The Conference Board

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A Business Guide to Support Employee and Family Involvement in Education

- *The context for employee and family involvement in education*
- *Practical steps to achieve results*
- *Future local, regional, and national directions*

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A Business Guide to Support Employee and Family Involvement in Education
by Susan D. Otterbourg

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"WITH THE COLD WAR BEHIND US AND A NEW CENTURY COMING, IMPROVING EDUCATION OUGHT TO BE OUR GREAT PATRIOTIC CAUSE. By enlisting in this mission, you will strengthen your companies and your communities in every good way. You will help your employees to be good parents and productive workers. It is good for the bottom line when you work to lift up education."

U.S. Secretary of Education Richard W. Riley
1997 Conference Board Business and Education Conference

Introduction

This guidebook provides business leaders and their education and community partners with information and guidance about policies and practices that promote employee and family involvement in education, address workforce and student needs, and support education initiatives within communities. The material includes practical applications and examples from employers who are actively participating in these efforts.

Section I addresses employer and employee concerns that motivate their involvement in education. Employers, who are challenged to remain economically competitive, have concerns focused on workforce needs; recruitment and retention of qualified, productive employees; employee and family well-being; quality of community life; and consumer loyalty. Employees, whether professionals or low-wage earners, managers or entry-level workers, face the stress of balancing work and family life. Their particular concerns focus on quality time with families, child and after-school care, schedules, relocation, and supervisory relationships.

The importance of expanding work-family programs is given additional credibility when employers use cost-benefit analysis as a tool to justify investments in efforts that help employees and families better balance work and family roles and responsibilities. A close examination of program costs and assessment has the potential to measure the impact of employer education initiatives on employee performance, thereby determining the bottom line of these efforts. An important outcome could be to encourage employees (with or without children) to become more substantively involved in education.

In spite of changing demographic and labor force trends and workforce needs, work and family programs are not widespread. Although some growth has been documented, there is a growing need and demand for services and programs to support family and employee involvement in education, both within the company and within the larger community. Section I concludes with an examination of the quality and quantity of business policies and practices that support employee and family involvement in education in terms of services for employees' school-age children; information and support for employees who have responsibility for school-age children; and institutional support for community programs that serve school-age children.

Section II details a four-step plan for businesses and other organizations to plan, develop, and manage initiatives focused on involvement in education:

- Step 1 provides assessment guidelines and tools to help assess and analyze employer, employee, and community needs related to family and employee involvement in education.
- Step 2 establishes a framework for initiatives by engaging and committing top management to effect policy and program decisions, recruiting key internal and external stakeholders to actively participate in project development and implementation, and determining goals and objectives.
- Step 3 crafts a work plan.
- Step 4 assists in managing initiatives through communications, scheduling, budgeting, and assessment guidelines; technology tools for support and guidance; tips and strategies to address and overcome challenges; and program monitoring and evaluation to determine "what works."

Section III examines what employers see as the scope (local, regional, and/or national) of their future efforts, both within their organizations and within their communities. Finally, the Appendix provides key professional sources for employers to help achieve goals and objectives related to employee and family involvement in education.

Establishing the Context for Employee and Family Involvement in Education

Business is being challenged to meet its workforce needs, remain economically competitive in a global society, and maintain a community quality of life. Organizational changes (e.g., ongoing restructuring, downsizing, mergers/acquisitions) are challenging the notion that work life and family life can be split into distinct entities.

A recent survey explored employers' policies and practices that currently help employees maintain a balance between the responsibilities of personal life and work.[1] Eighty-six percent of these employers, who represented nearly seven million employees, agreed that their ability to remain competitive in the future was dependent upon their success in addressing work/life and diversity issues.

Employer Concerns

How does employer support of family and employee involvement in education "fit" into this equation of balancing work life and family life? A 1992 Conference Board survey reported that initiatives promoting family and employee involvement in education address (in descending order of importance) productivity, retention, competitiveness, satisfying a need expressed by employees, and quality and competence of the future workforce.[2]

A more recent Conference Board survey yields information about employers' reasons for implementing internal policies, services, and programs to support employees' school-age children (ages 6–18), and/or employees who have responsibility for school-age children (see Chart 1).

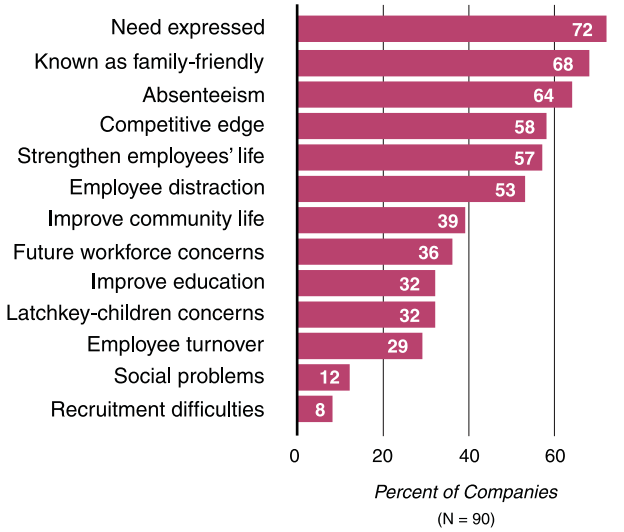
The same survey revealed that the reasons for providing institutional support for community programs that serve school-age children were related to: future workforce concerns (69 percent); improving community life (66 percent); being recognized as a family-friendly company (56 percent); and local school concerns (43 percent).

Workforce Needs

Employers' concerns focus on attracting and retaining qualified workers in an economy that is experiencing some labor shortages, as well as changes in workforce demographics and needs—specifically, accessibility to and recruitment of a workforce qualified to fill technical and skilled-labor positions.

Chart 1

Factors Motivating Internal Policies to Support Employee Involvement in Education



Source: Deborah Parkinson, *Work-Family Roundtable: Education Initiatives,* Volume 7, Number 1, The Conference Board, Spring 1997.

[1] William M. Mercer, *Mercer Work/Life and Diversity Initiatives Benchmarking Survey 1996*.

[2] Arlene A. Johnson, ed., *Work-Family Roundtable: School-Age Programs,* Volume 2, Number 4, The Conference Board, Winter 1992.

RAMAC (Racine Area Manufacturers and Commerce) noted that in Racine, Wisconsin, 60 percent of employment had been manufacturing-based, but in the last 10 to 20 years, simple assembly-type jobs have gone overseas. The only jobs left—and there are plenty of them—are high-tech, high-skill jobs, which require skill sets that were not needed 20 years ago and to which employers had no access. Along with the need for a skilled workforce are concerns about the community's schools. Wisconsin's test scores are above the national average, but that state—and the companies operating there—have very high expectations of schools. Being in the top 50 percent was not good enough. These realities spurred area employers to become involved in education.

Similarly, **Eastman Kodak Company** reviewed the issues that supported its involvement in education:

- Because the education system is a supplier of Kodak's workforce, the company has a vested interest in those who are coming out of the education system possessing the skills, knowledge, attitudes, and behaviors necessary to be successful within the workplace and to help Kodak meet its business goals and objectives.
- The company is seeing gaps between the work skills needed and those of entry-level workers coming into the workplace.
- The company has concerns about the major costs (turnover and remediation) of not having a prepared workforce.

Recruitment

Concerns related to recruiting and retaining workers often center around becoming the "employer of choice." **Bristol-Myers Squibb** notes that its work and family initiatives meet the company's human resource goals. The company believes that efforts which enhance its corporate image and strengthen its ability to attract the "best and the brightest" is a key strategy to address the competitive pressure it faces by positioning itself as an employer of choice within industries.

The **Hewlett-Packard Company** is concerned about schools in communities where it does its business, noting that if these communities do not have good schools, employees will work elsewhere. Currently, employees research communities in which they want to work for HP, and schools are a major factor.

Retention

By 2000, about two-thirds of new entrants into the workforce will be women, three-quarters of whom will become pregnant at some point during their working years. More than half of these women will return to work before their child's first birthday. About 57 percent of women with preschool children (under the age of 6) will be employed outside the home, as will two-thirds of those with school-age children. Given their special needs, there are concerns about how to recruit and retain female employees and maintain good morale, as well as reduce the tensions generated by both family and work responsibilities.[3]

A study by the Families and Work Institute found that 35 percent of employees (with children under the age of 15) would change employers if they could find one that offered them more flexible work arrangements. Another 10 percent said they would consider such a change (bringing the total closer to 50 percent) if they found a more flexible employer. These attitudes often spill over at the bargaining table, where management must negotiate benefits to retain workers' loyalty.[4]

Productivity

Employers are increasingly faced with issues tied to the productivity of remaining employees affected by downsizing, mergers, layoffs, and relocation; and the distractions associated with the family issues of child care and single parent and dual career families—absenteeism, lateness, health, and the increased probability of making mistakes that lead to injury, waste, and the reduction in quality work.

Employee and Family Well-Being

The traditional American family unit that included a male breadwinner and a female homemaker had declined from 61 percent in 1960 to 22 percent by 1991.[5] There has been an increase in the number of dual-earner families and single parents in the labor force, 38 percent of whom have children under the age of 18.[6] Working women still bear the greater burden of family and home obligations.

Quality of Community Life

A 1991 Conference Board study noted that business concerns center around the quality of community life, connections to the community's customer base, and, most importantly, the development of the future workforce. Organizations that have

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3 Dana E. Friedman and Ellen Galinsky, "Work and Family Trends," in Sheldon Zedeck, ed., *Work and Family* (New York: Jossey Bass, 1991).

4 Ellen Galinsky, James T. Bond, and Dana E. Friedman, "The Changing Workforce: Highlights of the National Study," Families and Work Institute, 1993.

5 Durward M. Rushforth, "Family Programs Pay Off in Lower Absenteeism," *Employment Relations Today*, Summer 1991.

6 *Employers, Families and Education*, Bureau of Labor Statistics, U.S. Department of Education, 1997.

traditionally strong ties to the community (e.g., utilities, financial services, smaller companies) regard quality of community life as more important than global competitiveness in their support for educational improvement.[7]

Consumer Loyalty

It is natural for companies to connect with their communities to support family and employee involvement in education to improve their community image locally, regionally, or nationally, thereby building or improving customer ties and adding value to company products.

Utilities (because they are tied geographically to their communities) expressed particular concern that inadequate K–12 education could eventually undermine the consumer base for their companies' products and services. **Wisconsin Public Service Corporation**'s commitment to education transformation is regarded as a critical strategic business decision tied to the vitality of the company and its communities within the region. Motivations to become involved in education therefore focus on being a good corporate citizen; enhancing economic development opportunities; being perceived as a supplier or employer of choice; and enhancing brand recognition, equity, and loyalty.

Employee Concerns

Employees who are faced with differing roles and multiple responsibilities both at home and at work lead hectic and demanding lives. Balancing family and work generates stress that centers, for example, around child and/or elder care, long working hours, schedule incompatibility, relocation issues, and supervisory relationships.

Quality Time With Families

Seventy-five percent of employed parents who spend more than 40 hours per week on the job feel that they do not have enough time with their children. More than 51 percent of working women report worrying a great deal about not having enough time with their children. More than 51 percent of working women report worrying a great deal about not having enough time with their children and families—a concern they ranked higher than crime.[8]

Child and After-School Care

According to government statistics, about 17 percent of working parents (who comprise about 37 percent of the population) have preschoolers who need child care.[9] A 1993 study predicted that 40 percent more children may need care because their mothers are more likely to be working.[10]

It is difficult for families to find, obtain, and maintain adequate full-time care and education for their children under the age of six, as well as before- and after-school care for older children. Child-care arrangements often fall apart and good care is expensive. In general, companies and communities lack services to assist families in accessing affordable, quality care.

Schedules

Today's employees are increasingly asked to do more with less, and thus work longer hours. Dual-career families may face scheduling conflicts, further aggravating the balancing act of work and family.

Relocation

Downsizing, mergers, and expansion often result in lack of on-the-job flexibility. When faced with this reality, parenting duties usually "bend" rather than the job.

Supervisory Relationships

When employees face the stresses generated by work and family conflicts, the workplace may either be supportive or hostile to their needs. First, the workplace may not see or acknowledge these employee problems. Second, although the organization may voice its concern for these problems at senior management levels, supervisors may lack the sensitivity, understanding, and/or willingness to address stresses from home that are affecting work. Third, how the company addresses these conflicts may be confined to ancillary, limited programs rather than in-depth efforts that are integral to the core life of the organization.

Concerns of Minimum-Skill-Level and Low-Wage Earners

Employees who hold lower level jobs are under severe stress because they often have erratic schedules, lack paid time off, and have both low pay and low status. They also have less control over work hours, are less likely to have access to telephones or the freedom to make personal calls, or are unable to purchase adequate care.

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7 Ronald E. Berenbeim, *Corporate Support of National Education Goals,* The Conference Board, Report 978, 1991.

8 *Employers, Families and Education.*

9 Dana E. Friedman, *Linking Work-Family Issues to the Bottom Line,* The Conference Board, Report 962, 1991.

10 Ellen Galinsky and D.E. Friedman, *Education Before School: Investing in Quality Child Care* (New York: Scholastic, Inc., 1993), p. 41.

Contingent workers (including part-timers), temps, and freelancers have particular concerns. Many child-care programs do not accept children of part-time workers. These pressures of child care, housing, legal, and other related problems generate an annual turnover of 300 percent in some companies, often consuming 25–50 percent of managers' time.[11]

Participation in Children's Growth and Learning

Some parents believe that schooling should be left to the education experts, and the family's role is one of caring and nurturing outside of school. A recent "report card" from the public on the education reform movement noted that Americans still trust their educators (e.g., administrators, teachers, school boards) to make decisions about how to manage the schools, but this trust is wavering.[12]

A variety of factors interfere with family involvement in education. Employed mothers now work an average of 65 hours per week. Mothers with young children, those working two jobs, and women in professional positions are working at least 70 hours per week.[13] A recent study reveals that "only about one-fifth of parents consistently attend school programs. More than 40 percent *never* do. Only one-third of parents regularly attend their child's extracurricular performances such as athletic events or plays."[14]

Interestingly, the type of parent involvement that appears to make the most significant (albeit small) difference in student achievement is that which physically draws the parent into school: attending school programs, extracurricular activities, teacher conferences, and "back-to-school" nights. Such involvement alerts the student and the school that education is important to the family.[15]

Using Cost-Benefit Methodology[16]

Current Services and Programs

The work-and-family field continually faces a paradox. While gaining widespread acceptance as a viable business investment, it is also subject to scrutiny depending on the prevailing internal and external environments. On one hand, businesses have implemented and embraced work-and-family programs; on the other hand, companies often require a closer examination of costs and a more detailed assessment of program impact in order to justify expansion into new areas.

There are several ways to state the business case for incorporating work-and-family policies in a company, such as positive public relations, improved morale and loyalty, and increased employee retention. Most of the rationale, however, is qualitative. Consequently, WFD, Inc. has designed a cost-benefit analysis model to assess the quantitative impact of a company's family-friendly practices. This model can also be used as a template for evaluating other elements of the corporate work-and-family agenda, including education initiatives.

Education initiatives and family-supportive programs are closely linked in employees' perceptions and attitudes about their employers. Employment policies (such as flexible work schedules) that promote parental involvement in education both contribute to employees' workplace productivity and enhance their children's school-based achievement. The cost-benefit analysis model can potentially measure the impact of corporate education initiatives on employee performance as effectively as it supports the business case for overall work-and-family responsiveness.

In any evaluation, understanding a program's original objectives is key to eliminating any possible false assumptions. The WFD model is adapted and depends on the company's goals and motivation. A survey of WFD clients during the development of the model revealed three major reasons for implementing family-friendly policies: competitors' initiatives, recruitment, and employee retention. Companies using the WFD model to evaluate the impact of education initiatives as a component of work-and-family supports will need to identify other relevant factors.

What Is Cost-Benefit Analysis?

Assessing the cost versus the benefit of implementing work-and-family policies presents an opportunity to clarify the multiple objectives of these programs. Typically, companies try to meet both qualitative and quantitative objectives when work-and-family programs are developed. When measuring the success of corporate initiatives, these same factors should be considered.

WFD's cost-benefit model measures the following quantitative factors of family-supportive policies:

- employee time saved
- increased performance
- employee retention
- stress reduction/healthcare cost prevention
- reduced absenteeism

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[11] Sue Shellenbarger, "Work and Family: Flexible Workers Come Under the Umbrella of Family Programs," *The Wall Street Journal*, February 8, 1995, p. B1.

[12] Jean Johnson and John Immerwahr, *First Things First: What Americans Expect from the Public Schools* (New York: Public Agenda, 1994), p. 36.

[13] Juliet B. Schor, *The Overworked American; the Unexpected Decline of Leisure* (New York: BasicBooks, A Division of HarperCollins, 1991).

[14] Laurence Steinberg, *Beyond the Classroom: Why School Reform has Failed and What Parents Need to Do* (New York: Simon & Schuster, 1996), p. 128.

[15] *Beyond the Classroom: Why School Reform has Failed and What Parents Need to Do*, p. 125.

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These measures, combined with conservative assumptions, reveal that spending $1 on family-resource programs almost always yields more than $2 in direct cost savings. This holds true regardless of company size, industry type, or average income of employees.

The sample work sheets below can be used to calculate total company cost savings from implementing family-resource programs (such as the counseling and referrals program delivered by WFD to corporate employees). The samples demonstrate how the model measures the bottom-line feasibility of work-and-family policies. When reviewing these models, it is important to consider the assumptions used to calculate the benefits:

- Average salary = $40,000 per year
- Total employee cost = 1.3 x annual salary ($52,000)
- Annual working hours = 1,880 (vacation and holiday total = 5 weeks)
- Cost per hour = $28 (total employee cost/ annual work hours)

Calculating Cost Savings

Cost Benefit of Employee Time Saved

Employee Cost Assumptions

Average Salary	Total Employee Cost (1.3 x Salary)*	Annual Working Hours Vacation/Holiday Total = 5 weeks	Cost per Hour (Total Employee Cost/ Annual Working Hours)	Percent Work Time Saved
$		1,880	$	80%

* Estimate of the total employee cost of salary plus benefits.

Formula for Calculating Cost Benefit of Employee Time Saved

Consultation and Referral Cases**	x	Average Hours Saved	=	Total Hours Saved	x	Cost per Hour	=	Total Labor Savings	x	Percent Work Time Saved	=	Total Company Savings
						$		$		80%		$

** This category can change to measure such factors as the number of employees involved in utilizing education-focused programs and benefits.

Cost Benefit of Higher Performance/Increased Focus and Motivation

Employee Cost Assumptions

Average Salary	Total Employee Cost	Annual Working Hours	Cost per Hour
$	$	1,880	$

Calculation of Cost Benefit of Additional Output Due to Increased Focus/Motivation

If each employee using the family-resource program gained only 30 minutes of output per month due to increased focus and motivation, the annual cost savings would be:

Number of Cases	Additional Hours of Output (Number of Cases x 6 Hours)	Annual Working Hours	$ Savings (Additional Hours x Cost per Hour)
		$	$

Cost Benefit of Employee Retention

Turnover Cost Assumption

The combined cost of recruiting, training, relocation, new employee inefficiency, and the inefficiencies caused by a vacation position are estimated to total between 75 percent and 150 percent of direct salary.[1]

[1] Dana E. Friedman, *Linking Work-Family Issues to the Bottom Line*, The Conference Board, Report 962, 1991, p. 12.

(continued on page 12)

Calculating Cost Savings (continued)

Calculation of Cost Benefit of Employee Retention

If use of the family-resource program influences just 0.5 percent of the users to remain at the company, the cost savings would be:

Number of Cases	Number of Employees Retained (.005 x Number of Cases)	Average Cost of Turnover (.75 x Direct Salary)	$ Savings (Number Retained x Turnover Cost)
		$	$

Cost Benefit of Preventing Health and Mental Healthcare Costs

Background and Assumptions

Seventy-two percent of all workers experience three or more stress-related illnesses "somewhat often" or "very often" over the course of a year.[2]

Calculation of Cost Benefit of Stress Reduction/Preventing Healthcare Costs

If only 5 percent of the employees using the family-resource program avoid one healthcare case, the cost savings would be:

Number of Cases	Employees Who Avoid Further Care (.05 x Number of Cases)	Average Case Cost, Health and Mental Health	$ Savings (Number of Employees x Average Case Cost)
		$1,925	$

Cost Benefit of Reduced Absenteeism

Absenteeism Rate Assumption

Employees with dependent-care responsibilities are absent approximately five days per year due to family obligations.[3]

Calculation of Cost Benefit of Reduced Absenteeism

If each employee using the family-resource program reduced absenteeism by only five hours per year, the cost savings would be:

Number of Cases	Absenteeism Hours Saved (5 Hours x Number of Cases)	Cost per Hour	$ Savings (Absenteeism Hours Saved x Cost per Hour)
		$	$

[2] Northwestern National Life Insurance Co., *Employee Burnout: America's Newest Epidemic*, 1991, p. 5.

[3] Ellen Galinsky & D. Hughes, "The *Fortune* Magazine Child Case Study," Unpublished paper, Bank Street College of Education, New York, 1987.

"Usage" refers to the actual number of times employees use the counseling and referral benefit offered by the company and delivered by WFD. Usage, however, can be substituted for the number of employees who utilize the corporate policies that promote parental involvement in education, or the number of employees who volunteer and participate in the education initiatives.

Furthermore, the average salary and annual working hours can be adjusted to more accurately reflect an individual company's figures. A company can establish its own assumptions based on the factors it chooses to measure. It can also conduct a baseline study of employee absenteeism, healthcare costs, retention, and productivity in order to secure a more accurate depiction of how family-friendly initiatives affect the company.

Who Can Use Cost-Benefit Analysis?

The WFD model is not dependent on company size or industry type. For example, when using this adaptive model in a 1996 review of five WFD clients with an average employee population of 500, the following cost-benefit information was revealed:

- Average annual company investment in work-and-family resources = $12,700
- Average annual total company savings = $64,243
- Average payback ratio = $4.75:$1.00

The five companies evaluated are all based in the Northeast and represent a variety of industries, from retail to technology. The average annual employee salary is $40,000.

Nearly the same average payback ratio holds for large companies with average annual employee salaries of less than $35,000. In a review of five companies with average annual salaries ranging from $22,560 to $32,057, the average payback ratio was $3.34:$1.00.

There does not, however, seem to be a correlation between the employee income levels and use of family-supportive services and policies. For instance, a large retail chain with nearly 14,000 employees nationwide shows an average annual salary of $24,000, with 9 percent usage of family-resource programs. The company realized a total annual cost savings of $517,516 for its $236,471 investment.

In comparison, a large Southeast-based financial services corporation with more than 65,000 employees has an average employee salary base only slightly higher at $28,000. Fifty-three percent of the employees participate in the work-and-family programs offered by the company at a payback ratio of $5.18:$1. This ratio represents the following:

- Company investment in work and family = $1,812,554
- Estimated total annual company savings = $9,383,232
- Estimated total annual hours saved = 477,761

Table 1 provides examples of how other companies of various sizes, and with employees at various income levels, have been able to calculate the cost benefit of implementing work-and-family support programs.

Using the cost-benefit analysis model to calculate the impact of work-and-family initiatives does not require a significant investment in external resources. Its effectiveness is merely dependent on several factors that must be determined on an individual company basis:

- What are the overall business objectives that will drive the decision to implement family-friendly policies?
- What are the employees' needs that must be fulfilled to better help meet the business objectives?
- What are the best programs and resources that will help employees and the corporation?

In answering these questions, it may become obvious that outside consultation and services are required to implement the family-resource programs, but using the WFD template to calculate benefits is simple enough to conduct internally, for any size or type of company.

A company trying to determine whether it needs outside consultation and assistance in developing, implementing, and assessing the value of work-and-family programs should consider the following factors:

- benchmarking, including sample materials from other companies in the same industry or of similar size;
- using company-specific data for assumptions and baseline data;
- determining whether policies vary in different locations and divisions of the company, and sampling the various divisions;
- conducting ongoing evaluation of cost-saving strategies;
- conducting ongoing employee surveys to measure employee use and satisfaction with family-friendly resources;
- integrating management training with analysis of the cost-benefit analysis model, and making the business case; and
- determining how to use the cost-savings data to continue to evaluate and build the long-range business objectives.

Table 1: Cost-Benefit Profile of Varied Companies

Company	*1996 Population*	*Total Use*	*Average Salary*	*Work-Family Costs*	*Estimated Company Savings*	*Estimated Total Hours Saved*	*Estimated Payback Ratio*
Food company	2,400	246	$24,700	$42,638	$153,009	9,000	$3.59:$1
Delivery company	90,000	9,102	32,057	1,175,600	3,208,109	144,770	$2.73:$1
Law firm	425	104	40,000	16,634	91,790	3,319	$5.52:$1
Entertainment company	11,300	1,447	40,000	184,467	757,386	27,382	$4.11:$1
Bank	5,005	1,087	22,560	112,619	339,300	21,750	$3.01:$1

The inclusion of education initiatives in the workplace, particularly if they are positioned as a component of family-friendly policies, will also undergo the same close examination of cost, program impact, and return on investment. Companies committed to education programs recognize the qualitative benefits and the long-range value of investing in the nation's future workforce through education partnerships. The WFD cost-benefit analysis model is a means by which the qualitative value of such initiatives are measured and sustained.

Current Services and Programs

Business has already made some investment of resources to support employee and family involvement in education. What is the quality and quantity of these services and programs that are currently available to employees (with or without children), to employees' children, and to schools and children within employers' communities?

The Spring 1997 issue of The Conference Board's *Work-Family Roundtable* found that collaboration among employers, families, and educators continues to generate corporate programs and policies that support school-age children and their families, as well as business/education partnerships within the community. Of the 90 respondents representing many industries and fields, two-thirds said their companies have expanded their involvement in education throughout the past five years. This action reinforces:

- President Clinton's "Call to Action for American Education in the 21st Century," which provided a major focus on meeting high academic standards through expanding efforts such as Head Start and challenging parents to get involved early in their child's learning.
- The nationwide Partnership for Family Involvement in Education, developed by the U.S. Department of Education, under the leadership of Secretary of Education Richard W. Riley. More than 3,800 family, school, community, employer, and religious groups have joined the partnership to strengthen at-home activities that encourage reading; promote and adopt family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools; and support community-based organizations and schools to work together to create neighborhood learning communities through organized before- and after-school and summer activities.

In spite of this "call to action," changing demographic and labor force trends, and workforce needs, work and family programs are not particularly widespread, although a Hewitt Associates survey noted that between 1990 and 1995, the number of employers offering programs to help employees with family matters increased 64 percent.[17] Larger companies, companies with a higher percentage of professional employees, companies experiencing recent business expansion, and companies that had experienced changes due to mergers and acquisitions, downsizing, relocation, etc., were more involved with child care and work-family initiatives.[18]

The Spring 1997 *Work-Family Roundtable* also noted that employer initiatives for employees with school-age children generally take three forms, which may be available throughout an organization or available only in particular sites:

- services for employees' school-age children;
- information and support for employees who have responsibility for school-age children; and
- institutional support for community programs that serve school-age children.

Services for Employees' School-Age Children

Services for employees' school-age children center primarily around child care (for young children, or after-school and summer programs). According to the Spring 1997 *Work-Family Roundtable*, the most common forms of services and programs offered for school-age children were: "Take Your Child to Work Day" (74 percent of respondents); summer holiday programs (39 percent); back-up/emergency care (36 percent); scholarships (32 percent); child care (27 percent); and after-school/summer camp programs (20 percent).

Off- and on-site day care/subsidized day care. The *Hewitt 1995-1996 SpecBook* noted that 10 percent of employers have child care centers.[19] The September 1996 issue of *Monthly Labor Review* noted that 2 percent of companies pay for subsidized day care; 5 percent do so for off-site day care; 4.1 percent provide day care subsidies to employees; 11 percent donate funds to local day care providers in return for slots for their employees; and 15 percent have a full-time employee to handle these programs.

Other child care and educational support. To reduce parental stress (often associated with having to leave children in self care), employers are increasingly meeting employees' needs through newer programs (e.g., sick/emergency child care, before- and after-school care, and school holiday pro-

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17 "Work-Life Programs. More Employers Are Offering Programs to Help Employees Meet Family Needs," BNA's *Employers Relations Weekly*, February 26, 1996, p. 220.

18 Ellen Galinsky and A. Morris, "Employers and Child Care," Paper presented at the Symposium on Day Care for Children, Washington, D.C., October 4, 1991.

19 "Work-Life Programs. More Employers Are Offering Programs to Help Employees Meet Family Needs," p. 220.

grams). An earlier survey indicated that, either throughout an organization or at specific locations, 40.8 percent of employers provided back-up emergency care; 33.5 percent provided vacation and holiday programs; 32.3 percent provided education for children in self care; and 28.8 percent provided "special day" arrangements (e.g., during "snow days").[20]

Information and Support for Employees Who Have Responsibility for School-Age Children

Information and referral programs supporting education are more likely to be internal services for employees with school-age children because these programs are less costly than direct services provided to employees and their children.[21] Actually, the use of these programs is neither consistent nor widespread. The most commonly provided services are flexible work policies and schedules that not only enable employees to do their jobs, but also to attend school events and spend more time with their children. About 25 percent of the companies offer such services and 24 percent of eligible employees take advantage of them. Fewer than 2 percent of eligible employees take advantage of job sharing, telecommuting, and part-time work options; only 51 percent of companies have formal part-time work policies.[22]

Respondents to The Conference Board's 1997 survey on education initiatives stated that throughout their organizations or in some locations, family-friendly services had expanded: 91 percent of these organizations used flexible work schedules; 89 percent had a policy to allow employees to call home or receive calls (up from 75 percent in a comparable 1992 Conference Board study); 83 percent had a resource list of community programs (up from 62.2 percent); 68 percent had parenting seminars; and 60 percent had a time-off policy for school activities (up from 57.3 percent).[23]

The *Hewitt 1995-96 SpecBook* noted that 67 percent of employers permitted flextime arrangements in 1995 (up from 54 percent in 1990); 96 percent offered dependent care spending accounts; and 40 percent offered resource and referral services.[24] **Marriott International**, for example, ensures that all classes of workers (including temps, seasonal workers, and part-timers) are eligible to use its telephone resource service, which offers multilingual social workers who are skilled in child care, parenting, and family issues.

Company participation was more likely to increase when state or federal government took action to promote family issues and to build a better child care infrastructure. In anticipation, or because of mandates, some companies have improved or expanded their parental leave policies, or assisted their employees with child care and elder care responsibilities using Dependent Care Assistant Plans (DCAPs). Other forms of support to help with costs of care include vouchers (usually limited to low-income employees and to a limited amount of subsidy) and discounts (such as reductions in the fee of certain designated centers).

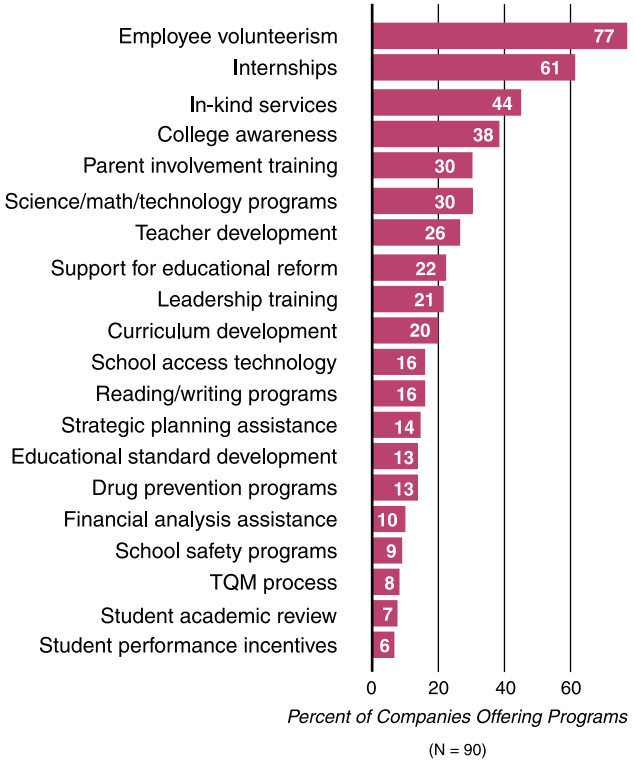
Institutional Support for Community Programs That Serve School-Age Children

These services and programs encourage all employees (with or without school-age children) to become involved in schools/education.

As shown in Chart 2, businesses are implementing a variety of services and programs as partners in education with their communities.

Chart 2

Activities to Support Community Educational Improvement



Source: Work-Family Roundtable: Education Initiatives, p. 6.

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20 *Work-Family Roundtable: School-Age Programs.*

21 Polly A. Phipps, "Employers and Work/Family Programs," *Monthly Labor Review,* September 1996, pp. 45–46.

22 Jaclyn Fierman, "The Workplace: Are Companies Less Family Friendly?" *Fortune,* March 21, 1994, pp. 64–67.

23 Deborah Parkinson, *Work-Family Roundtable: Education Initiatives,* Volume 7, Number 1, The Conference Board, Spring 1997, p. 5.

24 "Work-Life Programs. More Employers Are Offering Programs to Help Employees Meet Family Needs," p. 220.

Although many corporations have decreased their workforce, and remaining employees carry a heavier workload, the percentage of employees who are participating in volunteer activities continues to increase. Some of this increase may well be due to the fact that companies have tied into special incentives connected to their role as corporate citizen, for example, the Community Reinvestment Act (CRA). In fact, two-thirds of the respondents in a recent Conference Board report stated that their companies have expanded their involvement in education over the past five years. A 5 percent increase in contributions was forecast for 1996, with a smaller increase expected in 1997. Although most contributions are given as cash, noncash contributions (e.g., company products, equipment, property, and personnel for service; nonprofit boards; other volunteer activities) reached the largest share since 1985, totaling 20 percent. Most of these noncash contributions to education (64.1 percent) were in the form of computers and office equipment.[25]

What Services and Programs Are Still Needed?

More research will be needed to create buy-in from key players within organizations and top management's advocacy for "family-friendly" workplaces before further change will occur. A recent Ford Foundation report sees the growth of work-family efforts that reach beyond individual programmatic efforts and services through systemic solutions that restructure and reorganize the work processes/work culture.[26] This view reinforces recommendations to build the consideration of family issues into job design, work processes, and organizational structures.[27]

The Families and Work Institute also observed how many employers are or anticipate moving from programs fielding specific work benefits, to policies that integrate flexible work arrangements into a coordinated program and target the work-life needs of all employee groups in a comprehensive, systemic way. These stages are not always followed sequentially and many employers work on issues of two or more stages simultaneously.[28]

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[25] Audris D. Tillman, *Corporate Contributions in 1995*, The Conference Board, Report 1172-96-RR, 1996.

[26] Rhona Rapoport and L. Bailyn, "Relinking Life and Work: Toward a Better Future," The Ford Foundation, 1996.

[27] Keith H. Hammonds, "Balancing Work and Family," *Business Week*, September 16, 1996, pp. 74–80.

[28] *Education Before School: Investing in Quality Child Care*, Chapter 5.

Moving Ahead: “How To” Steps to Achieve Results

This section provides step-by-step guidance on how business and its partners can better develop and manage their programs. Included are practical information, management tools, and resources to link internal business policies with services and programs to support employee and family involvement in education. Applications by business colleagues of procedures, strategies, and programs will be highlighted throughout this discussion.

Employee and family involvement in education can be broken down into four steps:

STEP 1: Assess and analyze employer, employee, and community needs.

STEP 2: Establish a framework for the initiative:

- Engage and commit top management to effect policy and program decisions.
- Recruit key internal and external stakeholders to actively participate in project development and implementation.
- Determine program purposes and objectives.

STEP 3: Develop and implement a work plan.

STEP 4: Manage initiatives:

- Create guidelines to manage program activities.
- Use technology tools for support and guidance.
- Address and overcome challenges to success.
- Monitor programs and evaluate documented results (make programs accountable).

Assess and Analyze Employer, Employee, and Community Needs

Assessment Guidelines

Before decisions can be made about what new or expanded efforts are needed, companies conduct informal or formal assessments. These assessments determine existing levels of company support to employee and family involvement in education; the needs of the population to be served; the priority order of these needs; and the existing resources (human, financial, material) that can meet these needs. Figure 1 provides assessment guidelines for companies to assess their needs both within their organizations and the community.

Assessment Tools

Common forms of assessment to solicit employee and partner feedback include internal company and/or community audits, analysis of records, written surveys, e-mail questionnaires, interviews, focus groups, forums, and meetings. These assessment tools are used by companies and organizations to determine needs related to improving education through employee and family involvement.

Internal company audits can access demographic information about employees: if they have children; ages of their children; their access to child care and other family services; how far away from work they live; whether they commute or live in the community; and their perceptions of local schools. The box on page 19 describes the data **Marriott International** culled from its audit.

Figure 1: Assessment Guidelines to Determine Internal/External Needs and Available Resources

Purpose of Guidelines

Internal Purposes

Determine current INTERNAL company impact on, and support of, employee and family involvement in education (related to recruitment, retention, productivity, parenting, child care, flextime, etc.). Includes:

- policies
- practices
- attitudes
- resources expended

External Purposes

Determine current EXTERNAL company impact on, and support of, employee and family involvement in education with schools and the community-at-large. Includes:

- policies
- practices
- attitudes
- resources expended

Assessment Steps

1. Develop Internal Team

Preferably:

- key players;
- small (3–4 people); and
- across departments.

Develop External Team

Preferably:

- internal key players, across departments; and
- external key players from education, government, community, religious, and parent organizations.

2. Develop Internal *and* External Assessment Processes

- Outline process to follow.
- Determine tools to use.
- Set up assessment procedures.
- Establish a time frame.
- Collect data.
- Analyze assessment results.
- Report/share results.

3. Use Internal Assessment Results

Use results to determine critical needs related to, for example:

- support of child care; emergency care; and after-school, holiday, and vacation programs;
- changes in company policy;
- flexible work schedules;
- resource and referral services;
- supervisory support; and
- support to family involvement in their children's education (conferences, attendance at school events, etc.).

Use External Assessment Results

Use results to determine critical needs related to, for example:

- school/school district program;
- homework hotlines;
- mentoring/volunteerism;
- sponsorship of school activities/events;
- internships/apprenticeships;
- scholarship programs;
- grant-making;
- service (committees, school board, community collaboratives); and
- programs linking parents to community services and resources (bilingual, health/human services, counseling).

4. Prioritize Internal *and* External Needs

5. Determine available company resources to meet priority needs.

Determine available internal and external resources to meet priority needs.

Getting to Know You

Marriott International operates a 24-hour, 7-day-a-week lodging and food service. Eighty percent of its employees are low-wage earners—hourly, nonexempt employees who are engaged in shift work. Marriott's development of an array of programs to meet employees' needs in balancing family and work life and to increase productivity was gathered through anecdotal information from employees, focus group sessions, and a massive survey targeting 1,600 employees (one-third of whom are managers) in Boston, Atlanta, Chicago, Washington, D.C., and Los Angeles. Through this audit, Marriott accessed the following information.

- At least 26 different languages are spoken at the company; all communications are conducted in English, Spanish, and eight other languages; 65 written languages are recognized.
- The audit uncovered the average number of children per employee and the percentage of employees who have dependents under the age of 12 (35 percent) and under the age of 5 (15 percent).
- Marriott determined how much work time employees had missed because of child care issues; how much they paid for child care; and the kind of care they preferred. The average Marriott executive associate with children younger than 12 is absent four days per year and tardy five days because of child-related issues.
- Other data collected reflected problems with replacing child care, dual dependency concerns, and elder care, as well as turnover and lower productivity data. For example, Marriott experienced increased resignations during the summer, probably because parents had difficulty getting summer care for their children.

Source: Charlene Marmer Solomon, "Marriott's Family Matters," *Personnel Journal*, October 1991, pp. 40–42.

Community audits. **Southern California Edison**'s community audit included primary and secondary research from local to national sources. This research confirmed the input that was solicited from an Educational Advisory Council and education and community contacts—lack of family involvement is a key factor in determining school success.

Another utility company, **UGI Utilities, Inc.**, asked its HR staff to conduct a simple tally on applicants for entry-level positions—how they complete applications, spell words, etc. Results were astoundingly poor. UGI also looked at workforce development in the area, what industries had left the area, and replacement industries coming in.

Other community audits have focused on how to address the difficulties of being a working parent or a caregiver for an elderly relative. For example, the **American Business Collaboration (ABC)**, initiated in 1992, is a broad national coalition of companies that are working together to help meet dependent care needs of employees and support family involvement in education. WFD, Inc., which provides guidance and expertise to this effort, worked with "champion" members of ABC to identify common issues through a combination of manager interviews, employee focus groups, and survey results. They then recommended specific projects and programs to participating companies in each city for support. Programs for school-age children represent the largest percentage (42 percent) of ABC's agenda because employees expressed such a need.[29]

Record analysis. Analysis of records encourages organizations to access baseline and longitudinal data on internal and external needs related to employee and family involvement in education. **Eastman Kodak Company** conducted national comparisons of the percentage of job applicants who are typically rejected for jobs because they do not possess the basic skills; it also examined how much money is spent on remedial training nationally. Kodak used this information as an important component in the development of corporate initiatives to support employee and family involvement in education.

Surveys/Questionnaires. **Mattel, Inc.** commissioned a national study which revealed that regardless of race, education, or socio-economic status, educational involvement is a priority for parents. However, the help parents provide at home needs to be linked with what teachers are doing in school, but parents lack information about opportunities to participate in schools and schooling. Lack of time and employer flexibility was noted as particular problems for low-income parents who said they need the support of employers willing to provide them with the flexibility to visit schools. This information triggered a community audit and extensive interviews with local and national experts who indicated that many school restructuring initiatives affirmed the value of parent and community involvement, but both schools and parents needed help with linkages to local nonprofit organizations sharing their goals.

Interviews. The **Hewlett-Packard Company**'s assessment became a two-year process that included forming an advisory committee comprising managers from government affairs, public affairs, and philanthropy; interviewing principals and teachers; interviewing local and regional elected officials; and getting input from experts in the field.

Sikorsky Aircraft had very up-to-date policies, full benefits for part-time employees, flextime since the mid-1980s, part-time, work at home, and job-sharing since the early 1990s, but people were not utilizing them. In order to learn about employee and management concerns and issues with these programs, Sikorsky conducted informal interviews with associates and managers to determine their perceptions of the programs and services. Interviews also accessed information from the people who were taking advantage of flexible work arrangements. Interviewers discussed how the employees' participation came about and how it was working.

Focus groups, forums, meetings. **Discovery Communications** consistently assesses teachers nationally through focus

[29] *Work-Family Roundtable: School-Age Programs*, p. 9.

Kodak's Framework to Secure Top Management's Support

To have **Kodak**'s top management buy in to the need to be involved in education required bringing education in front of senior management repeatedly to secure their attention. Once there was a commitment, it cascaded down to other levels. Following are the steps taken at Kodak.

First: The business case was built around the issues facing the company: the changing workplace, the growing need for different workforce capabilities, company expectations regarding workforce skills, productivity, continuous learning, and costs of not having a prepared workforce (i.e., turnover and remediation costs).

Second: A presentation was made to Kodak's CEO and then to other top leaders about these issues, including current and future concerns and implications.

Third: Once the CEO had bought in to the importance of supporting education, staff went to Kodak's internal education advisory board (comprising top-level managers from all business units and chaired by the COO). The board is responsible for setting policy and company strategies and initiatives around internal and external education; all education initiatives go to the board for approval. A corporate senior-level manager, who is the corporate sponsor and "champion" for education initiatives, sets the strategy and direction for Kodak's external education initiatives and is responsible for helping to establish and facilitate the development of that strategy throughout the company (along with the corporate sponsor).

GTE's Framework to Obtain Management Support

At **GTE**, securing support means helping top management to understand how an initiative is going to improve the bottom line. The following method is generally followed to achieve GTE's objectives of attracting excellent talent, being socially responsible, and supporting education.

First: Careful attention is given to the speeches made by the CEO. His messages (wanting the company to be the employer of choice, to be the easiest company to do business with, to work closely together, to be an inclusive corporation) are used to demonstrate how involvement in education supports these company priorities.

Second: Benchmarked data, collected from many Best-in-Class companies as well as research materials, are reviewed.

Third: Focus groups are run to verify data findings.

Fourth: Collected data are organized and then a business case is put together to "sell" the idea to senior management for approval and implementation.

groups and forums. By listening to them, the company determines teachers' instructional and curriculum interests and needs.

Through the Reinventing Education grant program, **IBM Corporation** asked superintendents, principals, teachers, and other school district personnel a single question: "Based on your experiences with school reform and your commitment to high academic standards, is there an issue that you think has been a barrier to your progress that could be overcome or ameliorated by technology?" Their answers provided IBM with 10 projects—each dedicated to finding new ways technology could help people on the front lines to raise student achievement. Working with school districts and state departments of education, IBM is creating customized technologies focused on a range of issues, including professional development, assessment, school-based decision-making, reading, integrated math/science curriculum, flexible scheduling, and parent involvement.

Establish a Framework for the Initiative

Once a company has assessed employer and employee needs concerning support of family and employee involvement in education, the next step is to establish a framework for its initiative. Key components of this effort are engaging and committing top management to address these needs, recruiting key internal and external stakeholders to participate in project development and implementation, and determining program goals and objectives.

Engage and Commit Top Management to Effect Policy and Program Decisions

Without the commitment and advocacy of top management to a more family-friendly workplace, no change can occur. Senior management needs to see that family-friendly efforts are not only good for profitability (bottom-line results, retention, recruitment, productivity), but are also the right thing to do.[30] The boxes on this page provide corporate examples of securing management commitment.

In smaller companies, top management often translates into line managers, or "breakthrough managers," who are willing to concentrate on results rather than traditional rules and procedures, to be more flexible to meet employees' needs and, at the same time, to demand high employee performance levels.

Recruit Key Internal and External Stakeholders to Actively Participate in Project Development and Implementation

Once top management is committed, the next task is to recruit key stakeholders to participate in project development and implementation. The most desirable stakeholders are business and/or community leaders who have the capacity and skills to guide and support the development of initiatives to support employee and family involvement in education.

[30] Durward M. Rushforth, "Family Programs Pay Off in Lower Absenteeism," *Employment Relations Today*, Summer 1991, p. 146.

Recruiting Guidelines

First: Target potential members depending on their availability, geographic proximity, experience, expertise, interest, and function across the community or company.

Second: Invite leaders to meetings who have:

- indicated an interest; and/or
- participated previously in similar efforts; and/or
- been targeted as a result of the assessment process.

For an internal initiative, all levels and appropriate departments/divisions should be involved. For example, **Eastman Kodak** has a variety of internal teams that form when needed, depending upon the initiative. These teams generally cross all business units and manufacturing operations.

If the effort is a partnership between a company and a community, recruits should be taken from both. For example, ***Hemmings Motor News*** continues to seek new and expanded opportunities to support and involve its own employees and their families and the community-at-large in education. Working at the local level in Bennington, Vermont, Hemmings acts as a catalyst and facilitator to mobilize the entire community, bringing together leaders from schools; other businesses; religious, civic, and community organizations; and government agencies to foster communication and coordination between existing efforts. Hemmings organized a First Day of School holiday that helps to "kick off" each school year: Working parents are given time off to go to school with their children, meet teachers, get acquainted with curricula, and access coaching and tips on how to help their children achieve academic success.

Third: Share data from the needs assessment and the company's policies and practices related to employee and family involvement in education.

Fourth: Share commitment recruited from top management.

Fifth: Gain agreement from assembled stakeholders regarding a rationale to effect change.

Sixth: Recruit commitment and participation from assembled stakeholders through the development of this shared vision for change.

The box above provides guidelines for recruiting stakeholders within a company or from the community.

Needs assessment results, and the decision to launch an effort within a company and/or in partnership with the community, determine the number and type of key stakeholders recruited. Internal stakeholders could be recruited from one department or from across departments or divisions. Community stakeholders could include leaders from other large and small businesses, education, government, higher education, civic associations, the clergy, and parent organizations, who may later serve on advisory or steering committees. If a company plans to collaborate with other community leaders, it will need to consider if its recruiting plans include joining an existing effort or a new, developing initiative.

Sample Goal Statements

"Our vision is that our employees will recognize and take part in our civic leadership, that United will be known in each of our cities and by our customers and shareholders for our community service."

— United Airlines

"To create a culture within the company that supports employee parents and encourages their involvement in their children's education. To become a leader in support of family involvement in education as a means of improving students' success in the communities we serve."

— Southern California Edison

"We are dedicated to building bridges among employers, educators, and parents, as well as parents and their children."

— FamilyEducation Company

"To get more parents involved in schools and their children's education ... particularly the working parent, through our Reinventing Education program in Charlotte, North Carolina."

— IBM

"To turn our employees into ambassadors for the quality education of children within their communities and the children within their homes. To enhance employee morale, productivity, and loyalty."

— Bristol-Myers Squibb

"To make available, at no charge (through a five-year, $150 million commitment), some of AT&T's newest technologies and extensive support services to every public and private elementary and secondary school in America ... to help families, schools, and communities use information technology effectively to improve teaching and lifelong learning."

— AT&T

"To create more affordable, available, and quality dependent care for employees, and connect parents and schools together in targeted communities where employees live and work."

— American Business Collaboration for Quality Dependent Care

Determine Project Goals and Objectives

After stakeholders are recruited and committed, the next step is to prioritize needs and focus on the goals and objectives of this effort. From this activity will flow the action plan, implementation, and management steps of the initiative(s).

Goals. Goals may focus on developing, expanding, and/or improving policies and practices that provide services for employees' school-age children; information and support for employees who have responsibility for school-age children; institutional support for community programs that serve school-age children; and/or services and programs to encourage all employees (with or without school-age children) to become involved in education. See the box on page 21 for a sample of goal statements for current initiatives to support employee and family involvement in education.

Objectives. Achievement of both short-term objectives, which relate to the products and processes implemented during the ongoing management of a company's efforts, and long-term objectives, which concern the changes expected as a result of such efforts, will lead to the achievement of the ultimate goal(s). Clear objectives will guide efforts and establish the baseline against which the results of policies and practices will be measured. The following box provides examples of corporate objective statements.

Sample Corporate Objective Statements

School Specialty

- Join a local alliance for education affiliated with the Chamber of Commerce.
- Implement a 24-hour paid-leave benefit for all employees to get involved in any child's learning (policy converts to 20,000 hours).
- Recruit involvement of other community businesses and organizations.
- Implement specific partnership activities (e.g., Junior Achievement, Bring Your Child to Work Day).

Pizza Hut, Inc.

- Expand future employee literacy skills to improve restaurant operations and enable movement of staff into management.
- Expand parent involvement in children's learning.
- Involve restaurant employees with their community.
- Combat illiteracy.
- Develop lifelong readers.

IBM

Through our Reinventing Education grant partnership with Charlotte, North Carolina (1 of 10 in the nation):

- Use technology as a tool to connect home, school, and community.
- Develop Wired for Learning, an Internet application for K–12 education, which enables:
  - — parents to communicate with their children's teachers at their convenience, and view their children's work;
  - — students to work collaboratively on projects from different locations; and
  - — teachers to access instructional materials from the Web that are tied to the district's academic standards.
- Support technological innovations by establishing a contractual arrangement with each parent regarding their involvement in their child's education and volunteer support to the school.

The American Business Collaboration for Quality Dependent Care (Bridge Project)

- Support the involvement of parent-employees in their children's education.
- Give schools an effective technology tool (school-based voice and mail system).
- Train teachers to record daily messages about classroom activities, homework assignments, and how to help children learn at home.
- Teach parents how to access these messages from any touch-tone phone (24-hour availability).
- Offer strategies to schools on customizing the technology to meet local needs (multilingual needs, etc.).
- Develop an effective technology and training model that can be replicated in communities across the country.

AT&T (Maryland)

- Establish a partnership with the Maryland Department of Education to deploy information technology in K–12 schools.
- Provide teacher training to integrate technology as an effective teaching and learning tool in the classroom.
- Increase parent and community involvement with students and schools.
- Support standards for educational excellence.
- Sponsor a grassroots effort to wire schools across the state to the Internet (Maryland's Net Weekend).
- Provide additional support to schools in Baltimore's Empowerment Zone.
- Provide every school in Maryland—at no charge—with a customized FamilyEducation Network Web site.
- Be the lead sponsor of Maryland's Blue Ribbon Schools.
- Partner with Maryland Department of Education in its Sister Schools program.

Develop and Implement a Work Plan

Working with top management and internal and external stakeholders, a company must next develop a work plan to help coordinate and achieve designated objectives. The work plan is a "living," flexible tool to prepare an organization to support and participate in efforts and to transform policies into practices.

Initially, companies should try to keep their effort manageable by testing it out as a pilot, always keeping in mind the "what ifs." If the pilot does not work, not much has been lost, and evaluations are easier. The box below outlines work plan guidelines to assist in this process; the following section highlights the work plans of two Wisconsin organizations.

Work Plan Highlights

Racine Area Manufacturers and Commerce (RAMAC). Formed in 1991, RAMAC's Education Committee includes 150 of the area's 850 small and large businesses, of which 60 are active volunteers. The effort's top players are committed to establish and maintain RAMAC's credibility in the community as a whole so that when the RAMAC committee speaks, its voice carries.

Partners signed the Racine Business Promise: to prepare students for jobs and college; reduce dropout rate; and improve the educational process, student motivation and self-esteem, and the management of the schools. All of the signers made some financial commitment, although the focus continues to be on recruiting volunteer support.

RAMAC's executive committee is the final decision-making body. Since its inception, partners review and refine initial goals and objectives, and activities aligned to these objectives.

For example, RAMAC reorganized, refocused, and reduced the number of committees from eight to three: marketing, career development, and strategic issues. The marketing committee focuses on public relations, community involvement, and special events. Career development supports learning experiences that help students understand the connection between school and real life, and administers all the

Work Plan Guidelines

First: Determine partners and participants for the effort as a whole and/or for individual activities.

Second: Determine organization and structure of the effort in terms of:

- scope:
  - — internal and/or external to the company
  - — specific company sites or throughout the company
  - — local, regional, state, and/or national
  - — across departments/divisions or within one department/ division
- structure:
  - — individual program or service
  - — collaborative/alliance
  - — volunteer program
  - — foundation
  - — partnership with school/school district/ teachers/ group of students
  - — network/clearinghouse/ resource and referral database
  - — committee
- focus of effort:
  - — policies
  - — services
  - — programs
  - — products

Third: Assign responsibilities to staff and participating partners. Keep these tasks short-term and achievable to test the strengths and follow-through of each participating stakeholder. When little or no additional staff is available, use existing staff in different ways or recruit volunteers to accomplish the work that needs to be done.

Fourth: Provide staff orientation and training as needed.

Fifth: Decide the range of activities to pursue. Prioritize activities based on:

- existing internal policies, and if necessary, new or adapted policies to support efforts or adjust goals and objectives;
- top management's and/or community partners' support and interest;
- available resources (financial, human, in-kind, material); and
- projected timeframe to accomplish the activities.

Sixth: Work out a timetable. Consider what might cause project delays and prepare to head off these challenges.

Seventh: Develop a budget. Prepare for contingencies that might cause delays or overruns.

Eighth: Determine expected outcomes. Focus on maintaining linkage of goals and objectives to expected results.

Ninth: Design a workable assessment. Proposed measurements should be "user-friendly," cost effective, and reliable.

Tenth: Adjust work plan as needed. Refine work plan to keep your initiative focused on targeted objectives.

school-to-work funds in a three-county region in southeastern Wisconsin. Strategic issues analyzes educational issues and advocates policies that will support more effective education.

Wisconsin Public Service Corporation (WPSC). This regional collaborative, created in 1992, developed a vision and a process for the commitment, and agreed on the strategic framework and process to facilitate the transformation of public education.

At WPSC, senior executives and employees from all company levels are involved in education by serving on school boards and heading up local and national committees. Six community relations leaders operate throughout the company's service area. The company's 24-hour per-year volunteer leave policy supports involvement in education.

The company participates in dual areas in education. *Internally*, an employee-driven, education planning team was developed by assembling 25 people from all facets of WPSC and the union, in addition to top management.

The company's *external* participation is conducted at the same time as its internal effort through the Utility Business Education Coalition. After securing the total commitment from the CEO and other senior level management, the company's vision for education transformation was connected with community and state efforts. Partners mapped local and state business and community education transformation efforts to determine what was happening in their region and to target key players. A report was prepared describing "lessons learned." Then WPSC helped develop the community action plan and connected it to its internal plan. The company also worked to connect with existing collaboratives in the community, and brought in other key players (e.g., higher education). Once a shared vision and priorities were established, the collaborative worked to shift funding to these community priorities. The vision, mission, goals, and objectives are revisited consistently.

Manage Initiatives

With a work plan in place, a company must now focus on ensuring the effective management of its efforts. A good manager communicates consistently with staff, partners, sites, and the community-at-large; maintains schedules; keeps within established budgets; recruits, organizes, and allocates resources efficiently; monitors ongoing processes; and evaluates results.

Guidelines for Managing Program Activities

Sound management supports employee and family involvement in education both within a company and the community. See Figure 2 for a checklist for managing program quality.

Figure 2: Checklist for Managing Program Quality

ITEM	YES	NO	DATE
1. Communications			
Contact in place for each initiative at each site	☐	☐	_____
Have contact information for all partners	☐	☐	_____
Communicate regularly with partners (e-mail, letters, phone, Internet, intranet, fax)			
— within the organization	☐	☐	_____
— with the community-at-large			
Develop and use communication strategies, procedures, and tools to report progress and results:			
— to employees	☐	☐	_____
— to community partners (schools, centers, etc.)	☐	☐	_____
— to the community-at-large	☐	☐	_____
— to the media (print, radio, TV)	☐	☐	_____
Meetings are focused and timely:			
— agenda	☐	☐	_____
— objectives	☐	☐	_____
— minutes	☐	☐	_____
2. Scheduling			
Overall time frame set and kept for:			
— staff orientation and training	☐	☐	_____
— activities (development/ implementation)	☐	☐	_____
— products (preparation/ distribution)	☐	☐	_____
— monitoring (activities, staff, outcomes, costs, attendance, media attention)	☐	☐	_____
Evaluation scheduled (frequency established)	☐	☐	_____
Reporting scheduled (frequency established)	☐	☐	_____

Figure 2: Checklist for Managing Program Quality (continued)

ITEM	YES	NO	DATE
3. Budgeting/Managing Resources			
Staff assigned to manage budget	☐	☐	_____
Detailed budget:			
— by activity	☐	☐	_____
— staff assigned to each activity	☐	☐	_____
— time allotted/spent	☐	☐	_____
— expenses	☐	☐	_____
— production costs (if product)	☐	☐	_____
Routines established to compare budget to actual costs (weekly, monthly, quarterly)	☐	☐	_____
Supervised and monitored:			
— payments	☐	☐	_____
— overruns	☐	☐	_____
— budget adjustments/ corrective actions	☐	☐	_____
Staff assigned to recruit resources:			
— internally	☐	☐	_____
— externally	☐	☐	_____
Resources:			
— recruited	☐	☐	_____
— organized	☐	☐	_____
— distributed	☐	☐	_____
— monitored	☐	☐	_____
— re-allocated	☐	☐	_____
4. Monitoring/Evaluation*			
Ongoing program/activity monitoring	☐	☐	_____
Procedures set for monitoring of:			
— activities/actions	☐	☐	_____
— outcomes/results	☐	☐	_____
— products (development, preparation, distribution)	☐	☐	_____
Evaluation schedule established	☐	☐	_____
Evaluation accomplished	☐	☐	_____
Program challenges/barriers addressed	☐	☐	_____
Challenges/barriers resolved	☐	☐	_____
Results disseminated in a timely manner	☐	☐	_____
Monitoring/evaluation used for program improvement	☐	☐	_____

* See Figure 6 on pages 32–33 for in-depth guidance of this program management component.

Management of *internal* activities concerns direct services to employees' school-age children and information and support to employees who have the responsibility for school-age children, particularly as it concerns early childhood education, dependent care, student programs and needs, and after-school and summer programs. Management of *external* activities focuses on individual volunteer recruitment and participation by all employees (with or without school-age children) in education as well as institutional support for community programs that serve school-age children. Figure 3 highlights the employer initiatives, key management steps, and allocated resources of eight organizations.

Figure 3: Employer Initiatives, Key Program Management Steps, and Allocated Resources

United Technologies Corporation (UT)

Program

The Life Choices Program provides resource and referral services from preschool through Grade 12 in areas such as child care, parenting, summer camps, college, and a homework hotline.

Steps

Identified and tracked usage of existing channels of communication: corporate publications, the Audio Journal program, the company's intranet (both at headquarters and divisions), and e-mail.

Developed additional options to disseminate information about program: brochures, posters, videotape, etc.

Formed diversity councils and workshops to support program.

Monitored communications tools; data showed that UT more than doubled the usage of the Life Choices Program.

Resources Allocated

Financial

Staff

(continued on page 26)

Figure 3: Employer Initiatives, Key Program Management Steps, and Allocated Resources (continued)

John Hancock Financial Services

Program

The New Boston Compact is an educational reform effort developed through a citywide collaboration with the Boston Public Schools, John Hancock Financial Services, Federal Reserve Bank, BankBoston, Liberty Mutual, the New England, and other business, government, and civic stakeholders. Components include Federal School-to-Career System (K–16+), College Success and School-to-Career, Alternative Education Alliance, and Pilot Schools (in-district charter schools).

Steps

1994

Voluntarily signed Boston Compact III agreement with a five-year expiration.

Established goals and objectives to: increase student access to higher education; develop innovative programs, comprehensive curricula, training, and professional development; and provide support for families and learning centers.

1996

Added components: 21st Century Schools (Annenberg Challenge), law enforcement initiative, and One-Stop Career Centers. Passed an appointed school board referendum.

Established collaborative governance with broad stakeholder representation and a core leadership of business/education that has convening authority related to policy, allocations, and measurement.

Expanded staffing.

Created built-in evaluation of system benchmarks (school change and workplace restructuring); participation levels (of students and employees); and student success (academic, workplace, and career).

Set policies concerning students, reform expectations (career, classroom, applied and active learning, career pathways), standards (academic and occupational), and competencies expected.

Determined worksite learning hours/levels.

Established evaluation process.

Completed evaluation and implementation of yearly report.

Reviewed and revised ongoing program based on outcomes.

Resources Allocated

Time

Financial

Printing/photography/ visual support

Marketing/PR consultation

Classroom space for workshops and meetings

Host graduation ceremonies for two elementary schools

Host annual Private Industry Council Partnership Showcase

GTE Corporation

Program

United Negro College Fund (UNCF) Summer Science Program

Steps

In the planning stage, employees from the GTE Laboratory facility in Waltham, Massachusetts, visited many UNCF schools to talk with faculty, students, and administrators to access input about how science and math education could be improved.

Determined goal: Encourage and support students to become and stay more involved in math and science fields.

Since 1991, GTE annually solicits math/science project proposals (from UNCF faculty) that can be researched at the GTE Laboratories just outside Boston.

Five proposals are accepted annually from faculty of five different UNCF colleges together with five college sophomores and juniors. All expenses, including room and board and a stipend, are paid by GTE.

During June, students:

— work in teams under a senior scientist at GTE Labs on special research projects;

— meet and have seminars with major scientists in their fields;

— are taught to write and present technical papers;

— are mentored and counseled about how to put their education to use in the public or private sectors (includes writing resumes, taking interviews); and

— are introduced to the major universities in the Boston area, as well as sports, cultural, and recreational events.

Ongoing program refinement based on excellent results: All 130 participating students have graduated from or are about to graduate from college. Their plans include further graduate work or work in the professions (teaching, math, physics, etc.).

Resources Allocated

Financial

Corporate staff

Mentor scientists

U.S. Army

Program

Volunteer Program

Steps

Organized a formal “Agency Goes Back to School Week/Day.”

Figure 3: Employer Initiatives, Key Program Management Steps, and Allocated Resources (continued)

U.S. Army (continued)

Had agency head at school to launch the program.

Met with school partners to determine needs and available resources, and established ground rules about what the Army could/could not do.

Developed an action plan or memorandum of understanding.

Ran recommendations by leadership for approval.

Put commitment in writing.

Gave mandatory briefing for Army staff.

Oriented and trained Army volunteers. Principals attended meetings and shared information about school, staff, and students.

Provided volunteers with "do's and don'ts" regarding behavior with students.

Divided volunteer corps throughout school. Each teacher assigned two volunteers who act as mentors, teaching assistants, and role models.

Developed calendar or planning guide so teachers and students know when volunteers would be at school and what school activities needed volunteers. Two Army volunteers are at school every day. Process set up to cover absenteeism.

Same volunteers stayed with class so students received consistent volunteer support.

Sponsored additional volunteer activities with students outside school (e.g., field trips).

Recruited support of business to supply food/beverages for special events.

Ongoing monitoring of program through "spot checks."

Resources Allocated

Volunteers

Army facilities for events

Computers

Pizza Hut, Inc.

Program

BOOK IT!
National Reading Incentive Program

Steps

1984

Developed program with educators/librarians.

Performed cost/benefit analysis.

1985

Tested program in partnership with the Kansas State Department of Education.

"Sold" program to franchisees.

Created budget for national rollout.

Hired staff.

Set up technology support (including database).

Set up BOOK IT! Advisory Council (meets semiannually).

Prepared marketing plan.

Hired outside public relations firm for first 10 years.

Maintained teacher input.

Developed optional themes and incentives.

Redesigned program materials.

Encouraged teachers/managers to enhance basic program.

Addressed problems.

Developed new enrollment strategies.

Conduct ongoing evaluation and revise accordingly.

Extended commitment to youth literacy through numerous sponsorships and projects.

Resources Allocated

Company/franchise funding

Individual restaurants/delivery and carryout units

$25 million per year

Staffing (director, supervisor of operations, five full-time service representatives)

Seven computers/mainframe

Standard office equipment

16-member Advisory Council

Public relations (first 10 years of program)

Web site

United Airlines

Program

Believers Program (one component of United's expanding network of volunteer employee mentor efforts)

Steps

Led foundation and corporate philanthropy through a four-month strategic planning process (1994) that included major input from employees.

Realigned with corporate strategic plan to establish credibility with senior management, and recruit their commitment and support to efforts.

(continued on page 28)

Figure 3: Employer Initiatives, Key Program Management Steps, and Allocated Resources (continued)

United Airlines (continued)

Identified major areas of focus: education for pre-college youth (junior and senior high schools) and building community partnerships. For example, United adopted a class of 45 Chicago inner-city fifth graders in 1995 to see them through high school graduation. Each child would be provided with:

— one-on-one employee mentoring;

— afterschool academic programming; and

— last dollar tuition support at any Illinois state college.

Sponsored kick-off events and monthly activities for students and mentors including Believers mentoring preschoolers, UIC Research Project, Believers Choir, Male/Female Responsibility workshops, Adopt-a-Grandparent Program, and orientation and training for mentors and school staff.

Ensure targets are being met by:

— realigning its efforts with those of communities involved;

— integrating its efforts with its existing internal and external projects (connecting employees as representatives of United outside of airports);

— ensuring that its volunteer efforts are both national and global;

— aligning its activities to link volunteer activities with United's overall corporate culture of teamwork and employee involvement; and

— aligning its efforts internally with promotions and advertising to inform customers about United's community efforts.

Resources Allocated

$1 million over 10 years for the Believers Program ($75,000 annual budget)

Mentors/training of employee mentors

Director of civic affairs is board vice president of the I Have a Dream Foundation (Chicago)

Mentor Advisory Council

Researcher and consultants; child psychologists

Technology support (Internet, intranet)

Project coordinator (contractual)

Three Americorps volunteers

Coordinator for volunteer programs for United

Purchase of external programs for employee education

Use of media (internal newspapers and annual reports; external awareness created through on-board airplane video program)

School Specialty, Inc.

Program

Member, Alliance of Education

Steps

Affiliated with local Chamber of Commerce (School Specialty is a small company focused on collaboration to achieve goals and share responsibilities).

Sponsored a national expert to work within the community on setting educational standards. A consultant brought stakeholders together to make decisions and helped the community frame a strategy for continuing education.

Participates in READ*WRITE*NOW, America Goes Back to School events, Principal for a Day, Junior Achievement, partnerships with schools, etc.

Established internal policies and practices to support family and employee involvement in education; developed a 24-hour paid-leave benefit that applies to all employees (with or without children).

Developed procedures related to activity forms to monitor volunteerism.

Resources Allocated

$15,000 for consultant services

24-hour paid-leave benefit converts to 20,000 volunteer hours at a cost of $200,000 to the company

Gift-matching program to equal associate's donation to a school of up to $1,000

Product-matching program at a discount rate of wholesale plus 1 percent to associates' classroom teachers or school

Mattel Foundation

Program

Hand in Hand: Parents-Schools-Communities United for Kids

Steps

1992

Community assessment in Los Angeles (corporate headquarters) reveals low-income families report desire to have access to computers, but communities have few technology resources; school labs are accessible only to limited number of children.

1993

Committed an initial $1 million to fund five Family Learning Centers in low-income neighborhoods in Los Angeles to encourage family participation in computer learning labs.

1995

Reevaluated existing grants programs and status of family and community involvement in education across the nation. Findings: school restructuring initiatives are having difficulty increasing the level of parent and community participation in schools generally as well as on advisory councils, and general public lacks information about ways both parents and nonparents can get involved in schools.

Figure 3: Employer Initiatives, Key Program Management Steps, and Allocated Resources (continued)

Mattel Foundation (continued)

Commissioned a national study that identifies two unmet needs concerning:

— opportunities for adults to share their life and career experiences and skills with schools; and

— employers' provisions regarding work flexibility to enable parents to visit schools during the day.

Mattel, Inc. responded by implementing a new employee policy that provides 16 hours annual paid leave for educational involvement. The Foundation expanded its Family Learning Center grant program nationwide to all its previously funded elementary schools that want to transform traditional computer labs into family-accessible centers with extended hours. Hand in Hand: Parents-Schools-Communities United for Kids, a multi-million dollar national awareness campaign (held during an annual Take Our Parents to School Week), was launched to broaden public awareness of what is working in education across the nation.

Hand in Hand was headquartered at the Institute for Educational Leadership (IEL). A National Advisory Committee and National Coalition were established; they include a broad range of business, community, education, parent, and student stakeholders.

Launched a national media campaign in several languages that highlighted effective programs in eight cities (Birmingham, Alabama; Chicago; Los Angeles; New York; Philadelphia; Portland, Oregon; San Antonio, Texas; and Tampa, Florida). Campaign components included public service announcements, an 800 phone line (800-953-HAND) and a Web site (www.handinhand.org) for access to brochures, reports, and links to promising programs.

Mattel joined the nationwide Partnership for Family Involvement in Education; its foundation manager currently serves on the Partnership's Employers for Learning Steering Committee and National Steering Group.

Resources Allocated

Employee volunteer program participation in local events

Toy donations as prizes and awards to local school-community collaboratives

Paid release time for both nonparent and parent volunteers

Hosted nationwide meetings

Use Technology Tools for Support and Guidance

Technology becomes an important tool to support and guide general program management to:

- connect employees to schools, to their children, and to teaching and learning;
- increase access by all employees to resources to improve the balance of work life and family life; and
- improve the management and delivery of instruction including long-term training and support for teachers; curriculum development; demonstrating applications of technical knowledge and skills in order to administer schools more efficiently; and monitoring and evaluating program results.[31]

Figure 4 lists a sampling of employers, their programs, and technology applications that are being used to support employee and family involvement in education.

[31] Alison Kirk, "Stop Comparing Schools to Business!", *Across the Board*, April 1997, pp. 23–27.

Figure 4: Sampling of Employers and Their Programs and Kind of Technology Applications

American Business Collaboration for Quality Dependent Care

Program

The Bridge Project

Technology Application

Connects parents and schools through voice messaging.

Ameritech

Program

Volunteer Calling Center

Technology Application

Through the use of e-mail and outbound calling, a central, mechanized database and calling center was developed as a single point of contact used to recruit employees and retirees and place them as volunteers at community service projects.

Hewlett-Packard Company (HP)

Program

HP E-Mail Mentors

Technology Application

HP volunteers mentor 5th–12th grade students and teachers in math or science through e-mail.

(continued on page 30)

Figure 4: Sampling of Employers and Their Programs and Kind of Technology Applications (continued)

AT&T and FamilyEducation Company

Program

AT&T Learning Network/FamilyEducation Network

Technology Application

AT&T and the FamilyEducation Company (FEC) have teamed up in statewide initiatives to give families, schools, and communities a powerful network of resources to promote family involvement in education and help students succeed in school. Using the Internet and customized local Web sites (www.familyeducation.com), AT&T and FEC provide access at no cost to interactive education experts, information, and materials—from local school activities, homework assignments, and school board meetings to parenting skills, state policy issues, and national educational trends.

IBM Corporation

Program

Wired for Learning

Technology Application

Wired for Learning, a software program at work in IBM's Charlotte-Mecklenburg, North Carolina Reinventing Education grant site, enables secure communication and collaboration through the Internet. The application allows the transmission of text, sound, and video between classrooms, schools, and networked homes and community sites. Using the program, parents can access their children's teachers at their convenience, view their children's work, and obtain information on assignments and school events; students can work together on the same project from different locations; teachers can search the Internet for challenging assignments and engage in professional development; and community members can serve as tutors and mentors.

Discovery Communications, Inc.

Program

school.discovery.com

Technology Application

A school Web site for teachers, students (K–12), and the community-at-large provides programs, lesson plans, activities, curriculum guides and other support materials, Web links, and online teacher forums.

Address and Overcome Challenges to Success

Managers need to address and overcome both internal and external challenges to their efforts to support employee and family involvement in education. These challenges usually concern time constraints, limited resources, and difficulties in communication. Figure 5 provides samples of how some employers resolved such difficulties to successfully achieve goals and objectives.

Figure 5: Overcoming Challenges

Pizza Hut, Inc.

Challenges

Keep commercialism to a minimum.

Program implementation in restaurants.

Student participation in classrooms.

Competition.

Funding.

Resolution

No advertising, no logo, no tracking of kids through certificates.

Does not require purchase of product.

Developed strategies to enhance basic program from year to year.

Continually evaluate training procedures and incentives for restaurant staff.

Tracked competitive programs and made field/franchisees aware of competition.

Showed clear benefits to senior management to ensure commitment and support.

Marriott International

Challenges

Child care for low-wage earners in an industry whose profit margin could not afford subsidizing it.

Resolution

Acted as a catalyst and established (with other lodging/institutional feeding companies in the Atlanta area) a nonprofit company to run a National Association for the Education of Young Children-accredited child care, full family service center and worked through the IRS, legal, financial, political, and community barriers.

Figure 5: Overcoming Challenges (continued)

Hemmings Motor News

Challenges

Provide and support opportunities for employees with or without school-age children to become more actively involved in education.

Resolution

Provides full- and part-time employees with up to two paid days off per calendar year that can be taken in as little as two-hour increments to go to school with their children, attend parent-teacher conferences, or volunteer within the schools.

Racine Area Manufacturers and Commerce (RAMAC)

Challenges

Persuade educators that business people were serious about getting involved for the long term, but would not dictate what to do.

Convince business that education was "their business" and they could effect its success.

Resolution

Make sure all stakeholders are committed and that the core group includes an equal representation of both business and education leaders.

Encourage mutual respect, conversation, and teamwork.

Establish a common purpose beyond a skilled workforce (business focus) and need for funding and expertise (education focus) around the issue, "if it's good for the children, it's good for all of us."

Work at satisfying and facilitating the effort's progress for both the "doers" (short term) and the "thinkers" (long term).

Sikorsky Aircraft

Challenges

Expand employee utilization of flexible working arrangement benefits provided by company.

Resolution

Determined concerns of staff and supervisors.

Increased communication alternatives between these groups; committed support from senior management; and established a model, flexible, work-arrangements process that addresses both groups' concerns.

Program components include a flexible work proposal process, written guidelines for staff and supervisors, a program video, mandatory management training, and employee briefings.

DuPont (Delaware)

Challenges

Increasing concerns expressed by members of the Delaware business community about deficiencies in work-ready skills of high school graduates were not leading to any changes by a highly decentralized school system with no common system for accountability or for measuring student performance.

Resolution

A small group of large companies formed a business/public education council, then broadened the constituency by bringing in smaller companies, parents, public education, and higher education.

Identified key problems by conducting a gap analysis to identify the difference between what companies need and what they were getting from high school graduates.

The state hired a new superintendent of education who set up commissions of key stakeholders to establish education standards in all major subjects and act as advocates at local and state levels with a goal of introducing these standards in all major subject areas and then implementing them (New Directions program).

Intervention of business community helped to break deadlocks and barriers to completion of standards put up by special interest groups. Key stakeholder groups worked to overcome challenges, and legislation and funding regarding standards were approved, allowing the process to move forward.

United Airlines

Challenges

Create awareness of United's positive efforts without looking self-serving and hollow.

Sustain employee commitment to education involvement.

Maximize company resources to continue its growth.

Resolution

Implementation of specific programs (United We Care Volunteer Program, a grant process for employees, employee regional committees that encourage employees to "think globally, but act locally," and the Believers [mentoring] Program).

Improved coordination and integration of internal/external and national/global projects across divisions and departments.

Aligned volunteer activities with United's overall corporate culture (focused on teamwork and employee involvement).

Hosted corporate-wide, global "Volunteer Summits" (patterned after the President's Summit for America's Future in Philadelphia).

Monitor Programs and Evaluate Documented Results

Ongoing monitoring and periodic formal evaluations are integral to sound program management to determine the achievement of short- and long-term objectives. The inclusion of monitoring and evaluation components from the commencement of an effort commits stakeholders to provide the needed attention, energy, and resources to support program improvement and ensure accountability.[32]

Monitoring and evaluation: primary purpose. Evaluation's primary purpose is to determine both the scope and impact of efforts by answering the questions, "What happened and to whom?" and "How effective and/or useful were the program's activities?"

Companies can make sound decisions regarding program refinement, maintenance, expansion, replication, and/or institutionalization when they can document:

- how resources were used
- the impact of efforts on:
  - — promoting the company's image, partnership, or leadership
  - — employee and family involvement in education
  - — the bottom line
- the extent to which these efforts effected positive changes on:
  - — the management and delivery of instruction
  - — student achievement and behavior
  - — the preparation and/or skills development of teachers
  - — the administration of schools and schooling
  - — the balancing of work and family life

Figure 6 provides a checklist to assist in conducting effective program monitoring and evaluation.

[32] Regional Educational Laboratory Network, U.S. Department of Education, "Putting the Pieces Together: Comprehensive School-Linked Strategies for Children and Families," Washington, D.C., May 1996.

Figure 6: Checklist for Program Monitoring/Evaluation*

PROGRAM MONITORING (CHECK) _____

ITEM	YES	NO	DATE
1. Monitoring process			
— when program was initiated	☐	☐	_____
— when program was in place	☐	☐	_____
2. Evaluation process			
— when program was initiated	☐	☐	_____
— when program was in place	☐	☐	_____
3. Evaluation emerges from/ supports monitoring process	☐	☐	_____
4. Program goals are clear	☐	☐	_____
5. Program objectives are clear and relate to each goal	☐	☐	_____
6. Evaluation questions are developed for each goal/objective	☐	☐	_____
7. Data source specified for each evaluation question:	☐	☐	_____
Source: _____			
8. Monitored program scope and impact in terms of:			
— process/management	☐	☐	_____
— results/outcomes	☐	☐	_____
— products	☐	☐	_____

PROGRAM EVALUATION (CHECK) ____

ITEM	YES	NO	DATE
9. Evaluated program scope and impact in terms of:			
— process/management	☐	☐	_____
— results/outcomes	☐	☐	_____
— products	☐	☐	_____
10. Determined data collection tools:			
— anecdotal evidence/ word-of-mouth	☐	☐	_____
— awards to company	☐	☐	_____
— records (reduced absenteeism, increased volunteerism, increased use of services, competitive edge in recruiting, etc.)	☐	☐	_____
— surveys	☐	☐	_____
— interviews	☐	☐	_____
— focus groups	☐	☐	_____
— benchmarking	☐	☐	_____
— studies (internal and external)	☐	☐	_____
— contracted evaluator	☐	☐	_____
— other: _____			

* Modified from the 7-Step Evaluation Process in *A Guide for Evaluating Partnerships: Assessing the Impact of Employee, Parent, Family & Community Involvement in Education*, National Association of Partners in Education (NAPE).

Figure 6: Checklist for Program Monitoring/Evaluation (continued)

ITEM	YES	NO	DATE
11. Determined schedules for:			
— ongoing monitoring:			
— monthly	☐	☐	_____
— quarterly	☐	☐	_____
— semiannually	☐	☐	_____
— annually	☐	☐	_____
— other: _____			
— periodic evaluation:			
— monthly	☐	☐	_____
— quarterly	☐	☐	_____
— semiannually	☐	☐	_____
— annually	☐	☐	_____
— other: _____			
12. Determined monitor(s):			
— internal	☐	☐	_____
— external	☐	☐	_____
— staff	☐	☐	_____
— contracted	☐	☐	_____
13. Determined evaluator(s):			
— internal	☐	☐	_____
— external	☐	☐	_____
— staff	☐	☐	_____
— contracted	☐	☐	_____
14. Estimated evaluation costs	☐	☐	_____
15. Determined needed resources for costs			
— financial	☐	☐	_____
— human	☐	☐	_____
— in-kind	☐	☐	_____
— material	☐	☐	_____
16. Determined type and scope of analyses	☐	☐	_____
17. Sought and acquired suggestions/ final approval(s) to conduct evaluation			
— internally	☐	☐	_____
— with external partners	☐	☐	_____
18. Based on recommended revisions:			
— recruited/oriented/ trained monitors	☐	☐	_____
— recruited/oriented/ trained evaluators (as appropriate)	☐	☐	_____
— implemented monitoring process	☐	☐	_____
— conducted evaluation	☐	☐	_____

ITEM	YES	NO	DATE
19. Collected information/data	☐	☐	_____
20. Organized, analyzed, and summarized data/information			
— program activities completed on schedule	☐	☐	_____
— activities related to program objectives	☐	☐	_____
— program's scope measured	☐	☐	_____
— program's impact measured	☐	☐	_____
— goals and objectives achieved	☐	☐	_____
— remained within budget	☐	☐	_____
— program products developed	☐	☐	_____
— program products assessed	☐	☐	_____
21. Prepared informal/formal reports	☐	☐	_____
Format: _____			
22. Disseminated results to:			
— internal audience(s)	☐	☐	_____
— external audience(s)	☐	☐	_____
23. Used results for purposes of:			
— program refinement	☐	☐	_____
— program expansion	☐	☐	_____
— program replication	☐	☐	_____
— program institutionalization	☐	☐	_____
— short-term planning	☐	☐	_____
— long-term planning	☐	☐	_____
— adapting/changing policies	☐	☐	_____
— reviewing/redesigning:	☐	☐	_____
— objectives	☐	☐	_____
— services	☐	☐	_____
— practices/procedures	☐	☐	_____
— activities/program	☐	☐	_____
— products	☐	☐	_____
— other: _____			
24. Evaluated the monitoring process and used results to modify/improve:			
— policies	☐	☐	_____
— services	☐	☐	_____
— procedures	☐	☐	_____
— programs	☐	☐	_____
— products	☐	☐	_____
— other: _____			
25. Evaluated the evaluation and used the results to modify/improve the evaluation	☐	☐	_____

Current status of program monitoring and evaluation. Survey respondents in a recent Conference Board report held that evaluation and benchmarking helps them to "align overall programs with business goals, track a long-term goal or project, improve program quality and community awareness of the company, promote client/customer development, create a more competitive program, devolve more accountability to grantees by building in evaluation into a grant, 'change gears' in line with a new corporate vision and/or new community needs, and hold the focus on programs and priorities at fast-growing companies."[33]

Respondents to The Conference Board's 1997 Survey of Education add another dimension to this discussion when reporting how business evaluates employee and family involvement in education efforts. Those companies with more consistently documented results from their efforts use both informal and formal measures to determine benefits to the company, employees, schools, students, and communities. *Internally*, measurement strategies were mostly anecdotal (87 percent of respondents). Lesser used strategies include employee attitude surveys (41 percent); internal studies (20 percent); and benchmarking (8 percent). *Externally*, measurement was also primarily anecdotal (68 percent), followed by employee attitude surveys (21 percent); internal studies (9 percent); benchmarking (7 percent), and use of a contracted evaluator (4 percent). It appears that the most frequently used evaluation tools to evaluate corporate community involvement in education include on-site visits and written reports, followed much less frequently by telephone interviews, focus groups, expert review, assessment teams, and observer feedback. Most of these evaluations are conducted annually (52 percent) or arranged "as needed" (43 percent). Results are usually communicated to management through internal reports and occasionally by verbal presentations.[34]

Obstacles to evaluation and benchmarking. The Conference Board's report on measuring corporate community involvement noted that obstacles to both evaluation and benchmarking include insufficient time, inadequate staff, and insufficient budget. The primary responsibility for evaluation continues to be carried by internal corporate staff. Outside evaluators are called on infrequently and then, usually, to perform evaluations of multiyear, large grants/programs because of lack of in-house capacity. Nearly 40 percent of the respondents had no research budget at all; of those that earmarked a portion of their program budget to evaluation, 54 percent allocated only 1 percent.[35]

Charts 3 and 4 reveal the extent to which companies that do evaluate their internal and external initiatives use particular criteria.

See Figure 7 for a sampling of employers' programs, corresponding evaluation efforts, and outcomes that show how these policies and practices are demonstrating a rate of return.

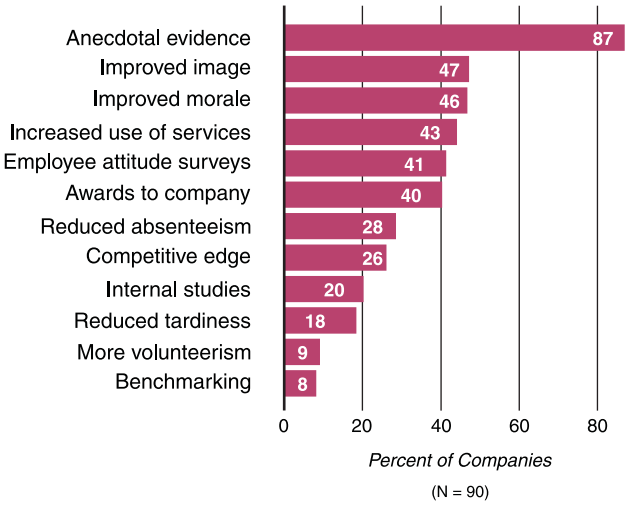
[33] Myra Alperson, *Measuring Corporate Community Involvement*, The Conference Board, Report 1169-96-RR, 1996, p. 13.

[34] *Work Family Roundtable: Education Initiatives*, pp. 10–11.

[35] *Measuring Corporate Community Involvement*, pp. 11–13.

Chart 3

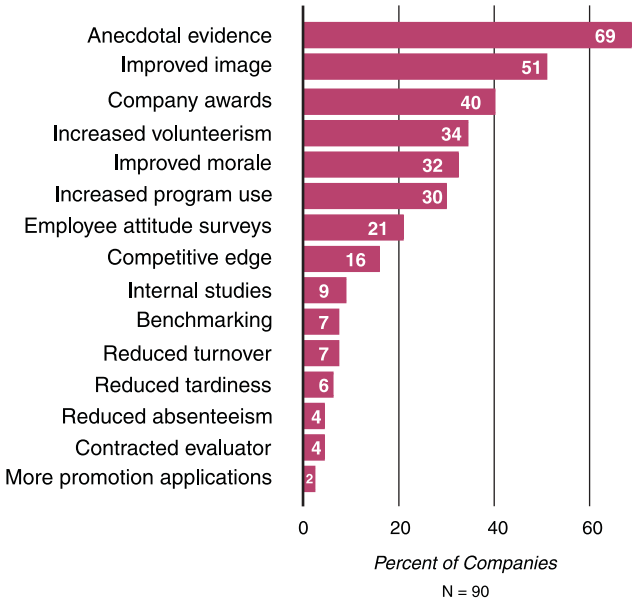
Determinants for Meeting Goals of Internal Services



Source: Work-Family Roundtable: Education Initiatives, p. 10.

Chart 4

Determinants for Meeting Goals of External Programs



Source: Work-Family Roundtable: Education Initiatives, p. 11.

Figure 7: Employers' Programs, Evaluation Efforts, and Outcomes

Bristol-Myers Squibb Company

Program

Work and Family Programs

Evaluation

Studies

Outcomes

Programs support bottom-line business results; enhance employee morale, productivity, and loyalty; help recruit and retain employees; and increase employee use of resource and consultation services.

John Hancock Financial Services

Program

New Boston Compact (III) (1994)

Evaluation

Implementation and Measurement Report (1995)

Outcomes

Compact for College Success: Reduced dropout rate by more than half in five Boston Higher Education Partnership Colleges.

Boston selected as national pilot for new federal school-to-work legislation: summer jobs increase, new part-time job program during school year is launched, student work-based learning opportunities are being planned for new industry clusters.

School-based management expands to 117 schools: 1,750 parents, teachers, and community representatives are recruited, selected, and trained for School Site Councils (a new consortium of leading training institutions provides school management training for every level of the Boston schools).

Opened five new pilot schools (designed to operate as independent schools of innovation and creativity).

Established new School Improvement Awards.

Algebra 1 was made mandatory for all eighth-grade students by September 1997.

New Center for Leadership Development became operational.

United Technologies Corporation

Program

Life Choices

Evaluation

Record (through intranet and e-mail) of usage of resource and referral service for employees who require child care and related support.

Outcomes

More than doubled the utilization of the program.

Hemmings Motor News

Program

Work and Family Programs

Evaluation

Tracked usage of benefit allowing paid time-off for involvement in children's education and local schools.

Outcomes

Increase of program usage from 1995 to 1996 from a total of 25 times by about one-quarter of the staff of about 100 employees to a total of 70 times by 41 percent of the staff (50 of whom have children in school, excluding college).

Pizza Hut, Inc.

Program

BOOK IT! National Reading Incentive Program

Evaluation

Focus and group research, anecdotal evidence

University of Rhode Island survey

Record review of program enrollment

Letters from parents and teachers

Awards

Outcomes

Promotes parental involvement in children's learning.

Expands children's love of reading.

Improves literacy.

Creates enormous goodwill for the company. Establishes Pizza Hut as a "family-friendly" company that cares about and contributes to the families, schools, and communities it serves.

Grassroots programs encourages employee and franchisee volunteerism/participation in their communities.

Develops employee service and interpersonal skills.

Generates sales and builds loyal customer base.

Mattel Foundation

Program

Hand in Hand: Parents-Schools-Communities United for Kids

Evaluation

Annual qualitative and quantitative reports by external evaluator (Institute for Educational Leadership)

Annual media impact reports (print, radio, broadcast)

(continued on page 36)

Figure 7: Employers' Programs, Evaluation Efforts, and Outcomes (continued)

Mattel Foundation (continued)

Outcomes

Heightened public awareness about the importance of adult community involvement in education and existing effective model efforts.

Instituted a 16-hour per year paid-leave company program for educational involvement.

Encouraged other businesses to join Mattel in expanding their "family-friendly" policies and practices to enable employees to visit schools during the day.

Active member of the national Steering Committee and the Employers for Learning Advisory Committee of the nationwide Partnership for Family Involvement in Education, a joint program of the U.S. Department of Education and the National Coalition for Parent Involvement.

American Business Collaboration for Quality Dependent Care

Program

Bridge Project

Evaluation

Broad-based outcome and process evaluation study (Vanderbilt University)

Outcomes

Through usage of voice-messaging technology, increase of interaction between teachers and parents averaged more than 400 percent. About 65 percent of parents report that they use the hotline regularly. In some classrooms, half or more of the parents are calling regularly to hear teachers' daily messages.

Act, Inc.

Program

Work Keys

Evaluation

Program usage

Outcomes

Employers nationwide are using this program to assess and improve workplace skills as follows:

— Businesses in partnership with high schools, welfare-to-work programs, adult worker retraining efforts, community colleges, etc., are using Work Keys to pinpoint the skills employees need to successfully perform their jobs.

— Focused on job profiling (a pre-employment requirement in some communities), guidance, and instructional support, usage of the system includes a job analysis, assessment, instructional support, reporting, and training tools.

Determining Future Directions

What will be the scope of companies' future support to employee and family involvement in education? What additional services and programs do employers plan to develop and implement?

Specific targeted areas for development appear to focus on child and elder care assistance; flexible scheduling; job-sharing; adoption benefits; after-school and vacation programs; employee "help" lines, etc. A 1991 report noted that future growth is likely to occur in Dependent Care Assistance Program (DCAP) plans (19 percent of employers surveyed were currently implementing them and 10 percent were considering doing so), on-site child care centers (17 percent were creating new centers and 14 percent were considering this), and resource and referral programs (16 percent were implementing them and 13 percent had such programs under consideration). "Overall, growth is most likely to occur in the provision of direct service and financial assistance and least likely to occur in time and leave policies and stress management."[36]

In a 1992 Conference Board survey, 47.6 percent of respondents stated that employer response to school-age issues had increased somewhat in the past two years; 10.2 percent stated that response had increased greatly; and 29.9 percent said that response had stayed the same. More than half (59.6 percent) predicted that employee attention to school-age issues will increase at a somewhat faster pace than in the past two years.[37]

In the 1997 Conference Board survey of education initiatives, most respondents intended to at least maintain the education initiatives they currently have in place. More than half (52 percent) said they plan to expand their educational programs, newsletters for parents, enhanced management training and competency-based curricula, increased flexible scheduling, and Saturday volunteer programs.[38] Those companies that do *not* plan to expand their education initiatives cite the following reasons: cost constraints, satisfaction with current programs, and corporate reorganization.[39]

Local/Regional Expansion Plans

Hemmings Motor News will continue to develop relationships with schools that are asked to advise the company of their needs regarding parental involvement, and notify employees of volunteer opportunities. Hemmings will develop a column in the company's newsletter informing staff of these opportunities, alerting them of staff currently using this benefit, and sharing experiences from staff who spend time in schools. The company will also develop ways for staff to participate more easily in schools and will continue to provide "brown bag" lunches and workshops on parental issues regarding education. Hemmings is considering the possible sponsorship of area teachers during summer months to work at the company to allow them to gain insight into company expectations of staff, which can be directly relayed to the children. Curricula could then be modified with this additional information. Hemmings will also pursue expanding, developing, and marketing its First Day of School Holiday effort.

John Hancock Financial Services will share select programs at events such as the City CEO/Principal Summit, which targets bringing together the vital constituencies to work for positive citywide school reform.

Southern California Edison plans to continue its support of the Parent Institute for Quality Education, and lead and promote collaborations among business, education, and community organizations that support family involvement and provide information and support to employees.

RIDGEVIEW, INC. will continue to expand its support of education as opportunity and resources allow. Since employees look forward to meeting at the work site with school guidance counselors on a periodic basis, this program will be continued and expanded to align with school schedules.

36 "Employers and Child Care," p. 14.

37 *Work-Family Roundtable: School-Age Programs*, p. 5.

38 *Work Family Roundtable: Education Initiatives*, p. 7.

39 *Work Family Roundtable: Education Initiatives*, p. 7.

The local school system operates on a year-round basis, so the company's program will operate with no break.

DuPont will continue its basic strategy of supporting improvements in science and mathematics. However, increased emphasis will be placed on supporting implementation of standards through district or multi-district programs. In addition, corporate funding for education has shifted to support sustainable systemic change of science/math education.

Racine Area Manufacturers and Commerce (RAMAC) will make an effort to effect systemic change now that it has established a positive relationship between businesses and education. RAMAC's emphasis will be more on strategic issues and less on "feel good/public relations."

National Expansion Plans

IBM Corporation recently announced a $10 million expansion of its Reinventing Education grant program, which will bring the total of the initiative to $35 million. Through Reinventing Education 2, IBM will make additional grants to school districts and/or states that are interested in using cutting-edge technologies to support their school reform efforts, promote higher student achievement, and bridge the gap between home, school, and community.

AT&T will continue to broaden and shape the AT&T Learning Network program to help families, schools, and communities use technology effectively to improve teaching and learning. Reflecting the rapidly growing need for teacher professional development, the AT&T Learning Network has strengthened its online training and support services for teachers. AT&T's partnership with the FamilyEducation Company will continue to expand the network of resources available to promote family involvement in education. AT&T Learning Network grants will continue to support collaborative efforts to encourage lifelong learning. With the addition of the AT&T Learning Points program, AT&T residential telephone service customers can help schools acquire computer hardware, software, and teacher support materials by making calls and directing their earned Learning Points to any accredited K–12 school of their choice.

Hewlett-Packard Company's Diversity in Education initiative is a current major expansion of HP's K–12 program. This effort is being expanded from elementary through middle and high school to promote student interest and access (because of achievement) to university engineering programs. A new literacy initiative has been launched through grants to support programs that are part of a school- or district-wide plan to improve reading literacy for all students. Current HP sites supporting this effort are in Palo Alto, California; Mountain View, California; Little Falls, Delaware; and Vancouver, Washington (includes Portland, Oregon project).

WFD, Inc., which administers funding from the American Business Collaboration for Quality Dependent Care Bridge Project, is assessing partners' needs to further target communities and examine funding priorities. WFD anticipates that the Bridge Project will be replicated in seven to eight new communities in fall 1997.

Mattel Foundation expanded efforts to focus on a Web site and newsletter to share information about various successful efforts, including names and contact information for specific schools, districts, and nonprofit organizations.

Discovery Communications continues to offer a public service and to serve educators' needs by making its programming available on videotape. The company is also developing digital plans to extend its video and Web services for future interactive platforms.

United Airlines will continue to focus its attention on employee tutor/mentor programs. United has targeted a goal of 2,000 mentors by 2000. It is establishing a formalized Mentor Network 2000 to support this goal and will have manpower assigned to the project. Training and ongoing regional and national steering committees to ensure quality will be included.

FamilyEducation Company (FEC) expects to expand its Internet service that is dedicated to providing parents with unbiased, nonpartisan, practical information to help them participate more closely in their children's education and thereby enhance their children's learning and success. Using this technology tool, FEC will continue its work with a variety of organizations (including the American Association of School Administrators, Communities in Schools, the National PTA, and the National School Boards Association) to help school districts publish information relevant to parents and combine it with other valuable education-related information and services.

Conclusion

In the 1997–98 school year, 51 million children will be in school—an all-time high. That figure will increase to 54.6 million by the end of this millennium. This surge in student population comes at a time when all indications clearly demonstrate that schools alone cannot meet the challenges of educating our nation's children. Whether at the local, state, or national level, all citizens have a stake in education to ensure that America's youth become qualified workers, educated consumers, and responsible citizens. Business is one of these stakeholders.

In order to build strong families and strong schools, connecting, cooperating, participating, and caring are key. This guide was designed as a tool to help business and its partners support employee and family involvement in education both within companies and with the community-at-large. Many companies have taken steps to become more substantively involved in efforts focused on helping families to balance their work and family lives and to support involvement in education of employees with and without children. More companies and organizations are expected to follow, thereby expanding local, state, and national investments in human capital and in America's future.

Appendix: Resources

ACT, Inc.
One DuPont Circle, NW
Suite 340
Washington, D.C. 20036-1170
202-223-2318
202-293-2223

Alliance for Parental Involvement in Education
P.O. Box 59
East Chatham, NY 10260-0059
518-392-6900

Ameritech
(Ameritech Pioneers)
3566 Michael Street
Room 110
Grand Rapids, MI 49509
616-530-1535

AT&T (Maryland)
400 East Pratt Street
Suite 410
Baltimore, MD 21202
410-468-2911

AT&T Foundation
32 Avenue of the Americas
Room 2432
New York, NY 10013
212-387-4485

Bristol-Myers Squibb Company
(Human Resources)
345 Park Avenue
New York, NY 10154
212-546-2870

Discovery Communications, Inc.
(Employment and Employee Relations)
7700 Wisconsin Avenue
Bethesda, MD 20814
301-986-0444, ext. 4779

DuPont/Central Research
(Scientific Affairs)
DuPont Experimental Station
P.O. Box 80328
Wilmington, DE 19880-0328
302-695-2300

Eastman Kodak Company
(External Education Initiatives)
343 State Street
Rochester, NY 14650-0811
716-724-6476

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
212-465-2044
www.familiesandwork.org

FamilyEducation Company
(FamilyEducation Network/FamilyEducation Today)
20 Park Plaza, Suite 1215
Boston, MA 02116
617-542-6500, ext. 128
www.familyeducation.com

Governors Village
(IBM Reinventing Education Site)
7920 Neal Road
Charlotte, NC 28262
704-343-5284

GTE Corporation
(Organization Effectiveness)
One Stamford Forum
Stamford, CT 06904
203-965-3223

Hemmings Motor News
P.O. Box 256
Bennington, VT 05201
802-447-9508
maple.sover.net/~hemmings/hmn/html

Hewlett-Packard Company
(K–12 Education Relations)
3000 Hanover Street, MS20BU
Palo Alto, CA 94304-1181
415-857-2857

Home and School Institute
1500 Massachusetts Avenue, NW
Washington, D.C. 20005
202-466-3633

IBM Corporation
(Corporate Community Relations)
New Orchard Road
Armonk, NY 10504
914-499-5705
ibmgives@vnet.ibm.com

Institute for Educational Leadership (IEL)
(Hand in Hand: Parents-Schools-Communities United for Kids)
1001 Connecticut Avenue, NW
Washington, D.C. 20036
202-822-8405/1-800-953-HAND
www.handinhand.org

John Hancock Financial Services
(John Hancock Education Center)
197 Clarendon Street, C-1
P.O. Box 111
Boston, MA 02117
617-572-6845
617-572-6842
lhemmings@jhancock.com

Marriott International
(Work-Life Programs)
One Marriott Drive, Dept. 935.12
Washington, D.C. 20058
301-380-6856

Maryland State Department of Education
(Research and Development)
200 West Baltimore Street
Baltimore, MD 21201
410-767-0369

Mattel, Inc.
Mattel Foundation
(Hand in Hand: Parents-Schools-Communities United for Kids)
333 Continental Boulevard
El Segundo, CA 90245-5012
310-252-4630/1-800-953 HAND
www.handinhand.org

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, D.C. 20036
1-800-424-2460
www.naeyc.org\naeyc

National Association of Child Care Resource and Referral Agencies
1319 F Street, NW
Suite 810
Washington, D.C. 20004
202-393-5501

National Association of Partners in Education (NAPE)
901 North Pitt Street
Suite 320
Alexandra, VA 22314

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main Street
Louisville, KY 40202-4251
502-584-1133

National Coalition for Parent Involvement in Education
Box 39
1001 Connecticut Avenue, NW
Suite 310
Washington, D.C. 20036
202-822-8405, ext. 53
www.ncpie.org

National PTA
330 North Wabash Avenue
Suite 2100
Chicago, IL 60611-3690
312-787-0977
www.pta.org

Parents as Teachers National Center, Inc.
9374 Olive Boulevard
St. Louis, MO 63132
314-432-4330
www.patnc.org

Peabody College, Vanderbilt University
(Betty Phillips Center for Parenthood Education)
Box 81
Nashville, TN 37203

Pizza Hut, Inc.
(BOOK IT! Program)
P.O. Box 2999
Wichita, KS 67201
1-800-426-6548
www.bookitprogram.com

Racine Area Manufacturers and Commerce (RAMAC)
300 Fifth Street
Racine, WI 53403
414-634-1931

RIDGEVIEW, INC.
(Human Resources)
2101 N. Main Avenue
P.O. Box 8
Newton, NC 28658
704-464-2972, ext. 295

School Specialty, Inc.
Organizational Development
1000 N. Bluemound Drive
Appleton, WI 54914
414-734-2756, ext. 305

Sikorsky Aircraft, United Technologies Corporation
(Work Life Programs)
6900 Main Street
Stratford, CT 06601-1381
203-386-5294

Southern California Edison
(Educational Services)
2244 Walnut Grove Avenue
QUAD 1A, G.O. 1
Rosemead, CA 91770
626-302-3512
626-302-3007
bakerle@sce.com/www.edisonx.com

U.S. Army Community & Family Support Center
(CFSC-HRC)
(Goals 200, Educate America)
2461 Eisenhower Avenue, Hoffman I
Room 1226
Alexandria, VA 22331-0515
703-325-0306

U.S. Department of Education
Partnership for Family Involvement in Education
600 Independence Avenue, SW
Room 3233
Washington, D.C. 20202-8173
202-401-0056
202-205-9133
www.ed.gov/family/

UGI Utilities, Inc.
(Public Affairs)
P.O. Box 3565
1500 Paxton Street
Harrisburg, PA 17104
717-255-1466

United Airlines
(Civic Affairs)
United Airlines World Headquarters-WHQPR
1200 E. Algonquin Road
Elk Grove, IL 60007
847-700-7777
www.ual.com

United Technologies Corporation
(Communications Services)
United Technologies Building
One Financial Plaza
Hartford, CT 06101
860-728-7904

Utility Business Education Coalition (UBEC)
1035 Sterling Road
Suite 203-A
Herndon, VA 20170-3838
703-435-6676

WFD, Inc.
(American Business Collaboration for Quality Dependent Care [ABC])
930 Commonwealth Avenue
Boston, MA 02215-1212
617-278-4000
www.wfd.com

Wisconsin Public Service Corporation (WPSC)
(Education Affairs)
600 North Adams Street
Green Bay, WI 54307
920-433-1441
920-430-5857
bcassid@wpsr.com

***Working Mother* Magazine**
135 West 50 Street
New York, NY 10020
212-445-6112

Related Conference Board Publications

The Corporate Contributions Plan: From Strategy to Budget, Report 1192-97-RR, 1997

Corporate Contributions in 1995, Report 1172-96-RR, 1996

Measuring Corporate Community Involvement, Report 1169-99-RR, 1996

Business and Education: Dynamic Partners, Report 1092-94-CH, 1994

Partnerships for a Prepared Work Force, Report 1078-94-CH, 1994

Ten Years After A Nation at Risk, Report 1041, 1993

Corporate Support of Dropout Prevention and Work Readiness, Report 1037, 1993

Corporate Championing of Education Coalitions, Report 1033, 1993

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