct their own training for the majority of skills they need, they frequently contract with civilian schools. Cooperative education "partnerships" among the education, industrial and military communities are common. As in all partnerships, mutual benefits result.

Over the years DoD has contributed to education partnerships in much the same way as the private sector, particularly corporations. The Department's personnel, installations and equipment provide large and important resources for education, and it is in its interest to share these resources to strengthen community training and education programs. As examples:

- DoD's "Tools for Schools" Program loans plant equipment to vocational programs. Since 1974, almost 300,000 students have been graduated from DoD-supported programs. At present, equipment valued at \$52 million is being used by 83,000 students.
- In Oklahoma, Tinker Air Force Base and the State's Department of Vocational Technical Education have been successful training people on-base in seven different skill areas. Similar classroom and on-the-job training programs take place at installations around the Country. About 22,000 youth are given on-the-job training each year through DoD's Summer Hire Program alone.

In support of the President's Private Sector Initiatives Program, DoD is aggregating information about its extensive education and training activities. The intent is to provide the public with better knowledge and understanding of DoD's current and potential contribution to the effort to improve education. The Department is also identifying and promoting successful partnerships between its organizations, especially the Military Services, and the educational community.

One of the most innovative education partnerships developed between Defense personnel and a local educational system is the Adopt-A-School Program in San Diego. A number of Navy Commands in San Diego have "adopted" local public schools as a way to share their human and technical resources to strengthen local education programs. Similar Navy programs have begun to take root in San Francisco and Chicago. Participation in Adopt-A-School programs benefits both the Navy and the schools, and offers a good example of a voluntary Defense contribution to the improvement of our education system.

As a major "Partnerships in Education" initiative, the Department of Defense is launching a program to expand and promote defense participation in Adopt-A-School Programs through the thousands of military commands and civilian organizations located at Defense installations throughout the Country. School adoptions will follow the Navy model by:

- exposing students and teachers to the large array of vocational opportunities and skill requirements in Defense activities.
- presenting short courses and tutoring students in subjects such as math, sciences, medicine, computer technology and electronics.

- providing career counseling and guidance.
- supporting and participating in school events such as concerts, field trips, athletic events and graduation exercises.

Office of the Assistant Secretary
of Defense
(Manpower, Reserve Affairs
and Logistics)
October 13, 1983



ACTION
WASHINGTON, D.C. 20525

November 28, 1983

The President
The White House
Washington, D. C. 20500

Dear Mr. President:

Thank you for your memorandum and the information on the Partnerships in Education initiative. Since receiving the information, we have contacted Mr. Coyne's Office for additional information on the partnership program and have checked on data available through Data/Net.

In the next few weeks, we will be deciding among the many schools needing assistance in this metropolitan area, and I fully expect that, before Christmas, the ACTION staff will follow the example set by White House staff.

I will keep you informed of our progress via the White House Office of Private Sector Initiatives. Your leadership in this important area is greatly appreciated.

Respectfully,

Thomas W. Pauken
Director



OFFICE OF
THE CHAIRMAN

FEDERAL TRADE COMMISSION
WASHINGTON, D.C. 20580

November 23, 1983

James K. Coyne
Special Assistant to the President
Office of Private Sector Initiatives
The White House
Room 134
Washington, D.C. 20500

Re: FTC "Partnerships in Education" Program

Dear Mr. Coyne:

On behalf of Chairman James C. Miller III and the Federal Trade Commission, I am writing to inform you that the Chairman today launched the FTC's "Partnerships in Education" program for the 1983-84 school year. Copies of the Chairman's memorandum to the FTC staff and press release are enclosed for your information.

For contact purposes with your office, kindly note that (1) I may be reached at 523-3766 and (2) Dee Ellison (FTC Office of Public Affairs) may be reached at 523-1891. We are pleased to be a part of this worthy effort, and we look forward to working with you and your staff.

Sincerely,

A handwritten signature in cursive script that reads "Charles Jerome Ware".

Charles Jerome Ware
Special Assistant
to the Chairman

Enclosures



FEDERAL TRADE COMMISSION
WASHINGTON D.C. 20580

OFFICE OF
THE CHAIRMAN

November 21, 1983

MEMORANDUM

TO: ALL FTC EMPLOYEES,
HEADQUARTERS AND REGIONAL OFFICES

RE: PARTNERSHIPS IN EDUCATION

On October 13, 1983, President Reagan inaugurated the national "Partnerships in Education" program. The program is highlighting successful government/business/education partnerships and calls for increased involvement by the private sector in efforts to improve the quality of education in communities across America. President Reagan is requesting that each Executive Department and Agency, including the applicable regional and field offices, participate in the "Partnerships in Education" program during the 1983-84 school year, which has been designated as "National Partnerships in Education Year".

I believe that federal employees, like most Americans, are looking for effective ways to volunteer their time in support of America's educational system. I, therefore, welcome the President's request for FTC participation in this worthy effort. I am establishing a "Partnerships in Education" program in my office, headed by Charles J. Ware (Special Assistant to the Chairman), to work with the Office of Public Relations, the Executive Director's office, the bureaus and regional offices, and to coordinate the FTC's role in this important program.

Successful partnerships are limited only by our imagination. Elements of the partnerships can range from employees volunteering in tutorial programs, to sponsoring field trips and tours, to providing classroom speakers for primary, secondary, undergraduate and graduate students, and for career awareness seminars. Participation by individual employees in this program is strictly voluntary, and should be in compliance with existing FTC regulations regarding the use of personal time for volunteer activity.

More concrete and precise details of our participation in this effort are under development. In the meantime, interested FTC employees should contact the "Partnerships in Education" program (Dorothy Brown; Rm. 448, HQ; 523-0954) directly with suggestions, questions or comments.

This program provides an excellent participation vehicle for those who are committed to quality education at all levels in America. I enthusiastically encourage your support.


James G. Miller III
Chairman



Washington, D. C. 20505

28 November 1983

MEMORANDUM FOR: James K. Coyne
Special Assistant to the President
Office of Private Sector Initiatives
The White House

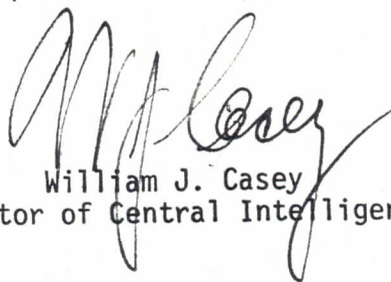
SUBJECT: Partnerships in Education

1. The Central Intelligence Agency has a long record of supporting excellence in American education. Our needs to recruit the highest quality professional staff employees and intelligent, competent clerical employees make it incumbent upon us to do so. Additionally, we rely heavily on the cooperation of substantive experts among faculty members at institutions of higher education to obtain the advice and counsel we need to keep our analytic product the best that can be produced.

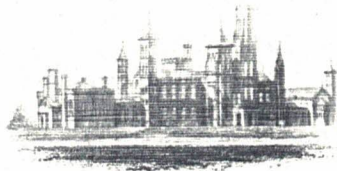
2. At present we have a multi-faceted program for supporting quality education at community colleges, four year colleges, and the universities. We have an active Student Trainee Program, formerly known as the Cooperative Education Program, for undergraduates. Similarly, the Agency provides summer internships in its Graduate Studies Program for students attending graduate schools. We provide annually numerous unclassified briefings at the Agency for groups of both graduate and undergraduate students and for faculty members. When requested to do so, Agency officials have also gone to colleges throughout the nation to give similar briefings. For faculty members, the Agency has recently expanded its program of bringing in experts from colleges and universities to participate in conferences, to act as paid or unpaid consultants, and to write reports under external research contracts. Our recruitment personnel have participated, when requested, at career days, or job fairs, held both at colleges and at local high schools. Finally, a number of our professional staff employees are part-time teachers at local schools, including community colleges, and many of our employees voluntarily give unclassified presentations before high school or elementary school classes -- particularly classes in which their children are enrolled.

3. I question, however, whether the Central Intelligence Agency should participate in the kind of relationship outlined in your memorandum. This Agency focuses exclusively on foreign intelligence and involvement with a local school could, and probably would, be interpreted in the wrong way by some people. Agency employees will continue to be encouraged, whenever

possible, to assist elementary and high schools in their areas of residence as well as local community colleges. I believe these informal ad hoc arrangements have worked well in the past and will make a contribution toward improved education in the future. I am convinced, however, that a formal relationship with a local school would be inappropriate.

A handwritten signature in cursive script, appearing to read "W. J. Casey". The signature is written in black ink and is positioned above the typed name and title.

William J. Casey
Director of Central Intelligence



SMITHSONIAN INSTITUTION

Washington, D.C. 20560
U.S.A.

30 November 1983

Mr. James K. Coyne
Special Assistant to the President
Private Sector Initiatives
The White House
Room 134
Washington, DC 20500

Dear Mr. Coyne:

The President's correspondence regarding the Partnerships in Education Program comes to me at a particularly appropriate time. The Smithsonian Institution, through the efforts of our Office of Elementary and Secondary Education, has already initiated a process of "adopting" schools as part of our Career Awareness Program which we began in January of 1983. For example, three of our museums have already made arrangements with three local schools to begin a very active and detailed set of programs ranging from assemblies in the adopted schools, to behind-the-scenes "career tours" of the museum involved. The three partners in this excellent program are the National Museum of Natural History and Ballou Senior High School; the National Museum of American History and the Lemuel Penn Career Center; and, the Hirshhorn Museum and Sculpture Garden and the Duke Ellington School for the Arts. This, of course, is only the beginning of this collaborative effort and we fully expect that all of the Smithsonian museums will soon have similar programs in place.

In addition, we are currently examining the possibility of a series of curatorial seminars for one or more "adopted" schools in the Washington Metropolitan area. These would, of course, be planned to relate directly to specific curriculum areas.

Also, since I consider the Partnerships in Education idea to be such a splendid opportunity for cooperation between our schools and the public and private sectors, I am asking our Office of Elementary and Secondary Education to include notice of it in their two national publications which reach most of the elementary and secondary schools in the Nation.

I do thank you for letting us know about this superb program. As we move forward with our own partnership endeavors we wish you and all those foresighted enough to participate every success.

Sincerely yours,

Phillip S. Hughes, Acting
for S. Dillon Ripley
Secretary



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

DEC 5 1983

MEMORANDUM

TO : Gary L. Bauer

FROM : J. Douglas Holladay ~~_____~~

SUBJECT: Preliminary Plan for the Partners in Excellence Initiative

BACKGROUND

President Reagan launched the National Partnerships in Excellence Program on October 13, 1983. This initiative seeks both to highlight the business/education partnerships which are proven successes and looks to broaden private sector participation in this worthy endeavor.

THE ROLE OF THE DEPARTMENT

Jim Coyne, Special Assistant to the President and Director of the Office of Private Sector Initiatives requested that the Department of Education develop a specific plan which would assure the success of this initiative. Under the leadership of Gary Bauer, the Office of Planning, Budget and Evaluation was given the lead on this project. Gary Bauer has assigned his deputy, Douglas Holladay, to develop and implement a Partners in Excellence plan. Thus, as currently framed, the initiative will be the responsibility of the Department. Close collaboration between the Office of Planning and Evaluation and the White House is envisioned.

PLAN OVERVIEW

There are several critical elements which should be built into the design of a plan.

- A. Specific recommendations insuring that various education associations are brought on board in this program so that they, in turn, can support the program and encourage the participation of their membership.
- B. Specific recommendations to address the need to get the private sector thoroughly involved with this initiative. Trade associations and service organizations are a natural vehicle to propagate this concept. They conceivably could act as a recruiting agency as well as a communications vehicle for the Partners in Excellence program.
- C. A plan to address the problem of recruiting partners for the disadvantaged schools which likely will be partnerless unless some means of handling this challenge is devised.
- D. A way to keep a tally of the number of partnerships which have been struck.

- E. A way to connect partners who desire to participate yet see no viable way to tie into the program (Data/Net).
- F. A clear understanding of the lines of authority in this initiative. Clarity as to who is responsible for what.
- G. A clear sense of the DOE funding which is available to implement this initiative. (Staffing capabilities tied to funding)

I'm a bit concerned that the potential of this initiative not be lost in the press of other things. I will give this project as much priority as you feel appropriate. The Partners in Excellence program seems to clearly reflect the President's belief that the private sector be at the center of education reform.

The following paper outlines certain inevitable questions which will arise regarding this initiative.

If what I have outlined is acceptable to you, I will begin to flesh out a more detailed plan which can then be acted upon.

Draft.

PARTNERS IN EXCELLENCE

J. Douglas Holladay

1. What is the Partners in Education Initiative?

On October 13, 1983, President Reagan inaugurated the National Partnerships in Education Program. This program seeks both to highlight the business/education partnerships which are proven successes and looks to broaden the participation of the private sector in such activity.

The President believes that through the forging of such relationships, the quality of American education will be significantly improved.

His goal is nothing less than the meaningful partnerships of every local American school with a private sector partner in the 1983-84 calendar years.

This program is another example of the President's continued support for the private sector initiatives program and for the high priority he has assigned to encouraging private sector initiatives to solve social and economic problems throughout America.

2. Can private schools participate?

The President's commitment is that every local school have the opportunity to participate in a partnership with some private sector entity. Thus, he encouraged the participation of "everyone of our country's public, private and parochial schools and community colleges--all 110,000 of them--".

3. Who can be a partner?

Successful partnerships are only limited by one's imagination. This program offers a vehicle for those who share the President's commitment to volunteerism and to excellence in education. The private sector, in particular, has reaped the bitter fruit of the educational decline over the past several decades in America. This initiative provides a concrete way for citizens to do something about this significant national problem.

Potential Partners:

- . Private businesses (local, regional and national)
- . Business, service organizations, trade associations (rotarians, fraternal groups, the National Alliance of Businessmen, 4-H Clubs, the Young President's Organization, senior citizens etc.)
- . Other non-profit organizations, foundations, churches, service clubs
- . Postsecondary institutions
- . Individuals (sports figures, entertainers, etc.)

Issue: If we limit partnerships exclusively to the business community, we may disregard a large number of potentially rich sources. Yet if we allow any organization to claim sponsorships, disregarding any qualifying criteria, we may undermine the potential of this initiative. Quality attracts quality. In other words, how do we keep the process open, yet retain some quality control?

4. What is involved in such a partnership?

In a meaningful partnership, all of the involved parties benefit from their participation. Partnerships can be very simple or relatively sophisticated.

Examples of what others are doing in this area serve to spark the imagination.

As appropriate and in collaboration with the principal of a school, the private sector has provided assistance with:

- . Management problems
- . Tutoring
- . Computer training
- . Practical business training
- . Discipline problems
- . Financial assistance
- . Repair of the physical plant of a school
- . Long term planning
- . Jobs (summer and postgrad)
- . Donation of furniture
- . Coaching
- . Equipment
- . Career guidance
- . Personal counseling
- . Providing for the social needs beyond the resources of the school
- . Exposure to learning situations in businesses and industries which supplement classroom instruction
- . Exposure for students to the realities of the business world
- . Increasing the awareness of school administrators to the resources of the private sector
- . Establishing volunteer programs
- . Motivating students
- . Providing role models
- . A scholarship fund
- . Career awareness seminars
- . Internships and apprenticeship programs for students
- . Classroom speakers
- . Presenting awards for academic achievement

- Sponsoring special events
- Field trips
- Summer internships for educators
- Scholarships or special grants for experimental programs
- Establishing extracurricular clubs in such activities as math, the computer sciences, or electronics
- Displaying student achievement at places of business
- Developing programs designed to increase parental involvement in the educational process

5. How do we recruit those in the private sector to become partners?

- Business and voluntary associations could alert their membership of the opportunity available through participation in the Partners in Excellence Program
 - Enclosed in an association mailing might be a letter from the President outlining this initiative.
 - A response card could be used to develop a mailing list which would keep partners informed about developments in this program.
 - Data/Net could broker these partnerships where necessary
 - Trade and other service associations could provide billboard space alerting the general public of the partnership opportunity.
 - Association-sponsored ads in popular magazines and newspapers could be useful in recruiting partners.
 - Public service announcements could be employed.
 - Major events on a local level, such as concerts, could be organized to highlight effective partnerships.

6. How do we alert education associations of the availability of partners?

- Send a letter from Secretary Bell to education association heads eliciting their participation

-- Alert education associations

Possibly hold a White House briefing offering the opportunity for associations to participate on a working group which would track this initiative in its ongoing stages.

-- Inform the Department of Education's regional offices of the initiative

-- Personal visits to education association heads in order to elicit their participation (Jim Coyne, Doug Holladay, Holly Stewart, et al.)

7. How do we identify and track effective activities currently in place?

Identify:

Step 1: Identification of existing partnerships

Track through Data/Net

Department of Education - "Quick Survey"
(3 staff days)

Issue: Should we attempt to classify existing programs according to the type of partnerships that have been arranged?

Issue: What criteria do you use in determining an effective partnership?

-- Locally determined criteria.

8. Do we only encourage the Adopt-A-School model?

Issue: As currently framed, the initiative seems to center primarily upon the adopt-a-school model. If we recognize only that form of association, we may be ignoring several potentially effective formats.

We have already been contacted by several private sector representatives offering assistance. A variety of potential relationships may allow for the maximum participation of the private sector. For example, the producers of a popular children's cartoon show on ABC called Rubick's Amazing Cube would like to use this vehicle to teach the basic skills of reading, writing, and computation. While this doesn't fit into the Adopt-A-School format, it nonetheless, has merit as a partnership arrangement between the private sector and education. Or consider the fact that senior citizens have been extremely effective with potential dropouts. For some reason, senior citizens are able to relate to teenagers in a way which most find difficult. One senior citizen group, for instance, could accept the challenge of relating to a number of potential drop-outs.

9. How do we reward new and existing programs?

- . Lest we be charged with seeking to take credit for a program that has been operating in various ways for some time, we must reward both new and existing efforts.
- . Keep track of the number of partnerships
- . Along with new initiatives, acknowledge the effectiveness of existing partnerships and seek to identify precisely why they have been successful.
- . Invite participants to any forums intended to discuss partnerships between education and the private sector.
- . Send partners a letter from the President congratulating them on their efforts
- . Reward both the school and the private sector partners with a flag (a logo must be designed.).

. Arrange a Presidential gala at the Kennedy Center with professional performers donating an evening of their time to salute those partnerships which have been unusually successful.

10. What are the benefits to the private sector of becoming involved with local schools?

The benefits are enormous. Among others, it offers the opportunity to:

- . Improve the quality of local schools and, ultimately, of the community.
- . Invest in tomorrow's leaders, employees, and consumers.
- . Help students understand the business world and prepare for careers.
- . Enhance the private sectors image within the community through your efforts to benefit students.
- . Provide employees with the opportunity to become involved in their community.
- . Build a positive public attitude toward the schools through contributions of time and talent.
- . Provide a concrete way to respond to our nation's crisis in education.
- . Future jobs pool
- . Strengthens the relationship between future employees and employers.

11. What about those economically and socially deprived schools which are desparately in need of such a relationship yet will likely be the last to be chosen?

Issue: It is critical that this Administration, where possible, avoid the appearance of insensitivity to the disadvantaged. We must be prepared for the reality that local schools with a high dropout population (typically low income schools) will not readily find partners. Thus, we could address this problem in several ways:

- . Economic incentives may prove effective for the "poor" districts. Using demographic data, LEAs can be identified as low-income areas and be designated as "Education Enterprise Zones." This would provide maximum tax incentives for private sector assistance.
- . Work closely with groups like Cities in Schools who have studied this type of problem closely and could help us to avoid missteps in this area.
- . Approach several larger corporations or business chains who could accept the challenge of such schools.
- . Set up a working group to wrestle with this problem. The membership should be comprised of individuals who have a proven track record of effective work with low-income schools and their problems. (Bob Woodson and Bill Milliken). They could develop a plan to address this concern.

12. How are problems of authority resolved between schools and their partners?

Issue: Some of the partnerships may develop as in any marriage while others may prove unworkable. Before entering into an agreement, there should be some locally-developed guidelines for the partnership concerning authority and control. We should seek to avoid a situation where businesses confront superintendents. There is a very delicate balance important to the success of partnerships. This may be an argument for a technical assistance component, available to assist if called upon. A voluntary technical assistance center could be useful at this point.

13. Specifically how will partnerships be struck?

Most of the partnerships will occur spontaneously on the local level without any outside interference. Yet on occasion, there will be a local school or a private sector entity which is in search of a partner. At this point, the Department of Education's role would be to function as a broker in order to complete the arrangement.

Data/Net, a computer based information service has been working with the Office of Private Sector Initiatives at the White House to assist with this problem. A part of Data/Net's information bank is a catalogue of successful partnerships which have been established. They have identified over 200 partnerships to date. This resource would be available to us but would necessitate that we make a staff person available in order to make entries into the data bank.

14. How do we coordinate the Department of Education's activities with the initiative currently underway at the Department of Defense?

Doug Holladay could serve as a liaison with responsible parties at DoD. Perhaps a working group should be established to coordinate our efforts so not to duplicate any efforts.

15. How will the Partners in Excellence initiative be assessed?

It is difficult to design any objective measure upon which to evaluate this program. Participation, in many respects, is the more critical element. There will be many excellent partnerships and many which are poorly designed and carried out. Our hope is to minimize the later and to do all in our

power to assure the success of this program.

By June of 1984, the President could announce the number of functioning partnerships which have been formed nationally. He would then challenge the private sector to assume more of the responsibility for retrieving the standards of excellence for our local schools.

16. What is the public affairs dimension to this initiative?

- . Work with business and service organizations to encourage them to publicize the opportunity available to schools and to the private sector. The expense of this would rest entirely with them.
- . Develop a 5 minute media presentation suitable for use at association meetings.
- . Jim Coyne, Gary Bauer, Doug Holladay, Holly Steward and local practitioners could be available to speak on the partnership concept.
- . Billboards, public service announcements, ads in newspapers and public journals all could be coordinated by service organizations, etc.
- . Establish an 800 number for those wishing to form partnerships.
- . 10 regional conferences are being planned by the National Association of Volunteers on the partnership initiative. These will take place between April and October, 1984. The purpose of these forums will be to identify the barriers to the building of effective partnerships. They will also look at various model programs that are currently underway.
- . Instruction in ways to form partnerships through public television (e.g., Chemical People).

17. What will be the role of the Department of Education in the Partners in Excellence initiative?

The White House has asked the Department to develop a proposal which we then would bare the responsibility for implementing.

Gary Bauer has delegated to Doug Holladay, his deputy, the responsibility for designing a proposal. Subsequent to the development of a plan, he would work toward implementation. To do the job effectively, at least 3 additional staff people will be required. A specific cost estimate has not yet been developed.

18. What will be the staffing needs?

Project Director: J. Douglas Holladay

Special Projects: James Horn

Public Relations: 1 Staff person

Newsletter Communications: 1 Staff person

Data/Net Programmer: 1 Staff person

19. What should be the Federal role in this initiative?

1. Spotlight/reward exemplary local initiatives?

-- Recognition of successful partnerships by the President (a letter and a "Partners" flag would suffice)

-- Host a Presidential conference/forum that would identify and assemble successful partnerships.

Issue: The process to identify exemplary programs would be a lengthy, staff-intensive activity. The designation of such programs would be liable to the

charge of subjectivity of evaluation. How do you determine if a proliferation of partnerships is the most important objective? The identification of quality programs, by itself, may not prove to be an adequate stimulus for the development of new programs.

2. Dissemination of information regarding "model" partnerships.

Information could be disseminated:

-- Through existing or newly-developed channels.

-- Through associations and businesses who would handle the PR, any funding, mailings, etc.

-- Produce a film which could be shown to various business associations and service clubs at their national and regional meetings.

-- Design a brochure which associations could disseminate.

-- Get an 800 number for interested parties to use.

20. Should there be an attempt to coordinate the partners in education activities operating under the aegis of the Federal Government?

There should be some degree of coordination but mostly in the area of communications. Rather than possibly thwart any initiatives underway in other Federal agencies, the Department of Education should seek to serve only as a clearinghouse both within government as well as for those outside.

21. How do we ensure that rural and/or poor schools have the opportunity to participate in a program of this nature?

Create incentives, possibly through the States, for small districts to combine and coordinate their efforts to provide for maximum participation. For

example, the local Radio Shack may "serve" an area encompassing three districts.

By coordinating efforts, a regional technology center may be appropriate.

22. Should the Federal government stimulate the development of partnerships? If so, how?

Economic incentives:

-- To the private sector (tax incentives)

Issue: There are several considerations here which would seem to argue against the use of economic incentives. For example, Data/Net has identified over 200 partnerships which have developed without Federal assistance. Tax incentives, for example, the Apple Bill, has not been favorably received in Congress (or at OMB).

It would seem that if Federal assistance is used, funds for dissemination may be the appropriate channel.

23. Isn't there the danger that some businessmen will be insensitive to the needs and worries of principals and will thus become a burden rather than a blessing to a particular school?

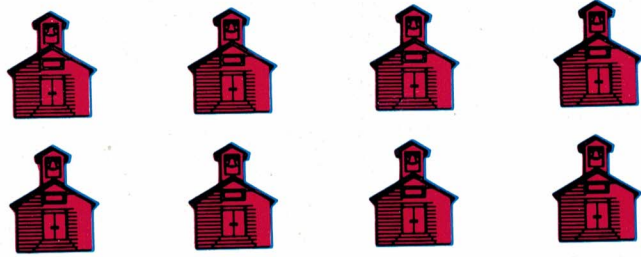
Yes. It would be helpful if a company produced a booklet outlining the do's and don't of a partnership.

Additionally, a technical assistance component on the Federal level might prove useful to both parties as they negotiate their agreement.

24. How do we adequately prepare the schools to absorb this onslaught of good will?

- . Conduct workshops to train school districts in ways to absorb the private sector's interest
- . Pose the problem to the heads of education associations - how would they respond to this challenge?

- Print brochures identifying this problem with concrete recommendations for a solution
- Ask the Chamber of Commerce to take on this aspect of the initiative.



**Partnerships
in
Education**



Adopt A School...
Education and business forming
a partnership
for a brighter future

The benefits of adopting a school are numerous. It offers you opportunities to:

- Improve the quality of your public schools and, ultimately, of your community.
- Invest in tomorrow's leaders, employees, and consumers.
- Help students understand the business world and prepare for careers.
- Enhance your image within the community through your efforts to benefit students.
- Provide your employees with the opportunity to become involved in their community.
- Build a positive public attitude toward the schools through your contributions of time and talent.

How Does Adopt-a-School Work?

Although Adopt-a-School programs differ in each community and with each partnership, there are certain characteristics that are common to all:

- An adoptive agreement can last from a single school year to as long as you want.
- An agreement is based on the development of specific programs to address one or two objectives which affect the majority of students.
- All programs support the critically important goal of equipping students with basic competencies in reading, mathematics and other vital subjects.
- Both partners provide support and direction to the programs developed—with substantial help from the community's Board of Education.
- Your participation will guarantee programs which are consistent with the community's Board of Education.

Developing Your Own Adopt-a-School Program

The kinds of programs you can sponsor in your school are as limitless as the talents and resources you have to offer. You can formulate your own Adopt-a-School program based on the interests of your organization's members—and the specific needs of your adopted school. Here are some suggestions to get you started:

- Share your organization's expertise through classes at your adopted school.
- Establish courses at your place of business in special skills areas.
- Tutor students.
- Assist with programs to motivate students.
- Serve on an advisory committee or a curriculum committee.
- Establish an extracurricular club in such activities as math, computers or electronics.
- Conduct tours of your place of business.
- Present awards for outstanding students—both academic and athletic.
- Establish a scholarship fund.
- Speak about career possibilities at a school assembly.
- Provide internships or job placement.
- Donate surplus materials, furniture and equipment.
- Display student achievement at your place of business.
- Work with specific groups of students to improve individual skills.
- Work with teachers and administrators to develop new programs and learning materials that demonstrate the real-world application of classroom subjects.
- Develop programs to increase parent involvement in the educational process.

Who Can Adopt a School?

Adopt-a-School programs encourage the involvement of *all* businesses, industries, individual organizations and not-for-profit institutional programs have proven that this type partnership provides positive results through sharing of knowledge, experience and resources.

There is no specific "type" of concern in educational partnerships. To date, advertising agencies, local newspapers, insurance companies, manufacturing firms, banks, sports teams, leagues, small businesses, police departments—even the U.S. Navy have reaped the benefits of the Adopt-a-School partnership.

Why Should You Adopt a School in Your Community?

It's an investment in your community's future, the nation's future. As a partner, you can do more for that school in your community are in need. And good schools produce good citizens—knowledgeable, skilled, informed consumers and leaders of tomorrow that help make our community strong.

It has been proven that Partnerships in Education across the country positively affect the lives of both students and communities. We can help. Enlist the aid of your community's resources... local volunteer groups, senior citizens groups, social service organizations, business groups, and get started on improving the quality of education in your community by forming a partnership with your local school today.

Partnerships in Education

Partnerships between the business community and public schools are founded on the basic premise that quality education is everybody's business. Successful Partnerships in Education take many forms, including released time and loaned personnel from businesses to the schools. Perhaps the most popular form of partnership is the Adopt-a-School program which has developed independently between businesses and schools throughout the country. From Augusta, Maine to San Diego, California and from Memphis, Tennessee to Lihue, Hawaii, Adopt-a-School programs have appeared wherever concerned citizens have taken an interest in improving the quality of education in their community.

Until recently, however, there has been no broad-based national effort to encourage more partnerships between the private sector and public education. President Reagan, as well as other government, business and education leaders, has challenged Americans to build partnerships with their local school systems. To stress the importance of these relationships, the President has declared 1984 as the Year of Adopt-a-School, a time when Partnerships in Education can multiply throughout the country. Now communities can get information on Adopt-a-School or Partnership programs through the White House Office of Private Sector Initiatives.

Through Adopt-a-School, concerned citizens in the business community, educators, and students develop a unique partnership that helps strengthen the educational process. This partnership fosters a better understanding of the community's school system—strengthens and improves school programs and curricula—creates a climate of involvement and interaction between businesses and schools—and involves the community in preparing for its own economic future through the quality education of its young citizens.

Special thanks to the Chicago public schools for the use of their Adopt-a-School logo and to the CNA Insurance Companies for their assistance in producing this brochure.

For more information on Partnerships in Education and Adopt-a-School contacts in your community, call Data/Net (202) 628-5577, or write:

James K. Coyne

Special Assistant to the President
Private Sector Initiatives
The White House
Room 134
Washington, DC 20500

This brochure was developed in cooperation with the White House Office on Private Sector Initiatives.



For All the Commitments You Make

DATA/NET

THE STATE-OF-
THE-ART
INFORMATION
NETWORK



DATA/NET

A public/private information initiative.

DATA/NET is a highly-sophisticated, yet easy-to-use, state-of-the-art, computer-based information service with a valuable library that members can use and share. And, most significantly, it is the result of public and private sectors coming together to create an information network that will become more valuable to each as the size of the network grows.

DATA/NET

- simultaneously links the offices of corporations or organizations with their multi-state locations.
- stores vital information for members in its multi-database library.
- provides instantaneous multi-user conferences for members.
- requires no special training.
- is confidential and communication specific.

DATA/NET Benefits

DATA/NET can improve communications in your organization, whether public or private:

- increasing communications capabilities cost-effectively.
- providing instantaneous receipt of reports and timely information.
- linking offices for electronic conferences.
- sending memoranda nationwide.
- allowing participation in an exciting public/private sector program.



DATA/NET: Interactive Information

There are significant communications features on DATA/NET.

Electronic Mail, teleconferences and special interest forums are three important services.

- **Electronic Mail**

DATA/NET gives you a unique opportunity to send and receive electronic mail. Electronic mail lets you send a single communication or multiple copies quickly and easily using your personal computer or terminal.

- **Teleconferences**

DATA/NET lets you set up conferences between offices. You can exchange information with member organizations, get important facts and opinions, poll the membership on important issues.

- **Special interest forums**

—User contributed information on a variety of topics.

As members of the DATA/NET network participate in programs that bring together public and private groups, the information files will grow and become more valuable to all members.



—User forums where DATA/NET participants can use and store information through their computers.

DATA/NET provides technical support and customer assistance to members.

DATA/NET Library

Included in the DATA/NET library of information are:

- details on the newly announced Adopt-A-School program to help businesses and communities discover how they can create similar, educationally-oriented programs in their own communities.
 - information on the level of business participation in public/community involvement projects.
 - legal services available to individuals who are unable to find and fund legal services on their own.
 - successful community development programs for towns and cities of all sizes.
- More information is being added daily.



DATA/NET Benefits

DATA/NET can improve communications in your organization, whether public or private:

- increasing communications capabilities cost-effectively.
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- linking offices for electronic conferences.
- sending memoranda nationwide.
- allowing participation in an exciting public/private sector program.



DATA/NET:

How to participate

You can join this new initiative now. Memberships are available for organizations and businesses, no matter what their size and scope.

DATA/NET is compatible with most makes of personal computers, computer terminals and communicating word processors through a telephone connection to CompuServe, Incorporated, a leading provider of computer communication and information services.

For more information on how you can become a part of DATA/NET, call 1-202-628-5577.

