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THE WHITE HOUSE

WASHINGTON

November 3, 1983

MEMORANDUM FOR WHITE HOUSE AND EOP STAFF

FROM: MICHAEL K. DEEVER *mkd*

SUBJECT: PARTNERSHIPS IN EDUCATION.

During the launching of the Partnerships in Education Initiative on October 13, the President announced that the White House staff would lead by example by forming a partnership with Congress Heights Elementary School in Washington, D.C. I want to emphasize the seriousness of this initiative and ask that each of you commit several hours a week to assist the school and student body in meeting special needs beyond the resources of the school.

Congress Heights is a predominately black elementary school with 518 students (pre-kindergarten through 6th grade) and 28 teachers. It is located at 6th and Alabama Avenue, S.E. They have a number of programs aimed at improving basic education, including pilot writing and reading programs involving the Washington Post and IBM.

As indicated in the attached material, there are a number of ways you can get involved in the school, including:

- one-on-one tutoring
- serving as guest classroom speakers
- arranging White House or office tours
- donating equipment and books
- sponsoring special events
- developing and presenting awards for academic achievement
- communicating with students

Jim Coyne will be meeting again with William Dalton, their principal, to determine the school's most important needs. In order that their needs can be matched with our resources, please let Jim know by November 16 the areas of your interest and your planned participation.

We are anxious to make this a quality and substantive partnership. I am counting on your support.

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

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.

RONALD REAGAN

THE WHITE HOUSE

WASHINGTON

WHITE HOUSE PARTNERSHIPS IN EDUCATION PROGRAM WITH CONGRESS HEIGHTS ELEMENTARY SCHOOL

Congress Heights Elementary School is located at 6th and Alabama Avenues, SE, in Washington, D.C. There are 518 students in grades pre-K through 6th grade. Students in grades K through 6th grade will participate in the program. There are approximately 28 teachers in the school and parents and community members are often called upon to assist in the classroom.

Each White House staff member is expected to participate in at least one element of the two-part core program developed in conjunction with the school's principal, Bill Dalton.

BASIC COMMITMENT - Please indicate your interest:

Element I The Mentor Program - to be paired
 with a student/classroom on an
 individual basis

Element II Resource Development (to be
 assigned to a resource development
 team

OPTION: Both Elements I & II combined

ELEMENT I: The Mentor Program - Partnerships will be developed
by undertaking each of the following:

Tutoring Congress Heights needs tutors in all subject
 areas: math, science, English, social studies,
 foreign languages, current events, just to
 name a few. Tutors in the past have worked
 with the students an hour each week, either on
 lunch hours, after school or on weekends.

Shadowing This very special arrangement matches a student
 with a person for a day. The student spends
 the entire day with the individual at work,
 learning exactly how a business day operates,
 what the individual does, and the mechanics
 of the operation. This develops a good one-to-
 one relationship which the student seldom receives.

Pen Pals

Correspondents are needed to write to the students to help them develop their writing skills. This is expected to result in a regular exchange of letters and information.

Counseling

Students often need "just someone to talk to." Trips or meetings may be arranged for students to have a chance to talk about a problem or an issue.

ELEMENT II: Resource Development - Partnerships are needed in the following areas:

Expertise

Speakers are needed for all classes and clubs. Congress Heights has developed a Science Club, a Red Cross Club, an Art and Music Club, a Math Club, and a Library Club. The opportunities here are endless - whatever your expertise - Congress Heights would welcome a speaker to inform and educate the students.

Computers

IBM and Digital Equipment Corporation have donated computers to the school. Assistants, technicians and programmers are invited to work with the teachers and students to develop new learning techniques.

Assistants

Assistants are needed in the library and the school office to help develop the library system and maintain the daily operation of the school.

Equipment and Supplies

Books, magazines, and records are accepted for the library as well as the classroom. Almost any type of equipment or supplies will be accepted if functional.

Financial

Congress Heights is planning to establish a "Send a Child to Camp" fund. All proceeds will go towards sending the students to Camp Round Meadow, a fully equipped camp run by the National Park Service located near Camp David. Students will have the opportunity to attend camp for one week in the Spring.

Landscaping and
Beautification

The school welcomes assistance in 'sprucing' up the place. The students have a Garden Club and would appreciate direction as well as supplies.

Athletics

Individuals might offer their expertise and time to organize and coach a football game, basketball game, etc. or spend time on physical fitness in general. Again, a one-on-one relationship is important.

Field Trips

Special events are created for the students as a motivational tool. Congress Heights would like to organize more events for the students. Supervisory and organizers are needed for events such as: arrival ceremonies, White House tours, holiday events, technical tours of the complex, Kennedy center programs and events, NASA/Air and Space Museum, the Pentagon, Air Traffic Control Center, and the Weather Bureau.

This is only a basic outline. Beyond these two central elements, we offer a wide range of additional student and teacher-supported activities which we urge you to explore with our staff.

The degree of participation is as creative as you make it. Any special skills or interests not mentioned above which you might offer to Congress Heights?

NAME _____

OFFICE _____

ADDRESS _____

PHONE NUMBER _____

Please indicate your preference:

A) Grade Level (K, 1,2,3,4,5,6) _____

No Preference _____

B) Particular subject area _____

(English, Math, Science
Arts, Music, Athletics,
Foreign Languages)

Other _____

No Preference _____

Specific interest, estimate of time available

Return to James K. Coyne, Private Sector Initiatives, Room 134,
OEOB.

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.

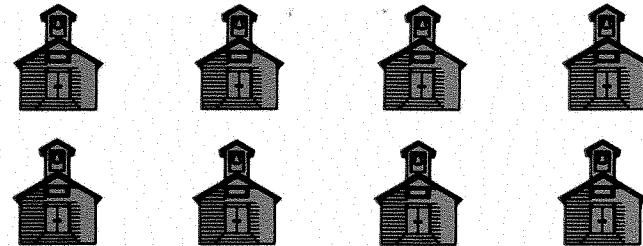
Special thanks to the Chicago public schools for the use of their Adopt-a-School logo and to the CNA Insurance Companies for their assistance in producing this brochure.

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

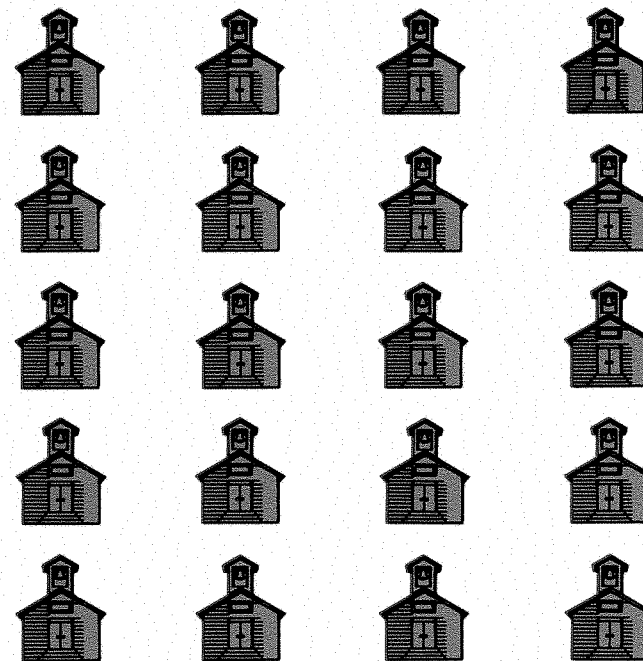
James K. Coyne
Special Assistant to the President
Private Sector Initiatives
The White House
Room 134
Washington, DC 20500

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

INSURANCE FROM
CNA
For All the Commitments You Make



Partnerships in Education



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

What's In It For You?

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, individuals, organizations and not-for-profit institutions. Current programs have proven that this type of partnership provides positive results through the sharing of knowledge, experience and resources.

There is no specific "type" of concern involved in educational partnerships. To date, advertising agencies, local newspapers, insurance companies, manufacturing firms, banks, sports teams, colleges, 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...in the nation's future. As a partner, you can help see to it that schools in your community are improved. And good schools produce good citizens...the knowledgeable, skilled, informed consumers and leaders of tomorrow that help make and keep a community strong.

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

THE WHITE HOUSE

WASHINGTON

November 4, 1983

MEMORANDUM FOR RICHARD A. HAUSER

FROM: JOHN G. ROBERTS *JGR*

SUBJECT: Partnerships in Education

Jim Coyne has responded to your October 13 memorandum, which recommended changes in the proposed memorandum for department and agency heads from the President concerning Partnerships in Education. You will recall that we recommended making explicit in the memorandum that any participation by federal employees in this program would be entirely voluntary. Coyne has added language responsive to our concerns, and I have no objection. We should, however, reiterate our caution concerning use of appropriated funds, and I have done so in the attached draft memorandum.

Attachment

THE WHITE HOUSE

WASHINGTON

November 4, 1983

MEMORANDUM FOR JAMES K. COYNE
SPECIAL ASSISTANT TO THE PRESIDENT
PRIVATE SECTOR INITIATIVES

FROM: RICHARD A. HAUSER */s/*
DEPUTY COUNSEL TO THE PRESIDENT

SUBJECT: Partnerships in Education

We have reviewed the draft of the Presidential memorandum on Partnerships in Education submitted with your memorandum of November 2, and find no objection to it from a legal perspective. As a stylistic matter, we recommend deleting "business" in the fourth line. The word did not appear in this place in the previous draft, and strikes us as superfluous since "involvement" is already qualified with the phrase "by the private sector."

We would also reiterate the caution expressed in our memorandum of October 13 concerning use of appropriated funds. Care must be taken in implementing this volunteer program to ensure that appropriated funds are used only for those purposes for which they were appropriated.

RAH:JGR:aea 11/4/83
cc: FFFielding/RAHauser
JGRoberts ✓
Subj
Chron

THE WHITE HOUSE

WASHINGTON

November 2, 1983

MEMORANDUM TO RICHARD HAUSER
DEPUTY COUNSEL TO THE PRESIDENT

FROM: JAMES K. COYNE, SPECIAL ASSISTANT TO THE
PRESIDENT, PRIVATE SECTOR INITIATIVES

SUBJECT: PARTNERSHIPS IN EDUCATION.

In response to your memorandum dated October 13, regarding the Partnerships in Education memo to Executive departments and agencies, I am enclosing language for your consideration.

I would like to soften the penultimate sentence in the second paragraph to read: "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."

Please let me know by Friday afternoon if you feel a change would be appropriate.

THE WHITE HOUSE

WASHINGTON

October 31, 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 business 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

WHITE HOUSE STAFFING MEMORANDUM

DATE: 10/14/83 ACTION/CONCURRENCE/COMMENT DUE BY: 10/18/83

SUBJECT: DRAFT PRESIDENTIAL MEMO RE PARTNERSHIPS IN EDUCATION

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input type="checkbox"/>	HERRINGTON	<input type="checkbox"/>	<input type="checkbox"/>
MEESE	<input type="checkbox"/>	<input type="checkbox"/>	HICKEY	<input type="checkbox"/>	<input type="checkbox"/>
BAKER	<input type="checkbox"/>	<input type="checkbox"/>	JENKINS	<input type="checkbox"/>	<input type="checkbox"/>
DEAVER	<input type="checkbox"/>	<input type="checkbox"/>	McMANUS	<input type="checkbox"/>	<input type="checkbox"/>
STOCKMAN	<input type="checkbox"/>	<input type="checkbox"/>	MURPHY	<input type="checkbox"/>	<input type="checkbox"/>
CLARK	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/> P	<input type="checkbox"/> SS	ROLLINS	<input type="checkbox"/>	<input type="checkbox"/>
DUBERSTEIN	<input type="checkbox"/>	<input type="checkbox"/>	SPEAKES	<input type="checkbox"/>	<input type="checkbox"/>
FELDSTEIN	<input type="checkbox"/>	<input type="checkbox"/>	SVAHN	<input type="checkbox"/>	<input type="checkbox"/>
FIELDING	<input type="checkbox"/>	<input type="checkbox"/>	VERSTANDIG	<input type="checkbox"/>	<input type="checkbox"/>
FULLER	<input type="checkbox"/>	<input type="checkbox"/>	WHITTLESEY	<input type="checkbox"/>	<input type="checkbox"/>
GERGEN	<input type="checkbox"/>	<input type="checkbox"/>	COYNE	<input checked="" type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Attached are the Counsel's comments re the Draft Presidential Memo -- for appropriate action.

RESPONSE:

Richard G. Darman
Assistant to the President
Ext. 2702

Received SS
1983 OCT 13 PM 12:24

THE WHITE HOUSE
WASHINGTON

October 13, 1983

MEMORANDUM FOR RICHARD G. DARMAN
ASSISTANT TO THE PRESIDENT
DEPUTY TO THE CHIEF OF STAFF

FROM: RICHARD A. HAUSER *RH*
DEPUTY COUNSEL TO THE PRESIDENT

SUBJECT: Partnerships in Education -- Draft
Presidential Memo to Heads of Departments
and Agencies and Enclosed Materials
(Prepared by the Office of Private Sector
Initiatives)

Counsel's Office has reviewed the proposed Presidential memorandum to heads of executive departments and agencies on Partnerships in Education. This proposed program, which we have not had an opportunity to review until this late date, should, in our view, only proceed on the basis of voluntary participation by federal employees on their own time. This point must be made clear in the Presidential memorandum.

Those charged with implementing the program, both in the Private Sector Initiatives Office and in the agencies, must also be reminded that appropriated funds may only be used for those purposes for which they were appropriated. Serious questions would be raised, for example, if an agency with no specific responsibilities in the education area were to use appropriated funds to assist its adopted school. Any such questions arising in the course of implementing this program should be reviewed by the appropriate general counsel.

With respect to the particular language of the memorandum, we recommend changing the beginning of the penultimate sentence in the second paragraph to read: "Elements of the partnership can range from your employees volunteering to become involved in..." The following should also be added at the end of the second paragraph: "Participation by individual employees in this program is entirely voluntary, and should be on the employee's own time."

THE WHITE HOUSE

WASHINGTON

FOR: THE HEADS OF EXECUTIVE DEPARTMENTS AND
AGENCIES

SUBJECT: Partnerships in Education

On October 13, 1983, I am inaugurating the National Partnership in Education program. The program will highlight successful business/education partnerships and call 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 partnership can range from ~~having~~ ^{volunteering to become} your employees involved 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.

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

RR

THE WHITE HOUSE

WASHINGTON

December 15, 1983

MEMORANDUM TO WHITE HOUSE AND EOP STAFF

FROM: MICHAEL K. DEEVER *MD*
SUBJECT: PARTNERSHIPS IN EDUCATION.

The response to my November 3 memo and request for participation in the White House adoption of Congress Heights Elementary School has been very good. I appreciate the response to date, but must stress the seriousness of this initiative and ask each of you to try to commit several hours a week to assist the school and student body. If you have not indicated your willingness to participate, please do so by completing the attached form.

Offers of involvement range from one-on-one tutoring to classroom speaking to donations of books and equipment. The students and teachers have visited the White House often and have been included in many of the holiday programs.

Following Jim Coyne's meeting with the principal and staff of Congress Heights, it was decided that Bill Dalton, the principal would combine the many offers of assistance from White House staff with the school's curriculum. That will be done over the holidays and staff members will be contacted starting January 1 with full details and schedules.

We are anxious to make this a substantive partnership. Please indicate your willingness as quickly as possible.

THE WHITE HOUSE

WASHINGTON

WHITE HOUSE PARTNERSHIPS IN EDUCATION PROGRAM
WITH CONGRESS HEIGHTS ELEMENTARY SCHOOL

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NAME _____

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ADDRESS _____

PHONE NUMBER _____

Please indicate your preference:

A) Grade Level (K, 1,2,3,4,5,6) _____

No Preference _____

B) Particular subject area _____

(English, Math, Science
Arts, Music, Athletics,
Foreign Languages)

Other _____

No Preference _____

Specific interest, estimate of time available

Return to James K. Coyne, Private Sector Initiatives, Room 134,
OEOD.