



BULKY DOCUMENTS

(Exceeds 300 pages)

Proceeding/Serial No: 91156321

Filed: 4-15-2008

**Title: THE CHAMBER OF COMMERCE OF THE
UNITED STATES OF AMERICA V. UNITED STATES
HISPANIC CHAMBER OF COMMERCE FOUNDATION**

Part 3 of 6



1 Meaning like Southeast, Northwest?

2 "District" is not a term.

3 BY MS. PIETRINI:

4 Q. You have downtown, you have Georgetown.
5 Whatever you call it here, where are they
6 located?

7 A. I'll call it across from the White House.

8 Q. So by the White House, then?

9 A. That's correct.

10 Q. You talked about exhibits 1 through 7, I
11 believe, as being distributed to members of the U.S.
12 Chamber of Commerce?

13 A. That's correct.

14 Some of the written materials. I think I
15 mentioned that the conference binders were distributed
16 to conference attendees who attended those specific
17 events.

18 Q. Okay. So which one of exhibits 1 through
19 7 --

20 A. May I look at them?

21 Q. Absolutely.

22 Which one of exhibits 1 through 7 are

1 materials that were distributed at conferences only?

2 MR. MERONE: Object to the extent that the
3 testimony already stands.

4 You can look and see if you can go over it
5 again.

6 THE WITNESS: Sure.

7 A. Exhibit 1, exhibit 2 -- no. I'm sorry --
8 exhibit 1, not exhibit 2, exhibit 3, and exhibit 4 are
9 copies of conference binders which were distributed to
10 conference attendees only.

11 BY MS. PIETRINI:

12 Q. As I recall your testimony, there was less
13 than 500 attendees at each of these conferences?

14 A. That is correct, yes.

15 Q. How many members does U.S. Chamber have?

16 A. I don't know the exact number of members
17 that the U.S. Chamber has.

18 Q. Is it more than a thousand?

19 Can you give me a ballpark?

20 MR. MERONE: Objection to the extent it's
21 outside the witness's personal knowledge.

22 A. I don't know how many members the U.S.

1 Chamber of Commerce has.

2 BY MS. PIETRINI:

3 Q. Are the attendees you said were members of
4 the U.S. Chamber the ones that got exhibits 1, 3, and
5 4?

6 A. They were attendees.

7 They could have been members of the Chamber
8 of Commerce or they could have not been members.
9 Those conferences were open and had both member and
10 nonmember rates.

11 Q. Were you involved in any way in the
12 identification of those people who would become
13 attendees for any of those conferences for exhibits 1,
14 3, and 4?

15 A. I was not involved for exhibit 1. I was
16 not involved for exhibit 3.

17 I was involved with exhibit 4.

18 Q. So for 1 and 3, you don't know how the U.S.
19 Chamber developed their target audience for those who
20 were going to become attendees?

21 A. No, because that was run by the Business
22 Civic Leadership Center, another nonprofit affiliate.

1 Q. Do you know if any of the attendees for the
2 conference for the exhibit 1 document -- I don't know
3 the names that well off the top of my head -- were any
4 of the attendees Hispanic businesses?

5 MR. MERONE: Objection to the vagueness,
6 the definition of, Hispanic businesses.

7 A. I don't know.

8 BY MS. PIETRINI:

9 Q. Do you understand what I mean by, Hispanic
10 businesses?

11 A. Could you define it, please.

12 Q. Business that's are run by people of
13 Hispanic descent or owned by people of Hispanic
14 descent.

15 A. I do not know if the attendees for the
16 exhibit 1.

17 Q. And what about for exhibit 3, the
18 conference that was exhibit 3, the Business Education
19 Network summit?

20 Do you know if any of the attendees were
21 Hispanic businesses?

22 A. I do not know.

1 Q. What about exhibit 4, which -- give me a
2 sec to find out the name of it -- the U.S. Chamber's
3 Education and Workforce summit.

4 Were any of the attendees Hispanic
5 businesses?

6 A. That I know of?

7 Q. Right.

8 A. Not that I know of.

9 Q. In this exhibit 1, 3, and 4, these were
10 materials that were only distributed to the attendees
11 of the conference.

12 Correct?

13 A. That's correct.

14 They were conference binders.

15 Q. These were not posted on the ICW Website?

16 A. The binder for exhibit 4 was not posted on
17 ICW's Website.

18 I do not know the answers for exhibit 1 and
19 3.

20 Q. You said that the Website is shared I
21 believe with U.S. Chamber for ICW?

22 A. I believe I said we are -- ICW has a part

1 of the U.S. Chamber of Commerce Website.

2 Q. They don't have their own independent
3 Website, ICW?

4 A. Are you asking if it's owned and operated
5 by a separate entity other than the one of the U.S.
6 Chamber?

7 Q. Let me back up.
8 What's the URL for the U.S. Chamber
9 Website?

10 A. The URL for the U.S. Chamber Website is
11 www, dot, U.S. Chamber, dot, com.

12 Q. And then what is the URL for the ICW
13 Website?

14 A. The URL for the ICW Website is www, dot,
15 U.S. Chamber, dot, com, forward slash, ICW.

16 Q. Does ICW have an independent Website
17 located at a completely different URL?

18 A. No.

19 Q. Has it always been the case where ICW has
20 been part of the U.S. Chamber Website?

21 A. For as long as I've been employed at the
22 U.S. Chamber of Commerce, that's been true.

1 Q. For about 5 years, then?

2 A. Yes.

3 Q. Does the U.S. Chamber operate any Websites
4 at any other addresses other than U.S. Chamber, dot,
5 com?

6 MR. MERONE: Objection, outside the
7 witness's personal knowledge.

8 A. I'm most familiar with ICW's.

9 I don't know how other Websites are managed
10 or not managed.

11 BY MS. PIETRINI:

12 Q. Looking at your other documents here, we
13 got 2, 5, 6, and 7.

14 A. Yes.

15 Q. I think you said that at least some of
16 those were available on the U.S. Chamber Website?

17 A. On the U.S. Chamber -- on the ICW portion
18 of the U.S. Chamber Website?

19 Q. Either one.

20 A. I don't have any knowledge about exhibit 2.

21 Exhibit 5 and 6 are posted on ICW's portion
22 of the U.S. Chamber of Commerce Website, and I believe

1 they're also posted on the U.S. Chamber of Commerce
2 publication section of the main Website.

3 For exhibit 7, the Webcasts are archived on
4 ICW's portion of the U.S. Chamber of Commerce Website.

5 Q. Going back, you talked about 5 and 6
6 together. Your direct testimony was about the
7 exhibits together.

8 How long have these documents been posted
9 on the ICW Website?

10 A. They were posted when we had our press
11 event and the kickoff event, which was on February
12 28th.

13 Q. What year?

14 A. 2007.

15 Q. Are they still on there today?

16 A. Yes, they are.

17 Q. Do you know how many hits the ICW Website
18 gets per day?

19 A. I do not.

20 Q. Do you know how many hits it gets per
21 month?

22 A. No.

1 Q. What about per year?

2 A. I don't.

3 Q. Do you know how many -- let me back up.
4 The documents marked as exhibit 5 and 6,
5 are those available to be downloaded off the ICW
6 Website?

7 A. Yes.

8 They're available as PDF files and can be
9 downloaded for free on the ICW portion of the U.S.
10 Chamber's Website.

11 Q. Do you know how many times either exhibit 5
12 or 6 has been downloaded as a PDF from the ICW
13 Website?

14 A. I do not.

15 Q. You said that they were available in the
16 public section of the U.S. Chamber Website?

17 A. The publications section.

18 Q. Publication. Okay.

19 And what's that?

20 A. That is where resources are available for
21 sale from within the U.S. Chamber of Commerce.

22 Q. The documents marked as exhibit 5 and 6,

1 those are available for sale on the U.S. Chamber
2 Website?

3 A. That's correct.

4 Q. Do you know if any of them have been sold
5 by the U.S. Chamber?

6 A. I don't know how many of the joint
7 platforms have been sold.

8 Let me correct something.

9 I'm not sure if the joint platform is
10 available for sale.

11 I know Leaders and Laggards is. I do not
12 know the number of Leaders and Laggards that have been
13 sold through the online ordering system.

14 Q. And when you said, the joint platform,
15 you're referring to exhibit 6.

16 Correct?

17 A. Yes.

18 The joint platform is exhibit 6.

19 Q. So as I understand your testimony, exhibit
20 6, you don't believe it's offered for sale on the
21 publication section of the U.S. Chamber Website?

22 MR. MERONE: Objection, mischaracterizes

1 the witness's testimony.

2 A. I believe that exhibit 6 is not available
3 for sale on the publication section or the ICW
4 section.

5 I believe it is available only as a PDF
6 download.

7 BY MS. PIETRINI:

8 Q. Okay. Then exhibit 5, what you called,
9 Leaders and Laggards, that is available for sale on
10 the publication section of the U.S. Chamber Website?

11 A. Yes, Leaders and Laggards is available for
12 sale on the publication section of the U.S. Chamber of
13 Commerce Website.

14 Q. Do you know if it in fact has been sold?

15 A. I do know that copies have been sold, but I
16 do not know how many copies.

17 Q. Then you said that exhibit 7 is available
18 on the ICW Website?

19 A. That's correct.

20 Exhibit 7, the Webcasts relating to the Job
21 Corps program are available on the ICW section of the
22 U.S. Chamber of Commerce Website.

1 Q. Is that -- that's in the publication
2 section, you said?

3 A. This is in -- I'm not sure what the exact
4 section is, but it is in a section of resources.

5 Q. Is it available for -- as a PDF download
6 from the ICW Website?

7 A. They were Webcasts, so they are available
8 as video streams, how Webcasts are archived.

9 Q. When did it first become available as a
10 Webcast?

11 And we're talking about exhibit 7 here.

12 A. That's correct.

13 Exhibit 7, I would have to look for the
14 exact date, but the day of the first of the 3 series
15 of Webcasts, each Webcast was posted shortly after it
16 was done live.

17 Q. Exhibit 7 is a collection I think you said
18 of 4 or 5 documents?

19 A. Yes.

20 It's a collection of several documents.

21 Q. Let's go through the first one.

22 It began document number 55155.

1 It starts with, your chamber Job Corps
2 connection.

3 Was this document the subject of a Webcast
4 on the ICW Website?

5 A. Yes.

6 It was the subject of a Webcast. It is
7 actually a tool kit.

8 Q. What's a tool kit?

9 A. A tool kit is how to create a partnership
10 between a chamber and a Job Corps facility.

11 Q. When was this document that's part of
12 exhibit 7 beginning with page 55155 first put on the
13 ICW Website as a Webcast?

14 A. This document itself was not -- this
15 document that reads, your chamber Job Corps partners,
16 your chamber Job Corps connection, was the subject of
17 3 Webcasts, one of which was on June 23, 2005, one of
18 which was on October 20, 2005, and one of which was on
19 January 19th, 2006.

20 Q. You're referring to the parts of exhibit 7,
21 and the first one being on June 23, '05, beginning
22 with 55172?

1 A. Yes.

2 Q. The next one was October 20, 2005, starting
3 with 55212?

4 A. Yes.

5 Q. The next one was January 19, 2006,
6 beginning with 55246?

7 A. That's correct.

8 Q. So of the document that we have that was
9 marked as exhibit 7 -- I understand it's a binder --
10 but the only components of it that were on the ICW
11 Website as a Webcast were these 3 documents?

12 A. These 3 documents are the slides that were
13 used as part of the Webcast. This information is
14 currently archived on ICW's portion of the U.S.
15 Chamber's Website.

16 Q. So are you referring to the PowerPoint is
17 available for anyone to review on the ICW Website?

18 A. There's the slides that were used as well
19 as audio from the people who participated in each of
20 these Webcasts. It was a series of 3.

21 Q. Are they separate Webcasts?

22 A. Yes.

1 Based on the date, there's one Webcast per
2 date.

3 Q. Are they still available on the ICW Website
4 today as a Webcast?

5 A. As far as my knowledge, I believe they are
6 still available. I have not been to this portion of
7 the site recently to check.

8 Q. As you sit here today, do you know if
9 they're available?

10 A. To the best of my knowledge, they are
11 available.

12 Q. But you don't know one way or the other?

13 A. I don't know one way or the other. I would
14 have to look.

15 Q. Do you know how many people have viewed the
16 Webcasts for the 3 documents we've been talking about
17 in exhibit 7?

18 A. I do not know.

19 Q. Does the U.S. Chamber keep track of that
20 information?

21 A. I do not know if specific hits are kept
22 track of.

1 Q. Anything else of exhibit 7 that is on the
2 ICW Website?

3 A. I believe the page starting 55275 of
4 exhibit 7 is a printed copy of what was on or what is
5 on -- it is where the Webinars were stored on the
6 Website. This was printed off as an April 5, 2007.

7 Q. Did you print it off?

8 A. Yes, I printed it off.

9 Q. Are there -- can a user access the U.S.
10 Chamber Website to get to the ICW portion directly
11 without going through the home page of the U.S.
12 Chamber Website?

13 MR. MERONE: Objection, vague.

14 A. A user could type in the URL and get
15 directly to the ICW Web page.

16 BY MS. PIETRINI:

17 Q. So a user doesn't have to go to U.S.
18 Chamber, dot, com.

19 They could go directly to U.S. Chamber,
20 dot, com, forward slash, ICW and get to that Website.

21 Correct?

22 A. Yes.

1 Q. Have you ever done that before?

2 A. Yes.

3 Q. I think you mentioned -- I think it was on
4 exhibit 7 that there were mass emails for this
5 document.

6 Did I understand your testimony correct?

7 A. Yes, you did understand my testimony
8 correct.

9 I said in terms of marketing for these
10 Webcasts, we used emails to our members -- that's what
11 I meant by, mass -- as well as to an opt-in list of
12 those individuals and businesses who have agreed to
13 receive ICW's monthly newsletter.

14 Q. How many people were on that mailing list
15 for the email?

16 A. How many people on the mailing list overall
17 for the emails or who have opted into ICW's
18 newsletter?

19 Q. Let's break it up.

20 The emails that you were talking about for
21 exhibit 7, were these only for U.S. Chamber members
22 and for those who have opted in for ICW emails?

1 A. Yes.

2 The emails would have only been targeted to
3 U.S. Chamber members and those individuals and
4 businesses that have opted in to receive initial
5 information from ICW about upcoming events.

6 Q. For the U.S. Chamber members, you do not
7 know how many members you have.

8 Right?

9 A. That's correct.

10 Q. For the emails for people that have opted
11 in to receive the ICW emails, how many people does
12 that comprise?

13 A. My understanding is that it's approximately
14 2500.

15 Q. Of those 2500, are any of them
16 Hispanic-based businesses?

17 A. ICW does not track that information, so I
18 would not know the answer.

19 Q. Have you ever encountered an Hispanic-based
20 business during your work at ICW?

21 A. How would you define Hispanic-based
22 business?

1 Q. I think we went over this before, but owned
2 or operated by someone of Hispanic descent.

3 A. I'm trying to understand the question.

4 How would I know that the person is of
5 Hispanic descent?

6 Are you asking if they filled out a form
7 that had a -- that self-identified them, or is it
8 based on a stereotype of appearance?

9 Q. Let me ask it a different way.

10 Are you involved with the people that
11 participate, the businesses that participate in ICW?

12 A. Yes.

13 Q. Do you talk to them on the phone?

14 A. I do talk to people on the phone who call
15 for specific information.

16 Q. At the conferences that you've attended --
17 there's been at least one that we've talked about
18 today -- do you meet any of the people that
19 participate in the ICW conferences that are members or
20 donate?

21 A. I meet people at ICW conferences who have
22 agreed to come to the event, yes.

1 Q. Okay. And in your meetings with any of
2 those people, have any of those people struck you as
3 being of Hispanic descent?

4 MR. MERONE: Objection, vagueness.

5 A. Are you asking me just to base it on their
6 general appearance?

7 BY MS. PIETRINI:

8 Q. Well, that or are you familiar with
9 Hispanic surname?

10 A. Yes, I'm familiar with Hispanic surnames.

11 Q. Have any of the people that you've
12 encountered through your dealings at ICW at these
13 conferences, the people that you spoke with, had a
14 Hispanic surname?

15 A. Offhand, I can't recall any, but looking at
16 an attendance list, I'm sure I would be able to pick
17 someone out.

18 Q. You can't think of any today?

19 A. Of a business owner?

20 Not of a business owner.

21 Q. What about any of the attendees at the
22 conferences?

1 Can you think of anyone that you've
2 encountered that has had a Hispanic surname?

3 A. Yes.

4 There are people at state and local
5 Chambers of Commerce that I interact with who do have
6 a Hispanic surname.

7 Q. Do you know if any of those people that you
8 interact with that have a Hispanic surname are owners
9 of businesses?

10 A. I know them only in terms of their
11 relationship as an employee of the state or local
12 Chamber of Commerce. I do not know if they're a
13 business owner.

14 Q. How long have you worked with Chambers of
15 Commerce?

16 Because I think you said that you
17 testified -- that you had worked at the Greater
18 Minneapolis Chamber of Commerce?

19 A. That's correct.

20 Q. How long have you worked with Chambers of
21 Commerce?

22 A. I've worked at the U.S. Chamber of Commerce

1 as a temporary employee starting in October of 2002
2 and then a permanent employee in April. And then my
3 other experience at a chamber was I believe one year
4 at the Greater Minneapolis Chamber of Commerce.

5 And then I was with an economic development
6 agency in Lafayette, Indiana, for 4 years. That was
7 housed in the same facility as its local Chamber of
8 Commerce.

9 Q. In your work at ICW, do you encounter a lot
10 of people from Chambers of Commerce around the
11 country?

12 A. Yes, I do.

13 Q. Okay. And the names that these Chambers of
14 Commerce use, do they usually include the words
15 Chamber of Commerce?

16 A. The majority include the name, Chamber of
17 Commerce.

18 Q. Has there been any instances where any of
19 those various Chambers of Commerce that you work with
20 have been confused with the U.S. Chamber of Commerce?

21 MR. MERONE: Objection, vagueness, calls
22 for legal conclusions.

1 A. Not that I'm aware of.

2 BY MS. PIETRINI:

3 Q. Are you familiar with the term license?

4 A. I understand the name license, but I don't
5 think I probably understand it in the way you're
6 referring to it.

7 Q. You understand what the word permission
8 means?

9 A. Yes.

10 Q. Are you aware of any written permissions
11 that the U.S. Chamber has given to any of the various
12 Chambers of Commerce that you work with to use the
13 words Chamber of Commerce?

14 A. I am not aware of anything that relates to
15 permissions or license in that context.

16 Q. Okay. Would you expect in your work at ICW
17 that these various Chambers of Commerce would require
18 permission from U.S. Chamber to use the words Chamber
19 of Commerce?

20 MR. MERONE: Objection, calls for legal
21 conclusions, outside the witness's knowledge.

22 A. I don't understand the answer to that

1 question. I've never encountered.

2 BY MS. PIETRINI:

3 Q. Okay. But would you expect that these
4 various Chambers of Commerce around the country that
5 you've worked with that they would require the
6 permission of your employer in order to use the words
7 Chamber of Commerce?

8 MR. MERONE: Same objection, asked and
9 answered.

10 A. Are you asking for my opinion?

11 BY MS. PIETRINI:

12 Q. Yeah.

13 A. I haven't thought about whether Chambers of
14 Commerce would -- at the state and local level would
15 go to the U.S. Chamber of Commerce to ask for
16 permission prior to you asking the question. I don't
17 really -- I don't have a conclusion.

18 Q. Are you aware of any instances where the
19 U.S. Chamber of Commerce has provided written
20 permission to any other Chamber of Commerce to use the
21 words Chamber of Commerce?

22 MR. MERONE: Objection, lack of foundation.

1 A. I'm not aware, no.

2 BY MS. PIETRINI:

3 Q. Do you believe that anyone is free to use
4 the word Chamber of Commerce in their business name?

5 MR. MERONE: Objection, calls for opinion
6 testimony.

7 A. Are you asking for my opinion in terms --

8 BY MS. PIETRINI:

9 Q. I'm asking what you believe.

10 MR. MERONE: Objection, also calls for
11 legal conclusions.

12 A. I've never thought about the answer to that
13 question before.

14 BY MS. PIETRINI:

15 Q. How would you define a Chamber of Commerce?

16 A. My definition -- my opinion of what a
17 definition of a Chamber of Commerce is, is an
18 organization that promotes the best interests of the
19 business community.

20 Q. You worked for a year at the Chamber of
21 Commerce in Greater Minneapolis.

22 Correct?

1 A. That's correct.

2 Q. And 5 years at the U.S. Chamber of
3 Commerce?

4 A. That's correct.

5 Q. And your understanding of what Chamber of
6 Commerce means in that instance is to promote the
7 businesses?

8 A. To promote my understanding of what a
9 Chamber of Commerce means, and my experience is to
10 promote issues that are of greatest importance to the
11 business community.

12 Q. Do you believe that The Chamber of Commerce
13 is an association of business people to promote and
14 protect business interests?

15 MR. MERONE: Objection, vagueness, calls
16 for a legal conclusion, calls for opinion testimony.

17 A. Could you repeat the question.

18 BY MS. PIETRINI:

19 Q. Do you believe that a Chamber of Commerce
20 is an association of business people to promote and
21 protect business interest?

22 MR. MERONE: Same objection.

1 A. Are you asking for my opinion?

2 BY MS. PIETRINI:

3 Q. Your belief.

4 I mean, you've worked at Chambers of
5 Commerce, so --

6 A. My belief is, is that Chambers of Commerce
7 are organizations that are comprised of members that
8 focus on getting the best interests of the business
9 community.

10 Q. Are the members of -- were the members of
11 the Greater Minneapolis Chamber of Commerce business
12 owners?

13 A. My recollection is that the members of the
14 Greater Minneapolis Chamber of Commerce were local
15 businesses from the Greater Minneapolis region.

16 Q. Okay. And the members of the U.S. Chamber,
17 are those also business persons, owners of businesses?

18 MR. MERONE: Objection, vagueness, outside
19 the witness's knowledge.

20 A. My opinion, my general understanding of
21 members of the chamber, the U.S. Chamber of Commerce,
22 is state and local Chambers of Commerce, trade

1 associations, and businesses.

2 BY MS. PIETRINI:

3 Q. So your understanding of U.S. Chamber's
4 members include business owners and local Chambers of
5 Commerce?

6 A. My understanding of the members of the U.S.
7 Chamber of Commerce is that they include state and
8 local Chambers of Commerce, trade associations, and
9 businesses.

10 Q. Do you have any involvement with the state
11 and local Chambers of Commerce in your work at U.S.
12 Chamber of Commerce?

13 A. Specifically as part of -- as my role as
14 the executive director of ICW?

15 Q. At any point during your 5-year tenure,
16 have you had involvement with state and local Chambers
17 of Commerce?

18 A. Yes, I have.

19 Q. And of those state and local Chambers of
20 Commerce, have you become aware that they have
21 requested or received permission from the U.S. Chamber
22 to use the words Chamber of Commerce?

1 MR. MERONE: Objection, lack of foundation.

2 A. I have no recollection that that's
3 occurred.

4 BY MS. PIETRINI:

5 Q. So you don't know one way or the other?

6 A. I don't know one way or the other.

7 Q. In your experience dealing with the state
8 and local Chambers of Commerce, have you seen any
9 logos used by them?

10 A. Have I seen logos used by state and local
11 chambers?

12 Yes, I have.

13 Q. Have any of those logos included circles or
14 spheres?

15 A. I'm trying to think.

16 Offhand, I don't have a -- I've seen logos.
17 I can't recreate -- I don't remember what I've seen.
18 I've seen logos of lots of Chambers of Commerce.

19 Q. You don't recall whether they've been
20 spheres or circles, anything like that?

21 A. Actually it's quite amorphous to me.

22 Q. What do you mean?

1 A. I know I've seen logos of chambers, but I
2 can't reproduce them for you. I can't tell you what
3 they look like.

4 Q. So you don't know whether they've included
5 circles or spheres?

6 A. No.

7 Q. The logo that you mentioned, the U.S.
8 Chamber logo, in your direct testimony, that's a
9 circle.

10 Correct?

11 MR. MERONE: Objection to form.

12 A. As an example, the logo that I referred to
13 with exhibit 5, on the inside of Leaders and Laggards,
14 the U.S. Chamber of Commerce logo that was used was a
15 circle.

16 BY MS. PIETRINI:

17 Q. Have you seen any other logo used by the
18 U.S. Chamber other than the one shown on exhibit 5?

19 And I think you're referring to page 55000.

20 A. I am referring to page 55000, and this is
21 the logo of the U.S. Chamber of Commerce as a circle.
22 I've seen it in color as well as in black and white,

1 but no other forms.

2 Q. What colors are used in the logo of the
3 U.S. Chamber?

4 MR. MERONE: We actually have a copy.

5 THE WITNESS: May I see the Leaders and
6 Laggards in color?

7 MR. MERONE: Sure.

8 A. Looking at exhibit 5 on 55000, the colors
9 of the U.S. Chamber of Commerce logo are blue, red,
10 and white.

11 BY MS. PIETRINI:

12 Q. And the blue is -- this is the first time
13 I've seen the color here -- the blue comprises the
14 right side of the logo?

15 A. That would be an accurate description. It
16 comprises the right side -- the right third of the
17 logo.

18 Q. The left side of the logo is red and white?

19 A. That would be correct.

20 Q. Is the logo that we're looking at of U.S.
21 Chamber -- is it always used with the words the spirit
22 of enterprise on the top part of the circle and then

1 U.S. Chamber of Commerce on the bottom side of the
2 circle?

3 A. As far as I've seen this logo, that's how
4 it it's displayed, yes.

5 Q. You've never seen anything different in the
6 5 years that you've been at the U.S. Chamber?

7 A. Not that I can recall.

8 Q. To the left of that U.S. Chamber logo,
9 there's "ICW" with a box to the left of that.

10 Is that the logo of ICW that you talked
11 about during your direct examination?

12 A. The logo of ICW on page 55000 is the ICW
13 logo currently.

14 Q. Is that the only logo currently in use by
15 ICW?

16 A. Except for a change of color depending on
17 the color of paper it's printed, yes.

18 Q. And the colors in that logo are red, white,
19 and blue as well?

20 A. That's correct.

21 Q. The bottom right, about 40 percent of the
22 logo is blue. And then the -- there's a white

1 squiggle in the middle, and then the top 40 percent
2 would be red?

3 A. That would be correct.

4 The ICW logo is blue on the bottom third, a
5 white squiggly line, red on the top third surrounded
6 by a gray box.

7 Q. Has the ICW logo ever appeared in a circle?

8 A. No, the ICW logo has not appeared in a
9 circle.

10 MR. MERONE: Do you have extra copies of
11 this?

12 I can attach this.

13 You want to attach this one and substitute
14 it.

15 MS. PIETRINI: Yeah, just substitute that
16 page out of exhibit 5.

17 Right?

18 Yeah.

19 5.

20 THE WITNESS: Yes.

21 MS. PIETRINI: That's fine.

22 MR. MERONE: Okay. I'll figure it out.

1 BY MS. PIETRINI:

2 Q. Have you ever seen the ICW used with the
3 letter H in it?

4 A. Are you referring to the ICW logo?

5 Q. Yes.

6 A. No, I have not seen the ICW logo used with
7 the letter H.

8 Q. Have you ever seen it used with any stars
9 in the logo?

10 A. No, I have not seen the ICW logo used with
11 any stars.

12 Q. What about the ICW logo used with a picture
13 of people?

14 A. Can you provide some more clarification?

15 Q. Like of a human figure.

16 Have you seen the ICW used with human
17 figures depicted in the logo?

18 A. No, I have not seen the ICW logo used with
19 human figures.

20 Q. And what about the U.S. Chamber of Commerce
21 logo?

22 Have you ever seen it used with an H?

1 A. I have not -- to my recollection never seen
2 the U.S. Chamber of Commerce logo used with an H.

3 Q. What about with stars?

4 Have you ever seen the U.S. Chamber of
5 Commerce logo used with stars?

6 A. I have not seen the U.S. Chamber of
7 Commerce logo used with stars.

8 Q. And what about with a pictorial
9 representation of humans?

10 Have you ever seen it used that way?

11 A. No, I have not seen the U.S. Chamber of
12 Commerce logo used with a pictorial representation of
13 humans.

14 Q. What about any other representation of the
15 human figure?

16 Have you seen that used with the U.S.
17 Chamber logo?

18 A. No, I have not seen the U.S. Chamber logo
19 used with representations of humans.

20 Q. In your work with U.S. Chamber of Commerce,
21 are you aware of who their competitors are?

22 A. In my work as the executive director of

1 ICW?

2 Q. Right.

3 A. I am aware that for example the National
4 Association of Manufacturers is viewed as a competitor
5 and a collaborator.

6 Q. What about other Chambers of Commerce?

7 Are they considered competitors of ICW?

8 A. The organizations that ICW works with, the
9 state and local organizations, are not viewed as
10 competitors of ICW. They are viewed as members of the
11 U.S. Chamber of Commerce that we are obligated to
12 serve.

13 Q. Do you view the Hispanic Chamber of
14 Commerce as a competitor of ICW?

15 MR. MERONE: Objection, calls for a legal
16 conclusion.

17 Also object on the basis that the witness
18 lacks personal knowledge as to the U.S. Hispanic
19 Chamber of Commerce.

20 A. As I mentioned earlier, I had no awareness
21 of the U.S. Hispanic Chamber of Commerce prior to
22 being engaged in this litigation and have never had a

1 thought about whether they are a competitor or not.

2 BY MS. PIETRINI:

3 Q. Are you aware of any Chambers of Commerce
4 that are competitors to ICW?

5 A. No, I'm not aware of any Chambers of
6 Commerce that are competitors to ICW.

7 Q. Are you familiar with the competitors of
8 the U.S. Chamber of Commerce?

9 A. How are you defining competitor?

10 Q. I don't know. I'm not in this business.

11 You've identified who might be someone who
12 is a collaborator and a competitor, so let's use your
13 definition of competitor.

14 A. My definition would be an organization like
15 the National Association of Manufacturers, but ICW has
16 had a 10-year, long-standing partnership with them.
17 So in the world in which I work at ICW, we work with
18 the National Association of Manufacturers as a
19 collaborator.

20 Q. But this question is directed to U.S.
21 Chamber of Commerce.

22 You said you're familiar with who the

1 competitors would be.

2 Would any of those be a Chamber of
3 Commerce?

4 A. Not that I'm aware of, no.

5 Q. I think you mentioned that -- going back to
6 exhibit number 7 -- that there was -- that the press
7 had picked up exhibit 7?

8 I wasn't sure what you meant by that.

9 A. I think my testimony, I believe I talked
10 about the press in respect to exhibit 5 and 6 and the
11 release of Leaders and Laggards and the joint platform
12 for education reform at the February 28 event.

13 Q. So of the exhibits that we've looked at, 1
14 through 7 today, the only ones that would have been
15 picked up by the press would have been exhibits 5 and
16 6?

17 A. My knowledge of -- between exhibits 1 and
18 7, the one that was picked up by the press or
19 specifically targeted by the press were exhibits 5 and
20 6 only.

21 Q. Was that because there was a press
22 conference or press release issued for this event?

1 A. There was a press conference, and there was
2 a press release issued for the February 28 event.

3 That's correct.

4 Q. Let's start with the press release.

5 Did you write it?

6 A. I had input into the press release, but I
7 did not write the entire thing.

8 Q. Do you know how many of the press releases
9 were issued to the press?

10 A. I do not know how many press releases were
11 issued.

12 Q. And that was in February '07.

13 Right?

14 A. February 28, 2007.

15 Q. What about the press conference?

16 Do you know how many members of the press
17 were invited to that conference?

18 A. I do not know how many members were
19 invited, no.

20 Q. Did you attend the press conference?

21 A. I attended the press conference, which was
22 done in conjunction with the kickoff of the summit --

1 excuse me -- the kickoff of Leaders and Laggards. It
2 was one event.

3 Q. How many members of the press were present
4 at that kickoff event?

5 A. There were a total of approximately 200
6 individuals present. Of those 200 individuals, I do
7 not know how many were press.

8 Q. So 200 individuals at the kickoff for
9 Leaders and Laggards?

10 A. That's correct.

11 Q. Where was that held?

12 A. That was held at the U.S. Chamber of
13 Commerce.

14 Q. Here in Washington, D.C.?

15 A. Yes, in Washington, D.C.

16 Q. Near the White House?

17 A. Near the White House.

18 Q. Of the 200 individuals that were at that
19 kickoff event, were those also attendees at that
20 conference?

21 A. Yes.

22 The February 28 event was a registration,

1 that required registration, and those were the people
2 that came.

3 Q. So when you said that it involved the
4 press, it was the fact that you had the press release
5 and the press conference.

6 Right?

7 A. The February 28 event, there was a press
8 release. Then there was introductory remarks by U.S.
9 Chamber of Commerce president and CEO Tom Donohue and
10 by the Center for American Progress president John
11 Podesta, followed by a short period of time where the
12 press only were allowed to ask questions. The event
13 continued after the press asked questions.

14 Q. Were you present during the part of that
15 kickoff where the press was able to ask questions?

16 A. Yes, I was.

17 Q. You don't know how many people of the press
18 were at that kickoff event?

19 A. No, I do not.

20 Q. Do you know if any -- let me back up.

21 Did you see any articles or any other media
22 attention directed to the Leaders and Laggards kickoff

1 event?

2 A. I do recall seeing media hits after the
3 February 28th event.

4 Q. What do you mean by, media hits?

5 A. By, media hits, I remember there being a
6 story in a particular paper. I do not know how many
7 there were, however.

8 Q. Can you recall what paper that it appeared
9 in?

10 A. I don't recall specifically which papers it
11 appeared in.

12 Q. Any other formats or mediums that it
13 appeared in other than newspapers?

14 A. It appeared in media publications online.

15 Q. Can you name some of them?

16 A. I do not recall exactly which ones.

17 Q. Do you know how many?

18 A. I do not have exact numbers, no.

19 Q. Do you have a general number?

20 A. No.

21 It would be a guess.

22 Q. Any other mediums that picked up the

1 coverage of the kickoff for the Leaders and Laggards
2 other than newspapers and the online media
3 publication?

4 A. Those are the 2 that I recall.

5 Q. Did the U.S. Chamber or ICW do any research
6 to determine the value of that media impression?

7 A. ICW did not do any research following to
8 look at the value of the media coverage.

9 Q. Are you aware of how the U.S. Chamber of
10 Commerce is listed in telephone directories?

11 A. I have never looked up the U.S. Chamber of
12 Commerce in the telephone directory.

13 Q. Has anyone ever told you how it appears?

14 A. No, no one ever told me how it appears.

15 MS. PIETRINI: Take a few-minute break. I
16 may be done.

17 - - -

18 (Recessed at 12:19 p.m.)

19 (Reconvened at 12:24 p.m.)

20 - - -

21 BY MS. PIETRINI:

22 Q. You had mentioned before the U.S.

1 Association of Manufacturers.

2 Can you define for me what that is?

3 MR. MERONE: Objection, mischaracterizes
4 what she had said.

5 But you can answer.

6 A. I believe I said the National Association
7 of Manufacturers.

8 BY MS. PIETRINI:

9 Q. Okay. What's that?

10 A. My understanding is it's an organization --
11 it's a membership organization of manufacturers from
12 around the country.

13 Q. How is it that the National Association of
14 Manufacturers is a competitor and a collaborator of
15 the ICW?

16 A. For ICW, the National Association of
17 Manufacturers is a collaborator. We've had a 10-year
18 partnership with them and an organization called Jobs
19 for the Future.

20 Q. How is it a competitor?

21 A. For ICW, it's really a collaborative effort
22 more than a competitive.

1 Q. Because you said during your testimony
2 earlier that it was both a competitor and a
3 collaborator.

4 A. I believe I responded to the question where
5 it was, was the U.S. Chamber -- who are the
6 competitors of the U.S. Chamber of Commerce, and I
7 said an example would be the National Association of
8 Manufacturers is viewed as both a competitor for the
9 chamber as a whole and a collaborator.

10 In ICW's realm, it's viewed as a
11 collaborator.

12 Q. So collectively for the U.S. Chamber, it's
13 a competitor, but for ICW, it's a collaborator?

14 A. I think it is a collaborator and competitor
15 for the U.S. Chamber holistically, but in my realm and
16 my work at ICW, they're a collaborator.

17 Q. Is it a collaborator vis-a-vis the U.S.
18 Chamber because of the work it does with the ICW?

19 A. That would be one aspect.

20 I believe there are other forms of
21 partnerships within the chamber, but I'm not familiar
22 with them.

1 Q. What's your understanding as to why the
2 National Association of Manufacturers is a competitor
3 of the U.S. Chamber?

4 A. My understanding -- it's an overall concept
5 that I've heard, that the National Association of
6 Manufacturers is viewed as a competitor and a
7 collaborator, but from my personal perspective and my
8 opinion and my experiences, it's a collaborator.

9 Q. So you don't know why it may be deemed a
10 competitor of the U.S. Chamber?

11 A. That's correct.

12 Q. Okay. Does the ICW have any competitors?

13 A. My statement would be that we don't have
14 any direct competitors. We function more as an
15 umbrella organization to service the needs of the
16 members of the U.S. Chamber of Commerce.

17 Q. You're not aware of any competitors of the
18 ICW?

19 A. I'm aware of organizations that do a part
20 of what we do, but not necessarily the whole pie.

21 Q. So the part that they do, what's that that
22 makes them competitive?

1 A. There are other organizations in
2 Washington, D.C., for example, that focus on education
3 reform. There are other organizations that focus on
4 the public workforce development system.

5 ICW has programs on those, but the other
6 organizations don't necessarily focus on business.

7 Q. Okay. If these other organizations offer
8 education reform, does that make them a competitor?

9 A. No, not necessarily, because our
10 constituency is our members.

11 Q. I'm not really understanding how these
12 businesses might be considered a competitor.

13 Maybe you don't have competitors, then.
14 Good for you, but I don't know.

15 A. No.

16 I think what I'm saying is, there are other
17 organizations that may do similar issues, but their
18 constituencies may overlap or may not -- I'll give an
19 example. Maybe that will help clarify.

20 The American diploma project is a project
21 of Achieve. They focus on increasing academic rigor,
22 and they have business as part of the group that they

1 deal with.

2 They could be viewed as a competitor. At
3 the same time, we choose to work with them so that we
4 don't duplicate their efforts but we support their
5 efforts.

6 Q. How does ICW go about getting its -- I know
7 you don't have members per se.

8 A. That's correct.

9 Q. What do you call them?

10 A. Our fundraising efforts, much of the work
11 that was done under CWP and has continued under ICW
12 has been grants, which have specific deliverables.
13 Those have been federal grants in many cases.

14 Q. CWP is the predecessor?

15 A. Predecessor with the Center for Workforce
16 Preparation, the predecessor of ICW.

17 Q. What do you mean by, specific deliverables?

18 A. I mean, for example with exhibit 7, the Job
19 Corps program, CWP wrote a grant to Job Corps that
20 outlined exactly what we would do and how much it
21 would cost. The Department of Labor then funded CWP
22 to do that work, and we could only use that money to

1 do the things that we specifically laid out.

2 Q. Is all of the funding for ICW federal
3 grants?

4 A. Not all of the funding.

5 We have money from corporate foundations
6 and we have money from our board of directors, which
7 is comprised of corporations and Chambers of Commerce.

8 Q. So the board of directors is comprised of
9 Chambers of Commerce and --

10 A. -- and people who represent corporations.

11 Q. Is any of the funding that ICW has received
12 from the corporate foundations -- were those
13 Hispanic-based?

14 A. No, they were not.

15 Q. In any of the corporations that are
16 represented on ICW's board of directors, are any of
17 those Hispanic-based?

18 A. No, they are not.

19 Q. Is the board of directors for ICW separate
20 from the board of directors than the U.S. Chamber?

21 A. ICW as a 501 C 3 does have its own board of
22 directors. However, we do have overlap with the U.S.

1 Chamber of Commerce board of directors.

2 Q. Any of those Chambers of Commerce that are
3 members of the board of directors -- are those
4 directed towards Hispanic businesses?

5 A. No, they are not.

6 Q. What's your understanding of the meaning of
7 Chamber of Commerce in the business name U.S. Chamber
8 of Commerce?

9 MR. MERONE: Objection, vague, asked and
10 answered.

11 A. Are you asking my opinion of what the term
12 Chamber of Commerce means as part of the name U.S.
13 Chamber of Commerce?

14 BY MS. PIETRINI:

15 Q. What's your understanding of the meaning of
16 Chamber of Commerce within the whole name U.S. Chamber
17 of Commerce?

18 MR. MERONE: Same objection, further object
19 to the extent it calls for a legal conclusion.

20 A. My understanding I think as I mentioned
21 before is that Chamber of Commerce means an
22 organization that is focusing on the best interests of

1 the business community.

2 BY MS. PIETRINI:

3 Q. And the part "U.S." means that it's based
4 in the U.S.?

5 MR. MERONE: Objection to the form of the
6 question.

7 Objection also to the extent it calls for a
8 legal conclusion, and vague.

9 A. I haven't thought about what "U.S." means.
10 Are you asking for my opinion now?

11 My opinion is that "U.S." as part of U.S.
12 Chamber of Commerce means that it's representing
13 businesses that have to do something with the United
14 States of America.

15 BY MS. PIETRINI:

16 Q. And U.S. Chamber of Commerce is located
17 within the United States of America?

18 A. The U.S. Chamber of Commerce headquarters
19 are located in the United States of America, yes.

20 Q. Are you aware of any other businesses in
21 the Washington, D.C., area that use -- or that lead
22 off with "U.S." or "United States" or "United States

1 of America" as part of its name?

2 A. As I mentioned, I wasn't familiar with the
3 U.S. Hispanic Chamber of Commerce until this
4 litigation.

5 Off the top of my head, actually nothing is
6 coming to mind.

7 Q. You're not aware of any other businesses,
8 organizations, entities at all in Washington, D.C.,
9 that lead off with U.S., United States, or United
10 States America?

11 A. At this time I can't think of any.

12 Q. Are you aware of any other entities,
13 businesses, agencies, whether it's government or
14 private, that lead off with the word national that are
15 located in Washington, D.C., area?

16 A. Yes, I'm aware of organizations that begin
17 with the name national.

18 Q. Is that a common term that's used in names
19 for businesses located in Washington, D.C.?

20 A. I don't know if it's considered common, but
21 I'm aware of some that begin that way.

22 Q. Are you aware of more than a hundred

1 businesses, entities, agencies that begin with the
2 word national in their name?

3 A. I wouldn't know how many that are out
4 there.

5 Q. Can you give me a ballpark estimate?

6 A. I have no idea.

7 Q. What did you do to prepare for this
8 deposition?

9 A. I met yesterday with Judy Richmond and Bill
10 Merone and reviewed the documents that I had
11 previously gathered for the preparation that I was
12 asked to pick up.

13 Q. Were you given a list of questions that you
14 were going to be asked today?

15 MR. MERONE: Object to the extent it calls
16 for disclosure of attorney-client information.

17 However, I'll let you answer this
18 particular question, and we'll take it case by case.

19 A. No, I was not given a list of questions.

20 BY MS. PIETRINI:

21 Q. Were you given a list of documents that
22 were going to be introduced at your testimony today?

1 MR. MERONE: Same objection.

2 She's already identified what documents she
3 has reviewed, and I believe she's identified all the
4 documents that were introduced into evidence today.

5 BY MS. PIETRINI:

6 Q. You need to answer the question.

7 Were you given a list of documents that
8 were going to be identified today in your testimony?

9 A. No, I was not given a list of documents,
10 no.

11 MS. PIETRINI: I don't have any other
12 questions at this time.

13 MR. MERONE: Okay. We're done.

14 (The deposition was concluded at 12:38 p.m.)

15
16


KAREN R. ELZEY

17
18

19 Subscribed and sworn to before me

20 this 2nd day of October, 2007.

21



ALICIA R. HARRIS
Notary Public, District of Columbia
My Commission Expires May 31, 2011

22

(Notary Public)

My Commission Expires:

1 UNITED STATES OF AMERICA)

2 ss:

3 DISTRICT OF COLUMBIA)

4

5 I, CHERYL A. LORD , a Notary Public in
6 and for the District of Columbia, do hereby certify
7 that the within transcript is a true and accurate
8 record of the testimony of KAREN R. ELZEY under
9 oath and other proceedings in The Chamber of Commerce
10 of the United States of America v. United States
11 Hispanic Chamber of Commerce Foundation, Opposition
12 Number 91/156,321 and Serial Number 78/081,731. The
13 deposition was held at the offices of Kenyon & Kenyon
14 LLP, 1500 K St. N.W., Washington D.C., on Tuesday,
15 June 19, 2007, from 10:08 a.m. to 12:38 p.m. and in
16 the presence of both parties.

11

12 I further certify that I am not a
13 relative, employee, attorney or counsel of any of
14 the parties to this action and that I am in no way
15 interested in the outcome of this matter.

12

13

14

15 IN WITNESS WHEREOF, I have hereunto set
16 my hand this 9th day of July, 2007.

15

16

17



18

19 CHERYL A. LORD
20 Notary Public in and for the
21 District of Columbia

19

20

21 My Commission expires April 30, 2011

22

WORD INDEX

A			
ability 14:4 28:21	affiliates 30:14	130:6	96:5 100:10,16
able 27:9 34:4 44:16	37:18	answered 61:7	101:7,9 103:1
55:11 96:16	affiliation 8:10 9:1,6	100:9 126:10	126:11 127:10
117:15	afield 73:8	answers 76:5 81:18	aspect 121:19
absolutely 26:16,21	African 66:2	appeal 1:2 57:5	assessment 58:15,16
28:6 33:21 48:17	age 18:3	appearance 95:8	assistant 72:14 76:5
77:21	aged 18:6 27:22	96:6	associate 36:15
academic 28:9	agencies 128:13	APPEARANCES	48:15
43:20,20 56:10	129:1	3:1	associated 26:12
123:21	agency 98:6	appeared 109:7,8	49:19
access 92:9	ago 12:11 66:17	118:8,11,13,14	association 16:18
accommodations	agree 33:4	appears 24:22	54:14 102:13,20
17:6	agreed 45:13 93:12	119:13,14	112:4 113:15,18
account 70:2	95:22	append 14:13	120:1,6,13,16
accurate 107:15	agreement 52:14	Applicant 1:10 3:16	121:7 122:2,5
131:6	Alabama 11:14	59:3	associations 30:7
Achieve 123:21	allow 71:10	applied 16:16 18:14	104:1,8
achievement 19:7	allowed 117:12	approximately 12:9	attach 109:12,13
20:4 28:9 43:20,20	America 1:4 127:14	94:13 116:5	attend 35:16 115:20
56:10	127:17,19 128:1	April 10:8 92:6 98:2	attendance 47:17
action 44:14 48:12	128:10 131:1,7	131:21	96:16
53:17 131:13	American 16:18	archived 53:21 84:3	attended 35:4,8,14
active 25:15	26:18 32:21 33:7,8	88:8 90:14	36:6 39:8 40:17,20
actively 41:3	43:3,3,7 45:8 47:3	area 19:9 21:3 31:9	64:11 77:16 95:16
activities 8:6,18	47:15 66:3 117:10	45:17 56:16 60:14	115:21
13:7,11 15:10,17	123:20	61:15 64:21 68:11	attendee 36:4
29:16 36:12 49:20	Americans 27:19	73:8 127:21	attendees 24:14,15
actual 50:19	66:2	128:15	35:22 38:17 39:12
add 32:22	amorphous 105:21	areas 45:15 46:4,6	40:12 46:14 77:16
address 57:18 58:3	amounts 75:15,20	48:9	78:10,13 79:3,6,13
76:16	analyze 28:9	arisen 56:1	79:20 80:1,4,15,20
addressed 72:17	Andrew 3:18	Arlington 14:1 15:1	81:4,10 96:21
73:2	Angeles 3:21	15:1	116:19
addresses 83:4	announced 47:16	art 41:10	attention 117:22
adequately 26:6	annual 4:14 17:16	articles 47:22 48:2	attorney 67:22
advanced 28:21	23:22 29:8,13	117:21	131:12
advancing 26:13	34:19 37:22	asked 8:17 59:20	attorney-client
affiliate 7:4,14 8:2	answer 12:5 13:17	67:16 71:18 100:8	129:16
17:9 23:16 31:3	46:3 60:16 61:2	117:13 126:9	audience 46:15
36:13 49:21 79:22	63:5,5 67:12 71:16	129:12,14	79:19
affiliated 7:10,12	73:10 76:2,4 94:18	asking 13:3 37:13	audio 90:19
11:4 41:4 55:1	99:22 101:12	65:22 67:4 69:8,16	auspices 49:21
	120:5 129:17	73:12 82:4 95:6	automatically 70:11

available 20:7 42:7
47:1,3,5 54:2,5
83:16 85:5,8,15,20
86:1,10 87:2,5,9
87:11,17,21 88:5,7
88:9 90:17 91:3,6
91:9,11

aware 8:9 16:8
63:14 64:16 65:5
66:21 67:5,13,15
69:12,20 70:19
71:4,21 73:16
74:18 75:9,14,18
99:1,10,14 100:18
101:1 104:20
111:21 112:3
113:3,5 114:4
119:9 122:17,19
127:20 128:7,12
128:16,21,22

awareness 8:5 15:22
68:7 71:19 74:5
112:20
a.m 55:14,15 58:22
59:1 131:10

B

back 55:18 62:10
82:7 84:5 85:3
114:5 117:20

bad 64:9

ballpark 78:19
129:5

base 59:19 96:5

based 26:10 33:15
56:11 65:22 91:1
95:8 127:3

basically 22:2

basis 70:5,18 112:17

BCLC 36:13

bear 14:12

bears 23:8 34:13

becoming 57:22

began 88:22
beginning 50:16
52:12,20 89:12,21
90:6

begins 50:20

behalf 8:8 21:15
64:11

belief 103:3,6

believe 15:1 21:21
25:18 37:22 38:20

40:21 50:19 67:5
77:11 81:21,22

83:22 86:20 87:2,5
91:5 92:3 98:3

101:3,9 102:12,19
114:9 120:6 121:4

121:20 130:3

believed 43:18

believes 25:22

benefits 7:18

best 17:17 91:10

101:18 103:8
126:22

better 16:14 45:11
45:12,12 52:4

Bill 129:9

binder 23:13 24:9

34:19 36:18 38:1
38:17 40:13 41:7

81:16 90:9

binders 77:15 78:9
81:14

birth 32:12

bit 39:1

black 106:22

black-and-white
22:3

blue 107:9,12,13

108:19,22 109:4

board 1:2 20:4

46:18,19,21 125:6
125:8,16,19,20,21

126:1,3

bottom 23:9 27:13
52:9 108:1,21
109:4

Boulevard 3:20

box 108:9 109:6

brand-new 42:2

break 55:10 73:15
93:19 119:15

breakout 35:18

briefly 9:13 10:20

brought 19:8

build 44:16

building 7:16 41:10
53:6

Bush 37:10

business 4:10,13,16

7:7 9:8,9,22 17:9
17:10,19 18:15,22

19:3 23:14 24:1,2
24:3 25:9,13,22

26:11,15 27:1

28:11 29:8,13,15

29:18 30:4,9,16,18

30:21 31:1,7,8,12

31:14,16,19 32:1

32:12,14,18 33:11

33:16,22 34:5,18

34:20 36:5,15,21

37:7 42:7 43:19

44:6,14,21 45:2,16

46:1 48:10 53:18

56:8 59:11,11 72:4

76:16 79:21 80:12

80:18 94:20,22

96:19,20 97:13

101:4,19 102:11

102:13,14,20,21

103:8,11,17 104:4

113:10 123:6,22

126:7 127:1

businesses 16:8,11

16:13 17:13 24:17

25:3,12,18 26:3,12

26:18 27:5 28:5
31:17 32:21 52:16
52:22 54:9 59:6,10
59:15,17,18 60:10
60:19,22 61:12
62:17 63:9,18,21
64:5,14,19 65:15
65:22 75:2,13 80:4
80:6,10,21 81:5
93:12 94:4,16
95:11 97:9 102:7
103:15,17 104:1,9
123:12 126:4
127:13,20 128:7
128:13,19 129:1

C

C 7:5,14,20 8:2 31:3
125:21

CA 3:21

call 44:14 77:5,7

95:14 124:9

called 6:4 15:19

17:9 19:13 23:16

87:8 120:18

calls 13:15 21:5 50:3

54:21 69:7 76:6,8

76:11 98:21 99:20

101:5,10 102:15

102:16 112:15

126:19 127:7

129:15

capital 57:2

capitalize 42:6

card 15:19 28:7

42:22 43:16 44:13

56:6 58:17

cards 43:18

case 11:16 12:12

53:7 82:19 129:18

129:18

cases 17:2 124:13

categories 28:8

43:18	60:3,6,10,18 61:12	122:3,10,16	city 68:13,15,16
Caution 67:8	63:11,15 64:3,5,11	125:20 126:1,7,7	civic 29:15 30:9,18
center 10:15 16:4,4	64:12,13,19 65:2,5	126:12,13,16,16	30:21 31:1 32:15
17:7 23:17,18,21	65:8,12 66:7,12,12	126:21 127:12,16	79:22
24:4 25:9 29:15	66:22 67:21,22	127:18 128:3	clarification 110:14
30:9,19,22 31:1,2	68:4,5,8,21,22	131:7,8	clarify 73:21 123:19
32:15 36:19 37:9	69:2,4,5,14,15,22	chambers 13:19	clarion 44:14
43:3,7 45:8 47:3	69:22 70:3,15,20	15:3 20:6 30:7	classes 12:22
47:15 51:21 79:22	71:1,5,8,19 72:4	39:15 46:16,22	clear 42:5 51:8
117:10 124:15	72:17,20,21 73:3,5	52:4 54:12 97:5,14	closely 14:17
centers 19:9 53:1	73:12,16 74:10,10	97:20 98:10,13,19	coalition 25:9
century 43:22	74:11,14,16 75:17	99:12,17 100:4,13	collaborations 53:7
CEO 49:7 117:9	75:22 76:2,7,9,12	103:4,6,22 104:4,8	collaborative
certain 57:12	76:13,16,20 77:12	104:11,16,19	120:21
Certainly 57:15	78:15,17 79:1,4,7	105:8,11,18 106:1	collaborator 112:5
certifications 19:21	79:19 81:21 82:1,6	112:6 113:3,5	113:12,19 120:14
Certified 2:11	82:8,10,11,15,20	125:7,9 126:2	120:17 121:3,9,11
certify 131:5,12	82:22 83:3,4,16,17	Chamber's 4:19	121:13,14,16,17
chair 20:4	83:18,22 84:1,4	8:16 41:16,21	122:7,8
chamber 1:3,8 3:11	85:16,21 86:1,5,21	44:10 45:19 81:2	collected 17:12
6:18 7:5,10,15,16	87:10,12,22 89:1	85:10 90:15 104:3	22:11 51:6,11
7:17,19 8:11,15,19	89:10,15,16 91:19	change 31:20 45:9	collection 21:20
9:2,3,4 10:5,6,11	92:10,12,18,19	108:16	50:16 51:2,4,18
10:21 11:2,5,5,11	93:21 94:3,6 97:12	changes 28:12	88:17,20
11:18,19,21 12:7	97:18,22 98:3,4,7	charge 54:6,8	collectively 51:18,20
12:13,18,21 13:4,5	98:15,16,20 99:11	charitable 14:5,6	121:12
13:9,22 14:2,17,18	99:13,18,18 100:7	check 91:7	colleges 16:18,19,20
15:1 19:10,12	100:15,19,20,21	checked 40:7	16:22
20:11,17,21 21:1	101:4,15,17,20	checklists 53:8	color 106:22 107:6
21:11,13 23:16	102:2,5,9,12,19	Cheryl 1:19 2:10	107:13 108:16,17
30:13 31:4 35:9	103:11,14,16,21	131:5,18	colors 107:2,8
36:12,14,19 37:2,5	103:21 104:7,12	Child 41:13 58:14	108:18
37:8,15 38:3,18	104:21,22 106:8	choose 124:3	Columbia 2:12
39:3 40:14 41:3,9	106:14,18,21	circle 106:9,15,21	15:22 43:17 131:3
41:12 42:4,5 43:1	107:3,9,21 108:1,6	107:22 108:2	131:5,19
43:6,9 45:7 46:17	108:8 110:20	109:7,9	column 49:11
46:19,20,21 47:4	111:2,4,6,11,17,18	circles 105:13,20	com 82:11,15 83:5
47:14,18 48:4,14	111:20 112:11,13	106:5	92:18,20
48:20 49:2,8,13,18	112:19,21 113:8	cited 47:21 48:2,19	combination 21:10
50:7 51:11 54:13	113:21 114:2	48:20 49:2	combined 24:4
54:15,22 55:5,7	116:12 117:9	Citizenship 23:17	come 19:2 26:4
56:17,20 57:3,6,11	119:5,9,11 121:5,6	23:19,21 25:10	67:16 69:16,21
59:5,13,14,19,21	121:9,12,15,18,21	31:2 36:20 37:10	95:22

comes 21:15,15 22:7
 58:12 60:6
coming 28:12 34:21
 73:19 128:6
commentaries 49:1
Commerce 1:3,8
 3:11 7:5,10,15,16
 8:12,15,19 9:4
 10:6 11:5,6,11,18
 11:19,22 12:7,13
 12:19,21 13:5,5,9
 13:19 14:1,2,18,18
 15:2,4 19:10 20:12
 20:18,22 21:1,11
 23:16 30:7,13 31:4
 35:9 36:19 37:3,5
 37:8,15 38:3 39:3
 39:15 41:10,12
 42:4 43:2,7,10
 45:7 46:16,17,20
 46:21 47:5,14,18
 48:5,14,20 49:3,8
 49:13,19 50:7 52:4
 54:12,13,15,22
 55:5,7 59:13,14,19
 60:7,18 63:15 66:7
 66:12,13,22 67:21
 68:4,5,9,21,22
 69:3,4,5,14,22
 70:3,15,20 71:2,6
 71:8 72:21 73:3,5
 73:13,17 74:12,16
 75:17,22 76:3,8,9
 76:13 77:12 79:1,8
 82:1,22 83:22 84:1
 84:4 85:21 87:13
 87:22 97:5,12,15
 97:18,21,22 98:4,8
 98:10,14,15,17,19
 98:20 99:12,13,17
 99:19 100:4,7,14
 100:15,19,20,21
 101:4,15,17,21

102:3,6,9,12,19
 103:5,6,11,14,21
 103:22 104:5,7,8
 104:11,12,17,20
 104:22 105:8,18
 106:14,21 107:9
 108:1 110:20
 111:2,5,7,12,20
 112:6,11,14,19,21
 113:3,6,8,21 114:3
 116:13 117:9
 119:10,12 121:6
 122:16 125:7,9
 126:1,2,7,8,12,13
 126:16,17,21
 127:12,16,18
 128:3 131:7,8
Commerce's 6:19
 42:5
Commission 130:22
 131:21
committee 30:4
 46:21
common 14:8,11
 128:18,20
communications
 11:12 47:19
communities 16:10
 26:19
community 7:7 9:8
 9:9 10:1,1 16:17
 16:18,19,22 24:16
 28:11 31:7,19
 32:18 33:16,22
 34:5 35:10 43:19
 44:6,15,21,22
 45:16 46:1 48:10
 56:8 60:21 61:5,21
 62:3 101:19
 102:11 103:9
 127:1
community-based
 35:12

compare 33:7
compete 27:11
competing 27:5,7
competitive 6:19,21
 7:1,2 8:9,11,22
 10:14 13:20 15:6
 15:10 24:5 26:17
 26:18 27:2,3,4
 43:2 48:3 49:9
 56:21 57:16
 120:22 122:22
competitor 112:4,14
 113:1,9,12,13
 120:14,20 121:2,8
 121:13,14 122:2,6
 122:10 123:8,12
 124:2
competitors 111:21
 112:7,10 113:4,6,7
 114:1 121:6
 122:12,14,17
 123:13
complete 58:4
completely 82:17
component 18:21
components 90:10
compound 62:20
comprise 94:12
comprised 103:7
 125:7,8
comprises 107:13
 107:16
concept 18:14 122:4
concern 28:4,5
concerned 26:3
 28:11
concluded 130:14
conclusion 69:7
 100:17 102:16
 112:16 126:19
 127:8
conclusions 98:22
 99:21 101:11

conducted 63:8
conference 17:17
 23:13,14,19,22
 24:2,8,15 32:9,10
 32:11,13 34:19,21
 35:16,19,22 36:6
 36:18 37:2 38:16
 38:17 39:7,8,12,17
 40:1,8,13,17,20
 41:2,4,6 63:8
 77:15,16 78:9,10
 80:2,18 81:11,14
 114:22 115:1,15
 115:17,20,21
 116:20 117:5
conferences 17:15
 63:14 64:2,10 78:1
 78:13 79:9,13
 95:16,19,21 96:13
 96:22
confused 98:20
confusion 69:4,9,12
congratulations
 21:9
conjunction 115:22
connect 53:18
connecting 52:4
connection 35:13
 37:1 66:13 67:1
 89:2,16
connections 30:16
considered 112:7
 123:12 128:20
considering 57:12
constituencies
 123:18
constituency 123:10
constituents 9:5
contacted 12:10
 66:20
contents 37:6
context 56:2 99:15
continue 33:8 34:5

71:13	122:11 124:8	Dallas 38:19 40:15	describes 32:19
continued 4:22 5:1	cost 124:21	data 44:4 45:12	description 4:8 5:2
57:5 117:13	council 19:17 20:6	58:16 65:3,6,8,11	53:5 107:15
124:11	counsel 6:8 12:12	65:14	desire 25:14
continues 48:8 58:1	13:13 25:7 33:2	database 17:12	determine 119:6
contract 20:5	50:1 55:19 59:3	date 32:4 66:20	develop 53:16
contribute 34:4	131:12	88:14 91:1,2	developed 19:18
contributions 9:18	counsel's 67:21	day 19:6 70:9,10,14	52:13 53:13 79:19
14:6	counterparts 33:7	70:22 84:18 88:14	developing 59:7
controversial 48:9	countries 33:9	130:20 131:15	development 11:3
coordinator 10:13	country 19:21 26:13	deal 124:1	12:22 20:3 26:1,20
10:16	28:14 46:16 47:1	dealing 105:7	26:21 98:5 123:4
copied 50:18	58:4 98:11 100:4	dealings 96:12	different 21:22
copies 21:18 22:1,13	120:12	decided 24:1	82:17 95:9 108:5
47:5 78:9 87:15,16	County 11:8	deemed 122:9	difficulties 18:6
109:10	couple 14:9 17:21	deeper 49:14	dig 49:14
copy 38:16 92:4	55:19	define 80:11 94:21	diploma 18:8 28:1
107:4	court 23:8 29:6	101:15 120:2	123:20
corporate 9:19	coverage 119:1,8	defining 113:9	direct 4:3 71:19
23:17,18,21 24:16	co-brand 20:16	definition 80:6	73:9 84:6 106:8
25:10,12 29:19	co-branded 8:16	101:16,17 113:13	108:11 122:14
31:2,4,5 35:10	co-executive 75:7	113:14	directed 13:1 63:9
36:20 37:9 125:5	create 52:22 89:9	deliverables 52:14	63:18 64:4,12
125:12	created 31:14,16	124:12,17	72:21 113:20
corporations 24:16	32:2,5 43:17	demographic 28:12	117:22 126:4
30:8 35:10 54:9	credential 19:14,18	57:21	directly 21:18 69:17
125:7,10,15	20:1	department 16:6	74:6 92:10,15,19
Corps 16:7,7 18:2,5	criteria 58:13	18:2 28:17 41:10	director 9:14 10:9
19:9 52:1,3,5,16	critical 58:1	47:19 51:22 52:3	10:17,17,18,18,19
52:18 53:1,19	Cross 4:5	124:21	21:17 75:7 104:14
87:21 89:1,10,15	cross-examination	departments 19:12	111:22
89:16 124:19,19	71:11	20:2	directories 119:10
correct 60:4 61:13	CRR 1:19	depending 108:16	directors 6:22 9:12
68:10 69:1 70:16	current 6:20 20:4	depicted 110:17	46:18,19 125:6,8
70:17 75:3 77:9,13	currently 44:16	deposition 1:13 2:4	125:16,19,20,22
78:14 81:12,13	90:14 108:13,14	71:13 129:8	126:1,3
86:3,8,16 87:19	CWP 16:12 52:2	130:14 131:9	directory 119:12
88:12 90:7 92:21	124:11,14,19,21	depositions 22:19	disabilities 17:2,4
93:6,8 94:9 97:19	CWP's 54:18 55:6	descent 80:13,14	disclosure 129:16
101:22 102:1,4		95:2,5 96:3	discovery 71:13
106:10 107:19	D	describe 9:13 10:20	discuss 49:16
108:20 109:3	D 4:1	15:9 29:11 40:9	discussed 32:11
115:3 116:10	daily 70:18	45:5 51:3	36:11 40:3 51:9

56:4	donate 95:20	32:12,18,19 33:20	32:13
discusses 27:14 28:2	Donohue 47:13	34:1,4,18,20 36:5	employed 6:17,18
32:17	48:22 49:5,6,7	36:15,21 37:7	60:3 82:21
discussing 14:10	117:9	38:18 39:3 40:14	employee 10:7 19:3
15:5 18:11 25:1	donors 75:9,12	41:16,22 42:6 43:6	64:3,11 97:11 98:1
31:11 56:1	dot 82:11,11,14,15	44:8,21 45:1,10,16	98:2 131:12
Discussion 23:1	83:4 92:18,20	45:18 47:22 48:11	employees 7:17,19
dislocated 19:22	download 87:6 88:5	56:7,13,18 57:1,1	employer 100:6
displayed 108:4	downloaded 47:2	57:4,19 58:16	employers 16:21
disseminate 20:20	85:5,9,12	80:18 81:3 114:12	17:3
disseminated 20:21	downtown 77:4	123:2,8	employment 71:7
distributed 24:11,14	dropout 57:22	educational 12:22	72:11
30:3,5 38:17 39:22	dropped 19:20	13:11 14:3 15:12	encounter 68:21
40:4,7 46:10,13,20	27:20	15:20 25:2 26:13	98:9
47:8 77:11,15 78:1	duly 6:5	39:16 42:22 49:14	encountered 94:19
78:9 81:10	duplicate 124:4	55:22 56:3 57:13	96:12 97:2 100:1
distributing 48:6	D's 44:18	educational-type	engage 8:18 17:14
distribution 30:8,12	D.C 1:15 2:8 3:7,13	13:6	engaged 13:21
48:16	35:3 68:11 76:18	effective 53:8	15:17 19:1 29:18
district 2:12 15:21	76:19 116:14,15	effectively 17:13	30:6 45:18 57:3
43:17 76:18,19	123:2 127:21	31:17,20 52:22	112:22
77:2 131:3,5,19	128:8,15,19 131:9	effectiveness 15:20	English 57:20 58:6
districts 76:19		42:22 44:22 49:15	58:8,9
document 23:7,12	E	effort 49:14 120:21	ensure 7:6 27:8 45:8
24:21,21 25:1 29:7	E 4:1,1 36:8	efforts 45:17 124:4	45:22
29:11 30:20 32:16	earlier 15:5 32:11	124:5,10	ensuring 9:8
34:12 38:12 43:13	36:11 37:13	either 21:18 54:1	entails 9:14,16
50:19 51:10 52:8	112:20 121:2	68:8 83:19 85:11	enter 26:7
52:10,20 53:4 80:2	economic 11:3	Eliseev 3:18	entered 40:1
88:22 89:3,11,14	26:20 98:5	Elzey 1:13 2:4 4:3,5	entering 16:22
89:15 90:8 93:5	economy 34:6	6:3,10,15,16 23:3	enterprise 43:4
documents 20:16	educate 20:6	23:7 29:2,6 34:8	107:22
30:14 43:8 49:1	educating 59:7	38:7 42:10 50:11	entire 56:14 115:7
50:16 51:2,4,17,18	education 4:10,13	55:18 130:17	entities 14:10 39:16
51:20 52:6 53:22	4:16,19 5:6 7:6 8:5	131:6	40:5 128:8,12
83:12 84:8 85:4,22	9:10 15:15,21 16:1	email 70:2 93:15	129:1
88:18,20 90:11,12	16:15 17:10,10,16	emails 54:19,20	entity 12:16 20:12
91:16 129:10,21	17:19 23:14 24:1,3	69:13,16,21 70:5,7	82:5
130:2,4,7,9	24:3 25:2,11,14,18	70:9,10,11,13,18	entry-level 19:18
doing 18:1 21:9	26:7,21 27:13 28:5	70:22 93:4,10,17	20:8 53:18
41:13 44:13 46:2	28:18,22 29:8,14	93:20,22 94:2,10	especially 57:19
68:19	29:18 30:4,16 31:8	94:11	Esquire 3:4,10,17
dollars 31:6	31:12,14,16 32:1	emerged 24:2 32:9	3:18

<p>essentially 44:4,19 essentials 27:16 establish 53:8 establishing 56:20 estimate 129:5 event 42:3 43:9 46:13 47:12,16 84:11,11 95:22 114:12,22 115:2 116:2,4,19,22 117:7,12,18 118:1 118:3 events 77:17 94:5 evidence 130:4 Ex 72:8,9 exact 32:4 66:20 78:16 88:3,14 118:18 exactly 44:7 65:11 118:16 124:20 examination 4:3,5 6:4,8 59:3 71:20 73:9 108:11 examined 6:5 example 13:22 14:19 37:18,21 49:18 50:6 56:6 106:12 112:3 121:7 123:2,19 124:18 examples 14:22 29:17 45:14 excuse 14:7 116:1 executive 6:22 9:12 9:14 10:9,18 21:17 104:14 111:22 exhibit 22:20 23:3,8 29:2,7 30:1 34:8 34:12 38:7,12 41:15 42:14,15 43:13 45:4 49:10 50:11,16 51:15 78:7,7,8,8,8</p>	<p>79:15,16,17 80:2 80:16,17,18 81:1,9 81:16,18 83:20,21 84:3 85:4,11,22 86:15,18,19 87:2,8 87:17,20 88:11,13 88:17 89:12,20 90:9 91:17 92:1,4 93:4,21 106:13,18 107:8 109:16 114:6,7,10 124:18 exhibits 4:7,22 5:1 22:18 40:2 42:10 42:14 51:9 77:10 77:18,22 79:4,13 84:7 114:13,15,17 114:19 existing 44:4 56:21 exists 44:2 expand 59:6 expect 99:16 100:3 experience 14:8,11 20:10 28:4 33:15 37:14 63:13 98:3 102:9 105:7 experienced 69:3 experiences 16:16 122:8 expertise 33:10 60:14 expires 130:22 131:21 explain 41:20 62:8 extent 51:1 67:3,11 69:6 78:2,20 126:19 127:7 129:15 extra 109:10 eyes 57:16</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>F 4:1 facility 89:10 98:7</p>	<p>fact 33:11 58:3 87:14 117:4 facts 27:13 familiar 13:8 19:13 22:11 51:13 65:11 66:6,11 83:8 96:8 96:10 99:3 113:7 113:22 121:21 128:2 far 51:10 73:8 91:5 108:3 February 15:18 28:8 43:9 46:14 47:13 84:11 114:12 115:2,12 115:14 116:22 117:7 118:3 Fed 72:8,9 federal 9:16,17 14:4 48:11 124:13 125:2 federation 20:22 feedback 21:2 feel 33:16 fees 73:6,13,17,22 74:10,15,20 75:1 fellow 43:4 felt 31:19 fewer 33:11,12 few-minute 119:15 figure 109:22 110:15 111:15 figures 110:17,19 files 85:8 filled 95:6 financial 9:20 find 31:17 52:16 81:2 fine 109:21 finish 18:8 55:11 first 4:14 6:4 11:20 12:6,15,17 17:18 22:5,6 29:8 37:22</p>	<p>41:15 42:3 43:12 49:11 50:19 51:5 66:11,20 68:4 88:9 88:14,21 89:12,21 107:12 flexibility 44:1 focus 8:4 15:14,22 17:2,10,13 21:8 24:1 31:4 43:12 45:9,15,17 48:10 52:3 56:22 57:16 59:17,18 60:22 103:8 123:2,3,6,21 focused 15:19 16:19 17:11 18:12 focuses 7:5 focusing 17:3 38:2 46:8 126:22 folder 50:18 70:12 followed 117:11 following 119:7 follows 6:5 followup 17:21 force 26:8 37:4,17 44:1 form 24:5 95:6 106:11 127:5 format 44:6 formation 16:2 formats 118:12 formerly 31:2 forms 107:1 121:20 forth 33:6 forward 34:6 82:15 92:20 found 68:4 foundation 1:9 7:21 12:1,3,14,19,21 13:6,9,14 14:1,2 14:13,16,19 15:2 20:14 21:4 23:20 24:12 25:20 29:12 30:2 32:3 33:18</p>
--	--	---	---

34:3,17 35:6 36:3 36:16 38:15 39:10 40:11,18 42:1,19 44:12,17 45:21 46:11 47:10 54:3 55:3,20 56:19 57:14 60:13 61:15 64:20 66:13,22 68:5,8,22 69:19 71:2,6 73:3 74:17 75:22 76:13 100:22 105:1 131:8 foundations 9:18,19 13:21 14:3,9,12 15:4 125:5,12 free 47:1 54:7 85:9 101:3 French 58:11 frequent 25:10 frequently 48:19,22 49:2 front 36:18 full 6:12 49:11 full-time 10:8,12 19:3 function 122:14 functions 72:4 funded 20:2 75:2 124:21 funding 125:2,4,11 fundraising 10:2 30:15,17 74:21 75:2,8,10,15,20 124:10 funds 73:19 further 58:19 126:18 131:12 future 7:8 26:2,4 28:11 32:20 57:18 120:19 F's 44:19	G	24:17 35:11 39:16 128:13 Governor 38:1 39:2 grade 27:16 grades 18:13 graduate 34:2 graduates 16:7 52:5 graduation 28:13 56:12 grant 52:2,13 124:19 grants 9:16,17 14:4 14:5 124:12,13 125:3 gray 109:6 greater 11:2,5,10 57:5 97:17 98:4 101:21 103:11,14 103:15 greatest 102:10 ground 19:5 group 20:1 29:16 52:5 61:18 123:22 groups 18:3 39:16 48:6 growth 27:1 guess 10:10 49:16 118:21 guys 76:18	headquarters 127:18 hear 25:13 heard 11:21 12:6,15 12:18 74:13 122:5 held 2:4 10:11 35:2 116:11,12 131:9 help 16:10,13 17:5 52:15,22 123:19 helped 19:7 hereunto 131:15 Hess 43:4 high 18:8,12 19:20 26:6 27:20 28:13 28:18,20 34:2 58:4 highlight 17:17 highlights 29:16,17 highly 15:3 hired 10:8 hiring 17:4 Hispanic 1:7 11:19 11:21 12:6,13,18 12:21 13:4,5,9 27:22 59:15 60:9 60:21 61:5,12,21 62:3 63:9,18,21 64:5,13 66:7,12,12 66:21,22 68:4,5,8 68:21,22 69:4,14 69:22 70:15,20 71:1,5,19 72:21 73:3 74:11,16 75:17,21 76:9,13 76:16 80:4,6,9,13 80:13,21 81:4 95:2 95:5 96:3,9,10,14 97:2,6,8 112:13,18 112:21 126:4 128:3 131:8 Hispanics 66:1 Hispanic-based 64:19 75:12 94:16 94:19,21 125:13
gain 57:5 gathered 22:8 44:3 129:11 GED 18:8 general 15:5 51:3 53:8 67:20 74:5 96:6 103:20 118:19 generally 15:7 18:4 George 37:10 Georgetown 77:4 getting 17:3 28:20 48:10 56:17 103:8 124:6 Gholston 22:9 give 22:16 78:19 81:1 123:18 129:5 given 71:12 99:11 129:13,19,21 130:7,9 gives 53:7 giving 11:16 45:16 global 27:4 globalization 33:6 go 8:17 18:7 22:1 27:12 50:22 67:10 78:4 88:21 92:17 92:19 100:15 124:6 goal 16:10 18:14 goes 15:15 49:16 going 18:7 22:1,5,18 26:4,18,19 31:20 48:5 50:15 55:9 58:3 67:2 71:9,15 71:20 73:7 76:21 79:20 84:5 92:11 114:5 129:14,22 130:8 Good 6:10,11 123:14 government 10:1	H	H 3:12 110:3,7,22 111:2 hand 34:12 42:14 50:15 131:15 handing 23:7 38:11 hands-on 16:16 happen 64:13 happens 14:20 59:12 hard 47:5 head 80:3 128:5 heading 27:14	

125:17	94:5,11,17,20	include 36:9 98:14	57:15
history 27:17	95:11,19,21 96:12	98:16 104:4,7	instruct 71:16
hits 84:17,20 91:21	98:9 99:16 104:14	included 24:15	instructs 63:4
118:2,4,5	108:9,10,12,12,15	39:14 40:13 41:11	integral 20:19
hog 19:5	109:4,7,8 110:2,4	51:2 105:13 106:4	intended 69:14
hold 28:1 33:17	110:6,10,12,16,18	including 15:21	70:14,19 71:1 73:2
holistically 121:15	112:1,7,8,10,14	59:21 60:2	74:11,16 75:16,21
home 92:11	113:4,6,15,17	income 28:9 43:21	76:8,12
horrifying 56:12	119:5,7 120:15,16	56:10	interact 8:8 97:5,8
hosted 38:19	120:21 121:13,16	increasing 33:10	interaction 33:15
hosting 39:4	121:18 122:12,18	123:21	interactions 26:10
hour 55:9	123:5 124:6,11,16	independent 82:2	interacts 8:9
House 77:7,8 116:16	125:2,11,19,21	82:16	interest 57:5 102:21
116:17	ICW's 8:16 16:2	Indiana 11:3 13:22	interested 131:13
housed 7:15 17:8	22:8 37:22 47:2	14:17,18 98:6	interests 26:15 56:4
29:14 98:7	53:21 54:10 60:19	indicate 62:17	57:10 101:18
human 57:2 110:15	81:17 83:8,21 84:4	indicates 36:5	102:14 103:8
110:16,19 111:15	90:14 93:13,17	individual 27:1	126:22
humans 111:9,13,19	121:10 125:16	43:17 51:2 54:19	Internet 54:6
hundred 70:22	idea 129:6	individuals 17:1,4	interrupt 52:7
128:22	identification 23:4	19:19,20 26:5 40:5	introduce 30:15
hundred-plus 70:13	29:3 34:9 38:8	60:18 93:12 94:3	introduced 129:22
	42:11 50:12 79:12	116:6,6,8,18	130:4
	identified 13:4 37:4	industry-specific	introductory 37:7
	37:16 41:16 54:22	54:14	117:8
	55:5 57:1 62:10	information 41:8,11	investing 26:20,22
	113:11 130:2,3,8	44:3 53:20 54:1	investments 29:20
	identifies 36:12	65:18 66:5 90:13	invests 31:5
	identify 6:12 16:11	91:20 94:5,17	invited 47:12 115:17
	16:13 23:11 38:13	95:15 129:16	115:19
	42:17 51:1,3	initial 94:4	involved 12:21 13:6
	Immediately 11:1	initially 12:10 29:14	13:10 15:7 41:1
	immigrants 27:22	innovation 45:13	48:10 56:2,17
	importance 16:1	input 115:6	73:18,22 75:4,6
	31:7 33:17 56:7	inside 106:13	79:11,15,16,17
	102:10	instance 102:6	95:10 117:3
	important 25:1,18	instances 37:14 69:3	involvement 20:13
	25:22 43:19	98:18 100:18	26:10 104:10,16
	impression 119:6	institute 6:19,21 7:1	involves 11:17 12:13
	improve 34:1 44:18	7:2,9 8:9,10,22	involving 15:13
	44:22	10:13 13:20 15:6	issue 25:19,22 26:17
	improvement 46:5	15:10 24:5 43:2,4	27:2,4 57:4,21,22
	improving 45:1,16	48:3 49:9 56:20	67:4

issued 43:6,8 114:22 115:2,9,11	Karen 1:13 2:4 4:3 4:5 6:3,15 130:17 131:6	known 10:14 16:3	32:14,15 79:22
issues 7:6 15:12 25:2,11 26:13 28:2 31:6 32:17 47:22 56:1,3,13,18 57:2 57:3,17,18 102:10 123:17	keep 57:16 91:19	K-12 4:10 23:14 24:1	leading 25:8 33:3 37:20 38:22 50:3 56:5
issuing 45:20	keeping 50:18	L	
J			
January 53:15 89:19 90:5	Kenyon 2:6,6 3:5,5 131:9,9	labor 16:6,11 18:2 20:2 28:17 124:21	learn 13:10 19:4 44:19
Jill 3:17	kept 91:21	Labor's 52:1,3	learners 57:20 58:7 58:8
job 10:10 16:7,7 18:2,5,9 19:4,6,8 52:1,3,5,16,18 53:1,19 87:20 89:1 89:10,15,16 124:18,19	kicked 34:20	lack 64:20 69:19 100:22 105:1	learning 15:16 16:16 18:14
jobs 28:16 120:18	kickoff 43:9 46:13 47:12 84:11 115:22 116:1,4,8 116:19 117:15,18 117:22 119:1	lacks 7:21 12:1 13:14 14:16 20:14 21:4 29:12 32:3 34:17 35:6 36:3 40:18 54:3 60:13 61:14 112:18	leaving 26:6
job-shadowing 18:16,17,21	kind 65:2	Lafayette 11:2,3,5 98:6	left 41:13 58:14 107:18 108:8,9
John 47:14 117:10	kit 16:13 52:13,15 53:13 54:4,4 89:7 89:8,9	lag 33:9	legal 69:7 98:22 99:20 101:11 102:16 112:15 126:19 127:8
joining 10:21 11:1	know 22:7 25:12 32:4 64:18,22 73:19 74:2 76:15 76:18 78:16,22 79:18 80:1,2,7,15 80:20,22 81:6,8,18 83:9 84:17,20 85:3 85:11 86:4,6,11,12 87:14,15,16 91:8 91:12,13,15,18,21 94:7,18 95:4 97:7 97:10,12 105:5,6 106:1,4 113:10 115:8,10,16,18 116:7 117:17,20 118:6,17 122:9 123:14 124:6 128:20 129:3	laggards 5:3 15:19 42:21 43:13 44:19 56:9 86:11,12 87:9 87:11 106:13 107:6 114:11 116:1,9 117:22 119:1	legally 16:2
joint 5:5 43:1,5 45:4 45:6,20 86:6,9,14 86:18 114:11	knowing 27:16	laid 45:11 125:1	letter 31:11 37:7 38:20 39:2 110:3,7
Jordan's 32:14	knowledge 8:7 37:14 39:20 40:3 47:21 56:16 78:21 83:7,20 91:5,10 99:21 103:19 112:18 114:17	language 57:20 58:6 58:8,10	letters 21:8
Judith 3:10		latitude 71:10	let's 38:5 43:12 51:15 61:10 88:21 93:19 113:12 115:4
Judy 22:9 67:19,20 129:9		launched 49:13	level 48:11,13 100:14
July 131:15		lawyers 67:9	library 22:8
June 1:14 2:1 89:17 89:21 131:10		lead 127:21 128:9 128:14	license 99:3,4,15
Junior 19:7 20:4		leaders 5:3 15:19 26:11 31:18 42:21 43:12 44:20 56:9 86:11,12 87:9,11 106:13 107:5 114:11 116:1,9 117:22 119:1	lifelong 15:16
K			
K 2:7 3:6,10 15:20 16:14 17:14 18:7 25:3 26:2 29:18 44:7,22 57:19 131:9		leadership 29:15 30:9,18,21 31:1,22	line 109:5
			link 20:19 47:4
			list 36:4 40:12 54:10 54:10 58:2 93:11 93:14,16 96:16 129:13,19,21 130:7,9
			listed 36:19,20 37:6 119:10
			litigation 12:8,17 66:14 67:1 112:22 128:4
			little 39:1 52:8

71:10,13	looked 43:16 56:7	market 54:17 62:11	meeting 9:8 16:20
live 68:11,13 88:16	58:13 114:13	62:15,16	16:21 35:5,8 46:21
lived 68:15	119:11	marketed 54:8,11	67:15 68:2
LLP 2:6 3:5,19	looking 9:7 15:20	54:18	meetings 96:1
131:9	20:8 22:5 24:21	marketing 11:12	member 58:2 59:12
lobbying 8:5	26:14 27:19 33:22	41:7 42:7 60:9	61:1 79:9
local 11:4,8 13:19	41:15 56:13 83:12	61:20 62:2,5 93:9	members 9:4 20:7
35:9 39:14 45:15	96:15 107:8,20	markets 60:17	20:22 25:14 30:13
46:16 48:12 52:4	looks 34:14 50:17	61:17	42:7,8 45:2 46:17
53:1 54:12 97:4,11	Lord 1:19 2:10	market-responsive	46:22 54:12,15
98:7 100:14	131:5,18	16:19	57:6 59:18 60:1,17
103:14,22 104:4,8	Los 3:21	mass 54:20 93:4,11	64:4,13,18 65:9
104:11,16,19	lot 15:3 98:9	material 21:15,21	73:20 74:2,6 77:11
105:8,10 112:9	lots 105:18	22:4,7,8,10 24:10	78:15,16,22 79:3,7
located 76:20 77:6	low 28:9 43:21	29:22 34:16 35:19	79:8 93:10,21 94:3
82:17 127:16,19	56:10	35:20,21 37:1,4	94:6,7 95:19 103:7
128:15,19	Lydia 75:7	38:14 39:9,13 40:4	103:10,10,13,16
location 76:15		41:7 42:17 43:14	103:21 104:4,6
log 54:5	M	44:11 46:10 47:8	112:10 115:16,18
Logan 75:8	M 3:4 4:1	47:21 48:2,15 51:5	116:3 122:16
logo 8:16,17 37:5	mail 71:7 72:3,5,7	materials 20:20,21	123:10 124:7
41:6 55:6,7 106:7	72:10,14,15,16,19	55:1 77:14 78:1	126:3
106:8,12,14,17,21	73:1	81:10	membership 73:6
107:2,9,14,17,18	mailing 54:10 93:14	math 33:9 68:19	73:13,17,22 74:10
107:20 108:3,8,10	93:16	matter 131:13	74:15,20,22 75:1
108:12,13,14,18	main 84:2	matters 32:18	75:19 120:11
108:22 109:4,7,8	maintain 27:9	mean 7:20 8:1 18:17	mentioned 7:9 9:11
110:4,6,9,10,12,17	maintaining 10:2	27:2 30:11 58:6	12:12 14:9 18:1
110:18,21 111:2,5	majority 28:16	62:5,8,16 80:9	24:8 30:18 41:1
111:7,12,17,18	98:16	103:4 105:22	49:5 59:5 77:15
logos 105:9,10,13,16	managed 83:9,10	118:4 124:17,18	93:3 106:7 112:20
105:18 106:1	management 43:22	meaning 77:1 126:6	114:5 119:22
long 10:4 66:17	44:2 45:12	126:15	126:20 128:2
68:15 82:21 84:8	managing 9:17	means 8:4 99:8	mentions 37:8
97:14,20	MANATT 3:19	102:6,9 126:12,21	mentoring 18:15
longer 71:14	manufacturers	127:3,9,12	merged 17:7
long-standing 16:5	112:4 113:15,18	meant 11:8 16:15	merging 56:21
113:16	120:1,7,11,14,17	93:11 114:8	Merone 3:4 4:4 6:9
look 23:10 24:20	121:8 122:2,6	media 117:21 118:2	12:4 13:16 14:21
29:10 33:5 36:8	marked 23:4,8 29:3	118:4,5,14 119:2,6	22:14,21 23:6 24:7
50:21 59:9 77:20	29:6 34:9,12 38:8	119:8	24:19 25:16 26:9
78:4 88:13 91:14	38:11 42:11 50:12	mediums 118:12,22	29:5,21 30:10 32:6
106:3 119:8	50:15 85:4,22 90:9	meet 95:18,21	33:14,19 34:11,22

36:7,22 38:4,10 39:6,19 40:16,22 42:13 43:11 45:3 46:9 47:7,20 49:4 50:8,14 54:16 55:9 55:17 56:15 57:8 58:5,19 60:11 61:6 61:14,22 62:12,20 63:4,12,19 64:15 64:20 65:4,10,16 66:9 67:2,8,16 68:3 69:6,19 71:9 71:17,21 73:7 74:4 76:21 78:2,20 80:5 83:6 86:22 92:13 96:4 98:21 99:20 100:8,22 101:5,10 102:15,22 103:18 105:1 106:11 107:4,7 109:10,22 112:15 120:3 126:9,18 127:5 129:10,15 130:1 130:13 met 129:9 middle 109:1 million 27:19 millions 27:15 mind 49:13 128:6 Minneapolis 11:11 11:11 97:18 98:4 101:21 103:11,14 103:15 Minnesota 11:12 minorities 59:7 minority 28:5,10,14 43:21 56:3,10,18 57:10,13 58:3 59:6 66:1 minority-owned 59:11 minutes 55:12 mischaracterizes	60:11 66:9 86:22 120:3 missing 28:20 mistakenly 69:21 71:5 mixing 12:2 moment 15:8 money 74:3 124:22 125:5,6 month 84:21 monthly 93:13 months 12:11 66:16 morning 6:10,11 68:19 moved 10:16 68:16 M-hm 63:1 <hr/> N N 4:1,1,1 NAEP 58:15 name 6:12 14:12 17:19 81:2 98:16 99:4 101:4 118:15 126:7,12,16 128:1 128:17 129:2 names 80:3 98:13 128:18 national 19:6,14,16 20:5 31:22 58:15 112:3 113:15,18 120:6,13,16 121:7 122:2,5 128:14,17 129:2 nation's 49:14 native 58:9 66:2 natural 30:8,11 Near 116:16,17 necessarily 122:20 123:6,9 necessary 27:10 34:3 need 27:8,9 31:21 46:3 57:17 63:5	130:6 needed 19:4 45:9 needs 9:9,10 16:20 16:21 33:10 44:17 57:13 122:15 network 4:13,16 17:10,20 24:3,4 29:8,14 30:6,16 31:12,14,16 32:1 32:12 34:18,20 36:5,15,21 37:7 80:19 never 68:20 74:13 100:1 101:12 108:5 111:1 112:22 119:11 new 19:18 52:7 57:11 newsletter 60:20 93:13,18 newsletters 54:19 newspapers 118:13 119:2 nonmember 79:10 nonpartisan 45:9 nonprofit 7:4 10:1 17:9 23:15 24:17 31:3 35:11 39:15 79:22 nonprofits 54:9 Northwest 77:1 Nos 1:6 4:11,15,17 4:21 5:3,6,8 Notary 2:12 130:22 131:5,19 note 50:17 notice 2:10 number 22:20 32:17 52:8 78:16 86:12 88:22 114:6 118:19 131:8,8 numbered 29:7 42:14	numbers 23:9 34:13 118:18 N.W 2:7 3:6,12 131:9 <hr/> O O 4:1,1 oath 131:7 object 13:14 25:8 33:3 50:1 61:6 66:9 67:2 71:9 73:7 76:21 78:2 112:17 126:18 129:15 objection 7:21 12:1 13:12 14:16 20:14 21:4 23:20 24:12 25:6,20 29:12 30:2 32:3 33:1,18 34:17 35:6 36:3,16 37:20 38:15,22 39:10 40:11,18 42:1,19 44:12 45:21 46:11 47:10 48:18 49:22 54:3 55:3 56:5,19 57:14 60:11 61:14 61:22 62:12,20 63:12,19 64:15,20 65:4,10,16 69:6,19 74:4 78:20 80:5 83:6 86:22 92:13 96:4 98:21 99:20 100:8,22 101:5,10 102:15,22 103:18 105:1 106:11 112:15 120:3 126:9,18 127:5,7 130:1 obligated 112:11 obtaining 33:12 obviously 41:6 46:3 occasion 68:21 occurred 105:3
---	---	--	--

October 4:20 10:7 17:18 35:2 53:11 89:18 90:2 98:1	opposition 12:3 131:8	97:13	24:18 30:6 35:11 35:11 89:15
offer 16:15 123:7	opted 60:19 93:17 93:22 94:4,10	owners 97:8 103:12 103:17 104:4	partnership 19:16 23:14,22 30:5 34:21 45:7 51:21 53:14 89:9 113:16 120:18
offered 86:20	opts 61:17	P	partnerships 4:11 17:11 18:15 23:15 31:8,21 53:1,6,9 121:21
offering 19:1	opt-in 54:10 93:11	package 7:18	parts 89:20
Offhand 96:15 105:16	op-eds 21:10 48:7	page 4:2,8 5:2 24:21 27:12 31:11 32:16 34:14 36:1,18 38:20 41:15 49:10 89:12 92:3,11,15 106:19,20 108:12 109:16	PATENT 1:1
office 1:1 52:1,3 67:21	orally 48:22	pages 39:1	paths 30:8,12
offices 2:4 22:11 131:9	order 39:1 100:6	panel 35:17	paycheck 60:6
okay 15:14 18:10 25:17 36:8 50:9 51:8,20 58:18 59:20 63:7 64:8 66:16 67:14 68:15 73:11 77:18 85:18 87:8 96:1 98:13 99:16 100:3 103:16 109:22 120:9 122:12 123:7 130:13	ordering 86:13	paper 108:17 118:6 118:8	PDF 85:8,12 87:5 88:5
Olympic 3:20	organization 9:21 11:4 14:13 19:17 42:2 74:22 101:18 113:14 120:10,11 120:18 122:15 126:22	papers 118:10	people 8:7,18 10:3 19:8 26:11 27:8,15 31:19 33:16 35:4 36:6 40:1,7,13 45:14 48:4 54:8 79:12 80:12,13 90:19 91:15 93:14 93:16 94:10,11 95:10,14,18,21 96:2,2,11,13 97:4 97:7 98:10 102:13 102:20 110:13 117:1,17 125:10
once 45:22	organizations 14:6 20:19 35:12 36:13 39:15 45:13 46:7 56:22 58:2 103:7 112:8,9 122:19 123:1,3,6,7,17 128:8,16	paragraph 49:11	percent 27:21 28:14 28:15 58:3 108:21 109:1
ones 63:17 79:4 114:14 118:16	organize 39:7	part 8:18 17:7 18:19 20:17 26:1 35:17 53:10 55:7 72:3,10 81:22 82:20 89:11 90:13 104:13 107:22 117:14 122:19,21 123:22 126:12 127:3,11 128:1	period 27:18 68:20 117:11
online 52:12,15 53:12 54:4 86:13 118:14 119:2	organized 39:8	participants 40:21	permanent 98:2
open 57:17 72:12,14 79:9	organizing 41:2	participate 95:11,11 95:19	permission 99:7,18 100:6,16,20 104:21
opens 72:13,15	outcome 131:13	participated 19:10 19:11 63:17,22 64:3 90:19	permissions 99:10 99:15
operate 83:3	outlined 124:20	particular 13:3 41:2 41:20 57:7 118:6 129:18	Perry 38:2 39:3
operated 82:4 95:2	outreach 9:22 14:3 47:19	particularly 15:12 43:19	person 18:22 19:1,2
opinion 100:10 101:5,7,16 102:16 103:1,20 122:8 126:11 127:10,11	outside 60:13 61:15 63:12 64:21 73:8 78:21 83:6 99:21 103:18	parties 11:17 12:2 131:10,13	
opportunities 18:16 18:16,18	overall 56:12 93:16 122:4	partner 16:14 20:4	
opportunity 19:2	overbroad 48:18	partners 9:22 24:17	
Opposer 1:5 3:3 6:8	overlap 123:18 125:22		
	overseas 33:8		
	owned 66:1,1,2,2 80:13 82:4 95:1		
	owner 96:19,20		

95:4	96:7 99:2 100:2,11	31:18 44:20	private 9:18 11:9
personal 54:20	101:2,8,14 102:18	preamble 13:14	128:14
78:21 83:7 112:18	103:2 104:2 105:4	25:8 33:3 50:1	privilege 67:4
122:7	106:16 107:11	predecessor 124:14	probably 55:11
personally 21:14	109:15,21 110:1	124:15,16	70:10 99:5
22:10 51:11 69:8	113:2 119:15,21	preparation 10:15	proceedings 6:1
persons 103:17	120:8 126:14	16:4,5 17:8 24:5	131:7
perspective 122:7	127:2,15 129:20	27:14 51:22	productive 27:9
PHELPS 3:19	130:5,11	124:16 129:11	products 27:7
philanthropy 24:16	pillars 45:11	prepare 129:7	professional 2:11
25:12 29:19 31:5,5	plan 53:17	prepared 26:6	12:22
35:10	planned 63:15	preparing 44:11	program 10:13,16
PHILLIPS 3:19	platform 5:5 43:5	presence 37:3	11:7 16:7 17:9,12
phone 54:21 76:2,4	45:4,6,20 86:9,14	131:10	18:11,20 19:6
76:6,8,11 95:13,14	86:18 114:11	present 68:2,6 116:3	53:19 55:1 62:6
physical 76:15	platforms 86:7	116:6 117:14	87:21 124:19
pick 96:16 129:12	please 6:13 38:13	presentation 37:2	programs 15:9
picked 114:7,15,18	73:21 80:11	52:21	20:11 21:16,22
118:22	plus 34:13	presented 35:17	56:2,3 57:11 59:10
pictorial 111:8,12	Podesta 47:14	presently 6:16	61:20 62:2,9 123:5
picture 110:12	117:11	president 37:10	Progress 11:2 43:3,7
pie 122:20	point 13:2 104:15	47:13,15 49:7,8	45:8 47:15 58:16
Pietrini 3:17 4:6	policy 41:12 44:2	117:9,10	117:10
7:21 12:1 13:12	pool 16:11	press 47:9,12,17,19	Progress's 47:4
14:16 20:14 21:4	poor 46:4	47:22 48:2,21	project 16:17 43:1
22:16 23:20 24:12	population 56:14	84:10 114:6,10,15	123:20,20
25:6,20 29:12 30:2	populations 57:13	114:18,19,21,22	promising 17:12
32:3 33:1,18 34:17	portion 83:17,21	115:1,2,4,6,8,9,10	31:18
35:6 36:3,16 37:20	84:4 85:9 90:14	115:15,16,20,21	promote 8:14 9:1,6
38:15,22 39:10	91:6 92:10	116:3,7 117:4,4,5	16:7 18:14 26:22
40:11,18 42:1,19	position 9:13 10:12	117:7,12,13,15,17	31:6 41:3 42:8
44:12 45:21 46:11	positions 10:10	previous 29:17	53:12 102:6,8,10
47:10 48:18 49:22	positive 9:7	previously 129:11	102:13,20
54:3 55:3 56:5,19	possible 30:17	pre-K 15:16	promoted 17:14
57:14 59:4 60:15	Postal 72:6,9	primarily 11:14	19:5 55:6
61:9,19 62:4,14,21	posted 81:15,16	13:1	promotes 50:7
63:16 64:1,17 65:1	83:21 84:1,8,10	print 92:7	101:18
65:7,13,19 66:15	88:15	printed 92:4,6,8	promoting 26:12,15
67:7,18 69:10 70:1	postsecondary 26:7	108:17	promotion 9:7
71:15,18 72:2	28:18 34:4	prior 11:1,10,13	proper 33:12
73:14 74:8 77:3	PowerPoint 52:20	16:2 17:19 66:10	protect 102:14,21
78:11 79:2 80:8	53:3 90:16	66:16 68:7 100:16	provide 75:9 110:14
83:11 87:7 92:16	practices 17:13,17	112:21	provided 22:9

100:19 public 2:12 20:3 44:4 85:16 123:4 130:22 131:5,19 publication 49:3 84:2 85:18 86:21 87:3,10,12 88:1 119:3 publications 8:15 85:17 118:14 publicized 15:3 published 49:20 purpose 44:10,13 45:19,22 Pursuant 2:10 push 34:5 put 23:15 33:6 41:6 43:14 45:5,6 89:12 puts 49:1 p.m 119:18,19 130:14 131:10	R	76:6,11 104:21 125:11 receives 73:13,17 receiving 16:9 Recessed 55:14 58:22 119:18 recognition 21:2,7 21:12 37:15 38:1 recognized 19:21 20:12 recognizing 21:11 recollection 103:13 105:2 111:1 recompiled 44:5 Reconvened 55:15 59:1 119:19 record 22:22 23:1 131:6 recreate 105:17 red 107:9,18 108:18 109:2,5 refer 8:18 51:20 52:7,8 76:19 referenced 30:19 referred 41:21 106:12 referring 21:22 32:10 37:11,19,22 38:21 40:5 86:15 89:20 90:16 99:6 106:19,20 110:4 refers 51:4,19 reform 5:6 43:6 45:10,18 47:22 48:11 114:12 123:3,8 regard 9:9 12:17 26:12 regarding 33:6 regards 11:17 35:19 40:2 51:8 55:22 region 103:15 regional 26:19	registered 2:10 39:17 40:8,14 registration 39:22 116:22 117:1 regular 70:5 relate 23:19 56:3,14 57:20,21 58:14 related 14:9 relates 21:21 25:3 56:7,18 57:9 58:12 61:15 71:11 99:14 relating 21:16 47:22 87:20 relation 12:7 44:8 relationship 8:14 16:6 97:11 relationships 10:2 relative 131:12 release 47:16 114:11 114:22 115:2,4,6 117:4,8 released 15:18 28:7 31:10 releases 115:8,10 relevance 73:8 remarks 117:8 remember 105:17 118:5 repackaged 44:5 repeat 64:6 72:1 102:17 report 4:14 15:18 28:7 29:8,13,15 42:22 43:16,17 44:13 56:6 58:17 Reported 1:19 reporter 2:11,11 23:8 29:6 reports 62:17 represent 22:2 125:10 representation 111:9,12,14
Q			
qualified 20:8 quality 32:18 33:20 34:1 question 46:3 50:3 59:20 61:3,6,7 62:22 63:3 64:6,9 65:20,21 66:4 67:6 67:12 70:21 72:1 73:10,21 95:3 100:1,16 101:13 102:17 113:20 121:4 127:6 129:18 130:6 questions 17:21 49:12 55:19,20 63:5 67:11 73:15 117:12,13,15 129:13,19 130:12 quite 28:20 48:21 105:21	R 1:13 2:4 4:3,5 6:3 6:15 130:17 131:6 radar 57:19 raise 15:22 raised 58:1 ran 11:7 ranks 25:11 rate 28:13 rates 56:12 79:10 reached 27:15 read 70:7 readiness 19:14,17 20:6 32:20 reads 89:15 realization 28:13 realizing 17:4 46:6 really 15:14 45:9 56:22 100:17 120:21 123:11 realm 59:9 121:10 121:15 Realtime 2:11 reason 8:20 recall 32:22 63:20 66:19 72:22 73:4 76:10,14 78:12 96:15 105:19 108:7 118:2,8,10 118:16 119:4 receipt 75:16,21 receive 7:18,19 9:17 14:4,5 21:1,7,18 30:14 39:20 70:5,9 70:10,13,18,22 71:7 72:3,10,16 73:5 93:13 94:4,11 received 29:22 35:20,21 39:9,13 39:18 52:2 62:17 69:13,15,20 71:5 72:19 73:1 74:10 74:15,19 75:16,20		

representations 111:19	rigor 123:21	107:13 108:3,5	side 11:18,19 41:12
representative 35:9	role 6:20 25:15	110:2,6,8,10,16,18	107:14,16,18
represented 125:16	58:11 104:13	110:22 111:1,4,6	108:1
representing 127:12	roles 9:7	111:10,11,16,18	signed 54:9
reproduce 106:2	RPR 1:19	selected 28:8,10	similar 33:17
requested 104:21	run 79:21 80:12	46:6	123:17
requests 8:21		self-identified 95:7	sit 91:8
require 28:17 99:17	S	self-interest 26:22	site 91:7
100:5	S 4:1	self-sufficiency 9:21	skilled 7:7 16:11
required 33:11	sale 47:5 85:21 86:1	sending 74:3	skills 16:9 18:9 19:4
52:14 74:21 117:1	86:10,20 87:3,9,12	senior 10:18,18	26:5 27:6,10 33:11
research 62:11,15	saying 123:16	21:19 43:4 48:5	33:13 34:2
62:16 119:5,7	says 27:18,21 32:19	sense 73:19	slash 82:15 92:20
resources 17:5 41:9	school 11:9,14 18:8	sent 21:8 41:8 46:15	slides 90:12,18
52:17 53:12 85:20	18:12 19:20 26:7	46:18,19 54:1,19	sold 86:4,7,13 87:14
88:4	27:20,22 28:13,18	70:11	87:15
respect 65:14 75:4	28:21 31:18 34:2	separate 59:10 82:5	sorry 62:13 78:7
114:10	58:4,11	90:21 125:19	sort 10:20 13:11
responded 121:4	school-to-career	separated 56:9	21:14
response 59:22 60:2	11:7 16:13 18:10	September 16:3	sources 44:4
responsibilities	18:12,19,22	17:20 68:16	Southeast 77:1
35:14	science 33:10	Serial 131:8	spam 70:12
responsible 9:20	scope 35:13 63:12	series 52:21 53:5,11	Spanish 58:10
22:6	73:9 74:7	54:7 88:14 90:20	speak 8:17 58:10
returning 16:10	scores 58:13	serve 112:12	speakers 39:14 58:9
reuse 22:18	screen 57:19	serves 65:15	specific 29:17 60:9
reveal 67:8	se 124:7	service 72:6,10	60:21 61:11,18,18
review 34:15 90:17	sec 62:10 81:2	122:15	62:9 77:16 91:21
reviewed 21:14	second 22:22 42:15	services 27:7	95:15 124:12,17
129:10 130:3	43:5 49:11	sessions 35:18	specifically 15:11
reviewing 24:20,22	secretary 72:13	set 131:15	18:3,5 25:2 29:19
revolved 43:22	section 84:2 85:16	setting 18:7	37:9 54:17 56:4,18
Richmond 3:10 22:9	85:17 86:21 87:3,4	shadow 19:3,6	57:9 58:12 61:4
67:9,16,19,20 68:3	87:10,12,21 88:2,4	Shanise 22:9	62:3 63:9,21
129:9	88:4	share 31:18 44:21	104:13 114:19
Rick 38:1 39:2 43:4	sector 11:9	shared 81:20	118:10 125:1
right 8:3 67:7 68:18	see 20:18 23:9 28:2	sheet 27:13	spectrum 15:15
69:11,18 81:7 94:8	33:8,10 41:16,18	short 55:10 117:11	speculation 13:15
107:14,16,16	78:4 107:5 117:21	shortly 88:15	21:5 24:13 25:21
108:21 109:17	seeing 118:2	show 25:11	35:7 39:11 46:12
112:2 115:13	seen 37:16 51:10	showing 28:19	50:4
117:6	105:8,10,16,17,18	40:10	spheres 105:14,20
	106:1,17,22	shown 106:18	106:5

<p>spirit 107:21 spoke 96:13 spoken 48:21 sponsor 19:8 sponsoring 14:12 sponsorship 41:8 spring 4:14 29:9 squiggle 109:1 squiggly 109:5 ss 131:2 St 131:9 stack 22:14,17 staff 7:17 10:3 21:19 48:3,5 standards 46:8 stands 44:16 78:3 stand-alone 21:12 stars 110:8,11 111:3 111:5,7 start 61:10 115:4 started 10:6,12 starting 59:6 90:2 92:3 98:1 starts 26:2 89:1 state 13:19 15:20 20:2 35:8 38:2 39:5,14 42:21,22 44:7,16 45:15 46:4 46:15 48:12 52:4 54:11 97:4,11 100:14 103:22 104:7,10,16,19 105:7,10 112:9 statement 122:13 states 1:1,4,7 3:11 43:16 44:8,9,18 46:1,2 49:12 127:14,17,19,22 127:22 128:9,10 131:1,7,7 statistics 33:5 56:11 status 8:4 27:15 steering 30:4</p>	<p>step 67:10,10 Stephen 32:14 steps 36:14 48:15 stereotype 95:8 stood 44:7 46:1 stored 92:5 story 118:6 strategic 53:17 streams 88:8 Street 2:7 3:6,12 strength 42:4 strengthen 31:21 56:22 strong 26:19,20 struck 96:2 students 16:8,16,22 18:5,13 28:10,15 28:20 33:7,8,12 34:1 43:21 45:1 56:11 58:4,9 studies 53:7 subject 89:3,6,16 subscribe 60:19 Subscribed 130:19 substitute 109:13,15 success 27:1 32:20 successful 31:6 34:3 Suite 2:7 3:6 summit 4:17,20 34:19,19 35:2 36:5 36:21 37:22 38:18 39:4 40:15 41:17 41:22 42:6 80:19 81:3 115:22 superintendent 11:15 supervising 10:3 support 124:4 sure 6:14 7:13 9:15 10:22 22:21 42:20 43:15 52:11 55:20 78:6 86:9 88:3 96:16 107:7 114:8</p>	<p>surname 96:9,14 97:2,6,8 surnames 96:10 surprise 13:10,18 surrounded 109:5 surveys 25:10 sworn 6:5 130:19 system 17:14 20:3 26:3 58:12 86:13 123:4 systems 11:9 15:21 16:15</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>T 4:1 table 37:6 40:1 take 15:8 23:10 29:10 36:14 50:21 55:10 119:15 129:18 taken 48:14 talented 27:5 talk 67:17 95:13,14 talked 53:16 77:10 84:5 95:17 108:10 114:9 talking 48:6 66:18 66:19 72:5 88:11 91:16 93:20 talks 53:6,11 target 59:14 60:9 62:18 79:19 targeted 15:11 18:4 19:19 45:17 57:12 61:11 63:21 94:2 114:19 targets 18:5 tax 8:4 teaching 44:1 45:12 technology 27:10 telephone 119:10,12 tell 34:15 36:1 51:17 106:2</p>	<p>temp 10:10 temporary 10:7 98:1 tenure 76:12 104:15 term 77:2 99:3 126:11 128:18 terms 15:6 25:11 27:4,7 33:9 37:3 41:7 45:10,15 57:17 72:9 93:9 97:10 101:7 test 58:13 testified 6:5 97:17 testifying 13:13 25:7 33:2 50:2 testimony 11:16 13:2 22:19 60:8,12 66:10 71:12 78:3 78:12 84:6 86:19 87:1 93:6,7 101:6 102:16 106:8 114:9 121:1 129:22 130:8 131:6 tests 58:14 Texas 14:1 38:2,19 thanking 38:2 39:4 thing 115:7 things 13:1 43:20,21 45:14 46:8 125:1 think 10:3,17 12:2 12:10 14:22 30:19 45:14 77:14 83:15 88:17 93:3,3 95:1 96:18 97:1,16 99:5 105:15 106:19 114:5,9 121:14 123:16 126:20 128:11 third 107:16 109:4,5 thought 44:5 100:13 101:12 113:1 127:9</p>
--	---	---	--

thousand 78:18	TRIAL 1:2	98:14 99:12,18	76:12,20 77:11
time 10:14 11:20	true 25:5 32:22 33:4	100:6,20 101:3	78:15,17,22 79:4
12:6,15,18 27:19	82:22 131:6	104:22 108:14	79:18 81:2,21 82:1
31:9 42:3 55:6	trying 53:17,18 95:3	113:12 124:22	82:5,8,10,11,15,20
58:20 68:7,20	105:15	127:21	82:22 83:3,4,16,17
107:12 117:11	Tuesday 1:14 131:9	user 92:9,14,17	83:18,22 84:1,4
124:3 128:11	turn 36:1 38:5 40:9	user-friendly 44:6	85:9,16,21 86:1,5
130:12	45:4 49:10	uses 15:1	86:21 87:10,12,22
times 85:11	Tuscaloosa 11:13	usually 18:13 21:17	90:14 91:19 92:9
Tippecanoe 11:8	type 21:2 28:17 35:4	30:14 98:14	92:11,17,19 93:21
title 41:21 53:6	44:1 92:14	utilize 9:4 42:3	94:3,6 97:22 98:20
titled 29:8	types 13:11 21:22	utilized 41:9	99:11,18 100:15
today 7:7 11:17	26:5 52:17	U.S. 4:19 6:18 7:4,10	100:19 102:2
32:11 63:6 84:15		7:14,16,17,19 8:11	103:16,21 104:3,6
91:4,8 95:18 96:18	U	8:14,16,19 9:1,3,4	104:11,21 106:7
114:14 129:14,22	umbrella 122:15	10:5,6,11,21 11:1	106:14,18,21
130:4,8	underneath 55:8	11:18,18,21 12:6	107:3,9,20 108:1,6
told 45:22 67:3,10	understand 17:3	12:13,18,20 13:4,5	108:8 110:20
74:9,14 119:13,14	44:7,15 52:16,17	13:9 16:6 19:10,12	111:2,4,6,11,16,18
Tom 47:13 48:22	52:22 60:8 62:5	20:11,17,21 21:1	111:20 112:11,18
49:5,7 117:9	64:7 65:20,21 80:9	21:11 23:16 27:16	112:21 113:8,20
tool 16:13 20:7	86:19 90:9 93:6,7	31:3 36:12,14,19	116:12 117:8
52:12,15 53:13	95:3 99:4,5,7,22	37:2,5,8,15 38:18	119:5,9,11,22
54:4,4 89:7,8,9	understanding	40:14 41:3,12,16	121:5,6,12,15,17
top 25:11 30:19	12:20 25:4,17	41:21 42:4,5 43:1	122:3,10,16
36:20 46:22 57:3	31:13 46:2 94:13	43:6,9 44:10 45:7	125:20,22 126:7
58:1 80:3 107:22	102:5,8 103:20	45:19 46:17,19,20	126:12,16 127:3,4
109:1,5 128:5	104:3,6 120:10	47:4,14,18 48:4,14	127:9,11,11,16,18
total 116:5	122:1,4 123:11	48:20 49:2,8,12,13	127:22 128:3,9
track 65:2,8,14,18	126:6,15,20	49:18 50:6 51:11	
65:22 66:4 91:19	understood 62:22	51:22 52:2 54:13	V
91:22 94:17	63:3	54:15,22 55:5,7	v 1:6 131:7
tracked 65:12	United 1:1,4,7 3:11	56:16 57:11 59:5	vague 48:18 61:7,14
tracks 65:6	44:9 127:13,17,19	59:12,14,18,21	61:22 62:12,20
trade 54:14 103:22	127:22,22 128:9,9	60:3,6,10,17 61:12	63:19 64:15 65:16
104:8	131:1,7,7	63:11,15 64:3,5,11	69:6 74:4 92:13
TRADEMARK 1:1	unmarked 34:13	64:12,18 65:2,5,8	126:9 127:8
1:2	upcoming 94:5	65:12 66:12,22	vagueness 76:22
traditional 18:7	URL 82:8,10,12,14	67:21,22 68:8 69:2	80:5 96:4 98:21
training 9:10 15:15	82:17 92:14	69:5,15,21,22 70:2	102:15 103:18
16:9 18:9	USCC 4:11,15,17,21	71:8 72:4,5,9,17	value 17:3 25:14
transcript 131:6	5:4,6,8	72:20 73:5,12,16	42:8 119:6,8
transitions 52:9	use 22:1,13,19 54:6	74:9,10,14 76:2,7	variety 15:17

various 14:9 15:9 20:11 37:17 40:4 55:22 75:2 98:19 99:11,17 100:4 version 22:3 video 88:8 Vietnamese 58:11 view 112:13 viewed 91:15 112:4 112:9,10 121:8,10 122:6 124:2 views 33:17 vis-a-vis 121:17 vital 32:20	89:17 90:20,21 91:16 93:10 Webinar 52:21 53:5 53:11,16 54:7 Webinars 53:3,21 54:8 92:5 Website 20:17,18 47:1,2,4,6 53:21 81:15,17,20 82:1,3 82:9,10,13,14,16 82:20 83:16,18,22 84:2,4,9,17 85:6 85:10,13,16 86:2 86:21 87:10,13,18 87:22 88:6 89:4,13 90:11,15,17 91:3 92:2,6,10,12,20 Websites 83:3,9 Welcome 55:18 went 41:8 52:21 95:1 we'll 67:10 73:15 129:18 we're 7:14 9:8 22:5 51:8 56:13 66:19 88:11 107:20 130:13 we've 15:17 17:1,14 19:5 40:3 51:9 55:9 56:1 91:16 95:17 114:13 120:17 WHEREOF 131:15 white 77:7,8 106:22 107:10,18 108:18 108:22 109:5 116:16,17 William 3:4 witness 6:4 67:14 71:12 73:11 78:6 107:5 109:20 112:17 131:15 witness's 60:14	61:15 63:13 64:21 66:10 73:8 78:21 83:7 87:1 99:21 103:19 wonder 23:11 34:15 50:22 word 14:13 99:7 101:4 128:14 129:2 words 98:14 99:13 99:18 100:6,21 104:22 107:21 work 10:20 14:17 18:1 19:14,17 20:5 21:3,9 26:7 32:19 37:17 41:13 46:5 48:19 50:7 53:17 69:2 74:7 75:7 94:20 98:9,19 99:12,16 104:11 111:20,22 113:17 113:17 121:16,18 124:3,10,22 worked 11:2,10,14 17:1 72:20 97:14 97:17,20,22 100:5 101:20 103:4 workers 19:19,22 20:9 27:6 workforce 4:20 6:19 6:21 7:1,3,6,7 8:9 8:11 9:1,10 10:14 10:15 13:20 15:6 15:11,12 16:4,5 17:8,16 20:3 24:4 24:6 26:1,2,4,21 27:14 28:12 34:3 38:18 39:4 40:15 41:17,22 42:6 43:2 45:2 48:4 49:9 51:22 56:13,21 57:1,2,4,16 81:3 123:4 124:15	working 10:4 11:8 20:10 31:9 works 112:8 workshop 35:18 world 27:6 113:17 wouldn't 129:3 write 115:5,7 written 21:10 48:7 48:22 77:14 99:10 100:19 wrote 124:19 www 82:11,14
<hr/> W <hr/>			<hr/> X <hr/>
W 3:20 walk 15:8 51:15 want 22:4,13,14 31:12 61:2 62:18 109:13 wanted 31:17 42:3 54:5 Washington 1:15 2:8 3:7,13 35:3 68:11 116:14,15 123:2 127:21 128:8,15,19 131:9 wasn't 114:8 128:2 watch 19:3 way 14:3,4 15:16 18:22 30:15 31:17 31:19 79:11 91:12 91:13 95:9 99:5 105:5,6 111:10 128:21 131:13 ways 26:14 36:11 Web 92:15 Webcast 88:10,15 89:3,6,13 90:11,13 91:1,4 Webcasts 84:3 87:20 88:7,8,15			<hr/> Y <hr/>
			Yeah 32:8 100:12 109:15,18 year 24:3 29:17 38:19 49:13 84:13 85:1 98:3 101:20 years 68:17 72:20 73:2 76:7 83:1 98:6 102:2 108:6 yesterday 129:9 young 19:1,2,8 youth 13:1 15:13 17:2 52:16 53:18
			<hr/> 0 <hr/>
			05 89:21 06 66:18 07 66:18,19 115:12
			<hr/> 1 <hr/>
			1 4:10 23:3,8 40:2 77:10,18,22 78:7,8 79:4,13,15,18 80:2 80:16 81:9,18 114:13,17 10-year 113:16 120:17 10:08 2:2 131:10

<p>100 46:22,22 70:10 11:10 55:14 11:19 55:15 11:25 58:22 11:27 59:1 11355 3:20 12 15:21 16:14 17:14 18:7,13 25:3 26:3 29:18 44:8,22 57:19 12th 27:16 12:19 119:18 12:24 119:19 12:38 130:14 131:10 15 55:12 1500 2:7 3:6 131:9 16 27:22 1615 3:12 17 18:6 19 1:14 2:1 53:15 90:5 131:10 19th 89:19 1996 27:21</p> <hr/> <p style="text-align: center;">2</p> <p>2 4:13 6:22 9:11 20:19 25:3 29:2,7 30:1 40:2 42:14 45:13 73:15 78:7,8 83:13,20 119:4 20 53:11 89:18 90:2 200 46:14 116:5,6,8 116:18 20005-1257 2:8 3:7 2001 10:7 2002 10:8 68:16 98:1 2004 23:13,22 24:9 32:11 34:21 2005 4:17 34:18 35:3 36:4 38:18 53:11 89:17,18 90:2</p>	<p>2006 4:15,21 16:3 29:9 40:15 53:16 89:19 90:5 20062-2000 3:13 2007 1:14 2:1 84:14 92:6 115:14 130:20 131:10,15 2011 131:21 202 3:8,14 21st 43:22 220-4200 3:8 23 4:12 89:17,21 24 18:6 27:22 2500 94:14,15 28 15:18 28:8 43:9 46:14 47:13 114:12 115:2,14 116:22 117:7 28th 84:12 118:3 29 4:15</p> <hr/> <p style="text-align: center;">3</p> <p>3 4:16 7:5,14,20 8:2 25:11 31:3 34:8,12 40:3 53:3 57:3 78:8 79:4,14,16,18 80:17,18 81:9,19 88:14 89:17 90:11 90:12,20 91:16 125:21 3-part 52:21 30 131:21 300 17:12 310 3:22 312-4384 3:22 34 4:18 375 40:21 38 4:21</p> <hr/> <p style="text-align: center;">4</p> <p>4 4:19 38:7,12 45:11 46:6 78:8 79:5,14 79:17 81:1,9,16</p>	<p>88:18 98:6 4-6 4:20 40 108:21 109:1 400 36:6 40:21 42 5:4,7 44 27:21 463-5346 3:14</p> <hr/> <p style="text-align: center;">5</p> <p>5 5:3 42:10,14 43:13 49:10 68:17 72:20 73:2 76:7 83:1,13 83:21 84:5 85:4,11 85:22 87:8 88:18 92:6 102:2 106:13 106:18 107:8 108:6 109:16,19 114:10,15,19 5th 35:2 5-year 76:12 104:15 50 5:8 28:15 43:16 58:3 500 78:13 501 7:5,14,20 8:2 31:3 125:21 54318 23:9 54318-419 4:12 54330 24:21 54331 27:12 54419 23:10 54592 34:13 54592-813 4:18 54593 37:11 54790 36:1 54813 34:13 54814 38:5,12 54814-991 4:21 54815 38:20 54980 40:9 54991 38:12 54999 42:15 54999-55082 5:4 55000 106:19,20</p>	<p>107:8 108:12 55003 49:10 55082 42:15 55083 29:7 55083-145 4:15 55086 32:16 55087 32:17 55089 31:11 55145 29:7 55146 42:16 55146-153 5:7 55153 42:16 55154 50:16 55154-277 5:8 55155 50:20 52:12 52:19 88:22 89:12 55171 52:19 55172 52:20 53:2 89:22 55207 53:2 55208 53:4 55211 53:4 55212 53:10 90:3 55245 53:10 55246 53:15 90:6 55274 53:15 55275 53:20 92:3 55276 53:20 55277 50:17 59 4:6</p> <hr/> <p style="text-align: center;">6</p> <p>6 4:4 5:5 10:3,3 27:19 42:10,15 45:4 83:13,21 84:5 85:4,12,22 86:15 86:18,20 87:2 114:10,16,20</p> <hr/> <p style="text-align: center;">7</p> <p>7 5:8 50:11,16 51:15 77:10,19,22 83:13 84:3 87:17,20</p>
---	--	---	--

88:11,13,17 89:12

89:20 90:9 91:17

92:1,4 93:4,21

114:6,7,14,18

124:18

7th 35:3

70 28:14

700 2:7 3:6

78/081,731 1:7

131:8

9

9 18:13 22:19 43:18

9th 131:15

90064 3:21

91/156,321 1:6

131:8

EXHIBIT 1

2004 Partnership Conference:

Business & K-12

Education Partnerships

May 20-21, 2004

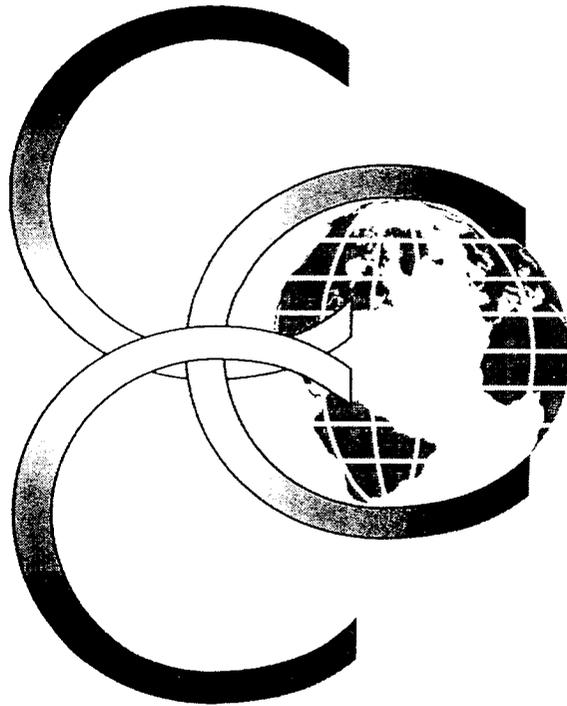
U.S. Chamber of Commerce
Washington, D.C.

USCC 54318

ELZEY EXHIBIT 1
Offered by Opposer, The Chamber of
Commerce of the United States of America
The Chamber of Commerce of the United
States of America v. United States Hispanic
Chamber of Commerce Foundation
Opposition Number 91/156,321

2004 Partnership Conference:

Business and K-12 Education Partnerships



United States Chamber of Commerce
Center for Corporate Citizenship

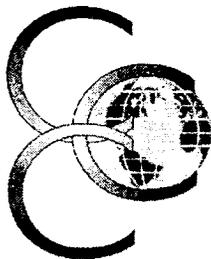
Table of Contents

U.S. Chamber of Commerce Center for Corporate Citizenship Business and K-12 Education Partnerships

- I. Agenda**
- II. Introduction**
- III. Background**
- IV. Resources**
- V. Speaker Biographies**
- VI. Acknowledgements and Exhibitors**
- VII. Attendee List**
- VIII. Map**

Sponsor Advertisements

Agenda



United States Chamber of Commerce
Center for Corporate Citizenship

**U.S. Chamber of Commerce Center for Corporate Citizenship
Business and K-12 Education Partnerships
U.S. Chamber of Commerce ♦ Washington, DC ♦ May 20-21, 2004**

Thursday, May 20

11:30 a.m.

*Foyer outside the Briefing
Center*

Registration Opens

Noon – 1:00 p.m.

International Hall of Flags

Luncheon and Welcoming Remarks

- Thomas J. Donohue, President and CEO, U.S. Chamber of Commerce

1:00 p.m. – 1:40 p.m.

International Hall of Flags

Building the Relationship between the Business Community and the Education Sector

- Eugene Hickok, Deputy Secretary of Education, U.S. Department of Education

1:40 p.m. – 2:00 p.m.

Herman Lay Room

Break

2:00 p.m. – 3:15 p.m.

Anheuser-Busch Briefing Center

Plenary: What Is the State of Business Involvement in K-12 Education?

This session will bring together leading business, education, and government figures to assess the current situation and what it means for business involvement in K-12 education.

- Michael Cohen, President, Achieve, Inc.
- The Honorable James B. Hunt Jr., Former Governor, North Carolina and Founding Chair, National Board for Professional Teaching Standards
- Michael Rouse, Corporate Manager, Philanthropy and Community Affairs, Toyota Motor Sales USA, Inc.

Moderated by: Bill Little, President and CEO, Quam-Nichols Company, and Chairman, National Chamber Foundation

3:15 p.m. – 3:30 p.m.

Herman Lay Room

Break

3M-RJR Nabisco Room

How Do Successful Partnerships Work?

This session will discuss what successful business-K-12 education partnerships look like, using case studies.

- Teresa Antonucci, Manager, Community Relations, Comcast
- John Goossen, Director, Science and Technology, Westinghouse
- Paul Shay, Executive Director, FIRST, For Inspiration and Recognition of Science and Technology
- Carol Vernon, Director, Public Affairs, Cable in the Classroom

Moderated by: Tara May, Director of Communications, U.S. Chamber of Commerce Center for Corporate Citizenship

4:30 p.m. – 4:45 p.m.

Herman Lay Room

Break

4:45 p.m. – 6:00 p.m.

Concurrent Working Sessions (Choose One)

Each working session will be asked to consider a set of questions and come up a few recommendations for future actions to facilitate effective business and K-12 education partnerships.

Anheuser-Busch Briefing Center

What Tools Do Business Leaders Need to Get Involved in K-12 Education?

Public perceptions, ideological differences, funding expectations - getting involved in K-12 education is not always a simple question for many businesses. This session will discuss what tools, policies and programs would be most helpful for businesses interested in supporting or currently managing K-12 education projects.

- Jay Engeln, National Association of Secondary School Principals, Resident Practitioner for Business and School Partnerships
- Kathy Havens Payne, Public Affairs Manager, State Farm Mutual Automobile Insurance Companies
- Laurie Rich, Assistant Secretary, Office of Intergovernmental and Interagency Affairs, U.S. Department of Education
- Don Upton, President, Fairfield Index, Inc., President, World-Class Schools Foundation, Trustee, Florida Chamber Foundation

Moderated by: Beth B. Buehlmann, VP and Executive Director, Center for Workforce Preparation

Amway-Emerson Electric Room

How Can Corporate America Help Schools Use "Measurements For Success?"

This session will discuss current data best practices, and how they can be used to improve student achievement.

- Jacqueline Lain, Director, School Evaluation Services, Standard and Poors
- John Katzman, CEO and Founder, The Princeton Review

Co-Moderated by: Aimee Guidera, Business Outreach, National Center for Education Accountability, and Thomas Lindsley, Business Outreach, National Center for Education Accountability

9:15 a.m. – 9:30 a.m.
Anheuser-Busch Briefing Center

Opening Remarks

- Suzanne Clark, EVP and COO, U.S. Chamber of Commerce and President, U.S. Chamber of Commerce Center for Corporate Citizenship

9:30 a.m. – 9:45 a.m.
Anheuser-Busch Briefing Center

Day One Review

- Stephen Jordan, VP and Executive Director, U.S. Chamber of Commerce Center for Corporate Citizenship

9:45 a.m. – 10:45 a.m.
Anheuser-Busch Briefing Center

Plenary: What Is the Long Term Outlook for the Business Community and the Education Sector?

It is clear that the long-term future of K-12 education in the United States will have a fundamental impact on the structure and capacity of the U.S. business community. This plenary session will discuss how changes in demographics, globalization, technology, and business operations are being met (or not) by the U.S. K-12 education system and what this means for the future of the U.S. economy.

- William Bennett, Chairman, K12 and Former U.S. Secretary of Education
- Mike Feinberg, Co-Founder, KIPP
- Robert Ingram, Vice Chairman of Pharmaceuticals, GlaxoSmithKline

Moderated by: Louise Schiavone, Correspondent, CNN

10:45 a.m. – 11:00 a.m.

Break

11:00 a.m. - Noon
Anheuser-Busch Briefing Center

Plenary: Next Steps for Business and K-12 Education Policy and Partnerships and What Can We Do Now To Shape the Future?

This plenary session will discuss how business, government, and education leaders can work together at the local, state, and national levels to bring about positive changes in our K-12 education system to meet the challenges of the 21st century.

- William Hansen, SVP and Managing Director, Affiliated Computer Services Inc. Education Services Business and former U.S. Deputy Secretary of Education
- Eugene Hickok, Deputy Secretary of Education, U.S. Department of Education
- Frank VanderSloot, President and CEO, Melaleuca, Inc.

Moderated by: Stephen Jordan, VP and Executive Director, U.S. Chamber of Commerce Center for Corporate Citizenship

Noon

Close

Introduction



Introduction

Welcome to the 2004 Partnership Conference!

The U.S. Chamber of Commerce Center for Corporate Citizenship (CCC) hosts this annual conference around a central social issue that companies support philanthropically. Our focus this year is on business and education partnerships. According to the State of Corporate Citizenship survey, education is the number one social issue that companies believe that they should be involved in and that they support. Of all social issues, education ranks third, after health care and homeland security in terms of how companies view its long-term impact on their business.

Business and education partnerships exist in more than two-thirds of our nation's school systems. They are dominated by small businesses, and they range from very small agreements such as a local business owner rewarding honor roll students by giving them a gift certificate or taking them out to dinner, to very large partnerships encompassing entire states and hundreds of businesses. We believe that new partnerships are going to continue to form, and successful partnership models will continue to grow.

In the mean time, our education system is in the midst of change. The system is having to confront issues like globalization, new technology, changing demographics, an aging infrastructure, entrenched interests, new workforce demands, and other enormous issues. The landmark education legislation, commonly known as No Child Left Behind, requiring performance standards and other policy changes has also had an enormous impact.

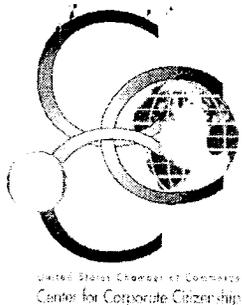
Clearly, now is an excellent time to bring together business, education, and community leaders together to discuss the state of business and education partnerships, and analyze ways that the three sectors can work together better.

Our goals for the conference include creating a climate for networking, the free exchange of information and ideas, and the development of strategies and policies to promote effective communication, coordination, and collaboration.

As a result, we hope that new relationships, new partnerships, new policies, and new solutions will emerge and develop in order to benefit our nation's businesses and schools. In this light, we hope this conference will serve as the beginning of a new stage for business and education cooperation.

Background

USCC 54329



Education Fact Sheet

U.S. Chamber of Commerce Center for Corporate Citizenship Business and K-12 Education Partnerships

How Important Is Education for Business?

- Education ranks #1 as the social issue that companies support. 48% of companies report contributing to education initiatives.
- Education ranks #1 as the social issue that companies believe they should be involved in supporting. 59% of businesses believe that they should play an active role.
- Education ranks #3 after health care and homeland security as the social issue that will most affect future business priorities.

Source: *The 2003-2004 State of Corporate Citizenship Report*, compiled by the U.S. Chamber of Commerce Center for Corporate Citizenship and the Center for Corporate Citizenship at Boston College.

What Is the Current State of Education in the U.S.?

- 46 million students attend public schools, 560,000 attend charter schools, 1.2 million are home schooled, and 4.3 million attend private schools. The U.S. spends about \$300 billion to operate 87,000 schools in 14, 500 school districts, public education spending per capita per K-12 student is about \$6,500.

Sources: U.S. Census, Department of Education and Susan Raymond, "On Philanthropy, A Global Resource for Non-Profit Professionals." www.onphilanthropy.com.

What Is the Current Level of Student Achievement?

Primary School Snapshot:

In the Progress in International Literacy study of 4th grade reading levels in 35 countries, the United States ranked 12th. Source: National Center for Education Statistics.

While no comparable study exists for math and science, according to the 1995 TIMSS report, U.S. fourth graders were above average, trailing only Japan in the study. Source: National Center for Education Statistics.

USCC 54330

Education Fact Sheet

in the workforce in 2000 had any postsecondary degree, associates or higher. In this decade 40% of job growth will be in jobs requiring postsecondary education; those requiring associates degrees growing the fastest. Source: Center for Workforce Preparation (2004).

How Prepared Are Our Teachers?

Only 38% of U.S. public school teachers majored in an academic subject in college. Only one in five teachers feels well prepared to teach to high academic standards. Source: *Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, January 1999).

40% of public high school science teachers have neither an undergraduate major nor minor in their main teaching field and 34% of public high school math teachers did not major or minor in math or related fields. Source: *America's Teachers: Profile of a Profession, 1993-1994* (Washington, DC: US Department of Education, National Center for Education Statistics, July 1997).

What Is the Profile of Business and Education Partnerships?

The first business and education partnerships began in the late 1800s, and these relationships became more systematic in the late 1970s. In 1983 there were only 42,200 partnerships, by 1988, they had grown to over 140,000. Source: ERIC Digest no. 156. U.S. Department of Education (1995).

As of 2000, 69% of all school districts engage in some form of business partnership – an increase of 35% since 1990. These partnerships contribute an estimated \$2.4 billion and 109 million volunteer hours to schools, impacting the lives of an estimated 35 million students. Source: National Association of Partners in Education, Inc. (2000).

Small businesses represent the largest share of school partners. 76% of schools who partner with businesses collaborate with small businesses. 61% report partnerships with medium-sized businesses, and 42% with large corporations. Source: The Council for Corporate & School Partnerships (2002).

The top 10 corporate donors to education programs contributed over \$587 million to elementary and secondary school giving programs. Source: The Foundation Center (2004).

When asked what types of partnerships are most valuable, 72% of educators identify those designed to improve student motivation. 60% say that providing students direction in future education is very important, and funding for libraries, computers, and education infrastructure, and improving academic achievement

CHARTING THE COURSE

States Decide Major Provisions Under *No Child Left Behind*

As evidenced by the diversity among the approved state accountability plans and state-consolidated applications, states have great flexibility in the design of their systems and implementation of particular No Child Left Behind (NCLB) provisions. Presented as a checklist of items, states considered many issues when designing accountability systems, providing options for parents and defining highly qualified teachers. The following list represents almost 40 separate issues under the control and responsibility of state and local education agencies.

Standards and Assessments

- Standards and assessments used to provide the substance for Adequate Yearly Progress (AYP) definitions
- Definition of advanced, proficient and basic achievement levels

Elements of the AYP Definition

- Minimum group size for accountability, participation and reporting
- Minimum group size for students with disabilities
- Definition of full academic year
- Definitions of major racial and ethnic subgroups
- Timeline for reaching 100 percent proficiency by 2013-2014 (i.e., how often the annual measurable objectives will increase)
- Achievement goals set by grade span for AYP decisions
- Uniform averaging procedure (i.e., how many years of data will be included in AYP decisions)
- Statistical procedures, such as confidence intervals
- Selection of other academic indicators and what it means to make AYP on each indicator
- Use of an index in making AYP decisions
- Scores of students not participating in assessments
- Use of results from early-administered assessments

Adequate Yearly Progress and State Accountability Systems

- Integration of AYP with previously existing state accountability systems
- Same-subject identification
- Format of report cards
- Publication dates for school, district, and state report cards
- Processes and timing for releasing AYP decisions to schools and the public
- System of rewards, sanctions and instructional interventions
- Use of state school-improvement funds

Students With Special Instructional Needs

Novice and Apprentice levels (i.e., Novice non-performance, Novice medium, Novice high, Apprentice low, Apprentice medium and Apprentice high) for a total of eight achievement levels.

Elements of the Adequate Yearly Progress Definition

Minimum group size. State flexibility extended to the setting of minimum group sizes for AYP determinations, reporting, and the participation rate. States had to consider a number of state and local factors when making these decisions, such as validity and reliability of AYP decisions, student privacy, average size of schools, number of tested grades, history with subgroup accountability, and extent of diversity among students. For example, states with primarily smaller schools leaned toward smaller group sizes; **North Dakota** and **Montana** set no minimum group size and are relying exclusively on a confidence interval. Another consideration was whether or not to use a confidence interval: States might select a smaller group size (and therefore increase subgroup accountability) while ensuring reliable decisions with the application of a confidence interval. For example, **Maryland** chose an AYP group size of five with the use of a confidence interval. One issue with a confidence interval is that it can be difficult to explain. In responding to this trade-off, other states selected larger group sizes with no confidence interval; an example is **Virginia** with an AYP group size of 50 without a confidence interval. **California**, with its larger and highly diverse schools, selected an AYP group size of 50, when those 50 are at least 15 percent of the student body, or 100. In California, if there are 50 students within a group, there can be no more than 333 students in the school or those students will not form a separate subgroup.

Additionally, states have the flexibility to set a different AYP group size for special education students. **Nebraska** and **Puerto Rico**, for example, set a higher group size for their special education students.

Definition of full academic year. In calculating AYP determinations for schools and districts, states can only use the assessment scores of students enrolled in a school and district for a full academic year. A few States (such as **Colorado**) have defined full academic year as enrollment from test administration to test administration. Other states (including **Michigan** and **New Mexico**) have defined full academic year as enrollment from some pre-determined head count date in the fall to test administration. The application of this definition means that schools are only held accountable for those students they have an opportunity to teach for at least a full academic year.

Definition of major racial and ethnic subgroups. States have the flexibility to determine what constitutes a major racial or ethnic subgroup. NCLB did not identify the major racial or ethnic groups for states but instead called upon states to make this determination based upon demographic factors within their state borders. **Texas**, for example, only designates subgroups as major racial or ethnic groups when they constitute a certain percentage of the state population. In practice, there are only three ethnic subgroups in Texas' AYP definition: African American, Hispanic and white.

Timeline for reaching 100 percent proficiency by 2013-2014. While states have to ensure that their intermediate goals increase in equal increments over the NCLB timeline, states have great flexibility in determining how often their intermediate goals increase. States can raise their intermediate goals every year or every two or three years.

- **Alaska** and a number of other states, including **Ohio** and **Arizona**, created a trajectory that is relatively flat in the first half and more aggressive in the second half.
- **Missouri's** trajectory increases in equal increments every three years.
- **New Jersey's** trajectory increases every three years, where the increases are calculated based on an equal percent growth expectation.

Other academic indicators. States have great flexibility in selecting their other academic indicators and for setting the AYP criteria for these indicators. At the elementary and middle school levels, the other academic indicators vary widely among the states (e.g., attendance rate; retention rate; achievement on science, writing, and social studies assessments; performance on the state's current accountability system; or a menu of additional academic indicators). **Georgia**, for instance, allows its districts to select from a menu of indicators that will be used in elementary and middle school AYP decisions over a three-year period of time. This menu includes retention rate; achievement in writing, science, and social studies; and increases in the percentage of students scoring at advanced levels. Districts thereby have flexibility to focus on different issues, as befitting the students in their schools. Although at the high school level, the statute requires that, at a minimum, states use the graduation rate as the additional academic indicator, states have the flexibility to choose another academic indicator for the high school level as well. As an example, **Florida** selected the high school writing assessment for this purpose. Further, until a state can calculate and disaggregate a four-year graduation rate, states have the flexibility to craft an interim graduation rate or another academic indicator as a proxy. Additionally, states have complete flexibility in setting the criteria for meeting the additional academic indicators. Some states set the criteria as a straight target (e.g., to make AYP a school must meet a pre-defined target), and other states set the criteria as either meeting the goal or making progress towards the goal. Finally, states have the flexibility to keep the goals the same over the NCLB timeline or to raise them over time. **Illinois** set its initial goal for the percentage of students who will graduate with a regular diploma at 60 percent (increasing to 85 percent in 2014), while **Indiana** set its goal at 95 percent or improvement over the previous year.

Use of an index in making AYP decisions. States have the flexibility to take into account the percentage of students who improve from being "below basic" to achieving a "basic" level of knowledge through the development of an index. Allowing schools to receive credit for improving all students' achievement is typically calculated through an "index" score. For example, **New York** is using its index scores to calculate AYP. **New York, Oklahoma** and **Vermont**, for example, had all used an index system as part of their past state accountability systems and continue to do so with NCLB. The Department allows states to base AYP on an index score, but only when certain conditions are met: 1) the index does not give extra weight to students scoring above proficiency so as to mask performance in the lower achievement levels; 2) the index can be calculated separately for reading and mathematics and for each relevant student subgroup; 3) the index does not allow schools to make AYP without also increasing the percent of students who are proficient; and 4) the index, as reflective of the annual measurable objectives and intermediate goals, must follow the relevant regulatory provisions.

Scores of students not participating in assessments. While all students not participating in state assessments must be counted against the participation rate for a school, states have the flexibility also to count these students as not proficient when calculating the school's AYP rating. For example, as a disincentive for its schools to exclude students from state assessments, **Maryland** made the decision to count students not participating against both the participation rate and against the proficiency rating for the school.

Use of results from early-administered assessments. For AYP purposes states must count the assessment from the first official administration given when they expect all students to have learned the content standards. The first administration is the first time an assessment is officially administered to measure student achievement on the state content standards in a given grade and subject, at a time when the state expects students to have learned the content standards or achieved proficiency. Students who have scored at proficient or higher on assessments taken earlier than the first official administration, however, may "bank" those scores and would not have to retake the test at a later date. **Ohio** can administer the fourth-grade reading test early in the school year and include in AYP calculations any proficient results from that fall administration.

activities dependent upon the specific subgroups that missed AYP and the number of subgroups that missed AYP. Additionally, states have the flexibility to require all schools, regardless of Title I status, to offer school choice and supplemental educational services or to have a different set of sanctions for its non-Title I schools. Regarding their system of rewards, states have flexibility to determine what these rewards might be. In some states, rewards are banners, plaques or ceremonies, while in other states rewards come in the form of financial benefits for schools and teachers.

Use of state school-improvement funds. With the record increases in Title I and other NCLB funding, states have a dedicated source of funds that are specifically directed towards helping schools and districts improve and meet the goals of NCLB. For the 2004 fiscal year, the set-aside (which is equal to four percent of the Title I allocation) may result in almost \$500 million dollars for school-improvement efforts nationally. States may either allocate these funds directly to districts and schools identified for improvement or may arrange for services at the state level.

Students With Special Instructional Needs

Use of alternate achievement standards for students with the most severe cognitive disabilities.

Under the Department's transition policy, states have the flexibility to include proficiency results (up to 1 percent) from assessments based on alternate achievement standards in AYP calculations. While many states have chosen to take advantage of this flexibility, other states (e.g., **South Dakota**) are holding all students, regardless of disability, to the same content and achievement standards. This regulation was published on December 9, 2003. In the final regulation when measuring AYP, states, school districts, and schools will have the flexibility to count the "proficient" scores of students with the most significant cognitive disabilities who take assessments based on alternate achievement standards. The number of those proficient scores may not exceed 1 percent of all students in the grades tested (about 9 percent of students with disabilities) at the district and state levels. Without this flexibility, those scores would have to be measured against grade level standards and considered "not proficient."

Off-level assessments and students with disabilities. As states begin to transition away from off-level assessments for some students with disabilities, states were given the flexibility to consider students who took an off-level assessment as participating but not scoring proficient (e.g., **Mississippi, South Carolina**). Later in the summer of 2003, states were allowed (for one year only) to include results from off-level assessments positively in AYP decisions. Secretary Paige used his transition authority to provide states with this flexibility for the 2002-2003 school year. It was a state's decision whether or not to use this authority. **Ohio** allowed school districts to include, as proficient, student scores from off-level assessments that reflected proficiency on the tested material. Moving forward, these assessments will be subject to the requirements specified in the alternate assessment regulation referred to above.

Use of accommodations and alternative assessments for LEP students. States have wide flexibility in determining how best to assess their LEP students. States can offer a menu of accommodations (e.g., use of bilingual dictionaries, extra time, the use of translators) or an alternative assessment (e.g., a native-language version of its assessment or a simplified English version of its assessment). NCLB allows states a minimum of three years to test LEP students in language arts using a native language assessment, with an additional two years if needed on a case-by-case basis. For mathematics, NCLB does not restrict the number of years an LEP student can take a native language assessment. **New York** translates its Regents exams into Spanish, Haitian-Creole, Russian, Chinese and Korean for all subject matters except English and language arts. **Illinois** has developed a "plain language" version of its mathematics assessments. To summarize, states decide how best to test LEP students, which accommodations to use, how long to allow the use of native language assessments, and how to transition LEP students into the English versions of statewide assessments.

their own standards on how well teachers must do on these *state tests* to demonstrate subject matter competency.

New secondary school teachers. New secondary school teachers must also hold a bachelor's degree, be fully licensed, and demonstrate their subject matter competency. New secondary school teachers have several avenues for establishing their subject competency, including: (1) completing an academic major, graduate degree, coursework, or advanced certification; or (2) passing a rigorous state academic subject test. States have the flexibility to determine how well teachers must do on these state tests to demonstrate subject matter competency.

Kansas and **Iowa** have made efforts to link university programs to academic standards in an effort to ensure that new teachers will meet these standards. The education departments in both states work closely with their colleges and universities to achieve this goal.

Current teachers. Current teachers must also hold a bachelor's degree, be fully licensed and demonstrate subject-matter competency. In determining subject-matter competency, states have the flexibility to determine the status of current teachers through the use of the "high, objective, uniform state standard of evaluation" (HOUSSE). Factors such as college coursework, advanced credentials, professional development, involvement in curriculum-related activities, student achievement and years of experience may be included as components of the HOUSSE model.

Kentucky has developed a Web-based calculator for teachers to determine their highly qualified status for each subject they teach (<http://wd.kyepsb.net/cfusion/hq>).

Certification requirements. In all instances, states have full authority over certification requirements. They may redesign these at any time according to state law. States may use alternate certification programs and other non-traditional routes towards achieving state certification. The American Board for Certification of Teacher Excellence (ABCTE) has also been designated as another path towards certification that states may use if they wish. The ABCTE project allows teachers to achieve full certification by passing a rigorous assessment. **Pennsylvania** and **Idaho** are using the ABCTE process to help more teachers meet certification requirements.

Improving the number of highly qualified teachers. States were asked to establish a plan for improving the quality of teachers and increasing the number of highly qualified teachers. This information was submitted to the U.S. Department of Education during the consolidated application process in June 2002. Under the statute states have the flexibility to develop these plans in accordance with previous state reform efforts and existing state law. One way of increasing the number of highly qualified teachers is to implement more alternate paths towards teaching. **Oklahoma, Florida, Colorado** and **New Jersey** have successful alternate certification programs for new prospective teachers. **Kansas** has initiated an on-line alternative path towards receiving full certification and meeting other teacher quality provisions <http://www.ksde.org/cert/TransitionTeaching.htm>.

Parent notification of teacher quality. At the beginning of each school year, a district that accepts Title I funding must notify parents of students in Title I schools that they can request information regarding the qualifications of their child's teacher. Title I schools must let parents know if their child has been taught for four consecutive weeks by a teacher who is not highly qualified. States and districts may determine the content of this parental notification. **Nevada** provides districts with sample letters to aid them in their implementation of this provision.

What Can Businesses Do to Improve Student Achievement?

National Sponsor of the **Just for the Kids** School Improvement Model

Leverage Your Work

1. **When making a donation to a school, determine where the school needs the most assistance by using data.** Look at the *Just for the Kids* data to find areas of need and donate to projects specifically geared to that grade or subject area. See www.just4kids.org.
2. **Make sure your donation has contributed to an increase in academic performance over time.** Measure the impact of your contribution by looking to the data. Use *Just for the Kids'* multi-year line graph and opportunity gap bar charts.
3. **Talk to the principal or school leaders about the effectiveness of your partnership or contribution as seen through the data.** If necessary, work together to make changes in your efforts so that you will see an increase in students' academic performance over time.
4. **As a member of a chamber or any organization, ask the organization to use data to determine the needs of a school, to measure the impact of its donations on academic performance, and to reward success.**

Focus at the School Level

1. **Encourage schools you are working with to develop an action strategy using the *Just for the Kids* Best Practice Framework.** Have them start by taking the Best Practice Self-Audit.
2. **Organize a meeting with your principal to review a school's performance according to the data.** Use www.just4kids.org to gain insight on challenges and to assess areas of need.
3. **Sponsor an award for teachers at the grade or subject level.** Recognize teachers that have worked to improve student achievement on a specific subject, like 4th grade writing, or award teachers that have shown the most improvement with a certain student population. With any award, you can focus on improvement or sustained success over time. Plan an event around this award or publicize the results in the local newspaper.

**Testimony of Beth B. Buehlmann
Vice President and Executive Director
Center For Workforce Preparation
United States Chamber of Commerce
Before The
Committee on Health, Education, Labor and Pensions
United States Senate
March 4, 2004**

Mr. Chairman, Senator Enzi, and Members of the Committee

As the vice-president and executive director of the Center for Workforce Preparation (CWP), I am pleased to be here today to discuss the relationship between postsecondary education and our nation's ability to have a prepared, competitive workforce. The U.S. Chamber of Commerce is the world's largest business federation, representing the more than 3 million businesses and organizations of every size, sector and region. CWP, an affiliate of the U.S. Chamber, focuses on workforce development and quality education issues. It helps businesses and chambers in their communities find, use, and build resources to support productive workplaces and develop a skilled workforce.

Thank you for this opportunity to relate the challenges employees and employers face, as together, they strive to maintain a competitive American workforce. I would like to cover several points in my remarks – a skilled workforce is a bottom line issue for employers to remain competitive; postsecondary education is a necessary factor to achieving a skilled workforce; traditional concepts of postsecondary education may need broadening; and suggested policy considerations for the reauthorization of the Higher Education Act to address these concerns.

Across America, employers of all sizes share the view that a skilled workforce is essential to maintaining competitiveness. Chambers consistently report that workforce development is among the top three concerns of their business members. In CWP surveys of small and medium-sized businesses conducted over the past three years, employers report difficulty in finding qualified workers due to a lack of skills. Even more revealing were their responses when asked about the ability of their current workforce in meeting their future skill requirements. Within two years, about 30% of these employers no longer believe that the skills of their workforce will keep pace. Business quality, productivity and profitability

today. These jobs will most certainly require a workforce of highly educated workers, utilizing skills that have not yet been identified in fields and operations that, today, are only being discussed in theory. These forecasts have led experts and analysts to project that, in the future, 4 out of every 5 jobs will require postsecondary education or equivalent training and that seventy-five percent of the today's workforce will need to be retrained just to keep their current jobs.

To correct these deficiencies, remedy the current workforce dilemma and alleviate the threat to American competitiveness and our economy, we must address the shortage of well-educated and highly skilled workers by ensuring employers and their employees have access to continuing education and training that is flexible and responsive to the rapid changes in the marketplace. Lifetime education and training is no longer an option, it is a necessity – for individuals, for employers and for the economy.

Looking ahead, employers and workers are going to place greater reliance on postsecondary education to address the ever-increasing skill demands of a competitive American economy. When the Higher Education Act was first authorized in 1965, a recognized purpose of it was the development of the workforce – directly out of high school. What these policies did not anticipate is the role postsecondary education would have in the ongoing advancement of working adults – or what we generally refer to as non-traditional students.

Mr. Chairman, any meaningful strategy to combat these workforce challenges must begin with a comprehensive education and workforce development system that incorporates the realities of a global economy. We are already attempting to improve our K-12 system, making it more competitive with other industrialized nations and leading to a more knowledgeable and highly skilled American workforce in the coming decades.

However, it is equally important to note that the deficiencies and challenges within the existing workforce – individuals that are beyond the reach of on-going K-12 initiatives – also demand immediate attention. Absent a sustained investment in a comprehensive educational system that is responsive to the needs of employers and their incumbent workers, the American workforce will be ill equipped to compete in the global economy and American businesses will become less profitable and the nation's economic security less certain.

In 1999-2000 almost three quarters of American undergraduates were nontraditional in some way:

- More than half (51%) were financially independent
- Almost half (46%) delayed enrolling in college
- 39% were adults 25 years of age or older
- Almost half attended part-time (48%)
- 39% worked full time
- Just over one-fifth (22%) had dependents; 13% were single parents.

In 1999-2000 most non-traditional students (82%) age 24 or older worked. Over 80 percent report that gaining skills to advance their current job or future career was an important consideration in their postsecondary education. Roughly one-third enrolled to obtain additional education required by their jobs.

Census Bureau data show that monthly earnings increase significantly with increased education levels. From 1991 to 1999 the number of adults participating in any form of education increased from 58 million to 90 million. Almost 45 million were taking work-related courses and 18 million were seeking formal postsecondary credentials. With longer workweeks, there is limited time for education and training. It is understandable then that working adults overwhelmingly prefer short, intensive programs and find it difficult to sustain even a part-time commitment over a period of 15 weeks – the length of the traditional college semester. Employees and employers both are seeking curriculums and training programs that impart relevant knowledge and skills that have a practical application in the workplace. The availability of flexible and modularized programs is key to meeting these needs.

The strength of America's postsecondary education system is the diversity and types of institutions providing courses, programs and training for adult workers – two and four year, public and private, and non-profit and for profit. Some institutions are better able than others to provide coursework that is relevant to the workplace. Others can adjust more quickly to the needs of employers with just-in-time training. Regardless, the opportunity for many adult workers to access this education and training is limited by some of the provisions of the Higher Education Act.

A number of provisions in the Higher Education Act are outdated and limit the ability of postsecondary education institutions to provide innovative solutions to America's workforce needs. The reauthorization of the Higher

programs is an effective way to reach adult workers that may not have access, time or ability to enroll in traditional classroom settings. Technology is making rapid changes to the workplace, and it has great potential to reach new learners and create new educational opportunities.

Incentives for institutions that develop programs and schedules for working adults

Programs that lead to degrees are often campus bound or have prerequisites that are difficult to meet. Programs that require 60 to 75 credit hours are daunting when the student can take only three or four credits at a time. This perspective is exacerbated by the fact that adult workers may have industry-recognized certificates or credentials that are not recognized by traditional postsecondary institutions for credit toward a degree. Consideration should be given to applying the competencies developed through the certification programs toward traditional college credit. Additionally, because evening and weekend classes are not perceived as rigorous as more traditional scheduling by accreditation bodies, these courses are often offered for non-credit, denying working adult students the ability to accumulate credit toward a degree.

Establish flexibility for new collaboratives to deliver services

As we face shortages of workers in specific fields such as healthcare and teaching, as we approach the possibility of millions of retirements from the Baby Boomer generation and as the need for working adults to increase their workplace skills becomes acute, new ways of delivering these services must be created. With the qualified teacher requirement under No Child Left Behind Act, teachers need access to professional development courses and may not have the time or the ability to travel distances to receive this training. Similarly in healthcare, access to training is critical. In addition to better on-line coursework access, classroom instruction schedules and locations must be flexible enough to accommodate work schedules of employed adults. Within communities across the country there are community colleges, proprietary schools, and other education and training programs, available to meet these needs. However, more traditional 4-year institutions may be geographically less available and require significant travel time in order to attend. In these situations, 4-year institutions may want the flexibility to collaborate with other educational entities in communities to deliver programs and services. Such flexibility may require a redefinition of eligible institutions and other considerations in order for students to remain eligible to receive financial aid and other supports.

**Testimony of Beth B. Buehlmann
Vice President and Executive Director
Center For Workforce Preparation
United States Chamber of Commerce
Submitted to The
Committee on Education and the Workforce
U.S. House of Representatives
March 11, 2004**

Mr. Chairman and Members of the Committee:

As the vice president and executive director of the Center for Workforce Preparation (CWP), I am pleased to provide this written statement for the record for the hearing, "The Changing Nature of the Economy: The Critical Roles of Education and Innovation in Creating Jobs & Opportunity in a Knowledge Economy." The U.S. Chamber of Commerce is the world's largest business federation, representing more than three million businesses and organizations of every size, sector and region. CWP, an affiliate of the U.S. Chamber, focuses on workforce development and quality education issues. It helps businesses and chambers in their communities find, use, and build resources to support productive workplaces and develop a skilled workforce.

Thank you for this opportunity to relate the challenges employees and employers face, as together, they strive to maintain a competitive American workforce. I bring to bear a perspective on the issue before the Committee that comes from many years in the education field as well as working with state, regional and local chambers across the country. My following remarks will cover several points: 1) the K-12 education system in preparing youth for postsecondary education, 2) the necessary role of postsecondary education to achieving a skilled workforce, and 3) adult workers and the importance of lifetime learning.

The K-12 Education System

The familiar world of the last 25 to 50 years no longer exists. The domestic economy has become global and American high school graduates are expected to compete with their peers from abroad. Yesterday's luxury of an education beyond high school has become today's necessity. Americans, whatever their background, must have at least 15 years of education and training over the course of their lives. According to a report issued by the

Today the attitude is "don't know/don't care". Often students do not know why certain courses are being taught and they perceive that colleges or employers do not place much importance on the kinds of courses they are taking or their attendance records. Students must see the practical application of their learning and teachers have to provide that context. We find that there is a disparity between high school graduation and college application requirements. Further, few employers ask for high school transcripts as part of their hiring procedures. Therefore, if students cannot clearly see how classroom studies translate to specific job functions and career progression, the lessons are forgotten as soon as they are taught.

By not periodically assessing student performance to ensure individual achievement, by not making mentors and after-school programs available to underachieving students and by not investing in continuous professional development for teachers, we are doing a disservice to our youth during the most crucial phase of their academic development. This will continue to affect them throughout their lives as they move from one dead-end, low-wage job to the next, with no opportunities for advancement. For businesses, the lack of qualified workers will only worsen, making companies less and less competitive while further weakening the American economy in general.

CWP recognizes that technological advances, coupled with increased competition from abroad, have left employers with higher skill needs than ever before. Yet, a significant number of entry-level workers are not equipped with the academic, practical, technical and occupational skills needed to succeed in an increasingly complex and technological work environment.

A formal and coherent system to facilitate the transition from high school to college and career for youth could help alleviate many of the skill-related difficulties that employers face. It is a way to motivate students to reach higher levels of academic excellence and equip themselves to succeed. Such a system, linked to high academic standards, can provide better education, workforce preparation and the ability to learn throughout a lifetime. These efforts assist students in securing stable, career-oriented positions, promote the formation of partnerships between schools and employers, equip students with portable and competitive skills and encourage further education and training.

The native-born workforce is aging – no new net growth is expected through 2020 in prime age workers. Immigrants and workers staying in the workforce longer are expected to account for all net workforce growth between now and 2020. Growth in workers with education beyond high school between the years 1980 and 2000 was 138 percent. Between 2000 and 2020 it is projected to be only 19 percent.

Unfortunately, these findings also suggest that the severity of these current workforce challenges is just a precursor to a disconcerting forecast for the future. Looking forward, it is estimated that 60 percent of tomorrow's jobs, while involving variations of current business operations and practices, will continue to reflect the rapid advance of technology, requiring skills that are only possessed by 20 percent of today's workers. Many of tomorrow's jobs – estimated at 40 percent -- don't exist today. These jobs will most certainly require a workforce of highly educated workers, utilizing skills that have not yet been identified in fields and operations that, at the moment, are only being discussed in theory. These forecasts have led experts and analysts to project that, in the future, 4 out of every 5 jobs will require postsecondary education or equivalent training and that 75 percent of today's workforce will need to be retrained just to keep their current jobs.

To remedy the current workforce dilemma and alleviate the threat to American competitiveness and our economy, we must address the shortage of well-educated and highly skilled workers by ensuring that employers and their employees have access to continuing education and training that is flexible and responsive to the rapid changes in the marketplace. Absent a sustained investment in a comprehensive educational system that is responsive to the needs of employers and their incumbent workers, the American workforce will be ill-equipped to compete in the global economy and American businesses will become less profitable and the nation's economic security less certain. Lifetime education and training is no longer an option, it is a necessity – for individuals, for employers and for the economy.

Adult Workers and the Pursuit of Lifetime Education

Looking ahead, employers and workers are going to place greater reliance on postsecondary education to address the ever-increasing skill demands of a competitive American economy and the need for working adults to advance in the workplace. This group of working adults is what we generally refer to as nontraditional students.

postsecondary education. Roughly one-third enrolled to obtain additional education required by their jobs.

Census Bureau data show that monthly earnings increase significantly with increased education levels. From 1991 to 1999 the number of adults participating in any form of education increased from 58 million to 90 million. Almost 45 million were taking work-related courses and 18 million were seeking formal postsecondary credentials. With longer workweeks, there is limited time for education and training. It is understandable then that working adults overwhelmingly prefer short, intensive programs and find it difficult to sustain even a part-time commitment over a period of 15 weeks – the length of the traditional college semester. Employees and employers both are seeking curriculums and training programs that impart relevant knowledge and skills that have a practical application in the workplace. The availability of flexible and modularized programs is key to meeting these needs.

To address the challenges of nontraditional students and break down the barriers that working adults face when seeking postsecondary education, the Committee might want to consider: policies that foster collaboration among all types of institutions, including four-year institutions, community colleges and proprietary schools; financial aid reforms to help nontraditional students obtain access to postsecondary and ongoing education; and broadened access to distance learning to accommodate the lifestyles and geographic restrictions of nontraditional students.

Mr. Chairman, any meaningful strategy to combat the nation's workforce challenges must begin with a comprehensive education and workforce development system that incorporates the realities of a global economy. We are already attempting to improve our K-12 system, making it more competitive with other industrialized nations and leading to a more knowledgeable and highly skilled American workforce in the coming decades. We must also expand our services in the postsecondary education system to accommodate adult working students. In today's and tomorrow's global community, lifetime learning has become mandatory and should be accessible, flexible and convenient to help maintain America's competitive workforce. I want to thank the Committee again for this opportunity to submit testimony.

**U.S. CHAMBER OF COMMERCE
STATEMENT ON**

**HIGHER EDUCATION ACT
REAUTHORIZATION PRINCIPLES**

Education is directly related to successful participation in the workforce. Education and training are not keeping pace with the changing workplace. According to a report from the National Commission on Mathematics and Science Teaching for the 21st Century, sixty percent of all new jobs in the early 21st century will require skills that are possessed by only 20% of the current workforce. The Higher Education Act of 1965 (HEA) is one way to begin to address some of these issues that are of interest to the business community.

Previous efforts to hold institutions of higher education accountable have not been successful because they have focused on post-participation factors such as graduation rate and placement in jobs related to areas of study. The Higher Education Act provides funding for Pell grants – a significant federal investment of funds. Pell grants form the foundation of student financial assistance, and are the gateway to participation in higher education without which many students would not attend. Access to higher education is not the only measure of success for the Pell grant program. What needs to be measured is the success with which Pell grant recipients continue to make progress toward degrees. Many of the students who receive Pell grants are at risk and may not persist in their education without a supportive learning environment. If institutions of higher education can demonstrate an increase in the persistence rate of students receiving Pell grants, then this reflects a supportive learning environment where all students can succeed.

Both businesses and educational institutions face the problem of how to hire, retain, train, and advance employees. Teacher and administrator retention is a serious issue that underscores quality. Therefore, it is necessary to strengthen initial teacher preparation programs as one way of addressing the retention issue and providing all students with highly qualified teachers. Alignment needs to be developed among the quality teacher provisions of No Child Left Behind (NCLB), state teacher licensure standards, state program standards, and state K-12 academic standards. Teachers must possess subject area competence and be cognizant of the student academic standards against which they will be judged.

In addition, educational institutions must attract nontraditional teacher and administrator candidates. Alternative routes to certification should be encouraged as a way to meet hiring needs. However, quality control measures must be in place to ensure rigorous standards.

Distance learning can provide increased flexibility in the delivery of educational services to a diverse population. It is a tool to meet the educational and training demands of nontraditional and incumbent workers. As a retention and advancement tool, distance learning has the potential to create opportunities that allow individuals to increase their skills. Additionally, the use of distance learning will relieve some of the pressure on overburdened facilities and reduce the potential cost for new facilities.

USCC 54361

students who accumulate credit hours from multiple institutions recognized by the degree-granting institution.

5. **Certificate Programs** – for courses not leading to a degree, but necessary to advance in the workplace and validated by an employer, design a program to provide federal student financial assistance through short-term, low interest loans; employer incentives, and tax policies. In addition, create a panel to study how to structure a system that provides students who have successfully earned several recognized certificates the option of creating portfolios that are accepted as official records/transcripts of coursework and grades that can be used toward obtaining a degree, and make recommendations to the Secretary of Education.

Jay T. Engeln
Resident Practitioner: School/Business Partnerships
National Association of Secondary School Principals

Building Successful Corporate/School Partnerships

Across the nation, from the smallest towns to the largest cities, the quality of virtually every community is defined by the strength of its public schools. While the most important "stakeholders" in these schools are students and their parents, local employers and other businesses have a vested interest in the success of schools as well. School/business partnerships do not guarantee success. Partnerships do however provide additional resources that support teachers in doing what they do best. They can enhance the educational experience for students and afford learning opportunities that might not otherwise be available. Partnerships do make a difference!

A partnership can be defined as a mutually supportive relationship between a business and a school or school district in which the partners commit themselves to specific goals and activities intended to benefit students and schools. As Senator Lamar Alexander stated, "Partnerships between business and schools can significantly enhance the quality of education we are able to provide." Statistics show that successful school/business partnerships can: 1) Promote improved student achievement, 2) Reduce self-defeating behaviors amongst students, 3) Create better school environments, 4) Build stronger communities and 5) Enhance property values. School/business partnerships do help support programs that can positively impact student achievement.

Challenged by budget shortfalls in the face of efforts to have all students meet high standards, and recognizing the link between good schools, student achievement and a prosperous economy, school and businesses are now more ambitious and creative than ever before in their efforts to work together. Support for programs that enhance the total educational experience for students can have a positive impact on student achievement and thereby assist schools in meeting the goals of No Child Left Behind.

During my seven year tenure as principal at William J. Palmer High School in Colorado Springs, Colorado, school/business partnerships involved companies and organizations such as Hewlett Packard, Texas Instruments, The American Cancer Society, Memorial Hospital, Penrose Hospital, Colorado College, Pikes Peak Community College, the American Red Cross, Colorado Springs Utilities, Six Flags, Colorado Interstate Gas, The Coca-Cola Company and the U.S. Forest Service. Partnership involvement included mentor programs, internships, guest speakers, tutors, volunteers, motivational/incentive programs and financial support for the school's programs. Textbooks, equipment, supplies, on-site professional development for staff, resources to send staff and students to conferences and workshops, support

Jay T. Engeln
Resident Practitioner: School/Business Partnerships
National Association of Secondary School Principals

USCC 54364

Teachers also felt more appreciated for their efforts. Having additional resources available to them for programs that helped students was a plus. Teachers were energized by the community support for their educational endeavors with students. The business community becoming more involved in our school as well as out school becoming more involved in the community fostered a positive atmosphere that carried over beyond the classroom walls.

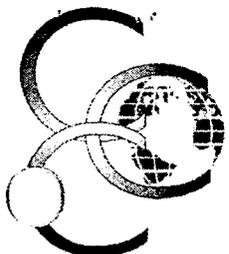
Students likewise appreciated the business involvement. They felt that people cared about them as individuals. Feeling embraced by the community impacted their behavior and their academic achievement.

Replicating Successful Partnership Efforts

The Council for Corporate and School Partnerships is actively involved with providing assistance to schools and school districts involved with school/business partnership relationships. The Council serves as a forum for the exchange of information, expertise and ideas to ensure that partnerships between businesses and schools achieve their full potential for meeting key educational objectives. There are a plethora of outstanding school/business partnerships in place throughout the United States. To better understand the dynamics of successful partnerships, the Council conducted interviews with nearly 300 school board members, superintendents and other school administrators and more than 50 business executives. The information obtained from the interviews was then used in the development of *The Guiding Principles for Business and School Partnerships* and the *How-To Guide for School/Business Partnerships* (both documents are available on the Council website at www.corpschoolpartners.org). These documents incorporate "best practices" relative to school/business partnerships and are designed to help educators and business leaders develop and/or maintain relationships that support mutual goals, and offer long-term, sustainable benefits for students and schools.

Ultimately, the better-educated and prepared students are for the future, the better it is for businesses and our country. School/business partnerships can have a positive impact on the academic achievement of students and provide them with the skills necessary to meet the challenges of the future.

Resources



United States Chamber of Commerce
Center for Corporate Citizenship

Web Resources

U.S. Chamber of Commerce Center for Corporate Citizenship Business and K-12 Education Partnerships

Partnerships Service Organizations

Center for Corporate Citizenship

www.uschamber.com/cc

Center for Workforce Preparation

<http://www.uschamber.com/cwp>

Council for Corporate and School Partnerships

<http://www.corpschoolpartners.org/index.shtml>

National Center for Educational Accountability

<http://www.nc4ea.org/>

Non-Profits

Achieve

Achieve.org

Bill and Melinda Gates Foundation

<http://www.gatesfoundation.org/Education/>

Broad Foundation

<http://www.broadfoundation.org>

Cable in the Classroom

<http://www.ciconline.org/default.htm>

Communities In Schools Inc.

<http://www.cisnet.org/cissc/>

FIRST Robotics Competition

<http://www.usfirst.org/robotics/>

Junior Achievement

<http://www.ja.org/>

The Kimsey Foundation

www.kimseyfoundation.org/education.htm

**National Association of Secondary
School Principals**

<http://www.principals.org/>

NewSchools Venture Fund

<http://www.newschools.org/>

New Leaders for New Schools

<http://www.nlms.org/>

Welfare to Work Partnership

<http://www.welfaretowork.org/>

Government

**Corporation for National and Community
Service**

<http://www.cns.gov/>

**U.S. Department of Education, Office of
Intergovernmental and Interagency Affairs**

<http://www.ed.gov/about/offices/list/oia>

Corporate

Bayer Foundation

<http://www.bayerus.com/about/community>

CVS Pharmacy Community Involvement

<http://www.cvs.com/corplnfo/community>

GlaxoSmithKline

<http://gsk.com/education>

KPMG Foundation Annual Report

<http://www.kpmgfoundation.org/>

Office Depot Community Partnerships

<http://www.community.officedepot.com/partnerships.asp>

Princeton Review

http://www.princetonreview.com/footer/companyinfo_foundation.asp

Progress Energy

<http://www.progress-energy.com/community>

State Farm Insurance Companies

<http://www.statefarm.com/edexcell/edexcell.htm>

Target Take Charge of Education

http://target.com/target_group/community_giving/take_charge_of_education.jhtml

Toyota Corporation

<http://www.toyota.com/about/community/education>

Westinghouse Community Involvement

<http://www.westinghousenuclear.com/E.asp>

Speakers

USCC 54369

Speaker Biographies

(Alphabetical)

U.S. Senator Lamar Alexander

Lamar Alexander was born in Maryville, the son of a kindergarten teacher and elementary school principal. He is a seventh generation Tennessean.

He has been governor (1979-1987), president of the University of Tennessee (1988-1991) and United States Education Secretary (1991-1993). In private life, he helped found a company that is now the nation's largest provider of worksite day care. He taught about the American character as a faculty member at Harvard's School of Government. In 2002, he won election to the U.S. Senate, the first Tennessean to be popularly elected both governor and senator.

Senator Alexander chairs Senate subcommittees on Children and Families, on Energy, on African Affairs, as well as the Tennessee Valley Authority (TVA) Caucus.

Teresa E. Antonucci Manager, Community Relations Comcast

Teresa E. Antonucci is Manager of Community Relations for Comcast's Atlantic Division. Ms. Antonucci is responsible for designing and implementing strategic community investment initiatives throughout the division. She collaborates with Comcast field staff to execute education outreach initiatives as well as company-wide public affairs programs. She has led projects such as Comcast's High-Speed Education Connection — which provides cable modem connections and service to schools in Comcast's service area — and the Comcast Technology Academy — a professional development program that trains teachers to effectively integrate technology in the classroom. Most recently, she coordinated the Students & Leaders series — a partnership between Comcast and C-SPAN to bring national leaders into local classrooms to share lessons of leadership and public service.

William J. Bennett Chairman, K12 Former Secretary of Education

William J. Bennett is one of America's most important, influential and respected voices on cultural, political, and education issues. A native of Brooklyn, New York, Bill Bennett studied philosophy at Williams College (B.A.) and the University of Texas (Ph.D.) and earned a law degree from Harvard.

He is the host of a national radio show called Bill Bennett's Morning in America which is syndicated by the Salem Radio Network. The program airs from 6-9:00 a.m. (eastern). Dr. Bennett is also the Washington Fellow of the Claremont Institute, a co-Director of Empower America, and the Chairman and co-founder of the education company K12, Inc. He is also the chairman of Americans for Victory over Terrorism, a project dedicated to sustaining and strengthening public opinion as the war on terrorism moves forward.

During the 1980s, he served as President Reagan's chairman of the National Endowment for the Humanities (1981-1985) and Secretary of Education (1985-1988), and President Bush's "drug czar" (1989-1990).

Dr. Bennett has written for America's leading newspapers and magazines and appeared on the nation's most influential television shows. He has also written and edited 16 books, two of which -- The Book of Virtues and The Children's Book of Virtues -- rank among the most successful of the past decade. Dr. Bennett's most recent book is *Why We Fight: Moral Clarity and the War on Terrorism*. Dr. Bennett was named by focus groups and leading analysts the "Best Communicator of 2002," the most well-received public commentator on the issues of "pride, patriotism, faith, and moral conviction."

USCC 54370

Speaker Biographies (Alphabetical)

David S. Chernow
President and CEO
Junior Achievement Worldwide

David S. Chernow is currently the President and CEO of JA Worldwide, the world's largest and fastest-growing nonprofit organization dedicated to educating young people about business, economics and the free enterprise system. He has served in this new role since January of 2004, originally serving as President and CEO of Junior Achievement Inc. since July of 2001. He leads Junior Achievement into the 21st century by providing and executing the organization's strategic vision to impact more students with its kindergarten through grade 12 programs. His focus is strategic development, worldwide board engagement and securing resources to meet the ever-increasing demand for JA nationally and internationally.

Mr. Chernow earned his JD at Pepperdine University and his undergraduate degree from UCLA.

Suzanne Clark
EVP and Chief Operating Officer, U.S. Chamber of Commerce
President, Center for Corporate Citizenship

Suzanne Clark is executive vice president and chief operating officer of the U.S. Chamber of Commerce, the world's largest business federation representing 3 million companies.

Ms. Clark is responsible for a wide range of activities at the \$125 million organization. She chairs the Chamber's Management Committee and oversees the day-to-day operations of the U.S. Chamber, including finance, information technology, and human resources. Her responsibilities also include communications, relations with the Chamber's state and local chapters and member associations, the National Chamber Foundation, and small business recruitment and retention.

Ms. Clark served as a Chamber senior vice president and chief of staff from 1997 until assuming her current position. Before coming to the Chamber, Ms. Clark was chief of staff at the American Trucking Associations and before that, manager of the trade group's executive communications programs. She began her career at the Hill Group, an association management firm.

Ms. Clark holds a B.A. in liberal studies and an M.B.A. from Georgetown University. She lives in Arlington, Virginia.

Michael Cohen
President
Achieve, Inc.

Michael Cohen became president of Achieve in January 2003. At a time when states face new and continuing challenges in raising academic standards and improving schools, Mike is responsible for overseeing and enhancing Achieve's efforts to ensure that the quality of standards-based reforms states undertake remains high.

Prior to joining Achieve, Mike was a senior fellow at the Aspen Institute. His work there focused on high school reform, in particular on identifying state and local strategies for transforming urban high schools.

He was director of education policy at the National Governors' Association from 1986 to 1990. From 1990 to 1993, he was director of the National Alliance for Restructuring Education, a network of leading states and urban school systems committed to standards-based reform. From 1993 to 2001, Mike served in several senior education policy positions in the Clinton administration, helping to make the federal government a supportive partner in state education reforms.

USCC 54372

Speaker Biographies (Alphabetical)

Mike Feinberg
Co-Founder, KIPP (Knowledge Is Power Program) Foundation
Superintendent, KIPP Inc.

Mike Feinberg, Co-Founder of the KIPP (Knowledge Is Power Program) Foundation, Superintendent of KIPP Inc.

A graduate of the University of Pennsylvania and a Teach For America alumnus, Feinberg and Dave Levin launched KIPP in 1994 for 50 5th graders in Houston and established KIPP Academy Houston a year later. Through Feinberg's leadership, KIPP has grown into a network of 31 high-performing public schools serving 4,000 students in 13 states and the District of Columbia.

John E Goossen
Director, Science and Technology Department
Westinghouse Electric Company

John E. Goossen is the director of the Science and Technology Department for Westinghouse Electric Company. He is responsible for the operations of the central research and development organization, which includes advanced modeling, advanced nuclear reactor design development, extensive testing, and Hot Cell facilities. In this role, Mr. Goossen also chairs the Technology & Engineering Forum, which provides oversight and direction to all of the technology and product development in Westinghouse.

Before his current position, Mr. Goossen was the manager of Strategic Management for Nuclear Services, one of the three core businesses of Westinghouse Electric Company. In this role, Mr. Goossen's responsibilities included business planning, acquisition evaluations and technology overview for Nuclear Services. Prior to being manager of Strategic Management, Mr. Goossen held various levels of responsibility in Marketing, with his final appointment being manager of Engineering Marketing. He also spent 15 years at Westinghouse in a variety of positions in several engineering divisions of Westinghouse.

Aimee R. Guidera
Office Director, Washington DC
National Center for Educational Accountability

Aimee Guidera joined NCEA in 2003 to promote the vital role JFTK School Reports can play in current education reform efforts of national education, business, and government organizations. During her eight previous years in various roles at the National Alliance of Business, Aimee supported the corporate community's efforts to increase achievement at all levels of learning. During her tenure with the Alliance as vice president of programs, she managed the Business Coalition Network, comprised of over 1,000 business led coalitions focused on improving education in communities across the country. Prior to joining the Alliance, Aimee worked at the National Governor's Association. There, she analyzed and monitored state and national education policies, provided technical assistance to improve family-focused services, and worked with a task force of CEOs and governors on school readiness. Early in her career, Aimee taught for the Japanese Ministry of Education in five Hiroshima high schools where she interviewed educators and studied the Japanese education system. Aimee received her AB from Princeton University's Woodrow Wilson School of Public & International Affairs, and her Masters in Public Policy from Harvard University's John F. Kennedy School of Government. At Princeton, Ms. Guidera's thesis was titled, "The Evolution of the Role of Business in Public Education."

USCC 54374

Speaker Biographies (Alphabetical)

James B. Hunt Jr. Governor of North Carolina

Jim Hunt is a nationally recognized leader in education and has led his state through twenty years of dramatic economic change. Serving a historic four terms as Governor, Hunt has been at the forefront of education reform in his state and in the nation. The Rand Corporation reports that North Carolina public schools improved test scores more than any other state in the 1990s. Governor Hunt wants them to be first in America by 2010.

Hunt is currently a partner in the large Southeastern U.S. law firm of Womble Carlyle Sandridge and Rice practicing in the Raleigh, North Carolina office. He also chairs the board of the James B. Hunt, Jr. Institute for Educational Leadership and Policy. Part of the University of North Carolina system, the Institute was established in 2001 to work with current and emerging political, business and education leaders on a national level to improve public education.

In 1985 he co-chaired with David Hamburg the "Committee of 50" which led to the Carnegie Forum on Education and the Economy and eventually, to the National Board for Professional Teaching Standards. He served in that capacity for ten years, developing standards for what accomplished teachers in America need to know and be able to do and assessments to "board certify" them. Governor Hunt also serves as the chairman of the National Commission on Teaching and America's Future at Teachers College, Columbia University. Its report in 1996, *What Matters Most: Teaching for America's Future*, is stimulating major changes in teacher education programs and public policies that advance teaching. Governor Hunt also serves on the Board of Trustees of the Carnegie Corporation of New York.

Robert A. Ingram Vice Chairman Pharmaceuticals GlaxoSmithKline

Bob began his career in the pharmaceutical industry as a professional sales representative and rose through a series of roles with increasing responsibility to ultimately become CEO/Chairman of GlaxoWellcome. He co-lead the merger and integration that formed GlaxoSmithKline, the world's second largest pharmaceutical company. Upon reaching the mandatory age of 60, he was asked by the Board to serve as Vice Chairman Pharmaceuticals, GSK. In this role he represents GSK as a member of the Executive Committee and Board of Pharmaceutical Research and Manufacturers Association (PhRMA).

He also serves on the Board of Directors of Edwards Lifesciences Corporation, Lowe's Companies, Inc., Misys plc, Molson, Inc., Nortel Networks, VALEANT Pharmaceuticals International and Wachovia Corporation. He serves as Chairman, OSI Pharmaceuticals, Inc.

In addition to his professional responsibilities, Bob was asked by former US President George H. Bush to form and chair the CEO Roundtable on Cancer. He also currently serves as Chairman of the Board of Trustees of the American Cancer Society Foundation, and is a member of numerous other civic and professional organizations. In January 2004, Bob was awarded the Martin Luther King, Jr. Legacy Award for International Service. Bob is also a frequent speaker at industry, pharmacy and government seminars.

USCC 54376

Speaker Biographies (Alphabetical)

Jacqueline Lain
Director, School Evaluation Services
Standard and Poor's

Jackie joined Standard & Poor's School Evaluation Services team in 2001 and oversees public affairs for SES in Washington, D.C. Prior to joining Standard & Poor's, Jackie was a White House Fellow in the White House Office of Intergovernmental Affairs, where she served as the liaison to state and local elected officials on education issues. After her fellowship, Jackie joined the White House Fellows program staff in a dual capacity as director of public relations and interim director. Prior to moving to Washington, D.C., Jackie represented Texas school districts on legal and legislative matters. She also edited a monthly legal journal for Texas school administrators and school board members. Jackie earned a bachelor of arts and J.D. from the University of Texas at Austin.

Thomas A. Lindsley
Director, Washington D.C. Office
National Center for Educational Accountability

Tom Lindsley directs the Washington, D.C., office of the National Center for Educational Accountability. The National Center is cosponsored by the Education Commission of the States, the University of Texas at Austin, and Just for the Kids. Prior to joining the Center in November 2002, Tom was vice president for policy and government relations at the National Alliance of Business. He also worked for 6 years as a professional staff member for the U.S. Senate's Committee on Labor and Human Resources. He has over 20 years of experience working with business and government partnerships to address education and workforce needs in a constantly changing competitive economy. He helped devise and pursue legislative recommendations through coalitions of national business organizations, education associations, and public interest groups. In 2001, he coordinated the Business Coalition for Excellence in Education, a coalition of over 90 national business organizations, trade associations, and corporations, working with the Congress on the development of the No Child Left Behind Act to improve federal aid to K-12 education. He continues to serve a national network of 600 state and local business-led coalitions working with educators on improving student achievement in public education. His current responsibilities also include services between the National Center for Educational Accountability and state governments to help establish high quality, statewide, educational data systems for student achievement.

Bill Little
President and CEO,
Quam-Nichols Company and
Chairman, National Chamber Foundation

Bill Little is President and CEO of Quam-Nichols Company, and is Chairman of the National Chamber Foundation. From 1998 to 1999, he was Chairman of the U.S. Chamber of Commerce and has been a Chamber director since 1994.

Little joined Quam-Nichols Company, a manufacturer of commercial and industrial audio products located in Chicago, in 1970, as Distributor Sales Manager. Prior to joining Quam-Nichols, he spent seven years as a Sales Executive with the South Bend Lathe Division of Amsted Industries.

He serves as a director of the Ohmite Manufacturing Co., a Skokie, Illinois resistor manufacturer, and Aerovox, Inc., a New Bedford, Massachusetts, capacitor manufacturer. Little is a past two-term Chairman of the Electronic Industries Association and has served as Chairman of the Distributor Products Division. He has been an officer of the Electronic Industry Show Corporation. In 1981, he was inducted into the Hall of Fame of the Electronic Distributors Research Institute.

Little is a graduate of the University of Missouri.

USCC 54378

Speaker Biographies

(Alphabetical)

Dr. Nancy J. McGinley
Executive Director
Philadelphia Education Fund (PEF)

Dr. Nancy J. McGinley has spent over two decades working to improve urban schools. She has been the Executive Director of the Philadelphia Education Fund (PEF) since 1998. Her accomplishments at PEF include: working with the CEO of the School District of Philadelphia to design a regional organizational structure; designing and chairing the Middle Grades Matter campaign to target supports for grades 6, 7 and 8; co-chairing the district's core curriculum development project. Additionally, McGinley serves as a member of the Superintendent's Executive Cabinet.

Prior to joining PEF, McGinley was Director for Leadership Initiatives at Greater Philadelphia First, which works to improve educational and economic opportunities in Philadelphia. Previously, she has held roles as a teacher, researcher, principal, university adjunct professor and central office administrator.

Bernard (Bernie) Milano
President
KPMG Foundation

As President of KPMG Foundation, Mr. Milano is a founder of The PhD Project, a program that has helped increase the number of minority business professors 130% in just 10 years. He also created a program to help HBCU business schools gain AACSB accreditation, a program that has increased the number of accredited HBCU business schools from five to over 25 that are either accredited or in the AACSB accreditation candidacy process.

In February, 2002, Mr. Milano was appointed to President Bush's Board of Advisors on Historically Black Colleges and Universities. He is one of only four members of the corporate community to serve on this board along with 16 university presidents.

He is a member of the Board of Directors and Executive Committee of the Points of Light Foundation and is also a past President of Beta Alpha Psi, a national student honors association. He serves on the Board and Executive Committee of Students in Free Enterprise, the Board of Beta Gamma Sigma (the premier honor society for university business schools), is Chairman of the Ramapo College Foundation Board of Governors, and is President of the Episcopal Church (U.S.) Foundation.

U.S. Representative George Miller

Congressman George Miller (D-CA), a leading spokesman in Congress on education, labor, the environment and Native Americans, has represented the 7th District of California in San Francisco's East Bay since 1975. His district includes portions of Contra Costa and Solano counties, including Richmond, Concord, Martinez, Pittsburg, Vallejo, Benicia and Vacaville.

In March of 2003, Miller was appointed chairman of the Democratic Policy Committee by Democratic Leader Nancy Pelosi. Miller is serving in his second term as the top ranking Democrat on the House Education and the Workforce Committee, a committee on which he has served since he first came to Congress. Miller continues to serve on the House Resources Committee, formerly known as the Natural Resources Committee, where he was chairman from 1991 to 1994 and the ranking Democrat from 1995 to 2000.

Miller was one of the four key congressional authors of the No Child Left Behind.

In addition to education and environment, Miller's other top priority is creating jobs and strengthening the economy. Miller helped develop the Democratic Economic Stimulus Plan and other Democratic jobs initiatives.

Speaker Biographies (Alphabetical)

Kathy Havens Payne
Public Affairs Manager
State Farm Mutual Automobile Insurance Companies

Kathy Payne is the Public Affairs Manager for State Farm Mutual Automobile Insurance Companies, Bloomington, IL. in charge of State Farm's Business-education partnerships.

Her current responsibilities are to work directly with State Farm CEO and Chairman Edward B. Rust and support his national leadership position in the area of business/education partnerships surrounding systemic education reform. Mr. Rust is the immediate past-chair of the education initiative for The Business Roundtable and serves on the board for Achieve and the board for the National Center for Educational Accountability. He co-chairs the education committee for the Committee for Economic Development, and is Chairman of the Business/Higher Education Forum.

At the national level, Kathy serves on the education advisory board for the National Alliance of Latino Elected Officials (NALEO), the Board of Directors for Youth Service America, the National Service-Learning Partnership, the National Youth Leadership Council and the Council for Basic Education. She also serves on the Business-Education Council for The Conference Board. She also serves on the Advisory Committee for the National Educator Training and Leadership Center for the Council of Chief State School Officers.

In her home state of Illinois, Kathy serves on the Illinois Governor's Advisory Task Force for Teaching and Leadership where she co-chairs the Professional Development committee. She serves as an appointed Board member on the Illinois Workforce Investment Board and as a Commissioner for the Illinois Commission on Volunteerism and Community Service. In addition, she serves on the advisory committee for the Council for Teacher Education at Illinois State University. She chairs the State Farm Education Excellence Working Group and manages State Farm's business-education involvements. Kathy is the immediate past-president of her local school board and received the 2002-2003 Illinois Board of Education "Those Who Excel" Award for outstanding contributions to education and was named the "2003 Woman of Distinction" for education for her home county in Illinois.

Prior to joining State Farm, Kathy was a twelve-year veteran teacher in the area of Special Education. She graduated from Illinois State University with a B.S. in Special Education and taught at the secondary level.

James Peyser
Partner
NewSchools Venture Fund

James Peyser is a Partner at NewSchools Venture Fund, where he brings to bear a strong hybrid background in education policy, charter school development and business management. He leads NewSchools' East Coast initiatives, working with both Charter and Performance Accelerator Fund ventures. He also serves as Chairman of the Massachusetts Board of Education, on which he has served since 1996.

Prior to joining NewSchools, James served as Education Advisor to two Governors of Massachusetts, where he helped shape outcomes-focused policy at the state level on standards, charter schools and school accountability. He also spent more than seven years as Executive Director of Pioneer Institute for Public Policy Research, where he supported public education innovations, including early charter schools.

In 1995, he served as Under Secretary of Education and Special Assistant to the Governor for Charter Schools. Prior to joining Pioneer Institute, James held various positions at Teradyne, Inc. in Boston, an electronic test equipment manufacturer.

Speaker Biographies

(Alphabetical)

Paul Shay
Executive Director
FIRST, For Inspiration and Recognition of Science and Technology

Paul Shay is the Executive Director of FIRST, which promotes inspiration and recognition of science and technology, primarily through innovative and exciting robotics programs. FIRST, founded by Dean Kamen, is growing rapidly thanks in large part to strong partnerships with business, schools, volunteers and other supporters.

Mr. Shay has extensive experience in leading decentralized volunteer organizations that offer young people powerful transformational learning experiences. Before joining FIRST, Mr. Shay was the President of AFS Intercultural Programs Inc., and prior to that he served as the Executive Director of Canada World Youth.

Paul Shay has volunteered broadly; he received a commemorative medal from the Canadian government "in recognition of significant contribution to compatriots, community and to Canada."

James H. Shelton, III
Program Director, Education
Bill & Melinda Gates Foundation

James Shelton currently serves as the Program Director of the Education Division at the Bill & Melinda Gates Foundation managing the new school creation and replications, East Coast based grants and College Access.

In his current capacity, Jim focuses on programs that leverage new school creation as a reform strategy including replication of promising models that transform the American high school experience from anonymous, comprehensive schools to more personalized and rigorous schools that prepare students for college, work and civic contribution.

Jim holds a bachelor's degree in Computer Science from Atlanta's Morehouse College, as well as master's degrees in Business Administration and Education from Stanford University.

Louise Schiavone
Correspondent
CNN

Ms. Schiavone is a correspondent for CNN covering general, political, and financial news, since 1995. From 1981 to 1995, Ms. Schiavone covered the Senate as a correspondent for Associated Press Radio Network. She earned her M.S. in Journalism from Columbia University and her M.A. from Emmanuel College. She currently serves as a Trustee for Emmanuel College in Boston, MA.

Speaker Biographies (Alphabetical)

Donald N. Upton
President
Fairfield Index, Inc

Donald N. Upton is president of Fairfield Index, Inc., a company focused on economic development, education reform and integrated communications. He is participating in the 2004 Partnerships Conference as: volunteer president of the national WorldClass Schools Foundation, Inc. (a non-profit, best practice organization that supports business-driven reform); and a trustee of the Florida Chamber Foundation (the founder of the WorldClass Concept and a center for non-partisan economic research for Florida). Mr. Upton has held public affairs and economic development leadership roles in 3 Fortune 500 essential service corporations and his company's client base ranges from large corporations and EDOs to start-ups and non-profits. He is a graduate of the University of South Carolina School of Law.

Frank L. VanderSloot
President and C.E.O.
Melaleuca, Inc.

Frank L. VanderSloot has been the President and C.E.O. of Melaleuca, Inc., in Idaho Falls, Idaho since its inception in 1985. Melaleuca manufactures and distributes over 300 different products, and conducts international operations in Canada, Japan, Taiwan, Korea, Australia, Hong Kong and New Zealand. Under Frank's leadership, Melaleuca, Inc. has been ranked high on the prestigious Inc. Magazine list of the nation's 500 fastest growing, privately held firms. In 2001, Mr. VanderSloot was named Entrepreneur of the Year for the Northwest by Ernst & Young, CNN, and USA Today. Mr. VanderSloot also serves on the Board of Directors and as a Regional Vice-Chairman for the US Chamber of Commerce.

Carol Vernon
Director of Public Affairs
Cable in the Classroom

Carol Vernon is Director of Public Affairs for Cable in the Classroom, the cable and telecommunications industry's education foundation. She is responsible for the organization's overall efforts to communicate the cable industry's education resources and commitment story to multiple audiences including classroom teachers, national education organizations, and parent groups. She recently oversaw the creation of Cable in the Classroom's and National PTA's newest media literacy report: Navigating the Children's Media Landscape: A Parent's and Caregiver's Guide, and will play a key role in launching the cable industry's new national educator awards program, Learners in Learning.

Prior to joining Cable in the Classroom Vernon was Communications Director for the National Cable Television Association (NCTA) where she was responsible for working with telecommunications media. Before that Vernon worked as Communications Filed Director for the Republican National Committee (RNC) and she also served as a Press Secretary on Capitol Hill. Vernon is a graduate of Chestnut Hill College, Philadelphia, PA.

Partners

USCC 54388

**U.S. Chamber of Commerce Center for Corporate Citizenship
Business and K-12 Education Partnerships**

Sponsors:

GlaxoSmithKline
Toyota
State Farm Insurance
KPMG
CVS Corporation
Progress Energy
Bayer
Office Depot
The Princeton Review
Target Corporation
Westinghouse Electric Company
CSR Wire

Planning Committee:

Center for Workforce Preparation
GlaxoSmithKline
The Kimsey Foundation
KPMG
National Center for Educational Accountability
Progress Energy
U.S. Department of Education

Additional Support Provided By:

Boeing
The Home Depot

Sponsors



GlaxoSmithKline (GSK) is a world leading research-based pharmaceutical company with a powerful combination of skills and resources that provides a platform for delivering strong growth in today's rapidly changing healthcare environment.

GSK's mission is to improve the quality of human life by enabling people to do more, feel better and live longer.

Headquartered in the UK and with headquarters in Research Triangle Park, North Carolina and in Philadelphia, Pennsylvania, the company is one of the industry leaders, with an estimated eight per cent of the world's pharmaceutical market.

GSK also has leadership in four major therapeutic areas - anti-infectives, central nervous system (CNS), respiratory and gastro-intestinal/metabolic. In addition, it is a leader in the important area of vaccines and has a growing portfolio of oncology products.

The company also has a Consumer Healthcare portfolio comprising over-the-counter (OTC) medicines, oral care products and nutritional healthcare drinks, all of which are among the market leaders.

GSK has over 100,000 employees worldwide. Of these, over 40,000 are in sales and marketing, the largest sales force in the industry. Almost 42,000 employees work at 99 manufacturing sites in 39 countries and over 16,000 are in R&D.

GLOBAL COMMUNITY PARTNERSHIPS

GSK is committed to being a good corporate citizen and takes seriously its social responsibility to invest in the communities in which its employees live and work throughout the world.

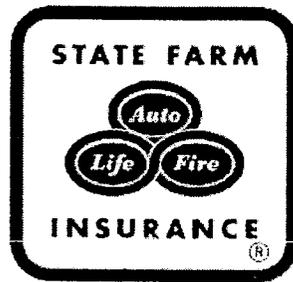
Community Partnership activities encompass support for healthcare, education, scientific and medical research, and arts projects around the world - not only with cash donations but also with product donations and employee involvement.

The company is also involved in a number of major global initiatives to combat health problems in the developing world: Access to care for HIV/AIDS and Positive Action, Elimination of Lymphatic Filariasis, and Access to Vaccines.

U.S. COMMUNITY PARTNERSHIPS

U.S. Community Partnership efforts are focused on support for K-12 education, science education, and inner-city healthcare initiatives. GSK's mission of improving the quality of life for millions of people around the world carries over into local community program support.

Sponsors



State Farm ® insures more cars than any other insurer in North America and is the leading U.S. home insurer. State Farm's 17,000 agents and 72,000 employees serve nearly 73 million auto, fire, life and health policies in the United States and Canada. State Farm also offers financial services products through State Farm Bank ®. State Farm Mutual Automobile Insurance Company is the parent of the State Farm family of companies. State Farm is ranked No. 18 on the Fortune 500 list of largest companies.

State Farm's culture reflects its involvement in communities focusing on support for education, safety and community development. Recognizing community vitality is tied to the vitality of its schools, State Farm is committed to education partnerships impacting student achievement. Focus areas are teacher excellence, service-learning, and Baldrige applications in education. Partners include:

- The National Board for Professional Teaching Standards (NBPTS) - encouraging teachers to demonstrate content knowledge and pedagogy through a certification process.
- The National Service-learning Partnership, Youth Service America and the National Youth Leadership Council- service-learning organizations sharing a teaching methodology connecting classroom curriculum with solving community problems while increasing academic achievement and citizenship.
- The State Farm Learning and Teaching Exchange (S.L.A.T.E.) - a signature program training employees as certified substitute teachers so teachers can participate in professional development.

State Farm has been recognized for its involvement in community and education collaboration. In 2002, NBPTS recognized State Farm Chairman and CEO Ed Rust with their highest award, the James A Kelly Award for Advancing Accomplished Teaching. That same year, the Education Commission of the States (ECS) presented State Farm with the ECS Corporate Award as the for-profit corporation or organization demonstrating a substantial investment in and sustained commitment to improving public education in the United States. State Farm was also recognized by America's Promise as the 2004 National Promise of America Community Champion. The award was presented at a White House dinner hosted by Laura Bush as a recipient that serves as an example of what happens when every sector of American life mobilizes its resources to improve the lives of youth.

Sponsors

CVS/pharmacy

CVS Corporation, the nation's leading pharmacy retailer with over \$24 billion in annual sales, operates 4,100 stores in 34 states and employs over 110,000 people. To meet business growth and expansion objectives and to ensure high-quality service to its customers, CVS applied an innovative strategy: the CVS Government Hiring Program.

CVS started its first Welfare-to-Work training program in 1996. Since then, it has hired over 25,000 people formerly on public assistance with a retention rate of 60 percent.

CVS approached partnerships as a strategy for finding the associates needed—people who can differentiate the company from the competition by making sure customers have a comfortable, friendly experience in the store.

The priority CVS gives to partnerships is embodied in a seven-member government hiring team that works with city, state, local government agencies, nonprofits, and community based organizations including Job Corps, Goodwill Industries, the National Council on Aging, America's Promise, the Kennedy Institute, etc. Partnerships also exist with organizations like the U.S. Chamber of Commerce's Center for Workforce Preparation.

CVS has recently partnered with the District of Columbia Department of Employment Services to establish a Regional Learning Center. The center offers training at several steps along a career path leading from entry-level jobs to higher-paying jobs. The facility includes a freestanding prototype "mock store" that trains individuals at entry-level jobs, pharmacy assistance, or with additional training, a pharmacy technician. The costs of the program are shared by the employer and public welfare-to-work funds.

Sponsors

Office DEPOT

The U.S. Chamber of Commerce endorsed Office Depot as its exclusive provider of office supplies at the beginning of 2003. Now U.S. Chamber members can take advantage of valuable discounts, including:

- 5% off* the purchase of select office products (this can add up to a savings of 76% off Manufacturer's List Price)
 - A dedicated customer service team for U.S. Chamber members
 - Free next-day delivery on orders of \$50 or more within Office Depot's local trading areas
 - Buying options: call, click or come by

Did You Know? A typical small business that spends \$5,000 annually on office supplies can expect to save at least \$250 or more. Potential discount savings may vary depending on product selections.

Founded in 1986, Office Depot sells more office products to more customers in more countries than anyone else. The Company operates under Office Depot, Viking Office Products, Viking Direct, 4Sure.com, Guilbert and Nice Day brand names. As of March 27, 2004, Office Depot operated 900 office supply superstores in the US and Canada, in addition to a national business to business delivery network supported by 42 delivery centers, more than 60 local sales offices and 13 regional call centers. Office Depot operates an award winning U.S. web site, where customers can access the company's low competitive prices seven days a week, 24 hours a day. For almost two decades, Office Depot's Business Services Division has been actively involved in the educational market. We are a sponsoring member of the Association of School Business Officials, (ASBO); Association of Education Services Agencies, (AESAs); National Association of Independent Schools, (NAIS) and National Association of Charter School Authorizers (NACSA).

Office Depot is proud to offer the largest school supply assortment in the office supply industry. Our commitment to the K-12 community is evident in our Back to School and Star Teacher discount programs, which are launched annually. In addition, we offer a Backpack program for underprivileged children and a School Supply List program for teachers, which provide parents with a quick and efficient way to purchase school supplies at the beginning of the school year.

For more information and to sign-up for this program, please call the Office Depot team at 800-979-3376. Be sure to have your U.S. Chamber membership number ready when you call.

*5% discount is not valid for technology hardware; wireless, satellite, or Internet services; U.S. Postage Stamps; UPS Services; or Office Depot Gift Cards and promotional, discontinued or clearance products.

Sponsors

TARGET CORPORATION



TARGET STORES

Minneapolis-based Target Stores serves guests at 1,249 stores in 47 states nationwide by delivering today's best retail trends at affordable prices. Target education programs touch children from birth through their college years, through school fundraising, scholarships, character education and reading initiatives. Target Stores, along with its parent company Target Corporation, gives back more than \$2 million every week to local communities across America through grants, specific education programs and initiatives.

Target's education initiatives include:

TAKE CHARGE OF EDUCATION

Take Charge of Education, launched in April 1997, helps schools raise money quickly and easily with the Target[®] Visa[®] and Target Guest Card[®]. Families, teachers and community members simply designate the eligible K - 12 school of their choice to receive one percent of Target Visa and Target Guest Card purchases made at Target or target.com, and .5 percent of Target Visa purchases made anywhere else Visa is accepted. Target Stores has surpassed the **\$100 million mark** in money contributed to schools nationwide.

READY. SITE. READ!

Ready. Sit. Read! is a national reading program that works to foster a love of reading among people of all ages. Inspired by The U.S. Department of Education's *No Child Left Behind Act*, Ready. Sit. Read! was developed to encourage families to make a daily connection with reading. Ready. Sit. Read! features a Big Red Chair as its symbol and includes sponsorships of book festivals across the country, a national book contest and a partnership with Read Out and Read, a nonprofit organization that promotes early literacy by making books a routine part of pediatric care. In addition, Target awards grants to schools, libraries and nonprofit organizations to support early childhood reading programs.

START SOMETHINGSM

Start Something allows children ages 8 through 17 to identify and achieve their dreams and goals. Created by Target Stores and the Tiger Woods Foundation, Start Something is available to schools and youth groups as well as individuals. Those who participate have the chance to qualify for scholarships of up to \$5,000. Since the program's debut in 2000, Target Stores has awarded more than \$650,000 to Start Something scholarship winners. As of April 2004, more than two million kids are participating in the program.

Sponsors



Your company has a story to tell that sets it apart – CSRwire delivers it.

CSRwire is a news distribution service dedicated to promoting and assisting corporate social responsibility programs. Our distribution and syndication network provides global delivery of press releases and reports to a targeted audience of corporate responsibility and sustainability contacts including:

- Media
- CSR & SRI thought leaders
- Investment analysts and corporate research firms
- Institutional & Individual investors

CSRwire delivers news on Corporate Governance, Business Ethics, Contributions, Community Development, Environmental, Human Rights, Diversity, and Workplace initiatives.

Conference participants are invited sign up for free CSRwire News Alerts at <http://www.csrwire.com/signup.cgi>, download a PDF copy of the CSRwire Guide To CSR Communication at <http://www.csrwire.com/page.cgi/education.html> and consult the CSR Directory: Resources for Promoting Global Business Principles and Best Practices listing over 800 contacts in more than 70 countries at <http://www.csrwire.com/directory>.

For further information, call +1- 802-251-0110; or e-mail us at info@csrwire.com.

Planning Committee

U.S. Chamber of Commerce Center for Corporate Citizenship Business and K-12 Education Partnerships

Center for Corporate Citizenship

The U.S. Chamber of Commerce Center for Corporate Citizenship (CCC) is a 501(c)(3) nonprofit organization that serves as a resource and a voice for businesses and their social concerns. The CCC supports business in its initiatives to achieve social goals by fostering business-society partnerships, recognizing effective contributions, and developing research and public policy.

With access to an unparalleled network of business, government and community service organizations and the convening power of the U.S. Chamber of Commerce, the CCC plays a vital role in advancing better public-private partnerships and communication.

The CCC recognizes leadership in corporate citizenship by promoting best practices and provides companies with the tools to build and increase the effectiveness of corporate citizenship programs.

The CCC serves as a resource center for business, policy makers, the media and the general public and produces valuable conferences and publications on social issues that matter to business.

To learn more about public-private partnerships and to sign up for our newsletter, *The Corporate Citizen*, visit us at www.uschamber.com/cc.

Center for Workforce Preparation

The Center for Workforce Preparation (CWP) is a nonprofit affiliate of the U.S. Chamber of Commerce that focuses on workforce development and quality education issues. It develops workforce strategies for businesses, chambers of commerce, and communities to hire, train, retain, and advance skilled workers in the 21st century. CWP strengthens the leadership role of chambers and businesses in their communities to create market-driven workforce development systems and to connect the resources available to support this effort.

CWP's partnerships with local chambers, other workforce development organizations, and funders have been instrumental in defining and demonstrating the important role of local chambers in workforce development and education. Together, CWP and local chambers excel at reaching small and medium-sized businesses, where the majority of job growth occurs.

Workforce development is about more than hiring and training the right workers. It is about identifying and addressing other critical factors such as transportation, health care, and child care that enable people to work and advance in their careers. CWP promotes lessons and promising practices from successful communities to encourage chambers and employers to build resources that support productive workplaces.

GlaxoSmithKline

See Sponsor Background

Planning Committee

U.S. Department of Education

In 1980, the U.S. Department of Education was created by bringing together offices from several other departments. Its original directive remains its mission today — to ensure equal access to education and to promote educational excellence throughout the nation.

The Department's 4,800 employees and \$54.4 billion budget are dedicated to:

- Establishing policies on federal financial aid for education, and distributing as well as monitoring those funds.
- Collecting data on America's schools and disseminating that research.
- Focusing national attention on the educational issues it prioritizes.
- Prohibiting discrimination and ensuring equal access to education.

To learn more about ED's mission, priorities, offices, senior staff, and website please visit their website at www.ed.gov

Attendees

USCC 54404

Preliminary Attendee List

U.S. Chamber of Commerce Center for Corporate Citizenship Business and K-12 Education Partnerships

First	Last	Title	Company
Na'ilah	AbdulQayyum	Program Assistant	Center for Workforce Preparation
Hon. Lamar Scott	Alexander Algeier	Senator Manager, Homeland Security	U.S. Senate U.S. Chamber of Commerce
Mary Linda Teresa	Andrews Antonucci	Manager, U.S. Community Partnerships Manager, Community Relations	GlaxoSmithKline Comcast
Andrea	Applegate	Director, Educational Programs	Greater Columbus Chamber of Commerce
Tamara	Backer	Senior Director	Changing Our World, Inc.
Cindy	Balderson	Volunteer Program Coordinator	Dominion
Theresa	Barr	Senior Manager - Corporate Relations	Sprint
Tomme	Beevas	Program Coordinator	U.S. Chamber of Commerce Center for Corporate Citizenship
Rachael	Bertone	Education Program Manager, Philanthropy and Education Department	Hewlett-Packard Company
Deborah	Bial	President and Founder	The Posse Foundation, Inc.
Crystal	Black	Program Assistant	Business Strengthening America
Rep. John	Boehner	Congressman	U.S. House of Representatives
Tracey	Bradley	Senior Marketing Manager	The Princeton Review
Nelson	Broms		
Tammy	Brown	Corporate Community Relations	Progress Energy
Beth	Buehlmann	VP and Executive Director	Center for Workforce Preparation
Barbara	Bush	Director of Corporate Relations	National Wildlife Federation
Meagan	Campion	Executive Director	Business Strengthening America
Dan	Cardinali		GlaxoSmithKline
Susan	Carlson	Executive Director	Arizona Business & Education Coalition
Edwina	Carns	Director, High Performance Partnerships	South Carolina Chamber of Commerce
Cindy	Carway		Carway Communications
Loretta	Castaldi	Vice President	SMARTHINKING, Inc.
Phillip	Cates	Director of Partnerships & Strategic Initiatives	Public School Forum of NC
Carolyn	Cavicchio	President & CEO, Philanthropy Division	Changing Our World, Inc.
Carlos	Chardon		Citizens Educational Foundation, Inc.
David	Chernow	President and CEO	Junior Achievement
Nicole	Chestang	Chief Operating Officer	Graduate Management Admission Council
Barbara	Clark	Arizona Community Relations and Education Manager	Motorola
Suzanne	Clark	COO	U.S. Chamber of Commerce and President, CCC
Michael	Cohen	President	Achieve

USCC 54405

Preliminary Attendee List

Gov. James	Hunt		North Carolina
Judith	Irwin		
Kay	James	Executive Director	Durham Public Education Network
Karen	Johns	Executive Director	Diversity Pipeline Alliance
Karen	Johnson	Assistant Secretary of Legislative Affairs	U.S. Department of Education
Craig	Johnstone	Vice President & Regional Manager, Europe International Affairs	The Boeing Company
Stephen	Jordan	VP and Executive Director	U.S. Chamber of Commerce Center for Corporate Citizenship
Dan	Katzir	Managing Director	The Broad Foundation
John	Katzman	CEO	The Princeton Review
Mike	Kimsey	Co-Founder	Kimsey Foundation
Cheryl	Kiser	Director, Marketing & Membership	The Center for Corporate Citizenship at Boston College
Rosemarie	Lahasky	Program Assistant	Center for Workforce Preparation
Jaqueline	Lain	Director of School Evaluation Services	Standard and Poors
Mo-Yun	Lei	Director, Stanford Education Leadership Institute	Stanford University
Tom	Lindsley	Business Outreach	National Center for Education Accountability
William	Little	President and CEO	Quam-Nichols Company
Denese	Lombardi		
Bonny	Long	Office of Education Technology	U.S. Department of Education
Rebecca	Lucore	Executive Director	Bayer Foundation
Darrell	Luzzo	SVP - Education	Junior Achievement
John	Madigan		SIFE
Analee	Maestas, PhD.	Executive Director, National Hispanic Child and Family Development Institute	Youth Development Incorporated
Paige	Magness	Manager, Community Affairs - Richmond	Philip Morris USA
Claude	Mayberry	Publisher	Science Weekly Magazine
Michael	McCauley	Manager, Community Affairs	Siemens
Denise	McCourt	Director, General Membership Segment	American Petroleum Institute
Beryl	McEwen		North Carolina A&T University
Nancy	McGinley	Executive Director	Philadelphia Education Fund
Jim	McMurtray	Executive Director	National Alliance of State Science and Mathematics Coalitions
John-Anthony	Meza	Workplace Solutions Manager	KPMG, LLP
Bernie	Milano	President	KPMG, Foundation
Lydia	Miles	Vice President of Programs	Kimsey Foundation
Rep. George	Miller		U.S. House of Representatives
William	Milliken	President	Communities in Schools Inc.
Jeanne	Mock		
Mike	Mogil	Editor-in-Chief	Science Weekly Magazine
Tandrea	Moore		Elizabeth Glaser Pediatric AIDS Foundation
Kathy	Mota	Community Relations Administrator	Toyota Motor Sales, USA
Allie	Mulvihill	Senior Program Director	Philadelphia Education Fund

USCC 54407

Preliminary Attendee List

Youcefi	Tounsi	Marketing	Tripoli
Susan	Traiman		Business Roundtable
Virginia	Trujillo	Vice President, Government Affairs	Youth Development Incorporated
John	Tully	Director, Community Relations	Michelin North America, Inc.
Don	Upton	President	World Class Schools Foundation
Frank	VanderSloot	President & CEO	Melaleuca, Inc.
Jessica	Venable	Program Officer	National Alliance of State Science and Mathematics Coalitions
Carol	Vernon	Director Public Affairs	Cable in the Classroom
Tom	Walsh	Partner	Envision Partnerships
Kelli	Wells	Director Corporate Citizenship	GE
Brenda	White	Corporate Relations Officer	World Vision
Geraldine	Williams	Project Manager	KPMG LLP
Kathryn	Williams	Program Manager	U.S. Chamber of Commerce Center for Corporate Citizenship
Stephen	Wing	Director, Government Relations	CVS Corporation
Cindy	Workosky		National Science Teacher's Association
Shirley	Wright	ICTA Education Coordinator	IN Cable Telecommunications Assoc.
David	Yarborough	Director	Duke Ellington School of the Arts

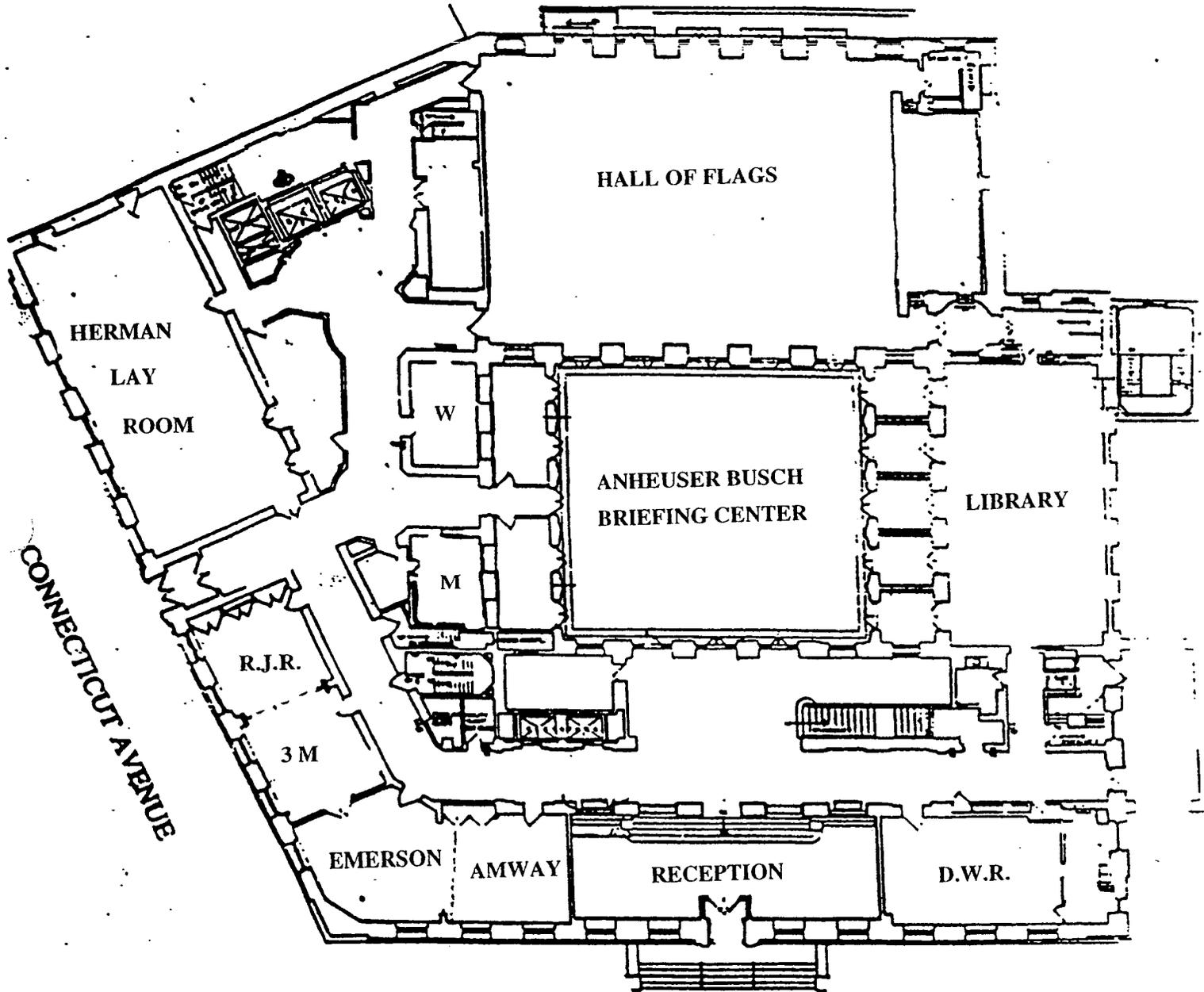
USCC 54409

USCC 54410

Maps

U.S. CHAMBER OF COMMERCE

1615 H Street, N.W.
Washington, D.C. 20062



CONNECTICUT AVENUE

H STREET

USCC 54411

M: Men's Room
W: Women's Room



Do more. Feel better. Live longer.

Our medicines help millions of people feel and live better. But we need to do more. That's why we're looking for people who want to live longer. People who want to feel better. People who want to do more. Because the GlaxoSmithKline spirit of "do more, feel better, live longer" can mean something to everybody.

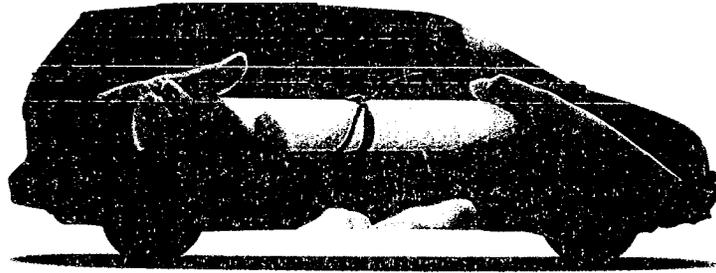
USCC 54412



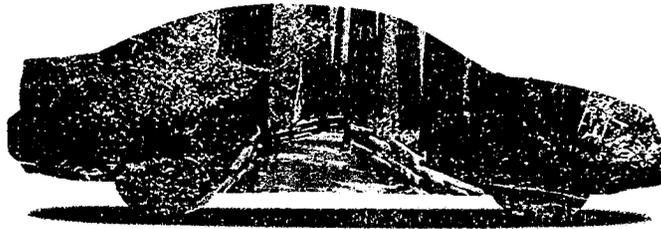
GlaxoSmithKline

www.gsk.com

Together We Drive The Future...



Education



Environment



Culture



Diversity

TOYOTA

Believing in people
Investing in the community

USCC 54413

www.toyota.com/community



Some of the joy shared at the PhD Project Conference:
 Dr. Michael DeVaughn, University of Minnesota; Dr. Karen Nunez, North Carolina State University & Dr. Nicole Thomas Jenkins, Washington University—St. Louis

There's a lot of joy in being a Professor.

If you are searching for more meaning than your current career can offer, have a passion for learning, and are of African-American, Hispanic-American or Native American descent—let The PhD Project be your guidance counselor.

The PhD Project provides access to key information and resources about doctoral studies in the business area, as well as a network comprised of current doctoral students, faculty and doctoral program directors...the very people who once walked in your shoes.



Perhaps the single greatest support provided by The PhD Project can be found at our annual conference in Chicago. Held every November and fully-subsidized, you'll network with others who are considering a career as a professor, current doctoral students, professors and doctoral program directors. We invite you to share this "life-altering" experience by visiting our website, and imagining what it must feel like to devote your life, and your career to changing the face of corporate America.

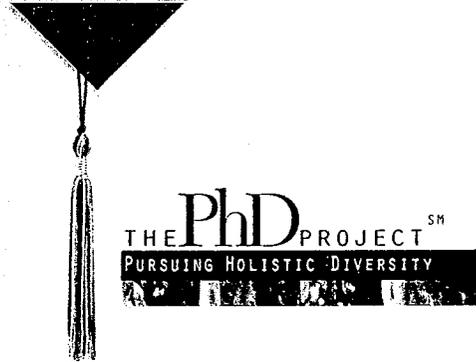
Call 1-888-2GET-A-PHD or visit www.phdproject.org for more information.

USCC 54414

KPMG Foundation
 Graduate Management
 Admission Council
 Participating Universities
 Citigroup Foundation
 Ford Motor Company
 DaimlerChrysler Corporation Fund

AACSB International
 GE Foundation
 AICPA
 James S. Kemper Foundation
 Merrill Lynch & Co. Foundation, Inc.
 Fannie Mae Foundation
 Abbott Laboratories

State Street Corporation
 JPMorgan Chase
 Pfizer, Inc.
 Robert K. Elliott
 Hewlett-Packard Company
 Sara Lee Branded Apparel
 Goldman, Sachs & Co.



For more information, visit our website at: www.phdproject.org

KPMG Foundation is the founder and lead administrator of the nationally acclaimed PhD Project.

CVS/pharmacy[®]

CVS is committed to the Chamber's Center for Corporate Citizenship.

WHEN YOU'RE LEARNING
ABOUT LIFE, THE WORLD IS
YOUR CLASSROOM.
WE LIVE WHERE YOU LIVE.

That's why State Farm[®] supports Service-Learning, an innovative teaching method combining service to the community with classroom curriculum. Join State Farm in sharing the value of Service-Learning with your local schools and help children as they reach out to their communities. To learn more, contact the National Service-Learning Partnership at service-learningpartnership.org.

LIKE A GOOD NEIGHBOR



STATE FARM IS THERE.[®]

Providing Insurance and Financial Services

statefarm.com[®]

State Farm • Home Offices: Bloomington, Illinois



USCC 54415

WHAT DOES IT TAKE?

ENERGY

TO LIVE, WORK, DREAM, SUCCEED.

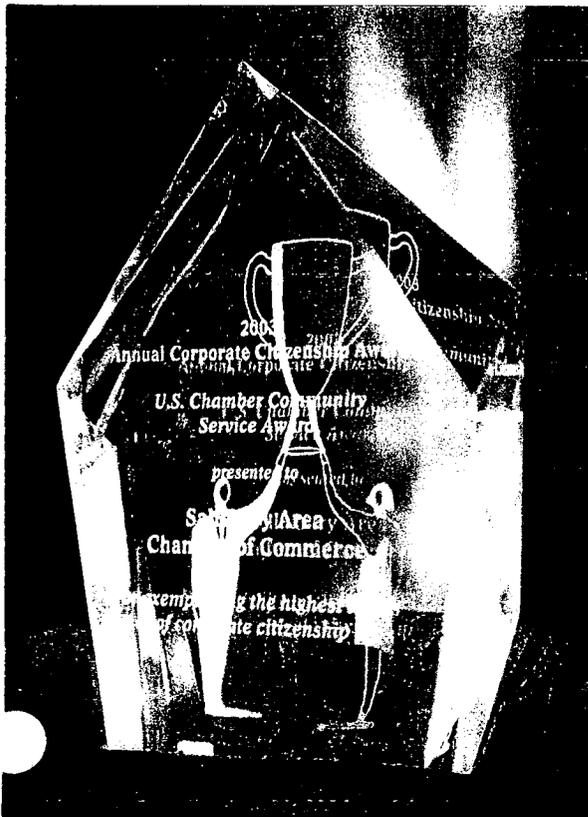
We make the kind of energy that lights up our communities. But we never forget that our most important source of energy comes from within. Generating ideas, a quest for answers, and the relentless determination to improve. Which is why we're always seeking new technologies and energy sources to meet today's and tomorrow's needs.



Progress Energy

progress-energy.com

©2004 Progress Energy, Inc



Save The Date!

2004 Annual Corporate Citizenship Awards Dinner

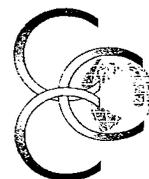
Thursday, December 2, 2004

*U. S. Chamber of Commerce
Washington, D.C.*

*Recognizing the achievements of extraordinary
corporate citizens.*

Nomination Deadline: October 1, 2004

For more information visit www.uschamber.com/cc or call 202-463-3133.



USCC 54416



Office DEPOT

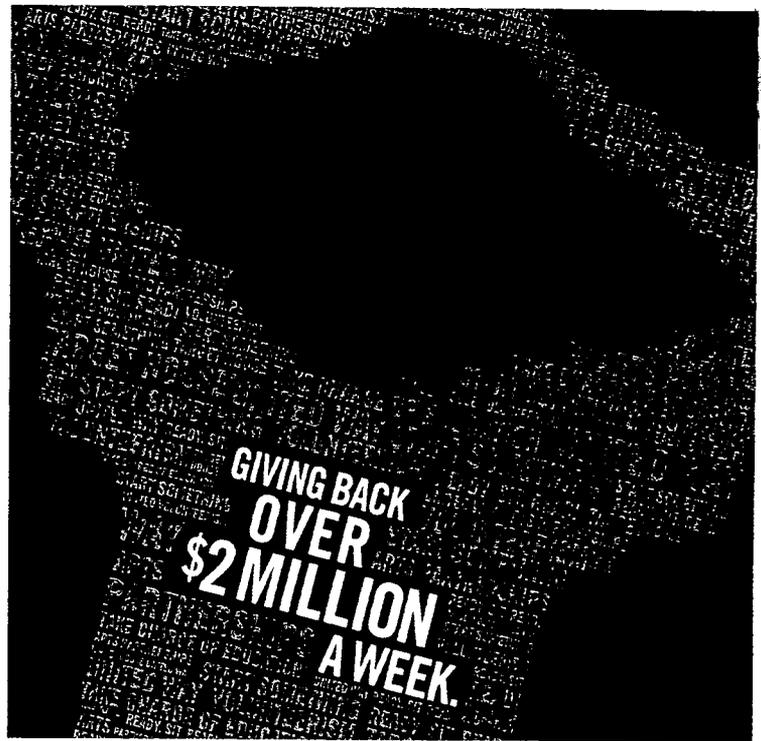
U.S. Chamber Members SAVE with OFFICE DEPOT



As a U.S. Chamber member, we invite you to shop Office Depot and take an **additional 5%* off purchases!** That means you save **BIG** on the paper, ink, toner, and office supplies you need to help your small business succeed. Your special 5% savings combined with our everyday low prices, guarantees you greater savings every day! **Start stocking up at Office Depot today!**

To place an order or to enroll, call: 1-800-979-3376

*Discount not valid for technology, and accessories, purchases of Gift Cards, wireless, satellite, internet, shipping or mailing services or promotional products.



Welcome to Target. How may we help you?

Education. The arts. Social services. Volunteerism. All are priorities and recipients of our giving-back programs. The mission? To support our communities at the heart, by strengthening the families that live within them.



©2004 Target Stores. The Bullseye Design and Target are registered trademarks of Target Brands, Inc. All rights reserved. Start Something is a service mark of the Tiger Woods Foundation.

Nuclear Energy:

Clean, safe generation of power for generations of people.



Westinghouse Electric Company LLC

www.westinghouse.com

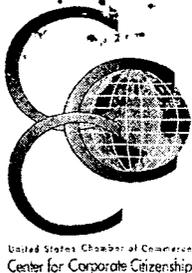
USCC 54417

Helping students, teachers, and schools to achieve measurably better outcomes.



For more information on The Princeton Review's K-12 Services Division, contact us at 1-800-REVIEW-2 or at princetonreview.com/educators.





2004 Partnership Conference: Business & K-12 Education Partnerships

May 20-21, 2004
U.S. Chamber of Commerce
Washington, D.C.

Conference Report Card

Thank you for participating in the conference. To help us gain a better understanding of your needs and interests and to help us facilitate the success of this and future CCC activities, please take a few minutes to complete this questionnaire. **Please return your completed survey to the conference registration table or Fax: (202) 463-5308.**

1. How would you rate this conference on the following specific attributes? (Please check one answer for each item)

	Excellent	Good	Fair	Poor	No Opinion/N/A
Program & agenda quality	<input type="checkbox"/>				
Speaker quality	<input type="checkbox"/>				
Opportunity for networking	<input type="checkbox"/>				
Quality of information materials	<input type="checkbox"/>				

2. Additional Event Feedback (any speakers particularly good? Other topics that would have been helpful, thoughts on the structure of the event, ideas on areas for improvement welcome):

Over-all Event Grade (A-F scale): _____

3. What is your recommended follow up to this conference (check all that apply)?

- Internet portal and/or other information sharing mechanisms
- Follow up working meeting with the CCC and the Department of Education
- Regional information sharing events
- Follow up conference
- Other: _____

4. What is the best way for the CCC to communicate with you about future CCC events and activities?

- Mail
- Fax
- CCC Newsletter
- E-Mail

USCC 54418

5. Additional General Comments (future issue, speaker and topic suggestions, suggestions for improvement, general comments about the CCC and endorsements welcome):

Name (Optional): _____ E-Mail (Optional): _____

Thank you for your sharing your views about your experience at the
2004 Partnership Conference: Business & K-12 Education Partnerships

The Center for Corporate Citizenship

2004 Partnership Conference: Business & K-12 Education Partnerships



United States Chamber of Commerce
Center for Corporate Citizenship



TOYOTA



CWS/Johnson

KPMG

Progress Energy



Office
DEPOT

The
Princeton
Review

TARGET CORPORATION



CSRwire

USCC 54419

U.S. Chamber of Commerce Center for Corporate Citizenship
1615 H Street, N.W. Washington, D.C. 20062-2000 • Tel: 202-463-3133 • Fax: 202-463-5308
www.chamber.com/cc

EXHIBIT 2

Business Education Partnerships in the United States COMMITTED TO THE FUTURE



SIEMENS Siemens Foundation
Siemens Competition
MAY 2005

PAY TO: Anne Lee and Albert Shieh \$ 100,000
One Hundred Thousand Dollars and 00 Cents DOLLARS



ELZEY EXHIBIT 2
Offered by Opposer: The Chamber of
Commerce of the United States of America
The Chamber of Commerce of the United
States of America v. United States Hispanic
Chamber of Commerce Foundation
Opposition Number 91/156,321



Business Education Network First Annual Report Spring 2006

USCC 55083

Business Education Network

www.businesseducationnetwork.net

The Business Education Network (BEN) is a national coalition of businesses; state and local chambers of commerce; and their education, nonprofit, and government partners. Launched on October 6, 2005, at the first annual BEN Summit in Washington, DC, BEN is managed by the Business Civic Leadership Center (BCLC). BEN addresses issues affecting the global competitiveness of the United States education system from the business perspective.

Activities:

- **Building Knowledge:** BEN commissions surveys and reports on topical and high-priority issues. BEN also works with education experts to share the latest information on research, policy, and reform from across the country.
- **Raising Awareness:** Through its Web site, regional forums, monthly national conference calls, and the annual Summit, BEN gathers and informs the business community about the latest developments in the areas of math, science, and other curriculum content, student motivation, educator development, and partnership effectiveness and accountability.
- **Promoting Business-Education Relationships:** BEN connects businesses and chambers to potential partners in order to create more opportunities for communication, coordination, and collaboration.
- **Providing Tools to Support Business Involvement in Education:** BEN provides strategies and tools for the U.S. Chamber's unparalleled business network of 3 million businesses and 2,800 local chambers to help students better prepare for work or college and promote life-long learning.
- **Playing a Key Role in Implementing the U.S. Chamber's Education and Workforce Agenda:** BEN works with the U.S. Chamber's public policy team, the Center for Workforce Preparation, and other Chamber affiliates and programs to promote education and workforce competitiveness.

The Business Civic Leadership Center is a 501(c)(3) affiliate of the U.S. Chamber of Commerce and is dedicated to advancing the positive role of business in society. Visit www.uschamber.com/bclc. For more information, contact Lydia Miles Logan, national BEN program manager, at 202-463-3133 or e-mail BEN@uschamber.com.

TABLE OF CONTENTS

Executive Summary	2
Foreword	4
A Message from the 2005 BEN Steering Committee Leadership	5
Overview	
Why Education Quality Matters to the Business Community	6
The Reality of Today's Education System	6
How the U.S. Education System Compares with Global Competitors	10
What Businesses Are Doing	12
Partnership Profiles	
Booz Allen Hamilton	14
Business Coalition for Educational Excellence at the New Jersey Chamber of Commerce	16
GlaxoSmithKline	18
IBM	20
KPMG Foundation	22
Marriott International	24
Office Depot	26
Oracle Education Foundation	28
Siemens Foundation	30
Sprint Nextel	32
Standard & Poor's School Evaluation Services	34
State Farm Insurance	36
2005 BEN Activities	38
Moving Forward in 2006	41
Appendices	USCC 55085
I. Members of the 2005 BEN Steering Committee	42
II. Education Research and Resources	43
III. Companies and Corporate Foundations in the U.S. That Invest in Education	49
Acknowledgements	59

EXECUTIVE SUMMARY

Businesses of all sizes, locales, and competencies are interested in improving U.S. student achievement and education competitiveness, and their involvement is widely varied. The Business Civic Leadership Center (BCLC) estimates that in 2005, corporate support for education approached \$4.5 billion. Education continues to be the top social issue that companies support through their philanthropic and corporate citizenship programs.

Why Education Quality Matters to the Business Community

Education quality impacts America's future economic competitiveness and long-term success. High-quality education will enable the country to produce a skilled workforce, continue as a leader in research and development, respond effectively to globalization and technology changes, and grow economically. Schools that provide rigorous preparation produce people who are ready for work or college and who are vital for the future success of American businesses.

The Reality of Today's Education System

Ten million jobs could go unfilled by 2010 because the available workforce will lack the needed skills to fill the positions. Of the jobs created between 2000 and 2010, 31 percent will require a bachelor's degree and another 36 percent will require completion of at least some higher education. However, only 68 percent of high school students graduate on time, and significantly fewer — 18 percent — graduate from college on time.

How the U.S. Education System Compares with Global Competitors

U.S. education quality lags behind many other countries. For example, in 2005, U.S. 8th graders' math test scores ranked 22nd out of 29 other countries, with science scores ranking 17th and reading scores ranking 15th. And, in just two years, U.S. student achievement dete-

Ten million jobs could go unfilled by 2010 because the available workforce will lack the needed skills to fill the positions.

EXECUTIVE SUMMARY

riorated compared to other countries. The U.S. math ranking fell seven slots from #15, the science ranking fell five slots from #12, and the reading ranking fell one slot from #14. In that time frame, eight countries surpassed the United States in one or more categories: Belgium, Germany, Hungary, Iceland, Luxembourg, Poland, Spain, and Switzerland.

What Businesses Are Doing

Business involvement in education is not new, but increasingly it is becoming more focused on results. Opportunities for engagement exist along a spectrum of activities and needs, from providing resources to individual schools to mobilizing community support for policy initiatives to teaching new skills and technologies as they arise.

A sampling of how businesses are involved in education:

- Working with educators to communicate the business skills that are needed for entry-level positions so students are prepared for life after high school
- Training teachers and administrators to help them obtain the skills necessary to prepare students for jobs in the knowledge economy
- Helping improve operational productivity and accountability by providing loaned executives or advising and mentoring principals, superintendents, and state school officers in management techniques
- Advocating for systemic reform by sitting on school boards, serving on advisory councils, or participating in local and national education debates
- Supporting national initiatives that address education reform and organizations that serve students' needs
- Providing services, products, or expertise to schools and students at reduced or no cost

The Need for the Business Education Network

Following BCLC's 2004 Partnership Conference, "Business & K-12 Education Partnerships," it became clear that a new, nationwide organization was needed to strengthen collaboration among businesses and their education partners and to capture the range of initiatives across the country. Many of the companies that participated in the conference committed to building a public-private coalition to accomplish that, and the Business Education Network was publicly launched in October 2005.

BEN is dedicated to identifying successful education practices, sharing critical education data and research, and facilitating public-private partnerships to improve education. BEN shares its knowledge through the U.S. Chamber's network of 2,800 state and local chambers of commerce and harnesses the U.S. business community's ability to facilitate change.

In just two years, eight countries surpassed the United States in math, science, or literacy achievement. These included: Belgium, Germany, Hungary, Iceland, Luxembourg, Poland, Spain, and Switzerland.

FOREWORD

By J.W. Marriott, Jr.



J.W. Marriott, Jr.

My thanks to the Business Education Network for helping to draw attention to the cause of education reform in America. When millions of young Americans are passed along through grade school, high school, and even college without the skills they need for work and life, employers have a stake in the problem. We all need to do something about it.

Of the 23 million or so jobs that will be created in the next decade, about 80 percent will require some post-secondary education. By one estimate, 60 percent of new jobs will require math skills that just 20 percent of the workforce can deliver. If we are trying to match ability to opportunity, then those numbers do not add up.

Education reform takes time, even when the need is obvious and urgent. But the politics of education reform has become an endless thicket of rival interests, turf wars, and bureaucratic excuse-making. The resulting trends are the opposite of what we need in the workforce.

As we all know, America's businesses depend on a well-prepared, capable, and adaptable workforce. That's why the work of the Business Education Network is so important. It falls to us, employers large and small, in partnership with educators in this great nation, to be the agents of change.

In every high-achieving school — just as in every successful business — you will find a talented and dedicated leader. The best thing we in the business world can do is to bring direct help to children in need, especially to those whose promise is greater than their means. The business community has an opportunity and a responsibility to take action.

We can point the way for others to follow. We can extend learning and opportunity to many students, in the hope that one day all students, in every public school, can graduate and move on to college or into the workforce prepared for a productive and fulfilling life.

Marriott International is just one company among many in America dedicated to this great goal. I thank each one of you for your own contribution to the effort.

USCC 55088

A MESSAGE FROM THE 2005 BEN STEERING COMMITTEE LEADERSHIP

On behalf of the Business Education Network (BEN), it is our privilege to present the inaugural *Business-Education Partnerships in the U.S.* report.

Businesses of all sizes, locales, and competencies are interested in improving U.S. student achievement and education competitiveness, and their involvement is widely varied. The purpose of this report is to capture the current global position of the U.S. education system and illustrate how some U.S. companies are already making a difference. While this report is by no means comprehensive — there are so many excellent programs out there, we could not possibly capture them all in this brief survey — it does convey the breadth of corporate involvement in our nation's schools.

Following the Business Civic Leadership Center's 2004 Partnership Conference, "Business & K-12 Education Partnerships," it became clear that a new, nationwide organization was needed to strengthen collaboration among businesses and their education partners and share successful practices. As a result, BEN was publicly launched in October 2005.

BEN is dedicated to identifying successful education practices, sharing critical education data and research, and facilitating public-private partnerships to improve education. BEN shares its knowledge through the U.S. Chamber's network of 2,800 state and local chambers of commerce and harnesses the U.S. business community's ability to facilitate change.

Globalization poses a new challenge that businesses and education leaders in the United States must address: how to advance the excellence of our education system in an increasingly competitive international environment. This will require substantive changes in the way we approach education, from pre-K through high school, in community colleges and universities, through worker training, and throughout life. We believe America is willing to face this challenge, and BEN is ready to contribute.

Future editions of this report will document how business-education partnerships evolve and how the U.S. education system responds to the increasingly competitive global education environment. If you share our sense of the importance of this issue, please do what you can to advance our education competitiveness — whether mentoring a child, getting involved with your local school district, advocating for education reform, or participating in BEN. We look forward to working with you for the future of our workforce and the future of our youth.

Sincerely,



Bill Shore
BEN Steering Committee Chairman and
GlaxoSmithKline Director of U.S.
Community Partnerships



Stephen C. Jordan
BEN Steering Committee Vice Chair
and Business Civic Leadership
Center Vice President and
Executive Director

OVERVIEW

"None of the top 10 jobs that will exist in 2010 exist today, and these jobs will employ technology that hasn't been invented to solve problems we haven't yet imagined."

— *The Jobs Revolution: Changing How America Works* by Steve Gunderson, Roberts Jones, and Kathryn Scanland

Why Education Quality Matters to the Business Community

Education quality impacts America's future economic competitiveness and long-term success. High-quality education will enable the country to produce a skilled workforce, continue as a leader in research and development, respond effectively to globalization and technology changes, and grow economically. Schools that provide rigorous preparation produce people who are ready for work or college and who are vital for the future success of American businesses.

According to the Organization for Economic Cooperation and Development (OECD), raising a country's average level of educational attainment by one year can increase the per capita gross domestic product by 3 percent to 6 percent.¹ In the United States, 87 percent of the population earns a high school diploma or an equivalency certificate by age 30, but only 28 percent of Americans earn a bachelor's degree.² This gap affects U.S. companies. As innovation changes the necessary workplace knowledge and skills, businesses need to find employees who are qualified for 21st century jobs.

The Reality of Today's Education System

Education is the #1 social issue that U.S. businesses support. However, U.S. corporate support is just a fraction of what is spent per year on education.

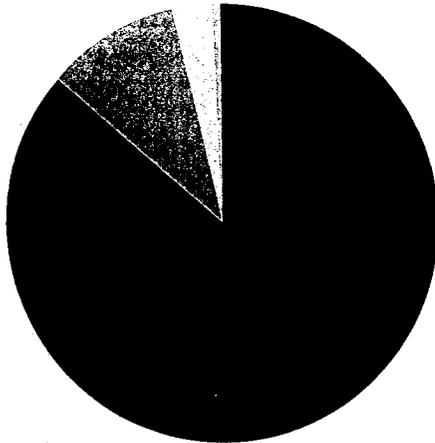
Top Three Social Issues That U.S. Businesses Support

Education	89%
Community Development	78%
Health	56%

Source: Business Civic Leadership Center and Center for Corporate Citizenship at Boston College, *The State of Corporate Citizenship in the U.S.: Business perspectives in 2005*

OVERVIEW

Estimated Annual Funding for All Levels of Education, 2004–2005 (in billions)

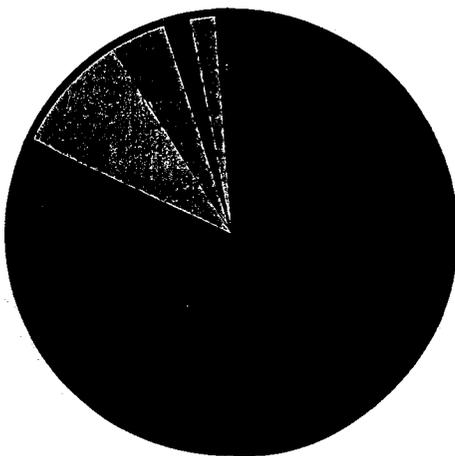


Funding Source	Billions	Percentage
State and Local	\$786.3	87%
Federal	\$88.9	10%
Foundations and Individuals	\$29.3	3%
Companies	\$4.5	0.5%

Percentages do not equal 100 due to rounding.
Sources: Business Civic Leadership Center; Center on Philanthropy at Indiana University, *Giving USA*; and U.S. Department of Education

The U.S. spends the second most per capita on education in the world (after Switzerland),³ but barely fifty cents of every education dollar is applied directly to student instruction. Of the \$455 billion in total expenditures for public K–12 education in 2002–2003, \$238 billion, or 52 percent, went toward student instruction. Another \$134 billion, or 29 percent, funded activities that “support instruction,” but what is included in this figure is open to interpretation.⁴

Total Expenditures for Public K-12 Education, 2002–2003 (in billions)



Funding Source	Percentage	Billions
Student Instruction	52%	\$238
Instructional-Support Services	29%	\$134
Facilities Acquisition and Construction	9%	\$43
Interest Payments on Debt	4%	\$16
Other Programs (e.g., adult education)	2%	\$11
Replacement Equipment	2%	\$7
Non-instructional Services	1%	\$6

Source: U.S. Department of Education, National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-2003

OVERVIEW

The U.S. Chamber's Center for Workforce Preparation promotes four categories as critical skill sets that every employee should have:

Decision Making Skills <ul style="list-style-type: none"> • Use math to solve problems and communicate • Solve problems and make decisions 	Lifelong Learning Skills <ul style="list-style-type: none"> • Take responsibility for learning • Use information and communications technology
Communication Skills <ul style="list-style-type: none"> • Speak so others can understand • Listen actively • Read with understanding • Observe critically 	Interpersonal Skills <ul style="list-style-type: none"> • Cooperate with others • Resolve conflict and negotiate

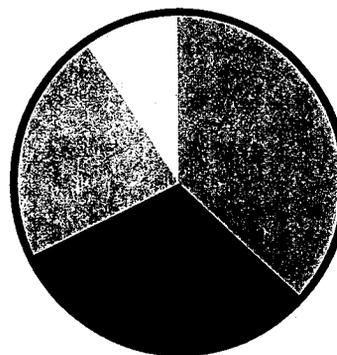
Source: U.S. Chamber of Commerce Center for Workforce Preparation, National Work Readiness Credential

High education spending levels do not necessarily lead to high student achievement rates. New York, Connecticut, and New Jersey, respectively, are the top three states with the highest spending per student, excluding the District of Columbia.⁵ However, North Dakota, New York, and Massachusetts have the three highest college-going rates of high school graduates — North Dakota actually ranks 40th in per student spending.⁶

Achieve, Inc. says that by 2010, 67 percent of new jobs in the United States will require at least some college education,⁷ and that the fastest-growing and best-paying jobs are those that require higher education.⁸ Ten million jobs could go unfilled by 2010 because the available workforce will lack the needed skills to fill the positions.⁹

Of the jobs created between 2000 and 2010, 31 percent require a bachelor's degree and another 36 percent require at least some completion of higher education.¹⁰

Education Requirements for Job Market

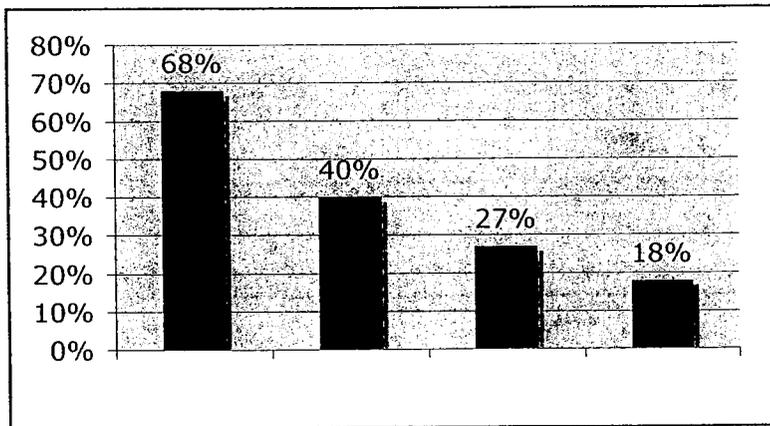


Achievement Levels	Percentage
Some Higher Education	36%
Bachelor's Degree	31%
High School Diploma	22%
No High School Diploma	10%

Source: Achieve, Inc.

OVERVIEW

Gaps in Education Completion Rates

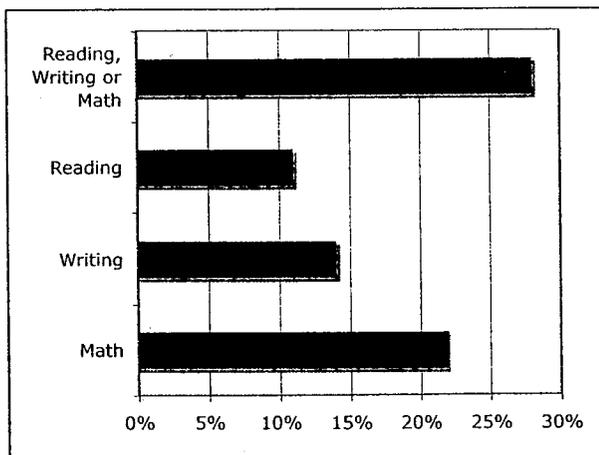


Achievement Levels	Percentage
Graduate from High School on Time	68%
Immediately Enroll in College	40%
Are Still Enrolled Sophomore Year	27%
Graduate from College on Time	18%

Source: Achieve, Inc., National Summary, Education Pipeline Data Profile, February 2005

In 2004, 17.7 million students were enrolled in higher education degree programs.¹¹ But, two out of five U.S. college students need remediation courses.¹²

Remediation in Higher Education



Source: Achieve, Inc., Closing the Preparation Gap: Creating a High School Diploma That Counts, April 2005

During the 2002–2003 academic year, 1.3 million bachelor's degrees were conferred. However, the science-based fields that generate much of the innovation on which today's economy depends are not among the most popular undergraduate programs. In 2003, only 7 percent of bachelor's degrees were earned in the natural sciences field, and only 10 percent in computer science and engineering.¹³

OVERVIEW

"[Andrei] Munteanu started American school in the seventh grade, which he found a breeze compared to his Romanian school. 'The math and science classes [covered the same subject matter] I was taking in Romania ... when I was in the fourth grade,' he said."

— *The World Is Flat: A Brief History of the Twenty-First Century*
by Thomas L. Friedman, page 271

Most Popular Degree Programs in the U.S., 2002–2003

	Percentage
Bachelor's Degrees (1.3 million)	
Business	22%
Social Sciences	11%
Education	8%
Master's Degrees (512,645)	
Education	29%
Business	25%
Health Profession/Related Clinical Sciences	8%
Doctor's Degrees (46,024)	
Education	15%
Engineering	12%
Biological/Biomedical Sciences	11%

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2004

How the U.S. Education System Compares with Global Competitors

U.S. education quality lags behind many other countries. For example, in 2005, U.S. 8th graders' math test scores ranked 22nd out of 29 other OECD countries, with science scores ranking 17th and reading scores ranking 15th.¹⁴

In just two years, U.S. student achievement deteriorated compared to other OECD countries. The U.S. math ranking fell seven slots from #15 to the current position, the science ranking fell five slots from #12, and the reading ranking fell one slot from #14. In that time frame, eight countries surpassed the United States in one or more categories: Belgium, Germany, Hungary, Iceland, Luxembourg, Poland, Spain, and Switzerland.

Domestically, however, the United States is making progress. According to the U.S. Department of Education's most recent long-term National Assessment of Educational Progress (also known as "The Nation's Report Card"), average reading and math scores among African-American, Caucasian, and Hispanic 9-year-old and 13-year-old

OVERVIEW

Student Achievement in OECD Countries, 2005

Student Achievement in Math among OECD Countries	Student Achievement in Science among OECD Countries	Student Achievement in Reading among OECD Countries
1. Finland	1. Finland and Japan (tied)	1. Finland
2. Korea	2. Korea	2. Korea
3. Netherlands	3. Australia	3. Canada
4. Japan	4. Netherlands	4. Australia
5. Canada	5. Czech Republic	5. New Zealand
6. Belgium	6. New Zealand	6. Ireland
7. Switzerland	7. Canada	7. Sweden
8. Australia and New Zealand (tied)	8. Switzerland	8. Netherlands
9. Czech Republic	9. France	9. Belgium
10. Iceland	10. Belgium	10. Norway
11. Denmark	11. Sweden	11. Switzerland
12. France	12. Ireland	12. Japan
13. Sweden	13. Hungary	13. Poland
14. Austria	14. Germany	14. France
15. Germany	15. Poland	15. United States
16. Ireland	16. Iceland and Slovak Republic (tied)	16. Denmark
17. Slovak Republic	17. Austria and the United States (tied)	17. Iceland
18. Norway	18. Italy and Spain (tied)	18. Germany
19. Luxembourg	19. Norway	19. Austria
20. Poland and Hungary (tied)	20. Luxembourg	20. Czech Republic
21. Spain	21. Greece	21. Hungary
22. United States	22. Denmark	22. Spain
23. Portugal and Italy (tied)	23. Portugal	23. Luxembourg 24. Portugal
24. Greece	26. Turkey	25. Italy
25. Turkey	27. Mexico	26. Greece
26. Mexico		27. Slovak Republic 28. Turkey 29. Mexico

Source: Organization for Economic Cooperation and Development, OECD in Figures – 2005 edition *Rankings are based on mean test scores as provided by OECD

OVERVIEW

Education is the top social issue that companies have traditionally supported with their corporate citizenship activities.

students are at an all-time high.¹⁵ SAT scores, which predict how well a student will do in college, increased by 14 points on the math test from 1994 to 2004, and by 9 points on the verbal test during the same time frame.¹⁶

Though these indicators of progress are welcomed, the demands and expectations of all professions in the knowledge economy continually increase, and other countries will not remain stagnant. The European Union has implemented an education plan to overtake the United States by 2010¹⁷ — America can no longer assume it will be a premiere education system by default. The 2002 No Child Left Behind Act (NCLB) is the United States' most recent and most comprehensive step to raise achievement levels for all students. Through increased transparency with standards and assessments, NCLB provides a framework under which educators can work to close the achievement gaps among demographic and socioeconomic groups.

The bottom line is that while America focuses on closing gaps domestically, important gaps still exist between the United States and other countries, and the U.S. needs to continue to strengthen its education system, given the competitiveness of other education systems around the world.

What Businesses Are Doing

According to research conducted by the Business Civic Leadership Center (BCLC), education is the top social issue that companies have traditionally supported with their corporate citizenship activities.¹⁸ Based on reports gathered from companies and other sources, BCLC estimates that in 2005, corporate support for pre-K through 12th grade education and for higher education approached at least \$4.5 billion — \$2.5 billion for K-12 related activities alone.¹⁹

Nearly 70 percent of the nation's school districts currently have business-education partnerships, benefiting 35 million students.²⁰ These partnerships run the gamut, from a local insurance agent sponsoring a semi-annual dinner for honor roll students to a multi-million-dollar corporate-sponsored, multi-state, multi-grade literacy

OVERVIEW

program. Most partnerships involve one company working with one school district, but partnerships can include coalitions of companies and multiple school districts.

Education-focused nonprofit organizations often play a significant intermediary role. Organizations such as Communities in Schools, FIRST, KIPP (Knowledge Is Power Program), and the Public Education Network have significant corporate outreach programs. These organizations often help raise awareness about important issues, provide structure and support for a business education program, and work with business leaders to achieve important education goals.

Business involvement in education is not new, but increasingly it is becoming more focused on results. Opportunities for engagement exist along a spectrum of activities and needs, from providing resources for individual schools to mobilizing community support for policy initiatives to training teachers and students in new skills and technologies as they arise.

Business involvement in education is not new, but increasingly it is becoming more focused on results.

A sampling of how businesses are involved in education:

- Working with educators to communicate the business skills that are needed for entry-level positions so students are prepared for life after high school
- Training teachers and administrators to help them obtain the skills necessary to prepare students for jobs in the knowledge economy
- Providing loaned executives and advising and mentoring principals, superintendents, and state school officers in management techniques that improve operational productivity and accountability
- Promoting the political will and advocacy needed for systemic reform by sitting on school boards, serving on advisory councils, or participating in local and national education debates
- Supporting national initiatives that address education reform and organizations that serve students' needs
- Providing services, products, and expertise to schools and students at reduced or no cost

While this list is not meant to be all-encompassing, it does indicate existing and upcoming trends in business engagement in education. The next section of this report captures the business-education partnerships that exist in some of today's leading companies.

Youth Leadership Summit

www.boozallen.com

"Thankfully, I am now only a day away from leaving home to go to college and Booz Allen Hamilton had a very large part in this great moment.

If I had not gone to the Youth Leadership Summit, my potential to be a great leader in my community would not have come out as successfully as it has thus far. As I leave for college tomorrow, with a full tuition scholarship to the University of Michigan-Ann Arbor, I [am] reminiscent of those who have helped me along the way."

—Benjamin Ruano, 2004 Youth Leadership Summit Scholar



Students from the U.S. Department of Education's GEAR UP program attended the 2005 Youth Leadership Summit.

Booz Allen Hamilton believes that the student perspective is critical in the education reform debate and has created a platform for youth to voice their opinions, concerns, and suggestions regarding the state of education today. Booz Allen is a partner with the National Council for Community and Education Partnerships (NCCPEP) and the U.S. Department of Education's "Gaining Early Awareness and Readiness for Undergraduate Programs" (GEAR UP) initiative. Together, they focus on increasing the number of low-income students who are prepared to enter and succeed in higher education.

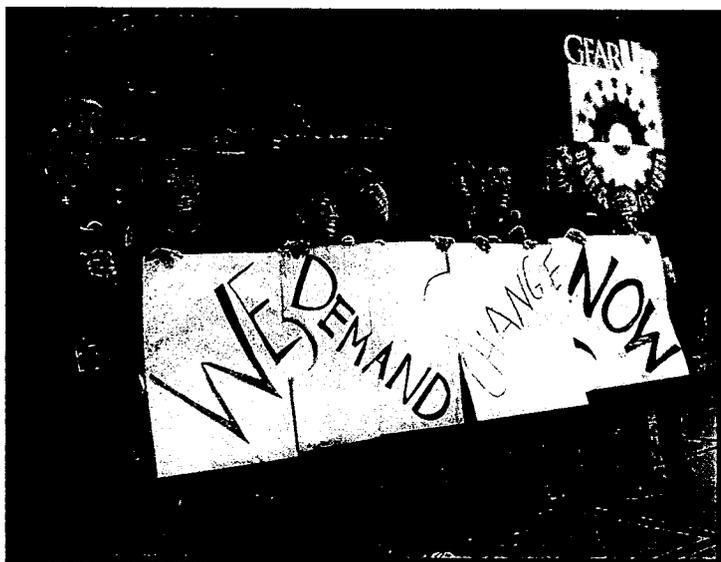
Booz Allen's yearly Youth Leadership Summit hosts 30 middle- and high-school "scholars" from across the nation at the NCCPEP/GEAR UP Annual Conference. The students are selected to participate from the GEAR UP program based on their academic achievements, leadership, and letters of recommendation. Four alumni scholars join the Youth Leadership Summit participants to serve as counselors and guides.

Booz Allen Hamilton

At the Summit, the students engage in leadership development, teambuilding, and brainstorming activities, during which they discuss the challenges and successes of the education system from their perspective. From these exercises, the scholars create a summit report to present to the conference's 1,800 business, education, civic, and legislative attendees about what they believe to be important for increasing student achievement and strengthening the education system as a whole. In 2005, the scholars identified student apathy, health education, emotional and psychological well-being, and financial difficulties as among the most prominent barriers to student achievement today. The full summit report can be found on NCCEP's Web site at www.edpartnerships.org.

The summit report is considered the highlight of the NCCEP Annual Conference, and attendees have frequently commented that it brings a fresh and energized perspective about education. Booz Allen is exploring opportunities for its local offices to work with GEAR UP chapters in their communities. In 2004, the Booz Allen office in Honolulu partnered with GEAR UP and the University of Hawaii to produce a youth summit for the state's students. This effort was nominated for a White House recognition award.

For more information about the Youth Leadership Summit, please contact Barbara Haight, senior community relations manager, at haight_barbara@bah.com.



2005 Youth Leadership Summit scholars presented their perspective on challenges facing education today.

"Returning home was an interesting transition from the Summit's atmosphere of brainstorming and planning, to the reality of implementing the ideas and strategies into my community. I've been asked by many, 'Did you enjoy your vacation?' I let them know that I was there to help change the face of education in America, and hopefully instead of just telling them, I will soon be able to show my local society what I was really doing on my 'vacation.' I truly plan to become more involved in my community and to attack the education barriers at hand. Thanks to the Summit, I now have various ways to do just that."

— Kadeem Myrick, 2005 Youth Leadership Summit Scholar

Learn More Now, Do More Now, Earn More Later

www.learnandearn.org

"The students were astounded by the information in the State Scholars NJ presentations. You could have heard a pin drop. They were so interested the lesson took four periods instead of the one period I had allotted. We teachers always tell them to work hard, but this presentation provided the statistical rationale for why they have no choice."

— 8th grade math teacher in a high-minority, high-poverty New Jersey school district

The Business Coalition for Educational Excellence (BCEE) at the New Jersey Chamber of Commerce is one example of how local business communities are helping schools reach their student achievement goals. BCEE is supported by many of New Jersey's leading companies, including Prudential Financial, Verizon, State Farm Insurance, and IBM. BCEE aims to increase middle school and high school achievement so that students are prepared to enter college or the workforce. BCEE's programs invest in schools, teachers, and students and emphasize credible research, quantifiable and proven results, and a high return on corporate philanthropy.

BCEE's student-focused program is called the Learn More, Now, Do More Now, Earn More Later (LDE) Student Credentialing System, which was created in response to employer surveys that cited knowledge deficiencies in young adults as a workforce challenge. LDE encourages rigor in middle school and high school curricula, builds work ethic, increases computer and financial literacy skills, and is structured around widely accepted educational research. LDE has three components, each of which produces a credential that documents students' progress toward specified criteria, helping them to prepare for college, work, and life.

LDE's components:

- **State Scholars NJ** is a communications campaign that encourages all students to take the demanding high school course sequence that has been demonstrated by research to increase a student's chance of graduating from college or of earning higher wages even without college. In short, innovative curriculum modules and evening family meetings, representatives from New Jersey's business community discuss the statistical realities about the need to work hard in school.
- **School Counts** helps students build an understanding of a professional-level work ethic, focusing on attendance, punctuality, and essential academic achievement standards.

- **The Technology Challenge** is boosting student skills in common business software in 50 schools across New Jersey. With unlimited usage of the unique performance-based learning and assessment system, 8th graders start as beginners and high school students finish as advanced users of word processing, spreadsheet, and presentation software. Employers can apply this resource to their recruiting processes to ensure candidates' skills match the job requirements.

State Scholars NJ has resulted in increased enrollments in key math, science, and language arts courses. Sample outcomes include increased enrollments of 250 percent in physics in one central Jersey high school and 220 percent in economics in one north Jersey high school. Both schools have high poverty and high minority populations. National research has indicated that students who complete the State Scholars sequence of courses can score, on average, 100 points higher on the SAT exam than do students who take less rigorous courses. Demanding high school course work has doubled, and in some cases tripled, students' chances of completing a bachelor's degree. Even when college was not present, research has shown that students can earn annual wages of up to 13 percent more than students who take easy high school courses.

In 2005, more than 100 students entered Cumberland County College on School Counts Scholarships, having earned their way in by achieving a 95 percent attendance and punctuality rate and a "C" or better in every course.

In summer 2006, BCEE will launch a fourth component, "Work the Money," to help students increase financial literacy and see the connection between life decisions they make now and future financial impact.

For more information about LDE or BCEE, contact Dana Egreczky, president, BCEE and vice president of workforce development, New Jersey Chamber, at dana@njchamber.com.



Dana Egreczky, BCEE president and New Jersey Chamber vice president of workforce development, presented the LDE Student Credentialing System to students and parents.

Science in the Summer

www.scienceinthesummer.com

"I just wanted to take the time to thank you for your free program where my daughter learned about electricity and physical science. She learned about magnetism, static electricity, currents, and what an electrostatic generator was...things she didn't learn in school. She loved the idea of actually doing the experiments versus just reading about them. I, too, believe that children learn by doing and for those children where their schools don't have a science teacher, or a science lab, GlaxoSmithKline's program is a true benefit for them, especially if they want to pursue the science field."

—Philadelphia Parent



Science in the Summer students studied bioscience under a microscope.

GlaxoSmithKline's (GSK) "Partners with Education" is a community investment initiative that aims to stimulate interest and confidence in science among young people. As part of this initiative, GSK's Science in the Summer program introduces science to young students and is based on the fact that they learn best by doing.

Each year, Science in the Summer is offered to approximately 6,000 students. Since the program's inception, more than 80,000 children have participated in the program.

Science in the Summer is formatted to help students apply science education to their daily lives and to stimulate their interest in future science careers. Courses are designed for two age groups: grades 2-3 and grades 4-6.

Students participate in hands-on experiments and coursework designed to teach them basic scientific concepts and encourage them to become actively involved in science initiatives. Courses include bioscience, chemistry, simple machines (how machines work), physical science/electricity, and genetics. Each course is made up of four, 45-minute classes given over the course of a week and is taught by certified teachers.



GlaxoSmithKline

Science in the Summer is now entering its 20th year. GSK has partnered with more than 140 local libraries in the Greater Philadelphia region to provide elementary school students with free, quality science education and to enrich the students' learnings from the school year. GSK partners with local libraries because they are important community resources that provide supplemental education and learning opportunities. For example, the partnering libraries often set up book displays that relate to the program's coursework so students can continue to learn after the program ends.

GSK invests more than \$400,000 each year into Science in the Summer and provides a yearly grant to each of the participating library systems to purchase science books for their libraries. Holding the sessions in public libraries during summer vacation emphasizes that science is an ideal subject for independent learning — outside of the bounds of school.

The Pennsylvania Citizens for Better Libraries presented GSK with its Corporate Citizen of the Year Award in 2005 for Science in the Summer, and the Philadelphia Chapter of the Public Relations Society of America recognized GSK in 2003 with an award for excellence and creativity in community relations.

GSK surveys students who have participated and their parents to determine the interest in and effectiveness of the program. The American Association for the Advancement of Science also prepared a survey for GSK to ascertain the program's impact on high school and college graduates who had participated. Findings indicated that Science in the Summer helped a large percentage of respondents with elementary and high school science studies and increased their interest in science.

For more information about GSK's Science in the Summer program, contact Emily Gerasimoff, community partnerships representative, at emily.gerasimoff@gsk.com.

"This is a great way to get elementary-level students interested in science and math, so that it stays with them throughout their lives."

—Philadelphia Teacher



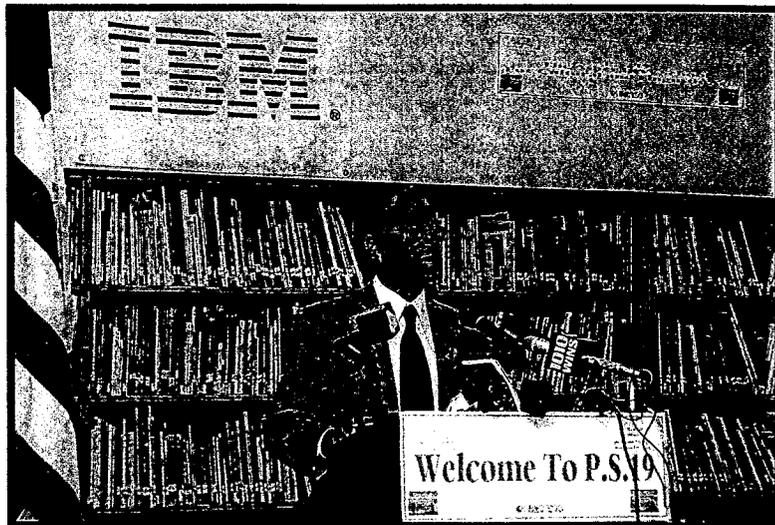
Science in the Summer students learned about oceanography.

Transition to Teaching

www.ibm.com/ibm/ibmgives

"IBM's vision of recruiting talented math and science professionals to the teaching profession will provide not only fine new teachers in high-need areas, but also teachers who will be able to answer the 'Why study math and science?' question with authenticity. IBM is to be commended for seeking teacher preparation programs of the highest quality to provide second-career professionals with the knowledge and skills they need to practice their new profession with confidence and competence."

— Mary Lynne Calhoun,
Dean, College of Education, UNC Charlotte



Stanley S. Litow, vice president, IBM corporate community relations and president, IBM International Foundation, announced the launch of Transition to Teaching.

The United States faces a shortage of well-trained and experienced math and science teachers in the K-12 system. Through its philanthropy and product offerings, IBM has long been involved with K-12 education issues. Recently, IBM conducted a company survey, which revealed that many employees approaching the formal retirement age are interested in starting a second career and are eager to give back to their communities.

To offer these opportunities to its employees and to provide one solution to America's teacher-shortage problem, IBM created the Transition to Teaching program in 2005. Transition to Teaching provides training and financial means to current IBM employees who want to become full-time math or science teachers. Transition to Teaching currently is in New York and North Carolina; based upon the results of the first year, IBM will expand the program in January 2007.

To develop Transition to Teaching, IBM conducted research and partnered with educational institutions to define the skills and experiences that employees need to become successful teachers. IBM also identified qualified partners to provide various aspects of the program so that employees have a solid introduction to teaching, have a strong support network, and can meet their local certification requirements.



Because of the nature of IBM's work, many employees already have excellent math and science skills, and many have had experience with teaching and working with children. In its initial phase, up to 100 IBM employees with at least 10 years of experience and a math or science degree will participate in Transition to Teaching. The goal is to help fill shortfalls in educator availability and education effectiveness across the nation — a problem that is expected to grow with the retirement of today's teachers.

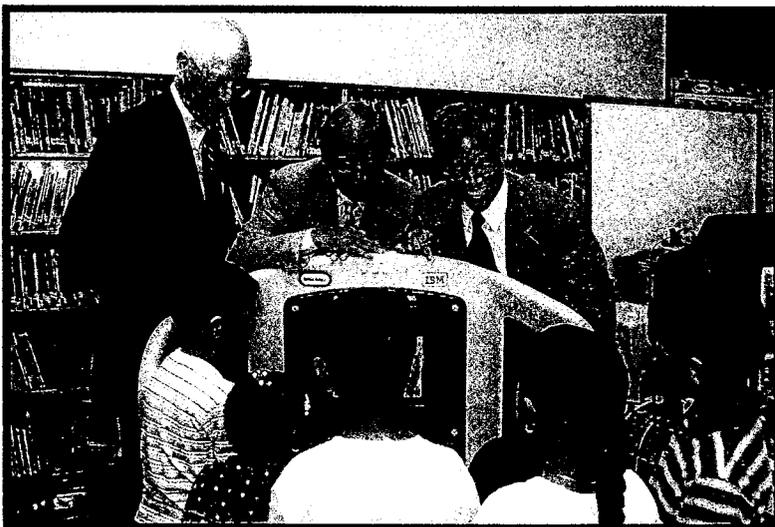
IBM employees who are selected to participate in Transition to Teaching can take a leave of absence from the company with full benefits for up to four months during the preparation period to do student- or practice-teaching in a K-12 classroom. During this time they are eligible to receive \$15,000 that they can use for tuition reimbursement and a stipend.

IBM is the first company to help employees transition into a teaching career. IBM hopes that as a result of the Transition to Teaching example, more companies and organizations will develop programs that contribute to the nation's qualified-educator pool to help overcome the shortage of qualified teachers.

For more information on IBM's Transition to Teaching or additional community relations programs, please contact Robin Willner, vice president, global community initiatives, IBM Corporation, at willner@us.ibm.com.



Mary Lynne Calhoun, dean, College of Education, UNC Charlotte, addressed P.S. 19 students at the Transition to Teaching launch in New York.



New York Education Commissioner Richard Mills, New York City Public Schools Chancellor Joel Klein, and IBM's Stanley S. Litow joined students at the launch of Transition to Teaching.

Students in Free Enterprise

www.kpmgfoundation.org

"KPMG has had a tremendous impact on SIFE operations worldwide. From the commitment of members of KPMG's top leadership to employee involvement, the company's participation has helped us to develop strong, sustainable programs around the world. SIFE would not be a global organization today without KPMG's support and guidance."

— Alvin Rohr, President and CEO, SIFE



KPMG senior partners, Tom Moser and Hiro Yoshihara, with the SIFE Nigeria team at SIFE World Cup.

Students in Free Enterprise (SIFE) is an organization that works in partnership with businesses and higher-education institutions to provide students the opportunity to develop leadership, teamwork, and communication skills through learning, practicing, and teaching the principles of free enterprise.

Through SIFE, colleges and universities establish student teams, which, led by faculty advisors, are challenged to develop community improvement projects focused on five topics: market economics, success skills, entrepreneurship, financial literacy, and business ethics. The projects are then judged at a national competition, with country winners moving on to the annual "SIFE World Cup."

When KPMG Foundation, KPMG LLP, and KPMG International became involved with SIFE in 1997, the program was active only in the United States on about 300 college and university campuses. Over the next few years, two KPMG executives dedicated their time and professional expertise to SIFE to help it expand globally.

USCC 55106



Tom Moser, vice chairman of strategy at KPMG LLP, became the chairman of the SIFE Board of Directors. He focused on strategic planning to help SIFE expand rapidly both in the United States and globally.

Bernard J. Milano, president of KPMG Foundation, became involved with the SIFE Executive Committee of the Board of Directors. Milano helped SIFE gain entree into the large universities and became the chair of the SIFE Rules Committee.

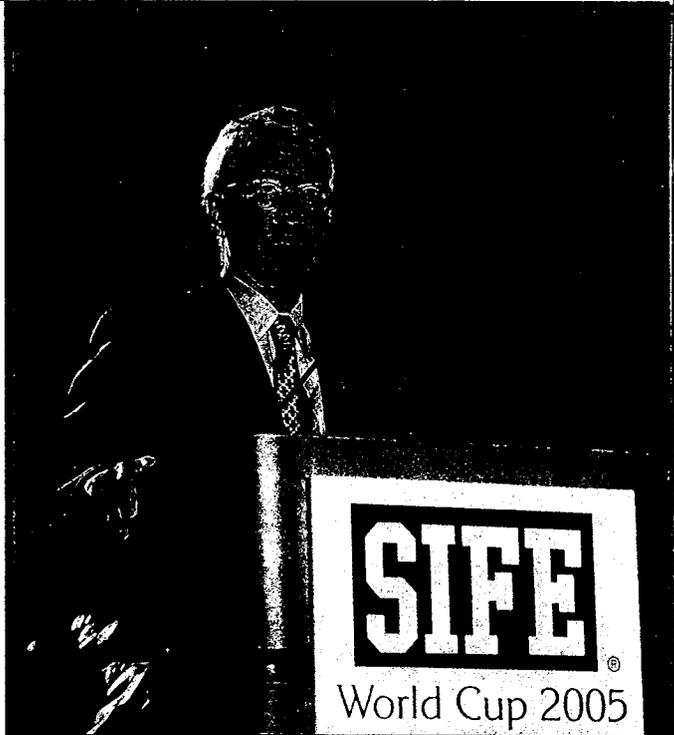
KPMG's involvement has been invaluable. Today, SIFE operates in 47 countries and is represented at nearly 2,000 colleges and universities. KPMG partners are active in most of the countries and were instrumental in getting SIFE started in those countries. Many also serve on the countries' SIFE Boards of Directors, and several serve as chairmen of the boards.

SIFE has grown from one competition in Kansas City to the SIFE World Cup, at which student teams from around the world that won their SIFE country championships present their community projects.

The first World Cup was held in London in 2001, with subsequent annual World Cups in Amsterdam; Mainz, Germany; Barcelona; and Toronto. The 2006 competition will take place in Paris. The 2005 World Cup winning team was from Zimbabwe, with finalist teams from France, the United States, and Nigeria.

KPMG's involvement was instrumental in making it possible for SIFE to expand on such a large scale.

For more information about SIFE or the KPMG Foundation, please contact Bernard J. Milano, president and trustee, KPMG Foundation, at bmilano@kpmg.com.



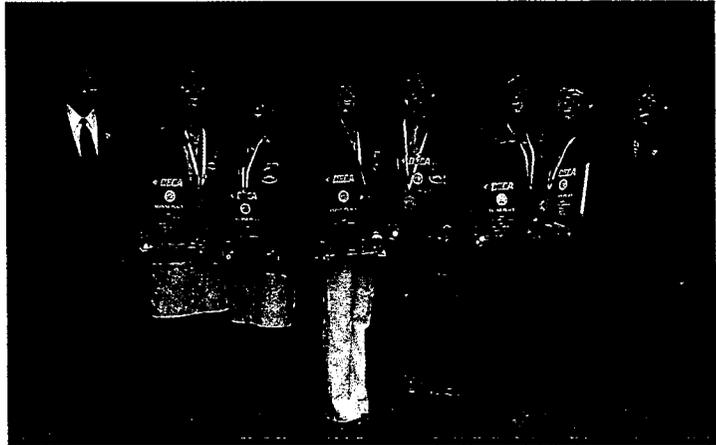
KPMG Foundation's Bernard J. Milano addressed students at the 2005 SIFE World Cup in Toronto.

DECA

www.deca.org

Students develop academic, leadership, communication, human relations, employability, and civic responsibility skills.

Surveys show that more than 85 percent of DECA members are college bound.



Steve Bauman, vice president of workforce development (far l.) and Andy Chaves, manager of youth career services (far r.) with 2005 scholarship winners for DECA International.

Sixty years ago, DECA (Distributive Education Clubs of America) organized around an ambitious goal: improve education and career opportunities for students interested in careers in marketing, management, and entrepreneurship. What began with a few hundred students in 17 states has grown to about 200,000 high school and college students in all 50 states, U.S. territories, and the District of Columbia.

DECA's mission is to enhance the co-curricular education of students with interest in marketing, management, and entrepreneurship. DECA helps students develop skills and competence for marketing careers, build self-esteem, experience leadership, and practice community service. DECA is committed to the advocacy of marketing education and the growth of business-education partnerships.

A key objective of this association is to support the development of marketing and management skills in career areas such as business administration, finance, sales and service, hospitality, and entrepreneurship. These programs validate knowledge and skills attainment and excite career exploration through continuing education. DECA provides recognition and leadership activities directly related to attainment of specific occupational and leadership skills.

These programs focus on connecting the classroom to the workplace through business partnerships, competition, and leadership development. Students develop academic, leadership, communication, human relations, employability, and civic responsibility skills.



Mr. J. W. Marriott was introduced to DECA and recognized the effective model for this business and education partnership. Marriott has been an active member of the National Advisory Board of DECA for 25 years.

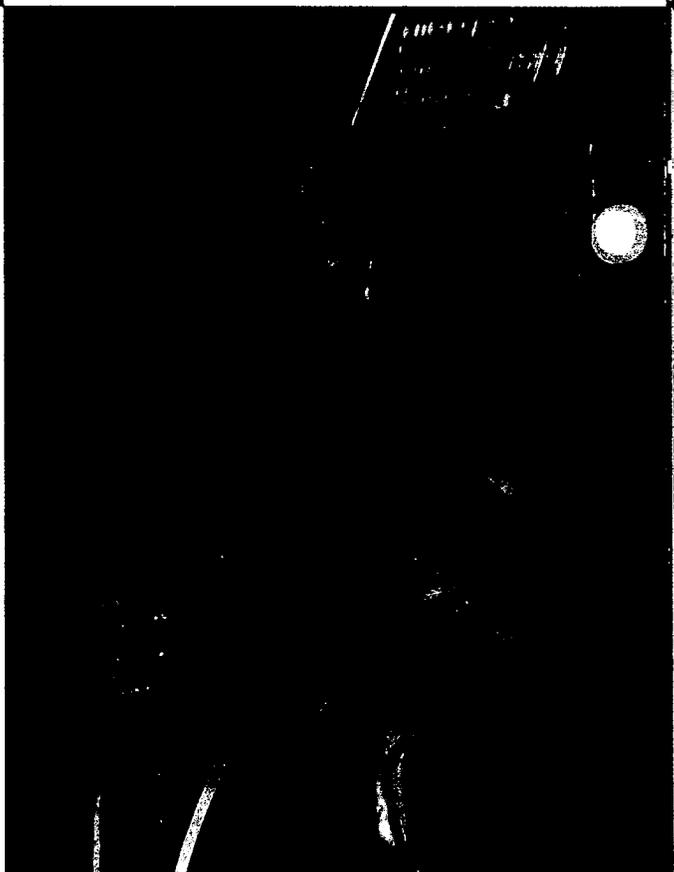
Through the years, Marriott and DECA have worked together to touch thousands of students whose potential is sometimes greater than their means. Accomplishments through this partnership include:

- Internship, work study, and co-op outreach efforts connecting thousands of DECA members with Marriott properties across the country
- Sponsorship of DECA's Hospitality Services Management Team Decision-Making Event, introducing thousands of students to career pathways in hospitality
- Providing scholarships to DECA members who are focused on careers in hospitality, removing financial barriers to a college education
- Serving as the host facility for hundreds of DECA meetings and conferences annually

Perhaps most importantly, however, DECA created mutual partnerships to achieve these common purposes. In the hospitality area, DECA has longstanding partnerships with the National Academy Foundation, the American Hotel and Lodging Association, the National Restaurant Association, the U.S. Department of Education, and the states and district departments of education and local education agencies.

Surveys show that more than 85 percent of DECA members are college-bound. DECA's membership base mirrors the U.S. Census figures for high school enrollment: 56 percent female, 44 percent male, 38 percent minority (17 percent African American, 15 percent Hispanic, 2 percent Asian, and 4 percent other). These students represent the future leaders of America, and DECA serves to enable and encourage skill attainment that is portable and long-lasting.

For more information on Marriott's partnership with DECA, contact Andy Chaves, Manager of youth career services program, at andy.chaves@marriott.com.



National champions of the Marriott-sponsored National Competition of Hospitality Services Management Team Decision-Making event, held at the 2005 DECA International Conference 2005 in Anaheim.

National Backpack Program

www.community.officedepot.com

"For so many of the children whom our agency serves, their families have few financial resources. Oftentimes these children may go without a backpack during the school year. It means so much to these children to receive a new — not used — backpack that they can call all their own. It gives them a sense of pride, encourages learning, and makes a difference in what they can achieve academically."

—Violence Intervention Program, Los Angeles, Calif.

As children across the United States and Canada prepared to go back to school in 2005, Office Depot provided approximately 300,000 of them with a new backpack filled with school supplies. Through the company's National Backpack Program, the backpacks were distributed to hundreds of nonprofit organizations and Title I schools that serve underprivileged children and their families. The organizations, in turn, provided the backpacks to needy children.

The primary objective of Office Depot's National Backpack Program is to enhance the quality of life, one child at a time, in the communities in which it conducts business and where its customers and associates live and work. Office Depot believes that backpack recipients will experience enhanced self-esteem, greater confidence, and improved chances for academic success. In the long term, the program plays an important role in enhancing the quality of life for needy children and their families.

The National Backpack Program complements Office Depot's Back to School business strategies as well as the company's ongoing support for schools and teachers through its "5% Back to Schools" and "Star Teacher" programs. The 5% Back program generates millions of dollars in credits that schools may redeem for free school supplies, while the Star Teacher Program provides discounts, networking opportunities, and other resources to thousands of teachers throughout the United States and Canada.

Office Depot's National Backpack Program is carried out primarily through its more than 1,000 retail stores in the United States and Canada. Several thousand additional backpacks are distributed to organizations and schools nationwide that submit direct requests through Office Depot's Community Relations Web site (www.community.officedepot.com). The rest of the backpacks are donated in conjunction with special events in local communities, frequently to organizations with which Office Depot has longstanding relationships.

Office DEPOT.



Children from Brighter Seasons, Lexington, Kentucky, proudly show off their new backpacks.

The National Backpack Program exemplifies Office Depot's unwavering commitment to corporate citizenship — a principle that is integral to the company's core values and embraced by the entire Office Depot family. In just five years, the National Backpack Program has become one of Office Depot's most important philanthropic initiatives. By providing children with essential supplies to help them prepare for school, Office Depot is making an important contribution to their success while helping to develop a new generation of our country's leaders.

For more information about Office Depot's National Backpack Program, please contact Mary Wong, director of community relations, at mary.wong@officedepot.com.

"Our clients do not have the means for extras like new backpacks for their children. The parents are appreciative and grateful. I think the Office Depot Backpack Program is a wonderful opportunity for the community to see what big business can do. Your generosity is felt by many, many people."

—Kristi House,
Miami, Fla. Recipient Organization

USCC 55111

Oracle Academy

www.oraclefoundation.org

"I have truly enjoyed the experience as a student [at] the Academy and would like to share that experience with others."

—Brian Voss, Teacher/Instructor,
West Central High School

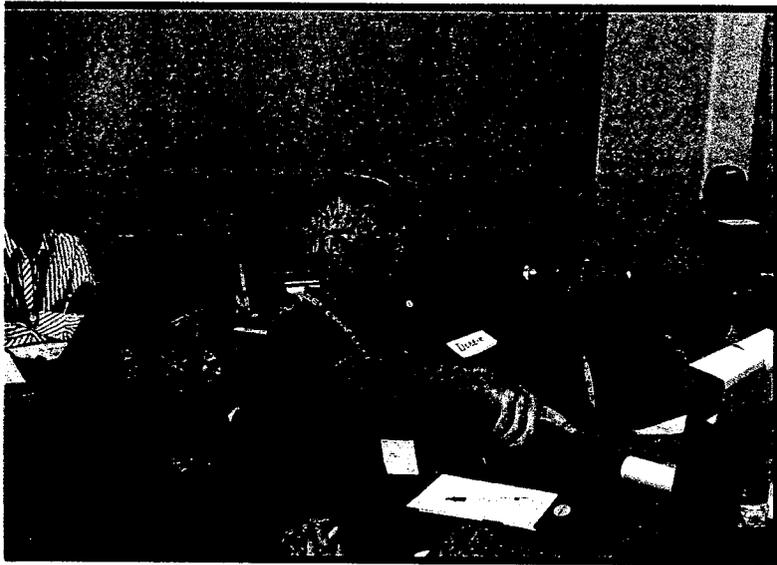
The Oracle Education Foundation, the philanthropic arm of the Oracle Corporation, is using its technology to promote the advancement of learning in the classroom. Through Oracle's many education programs and partnerships worldwide, more than 575,000 primary and secondary students from low-income backgrounds and more than 7,000 schools use Oracle technology to prepare students with the technology skills needed to be successful in the 21st century.

One example is the Oracle Academy. The academy is an educational program that enables students, aged 16 to 19, to take courses on database and Java programming from Oracle-trained teachers. After completion of the introductory classes, students have the opportunity to continue courses toward industry-recognized programming certification. The technology training provides a solid foundation for secondary students who are going either to college or into the workplace upon graduation.

The Oracle Academy also benefits the instructor and the school. Instructors receive professional development, classroom curriculum, and continuous support with their enrollment in the academy. Before instructors can teach the material they must complete 100 to 130 hours of instruction and required courses. Course fees range from \$2,000 to \$3,000. However, the services and technology that schools receive with instructor participation is valued at \$130,000. The educational programs made available by Oracle enable students and teachers to learn the skills necessary to remain competitive in the knowledge economy. The collective efforts of Oracle and the educational community are bridging the digital divide and affording students the opportunity to be leaders in the field of technology.

For more information about the Oracle Academy, please contact Perry D. Benson III, senior program manager, at perry.benson@oracle.com.

ORACLE®



Students attended training for The Oracle Academy Institute at UCLA.

“My main concern when I began to learn about Oracle [Academy] was how it would fit into a high school business program... many teachers feel that the class is only meant for students interested in IT careers. I have found many vital business applications within the Oracle [Academy] curriculum.”

—Dawn Ulmer, Teacher/Instructor
at NW Area Vocation School

Siemens Competition in Math, Science, and Technology

www.usa.siemens.com/CR



Albert Shieh and Anne Lee, 2005–2006 Siemens Competition in Math, Science, and Technology National team winners, received their \$100,000 team scholarship from Bettina von Siemens, Siemens AG, and Jack Bergen, president, Siemens Foundation.

"It was very exciting to be surrounded by top-notch scientists, and was a lot of fun to become friends with other students who are the best in their fields. I wish the competition lasted longer!"

—Michael Viscardi,

2005–2006 Siemens Competition in Math, Science, and Technology National Individual Winner (\$100,000 scholarship)

As part of its mission, the Siemens Foundation nurtures tomorrow's scientists and engineers by supporting outstanding students today, and recognizing the teachers and schools that inspire their excellence. In 1999, the Siemens Foundation partnered with the College Board and the Educational Testing Service to establish the Siemens Competition in Math, Science, and Technology. The competition promotes educational and scientific excellence by challenging high school students to conduct original research projects in the hard sciences.

Students submit their research reports either individually or in teams of two or three members. Panels of scientists and mathematicians from leading universities and national laboratories judge the reports in an initial blind reading.

Students whose projects are selected for further competition are invited to compete at one of six regional events hosted by prestigious partner universities:

- Carnegie Mellon University
- Georgia Institute of Technology
- Massachusetts Institute of Technology
- University of California at Berkeley
- University of Notre Dame
- University of Texas at Austin

USCC 55114

SIEMENS

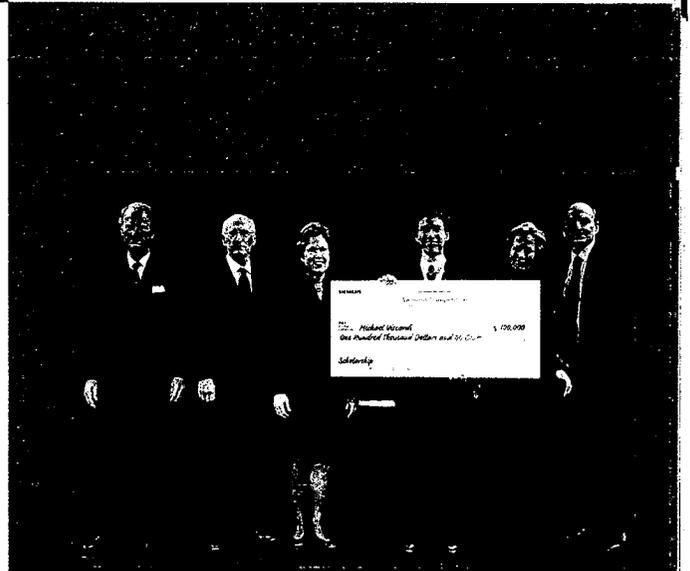
Global network of innovation

At each of these regional competitions, students must prepare a 12-minute oral presentation and a poster describing their project to present to a panel of judges provided by the host university. A question and answer session follows the presentations. One individual and one team are selected as Regional Winners and receive scholarships of \$3,000 (individual) and \$6,000 (team). They are then invited to compete at the national competition in New York City. Each regional runner-up receives a \$1,000 scholarship.

At the national competition, students compete for scholarships ranging from \$10,000 up to a top prize of \$100,000. The winning individual and team are invited to ring the closing bell at the New York Stock Exchange.

The *New York Times* has cited the Siemens awards as "among the nation's most prestigious science prizes." In 2005, nearly 1,700 students entered the competition, a participant increase of 13 percent. The national winning research projects focused on improving software for genetic data analysis and developing a new approach for solving a 19th century math problem, known as the Dirichlet Problem. Past winners have identified genetic mutations that cause cystic fibrosis and breast cancer, discovered new ways of grafting polymers, created text-to-speech recognition software, discovered new galaxies, and provided insight into the inner workings of the human brain.

For more information on the Siemens Foundation or the Siemens Competition in Math, Science, and Technology, please contact Marie Gentile at marie.gentile@siemens.com.



Michael Viscardi's genetics research won top honors at the 2005-2006 Siemens Competition in Math, Science, and Technology. (l. to r.): Peter von Siemens, Siemens Foundation board member; Thomas N. McCausland, chairman of the board, Siemens Foundation; Dr. Constance Atwell, lead judge; Michael Viscardi, individual winner; Bettina von Siemens, Siemens AG; and Jack Bergen, president, Siemens Foundation



National finalists in the 2005-2006 Siemens Competition in Math, Science, and Technology took the stage.

Sprint Nextel Achievement Program

www.sprint.com/community/home.html

"I have been fortunate to receive two Sprint Nextel Achievement Program grants. The grants were used to help high school students with mental, physical, and behavioral disabilities learn necessary skills to make the transition from school into adulthood. ...Neither of these two innovative approaches to teaching students with special needs would have been possible due to school budget restrictions.

"The Sprint Nextel Achievement Program allowed me to identify a need in the classroom, formulate a plan to address the need, propose a solution, request funding to meet the needs of my students, analyze student achievement, and submit a final report on the program to show accountability and student progress."

—Beth Cooper,
Grain Valley High School (Missouri)



Through a work simulation involving pre-vocation workboxes and a time clock, special needs-students learned skills necessary to transition from school to adulthood.

If you want to know how to best solve a problem, ask the people who deal with the situation daily. That's what Sprint Nextel did in 2004 to launch its K-12 education commitment. Sprint Nextel wanted to make sure its resources were appropriate and effective for K-12 programs and that, more importantly, they met the needs of those on the front line: educators.

Sprint Nextel convened 16 area superintendents to ask them directly, "What is the best way Sprint Nextel can support K-12 education?" The superintendents' responses were clear:

- 1) Educators are knowledgeable about what works best in the classrooms; give them the resources and they'll know how to succeed.
- 2) If Sprint Nextel is truly serious about affecting change in the classroom, everything it funds must include a component for the student, the family, and the educator.



Together with NEXTEL

Sprint Nextel was listening. The company designed a competitive grant program specifically for educators. Launched in October 2004, the Sprint Nextel Achievement Program provides grants to K-12 public educators in amounts between \$500 and \$5,000 for classroom-based projects that increase student achievement, provide enriched development opportunities for educators, and encourage increased family involvement in the student's education.

Sprint Nextel has given educators a voice in the creation and management of the program. Sprint Nextel removed itself from the grant review process and instead recruits the expertise of local educators, administrators, and education community leaders to collectively review every anonymous application, providing detailed written feedback on the strengths and weakness of each request — critical feedback that is later provided to each applicant. Sprint Nextel also offers a free grant writing course to any public educator interested in learning more about writing a grant.

Since 2004, the Sprint Nextel Achievement Program has received 414 grant applications and has awarded 183 grants for a total of \$600,000. The program has reached 30 area school districts in Missouri and Kansas.

The Sprint Nextel Achievement Program is a simple, innovative program that directs funding straight into the classroom and supports projects that have a long-term effect on an educator's level of experience and a student's capacity to achieve. It is currently open to public educators in select counties in Kansas and Missouri and will be expanded to other major markets in 2007.

For more information about the Sprint Nextel Achievement Program, please contact Theresa Alcazar, senior manager of community relations, at theresa.alcazar@sprint.com.



Special-needs students benefited from a Life Center classroom that is complete with a kitchen and laundry center.



SchoolMatters

www.schoolmatters.com

Standard & Poor's, with the support of the Broad Foundation and the Bill & Melinda Gates Foundation, created SchoolMatters, a project of the National Education Data Partnership. SchoolMatters aims to arm the public with objective data and analysis to debunk the myths and counter the anecdotes that historically have driven education decision-making in the United States.

The partnership was founded on a shared belief that a transparent, national platform, such as SchoolMatters, can unite the nation in celebrating successes and identifying areas for change in our public school systems. Without a platform to track progress, monitor performance, and analyze the return on the public's investment in education, creating sustained and systemic improvement in education will remain a challenge in the years to come.

SchoolMatters helps business leaders find academic, financial, and demographic information for every public school, school district, and state in the country. It also helps to identify trends and challenges, better understand the relationship between spending and student achievement, and pinpoint school districts that are performing better than their peers.

SchoolMatters is far more than a library of education statistics. It includes analytical tools that tell the stories behind the numbers to stimulate discussion about the best ways to improve public education.

We all have a stake in public education. By coming together with similar views and values about the purpose of public education and being prepared to work collectively, business can help dramatically improve the U.S. public education system.

For more information about SchoolMatters, please contact Jesse Gutierrez at jesse_gutierrez@standardandpoors.com.

"[SchoolMatters] will help our state's education leaders become better informed and better-prepared to make decisions that impact our state's schools and our children's educations."

—Former North Carolina Governor Jim Hunt, who serves on the National Advisory Board of Standard & Poor's

STANDARD & POOR'S

[About Us](#) | [News & Publications](#) | [The Learning Center](#) | [Sign up for E-mail Updates](#)

SchoolMatters
STANDARD & POOR'S

A place for parents, educators and leaders to research information about public schools.
Educate. Empower. Engage.

Now to the site? [Visit the Learning Center](#) to get started.

Search for a School or District
 School District
Name City State
and/or

Find State Information
Browse performance, spending and demographic information for any state.

Find National Information
Learn more about public education in the United States.

Updates
[SAP Identifies Outperforming States on Nation's Recent CTE](#)
[SAT, ACT Scores Added to SchoolMatters.com](#)
[Standard & Poor's Analyzes the "62 Percent Solution"](#)
[SAT and ACT - What do they mean?](#)
[SAP Focuses on Rural Healthcare, Pension Costs](#)

Success Stories
[SchoolMatters Helps Teachers Migrate Students](#)
"SAP's analysis helped our students understand how growth in their individual proficiency led to their schools' success and the success of the district."
[SchoolMatters Helps Leaders with Rural Education Initiatives](#)
"The trends data and better-performers tool helped us make comparisons over time and among similar districts."
[How SchoolMatters Helped a School District Increase Funding](#)
"Finally we had the data to take to the community to change budget discussions."
[View all Success Stories...](#)

Privacy Notice | Terms of Use | CESSO Disclaimer | Site Map | Help | Contact Us
Copyright © 2005 Standard & Poor's, a division of The McGraw-Hill Companies, Inc. All rights reserved.

Standard & Poor's created SchoolMatters.com in conjunction with the National Education Data Partnership, the Broad Foundation, and the Bill & Melinda Gates Foundation.

SchoolMatters helps business leaders find academic, financial, and demographic information for every public school, school district, and state in the country.

State Farm Learning and Teaching Exchange (S.L.A.T.E.)

www.statefarm.com/edexcell/exchange.htm

"I have been the principal of Tri-Valley Elementary School, a small pre-K through 3rd grade school in central Illinois, for the past seven years. Our school was involved in the beginning of the S.L.A.T.E. program. At the time, we were deep in the woes of budget issues and as a result, staff development was virtually nonexistent.

"Our main school improvement goal was to increase math scores as measured by the Illinois State Assessment Program, which provides state norms, and the Iowa Tests of Basic Skills, which provides a snapshot of how our students rank with other students and schools nationally.

Many schools in the United States are unable to provide adequate professional development for teachers because there is a lack of qualified and available substitute teachers or because professional development tends to be one of the first items cut in a tight budget. State Farm Insurance has developed a program to work in partnership with schools to address these concerns and create opportunities for both State Farm employees and teachers seeking additional training.

The State Farm Learning and Teaching Exchange (S.L.A.T.E.) program builds on an existing company policy allocating State Farm employees a yearly paid Education Support (ES) day to volunteer in a local school. Through S.L.A.T.E., State Farm employees can use this opportunity to volunteer as a state-certified substitute teacher so a partnering teacher can attend a prearranged professional development opportunity as determined by their school system.

The S.L.A.T.E. program provides a cost savings to the partnering school districts because they do not need to use their funds to hire substitutes. Schools can instead allocate their substitute teacher budget for occasions when teachers are sick or have an immediate need to be out of the classroom. Prior to their involvement, all State Farm employees involved in this program meet state substitute teaching certification requirements and attend a half-day workshop on school policy and strategy.

S.L.A.T.E. allows State Farm employees, as community citizens and taxpayers, to truly understand the environment and challenges of today's schools, which is a fundamental challenge in any partnership. In addition to using S.L.A.T.E. to support their local schools and teachers, State Farm employees can designate S.L.A.T.E. as one of their own developmental opportunities, since teaching helps develop presentation skills, critical thinking, and organizational and

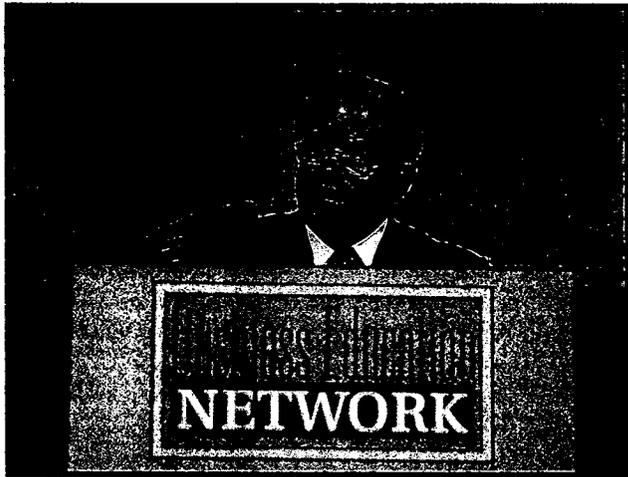


time management skills. Many S.L.A.T.E. volunteers spend more than just their one ES day in the classroom as a result.

Most importantly, S.L.A.T.E. increases the likelihood that teachers receive the professional development they want and that the U.S. education system benefits from highly trained educators.

This is an easily replicable partnership and the effect of this simple gesture goes a long way as better-trained teachers provide effective and quality education.

For more information about S.L.A.T.E., please contact Kathy Havens Payne, Director for Education Leadership - Education Excellence, at kathy.h.payne.jda2@statefarm.com.



State Farm Insurance is a prominent corporate supporter of education. At the 2005 BEN Summit, Chairman and CEO Ed Rust presented a keynote address.

"With the help of S.L.A.T.E. volunteers, I was able to reinstate staff training and take advantage of workshops, seminars, and conferences. This teacher training on our math education curriculum encouraged teachers to increase math teaching to approximately one hour per day, resulting in 100% of our students, including special education students, meeting or exceeding expectations on the state tests last spring. There is no doubt in my mind that S.L.A.T.E. was the catalyst and support that helped us reach this goal!"

—Rebecca Lockett,
Principal, Tri-Valley Elementary School

2005 BEN ACTIVITIES

"Ten years ago, when our salespeople visited a school, they were being asked what kind of free materials would accompany their purchases. Today, they're being asked what impact our products will have on student achievement."

—Margery Mayer,
President of Scholastic Education

BEN founding companies identified the following topics as education priorities for 2005–2006:

- Educator Development
- Effectiveness and Accountability
- Literacy
- Math, Science, and Technology
- Student Motivation

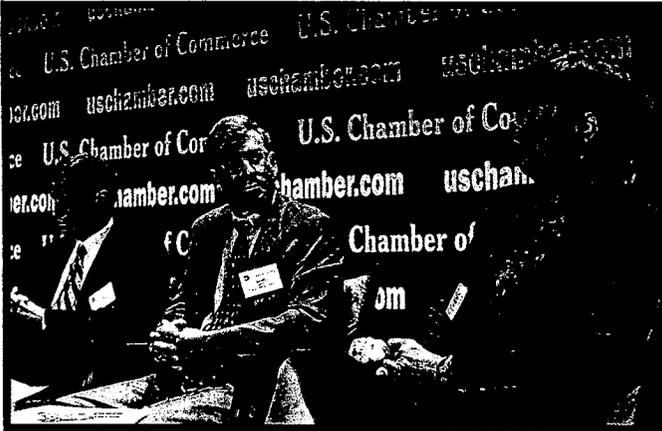
The Business Civic Leadership Center (BCLC) created the Business Education Network (BEN) in partnership with the U.S. Chamber of Commerce and 11 founding companies. On October 6, 2005, BEN publicly launched in Washington, D.C. at the inaugural BEN Summit.

Creating BEN

BEN is the result of nearly two years of planning among a dedicated group of professionals from the private, non-profit, education, and government sectors. It began with BCLC's 2004 Partnership Conference, "Business and K–12 Education Partnerships." Several events followed in 2005 to bring BEN to where it is today:

- On April 2, Ann Cramer (IBM), Barbara Haight (Booz Allen Hamilton), Stephen Jordan (BCLC), and Bill Shore (GlaxoSmithKline) facilitated a half-day workshop with various companies and the Center for Corporate Citizenship at Boston College. The group focused on trends in business involvement in education and shared lessons learned from current or past partnerships.
- BCLC hosted planning retreats and regular conference calls with companies and education organizations to coordinate the official BEN launch and to establish the 2006 agenda and working groups.
- Booz Allen Hamilton donated IT services to develop the BEN beta site, which was unveiled at the first BEN Summit on October 6 in Washington, D.C.
- BCLC collected information on more than 300 U.S. business-education programs to make up the Partnership Profiles section of the BEN Web site.
- BCLC initiated monthly national conference calls, which continue to feature education experts as guest presenters, updates from working group chairpersons, and commentary from call participants.

2005 BEN ACTIVITIES



Tom Vander Ark, Bill & Melinda Gates Foundation; Scott Smith, Tribune Publishing Company; and Margery Mayer, Scholastic Education presented during a BEN Summit plenary session.

This new accountability has caused a tremendous shift in focus among U.S. schools, perhaps best captured by a statement from Margery Mayer, president of Scholastic Education: "Ten years ago, when our salespeople visited a school, they were being asked what kind of free materials would accompany their purchases. Today, they're being asked what impact our products will have on student achievement."

Theme II: Communication

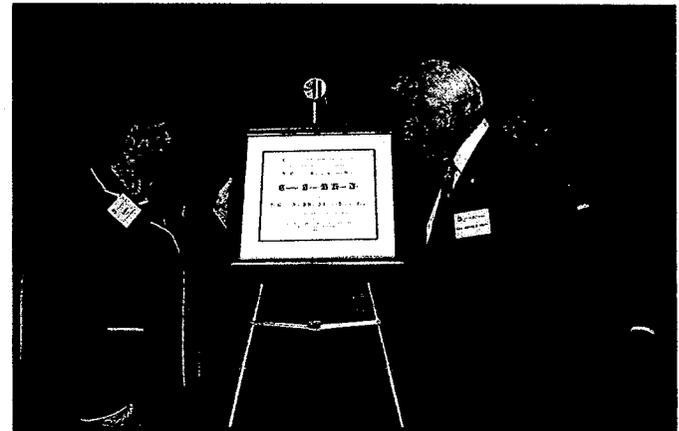
While business can make a strong contribution to public education, several speakers noted that the problem — and solution — is larger than any single stakeholder group. Parents, politicians, businesses, nonprofits, philanthropists, unions, educators, students, and the community at large must all recognize the scale of the problem and work together to address it.

The 2005 BEN Summit

The first annual BEN Summit took place October 5–7, 2005, in Washington, D.C. More than 400 people came together to hear from federal and state officials, Fortune 500 CEOs, and other prominent individuals, all of whom focused on identifying and addressing the critical needs of our K–12 education system. Summit participant Brett Pawlowski of DeHavilland Associates summarized the key themes.

Theme 1: Assessment and Accountability

There was clear consensus among the speakers that the No Child Left Behind Act (NCLB), signed into law in January 2002, is forcing positive changes into public education. Passed with strong bipartisan support, NCLB requires schools to test children on their math and reading skills in grades 3–8, then once more in high schools. Data are disaggregated, meaning that average scores can no longer hide poor performance among any student subgroups, and there are consequences for schools that do not show progress being made by every subgroup present at the school.



The U.S. Chamber's Suzanne Clark presented former North Carolina Governor James B. Hunt with the BEN Excellence in Education Leadership award at the 2005 BEN Summit.

2005 BEN ACTIVITIES

"More than 90 percent of corporate involvement is locally based — companies should not overlook opportunities to join or engage with school boards or work with individual schools (through volunteering, etc.) to raise achievement."

— Stephen C. Jordan
Vice President and Executive Director
Business Civic Leadership Center

Theme III: Business' Role in Education

There were many thoughts and suggestions about the role U.S. businesses can play in education:

- **Approach education as a partner.** Gene Hickok (U.S. Department of Education) and other presenters noted that it is easy to not be heard when you are simply demanding better results of schools.
- **Get involved at any level.** Stephen Jordan (BCLC) noted that more than 90 percent of corporate involvement is locally based — companies should not overlook opportunities to join or engage with school boards or work with individual schools (through volunteering, etc.) to raise achievement.
- **Make a difference politically.** Former North Carolina Governor Jim Hunt explained that the business community's support was vital for advancing his education agenda in North Carolina. Governor Hunt encouraged businesses to participate in school boards and get involved in local, state, and national education policy debates.
- **Lend business expertise.** The education market is starting to operate more like business, and speakers identified many areas in which business can help educators and administrators grow and adapt. The creation of BEN demonstrates a renewed commitment by members of the U.S. business community to engage as partners to improve education quality and competitiveness. While 2005 was an eventful and successful year for BEN, the coming years will bring increased partnership opportunities and progress in impacting student achievement as the coalition continues to grow.

Visit www.dehavillandassociates.com to view Pawlowski's full summary of the 2005 BEN Summit.

MOVING FORWARD IN 2006

The successful launch of the Business Education Network (BEN) and the overwhelming interest in education by U.S. Chamber of Commerce members led to the development of a new U.S. Chamber Workforce and Education Initiative that will launch in 2006. BEN, the Center for Workforce Preparation, the U.S. Chamber's workforce policy director, and other U.S. Chamber officials are working to build this initiative to support the development of a strong workforce.

For 2006, BEN has established a Business Leaders Council and an Advisory Council of education experts to continue to grow and strengthen the coalition and expand its reach. BEN will identify effective business-education partnerships nationwide that improve student achievement, learn from them, and share these lessons and other useful information through the network. BEN will use its Web site, monthly calls, regional forums, and the annual Summit to share research, reports, effective models, and strategies that support student achievement and illustrate how the private sector can make a difference.

BEN will create opportunities for companies, education leaders, and policymakers to work together on the latest issues, themes, research, and legislation. To date, we have hosted distinguished speakers such as Michael Cohen, Achieve, Inc. president; Ed Rust, State Farm Insurance chairman and CEO; Deputy Secretary Raymond Simon, U.S. Department of Education; Dr. Roy Vagelos, retired Merck CEO and member of the National Academies of Science; and former West Virginia Governor Bob Wise, Alliance for Excellent Education president.

BEN is here to mobilize the business community and its partners so that the United States can better prepare today's students to be successful as the next generation of employees and leaders. We invite you to become involved with this important movement. For more information, please contact BEN at 202-463-3133 or BEN@uschamber.com.

APPENDIX I: MEMBERS OF THE 2005 BEN STEERING COMMITTEE

A group of business leaders came together in 2005 to form the BEN Steering Committee, led by 11 remarkable companies. They were accompanied by several experts from the education sector. In 2006, these two groups became BEN's Business Leaders Council and Advisory Council, respectively, and continue to grow and to strengthen BEN's national reach and impact.

Michael Cohen, President
Achieve, Inc.

Barbara Haight, Senior Community Relations Manager
Booz Allen Hamilton

Stephen C. Jordan, Vice President and Executive Director
Business Civic Leadership Center

Susan Traiman, Director of Education and Workforce Policy
Business Roundtable

Daniel J. Cardinali, President
Communities in Schools

Bill Shore, Director of U.S. Community Partnerships
GlaxoSmithKline

Ann Cramer, Director of Corporate Community Relations
IBM

Michael Kimsey, Executive Director
Kimsey Foundation

Bernard J. Milano, President and Trustee
KPMG Foundation

Andy Chaves, Manager of Youth Career Services Program
Marriott International

Jay Engeln, Resident Practitioner for
Business and School Partnerships
National Association of Secondary School Principals

Joni Henderson, Vice President
National Board for Professional Teaching Standards

Mary Wong, Director of Community Relations
Office Depot

Perry D. Benson III, Senior Program Manager
Oracle

James Whaley, Vice President
Siemens Foundation

Theresa Alcazar, Senior Manager
of Community Relations
Sprint Nextel

Tom Sheridan, Vice President
Standard & Poor's School Evaluation Services

Kathy Havens Payne, Director for
Education Leadership – Education Excellence
State Farm Insurance

APPENDIX II: EDUCATION RESEARCH AND RESOURCES

Achieve — a bipartisan, nonprofit organization that helps states raise academic standards to prepare all young people for postsecondary education, work, and citizenship
www.achieve.org

ACT — an independent, nonprofit organization that provides more than 100 assessment, research, information, and program management services in the broad areas of education and workforce development
www.act.org

Alliance for Excellent Education — dedicated to promoting high school transformation to make it possible for every child to graduate prepared for postsecondary education and success in life
www.all4ed.org

American Association for the Advancement of Science (AAAS) — international nonprofit organization dedicated to advancing science around the world
www.aaas.org

American Competitiveness Initiative — the George W. Bush Administration's proposal to increase American competitiveness through education; announced during the 2006 State of the Union Address
www.whitehouse.gov/stateoftheunion/2006/aci/

American Enterprise Institute for Public Policy Research — a private, nonpartisan, nonprofit institution dedicated to research and education on issues of government, politics, economics, and social welfare
www.aei.org

American Institutes for Research — one of the largest behavioral and social science research organizations in the world whose work covers various areas, including education and human development
www.air.org

Bill & Melinda Gates Foundation — created by Microsoft founder Bill Gates and his wife, Melinda, to help reduce inequities in four primary areas, including education
www.gatesfoundation.org

Broad Center for the Management of School Systems — offers training programs to prepare business executives to lead urban public school systems
www.broadcenter.org

Burroughs Wellcome Fund — an independent private foundation dedicated to advancing the medical sciences by supporting research and other scientific and educational activities
www.bwfund.org

APPENDIX II: EDUCATION RESEARCH AND RESOURCES

Business Coalition for Educational Excellence at the New Jersey Chamber of Commerce (BCEE) — committed to ensuring that students achieve at high levels and are well-prepared to succeed in the workplace
www.bcee.org

Center for American Progress — a nonpartisan research and educational institute
www.americanprogress.org

Center on Reinventing Education — studies major issues in education reform and governance in order to improve policy and decision-making in K-12 education
www.crpe.org

Chronicle of Higher Education — a publication that offers news, information, and job banks for college and university faculty members and administrators
<http://chronicle.com>

Chronicle of Philanthropy — a publication that covers a variety of philanthropic issues, including education, and lists various workshops throughout the country
<http://philanthropy.com>

College Board — a nonprofit membership association whose mission is to connect students to college success and opportunity; comprises more than 5,000 schools, colleges, universities, and other educational organizations
www.collegeboard.com

Communities in Schools (CIS) — a community-based organization helping kids succeed in school and prepare for life
www.cisnet.org

Council for Corporate and School Partnerships — a forum for the exchange of information, expertise, and ideas to ensure that partnerships between businesses and schools achieve their full potential for meeting key educational objectives
www.corpschoolpartners.org

Council of Chief State School Officers (CCSSO) — a nonpartisan, nationwide nonprofit organization of public officials providing leadership, advocacy, and technical assistance on major educational issues
www.ccsso.org

Data Quality Campaign — a national effort to encourage the collection and use high-quality education data and the implementation of state longitudinal data systems to improve student achievement
www.dataqualitycampaign.org

APPENDIX II: EDUCATION RESEARCH AND RESOURCES

Education Commission of the States — a nonprofit state membership organization that provides information exchange and partnership opportunities for state policy-makers and education leaders
www.ecs.org

Educational Testing Service (ETS) — a nonprofit organization that helps measure the educational and intellectual progress of children; products include the SAT and the GRE exams
www.ets.org

Education Sector — an independent, nonpartisan, nonprofit education think tank
www.educationsector.org

Education Trust — works for the high academic achievement of all students at all levels, pre-kindergarten through college, to close the achievement gaps
www.edtrust.org

Education Week — a weekly news publication dedicated to American education issues; sister publications are Teacher Magazine and Agent K-12
www.edweek.org

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) — a U.S. Department of Education discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education
www.ed.gov/programs/gearup

Grantmakers for Education — provides professional development, information, and networking to grantmakers to help foundations and donors improve achievement and opportunities for all students through their investments
www.edfunders.org

International Partnership Network — promotes the worldwide exchange of information, practical experience, and research around education, business, and community partnerships
www.theipn.org

JA Worldwide (JA) — a nonprofit organization working in partnership with the U.S. Chamber's Center for Workforce Preparation to develop a Work Readiness Credential — a valid, reliable, assessment-based certification of entry-level work readiness skills defined by business
www.ja.org

APPENDIX II: EDUCATION RESEARCH AND RESOURCES

Just for the Kids — aims to help members of public school communities work successfully with educators to raise student achievement
www.communitiesjust4kids.org

Manhattan Institute — a think tank dedicated to fostering greater economic choice and individual responsibility; focused on several topics, including education reform
www.manhattan-institute.org

National Academy of Sciences — a society of distinguished scholars engaged in scientific and engineering research and dedicated to furthering science and technology
www.nasonline.org

National Association of Secondary School Principals — an organization of middle-level and high school principals, assistant principals, and aspiring school leaders from different countries around the world seeking to promote excellence in school leadership
www.nassp.org

National Board for Professional Teaching Standards — an independent, nonprofit, nonpartisan organization focused on establishing high and rigorous standards for what accomplished teachers should know and be able to do
www.nbpts.org

National Center for Educational Accountability — promotes higher student achievement through the collection and use of data that improve decision-making and identify practices that work
www.nc4ea.org

National Council for Community and Education Partnerships (NCCEP) — brings together colleges and universities with local K-12 schools, parent groups, businesses, government agencies, foundations, corporations, and community-based organizations to create education change
www.edpartnerships.org

National Science Foundation — an independent federal agency created by Congress in 1950 to promote the progress of science; advance the national health, prosperity, and welfare; and secure the national defense
www.nsf.gov

National Science Resource Center — seeks to improve the learning and teaching of science in school districts in the United States and throughout the world through the development of strategic partnerships
www.nsrconline.org

APPENDIX II: EDUCATION RESEARCH AND RESOURCES

New Leaders for New Schools — a national nonprofit organization that selects and trains individuals from within education, as well as former educators, to become urban public school principals
www.nlms.org

New Schools Venture Fund — a venture philanthropy firm that raises early-stage capital from institutional and individual donors to invest in promising education entrepreneurs who create high-quality, scalable solutions that address critical education problems
www.newschools.org

The New Teacher Project — a national nonprofit organization that partners with educational entities to increase the number of outstanding public school teachers and create environments for all educators to maximize student achievement
www.tntp.org

No Child Left Behind Act — embodies the four principles of President Bush's education reform plan: stronger accountability for results, expanded flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work
www.nochildleftbehind.gov

Public Education Network — a national association of local education funds and individuals working to advance public school reform in low-income communities across our country
www.publiceducation.org

School Matters — gives policymakers, educators, and parents tools to make better-informed decisions that improve student performance
www.schoolmatters.org

The Science Coalition — works to expand and strengthen the federal government's investment in university-based scientific, medical, engineering, and agricultural research
www.sciencecoalition.org

Students in Free Enterprise — a global nonprofit organization that works in partnership with business and higher education to provide the opportunity for students to develop community outreach projects based on educational topics: Market Economics, Success Skills, Entrepreneurship, Financial Literacy, and Business Ethics
www.sife.org

Tapping America's Potential — a campaign by 15 business organizations to double the number of science, technology, engineering, and math graduates with bachelor's degrees by 2015
www.tap2015.org

APPENDIX II: EDUCATION RESEARCH AND RESOURCES

Task Force on the Future of American Innovation — comprised of organizations from industry and academia; advocates for increased federal support for research in the physical sciences and engineering
www.futureofinnovation.org

Thomas B. Fordham Foundation — supports research, publications, and action projects of national significance in elementary/secondary education reform, as well as significant education reform projects in Dayton, Ohio, and vicinity; has assumed the work of the Educational Excellence Network
www.edexcellence.net

Urban Institute — an organization that analyzes policies, evaluates programs, and informs community development to improve social, civic, and economic well-being
www.urban.org

U.S. Department of Education — the federal agency dedicated to ensuring equal access to education and to promoting educational excellence throughout the nation
www.ed.gov

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

The following list of companies and corporate foundations was compiled with data from the Foundation Center in Washington, D.C., and the Business Civic Leadership Center. BCLC also would like to recognize the thousands of small and midsize companies and state and local chambers of commerce that support education initiatives in their communities.

3M	Amgen
3M Foundation	Amica Companies Foundation
Abbott Laboratories	Amsted Industries Foundation
ADC Foundation	Anheuser-Busch Companies
AEGON Transamerica Foundation	Anheuser-Busch Foundation
Aetna Foundation	Anthem Foundation
AGCS Foundation	A.O. Smith Foundation
Agere Systems	Aon Foundation
Agilent Technologies	Applera Charitable Foundation, Inc.
Agilent Technologies Foundation	Applied Materials Education Initiative
Air Products Foundation	Armstrong Foundation
Albertsons	ArvinMeritor
Alcoa Foundation	Assurant Foundation
Altria Fund	Assurant Solutions
AMD	AT&T Foundation
American Express Foundation	Autodesk, Inc.
American Honda Foundation	AutoNation, Inc.
American Specialty Foundation	AXA Foundation
Amerisure Mutual Insurance	Bank of America Charitable Foundation
Ames Stores Foundation, Inc.	Baxter Foundation

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

Bayer	CarMax Foundation
BB&T	Caterpillar
Bechtel Foundation	Celanese Americas Foundation
BellSouth	ChevronTexaco Foundation
Ben & Jerry's Foundation	Chiron Charitable Foundation
Best Buy	CIGNA
Best Buy Children's Foundation	Cisco
Bestfoods Educational Foundation	Citigroup
Boeing	Citigroup Foundation
Boeing Company Charitable Trust	CMS Energy Foundation
Booz Allen Hamilton	Coca-Cola Company
Boston Capital Foundation	Coca-Cola Foundation
Bridgestone/Firestone Trust Fund	Comerica Charitable Foundation
Bristol-Myers Squibb	ConAgra Foods Foundation
Bristol-Myers Squibb Foundation	ConocoPhillips
BSA Lifestructures Foundation	Convergys Foundation, Inc.
Bunge Corporation Foundation	Cooper Industries Foundation
Burlington Northern Santa Fe Foundation	Cooper Industries, Inc.
Burlington Resources Foundation	Cooper Tire & Rubber Foundation
Calpine Foundation	Countrywide Home Loans, Inc.
Candle Foundation	Cummins Foundation
Cardinal Health Foundation	Cummins Inc.
Cargill	CVS/pharmacy

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

DaimlerChrysler Corporation Fund	EDS Foundation
Dannon Research Institute, Inc.	Electronics for Imaging, Inc.
Davey Company Foundation	EMI Group North America, Inc.
Deloitte Foundation	Energizer Charitable Trust
Deutsche Bank Americas Foundation	Entergy Charitable Foundation
Dollar General Corporation	Enterprise Rent-A-Car Foundation
Dominion	Estee Lauder Companies Inc.
Donnelley & Sons	Evenflo Company, Inc.
Donnelley Foundation, R.R.	EW Scripps Company
Dow Chemical	ExxonMobil
Dow Corning Corporation	ExxonMobil Foundation
Dow Corning Foundation	FairWyn Fund
Dow Jones & Company, Inc.	Fannie Mae Foundation
Duke Energy	Farmers Insurance Group Safety Foundation
DuPont	Federated Department Stores Foundation
Dynegy Inc.	Fidelity
Eastman Chemical Company Foundation	Fila USA Inc.
Eastman Kodak Company	Flextronics Foundation
Eaton Charitable Fund	Fluor
Eaton Corporation	FM Global Foundation
Eckerd Corporation Foundation	Food Lion, LLC
Ecolab Foundation	Forbes Foundation
EDS	Ford Motor Company

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

Freddie Mac	Handy & Harman Foundation
Fuji Photo Film U.S.A., Inc.	Hanna Andersson Children's Foundation
Fuller Company	Hasbro Children's Foundation
Gannett Foundation Grants	Heidelberg USA, Inc.
General Electric	Heinz Company
GE Foundation	Henckels Foundation
GE Insurance Solutions	Hershey Foods
GenCorp Foundation Inc.	Hewitt Associates LLC
General Mills	Hewlett-Packard
Genzyme	Hewlett-Packard Company Foundation
GlaxoSmithKline	Higher Education Publications, Inc.
Goldman Sachs	Honeywell
Goldman Sachs Foundation	Honeywell Hometown Solutions Program
Goodyear Tire & Rubber Company	Hooters Community Endowment Fund, Inc.
Google Grants Program	Horizon Organic
Grainger, Inc.	Houghton Mifflin
Grand Circle Foundation, Inc.	Humana Foundation
Grant Thornton Foundation	Hunt Transport Services, Inc.
Green Mountain Coffee Roasters Foundation	Huntsman Corporation
GTECH Holdings	i2 Foundation, Inc.
Guidant Corporation	IAC Foundation
Guidant Foundation	IBM
Hallmark	IBM International Foundation

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

Illinois Tool Works Inc.	KPMG
Infone LLC	KPMG Foundation
Infosource, Inc.	Kraft Foods Fund
Ingram Micro Inc.	Land O' Lakes Foundation
Intel	Lee Foundation
International Paper Company	Leet Electric Foundation, R. W.
J.P. Morgan Chase	Lennox International Inc.
JP Morgan Chase Bank	Leo Burnett Company Charitable Foundation
JP Morgan Chase Foundation	Levi Strauss & Co.
Jack in the Box Foundation	Levi Strauss Foundation
Jacobs Engineering Foundation	Liberate Technologies
Jefferson-Pilot Foundation	Lipton Foundation
John Deere	Little, Brown and Company
John Deere Foundation	Lockheed Martin
Johns Manville Corporation	L'Oreal USA, Inc.
Johnson & Johnson	Lowe's Charitable and Educational Foundation
Johnson Controls Foundation	Lucent Technologies
Johnson Controls, Inc.	Lucent Technologies Foundation
Jones Apparel Group, Inc.	Lyondell Chemical
Kennametal Foundation	MacLean-Fogg Co.
Key Bank	Macromedia, Inc.
Kimberly-Clark	Marasco Newton Whittaker Foundation
Kimley-Horn Foundation	Marathon Ashland Petroleum

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

Marriott International	Mitsubishi International Corporation Foundation
Mattel Children's Foundation	Monroe Auto Equipment Company Foundation
May Department Stores Company	Monsanto Fund
May Department Stores Company Foundation, Inc.	Moody's Credit Markets Research Fund
MBIA Foundation	Morgan Stanley Foundation
MBNA Foundation	Morris USA Inc.
McDonald's	Motorola Foundation
MCI Foundation	MTS Systems Corporation
McKee Foods	Mutual of America Foundation
Medtronic	National Semiconductor
Medtronic Foundation	Nationwide
Mercedes-Benz USA	Navistar International
Merck & Co.	NCR Corporation
Merrill Lynch	NEC Foundation of America
Merrill Lynch & Co. Foundation, Inc.	Neuberger Berman Foundation
Mervyn's, LLC	New England Biolabs Foundation
MetLife	New York Life Foundation
MetLife Foundation	Newman's Own, Inc.
Miami Dolphins	Newman's Own Organics, Inc.
Michelin	Nickelodeon
Microsoft Corporation	Nintendo of America Inc.
Milliken Foundation	Nippon Express Foundation, Inc.
Mitsubishi Electric America Foundation	

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

Norfolk Southern Corporation	PerkinElmer Foundation
Norfolk Southern Foundation	Pfizer
Northrop Grumman	Pfizer Foundation
Northwestern Mutual Financial Network	Pioneer Hi-Bred International, Inc.
Norton & Company	Pioneer Hi-Bred International, Inc. Foundation
Novartis US Foundation	Pitney Bowes Inc.
Novell, Inc.	Pizza Hut, Inc.
Office Depot, Inc.	PMI Foundation
Olivetti Foundation, Inc.	PNC Financial Services Group
Omnicare Foundation	PowerBar Inc.
OMNOVA Solutions Foundation Inc.	PPG Industries Foundation
OneBeacon Charitable Trust	Praxair Foundation
OppenheimerFunds, Inc.	PricewaterhouseCoopers Foundation
Oracle Corporation	Procter & Gamble Fund
Ortho Biotech Inc.	Progress Energy
Orvis-Perkins Foundation	ProLogis Foundation
Otis Elevator	Prudential
Packaging Corporation of America	PTC
Pactiv Corporation	Quark Foundation
Panasonic Corporation of North America	Raymond James Financial, Inc.
Panasonic Foundation, Inc.	Raytheon
Pepsi Bottling Group Foundation, Inc.	Reell Precision Manufacturing
PepsiCo	

APPENDIX III: COMPANIES AND CORPORATE FOUNDATIONS IN THE U.S. THAT INVEST IN EDUCATION

Verizon Foundation	WellPoint Foundation
Vernier Software & Technology LLC	Wells Fargo & Company
Vesper Foundation	Wells Fargo Foundation
ViewSonic Corporation	Western-Southern Foundation, Inc.
VH1 Save the Music Foundation	Weyerhaeuser
Viacom Foundation Inc.	Weyerhaeuser Company Foundation
Victorinox-Swiss Army Knife Foundation	Winn-Dixie Stores Foundation
Vignette Corporation	Sterling Winthrop, Inc.
Visteon Fund	Womble Carlyle
Vulcan Materials Company Foundation	Working Assets Funding Service, Inc.
Wachovia	World Air Holdings, Inc.
Wachovia Foundation, Inc.	World Wrestling Entertainment, Inc.
Wal-Mart	William Wrigley, Jr. Company Foundation
Warburg Pincus Foundation	Xerox Foundation
Washington Mutual Bank	XTO Energy
Waste Management Charitable Foundation	XTRA Corporation Charitable Foundation
Waste Management, Inc.	Yahoo! Inc.
WD-40 Company	Yum! Brands Foundation
Weight Watchers Foundation, Inc.	Zale Corporation
	Zilkha Foundation, Inc.

ACKNOWLEDGEMENTS

The Business Civic Leadership Center would like to acknowledge the following individuals and organizations for their involvement in launching the Business Education Network.

2005 BEN Steering Committee Members

Ben Wallerstein, Dutko Worldwide

Brett Pawlowski, DeHavilland Associates

Booz Allen Hamilton Web Site Design Team

Center for Workforce Preparation, U.S. Chamber of Commerce

Gwen Mannweiler, Dutko Worldwide

Hanover Research Council

Jesse Gutierrez, Standard & Poor's

Leslie Payne, 2005 Summer Fellow,
Georgetown University McDonough School of Business

Lydia Miles Logan, Kimsey Foundation*

Porter Davis, Envision Partnership

Sally Scott Marietta, IBM

Sara Akbar, Oracle

U.S. Chamber of Commerce

**Lydia Miles Logan joined BCLC in January 2006 as the national BEN program manager.*

Editor: Stephen Jordan

Lead Researcher and Writer: Catherine Taylor

Research Fellow: Sara Ripoli

Designer: Victor Scott

ENDNOTES

- ¹Organization for Economic Cooperation and Development, *OECD in Figures*, 2005 edition
- ²U.S. Department of Education, National Center for Education Statistics, *The Condition of Education*
- ³Online Computer Library Center, Inc., 2003 OCLC Environmental Scan, chapter on Economic Landscape
- ⁴U.S. Department of Education, National Center for Education Statistics, *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-2003*
- ⁵National Education Association, *Rankings and Estimates Update*, Fall 2004
- ⁶Tom Mortensen, Postsecondary Education Opportunity (www.postsecondary.org)
- ⁷Achieve, Inc. (www.achieve.org)
- ⁸Achieve, Inc., American Diploma Project, *Ready or Not: Creating a High School Diploma That Counts*, 2004
- ⁹U.S. Department of Labor Bureau of Labor Statistics, 2001
- ¹⁰Achieve, Inc. (www.achieve.org)
- ¹¹Department of Education National Center for Education Statistics, *Enrollment in Postsecondary Institutions, Fall 2004*
- ¹²Achieve, Inc., *Closing the Preparation Gap: Creating a High School Diploma That Counts*, April 2005
- ¹³U.S. Department of Education National Center for Education Statistics, *Integrated Postsecondary Education Data System, Fall 2003*
- ¹⁴Organization for Economic Cooperation and Development, *Education at a Glance 2005, OECD Briefing Note for United States, September 13, 2005*
- ¹⁵U.S. Department of Education, *NAEP 2004 Trends in Academic Progress: Three Decades of Student Performance in Reading and Mathematics*
- ¹⁶U.S. Department of Education National Center for Education Statistics, *Digest of Education Statistics, 2004*
- ¹⁷Organization for Economic Cooperation and Development, *Education at a Glance 2005, OECD Briefing Note for United States, September 13, 2005*
- ¹⁸Business Civic Leadership Center and the Center for Corporate Citizenship at Boston College, *The State of Corporate Citizenship in the U.S.: Business perspectives in 2005*
- ¹⁹This estimate may exclude contributions such as research and development grants, employer-match programs for colleges and universities, and the value of employee volunteer hours for mentoring, reading, tutoring, and other forms of engagement. Additionally, some companies do not aggregate all of the contributions made by their various operating entities. Others do not report their contributions, preferring anonymity, and millions of small and medium-size businesses do not itemize their social contributions. For these reasons, our estimate underreports the full magnitude of business contributions to education.
- ²⁰The Council for Corporate & School Partnerships, *Guiding Principles for Business and School Partnerships*



BCLC
BUSINESS
CIVIC
LEADERSHIP
CENTER

Business Education Network
c/o Business Civic Leadership Center
U.S. Chamber of Commerce
1615 H Street, NW
Washington, DC 20062
202-463-3133
BEN@uschamber.com
www.businesseducationnetwork.net

USCC 55145

EXHIBIT 3

THE 2005
**Business Education
NETWORK**

SUMMIT



USCC 54592

U.S. CHAMBER OF COMMERCE CENTER FOR CORPORATE CITIZENSHIP
Wardman Park Marriott Hotel
Washington, DC
October 5-7, 2005

ELZEY EXHIBIT 3
Offered by Opposer, The Chamber of
Commerce of the United States of America
The Chamber of Commerce of the United
States of America v. United States Hispanic
Chamber of Commerce Foundation
Opposition Number 91/156.321



THE WHITE HOUSE

WASHINGTON

September 29, 2005

I send greetings to those gathered for the 2005 Business Education Network Summit and tribute dinner hosted by the U.S. Chamber of Commerce Center for Corporate Citizenship. Congratulations to Jim Hunt on being honored for your many contributions to our Nation's education system.

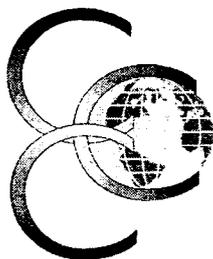
Education is the future of our country and the cornerstone of a hopeful tomorrow. By ensuring a quality education for every child, we fulfill an important duty to our next generation and help them reach as far as their vision and character can take them. Together, we can help give young people the confidence and skills they need to succeed in the jobs of the 21st century and realize the American dream. This conference provides an opportunity for business leaders, government officials, and educators to share ideas and strengthen partnerships that will assist our Nation's youth in achieving their full potential.

I appreciate the U.S. Chamber of Commerce Center for Corporate Citizenship and all those committed to excellence in education. Your efforts to provide children with a foundation for success reflect the character of our Nation.

Laura and I send our best wishes.

A large, stylized handwritten signature in black ink, appearing to read "Laura Bush".

USCC 54593



United States Chamber of Commerce
Center for Corporate Citizenship

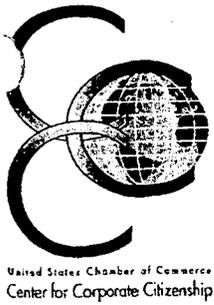


**U.S. Chamber of Commerce Center for Corporate Citizenship
Business Education Network Summit**

**Wardman Park Marriott Hotel ♦ Washington, D.C. 20062
October 5-7, 2005**

Table of Contents

- I. Agenda**
- II. Overview**
- III. Conference Themes**
- IV. Presenting the Business Education Network**
- V. Additional Resources**
- VI. Speaker Biographies**
- VII. Attendee List**
- VIII: Acknowledgements**



U.S. Chamber of Commerce Center for Corporate Citizenship
Business Education Network Summit
Bringing Together Leaders for Effective Business Involvement in Education

Wednesday, October 5 – Friday, October 7, 2005

Wardman Park Marriott Hotel
2660 Woodley Road, NW
Washington, D.C., 20008

Agenda

Wednesday, October 5

1:00 p.m.
Convention Registration 2

Pre-Summit Registration Opens

2:00 p.m. – 5:00 p.m.
Marriott Ballroom, Salon 3

Pre-Summit Workshop: Tools for Investing in Education
Organized by National Center for Education Accountability

- Aimee Guidera, Business Outreach, National Center for Educational Accountability
- Susan Luce, Director, Communities Just for the Kids

4:00 p.m.
Convention Registration 2

Summit Registration Opens

5:00 p.m. – 6:30 p.m.
Marriott Foyer

Summit Kick-Off Reception

9:00 a.m. – 10:15 a.m.
Marriott Ballroom Salon 3

**Leadership Roundtable: Next Steps for Promoting Cooperation
Between Education and Business Leaders**

In light of the recent hurricanes, it is more important than ever for business and education leaders to work together more effectively. This panel will discuss prospects for business and education cooperation from the policy, business, partnership, and philanthropic perspectives.

- Tom Luce, Assistant Secretary, Office of Planning, Evaluation and Policy Development, U.S. Department of Education
- Margery Mayer, President, Scholastic Education
- Scott Smith, President, Tribune Publishing Company
- Tom Vander Ark, Executive Director, Education, Bill and Melinda Gates Foundation
- Moderator: Stephen Jordan, U.S. Chamber of Commerce Center for Corporate Citizenship

10:15 a.m. – 10:30 a.m.
Marriott Ballroom Salon 3 Foyer

Break

10:30 a.m. – 11:45 a.m.
Marriott Ballroom Salon 3

Plenary: Business Education Partnerships in and across States

Leaders that have created positive change through business-education partnerships at various levels within the state education system share success stories and propose opportunities for future success.

- Dana Egreczky, President, Business Coalition for Educational Excellence, New Jersey Chamber of Commerce
- Gene Hickok, former Deputy Secretary of Education, and Senior Policy Director, Dutko Worldwide
- G. Thomas Houlihan, Executive Director, Council of Chief State School Officers
- Moderator: Arthur Rothkopf, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce

11:45 a.m. – 12:00 p.m.
Marriott Ballroom Salon 3 Foyer

Break

Strategy Working Session B. – Measurement/Metrics and Performance Evaluation

This session will teach business partners how educators measure success as well as answer questions about their partnerships, such as; How do business partners evaluate different programs? How do business partners evaluate education success? How do business partners evaluate impact on their business?

- Michael Cohen, President, Achieve
- Robert Durante, Director of Business Development, School Evaluation Services, Standard & Poor's
- Susan Luce, Director, Communities Just for the Kids
- Tom Luce, Assistant Secretary, Office of Planning, Evaluation and Policy Development, U.S. Department of Education
- Moderator: Susan Traiman, Director of Education and Workforce Policy, Business Roundtable

Strategy Working Session C. - How Can Business Process Management Tools Be Useful to Schools?

Financial contributions are not the only resource businesses can offer schools. Rather, management expertise as is often can help institutions streamline and use existing resources more effectively.

- Dr. Jack Dale, Superintendent, Fairfax County Schools , Fairfax, VA
- Jack Grayson, President and CEO, America Productivity and Quality Center
- Joel D. Herbst, Principal, South Plantation High School
- Mollie Mitchell, Director, Broad Center for the Management of School Systems
- Moderator: Dr. Toby Malichi, Malichi International, Ltd.

Model Working Session B. – Closing the Achievement Gap

At-risk communities pose specific challenges for business education partnerships: fewer resources, disparate levels of language proficiency, higher turnover, etc. In this session, speakers share success stories of programs which have helped to address these issues.

- Mike Feinberg, Co-Founder KIPP
- Kati Haycock, Executive Director, Education Trust
- Bill Milliken, Founder, Communities in Schools
- Moderator: Stephen Jordan, VP and Executive Director, U.S. Chamber of Commerce Center for Corporate Citizenship

Model Working Session C. – Models for Partnerships in Math, Science and Technology

U.S. student achievement in math and science continues to fall increasingly behind the rest of the world. With serious implications for research and technology firms, the private sector looks to these test scores as an indicator threatening future competitiveness. In this session, practitioners from private-public partnerships focusing on math and science will contextualize the problem and make recommendations for possible solutions.

- Clare Dolan, Vice President Oracle Academic Initiative
- Brenda Musilli, Director of Intel Education
- Carr Thompson, Senior Program & Communications Officer, Burroughs Wellcome Fund
- Moderator: James Whaley, Vice President, Siemens Foundation

4:45 p.m.

*Pick Up at the Marriott
Wardman Park
24th Street Entrance*

Buses Depart for Congressional Reception

Summit participants who do not make the scheduled bus departure time may taxi to Rayburn House Office Building at Independence Avenue and First Street S.W. The Reception is in Room 2175 at Rayburn.

5:30 p.m. – 7:30 p.m.

*The Rayburn
House Office Building

Room 2175*

Congressional Reception

Network with congressional leaders in education during a Capitol Hill Reception for BEN Summit participants in the U.S. House of Representatives Committee on Education and the Workforce hearing Room, Room 2175.

- Introduction: Bill Little, President and CEO, Quam-Nichols Company, and Chairman, National Chamber Foundation
- The Honorable John Boehner, Chairman, Committee on Education and the Workforce, U.S. House of Representatives

Last bus departs from the corner of South Capitol and D Street at 7:45 p.m. Participants who do not make the scheduled bus departure time may taxi back to the hotel.

7:00 p.m.

Break for Dinner

Suggestions and contacts for dinner reservations at area restaurants can be found at the Summit registration desk on October 6.

11:15 a.m. – 11:45 a.m.
Marriott Ballroom Salon 3

BEN Beta Portal Presentation

The Business Education Network of the U.S. Chamber of Commerce will unveil a new Web-based information portal that will serve as content-rich resource for business leaders who support or are interested in supporting initiatives in education. Please complete the conference evaluation to offer suggestions on additional content for the portal.

- Barbara Haight, Senior Community Relations Manager, Booz Allen Hamilton
- Jesse Gutierrez, Client Services Manager, Standard & Poor's School Evaluation Services
- Moderator: Stephen Jordan, Vice President and Executive Director, U.S. Chamber of Commerce Center for Corporate Citizenship

11:45 a.m. – 12:00 a.m.
Marriott Ballroom Salon 3 foyer

Break

12:00 p.m. – 1:30 p.m.
Marriott Ballroom Salon 3

Closing Luncheon

- Raymond Simon, Deputy Secretary, U.S. Department of Education

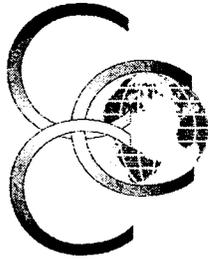
1:30 p.m. – 1:45 p.m.
Marriott Ballroom Salon 3

Closing Remarks – Next Steps and Call to Action

- Bill Shore, Director of U.S. Community Partnerships, GlaxoSmithKline
- Stephen Jordan, Vice President and Executive Director, U.S. Chamber of Commerce Center for Corporate Citizenship

1:45 p.m.

Close



United States Chamber of Commerce
Center for Corporate Citizenship



**U.S. Chamber of Commerce Center for Corporate Citizenship
Business Education Network Summit**

Bringing Together Leaders for Effective Business Involvement in Education

**Wardman Park Marriott Hotel ♦ Washington, D.C. 20062
October 5-7, 2005**

Overview

Welcome

- Welcome letter from the Business Education Network

Background

- Congressional Testimony: Bill Shore, GlaxoSmithKline Director of U.S. Community Partnerships and BEN Steering Committee Chair, before the U.S. House of Representatives Education and the Workforce Committee's Subcommittee on Education Reform, June 28, 2005
- *The Corporate Citizen*, "Why We Care: Corporate America's Stake in Saving Our Schools," Guest Editorial by David T. Kearns, July/August 2005



October 5, 2005

Dear Participants:

Thank you for taking part in the 2005 Business Education Network (BEN) Summit. You have joined us at an important time. This Summit marks the official public launch of BEN, a U.S. Chamber-led coalition of leaders in business, education, and government dedicated to advancing the global competitiveness of the U.S. education system.

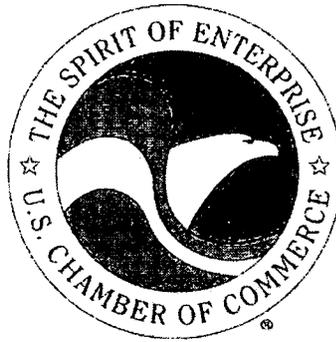
Since World War II, the United States has been a world leader in innovation, research and development, higher education, and opportunity, but now, the U.S. K-12 education system lags behind those of many developed nations. Barely 70 percent of our nation's public high school students graduate and of those, only 40 percent finish college. In a recent Achieve, Inc. survey, just 45 percent of employers said they think high school graduates are adequately prepared to be promoted above entry-level positions and only 42 percent of U.S. college professors think high school graduates are prepared for college-level courses. And, our 15 year olds rank 21st in math and science among their peers in other OECD countries.

Workforce predictions show that by 2020, more than 84 percent of jobs will require college degrees. Our economy and the technologies that support it are becoming increasingly complex. Life sciences, IT, manufacturing, and other industries that comprise the leading edge of our economy increasingly depend on highly skilled workers, scientists, and researchers.

The rigors of globalization also demand new skills at a time when just 9 percent of Americans know a second language, compared to 50 percent of all Europeans. The Chinese, Indians, and other Pacific Rim countries are rapidly upgrading their science, technology, engineering, and mathematics programs.

Today's students are our future employees and colleagues. Our nation must make quality K-12 education a priority so that students can become competitive candidates for the workforce and lead well-rounded lives as citizens and members of the community.

The best strategy to achieve a more competitive school system is to engage all sectors — business, education, nonprofit, and government — in the spirit of partnership and mutual empowerment. This holistic approach will ensure that both expertise and assets are fully leveraged to promote competitiveness and to advance education reform.



Statement of the U.S. Chamber of Commerce

ON: HOW THE PRIVATE SECTOR IS HELPING STATES AND
COMMUNITIES IMPROVE HIGH SCHOOL EDUCATION

TO: HOUSE SUBCOMMITTEE ON EDUCATION REFORM OF
THE COMMITTEE ON EDUCATION AND THE
WORKFORCE

BY: BILL SHORE

DATE: JUNE 28, 2005

The Chamber's mission is to advance human progress through an economic,
political and social system based on individual freedom,
incentive, initiative, opportunity and responsibility.

The company has a consumer health care portfolio comprising over-the-counter (OTC) medicines, oral care products and nutritional health care drinks, all of which are among the market leaders.

GSK has over 100,000 employees worldwide in 110 countries. The company has a leading position in genomics/genetics and new drug discovery technologies.

It is interesting to note that it takes an average of 14 years and \$800 million to get one drug to the market....the same length of time it takes for a student to enter first grade and complete two years of college.

I am here today to testify on behalf of the U.S. Chamber of Commerce, the world's largest business federation, representing more than three million businesses of every size, sector and region. Chamber members, like GSK, are concerned about advancing the education of our high school students and strengthening the economic base of their communities. Through greater education reform of our high schools comes the strengthening of our skilled workforce. Local and state Chamber members represent broad networks of employers across the nation. This network, unlike any other entity, is uniquely positioned to bring together people and business to assist in the advancement of high school reform. The Chamber is committed more than ever to quality education issues and workforce development.

I serve on the U.S. Chamber of Commerce Center for Corporate Citizenship (CCC), a 501(c)3 nonprofit Chamber affiliate that supports businesses helping out their communities. The CCC is an instrumental arm of the Chamber in championing the need to strengthen U.S. student achievement.

In addition to representing the Chamber, I will provide a personal and corporate perspective on the subject matter of today's subcommittee hearing, which is the critical role of education reform at the secondary education level, its impact on our country's global competitiveness, and preparing our workforce for the 21st century. I have spent much of my career working on education issues and reform for GSK and more recently in conjunction with the U.S. Chamber of Commerce. I have been on the board of trustees for North Carolina Central University in Durham, a historically black university. I have chaired Public Education Network programs and committees at the local, state, and national levels. Additionally, my wife and one of my daughters are educators, with my daughter teaching students with learning disabilities. Corporately and personally I believe I have a perspective on American education that is hands-on and current.

As we all know, the primary focus of the past 20 years has been on grades K-8, and rightfully so. If students can not read, write, and do math at the 8th grade level, when they leave middle school, their chances of succeeding in high school are greatly diminished. Now, it is time for us to focus on the high school experience. We need to ensure that a high school diploma is more than a certificate of attendance. There are many organizations, educators, elected officials, and businesses that have been shining a

Foundation Board, the North Carolina Central University Board of Trustees, the Conference Board's Business Education Council, and a number of other local and statewide initiatives that have addressed K-12 education improvement efforts. I served in these roles because GSK cares very deeply about the education of our students, the quality of our teachers, and the role of our company in helping these students to succeed. I do not think we can spend our time, resources, and leadership skills on a more important issue. For us, it is the right thing to do. As a high-tech company with long-term requirements for a highly-educated workforce, it is in our best interest to make K-12 education one of our top priorities. Mary Linda Andrews, my colleague here today, continues to serve along with me and others on education boards and serves as advisor on education-related efforts in North Carolina and Pennsylvania.

Overall, you might ask—how are companies contributing to K-12 education? Companies rank education as the number one social issue that they should help to address.¹ According to a study by The Council for Corporate and School Partnerships, they contribute approximately \$2.4 billion dollars to K-12 education.² By way of comparison, this is more than is spent on all corporate public policy advocacy and lobbying combined. And this does not take into consideration the leadership and volunteer time that companies and their employees provide to schools.

There are public-private partnerships in approximately 70% of the nation's school districts, providing goods and services to 35 million students.

Individual companies focus on different education needs. Some focus on math and science (GSK, Bayer, Siemens, Westinghouse), others on history (Siemens), others on ethics (Deloitte), others on social studies and cross-cultural skills (Target), and still others on literacy (GSK, Coca-Cola and Verizon).

Companies also engage with students throughout the learning process, whether at pre-K (GSK), after school (Wachovia and GSK), in high school (Microsoft and GSK) or in college, MBA, and Ph.D. programs (KPMG).

Companies also focus on the enabling environment for teachers and students. Organizations like Communities in Schools—which provides social services to needy students so that teachers can focus on teaching—receive corporate support in over 30 states. Office Depot distributes over 250,000 backpacks full of essential school supplies to needy children. TimeWarner works with teachers and superintendents with organizations like New Leaders New Schools.

¹ *The 2003-2004 Survey on the State of Corporate Citizenship In the U.S.* was conducted by the CCC and Boston College with a grant from Hitachi. The survey examined attitudes and expectations of leaders of small, medium and large companies regarding the definition and role of corporate citizenship and its alignment with standard business practice. This survey showed that education was the number one issue in which the business community felt it should be playing an active role.

² The Council for Corporate & School Partnerships *Guiding Principles for Business & School Partnerships* at 4, available at http://www.corpschoolpartners.org/pdf/guiding_principles.pdf.

promoting and supporting effective education and training initiatives concerning workforce excellence; conducting and supporting research that will develop more effective worker training programs; initiating and documenting promising education and workforce preparation programs that can be replicated by chambers of commerce and their small business members at the local level.

Now, I'd like to share why GSK has been a supporter of education and its continued reform for decades. There are many reasons for this support:

- 1) It is part of our corporate focus to give back to the communities where our employees live and work.
- 2) We want to help ensure that our employees have the best education possible for their families (all corporations want this).
- 3) We need a highly-educated workforce for our business.
- 4) We believe that education is the key to helping resolve many of today's social issues. It is much less expensive to proactively educate a child than to have that child live in poverty with potentially enormous future societal costs, including incarceration, if that child cannot become a productive adult member of the workforce. Estimates of the cost per year in prison range from \$30,000 to \$60,000 per year. That is more than we pay teachers per year in many of our communities.

The magic bullet for education reform does not exist. There must be a concerted effort at the local, state, and national levels. In conjunction with the U.S. Chamber of Commerce and the U.S. Department of Education, GSK is helping to lead the way as we jointly take a more meaningful look at how education can be reformed and how that will impact the U.S. position in our global economy. Our nation's education system forms the basis for skills that the U.S. workforce develops. It is the bedrock for research and development, and it contributes fundamentally to the development of our communities and the cohesiveness of American society.

I will highlight some of the ways GSK is partnering on the state and local levels in North Carolina.

The North Carolina New Schools Project—an initiative of North Carolina Governor Mike Easley and his Education Cabinet funded in part with an \$11 million grant from the Bill and Melinda Gates Foundation—aims to create 40 to 50 new and redesigned high schools across the state. The New Schools Project will reform high schools and better prepare students for the workforce and college. GSK has provided leadership on the Advisory Board and has underwritten town hall meetings with superintendents and business leaders in school districts that will benefit from these efforts.

district strategies for each area. Schools will develop action plans to align with district-wide strategies, and school teams are expected to share committee work with faculty, staff, and parents.

Durham has a vision for reforming its high schools and it has a vision for its students: By 2013, 100% of students graduate from high school in four years; by 2009, 90% of graduates complete a college prep course of study; and by 2009, 80% of graduates meet University of North Carolina system admission requirements.

Already, Durham has increased graduation requirements, provided staff development for all high school teachers in using effective teaching strategies for the block schedule, designed support courses for ECP students, provided schools with SAT prep software, and held an AP teacher assembly on access and equity.

The school system has or is implementing an Early College High School, a City of Medicine Academy, Ninth Grade Academies, and Middle College High Schools.

Shouldn't we, as a country, have such a vision and expectations?

GSK provides leadership on the executive board of the North Carolina Business Committee for Education (NCBCE). Together we want to improve tomorrow's employees through education reform.

NCBCE has established a Center for 21st Century Skills to design curriculum, teacher training, and student assessments to support students in acquiring knowledge and skills to prepare them for further education and for the present and future workforce. The Center will work closely with the New Schools Project with an initial focus on high school reform. The Center will also work with the North Carolina Science, Math, and Technology Education Center; the North Carolina School of Science and Math; the Board of Science and Technology; and governing boards of education (State Board of Education, Community College, and University) to research and propose options to create new or expand existing math and science summer programs across the state and to establish regional math and science programs for high achieving high school students. The Center will also support efforts of the Futures for Kids program that connects students with the workforce needs of their home communities. GSK provided the seed funding for the Futures for Kids program and has continued in an advisory capacity to the program. GSK recognizes that it takes a collaborative effort to reform schools.

GSK staff took a leading role in the review of the North Carolina science curriculum to help reform it so that inquiry-based science kits would be available as part of the curriculum.

GSK supports the Public School Forum of North Carolina (Forum) with funding and leadership. The Forum is a not-for-profit policy think tank and partnership of business leaders, educational leaders, and governmental leaders in North Carolina that has made a significant contribution to schools across the state. The Forum has set the

technology and mathematics education. Kenan Fellows are public school teachers selected through a competitive process to participate in a prestigious two-year fellowship, all while remaining active in the classroom. During these two years, Kenan Fellows work in partnership with distinguished scientists, university faculty, and the Department of Public Instruction, developing curriculum and teaching resources that bring cutting-edge research into the hands of students. Kenan Fellows are scientists, inventors, authors and leaders in our classrooms bringing curriculum to life!

Student scholarships are important because far too many high school students are not as motivated if they do not believe that they have a chance to continue their education due to finances. Since 1994, the GSK Science Achievement Award has been a competitive award available to graduate students in chemistry, medicine, and the biological sciences through the United Negro College Fund (UNCF). UNCF is the nation's oldest and most successful minority higher education assistance organization. GSK also has provided support for the minority scholars program through the American Chemical Society.

The GlaxoSmithKline Opportunity Scholarships are awarded annually to persons who "have the potential to succeed despite adversity and have exceptional desire to better themselves through further education or training." The endowment for this GSK program currently stands at more than \$700,000.

GSK endowed four North Carolina community colleges with a total of \$400,000. Eligible students must be enrolled in an electrical/electronics technology, electronics engineering, biotechnology, computer engineering technology, industrial pharmaceutical technology or industrial systems technology program, or currently pursuing an associate's degree in science or other approved science or engineering related curriculum. Students must also demonstrate financial need. Selected students carry the distinction of the "GlaxoSmithKline Scholar."

In addition to GSK's corporate focus on education, the North Carolina GSK Foundation provides about two million dollars a year in grants to programs supporting education in the state. The Foundation also runs the GSK's Women in Science (WIS) program, which is committed to reversing the trend of under representation of women in fields like chemistry, medicine, mathematics and pharmacology. The WIS program pairs outstanding undergraduate women at North Carolina colleges and universities with GSK women scientists working in laboratories and other environments conducive to further study and research. Our scientists, as mentors, guide students along pathways to learning more about rewarding careers in the sciences. The students, as scholars, gain a vicarious view of corporate life as mentors show them, by example, that women can succeed in science.

Over the years, GSK has been proud to provide funding, employee volunteers and/or leadership to many organizations focused on improving our K-12 education system. In addition to the programs listed above, other programs include the following:

conference
Wistar Institute of Anatomy & Biology—high school summer science fellows

In conclusion, we must not relax our efforts to win the high school reform battle. On the contrary, it is imperative that we strengthen our efforts by making this a nonpartisan goal, as we did with the space program in the 1960s. My sense is that our education issues are more compelling than ever before. The country expected us to be competitive in the race for space travel and with combined, concerted efforts and strong leadership we rose to the top. We can and we must have the same expectations for educating our youth as they prepare to lead in the 21st century. It is incumbent upon us to lead the way to changing the horrifying educational statistics we continue to hear.

GSK is in the business of helping to improve the quality of human life for millions of people around the world. This should be the same goal of the United States as we educate our students—our leaders of tomorrow. Everyone shares this common goal of providing an excellent education for all of our students in order to provide an opportunity for an improved quality of life.

If we do our part, our children will do more because they are better educated. College graduates make \$1 million dollars more in their lifetime than non-graduates. They will feel better, not only about themselves and their accomplishments, but they are more likely to be in better health and live longer. Statistics show that educated people take better care of themselves.

These trends will enable the U.S. to thrive and take a stronger position in a global economy that is becoming increasingly competitive. As a corporation, we have the right to expect great things from our students and we have the responsibility to assist schools in their understanding of what is needed to prepare students for jobs and for higher education.

I would like to emphasize what many of us already know—U.S. students are slipping globally in math and science. The views of the *Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century* are particularly instructive. The report notes:

Our children are falling behind; they are simply not “world-class learners” when it comes to mathematics and science...The Third International Mathematics and Science Study tested the students of 41 nations. Children in the United States were among the leaders in the fourth-grade assessment, but by high school graduation they were *almost last*. Here at home, the National Assessment of Educational Progress basically substantiates our students’ poor performance...In short, our children are losing the ability to respond not just to the challenges already presented by the 21st century but to its potential as well...³

³ *Before It's Too Late: A Report to the Nation From The National Commission on Mathematics and Science Teaching for the 21st Century* at 4 (2000).

THE CORPORATE CITIZEN

A Publication of the U.S. Chamber of Commerce Center for Corporate Citizenship

July/August 2005

Guest Editorial

Why We Care: Corporate America's Stake in Saving Our Schools

By David T. Kearns

Two great new books appear to have been required summer reading for a number of my friends ... You can't get on an airplane or go to the beach without seeing someone reading Clyde Prestowitz's "Three Billion New Capitalists" or "The World is Flat," by Thomas Friedman. Somehow, macro-economic theory has entered mainstream America, and both books have been on the *New York Times* and *Washington Post* best seller lists for months.

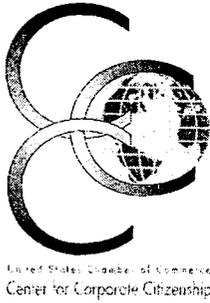
The fact that these important books are being so widely read is a pleasant surprise to me — both are sobering wake-up calls to every American about the direction of our country's economy and workforce. Every day, we are slowly losing the critical edge that has made us a global economic super-power for almost 100 years.

In reading either of these books, you can't help but be scared of the emergence of new economies and the gradual drain of our own intellectual capital and workforce dominance in key sectors. There is growing realization that just as countries such as China, India, and Singapore are making giant leaps forward with their own workforces and technologies, we are losing those same resources, which have allowed us to drive the world's economy and have afforded us the world's highest standard of living.

Yet the root of these challenges — the way we educate our children and prepare them for the global economy — has never been a true national priority. In fact, we don't even have a "national" education system in this country — we have more than 15,000 autonomous school districts that are responsible for their own progress.

I care about education because our economy, livelihoods, businesses, and our very democracy depend upon the outputs of our schools: well educated individuals who are ready to compete in the global economy. In the 1980s when I was chairman and CEO of Xerox, it was evident that Japan and Germany were aggressively investing in their education system as a means to challenge our dominance in key industries and technologies. By 1983, a presidential report called *A Nation at Risk* served as a call to arms — the United States was at risk of losing its edge in the development of key technologies. In 1989, all 50 of the nation's governors met with urgency to establish the National Education Goals, outlining 10 critical benchmarks where the United States needed to be by the year 2000 in order to maintain our predominance as the world's economic leader. And during this time, America allocated

Conference Themes



**U.S. Chamber of Commerce Center for Corporate Citizenship
Business Education Network Summit**
Bringing Together Leaders for Effective Business Involvement in Education

**Wardman Park Marriott Hotel ♦ Washington, D.C. 20062
October 5-7, 2005**

Conference Themes

National Policy: Connecting Policy to Practice

Partnerships: Models and Metrics

Students: Closing the Achievement Gap

Curriculum: Advancing Mathematics and Science Achievement

Educators: A Focus on Productivity

Communities, Regions, and States: A Focus on Cooperation

The Future: Outlook for 2020

National Policy

Connecting Policy to Practice

Overview

- **Public Education Network**, "The Education of Democratic Citizens: Citizen Mobilization and Public Education," by Wendy D. Puriefoy

Action

- **U.S. Department of Education**, "Fact Sheet on the Major Provisions of the Conference Report to H.R. 1, the No Child Left Behind Act"
- **U.S. Chamber of Commerce**, "Message from the U.S. Chamber on Education and Workforce Development"

10

THE EDUCATION OF DEMOCRATIC CITIZENS: CITIZEN MOBILIZATION AND PUBLIC EDUCATION



Wendy D. Puriefoy

An important thing to understand about any institution or social system is that it does not move unless it is pushed.

—John Gardner

There is no easy way to create a world . . . where all children receive as much education as their minds can absorb. But if such a world can be created in our lifetime, it will be done in the United States . . . by people of good will.

—Martin Luther King, Jr.

Public education consistently ranks as a top priority for Americans. Citizens are five times more likely to cite public schools over churches, hospitals or libraries as the most important institutions in their communities.

—PEN/ Education Week national polls, 2000–2004

FROM THE FOUNDING OF THE REPUBLIC TO THE PRESENT day, Americans of all stripes and stations have worked to establish, define, and provide a system of public education that benefits people individually and the nation collectively. Underlying these efforts is a resolute belief in an educated citizenry as the bedrock of a democratic way of life, and in public education as the critical link between individual advancement and a citizenry loyal to the nation's democratic ideals and values.

To one degree or another, every generation of Americans has wrestled with the challenge of educating the nation's children. Today, most Americans acknowledge the need to educate all children to a high standard. Social, political, and economic pressures such as globalization, rapidly changing demographics,

to work for the public good that prompted Alexis de Tocqueville to attribute the strength of America to its voluntary groups and associations.

By the turn of the twenty-first century, however, it is economics rather than democracy that has the strongest impact on the form and level of public engagement in the United States. Public action is being shaped by globalization and consumerism. In *Jihad vs. McWorld* (1996), Benjamin Barber notes that people in contemporary society tend to think of themselves more as consumers than as citizens—a worldview that affects why people become engaged, their attitudes toward engagement, and their expectations regarding engagement outcomes.

Social issues gain prominence based as much on their popular appeal as on their relevance. Public institutions are also reacting to economic forces, rather than fulfilling their fundamental function of championing the public interest. Barber writes that it has become necessary to resurrect the nation's sense of "public"; given that our public schools define what constitutes "public" for most Americans, public schools are the strongest association citizens have with any public institution outside of government. In this consumer-oriented environment, achieving quality public education for all children means finding a balance between self-interest and the public good. Public engagement embodies this delicate balance.

Engaging the public in public education is both a form of community building and a way of strengthening democracy. It also provides an answer to the perplexing question of how to revitalize communities raised by Robert Putnam in *Bowling Alone: The Collapse and Revival of American Community* (2000), and by Benjamin Barber and Richard Battistoni in *Education for Democracy: Citizenship, Community, Service: A Sourcebook for Students and Teachers* (1993).

Demographic shifts beginning in the late twentieth century have raised the importance of getting the public engaged in public education. Parents with children in public schools once represented more than two-thirds of the adult population. Parental action could be equated to public action, and parental involvement was a significant indicator of school and student performance. Typically, it is parents who make sure that children do their homework, go to class, and are prepared to get the most out of their educational opportunities. Parents volunteer in classrooms, organize carpools, assist teachers and administrators, and contribute to fund-raisers to support student services and extracurricular activities. Most important, they help their children succeed.

In 2004, however, parents with children in public schools comprise approximately one-third of all adults; in many communities, they comprise less than one-quarter of the adult population. The demographic shifts described by Jennifer Hochschild and Nathan Scovronick in this volume make it essential that we take to heart the maxim "It takes a village" when it comes to reforming our public schools.

Network has developed a framework for initiatives being undertaken by member local education funds to change education policy and practice at the district and state levels. The framework is based on a theory that posits that, for sustained policy change to occur, the public must be engaged in identifying and working toward specific education-reform goals. With respect to its initiatives, PEN categorizes the public as three distinct groups: the community at large, organized stakeholders, and policymakers.¹

The community at large includes individuals not associated with or linked to formal groups, who may not have direct contact or relationships with schools, and whose voices often go unheard in local decision-making processes. These individuals include recent immigrants, the elderly, youth, and residents without children in public schools. Organized stakeholders are groups of individuals or institutions with formal mechanisms to relay demands for policy change; these include teachers' unions, parent-teacher associations, faith-based groups, professional associations, and chambers of commerce. Policymakers are defined as individuals who are either elected or appointed to public office and have the power and authority to set policy and allocate resources; these individuals include school board members, city council members, superintendents, mayors, and neighborhood commission officers.

Each sector is engaged through different tactics at varying levels of participation during the engagement process. Local nonprofits or intermediaries such as local education funds partner with community organizing experts to engage the community at large in developing an overarching vision of quality public education. A strategic planning process is used to get stakeholder groups deeply involved in translating that vision into a specific plan of action. Finally, advocacy strategies are employed to target those who can change policy and allocate resources.

Terminology of Engagement

If we are to meet the challenges posed by citizen mobilization, we must have a greater level of clarity and precision in the engagement terminology we use. By breaking public engagement down into five distinct categories, the activities that can be undertaken by citizens individually and/or collectively then become clear. Table 1 illustrates the categories, participants, and potential impact.

Information

Disseminating information is the most basic form of public engagement. Though largely passive, in that there is little expectation of change other than increasing public awareness, information can nonetheless be transformative, especially since most Americans have limited knowledge about what goes on inside the nation's public schools. Survey results reveal that they have little infor-

lions of children who went through the system. It called for improving the quality of America's public schools and outlined a set of recommendations for doing so.

The federal No Child Left Behind Act of 2001 was expected to address many information needs. As a result of this legislation, states and school districts, community groups, and the media began generating information about teacher credentials, test scores, and a host of other performance indicators. But information dissemination, as a type of public-engagement activity, has a limited impact. Its main purpose is to build public awareness and knowledge of a set of issues. For the public to use that knowledge to take action requires a more dedicated effort. As we have noted, providing data is simply a dissemination process. But when the provision of data is supported by a concerted drive toward action then it becomes part of a campaign. The approval of a 2003 bond referendum in Portland, Oregon, is a case in point. Investing time and money to inform voters is an important strategy for "solving" yearly budget crises. Through an information campaign conducted by the Portland Schools Foundation, Portland residents received extensive information on the damage that proposed cuts to the education budget would inflict on Portland's public schools. Convinced of the need for additional funding, Portland citizens voted to raise local taxes for education in May 2003, thus guaranteeing the city's public schools sufficient funds for the next three years.

Involvement

Involvement entails direct action arising from an informed understanding of specific issues. Voting is one of the most important forms of involvement. Public action on behalf of public education must include the ballot box: If education is freedom's classroom, then voting is democracy's test. Whether it is an election for the local school board or an election for the presidency of the United States, proponents of quality education must enter the voting booth to make a difference. Project Vote, a nonprofit, nonpartisan organization with offices in Ohio, New York, Arkansas, and the District of Columbia, has registered over 2.7 million newly registered, low-income, and minority citizens. By providing voter-education training to low-income and minority citizens, Project Vote enables these individuals to become involved in the democratic process. Information is provided along with avenues for involvement such as voter registration, networks, and turn-out-the-vote campaigns.

Involvement in activities such as PTA meetings, principal-for-a-day campaigns, and adopt-a-school programs allows the public to see firsthand what is going on in the public schools. This kind of involvement allows for direct interaction with school personnel, which in turn can lead to a broader appreciation of the many challenges—budget shortfalls, teacher shortages, achievement gaps—that public schools grapple with every day. The Right Question Project (RQP),

for all students. LEFs—first launched in the 1980s with support from the Ford Foundation, community foundations, corporations, and concerned individuals—focus on building the capacity of school districts to increase student achievement, and on helping the public understand the relationship between quality public education and family, community, and national stability.

As community-based, nonprofit change agents, LEFs play a unique role in school reform by leveraging a variety of community resources. LEFs not only work to enhance school performance, they engage, inform, and mobilize communities to demand improvement and accountability. Their effectiveness lies in their ability to get a broad cross section of the community to come together and solve problems.

In Mobile, Alabama, for example, the Mobile Area Education Foundation (MAEF) collaborated with the school district and mayor's office to engage parents, educators, members of the faith community, and business leaders in ongoing discussions on academic standards. The Yes We Can initiative, launched in September 2001, is the largest community engagement campaign ever undertaken in Mobile County, with some fourteen hundred citizens taking part in forty-eight different community conversations over a fourteen-week period. A panel of demographically representative Mobile residents then reviewed the data, along with the ideas generated from the community conversations, to arrive at the "realm of the possible" for Mobile. A document of community agreement, incorporating this realm of the possible, has been vetted throughout the county, and will provide the basis for all strategic planning efforts about public education in Mobile over the next several years.⁴

Constituency Building

Constituency building, the development of support for a specific cause or issue, requires rallying individuals and organizations to take action. Constituency building targets established groups and individuals, and usually entails educating and motivating the public—in some instances, even changing beliefs—to convince people of the benefits of a particular course of action or policy. Consequently, constituency building takes a long time and requires significant resources.

Yet, as is the case with collaboration, the broad societal impact can be limited. While the Christian Right has built a strong base to support its conservative agenda, its appeal is limited to those who share a similar worldview. The religious coalition first united over issues such as secular textbooks, sex education, and the use of what it considered inappropriate instructional materials. By 2004, it was focusing on school-reform efforts such as outcome-based education, multiculturalism, global education, and values education, finessed the issue by deleting reference to critical thinking, all of which relate to a specific religious point of view, as the educators Marilyn Grady and Jack McKay point out:

approached the issue of slavery. Although he was not an abolitionist, and although he personally believed that slavery was protected by the Constitution in states where it already existed, he came to see the abolishment of slavery as necessary for the preservation of the union.

Citizen mobilization delves deeper into the fabric of our social contract and comes into play when the benefits of democracy apply to some but not all. When the threat is external, the mobilization is known as war. When the threat is internal, the mobilization is called a movement.

Mobilization by its very nature is designed to change the values and beliefs of its adherents, redistribute social and political power, improve public institutions by changing the laws and structures that govern and shape them, and change the relationship between public institutions and the public itself. It is the deep end of public engagement—the stage where citizens are informed, involved, and convinced of the value of a specific goal; motivated to make fundamental changes in the political structure; and cognizant of both the benefits and the risks of the proposed action.

As with all other public-engagement strategies, citizen mobilization can be used for both liberal and conservative ends. Therefore, the ultimate litmus test for citizen mobilization lies in its intention to extend democracy to people within the fabric of the nation who are excluded from the full rights and privileges of democratic life. Is the goal equal rights for all? Will it extend benefits currently enjoyed by a select few? Will it ultimately change the power structures within the system? Change the status quo? Allow the democratic process to determine and serve the public interest?

The historical frame of reference for mobilization comprises social movements that extend democracy. Indeed, the most beneficial and successful social and political movements in the United States have used citizen mobilization to achieve far-reaching change. The women's suffrage movement, the fight to abolish slavery, the movement to unionize labor all shape our perceptions of citizen mobilization, often conjuring up a vision of tens of thousands of people marching and demonstrating.

One of the most powerful examples of citizen mobilization is the 1963 civil rights march on Washington, a mobilization of Americans who, by their very presence, demonstrated the magnitude of their belief. The march was a culmination of many small local efforts to desegregate voting booths, public transportation, eating establishments, department stores—places deemed legally off limits to black Americans in the South. The civil rights movement resulted in major federal legislation that conferred voting rights to disenfranchised blacks across the South.

Most citizen-mobilization efforts were not mass movements; indeed, many began with just a handful of citizens. The very intention of citizen-mobilization efforts—extending rights enjoyed by a select few to a larger group—is unlikely

exclusively at parents, they are writing off large segments of the community that have the time and the desire to get involved. In addition, research indicates that peers and community members can have as significant an influence on young people as their parents.⁶

Principles of Mobilization

Most education-reform efforts use engagement strategies that attempt to strengthen and enhance public education from within the system, not change the system itself. While such efforts improve the quality of education that some children receive, they do not address the fundamental flaws in an institution that should serve the needs of *all* children, nor do they extend the benefits of democracy to all children. Indeed, in asking public education to make the shift from a system that provides access *to* all into a system that guarantees a high-quality education *for* all, we are challenging more than two hundred years of American history—a history marked by discrimination based on race, gender, class, and religion—and we tamper with established economic, political, and social systems.

Mobilization strategies are designed to expand civil rights through new laws and within the framework of the Constitution. Litigation, public relations and media campaigns, grassroots get-out-the-vote campaigns, lobbying, and the Internet are just some of the current strategies employed. Coordinating these disparate strategies into a comprehensive, effective citizen-mobilization effort is *the* challenge facing education reformers. Fortunately, education reformers can draw upon the lessons learned in previous successful mobilization efforts to help them address the challenge of quality public education for all in the twenty-first century.

Effective citizen mobilization is guided by three key principles. First, it is *intentional*, and based on a structured theory that embodies a clear vision of success that includes targets and outcomes. A movement needs to have clarity in direction and articulation of its goals and outcomes from its leaders and proponents.

A second key principle of citizen mobilization is that it is *systemic*, which means the mobilization effort exposes the problem, addresses the fundamental and structural issues of the system that created the problem, and rearranges the structures of authority, power, and culture to support the proposed change. The civil rights and women's movements were very clear in identifying the fundamental issue of inequality in American society.

Citizen mobilization requires stewardship. Independent intermediary organizations are well positioned to be stewards of both the clarity of intention and the systemic approach. Intermediary organizations perform a variety of functions vital to mobilization efforts: first and foremost, they provide the necessary infrastructure—communications, outreach, and fund-raising, to name just a

education; school district officials and others in public office ensure that the policies and practices necessary to maintain and sustain quality public education are implemented.

The fact that all children in the United States do not have access to a quality public education is deeply detrimental to the American way of life. Just as slavery threatened the existence of the Union, so, too, does inequity in public education threaten the survival of our democratic way of life. Wide gaps in student achievement ensure that, unless the system is changed, generations of Americans will not have the capacity to compete in the global economic marketplace or the ability to deal with the challenges of everyday life. This gross inequity in our system of public education, along with decades of reforms that have had minimal scaleable impact, has eroded public trust in this vital public institution, and has opened a door for those who would dismantle the system by diverting public funds.

The standards-based reform movement has revealed what it takes to educate children at high levels: starting school ready to learn, a rich curriculum aligned with standards, quality instruction, a school environment conducive to learning, and nonacademic supports that enhance learning. In addition, research has led to significant breakthroughs in how human potential is viewed, and in how learning and schools should be organized—thus helping to forge agreement on the attributes that constitute a quality education: quality teachers and teaching, fair and helpful assessments, small classes, and safe, well-equipped facilities.

The idea that all children can learn and learn at high levels represents a marker in how we as a civilized society view and value human potential. By stating that all children can learn at high levels, we acknowledge that human potential is fluid, that all children can participate in society, and that all children can develop the capacity to influence and shape the world around them.

At the core of standards-based reform is student work and learning. It requires a school culture and an orientation set in the belief that children can achieve at high levels given the appropriate teaching, curriculum, and support. In the words of Anne Wheelock, “It is the vision of better quality student work overall that inspires . . . and to this end, they are putting new routines, beliefs about learning, and relationships into practice to develop a ‘culture of high standards.’”

If we assume that the American people are in agreement with the problem, aligned with the strategies, and aspire to the vision, then why haven’t we been able to achieve the goal of quality public education for all children? The answer lies in citizen mobilization. And the use of the term “mobilization” in the context of citizens and public education is deliberate and intentional. For it is only through citizen mobilization that we will be able to generate a mandate for excellence in our public schools, accountability for the quality of education delivered by those schools, and funding for adequate and stable resources needed by those schools. In pursuing this mandate, we increase citizen trust in public

The use of citizen mobilization to exert and sustain public pressure on lawmakers to act on issues of public concern has characterized important milestones in U.S. history. But public education has not enjoyed the benefit of such activism. Despite a deeply held belief in the value of public education in this country, parents have been the primary shapers of local public schools, while the role of the general public has remained limited in time, scope, and breadth.

This, then, is our challenge: to inform the public about the value and benefits of quality public education, and to build a broad base of people who know what takes place in our public schools and know how to transform concern about education into effective action. The time to bring the awesome force of an organized citizenry to advance the quality of public education for every child in America has arrived. When our democracy reaches *all* citizens, especially the smallest ones, only then, in the words of the educator Horace Mann, will we have achieved a “victory for humanity.”

Notes

1. More information about PEN's framework for action can be found on the organization's Web site at www.publiceducation.org.
2. Public Education Network/*Education Week, Accountability for All: What Voters Want from Education Candidates*, national survey of public opinion, 2003, available from Public Education Network, www.publiceducation.org.
3. More information on the involvement initiatives mentioned in this section can be found at the Web sites ww.projectvote.org; www.rightquestion.org; and www.experiencecorps.org.
4. Mobile Area Education Foundation, www.maef.net/pages.
5. Marilyn Grady and Jack McKay, *Perceptions of the New Christian Right: A Survey of the Membership of the Horace Mann League*, 1994, available at www.unocoe.unomaha.edu/mckay/hmlpercepts.html#horace.
6. National Research Council, *Community Programs to Promote Youth Development* (Washington, D.C.: National Academy Press, 2002).

Bibliography

- Barber, Benjamin R., and Richard M. Battistoni, eds. *Education for Democracy: Citizenship, Community, Service: A Sourcebook for Students and Teachers*. Dubuque, Iowa: Kendall/Hunt, 1993.
- Barber, Benjamin R. *Jihad vs. McWorld*. Repr. New York: Ballantine, 1996.
- Berry, Wendell. *Citizenship Papers*. Washington, D.C.: Shoemaker and Hoard, 2003.
- Putnam, Robert. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster, 2000.
- Wheelock, Anne. *Safe to Be Smart: Building a Culture for Standards-Based Reform in the Middle Grades*. Columbus, Ohio: National Middle School Association, 1998.

Fact Sheet on the Major Provisions of the Conference Report to H.R. 1, the No Child Left Behind Act

Found at <http://www.ed.gov/print/nclb/overview/intro/factsheet.html>

U.S. Department of Education

President Bush has made education his number one domestic priority. On January 23, 2001, he sent his No Child Left Behind plan for comprehensive education reform to Congress. At that time, he asked members of Congress to engage in an active bipartisan debate on how we can use the federal role in education to close the achievement gap between disadvantaged and minority students and their peers. The result, the *No Child Left Behind Act of 2001*, embodies the four principles of President George W. Bush's education reform plan: stronger accountability for results, expanded flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

The agreements will result in fundamental reforms in classrooms Throughout America. This is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It redefines the federal role in K-12 education to help improve the academic achievement of all American students.

The following are some of the major provisions of H.R. 1, the No Child Left Behind Act.

ACCOUNTABILITY FOR RESULTS

H.R. 1 will result in the creation of assessments in each state that measure what children know and learn in reading and math in grades 3-8. Student progress and achievement will be measured according to tests that will be given to every child, every year.

H.R. 1 will empower parents, citizens, educators, administrators, and policymakers with data from those annual assessments. The data will be available in annual report cards on school performance and on statewide progress. They will give parents information about the quality of their children's schools, the qualifications of teachers, and their children's progress in key subjects.

Statewide reports will include performance data disaggregated according to race, gender, and other criteria to demonstrate not only how well students are achieving overall but also progress in closing the achievement gap between disadvantaged students and other groups of students.

CREATING FLEXIBILITY AT THE STATE AND LOCAL LEVELS AND REDUCING RED TAPE

To cut down on federal red tape and bureaucracy and enhance local control, H.R. 1 will reduce the overall number of ESEA programs at the U.S. Department of Education from 55 to 45.

For the first time, H.R. 1 will offer most local school districts in America the freedom to transfer up to 50 percent of the federal dollars they receive among several education programs without separate approval.

For the first time, all 50 states will also have the freedom to transfer up to 50 percent of the non-Title I state activity funds they receive from the federal government among an assortment of ESEA programs without advance approval.

other year in order to help the US Department of Education verify the results of statewide assessments required under Title I to demonstrate student performance and progress.

PROMOTING ENGLISH PROFICIENCY

H.R. 1 consolidates the US Department of Education's bilingual and immigrant education programs in order to simplify program operations, increase flexibility, and focus support on enabling all limited English proficient (LEP) students to learn English as quickly and effectively as possible. The new Act will focus on helping limited English proficient (LEP) students learn English through scientifically based teaching methods.

Under H.R. 1, all LEP students will be tested for reading and language arts in English after they have attended school in the United States for three consecutive years.

Under H.R. 1 parents will be notified that their child demonstrates limited English proficiency and is in need of English language instruction.



MESSAGE FROM THE U.S. CHAMBER ON EDUCATION & WORKFORCE DEVELOPMENT

The U.S. Chamber of Commerce has long recognized the important role of quality education and workforce investment in keeping business successful and America competitive. Yet the demographics of the impending retirements of the baby-boom generation and the current recognized skill shortage in the American workforce cause us to raise the priority of these issues to a new level. In the knowledge-based, global economy of the 21st century, the U.S. Chamber acknowledges that, working together, educators, business, and government at all levels must do better.

In today's competitive economy, we need to ensure that all students have a strong academic foundation in order to meet the needs of our workforce. We must ensure that our education and workforce skills meet those being demanded by employers today and in the future. A skilled workforce is the foundation for American economic competitiveness. Policy must keep pace with the education and training needs of nontraditional students including incumbent workers. The U.S. Chamber has a unique opportunity and a role to play to continue to work with others to develop an educated and skilled workforce so that U.S. businesses can remain competitive in a global economy.

The U.S. Chamber's education and workforce strategic agenda will leverage the influence of its state and local chambers and member companies in order to shape critical state and federal education and workforce policies. Our efforts will take place in many arenas and will utilize many techniques in order to create the momentum to make education reform and workforce readiness a national priority.

In the next year, we will emphasize the voice of business in meeting these challenges to our policymakers at all levels of government; to the general public who must understand the connection between skills and job security; and, to the media who must become our partners in this critical national effort.

Jacque Johnson
Executive Director, Workforce Development Policy
U.S. Chamber of Commerce

Partnerships

Models and Metrics

Tools for Partnerships

- **Council for Corporate and School Partnerships**, "Creating & Improving School/Business Partnerships"

A Model Partnership

- **National Council for Community and Education Partnerships and Booz Allen Hamilton**, "2005 Youth Leadership Summit"

CREATING & IMPROVING SCHOOL/BUSINESS PARTNERSHIPS

Finding Resources To Support School Reform Initiatives

A How-To Guide for School-Business Partnerships is designed for school officials and business leaders who are interested in engaging in school-business partnerships. The Guide outlines strategies to help schools and businesses maximize partnership benefits and develop relationships that support mutual goals, and offer long-term, sustainable benefits for students and schools. Partnership programs can encompass a wide variety of activities. They may involve staff development, curriculum development, policy development, instructional development, guidance, mentoring, tutoring, incentives and awards, or they may provide material and financial resources. Though the types of partnership activities can vary, the common goal of virtually all school-business partnerships is to improve the academic, social or physical well being of students.

A How-To Guide for School-Business Partnerships, developed by the Council for Corporate and School Partnerships, is the result of extensive research and personal interviews with individuals who have experience creating, implementing and evaluating successful partnerships. Please note that these guidelines are not intended to serve as an exact prescription, but rather to provide a framework within which to build a partnership that fits your community's unique needs.

Whether you are already engaged in partnerships, or are embarking on your first partnership, *A How-To Guide for School-Business Partnerships* can provide valuable insight on effective strategies. The Guide is setup in an easy to use format including sections on: Preliminary Planning, Laying the Foundation, Implementation, Sustaining the Partnership Over Time, and Evaluation. In addition the Guide includes worksheets such as the "Self-Assessment Tool for Partnership Improvement" and "Matching Needs and Potential Resources." *A How-To Guide for School-Business Partnerships*, as well as other support documents are available on the Council for Corporate and School Partnerships website at www.corpschoolpartners.org. Information about the Guide will also be available on Business Education Network Portal.

Jay Engeln, Resident Practitioner for School/Business Partnerships, with the National Association of Secondary School Principals, serves as an advisor to the Council for Corporate and School Partnerships and a member of the Business Education Network Committee. During his tenure as principal of William J. Palmer High School in Colorado Springs, Colorado, more than 100 school/business partnerships were in place generating services and revenue that positively impacted student success. Thanks to a partnership agreement between The Coca-Cola Company and the National Association of Secondary School Principals, Engeln is available to visit local communities and share information about implementing and/or sustaining successful school/business partnerships with school and business leaders. For more information about this program contact Jay Engeln at engelnj@principals.org or call 703-860-7364.



2005 Youth Leadership Summit

NCCEP Booz Allen Hamilton Annual
Youth Leadership Summit

Booz | Allen | Hamilton

In an effort to include student-centered perspectives and the opinions of youth in the education reform debate, the National Council for Community and Education Partnerships and Booz Allen Hamilton, Inc. formed a partnership to create opportunities for youth to participate in a Youth Leadership Summit during the NCCEP Annual Conference. The goal of this summit is to allow students to voice their opinions, concerns, and suggestions pertaining to education through a report to the Conference attendees.

Thirty students are selected to be first time attendees at the Summit. These students, known as scholars, come from GEAR UP programs throughout the United States and its territories. Scholars are selected based on their academic achievements, leadership roles, and letters of recommendation. They are joined by four returning scholars from the previous year, known as alumni. Alumni serve as counselors and guides to the scholars, and assist the NCCEP and Booz Allen Hamilton staff with administering the events. Collectively, they work to create a summit report focused on what educators should consider when designing strategies and programs aimed at improving student achievement; as well as help business and community leaders, policy makers, and educators understand the issues that students believe to be important for improving student success and strengthening the education system as a whole.

During the Summit, students engage in active discussions regarding the challenges and successes facing education today from their perspective. They have the opportunity to compare and contrast their experiences with students from a variety of other backgrounds, schools, and regions. Additionally, students participate in leadership development, teambuilding, and brainstorming sessions, all the while working towards creating their summit report.

The culmination of the Summit, and the highlight of the NCCEP Annual Conference, is the presentation of the report to the conference attendees. For a half an hour, the Scholars are given the stage to voice their opinions and share their ideas. Conference attendees frequently comment that the Summit report brings a fresh and energized perspective that reminds them why they became engaged in the education arena.



About the NCCEP

The National Council for Community and Education Partnerships (NCCEP) serves as the intermediary organization between several private and corporate foundations and their grantees. NCCEP currently works with several large-scale initiatives, including the federally funded Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), the W.K. Kellogg Foundation– sponsored program ENgaging LATino Communities in Education (ENLACE), the James Irvine Foundation–sponsored California Education Reform Communities Network, the SBC Foundation’s competitive special grants program “NCCEP Grants Promoting Excellence and Innovation in Education,” and the Booz Allen Hamilton Youth Leadership Summit, among others. NCCEP also works as an independent education consulting organization for several other foundations, corporations, and states, assisting school districts and college access professionals in their efforts to develop programs and strategies to help students become eligible for and academically successful in higher education.

Students

Closing the Achievement Gap

Overview

- **The Education Trust**, "Choosing to Make a Difference: How schools and districts are beating the odds and narrowing the achievement gap," by Kati Haycock
- **The Bill & Melinda Gates Foundation**, "Redefining the American High School – The Facts"
- **Achieve, Inc.**, "Rising to the Challenge: Are high school graduates prepared for college and work?"

Action

- Fact Sheet on **KIPP — Knowledge Is Power Program**
- Fact Sheet on **The Hill Center**

CHOOSING to make a difference

*How schools and districts are beating the odds
and narrowing the achievement gap*

By Kati Haycock and Karin Chenoweth

No decision you make as a school board member is more important than the decision you make about the effects of poverty and social problems on the students in your community. As Anne Loring, a long-time school board member in Washoe County, Nev., put it in a recent letter to this magazine, "We as school board members and educators can choose to rise to the challenge of No Child Left Behind, not because it is the law but because it is a moral imperative."

Or, as Loring wrote, "We can choose to renounce NCLB, look outside our districts for excuses, wring our hands, ignore the successes around us, and shift our focus everywhere but upon ourselves and what we are or are not doing. ... Every child, including every disadvantaged child, is waiting for us to make our choice."

Yes, some kids arrive behind

There are some things, of course, about which you don't have much choice—including the fact that, in many districts, a significant number of children arrive at your doors behind. Logic alone tells us that if we just give these students education of exactly the same quality as other students, chances are they will leave behind as well. Come in behind; get education of the same quality as other kids; leave behind.

But we don't even do that. Fifty years after the landmark *Brown v. Board of Education* decision, significant numbers of these children continue to be educated separately from other children. Even when they attend the same schools, they often are herded into separate classrooms or programs.

What's most important, however, is not who's sitting next to whom, but what happens inside that classroom or school. And regardless of whether poor students and students of color are educated in separate schools or in separate classrooms, we

have organized our educational system the same way. We take kids who have less to begin with, and then we give them less in school, too.

Some of that is due to choices state policy makers make—like the choice many state legislatures have made to spend less on districts serving concentrations of poor children and children of color than on districts serving more affluent and white children.

But some is due to choices school board members and educators make. Choices about what to expect of whom. Choices about how to organize classrooms and schools. And the most important choice of all: who teaches whom. As a result, kids who come in a little behind actually leave school a lot behind. The gap, in other words, grows wider the longer students remain in our schools.

Key opportunity gaps

"Wait a minute," you say. "I don't remember voting to give fewer resources to the poor and minority children in our community. In fact, I can remember several votes to establish programs just for them. What do you mean when you say that these kids get less?"

For many years, researchers have documented ways in which our schools shortchange poor and minority students. Here are four of the biggest ones.

1. Funding gaps. Many Americans don't know this, but we actually spend more on public schools that serve mostly middle- and upper-class white kids than we do on schools serving mostly poor and minority kids. Indeed, in some states, we spend a lot more.

In New York state, for example, the quarter of school districts serving the largest numbers of poor children receive about \$2,040 less *per child* than schools serving the fewest poor children. Illinois is right behind, with a funding gap of about \$2,026

PER-STUDENT FUNDING GAPS ADD UP

For example, when you consider the cost-adjusted per-student funding gap for low-income students in:	Between two typical classrooms of 25 students, that translates into a difference of:	Between two typical elementary schools of 400 students, that translates into a difference of:
New York	\$65,375	\$1,046,000
Illinois	\$61,625	\$986,000
Virginia	\$35,750	\$572,000

Fortunately, some school and district leaders are choosing differently and beginning to get very different results. From their experiences, we know unequivocally that if, instead of giving these kids less of the things that make a difference, we give them more, they can reach state standards, and the gap in proficiency on state assessments can become a thing of the past.

Don't get us wrong. We are not blind to the ravages of poverty and social disintegration. That a nation as rich as ours should allow so many of its children to live in poverty is an outrage, and all of us should be raising our voices about the need to invest in programs that work. But before we give up on expecting these children, too, to reach state standards, common sense dictates that we should look at the schools and districts that are already well on the way to getting that job done.

Schools that beat the odds

Consider, for example, Rock Hall Elementary School in Rock Hall, Md. Just about one-quarter of its students are African American, 62 percent of the students are poor, and 19 percent receive special education services. Unemployment, drugs, and alcohol have ravaged the school's Eastern Shore community, which for centuries made its living from the Chesapeake Bay crabs and fish that are growing scarce these days. Rock Hall Principal Bess Engle can relate one tragic story after another about her students—stories of children exposed to abuse, abandonment, and all the uncertainty of poverty in America.

And yet, in 2004, 95 percent of the school's students met state reading standards in third grade, including 87 percent of the children who need special education services. That is well above the statewide average in Maryland—in fact, it outperforms many wealthy schools in the state—even though the school's student population is “more challenged.”

Take a look at University Park Campus School, a seventh-through 12th-grade school in a depressed area of Worcester, Mass., where more than 70 percent of the students qualify for free and reduced-price lunch and more than 50 percent of the students come from families that do not speak English at home.

Most students enter University Park two or more grade levels behind in reading. But last year the only 10th-grader who

didn't pass the first administration of the state high school exit exams turned out to be a child who actually attended a different school. Of those who did attend University Park, 87 percent didn't simply pass the test—they passed at an advanced or proficient level. Indeed, University Park's scores beat out those in many schools where students are much wealthier and better supported.

Another example is Norview High School in Norfolk, Va., where 67 percent of the students are African American and 46 percent meet the qualifications for free or reduced-price meals. In 1998, when the Virginia Standards of Learning tests were administered for the first time, only 12 percent of Norview students met the state standards for history, and results in the other subjects were not much better. By 2004, 93 percent of all students met or exceeded the state standards for reading; 88 percent for math; and 89 percent for history.

These schools—big and small, rural and urban—are demonstrating not only that the job can be done but, as one principal said, “It is being done.”

Districts that demonstrate success

Recently, however, something even more important has begun to happen. No longer is it just isolated schools around the country teaching us that these kids can learn; entire school districts are bucking the national trends, too.

A recent analysis by the New York-based MDRC research organization, for example, found that several big city school districts were making far more progress than their peers. In these districts—including North Carolina's Charlotte-Mecklenburg Schools, the Houston Independent School District, and the Chancellor's Special District in New York City—achievement is going up, and gaps between different groups of students are narrowing more than in other similar districts.

And last year, the Los Angeles-based Broad Foundation, which honors urban districts that have substantially outperformed their peers under difficult circumstances, recognized the Garden Grove Unified District in California. Finalists for the Broad Prize were the Aldine (Texas) Independent School District, Charlotte-Mecklenburg, Boston, and Norfolk.

In Garden Grove, 60 percent of the district's 50,000 students meet the federal requirements for free and reduced-price meals and 13 of the district's 67 schools have 75 percent or more poor children. More than 50 percent of the children are Latino, and another 28 percent Asian, and 53 percent are English language learners.

Yet from 1999 to 2002, the district cut the achievement gap in mathematics between Latino and white students almost in half. Over the same period, it significantly narrowed the gap between poor and middle-class students as well. In 2003, 53.8 percent of middle-class students and 40.9 percent of low-income students met state math standards. And the district has steadily raised its reading achievement levels among low-income and non-low-income students.

Garden Grove is still far from getting all of its students to meet state standards. But the district has made significant

A Philadelphia success story

Last year, student achievement in Philadelphia rose significantly. The biggest improvement in the city was made by M. Hall Stanton Elementary, where all the children are African American and 87 percent come from poor families. The school is in North Philly, surrounded by seemingly endless blocks of devastated housing. On some blocks the only signs of life are the demolition crews tearing down condemned row houses.

With fewer than 20 percent of students meeting state math and reading standards in 2003, Stanton faced the prospect of reconstitution if things didn't improve. But in 2004, 71 percent met state reading standards and 47 percent met state math standards. The school's progress was so dramatic that the superintendent had the school retested to see if there had been a mistake. There was no mistake.

If Stanton simply holds onto its progress one more year, it will be taken off the "needs improvement" list. If it improves any more, it will start closing in on the goals for 2014.

It's worth looking a little deeper at what Stanton is doing.

The school is housed in a dreary, three-story brick building. But the first thing a visitor notices is how clean Stanton is and how welcoming its halls appear, with student work posted on the walls and teddy bears in rocking chairs next to tables with colorful picture books. "People in other schools tell me they can't do this because their kids would tear the stuff apart," says Greg Thornton, the city's chief academic officer. "But the kids here don't do that."

Each floor of the school is an "academy" that houses one class each of all the grades, K-6. Next year, Stanton will house a seventh grade and the following year an eighth grade as part of Philadelphia's plan to eliminate middle schools.

Each academy has an experienced teacher leader who helps teachers go over their data, models lessons, helps think through instructional problems and sits in on teacher planning meetings.

The elementary classrooms are all set up in the same way, with science, social studies, math, reading, and writing centers. During the two-hour literacy block, the teacher leads the children in reading a story or article as laid out in the city-wide curriculum. Then, while the teacher works with a small

group of children teaching them a skill or discussing a particular aspect of the story, the rest of the students work their way through the centers. A class that is reading a story about Lou Gherig, for example, will have some children charting baseball pitches and hits, some writing a summary and response to the story, some reading about the history of baseball, and some working on a science project.

The city has not yet provided a social studies and science curriculum to accompany the districtwide reading and math curriculum, which means elementary school teachers must still develop their own social studies and science curricula to go along with the reading lessons. At Stanton, each grade-level team develops center activities together, so all students in each grade do the same thing on the same day.

In such a big, urban school with more than 500 students, it might seem impossible to focus attention on individual children. But the principal, Barbara Adderley, is determined to do so. One strategy is a progress chart in the teachers' meeting room. Each child is represented by a Post-it note, color coded by teacher and arranged by reading level. The principal and teachers can all see at a glance how kids are doing.

Adderley and the teachers have met with more than 100 children to decide on individual plans. Some children need more work on phonics, some on multiplication. A plan is in place for each of these students, with a carefully worked-out schedule for follow-up meetings and conferences.

Despite the focus on ensuring that children know how to read and do math well, the curriculum has not been "narrowed" to cut out art, music, science, or social studies. Children receive instruction in all these subjects, with extras such as sign language offered in the after-school program.

Nor is there an emphasis on test prep, with children endlessly taking practice tests. The teachers teach to state standards and assess regularly, but the assessments are used to diagnose individual weaknesses and get additional resources to the children who need it.

Stanton demonstrates the combined power of a coherent curriculum, a highly trained and dedicated staff, and district policies that support instruction.—K.C.

Redefining the American High School – The Facts

American high schools were not designed to prepare all of our young people to be successful citizens in today's challenging world.

The problem

- Because of today's demanding job market, some kind of education after high school is vital—whether it's a four-year college, community college, technical school, or a formal apprenticeship. Yet most students leave high school without the necessary skills for college or a living wage job.
- Nearly three out of 10 public high school students fail to graduate, and close to half of all African-American (44 percent) and Hispanic students (48 percent) leave high school without a diploma.¹
- Only 23 percent of African Americans and one-fifth of Hispanics graduate from high school prepared for a four-year college.²
- Only three of five college freshmen will earn a B.A. within six years; for minority and low-income students, the number is closer to half.³

The consequences for the nation's civic and economic health

- Nearly 40 percent of high school graduates feel inadequately prepared for college or the workplace.⁴
- Colleges and employers are demanding the same core knowledge and skills.⁵ Over half of professors (54 percent) and nearly three-fifths of employers (58 percent) do not agree with the statement that high school graduates have the skills necessary for college or work respectively.⁶
- The more education a person has, the more likely it is he or she will be employed.⁷ Among high school dropouts ages 16 to 24, nearly half are jobless and a third receive some type of government assistance.⁸
- Over a quarter (28 percent) of college freshmen must take remedial courses.⁹
- By 2020, the nation may face a shortage of 14 million workers with college-level skills.¹⁰
- High school dropouts will earn more than \$1 million less over a lifetime than college graduates.¹¹

What works: rigor, relevance, and relationships

- Communities around the country are proving it is possible to reverse these troubling trends and prepare all students for college, work, and citizenship. High-performing schools have a high-quality curriculum and instruction that focuses on rigor, relevance, relationships, and reflective thought.¹² Smaller high schools are more likely to foster these characteristics.
- Students who take more advanced courses in high school are more likely to graduate from college. Four out of five high school students who completed calculus in high school graduated with a bachelor's degree. But less than a quarter of students whose top math course was geometry, and just 8 percent of students who stopped at algebra earned a bachelor's degree.¹³
- A study by WestEd found that principals in five model schools agreed that critical elements for school success include: a strong faculty and staff, innovative school designs, emphasis on effective teaching and curricula, and flexibility in school governance.¹⁴
- Students in small schools are more academically successful, more likely to participate in school activities, less likely to drop out, have higher graduation rates, feel more connected to teachers, and go on to college more often than students in large schools.¹⁵
- Taking a rigorous high school curriculum that includes math at least through algebra II cuts in half the gap in college completion rates between white students and African-American and Latino students.¹⁶
- Small schools in four states (Georgia, Montana, Texas, and Ohio) reduced the harmful effects of poverty on student achievement by up to 50 percent.¹⁷

¹ Greene, Jay and Winters, Marcus. "Public High School Graduation and College Readiness Rates: 1991-2002," Education Working Paper No. 8, NY: Center for Civic Innovation, Manhattan Institute, February 2005.

The Bill & Melinda Gates Foundation (www.gatesfoundation.org) works to promote greater equity in four areas: global health, education, public libraries, and support for at-risk families in Washington state and Oregon. The Seattle-based foundation joins local, national, and international partners to ensure that advances in these areas reach those who need them most. The foundation is led by Bill Gates' father, William H. Gates, Sr., and Patty Stonesifer.

**RISING TO THE CHALLENGE:
ARE HIGH SCHOOL GRADUATES PREPARED
FOR COLLEGE AND WORK?**

**A STUDY OF RECENT HIGH SCHOOL GRADUATES, COLLEGE
INSTRUCTORS, AND EMPLOYERS**

FEBRUARY 2005

CONDUCTED FOR:



**Peter D. Hart Research Associates/Public Opinion Strategies
1724 Connecticut Avenue, NW
Washington, DC 20009**

USCC 54661

supporting measures that would raise the expectations for high school students, test them more rigorously, and require them to take more challenging courses.

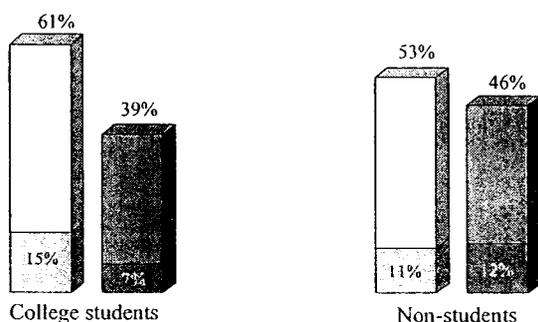
Many high school graduates are not prepared for college or entry-level jobs. A substantial number of recent public high school graduates feel that gaps exist between their high school education and the skills, abilities, and work habits that are expected of them today. Whether graduates are in college or the work force, they are equally likely to feel prepared for everything they will face. A 61% majority of current college students feel that they generally were prepared to do the college work that is expected of them, but nearly two in five (39%) say that there are gaps in how high school prepared them for the expectations of college. Students at two-year colleges are only slightly more likely to say that they have gaps in their preparation (41%) than are students at four-year colleges (37%), whereas a majority of self-identified part-time students (53%) have gaps in preparation for the skills and abilities expected of them.

A similar proportion (60%) of high school graduates who have gone into the work force without getting a college degree say that they are prepared for what is expected of them in their current job, but 39% say that there are gaps in their preparation for what is expected of them in their current job. An even larger proportion (46%) say that there are gaps in preparation for the skills and abilities that they believe they would need for the jobs they hope to get in the future. Among those high school graduates who are not in college and not currently employed, nearly half (49%) say that they have gaps in preparation for the skills and abilities necessary for the types of job that they hope to get.

Many Grads Cite Gaps In Preparation

How well did your high school education prepare you for college-level work/jobs you hope to get in the future?

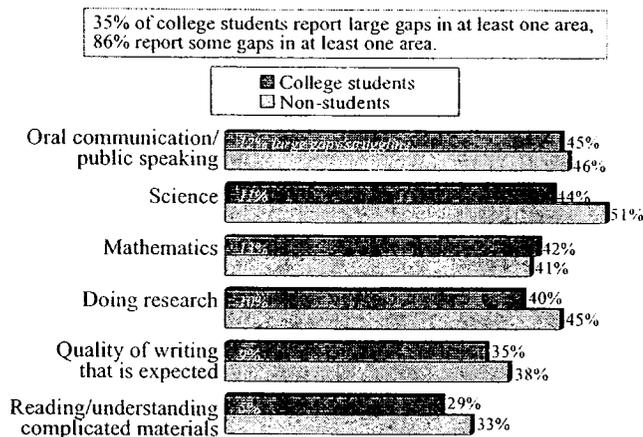
- | | |
|---|--|
| <input type="checkbox"/> Extremely well: prepared for everything | <input type="checkbox"/> Very well: generally able to do what's expected |
| <input checked="" type="checkbox"/> Not well: large gaps/struggling | <input checked="" type="checkbox"/> Somewhat well: some gaps |



USCC 54663

Most Grads Cite Gaps In At Least One Skill

(In each area, % saying there are at least some gaps in their preparation)



Non-students have gaps in job skills. Non-college students' self-assessments are nearly identical to college students' self-assessments—not only do the same proportion have gaps, they identify the same subjects and skills in roughly equal numbers. Only 14% of high school graduates in the work force are confident that they are generally able to do what is expected in all six dimensions, 47% recognize that there are some but no large gaps in their preparation, and an additional 39% say that there are large gaps in at least one area.

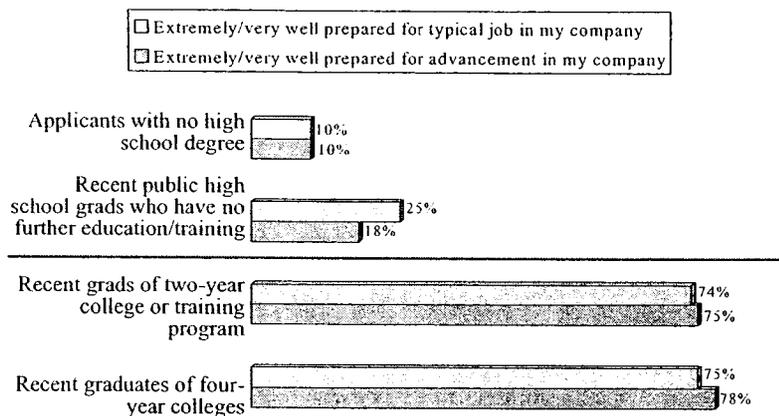
- 51% feel that there are some gaps in their science preparation (14% large gaps).
- 46% say that there are gaps in their oral communication skills (15% large gaps).
- 45% identify some gaps in their ability to do research (13% say there are large gaps).
- 41% say that there are some gaps in their mathematics preparation (16% large gaps).
- 38% feel that there are some gaps in the quality of writing that is expected (10% large gaps).

Nearly half (49%) of all non-students say that high school left them unprepared for the work habits expected in the work force. Additionally, 45% of non-students say that they have gaps in the computer skills expected of them. When asked which one or two subjects they most wish schools had done a better job preparing them, non-students are most likely to choose mathematics (22%).

High school graduates who are not in college overwhelmingly believe that they will need more education. More than four in five (84%) of graduates not currently in college believe that they will need more formal education or training to achieve what they hope for in life. More than half (52%) say that they plan to attend college within the next year, and another 26% plan to take classes sometime further down the road.

USCC 54665

Few Employers Feel High School Graduates Prepared For Advancement



The employer survey findings provide evidence that there are limited opportunities for high school graduates who do not get a college degree. Only one in five (19%) employers say that high school graduates with no further education represent a large proportion of the employees they hire. Another two in five (38%) employers say that they hire a moderate proportion of high school graduates. The most common types of jobs that employers hire recent high school graduates with no further education include labor, construction, and skilled trades (38%) and services, including food service, personal services, and cashiers (34%).

Those employers who do hire a small number or no recent high school graduates give a number of reasons for their reluctance, including that there are available applicants with a college degree who are more qualified (30%), most jobs at their company require an advanced degree (29%), and recent high school graduates lack the skills and work habits to succeed (28%).

Only three in ten employers say that most high school graduates at their company are on a path with room for career advancement to higher levels of the company. Nearly as many employers (28%) say that most high school graduates at their company are not on a path with room for career advancement. Even among those employers who hire a large proportion of high school graduates with no further education, 30% feel that most high school graduates are on a path with room for advancement to higher levels.

College instructors are the harshest critics of public high schools. Only 18% of college professors feel that most of their students come to college extremely or very well prepared, with just 3% saying extremely well. Fifty-six percent (56%) describe their students as somewhat well prepared, and 25% say that they are not too well or not well prepared at all. College instructors at two-year institutions offer even harsher assessments, as only 7% say that most of their students come to college extremely or very well prepared, compared with 22% of instructors at four-year colleges. Even at colleges with competitive admission policies that only let in high-

USCC 54667

writing. When asked to choose one or two areas that they most wish high schools would do a better job, college instructors are most likely to say preparing students for the writing quality that is expected (37%) or mathematics (34%).

Seven in ten (70%) instructors spend at least some or a significant amount of class time reviewing material and addressing skills that they think should have been taught in high school, including a quarter (24%) who say that they spend a significant amount of class time. Instructors at both four-year (68% of whom spend some or significant time) and two-year colleges (75%) are reviewing material that should have been taught in high school.

The quality of preparation that students receive in high school is closely associated with high expectations and solid academic standards. One-quarter (24%) of all high school graduates, including 26% of all current college students and 20% of non-college students, say that they faced high academic expectations and that they were significantly challenged in high school. More than half (56%) of all high school graduates faced moderate expectations, whereas one in five (20%) found that expectations were low and that it was easy to slide by. Graduates from all backgrounds assessed the rigor of their high school fairly similarly, with 23% of those from families with below-average incomes and 24% of those from families with above-average incomes saying that expectations were high in high school. Graduates from suburban high schools (31%) are slightly more likely to say that the expectations they faced in high school were high than are those from cities (23%) or small town/rural areas (20%). A surprisingly low 30% of those in college preparatory programs think that they were significantly challenged in high school and only 17% of students in a general studies course of study in high school say the same about their high school.

However, students who faced high expectations in high school are much more likely to feel well prepared for the expectations of college (80%) than are college students who faced moderate (58%) or low expectations (37%). Additionally, those students who faced high expectations in high school are nearly twice as likely to be getting mostly A's in college (28%) than are those who faced low expectations in high school (13%). Students who faced high expectations are much less likely to take remedial classes in college (27% have taken a remedial class) than are those who faced low expectations in high school, 50% of whom have taken a remedial class.

Similar proportions of non-students who faced high expectations in high school feel that they are well prepared for the expectations of the work force (72%), whereas only 36% of those who faced low expectations say the same. Among high school graduates in the work force, those who faced low expectations in high school are 14 percentage points more likely to say that they are not on a path to get the kind of job they hope to have in five to ten years than are students who faced high expectations (42% versus 28%).

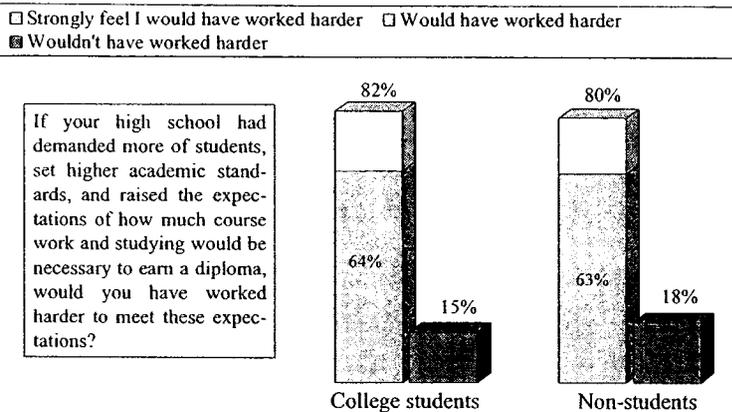
Fewer than half (46%) of all graduates were asked to do a great deal of writing in high school. College students who were expected to write a great deal in high school, including longer assignments such as term papers or research reports, feel much more prepared for the quality of writing expected of them in college (79% feel well prepared) than do students who faced lower expectations for their quantity of writing (51%). Although 75% of non-students who did a great deal of writing in high school feel well prepared for the quality of writing expected in the work force, fewer than half (47%) who were expected to write less in high school feel prepared for the quality of writing expected.

Beyond the decision to go to college, demographics have less impact. When looking at the college students and non-students separately, the survey results reveal surprisingly small differences in preparation within the demographic groups of income, race, and area. However, demographic variations in rates of college attendance must be kept in mind. Family income has a muted effect on assessments of preparation in college, as college students who say that their family income is below average are nine percentage points more likely to identify gaps in their preparation than are college students who cite an above-average family income (43% versus 34%). The differences are greater among non-students, with non-students from families with below-average incomes 14 points more likely to say that they have gaps in preparation than those from families with above-average incomes (55% versus 41%). African-American (40% report gaps in their preparation) and Hispanic (43%) college students assess their preparation similarly to the national average. A smaller proportion (34%) of African-American non-students identify preparation gaps. Hispanics are more likely to report gaps in preparation for the work force (47%). Suburban college students (33%) are only slightly less likely than are college students from cities (40%) or small town/rural areas (41%) to say that they have gaps in their preparation. The ratings are fairly consistent across these areas for non-college students, as 46% of graduates from cities, 52% of graduates from suburbs, and 44% of graduates from small town/rural areas notice gaps in their preparation. The lack of findings on these demographic variables may simply be explained by noting that this is a comparison among college students and among non-college students. It is important to keep in mind, however, that national statistics show large differences in both high school drop-out rates and college-matriculation rates by factors such as income and ethnicity.

Knowing what they know now, high school graduates would have worked harder and chosen a more rigorous curriculum. Based on what they know now about the expectations of college and the work force, a majority of high school graduates, including 65% of college students and 77% of non-college students, now say that they would have worked harder and applied themselves more in high school, even if it had meant less time for other activities. Those who feel they have gaps in preparation for college (70%) and those who have taken a remedial class (74%) are more likely to say that they would have worked harder and applied themselves more. College students at two-year colleges (76%) are 16 points more likely than students at four-year colleges (60%) to say that they would have worked harder.

Furthermore, if high schools raised standards, graduates say they would be able to meet them. Four in five college students (82%) and non-students (80%) say that they would have worked harder if their high schools had demanded more of students, set higher academic standards, and raised expectations of how much course work and studying would be necessary to earn a diploma. Furthermore, the majority (62%) of graduates say that they were motivated and inspired to work hard in high school.

Had High School Demanded More, Grads Would Have Worked Harder



Higher standards, tougher courses, and more evaluations are strongly supported. Recent high school graduates, college instructors, and employers all strongly support measures that would raise the expectations for high school students, test them more rigorously, and require them to take more challenging courses.

More than 70% of graduates support all the remedies proposed to better prepare them for life after high school, and at least three in four employers and college instructors feel that each proposal would improve things a great deal or somewhat.

- More than nine in ten (94%) college students believe that providing opportunities to take more challenging courses such as honors, AP, or IB classes would improve their preparation for life after graduation, including 75% who say that this would improve things a great deal. College instructors strongly agree (85% would improve things, 46% would improve things a great deal).
- Ninety-seven percent of non-college students say that providing opportunities for real-world learning and making coursework more relevant would improve things, including 76% who say that this would improve things a great deal. More than nine in ten (95%) employers agree, including 49% who say this would improve things a great deal.
- Strong majorities of high school graduates support several remedies that would increase their workload, including 81% who say that requiring students to pass

KIPP -- Knowledge Is Power Program

KIPP Schools

Two idealistic teachers, Mike Feinberg and Dave Levin, started KIPP (Knowledge Is Power Program) in 1994. KIPP has grown to a national network of 38 public schools in 15 states and the District of Columbia. KIPP schools have been widely recognized for narrowing the achievement gap in public education and putting underserved students on the path to college. Through great teaching, longer hours, and a college preparatory focus, KIPP is opening doors of opportunity for children in urban and rural communities across America.

KIPP schools are tuition-free, open enrollment public schools. Students at KIPP are accepted regardless of prior academic record, conduct, or socioeconomic background. More than 75 percent of KIPP students qualify for the federal free and reduced-price meal program, and more than 90 percent are students of color. KIPP schools start with a fifth-grade class and add one grade each year until they reach full capacity at approximately 320 students. Rigorous college preparatory instruction is balanced with extracurricular activities and experiential field lessons.

KIPP schools have high expectations for academic achievement and conduct, and make no excuses based on background. Each member of the school community – parents, students, and teachers – sign a ‘commitment form’ pledging to the quality work and long hours necessary for success. KIPP schools are typically in session from 7:30 am to 5 pm Monday through Friday, plus alternating Saturdays, and three to four weeks in the summer. Students are expected to achieve at a level of academic performance that will allow them to succeed at the nation’s best colleges. The principals of KIPP schools are effective academic and organizational leaders who have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

The Origins of KIPP

KIPP began in 1994 when Dave Levin and Mike Feinberg launched a program for fifth graders in a public school in inner-city Houston, Texas after completing their commitment to Teach For America. While only half of the students passed their fourth grade tests before enrolling in KIPP, that year more than ninety percent passed the Texas fifth grade exams in English and mathematics. In 1995, Feinberg’s KIPP Academy Houston became a charter school, and Levin returned home to New York to establish KIPP Academy in the South Bronx.

The original KIPP Academies have a sustained record of high student achievement. The Texas Education Agency has recognized KIPP Academy Houston as an “Exemplary School” for every year of its existence and the New York State Senate has recognized KIPP Academy New York as the highest performing public middle school in the Bronx for seven consecutive years. KIPP alumni have earned \$21 million in scholarships to top high schools, and more than 85 percent of KIPP alumni who were high school seniors in 2004 earned acceptances to college.

The KIPP Foundation

In 2000, Doris and Donald Fisher, co-founders of Gap Inc., formed an unique partnership with Feinberg and Levin to replicate KIPP’s success. Based on the belief that great schools need great leaders, the non-profit KIPP Foundation recruits, trains, and supports outstanding teachers to open college-preparatory public schools in high need communities nationwide. KIPP helps secure facilities and operating contracts while training school leaders through a year-long KIPP School Leadership Program that includes coursework at the University of California at Berkeley’s Haas School of Business, “residencies” at other KIPP schools, and support from expert KIPP staff.

Principals trained through the KIPP School Leadership Program have replicated the initial success of the original KIPP Academies. According to a 2002 independent report by New American Schools, the first three new KIPP schools each recorded statistically significant gains in student achievement. For example, 93 percent of the fifth graders at KIPP Gaston College Preparatory passed the North Carolina end-of-year exam in reading in 2002, while only 53 percent had passed the state reading test before entering KIPP as fourth graders. Preliminary results indicate that KIPP schools made some impressive academic gains during the 2003-04 school year. KIPP students who took that national norm-referenced Stanford 10 exam averaged scores increases of 29 percent in mathematics, 22 percent in reading, and 20 percent in language from 2003 to 2004.



The Hill Center

Brief

Established in 1977 and located in Durham, North Carolina, The Hill Center is considered a model program for students who struggle with learning differences. The Hill Center successfully and confidently carries out its mission to "transform students with learning differences into confident, independent learners." The Hill Center is credited with changing lives and giving students the keys to success in education and life.

The Hill Center's research-based methods utilize multi-sensory instruction in a highly structured environment. Students attend The Hill Center for a half-day and then return to their home school for the remainder of the school day. Seventy percent of the 177 students who presently attend The Hill Center are public school students, drawing from 58 area schools. Enrollment at The Hill Center is generally short-term; in most instances, remediation is accomplished in two to three years and students are able to return to their home schools on a full-time basis. Over 90% of Hill students go on to college. Over the past five years, 2,585 students have been served in the academic and tutoring programs. A recent research study of 10 years of Hill Center student data conducted by RTI demonstrates that over ten years, *regardless of gender, race/ethnicity, or type of disability, students enrolled at The Hill Center showed significant improvement in reading, written language, and math achievement scores. Students appear to make the most gains during their first year of enrollment at The Hill Center.*

The Hill Center extends its success to other students and school settings through its outstanding Professional Development Program for teachers. The Hill Center is one of four organizations approved by the North Carolina Department of Public Instruction for professional development in reading. In 2001, The Hill Center was one of two programs nationwide to be recognized as an "Exemplary LD Program" by the National Council for Exceptional Children.

Research Projects at The Hill Center

The Hill Center participates in research projects to validate its methodology and success and to contribute to the body of knowledge regarding learning differences. The following research projects have either been completed or are in process:

The Hill Center Student Achievement Study (1995-2004). Research study that demonstrates over ten years, *regardless of gender, race/ethnicity, or type of disability, students enrolled at The Hill Center showed significant improvement in reading, written language, and math achievement scores.* On average, students made 1-2 years' gain, with the most gains made during their first year of enrollment at The Hill Center. Data analysis was conducted by Research Triangle Institute (RTI), with funding through an anonymous donor.

The Reading Achievement Program (RAP) in the Durham Public Schools (2002-2007). In this 5-year project funded by the North Carolina GlaxoSmithKline Foundation, teachers of at-risk children in 5 Durham public schools were trained to implement the Reading Achievement Program, a modification of The Hill Center Methodology for use in the public school setting. Independent evaluation of student achievement by RTI indicates that in the first year of implementation, *students in the program showed significant improvement in reading and math and that improvement was greater than would have been expected from an average student their age without learning difficulties.* Students in the program were racially diverse, more than half were eligible for free and reduced-price lunch, 25 percent spoke English as a second language, and half had repeated a grade. Evaluation of student achievement will continue for the duration of the project and it is expected that these impressive results will continue.

Curriculum

Advancing Math and Science Achievement

Overview

- **U.S. Department of Education**, “The Facts About ... Math Achievement” and “The Facts About ... Science Achievement”

Action

- **The U.S. Chamber of Commerce** (and other organizations), “Tapping America’s Potential: The Education for Innovation Initiative (introduction only)”

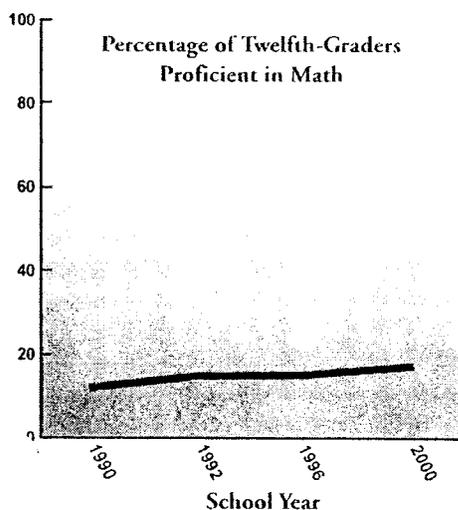
Partnership Examples

- **Burroughs Wellcome Fund**, “Building the Science Education Infrastructure of a State”
- **Intel**, “Innovation in Education: Focus on science and mathematics”

The Challenge: America's schools are not producing the math excellence required for global economic leadership and homeland security in the 21st century.

The Solution: Ensure schools use scientifically based methods with long-term records of success to teach math and measure student progress. Establish partnerships with universities to ensure that knowledgeable teachers deliver the best instruction in their field.

HOW *No Child Left Behind* HELPS IMPROVE MATH ACHIEVEMENT



Math is a critical skill in the information age. We must improve achievement to maintain our economic leadership. While technology advances with lightening speed, stagnant math performance in schools shortchanges our students' future. That endangers our prosperity and our nation's security.

Math achievement is improving slightly, but much more work must be done to ensure that our children receive a sound background in mathematics.

- ★ According to the 2000 National Assessment of Educational Progress (NAEP), the average math scores of fourth, eighth, and twelfth-graders have improved slightly.
- ★ However, only a quarter of our fourth- and eighth-graders are performing at proficient levels in math. Twelfth-grade math scores have not improved since 1996, and a closer look at those scores reveals that the biggest drop occurred at the lowest levels of achievement. These are the students who need our help most and who can least afford to lose any more ground.

***No Child Left Behind* creates Math and Science Partnerships to rally every sector of society to help schools increase math and science excellence.**

- ★ The National Science Foundation and the U.S. Department of Education will provide an estimated \$1 billion over five years for results-oriented partnerships between local districts and universities to bring urgency, tested methods, and high level expertise to rebuilding math excellence.
- ★ Partnerships will invite businesses, science centers, museums and community organizations to unite with schools to improve achievement.
- ★ The program rewards states for increasing student participation in advanced courses in math and science and for increasing the passing rates on Advanced Placement exams.
- ★ To ensure accountability, the Partnerships must report annually to the U.S. Secretary of Education on progress toward meeting their set objectives, aligned to state standards.

The president has called for filling the ranks and increasing pay for math and science teachers.

- ★ *No Child Left Behind* requires states to fill the nation's classrooms with teachers who are knowledgeable and experienced in math and science by 2005. The president supports paying math and science teachers more to help attract and retain experience and excellence.

Our nation must research the best ways to teach math and science and measure students' progress in these subjects.

- ★ *No Child Left Behind* requires that federal funding go to programs that are backed by evidence.
- ★ Over the last decade, researchers have scientifically proven the best ways to teach reading. We must do the same in math. That means using only research-based teaching methods and rejecting unproven fads. The new law also requires states to measure students' progress in math annually in grades three through eight beginning in 2005.

USCC 54679

To find out more about what *No Child Left Behind* means for you and your child, please visit:

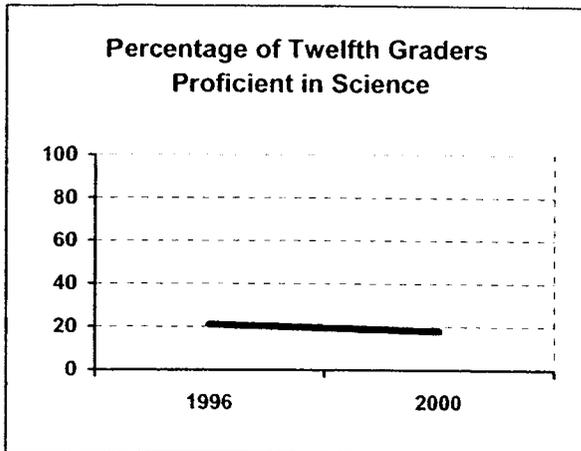
www.NoChildLeftBehind.gov or call 1-800-USA-LEARN

THE FACTS ABOUT...

The Challenge: America's schools are not producing the science excellence required for global economic leadership and homeland security in the 21st century.

The Solution: Ensure schools use research-based methods to teach science and measure results. Establish partnerships with universities to ensure that knowledgeable teachers deliver the best instruction in their field.

HOW NO CHILD LEFT BEHIND BOOSTS SCIENCE ACHIEVEMENT



President Bush and Congress recognize there is a problem.

- Eighty-two percent of our nation's twelfth graders performed *below* the proficient level on the 2000 National Assessment of Educational Progress (NAEP) science test.
- The longer students stay in the current system the worse they do. According to the 1995 Third International Mathematics and Science Study, U.S. fourth graders ranked second. By twelfth grade, they fell to 16th, behind nearly every industrialized rival and ahead of only Cyprus and South Africa.
- As the U.S. Commission on National Security in the Twenty-First Century reports, "More

Americans will have to understand and work competently with science and math on a daily basis . . . the inadequacies of our systems of research and education pose a greater threat to U.S. national security over the next quarter century than any potential conventional war that we might imagine."

No Child Left Behind creates Math and Science Partnerships to rally every sector of society to work with schools to increase math and science excellence.

- The National Science Foundation and the U.S. Department of Education will provide an estimated \$1 billion over five years for results-oriented partnerships between local districts and universities and colleges.
- Partnerships will also invite businesses, science centers, museums, and community organizations to unite with schools to improve achievement.
- The program also rewards states for increasing participation of students in advanced math and science course and for increasing the passing rates on Advanced Placement exams.
- To ensure accountability, the Partnerships must report annually to the U.S. Secretary of Education on progress in meeting their set objectives, aligned to state standards.

The president has called for increasing the ranks and pay of teachers of math and science.

- *No Child Left Behind* requires states to fill the nation's classrooms with teachers who are knowledgeable and experienced in math and science by 2005. The president supports paying math and science teachers more to help attract experience and excellence.

Our nation must research the best way to teach science and regularly measure student progress.

- *No Child Left Behind* requires that federal funding go only to programs that are backed by evidence.
- The new law also requires that beginning in 2007 states measure students' progress in science at least once in each of three grade spans (3-5, 6-9, 10-12) each year.
- Over the last decade, researchers have scientifically proven the best ways to teach reading. We must do the same in science. America's teachers must use only research-based teaching methods and the schools must reject unproven fads.

SCIENCE ACHIEVEMENT

To Leaders Who Care about America's Future:

Fifteen of our country's most prominent business organizations have joined together to express our deep concern about the United States' ability to sustain its scientific and technological superiority through this decade and beyond. To maintain our country's competitiveness in the 21st century, we must cultivate the skilled scientists and engineers needed to create tomorrow's innovations.

Our goal is to double the number of science, technology, engineering and mathematics graduates with bachelor's degrees by 2015.¹

The United States is in a fierce contest with other nations to remain the world's scientific leader. But other countries are demonstrating a greater commitment to building their brainpower. Consider these facts:

Increasing international competition:

- By 2010, if current trends continue, more than 90 percent of all scientists and engineers in the world will be living in Asia.²
- South Korea, with one-sixth of our population, graduates as many engineers as the United States.³

Increasing reliance on and reduced availability of foreign talent to work in the United States:

- More than 50 percent of all engineering doctoral degrees awarded by U.S. engineering colleges are to foreign nationals.⁴
- However, security concerns in the United States are reducing the number of foreign students, while competition for this talent from other countries and the opportunity to return to their home countries to work is increasing.

Alarming domestic trends:

- The number of engineering degrees awarded in the United States is down 20 percent from the peak year of 1985.⁵
- Although U.S. fourth graders score well against international competition, they fall near the bottom or dead last by 12th grade in mathematics and science, respectively.⁶

USCC 54681

We are calling on business leaders to unite with government officials at all levels — national, state and local — to create the momentum needed to achieve this goal. We are committed to providing the leadership and sustained effort needed to help the American people realize the dimensions of the problem and the urgent need for solutions.

Sincerely,

WILLIAM T. ARCHY
President & CEO
AeA

BRIAN K. FITZGERALD
Executive Director
Business-Higher Education Forum

JOHN J. CASTELLANI
President
Business Roundtable

DEBORAH L. WINCE-SMITH
President
Council on Competitiveness

BRUCE MEHLMAN
Executive Director
Computer Systems Policy Project

HARRIS N. MILLER
President
Information Technology Association
of America

RHETT DAWSON
President
Information Technology Industry Council

ROGER CAMPOS
President & CEO
Minority Business RoundTable

JOHN ENGLER
President
National Association of Manufacturers

LAWRENCE P. FARRELL, JR.
President & CEO
National Defense Industrial Association

GEORGE M. SCALISE
President
Semiconductor Industry Association

KEN WASCH
President
Software & Information Industry
Association

LEZLEE WESTINE
President & CEO
TechNet

MATTHEW J. FLANIGAN
President
Telecommunications Industry
Association

THOMAS J. DONOHUE
President & CEO
U.S. Chamber of Commerce

USCC 54683

Burroughs Wellcome Fund
Building the Science Education Infrastructure of a State

The Burroughs Wellcome Fund (BWF) is an independent private foundation dedicated to advancing biomedical sciences by supporting research and other scientific and educational activities. Within this broad mission, we seek to accomplish two primary goals: develop the careers of young scientists and advance fields in the basic sciences that are undervalued or in need of particular encouragement. We give away around \$25 million per year to nonprofit organizations in the United States and Canada.

BWF's focus on science education derived from one of our primary goals of developing the careers of young scientists. Prior to 1994, the majority of our funding supported scientists at the postdoctoral and above levels. However, as a North Carolina based organization, we wanted to dedicate a part of our funding to this state as well as to address issues of improving the pipeline of young scientists. Not enough U.S. students are taking advanced science and mathematics courses and choosing research as a career option. In studying the science, mathematics, and technology educational needs in North Carolina, BWF determined that our strategies for funding should foster student interest and achievement in science; support the development of informed public policy and research; and build capacity and partnerships.

Student Interest and Achievement

The BWF Board of Directors agreed that students at the middle school and high school levels would be our initial targets in preK-12 education. State and national education experts who used research data and experience to help guide our thinking about these issues advised the BWF board on program development. BWF established a competitive award program called the Student Science Enrichment Program (SSEP) to fund projects to engage students in nationally approved hands-on inquiry-based science activities that align with the North Carolina standard course of study. These students are exposed to scientists and the scientific process. More importantly, students have opportunities to do science in ways that may impact their communities. We want to reach students who have exceptional skills and interest in science, as well as those who may not have had an opportunity to demonstrate such skills and interest in science but are perceived to have high potential. BWF chose to avoid tampering with the politics of education at that time by requiring these activities take place outside of the classroom—after school, weekends, or during vacations. Our goals are to nurture students' enthusiasm for science, improve their competence in science, and encourage them to pursue careers in research or other science-related areas.

The SSEP awards provide up to \$180,000 payable over three years. Non-profit organizations such as public and private schools, universities, colleges, museums, and community organizations (Girls/Boys Scouts, 4-H Clubs, etc.) are eligible to apply. We make up to 10 SSEP awards per year. Since 1996, BWF has invested over \$10 million through 78 awards to 46 different organizations that have reached nearly 24,000 students. Visit our website www.bwfund.org to find out more about these science enrichment experiences for students.

After supporting the SSEP for five years, BWF commissioned education evaluators Donley and Johnson to assess the characteristics of successful afterschool science enrichment programs utilizing data from 46 North Carolina organizations that had received our funding. The data (*Donley and Johnson, SSEP Evaluation, August 2000*) showed the following attributes of successful afterschool science enrichment programs:

1. Curriculum appropriate for targeted students are used
2. "Minds-on" as well as "hand-on" inquiry-based activities are offered
3. Scientists and teachers are involved
4. Students have opportunities to discuss and present their work to others
5. Large applicant pools are solicited or invited to apply
6. On-going relationship with students are fostered

BWF annually convenes directors of the SSEP projects to provide networking with colleagues across the state, opportunities for explaining their work to others through poster sessions and one on one dialog, and hearing from state and national speakers on trends and issues in science education.

who need these services. For the past two years, the proposal-writing workshops have been led by Dr. Shirley Malcom, head of the Directorate for Education and Human Resources Programs at the American Association for the Advancement of Science. Proposal planning, writing, and review are key areas covered by the workshop. Networking and partnering among participants have been highly beneficial. The outcome data demonstrating the effectiveness of these workshops are noteworthy. Just last year, of the total 42 eligible SSEP applications for the 2005 award series, 48 percent were workshop participants; 20 percent from targeted areas of North Carolina in need of resources; and 35 percent from minority universities or schools in small towns. There were 13 workshop participants who made the finalists' category and six received SSEP awards. The workshop was redesigned for general purposes and presented to the North Carolina Science Teachers Association annual conference. It was video taped for the Department of Public Instruction's (DPI) website for all North Carolina teachers to access. Debbie Michael, a Presidential Award winning science teacher from Catawba County and participant in one of our workshops, had applied and received more than three grants for her school from DPI and other local sources. When DPI officials asked what was her secret, Debbie attributed her success to the BWF grant-writing workshop.

To improve the ability of our SSEP directors to conduct program evaluation, we hold yearly workshops. BWF employs an external evaluator, The Education Consulting Team (TECT), to assess the quality and effectiveness of SSEP awards. The team consists of Charles Eilber, past SSEP advisory committee member and a founder of the North Carolina School of Science and Mathematics, and his colleagues Sally Bond and Mary Wakeford. Student surveys and instructions for program evaluations are provided. TECT provides up to four hours of technical assistance in evaluation to each SSEP award recipient. Regional meetings are scheduled for this purpose. At these meetings, awardees learn to use the Logic Model and understand effective ways of reporting outcomes. SSEP awardees are required to submit annual progress reports that are reviewed by BWF, the program's advisory committee, and TECT to determine if they are utilizing the collected standardized data to tell their story and explain how they are fulfilling the three overall program goals—to nurture students' enthusiasm for science, improve students' competence in science, and encourage students to pursue careers in research or other science-related areas. These reports also help identify common strengths and areas where support or changes to program activities should be made. TECT conducts occasional site visits to individual awardees when needed. The evaluation addresses questions regarding demographics of student participants, their attitudes and interests in science, types of activities, descriptions of the funded organizations, and progress toward achieving program goals. The following assessment instruments and procedures are used to collect data on project implementation and impact:

- **Project Profile Survey** completed by SSEP award recipients for each project at the beginning of their funding cycles.
- **Student Feedback Survey** administered to participating students either at the end of major project activities or at the end of the evaluation year (depending on the timetable for the project). This survey provides information regarding students' perspectives on the quality of the project and its impact on them.
- **Observations** conducted at a subset of the project sites. The observations provide an independent perspective of the nature of activities and the extent of student engagement.
- **Annual Progress Reports**, completed by project directors.

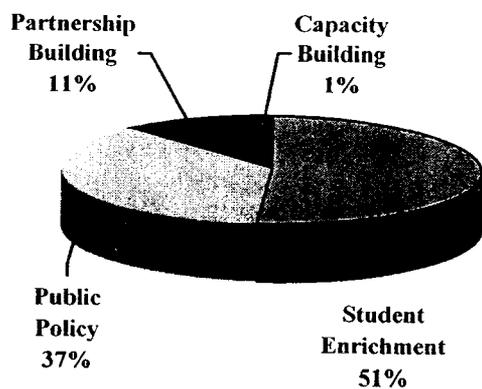
We are beginning to use the evaluation process to help SSEP award recipients think about sustainability and how to determine the viability of their projects to continue. The focus is first placed on assessing the value of the project and whether it can be sustained, followed with strategies on using the evaluation reports as tools to attract support from local and perhaps regional or national sources.

BWF provided a grant in 1996 to endow the Education Future Center (EFC) at the North Carolina School of Science and Mathematics. The purpose was to create a mechanism to utilize multimedia technologies to interconnect schools across the state to train teachers and share tools and curricula for institutional reform and improvement in science and mathematics education. Seven cyber campuses were established in low wealth counties across the state. To date, these EFC Partners meet bimonthly and collaborate on program activities. Many EFC Partner schools would be unable to offer their students

The SMT Center's board recommended the first year of operation be spent on educating the public on the importance of SMT education for all children, building the capacity of teachers in SMT education, and recognizing successful schools for their efforts in SMT education. The center partnered with the North Carolina Business Committee for Education to begin a grassroots campaign to educate the public on the value of science education. An advocacy tool kit was developed consisting of a DVD on "Think Science," talking points for advocates, handouts, and power point presentations. Over 60 business leaders met and many signed an agreement to make four annual presentations to a variety of audiences such as rotary clubs, parent/teacher meetings, and fraternity meetings.

To help build the capacity of teachers and further involve scientists in preK-12 education, the SMT Center partnered with Duke University and Sigma Xi on a National Science Foundation grant to recruit and train scientists to work with teachers on nationally certified kit-based inquiry learning science modules. The SMT Center is responsible for identifying scientists and pairing them with teachers trained by Duke's Center for Inquiry Based Learning Teachers and Scientists Collaborating Program. The SMT Center's initiative is called the Teacher Link Program (TLP). TLP scientists communicate primarily with teachers via telephone and email, but as these relationships evolve, classroom visits and contact with students occur. The TLP scientists also worked this past year with the N.C. Department of Public Instruction to revamp the science curriculum and supporting documents to comply with the NCLB legislation of having students assessed in science at the elementary level.

A partnership with the Gates Foundation and Public School Forum allowed the SMT Center to help create new theme high schools, expand middle college offerings where students in high school earn college credits, and redesign schools to have smaller learning environments. Emphasis was placed on raising the graduation rate of high school students and preparing them for work or higher education. The SMT Center provided technical assistance for those schools with a science, mathematics, and technology theme.



Grant allocations for BWF Science Education

Carolina Institute for Education Policymakers, and the Education Future Center at the North Carolina School of Science and Mathematics that has proven to be a mantra for success in the science education program. Two of these institutions received what we term catalytic grants that endowed them with \$1 million to help sustain them. The SMT Center will be the next institution to receive funding of this magnitude. Although BWF provides the catalyst dollars to create these institutions, they become rooted, strong independent organizations with a life of their own.

Carr Thompson
 Senior Program and Communications Officer
 Burroughs Wellcome Fund
cthompson@bwfund.org
www.bwfund.org

Finance

The Burroughs Wellcome Fund spent around \$1.2 million on science education for fiscal year 2004. The Student Science Enrichment Program currently receives over 50 percent of our giving in the science education program area as shown on the pie chart. We have invested over \$10 million in SSEP since 1996. The remaining 49 percent of BWF funding in science education is allocated for building the infrastructure for science, mathematics, and technology education in North Carolina.

BWF created or enhanced educational institutions such as the North Carolina Science, Mathematics, and Technology Education Center, the Grassroots Museum Collaborative, the North

Intel® Innovation in Education
Focus on Science and Mathematics

“In short, our children are losing the ability to respond not just to the challenges already presented by the 21st century but to its potential as well. We are failing to capture the interest of our youth for scientific and mathematical ideals. We are not instructing them to the level of competence they will need to live their lives and work at their jobs productively. Perhaps worst of all, we are not challenging their imaginations deeply enough.”

—John Glenn
Chairman, The National Commission on Mathematics
and Science Teaching for the 21st Century

Technology drives today’s global, knowledge-based economy. To compete effectively, knowledge workers must be well-schooled in 21st Century skills like critical thinking, problem solving, and collaboration. Citizens must also excel in science and mathematics. These disciplines are at the heart of global economic competitiveness. They provide fuel that drives technological innovation. And without it, our nation cannot compete effectively.

As a technology leader, Intel has a long-standing commitment to improving the education of our young people. Our goal is to help keep them, and us, competitive. The reason for our interest in math and science education is apparent. The technology industry requires a diverse pipeline of math, science and engineering talent ready to become tomorrow’s innovators. If we do not have that, our technology will fall behind. That means that we, as a nation, will fall behind.

Intel ® Innovation in Education is a philanthropic initiative that helps arm young people with skills they need to compete successfully—including skills in science and math. From professional development and student resources for K-12 teachers and students, to grant, internship, and high-tech programs for higher education students and institutions, Intel Innovation in Education is working side by side with governments, community leaders and educators to prepare America for the challenges this century holds in store for us.

Encouraging Excellence in Science and Mathematics

To reward and encourage excellence in math and science, Intel sponsors both the Intel International Science and Engineering Fair (ISEF), and the Intel Science Talent Search (STS). Intel ISEF is the world’s only international science competition representing all life sciences for pre-college students. In 2005, over 1400 students from more than 40 countries participated in the event. However, to become eligible for Intel ISEF, students participate in over 500 Intel ISEF-related local, regional and national fairs. Intel ISEF is the last link in a chain of math and science activities that involve millions of bright, talented students all over the world.

Surrounding Intel ISEF are math and science-specific professional development programs, like the Intel ISEF Educator Academy. Held during the Intel ISEF fair, this event gathers a select group of educators and government officials from around the world to explore proven, innovative methods of engaging students in project-based inquiry methodologies to support scientific research. Additionally, through professional development for teachers and information and training sessions for students, the Middle School Outreach Program helps prepare students to participate in science fairs.

Educators

A Focus on Productivity

Overview

- Fact Sheet from **National Board for Professional Teaching Standards**

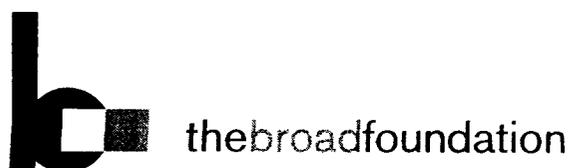
Tools

- **MetLife**, "Portrait of a Teacher Likely to Leave the Profession in the Next 5 Years," "MetLife Survey of the American Teacher," and "Initiatives in Education"
- **American Productivity & Quality Center**, "Process Improvement & Innovation in Education — Instructional Assessment Survey"
- **The Broad Foundation**, "Better Leaders for America's Schools: A Manifesto" (executive summary and overview only)

Better Leaders for America's Schools: A Manifesto

WITH PROFILES OF EDUCATION LEADERS AND
A SUMMARY OF STATE CERTIFICATION PRACTICES

May 2003



USCC 54690

Overview

America's public schools face a paradox. Even as states report a surplus of formally credentialed candidates for administrative positions, many schools and school systems cannot find the exceptional candidates that they need to lead them. Our public-education system confronts a leadership famine amidst a feast of "certified" leaders. This unhappy situation results from a flawed arrangement that annually confers administrator licenses upon thousands of educators who have scant interest in actually serving as school superintendents or principals and who, even when interested, often lack the exceptional leadership qualities so urgently needed in today's schools.

We cannot afford for it to be that way. It need not be that way. And in some places this dysfunctional arrangement is beginning to change. Just as many state and local governments have embraced innovative ways of recruiting and training teachers, allowing into their classrooms talented men and women who lack conventional credentials, so are some of the nation's largest school systems—including New York and Los Angeles—beginning to welcome able people with unconventional backgrounds into leadership roles.

We applaud these developments. America will not have the great schools it needs if we adhere to the view that the only way to improve school leadership is to layer more formal training and certification requirements atop those that have not worked in the past. That is a formula for failure.

Today's conventional training and certification requirements for prospective school leaders are already so burdensome that they deter many educators with leadership qualities from moving into key administrative roles, while virtually barring proven leaders from different professions. More such requirements are destined to yield more disappointment and fewer great leaders. Hence it's time to think about a different solution: One promising way to improve our schools is to *lower* the barriers to entry for prospective leaders, to search high and low for able people, to provide them the skills and knowledge they need to spearhead the effort to give America's children a superior education—and to engage them on terms that make it possible truly to lead, not merely to administer or manage.

Instead of erecting higher hurdles to entry, we should pursue two simultaneous courses. First, we should strive to locate and develop strong leaders within the educa-

Portrait of a Teacher Likely to Leave the Profession in the next 5 Years



1. Not satisfied with teaching as a career
2. Feels as if their job is not valued by their supervisor
3. Feels stress and anxiety related to reviews by their supervisor
4. Feels stress and anxiety related to personnel issues, union, low pay, teacher conflict, discipline, complaints and incompetence
5. Feels stress and anxiety related to unrealistic demands, workload, number of responsibilities
6. Fewer years of experience teaching
7. Minority teacher
8. Feels stress and anxiety related to safety
9. Feels stress and anxiety related to budget/lack of funding/financial constraints
10. Finds making a contribution to society a source of greatest teaching satisfaction
11. Feels stress and anxiety related to lack of resources
12. Finds pay/salary a source of greatest teaching satisfaction

Source: *The MetLife Survey of the American Teacher 2004-2005:
Transitions and the Role of Supportive Relationships*



MetLife Survey of the American Teacher

Since 1984, MetLife has conducted this series of surveys that bring the views and voices of those closest to the classroom to the attention of policymakers and the public. Conducted by Harris Interactive, survey topics have changed to address key issues over the years – from reform to violence – but the premise remains the same: to give voice to teachers and others most familiar with classroom realities and most affected by education reform. **The following is a list of the surveys in the series to date.**

- **The MetLife Survey of the American Teacher, 2004-2005, Transitions and the Role of Supportive Relationships** examines the experiences of teachers, principals and secondary school students entering a new school; the degree to which personal connections affect their attitudes toward work and school; and the importance, and challenges of, parent involvement.
- **The MetLife Survey of the American Teacher, 2003, An Examination of School Leadership** explores the attitudes and opinions of teachers, principals, parents and students regarding school leadership; the role of the school leader in establishing the school's atmosphere; and relationships among members of the school community.
- **The MetLife Survey of the American Teacher, 2002: Student Life: School, Home & Community** focuses on student life by asking students and teachers their opinions on what students worry about, whether they participate in activities outside the school day and what parents know about their children's lives.
- **The MetLife Survey of the American Teacher, 2001: Key Elements of Quality Schools** explores how teachers, principals and students evaluate their own school on key measures of an effective school environment, such as: teacher quality, school building conditions, standards and expectations and relationships between key groups.
- **The Metropolitan Life Survey of the American Teacher, 2000: Are We Preparing Students for the 21st Century?** examines teachers' students', and parents' views on where students are headed and how prepared they will be to reach their future goals.
- **The Metropolitan Life Survey of the American Teacher, 1999: Violence In America's Public Schools: Five Years Later** revisits issues addressed in the 1993 study, and compares current findings with the state of affairs five years ago. This survey investigates the issue of school violence from the perspectives of students, teachers and law enforcement officers.
- **The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships: Views of Teachers and Students** revisits issues addressed in the 1987 survey and compares and contrasts current teacher opinions on parental involvement in education with those of a decade ago. This report focuses primarily on the various ways parents can be actively involved with their children's education.
- **The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools** examines the opinions of teachers and students on topics related to students' future goals and aspirations in the classroom. Gender differences and similarities are the primary focus of the report.
- **The Metropolitan Life Survey of the American Teacher, 1996, Students Voice Their Opinions on:**
 - *Violence, Social Tension and Equality Among Teens—Part I*, is the first in a series of four 1996 releases of students' opinions that provide insight and understanding to the issues of violence and social tension in the nation's public schools. (Out of print)
 - *Their Education, Teachers and Schools—Part II*, provides students' views on their education and where improvements are most needed.

- **The Metropolitan Life Survey of Former Teachers in America, 1986** reflects the views of those who left the teaching profession for other occupations. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1985, Strengthening the Profession** examines teachers' own agenda for educational reform. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1984** analyzes attitudes of elementary and secondary school teachers toward both public education in the United States and educational reform. (Out of print)

MINI-SURVEYS – TEACHERS' VIEWS ON CURRENT ISSUES IN EDUCATION

- *The Metropolitan Life Survey of the American Teacher, 1991, Coming to Terms* probes emerging problems related to tightened school budgets. (Out of print)
- *The Metropolitan Life Survey of the American Teacher, 1992, Ready or Not: Grade Level Preparedness* examines teachers' perspectives on an issue that is key to the new national education goals. (Out of print)
- The series also includes several reports on individual states – two surveys of California teachers and one of New York teachers – whose questions parallel the 1984 and 1985 nationwide studies. (Out of print)

ALSO AVAILABLE:

- *Preparing Schools for the 1990s: An Essay Collection* contains the views of distinguished education leaders including Theodore R.Sizer, Albert Shanker, Michael W. Kirst, and Floretta Dukes McKenzie who discuss recent and future directions in the efforts to improve our public schools.

Copies of *The MetLife Survey of the American Teacher* are available while in print, by writing to: **MetLife Survey of the American Teacher**, 27-01 Queens Plaza North, New York, NY 11101. Visit our website at <http://www.metlife.com> to download a copy of this survey. The 2003, 2002, 2001 and 2000 surveys and executive summaries of the 1999 and 1998 surveys are also available on the website.

MetLife®

MetLife Foundation

INITIATIVES IN EDUCATION

MetLife and MetLife Foundation support national programs that increase opportunities for young people to succeed, give students and teachers a voice in improving education, develop partnerships between schools and communities, and strengthen relationships among parents, teachers and students.

MetLife and MetLife Foundation focus on programs that aid in school reform and work to improve educational outcomes for students, as well as provide strategies and tools to educators.

Selected examples of education-directed grants and activities include:

- **The MetLife Survey of the American Teacher**
Transitions and the Role of Supportive Relationships is the latest in a series of teacher surveys sponsored annually by MetLife. The surveys are designed to bring the voices of teachers and students to the attention of policymakers and the American public. Survey topics change over the years to address key issues—from reform to violence to leadership—but the premise remains the same: to give voice to those closest to the classroom. Over the years, many projects in education supported by MetLife Foundation have been developed based on the survey's findings.
- **Teachers Network**
Foundation grants have supported programs and materials produced by Teachers Network and the Teachers Network Leadership Institute, a national nonprofit organization that identifies and connects innovative teachers who exemplify professionalism and creativity within their public school systems. These full-time classroom teachers – designated as MetLife Fellows – use their experience to influence education policy.
- **MetLife Foundation Ambassadors in Education Award**
In 2003, MetLife Foundation and the National Civic League launched the MetLife Foundation Ambassadors in Education Award, recognizing high school teachers and principals who have taken extraordinary efforts to connect with their students' communities.
- **Education Trust**
MetLife Foundation awarded a three-year grant to Education Trust to support the creation of the MetLife Foundation National Center for Transforming School Counseling, which trains school counselors to prepare students with the skills and knowledge they need to successfully enter college or the workplace.
- **Community College Connection Program**
The MetLife Foundation Community College Connection Program aims to increase interaction between colleges, people and institutions in the community; expose the resources of the community college to a broader segment of society; and reach out to diverse students.
- **National PTA**
A MetLife Foundation grant to National PTA supports workshops and materials that foster principal-parent engagement and collaboration.

- Mission:** To advance the quality of teaching and learning by maintaining high and rigorous standards for what accomplished teachers should know and be able to do; providing a national voluntary system certifying teachers who meet these standards, and; advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.
- Governance:** NBPTS is an independent, nonprofit, nonpartisan and non-governmental organization governed by a board of directors, with the majority of its members being classroom teachers. Other directors include school administrators, school board leaders, governors and state legislators, higher education officials, representatives from teachers' unions and disciplinary organizations, and business and community leaders.
- History:** Created in 1987 in response to the 1983 President's Commission on Excellence in Education report, *A Nation At Risk: The Imperative for Educational Reform*, and the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession report, *A Nation Prepared: Teachers for the 21st Century*.

National Board Certification®

- National Board Certification is a symbol of professional teaching excellence. It was created so that teachers, like professionals in other fields, can achieve distinction by demonstrating through a demanding performance assessment that they meet high and rigorous standards for what accomplished teachers should know and be able to do.
- Based on core propositions and standards describing what teachers should know and be able to do, the process of National Board Certification is a forceful professional development experience. Teachers are strengthened in their practice and the beneficiaries of their improvement are the students in their classrooms.
- Teachers must demonstrate their knowledge and skills through a series of performance-based assessments that include student work samples, videotapes, and rigorous analyses of their classroom teaching and student learning.
- Written exercises probe the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.
- It is offered to teachers on a voluntary basis. While state licensing systems set requirements to teach in each state, National Board Certification establishes high and rigorous advanced standards for experienced teachers to demonstrate accomplished practice. A National Board Certificate is valid for 10 years.
- It is available to all teachers who hold a baccalaureate degree, have taught for a minimum of three years, whether in a public or private school, and have held a valid state teaching license for those three years.

National Board Certified Teachers®

The first 86 National Board Certified Teachers were named in January 1995. In November 2004, the National Board awarded National Board Certification to over 8,000 teachers, bringing the total number of National Board Certified Teachers to over 40,200.

Available Certificates

- Early and Middle Childhood/Art
- Early Adolescence through Young Adulthood/Art
- Early Adolescence through Young Adulthood/Career and Technical Education
- Early Adolescence/English Language Arts
- Adolescence and Young Adulthood/English Language Arts
- Early and Middle Childhood/English as a New Language
- Early Adolescence through Young Adulthood/English as a New Language
- Early Childhood through Young Adulthood/Exceptional Needs
- Early Childhood/Generalist
- Middle Childhood/Generalist
- Early Childhood through Young Adulthood/Library Media
- Early Adolescence/Mathematics
- Adolescence and Young Adulthood/Mathematics
- Early and Middle Childhood/Music
- Early Adolescence through Young Adulthood/Music
- Early Adolescence/Science
- Adolescence and Young Adulthood/Science
- Early Adolescence/Social Studies--History
- Adolescence and Young Adulthood/Social Studies--History
- Early and Middle Childhood/Physical Education
- Early Adolescence through Young Adulthood/Physical Education
- Early Childhood through Young Adulthood/School Counseling
- Early Adolescence through Young Adulthood/ World Languages Other than English
- Early and Middle Childhood/Literacy: Reading-Language Arts



PROCESS IMPROVEMENT & INNOVATION IN EDUCATION INSTRUCTIONAL ASSESSMENT SURVEY

ABOUT APQC

An internationally recognized resource for process and performance improvement, APQC helps organizations adapt to rapidly changing environments, build new and better ways to work, and succeed in a competitive marketplace. With a focus on productivity, knowledge management, metrics, benchmarking, and quality improvement initiatives, APQC works with its member organizations to identify best practices, discover effective methods of improvement, broadly disseminate findings, and connect individuals with one another and the knowledge, training, and tools they need to succeed. Founded in 1977, APQC is a member-based nonprofit serving hundreds of organizations around the world in all sectors of business, education, and government. To find out more about APQC, please visit www.apqc.org or call 800-776-9676 or 713-681-4020.

Process Classification Framework for Education

2.0 Develop, Deliver, and Assess Curriculum Instruction

2.4 Assess student achievement (PROCESS GROUP FOR 1st OSBC SURVEY)

- 2.4.1 Plan assessment program (Process refers to assessments at the district and multi-school level, rather than teacher-made or single school assessments)
 - 2.4.1.1 Assess current assessment program
 - 2.4.1.1.1 Determine goal of the assessment program in school or system improvement
 - 2.4.1.1.2 Identify mandatory testing by local, district, state, and federal agencies
 - 2.4.1.1.3 Identify diagnostic, formative, and any voluntary assessment for program
 - 2.4.1.1.4 Determine target populations of current assessments
 - 2.4.1.1.5 Analyze current frequency and scheduling of assessments
 - 2.4.1.1.6 Identify gaps in the assessment program; check for alignment
 - 2.4.1.2 Design assessment program
 - 2.4.1.2.1 Determine learning (skills) to be assessed on the assessment
 - 2.4.1.2.2 Determine performance standards for target populations
 - 2.4.1.2.3 Select most appropriate format
 - 2.4.1.2.4 Select vendor-developed assessment or develop the assessment
- 2.4.2 Develop formative assessment tools
 - 2.4.2.1 Determine the scope of content and skills to be addressed
 - 2.4.2.2 Determine for each objective the most appropriate method to assess objective (multiple choice, open-ended, essay, performance, portfolio, etc.)
 - 2.4.2.3 Determine appropriate delivery format (paper/pencil, online, oral administration, etc.)
 - 2.4.2.4 Develop blueprint for test development, including number and format of items or tasks for each objective or strand
 - 2.4.2.5 Develop test item specifications (number of distracters, level of vocabulary, level of thinking or mental processing, performance



PROCESS IMPROVEMENT & INNOVATION IN
EDUCATION
INSTRUCTIONAL ASSESSMENT SURVEY

- 2.4.6.9 Provide feedback to state and federal testing agencies or test publishers on quality issues and needed improvements (keep but relocate)
- 2.4.7 Provide training on analyzing and using data (other training needs are in 6.0 HR)
 - 2.4.7.1 Provide training on data analysis at the district, school, and classroom levels
 - 2.4.7.2 Provide data utilization training to district, school, and classroom levels
- 2.4.8 Report results - this section assumes the reports are an input to other processes elsewhere in the PCF, such as curriculum development, school district improvement, etc.
 - 2.4.8.1 Identify audiences
 - 2.4.8.2 Determine information needs of each audience
 - 2.4.8.3 Determine products to meet audiences' needs
 - 2.4.8.4 Determine format and content and specifications for each product to meet audience's needs
 - 2.4.8.5 Develop timelines aligned with deadlines and audience requirements
 - 2.4.8.6 Produce each reporting product
 - 2.4.8.7 Publish each reporting product
 - 2.4.8.8 Present findings
 - 2.4.8.9 Gather feedback on the usefulness of the reports

Communities, Regions, and States

A Focus on Cooperation

Overview

- **Public Education Network (Local Education Funds), “Power of the Network”**

Partnership Examples

- **The Chicago Public Education Fund, “An Effective Business-Education Partnership”**
- **Fund for Public Schools, New York City Department of Education, “An Innovative Model”**

Public Education Network (PEN) is a national association of local education funds (LEFs) and individuals working to advance public school reform in low-income communities across our country. PEN believes an active, vocal constituency is the key to ensuring that *every child, in every community, benefits from a quality public education.*

PEN and its members are building public demand and mobilizing resources for quality public education on behalf of 11.5 million children in more than 1,600 schools districts in 34 states, the District of Columbia and Puerto Rico. In 2004, PEN expanded its work internationally to include members in the Philippines (reach 300,000 children) and Peru (reach 6 million children).

STRATEGIES AND IMPACT

LEFs support school districts in their strategic reform efforts:

- **Leveraging resources for public education reform.** LEFs raise over \$200 million each year from businesses, foundations, and individual donors; 89 percent of the funds raised are deployed *directly* to programs and initiatives. LEFs also leverage public resources. In 2003 and 2004 alone, LEFs advocated for, supported, and/or mobilized their communities to support tax and bond referenda resulting in over \$5 billion in public dollars for public education.
- **Advocating for sound public education policy.** LEFs have a longstanding commitment to conducting and/or sponsoring education policy research, and then synthesizing and communicating best practices. Findings have been used to inform the decisions of state legislators and local school boards, as well as to inform the public about issues requiring civic action such as school board elections or the passage of tax and bond referenda.

LEFs support educators, students, and families:

- **Quality staff professional development.** LEFs raise about \$1.5 billion for professional development programs that serve over 500,000 teachers in 18,000 public schools (19 percent of the nation's public schools). Evaluations of many of these professional development activities reveal increases in student achievement. Noteworthy examples: Philadelphia Education Fund's Talent Development Schools have increased student achievement by an average of 16.9 percentile points in Algebra, English and Science; Baltimore's Fund For Educational Excellence Achievement First Schools have gained, on average, 19 points in Reading on the nationally administered Terra Nova tests.

LEF teacher professional development activities result in a variety of other valued outcomes. Salient among these are the reduction in teacher isolation as a result of The Boston Plan for Excellence in the Public Schools Collaborative Learning and Coaching Model, and Houston A+ Challenge Schools reduction in teacher turnover to 21.8 percent (statewide average).

- **Learning opportunities for students and student support services.** LEFs invest over \$40 million annually to support before-, during-, and after-school programs that benefit more than 2 million elementary and middle school students. These programs include mentoring and tutoring, scholarships, out-of-school support, and access to health, social and other community-based services. Some LEFs also address pre-school and early childhood programs as part of their out-of-school efforts.
- **Parent and community member involvement.** Many LEFs facilitate involvement of parents and other community members—typically, representatives from the business and nonprofit sectors—in designing, planning, and implementing programs. Nearly 100,000 volunteers a year serve as tutors, mentors, and classroom aides, and participate in community forums and events such as public information and awareness campaigns.

LEFs build strong connections between public schools and communities:

- **School-community partnerships.** In a typical year, PEN's 90 member LEFs initiate and manage partnerships with at least 1500 corporations and small businesses. These partnerships have resulted in over \$30 million dollars to support a wide range of LEF activities and to influence a district wide reform agenda.
- **Informed citizens.** LEFs hold town hall meetings and other public forums to inform member of the public about, or to assess community perspectives on, education reform issues.

USCC 54706



Better schools are everybody's business.

THE CHICAGO PUBLIC EDUCATION FUND

Mission

Accelerate achievement for all Chicago public school students, especially our neediest, by building talented teams of principals and teachers. As a venture philanthropy, The Fund serves as a catalyst and strategic investment partner with businesses, foundations, civic and community leaders, and the Chicago Public Schools to invest dollars and ideas in high-impact programs that improve school leadership and student achievement system wide.

THE CHICAGO PUBLIC EDUCATION FUND

Background Information and Objectives

As a venture capital fund for public education, The Fund invests dollars *and* ideas in a limited number of well-managed, high-impact programs that improve school leadership. In venture capital terms, The Fund:

- * Identifies high-impact programs and outstanding management teams
- * Brings new ideas to the table; invests dollars and expertise
- * Provides strategic management assistance to program investments
- * Partners with Chicago Public Schools leadership and city officials
- * Demands a social return on investment

The Fund agrees to specific benchmarks with every program, and continued funding is tied to performance throughout the year. We track performance using a balanced scorecard method that takes into account each program or initiative's stage of development, and target areas for growth and improvement.

Like a venture capital firm, over time we have organized a series of funds based on specific opportunities where investment of private-sector expertise and capital can improve Chicago Public Schools. To ensure our dollars and ideas create real improvement, we won't make an investment if CPS doesn't sign on as a co-investor. Also before making an investment, The Fund identifies a program's potential for building capacity, and ways we can effectively leverage our dollars to attract additional state, district and private-sector support. At the same time, we develop an incremental exit strategy that allows The Fund to ensure the program's sustainability while decreasing its commitment over time and re-allocating its dollars to new investment opportunities.

In 2003, The Fund completed its first, \$10 million fund, focused exclusively on building a pipeline of great school leadership. In April 2004, we launched our \$15 million Leadership Fund II. Developed in consultation with civic leaders and senior CPS leadership, our objectives for Fund II are:



Better schools are everybody's business.

THE CHICAGO PUBLIC EDUCATION FUND

An Effective Business-Education Partnership

The Fund's board of directors comprises 23 members of Chicago's highest-profile business and civic leaders. They are an actively engaged group of investors who lend their knowledge to each of our portfolio programs, brainstorm new ideas with Chicago Public Schools leadership, and commit time, energy and money to improving the city's public schools. Our directors meet every management team we put money behind.

Similarly, The Fund's Leadership Council is a group of nearly 60 senior-level executives from around Chicago who are deeply committed to The Fund's mission. As both personal investors and representatives of the many businesses, foundations and families who invest in The Fund, they are experts in finance, in marketing, in research, and in non-profit management. Council members meet with senior-level district leaders, The Fund's staff and our portfolio programs throughout the year.

Leveraging the extensive experience and business acumen of our board and Leadership Council members by incorporating private-sector expertise into public education is one of the key values of The Fund's venture capital model. Together with staff, these members enable The Fund to offer, in addition to its financial contributions, significant strategic management assistance to its portfolio programs. This includes helping them develop strategic plans; hire staff and management teams; recruit board members; navigate complex relationships within the third-largest school system in the nation; develop marketing plans and manage media relations; and secure additional sources of financial support.

THE CHICAGO PUBLIC EDUCATION FUND

Results to Date

The Fund's focus on school leadership falls into four primary categories: expert principals, master teachers, talented new teachers and other leaders. Highlighting specific examples of strategic management assistance, our results to date include:

Expert Principals

In 2003, Pritzker Realty Group President and CEO Penny Pritzker, a vice-chairman of The Fund and one of its founding directors, helped us recruit a task force of business and education executives to work with Chicago Public Schools leadership to improve the way we recruit and prepare principals. As part of that initiative, called *Leading to Great Principals*, The Fund helped establish the CPS Office of Principal Preparation and Development. It also made the lead investments in the first three principal preparation programs to meet the district's rigorous new selection criteria, which The Fund helped develop. Because of the management assistance we provided to those programs, they are now more outcome-based and aligned with the core competencies required by CPS. To date, they have graduated 260 candidates.



Better schools are everybody's business.

Master Teachers

National Board Certification is widely recognized as one of the best ways available to identify, support and compensate our best teachers. Those who achieve it spend more than 400 hours documenting, reviewing and improving their craft as part of a rigorous process that requires them to demonstrate excellence. Three studies last year alone demonstrated the impact this has on student achievement. They showed that National Board Certified teachers (NBCTs) improve student achievement at a higher level than their peers – especially among low-income, minority students.

As mentioned above, as part of its master teacher strategy, The Fund has helped boost the number of NBCTs in CPS from just 11 in 1999 to more than 350 today, with the goal of 1,200 in CPS by 2008. Already, 29 schools have teams of three or more NBCTs. Our goal by 2008 is 25 schools where at least 15 percent of the faculty is National Board Certified.

To date, as part of its strategic management assistance, The Fund:

- * Hosted a first-of-its kind national urban summit on NBC this past March that featured participants from Los Angeles, Miami-Dade, Charlotte and other school districts that have dramatically increased the number of NBCTs in their schools. The summit focused on strategies for boosting NBCT numbers and strategically positioning teams of them in low-income schools. The Fund is currently working with the summit's participants to establish a national urban network that will build upon that work
- * Helped secure state appropriations that reward NBCTs with \$3,000 a year over the 10-year life of the certificate
- * Secured Chicago Mayor Richard M. Daley's endorsement of NBC and participation on the National Board for Professional Teaching Standards, which administers NBC
- * Conducted a NBC candidate support program audit that is informing our work to construct a more robust and efficient NBC candidate support infrastructure for Chicago's teachers

Talented New Teachers

The Fund invests in four programs that recruit and develop exceptional and, in some cases, non-traditional talent to address critical teacher shortages, particularly in math and science. Over the last five years, these programs have been successful in recruiting hundreds of new leaders to lead classrooms that might otherwise have gone without a full-time teacher. In 2004, 35 percent of new teacher hires in CPS came from alternative routes, surpassing our Fund I goal of one-third.

As part of the strategic management assistance it provides to these programs, The Fund:

- * Worked closely with the national leadership of Teach For America, which it seeded in Chicago, to hire a new executive director for Chicago, help the organization navigate relationships within CPS, raise funds, recruit new members to its local advisory board and refine its strategy for Chicago



Fund for Public Schools

AN INNOVATIVE MODEL

The Fund for Public Schools is the non-profit organization affiliated with the New York City Department of Education that increases private sector support of public education. The Fund seeks to inspire belief in public schools and encourage every New Yorker to participate in the City's schools.

Mayor Michael R. Bloomberg and Chancellor Joel I. Klein established public-private partnerships as a critical means of driving public education reform, and the Fund is the primary vehicle for advancing this effort in the country's largest school system. A national model for public-private partnerships to serve education needs, the Fund has secured unprecedented investment from private business and foundations, raising more than \$101 million for system-wide reforms and initiatives that support individual schools.

TAKING INNOVATIVE ACTION

The Fund harnesses the private sector to drive levers for change that impact and improve the education experience for New York City public school students. For example, the Fund secures financial support for the Leadership Academy, Mayor Bloomberg's flagship initiative to recruit and train a new generation of school principals, and secures support for Project Home Run, a system-wide initiative to restructure and improve the Department of Education's human resources functions.

The Fund partners with leading corporations and organizations to create events that raise funds and drive awareness of the needs of NYC public schools. The AOL Concert for the Schools with the Dave Matthews Band raised more than \$1 million for music education programs. Get Organized New York, a tag sale in Central Park, raised \$500,000 for school libraries and after-school sports programs. Shop 4 Class is now an established annual promotion with New York City retailers that helps to improve public school libraries.

The Fund has initiated numerous school-based partnerships to create new libraries, playgrounds and other projects that benefit individual schools. The Fund also reinvigorated the Adopt a School program, which encourages business-school partnerships that provide volunteers, mentors and financial resources to individual schools.

The Fund establishes partnerships with leading regional and national retailers and media companies to bring education materials to children and parents in all New York City neighborhoods.

WITH INNOVATIVE LEADERSHIP

As steadfast champions of the value of public-private partnerships, Mayor Bloomberg and Chancellor Klein recruited an impressive group of New York's business and philanthropic leaders to serve on the Fund's board. Chancellor Klein and Vice Chairs Caroline Kennedy and Mort Zuckerman lead the Board of Directors. The Fund is led by Chief Executive Officer Leslie Koch.

The Fund is a registered 501(c) 3 organization. All donations to the Fund are tax-deductible. To learn more about the Fund, please visit www.fundforpublicschools.org. To learn more about the New York City Department of Education, please visit www.nycenet.edu. For more information please contact Elizabeth Berberich at eberberich@nycboe.net.

USCC 54714

The Future

Outlook for 2020

- **Microsoft**, "A Vision for Life Long Learning — Year 2020," by Bill Gates and Randy Hinrichs, as appeared in *2020 Visions: Transforming and Training Through Advanced Technologies*, U.S. Department of Commerce
- **The George Lucas Educational Foundation**, "A Day in the Life of a Young Learner: A 2020 Vision," by Milton Chen and Stephen D. Arnold, as appeared in *2020 Visions: Transforming and Training Through Advanced Technologies*, U.S. Department of Commerce



A Vision for Life Long Learning – Year 2020

Introduction by Bill Gates

By: Randy Hinrichs
Group Research Manager
Learning Science and Technology
Microsoft Research

USCC 54716

Introduction

Computing has already enriched and enhanced people's lives in countless ways, but we've only begun to see how it will transform our businesses, our governments and our communities. In the next few years – a time I call the “digital decade” – we'll see computing become a much more significant and indispensable part of all our lives.

The pace of innovation is accelerating in all the core technologies of computing – from processing power to storage to network bandwidth – making it possible for computers to become better connected, easier and more intuitive to use, even less costly, and capable of handling all kinds of information. While this will create countless opportunities for business, entertainment and communication, the application of these technologies to the way people learn is the most important – and exciting.

By giving students access to a new world of information, sparking creativity, and facilitating rich communication and collaboration across vast distances, computers have long been a powerful tool for education. At the same time, the Internet has brought an unprecedented level of great educational content to a wide audience, encouraging teachers to share curriculums and resources worldwide. E-mail has facilitated improved communication among administrators, teachers, students, parents and educational researchers, and emerging Web services technologies will create further opportunities for collaborative learning. Increased industry and government funding in learning science promises to vastly improve the ways technology is applied to learning. And in the years ahead, a whole generation of kids will leave college and enter the workforce with a broad understanding of the ways they can use technology effectively in their jobs.

But we've still got a long way to go before we see how much technology can really do – particularly in education. Solving business problems with computers looks easy when compared to the often complex and little-understood process of learning. And technology is only part of the solution. All the computers in the world won't make a difference without enthusiastic students, skilled and committed teachers, involved and informed parents, and a society that underscores the value of lifelong learning.

Finding effective ways to use technology to enhance learning is a challenge that educators, academics, policymakers and the technology industry must work together to solve. The ideas and concepts outlined in this paper are just one step towards a better understanding of how technology can help everyone – from preschoolers to lifelong learners – to realize their full potential.



Bill Gates
Chairman and Chief Software Architect
Microsoft Corporation

studying or working with others. The objective: obtain and create knowledge at the right time, in the right place, in the right way, on the right device, for the right person.

Learning 2020 – Innovative, Creative, Collaborative Workforce

Let's imagine where technology will be in 20 years to help us set a vision for taking advantage of this new power for education. Such an exercise will allow us to visualize a roadmap for getting there.

It Begins at Birth – Intelligent Toys

From the first few months of life, children play with toys that teach them various concepts. In 2020, toys begin capturing children's learning experiences by using embedded technology that records information about the child's habits, preferences and progress to provide parents with a better understanding of their child's development. Toys provide parents with the child's learning profile, sending private information to the parent's information appliance so they can use the information in the selection and purchase of additional toys that will enhance the child's motivation and experience.

Preschool – Game Based Learning

Over the course of the preschool years, children increase their play in Learning 2020 by engaging in supportive virtual reality games in which they build on their psychomotor, reading, writing and math skills they learn in school. Interaction with other students and teachers in the environment helps identify learner strengths and deficiencies. The environments individualize around the children's content preferences, and create classroom activities that encourage children to expand their abilities through problem solving environments, complete with on-line personalized mentoring by parents and teachers. The games build critical thinking skills using simulated, situational environments that engage other members of the family and community to play along.

Because the parent is more involved, the access to outside content is monitored and manual personalization of student interest can be adjusted accordingly during prescribed home activities as well. The technology objective is to construct a safe environment for the child while engaged in technology driven learning experiences. For real world interactions, video playbacks of children engaged in learning activities are frequent and reviewed by student, teacher and parent.

The Early Years – Social Collaboration and Filtering

Auto-Recommended Group Formation

Since many parents send their children to kindergarten and traditional K-8 schools, while others home school their children, Learning in 2020 focuses on creating learning environments that facilitate communication and collaboration. Technology networks kids together in groups to learn and practice their combined skills. Whether children are working on art or science, they work with embedded technology that measures their performance. Capture technologies record student interactions, teacher guidance and parent profiles to provide individualized and group feedback. Continuous personalization ensures each participant brings something unique and cooperative to the group keeping membership optimal. Children communicate with ubiquitous devices that provide

Alicia likes animals a great deal and the group is going to experience how elephant families are similar to her own. Upon entering the virtual safari, she immediately experiences the size and weight of the elephants as they are presented in a 3-D environment where she feels as if she could reach out and touch them. During the safari, the virtual mentor points out how elephants are similar to our families and how important the mother is to the survival of the babies. Alicia gets to name one of the baby elephants and she and her teacher send a message to her mom telling her of Alicia's new friend.

During the day, Alicia demonstrated two acts of kindness towards another student. She received a personalized award at the end of the day. A copy of the award was immediately forwarded to her parents. Her dad, while traveling, received notice on his cell phone that Alicia was recognized in school and calls up a video interface to share his excitement with her. When Alicia arrives home she finds balloons waiting complete with her mother's outstretched arms.

High School – Increased Community Communication

Personalized Digital Libraries in Project Based Learning

Once children become more familiar with study and communication habits, they need content to be served up to them even more effectively. Learning in 2020 combines the student personalization with the virtual mentor and sends the information out to coordinated work projects designed for community learning. Secured broadband video conferencing appears on every device, digital cameras capture visual content, workspaces grow more complex, and collaboration tools are linked directly to personalized digital libraries. These libraries stay with a learner for life. Digital highlighting, digital conversations, group note-taking and other personal annotations make the asset active throughout the individual's life and can be shared with colleagues at any time.

No longer the dusty box of papers in the basement, learners collect a kind of "clipping service" so that a trip back through memory lane becomes an updated re-immersion in the subject matter, a kind of academic band between learning experiences. As students work on building a motor, for example, large screen displays coordinate visualizations for them to work together. They see the visual designs, on their devices and they build the motor from graphical components that simulate what they'll be doing in the laboratory. All their notes, their conversations with other students, their workflow, their graphics and video captured during their research period are all recorded and stored for student review.

Internet in Your Ear

Since students are working more often in distributed groups, they need to be able to get information more effectively. Students work in groups and ask questions aloud, receiving information through earpieces that feed constant information and personalized entertainment upon request. As the students work on an experiment trying to figure out how electromagnetism works, for example, they talk through their devices to ask for definitions of words, or ask for a simulation to show them how something like Faraday's law works. Sometimes explanations don't work, so calling up a simulation can help them grasp a concept better. Once they think they understand, they apply the principle to the design and ask for feedback from teachers and co-workers.

So many automated processes have been built in for them: inquiry style, learning style, personalized activity selection, multimedia preferences, physical requirements, and favorite hardware devices. For example, if the student is in research mode, natural dialogue inquiry and social filtering tools configure a working environment for asking questions and validating hypotheses. If students like rich multimedia and are working in astronomy, they automatically connected to the Sky Server which accesses all the telescopic pictures of the stars, introduces an on-line expert talking about the individual constellations, and pulls up a chatting environment with other students who are looking at the same environment.

If the student is struggling with a concept, the intelligent tutoring services turn on automatically. If the student needs to practice a psychomotor skill or is restricted because of physical limitations, hardware devices are immediately recommended to assist the student, and locations at various schools nearby are identified for the student to use the equipment. If the student is having difficulty with complex processes or principles either assisted or augmented reality is initiated and the student jumps into a virtual world scenario that gives them an enhanced perspective of the problem and allows them to play the actor solving problems. This is especially useful in engineering and scientific solutions because they also reveal the math behind the phenomena, giving the student real world examples, with the theoretical supporting math. Discovering the visualizations of math can be highly contagious.

High School 2020 Scenario

Eddy's day starts when his Internet earring goes off at 6:30 with his favorite music playing. He wakes up, and sees his schedule for the day on his wall screen. He notices that he has early lunch today so he makes sure to bring a snack along with him. After getting ready, Eddy returns to grab his learning tablet and notices that he has received a bus alert with an exact GPS location. His bus is running 15 minutes late so he has some extra time to get ready. He tells his virtual mentor to identify his daily learning packet that he has received from school which contains all of his work projects, meetings and notes for the day. They are read to Eddy via voice in his earring.

Eddy has team deliverables due to be presented in his first class period. He will review the presentation with his team through his two way video tablet on the way to school. He compares his schedule to his teacher's schedule and picks a time he can log in for the remote meeting for a 1 on 1. His calendar is automatically updated with the new appointment and a message is sent to all the team members, including the teacher. Eddy's virtual mentor checks the bus online and announces to Eddy that it is just turning down his street. He gathers his tablet and his gym bag and heads out the door.

Upon entering the bus, Eddy's clothes scan his student number and the school is immediately notified that he has made the bus and will be conferencing in en route. Eddy arrives to school 15 minutes late, but has been in constant communication with his team going over last minute details for the presentation and they're good to go. His music comes up and he listens to his favorite song as he walks across campus. He arrives and joins the project team who are reviewing details about the Persian Gulf War that are

sophisticated experience working on their own rather than sitting in classes listening to lectures. They are more responsible for finding a person to work with to create solutions to real world problems. Industry and non-profit community organizations are excited about working with students as they share their workloads and help prepare students to gain work experience. Similarly, industry workers who want to learn more about various topics are happy to join teams of eager students with great ideas.

Scholastic reputation management might begin at the high school level, but it gets serious in college. Students study broader and deeper and require much more concentration and time on applying learning. All the tools for personalization, collaborating, communicating, and building are still available. The dominant technologies revolve around great visualization and programmability, laboratory tools, project management and ubiquity of tool access. Students are required to attend only the right lectures and can receive them in their ear or watch them on 2-way interactive video tablets; in addition, they utilize immersive visual environments in which they work on long term projects with customers who are actually working citizens.

Student projects are monitored with real time assessment monitors that map to the workflow metrics in the companies. Students are evaluated by their successful deliverables, their timeliness, their ability to work on teams, and their communication styles that have been monitored in process. Virtual mentors continuously adapt student interactions with their lifelong digital profiles, and map the effectiveness of their contributions to published company goals. Industry takes careful steps to identify recruiting requirements and detailed reports are shared between institutions to ensure student learning and return on investment.

Super Simulations and Sensors

Simulation technologies and powerful sensor technologies provide scaleable models for engaging in the learning by doing. Simulations allow students the opportunity to build integrated environments with objects in one environment that serve similar purposes in another environment. This level of programmability across multiple visual environments is the metric for successful development. As students move from the visual world to the real world, sensors in laboratories provide students with feedback as they reconstruct and deconstruct various objects in real time, with real materials. The laboratory environment becomes ubiquitous, and students spend the majority of their time working on projects.

Intelligent Laboratory Objects

Embedded technology now designs learning into any object used in education. Students receive physical components that instruct the student how to design, test, and connect them together. Students build robots frequently to perform various functions to prove their concepts. If the student fails to create a solution, he automatically remediates to a visual environment for practice and better visualization of key concepts. If the student still struggles with the content and actions, he is sent back to the original set of instruction and exercises through an on-line video conferencing environment. Internet based laboratories are the norm where students are able to run laboratory experiments wherever they find them, meaning that not all schools don't have to budget to build

Her virtual project manager, a professional urban planner from a local firm, sends her great feedback on their combined project, including customer notes, a marketing video and graphical simulator showing the park improvements in the new housing development she's been working on. All of the voice commands she sends to the project manager are automatically logged and distributed to her co-workers.

Architecture class begins at 1:30 and Sumi attends in person as they are handling real building materials today. 3-D simulation software is provided at a study kiosk that allows Sumi to tweak her design and model and experiment with different physical materials before spending time in the studio. She finds the name of a materials expert in her ubiquitous working interfaces, asks a quick reference question, makes a change to her virtual design and sends the list of materials to the studio. To help herself prepare, Sumi calls up previous projects through her course interface and reviews comments from her instructors, both in ink-written format and through personalized video feedback. She's such an overachiever. Some things never change.

Lifelong Learner 2020 Scenario

Caramela registers for an advanced circuit board design course. She's having a problem in her response time and needs to learn more about crystallography. Based on her learning requirements and the course objectives, personalized academic material is downloaded into Caramela's choice of form factors (one for the car, one for reading on her tablet, one for her graphical environment). Her wallet receives the transaction receipts and her expense reports automatically reports to her company and the bill is paid instantly.

A mandatory session on campus is available via teleconference, and although Caramela is on her way to the airport at the time, the session is recorded and sent to her wireless audio device which she'll interact with on the plane. As she reviews and interacts with the material, she watches information automatically populate into her assessment monitor that she filled out with information on why she's taking this course. She identifies which content is useful to her, examines the auto-generated goal maps and aligns the information with her current projects. An e-mail is automatically generated for her to send to her co-workers, customers and teacher to update them on new ideas she has that could be related.

A notification from her instructor arrives on her cell phone with a reminder of the first online project he wants to discuss. Along with it come a research project outline, suggested contacts, and an analysis of how her current project that she identified as the reason to take the class relates to this project. The instructor reviews her task list and makes a few suggestions on how to work best with her virtual team.

A couple of days later, Caramela returns from Chicago and emails her boss with some suggestions for a decrease in resources for their project. She's figured out a clever way to solve one of their problems as a result of the first course interaction and evaluation of workflow for the project. She's seeing results already, cool! She decides to take a Q&A exercise to see how to best move through the rest of the material rather than watch the movie. She decides to work together with a couple of colleagues, who always

Principal Author's Background



Randy Hinrichs is Microsoft Research's Group Research Manager for Learning Science and Technology. He manages a large scale Learning Science and Technology research project at MIT called iCampus, and runs a team of research developers who are building an Internet 2, mobile learning research platform called the Learning Experience Project. He is Microsoft's industry board member on the Accreditation Board for Engineering and Technology, IEEE Learning Task Force, the National Science Foundation's Corporate Foundation Alliance, ACM's eLearning Board, a Director of the Corporate Member Council of the American Society of Engineering Education and the International Network of Engineering Education and Research. He is one of the pioneers and a board member of the Learning Federation, a consortium of industry, government and universities focused on an international research agenda for LST.

He has been working as an educational technologist researcher for 25 years. He developed and delivered one of the first World Wide Web courses at Sun Microsystems in the early 90s. He wrote two ground breaking books on using the web for education: *Web Page Design: A Different Multimedia* (cognitive and interactivity design), and *Intranets: What's the Bottom Line* (creating learning organizations with intranet technology). He has testified before Congress for the Web Based Education Commission, participated in the PITAC Subcommittee on Learning, keynoted at many international web education conferences and appeared in many articles both as an intranet strategist and visionary on the web in education. His own penchant for technologies is simulation-based technologies that enable activity based learning, discovery learning and game based learning.

Introduction



William (Bill) H. Gates is chairman and chief software architect of Microsoft Corporation, the worldwide leader in software, services and Internet technologies for personal and business computing. Microsoft had revenues of US\$28.37 billion for the fiscal year ending June 2002, and employs more than 50,000 people in 78 countries and regions.

A DAY IN THE LIFE OF A YOUNG LEARNER: A 2020 VISION

Milton Chen

Executive Director

The George Lucas Educational Foundation

and

Stephen D. Arnold

Vice Chair

The George Lucas Educational Foundation

Illustrations by Greg Knight

“Technology helps overcome the two enemies of learning: isolation and abstraction.”

George Lucas

Chairman, The George Lucas
Educational Foundation

July 15, 2020: On a foggy summer day in San Francisco, 11-year-old Malia is hard at work—in school. In 2007, her school district changed from the 9-month school calendar, recognizing that teaching and learning are year-round activities and that the long summer vacation was only an anachronism from a time when children were needed to bring in the crops. Her school looks and feels like a cross between a working office, a public library, and a movie set, with individual student cubicles decorated to express each student’s personality and interests, and 10 large multimedia production and research centers, enough for a whole class. Nearly all of the furniture is on wheels so that work areas can be easily reconfigured to adapt to the needs of particular student activities. The school’s design was inspired by Minnesota’s School of Environmental Studies, founded in 1995, but a pioneer in its time in new school architecture.

At the start of this school day, the classroom environment is brimming with student teams chatting about last night’s online exchanges and organizing to continue their work on the class earth science unit.

Malia and two of her classmates, Sahar and Osvaldo, are seated in comfortable task chairs at a multimedia production and communications station. Facing them is a high-resolution, luminescent display screen, viewable from front and back, where combinations of images, text, and digital video can be summoned by voice command.

Osvaldo, born blind, uses the assistive technology of a digital “visual prosthesis system” to see. The system consists of a minicamera mounted on eyeglasses with signal processors and electrodes stimulating his visual cortex, a technology first pioneered on Patient Alpha in 2002. Unlike blind students of previous generations, Osvaldo is able to participate fully in all activities with sighted students.

“Give us our team project on volcanoes,” Osvaldo asks the school’s server, enabling the team to review its progress during the previous week. Their research using the Global Learning Network has led them to the Hawaii Volcanoes



experts, he refers them to the U. S. Geological Survey offices in the Bay Area. Malia and her classmates make a voicenote in their ongoing project record to ask their teacher about making a field trip and to look up the USGS website.

After their 20-minute interview with Ranger Levitt, recorded on the school's server to become a part of the project archive, the students quickly review the video transcript and earmark some of his comments for possible use in their final multimedia report. At the end of the two-hour session, they make a multimedia summary of their work, calendar next meetings, and assign themselves homework before their next meeting. They each place a copy of today's workfile in their digital backpack, a rugged mobile personal computer and communications console "checked out" by each student at the beginning of the school year, the way textbooks used to be issued.

Malia's "digipack" allows her to spend some more time on her volcanoes project later in the afternoon after walking a few blocks to her father's office. As she waits for him to finish his work, she uses it to connect to the school's library information system and the now-widely-available wireless network. Searching links and browsing through references on Hawaiian mythology, she watches a short video clip on the Goddess Pele on her viewscreen, recording some voicenotes to share with her project partners at school tomorrow.

Later that night at home, Malia is practicing her Chinese in the family room. She hopes to visit China one day and has been using an online language learning system to gain proficiency in basic Chinese conversation, reading, and writing. Her younger sister, Sonia, likes to look on and sits by her side as they face a multimedia screen similar to those in their schools. They both hold handheld digital devices serving as Chinese-English dictionaries for looking up words and phrases in both languages, in text and audio. They can also store their own spoken phrases.

Malia requests, "The lesson on soccer, please," which begins with a scene of Chinese soccer star, Chen Mingde, dribbling around a Brazilian defender and scoring with a precise kick into the corner of the net. The play-by-play commentary is heard in Mandarin, with both the romanized phonetic system and Chinese characters shown as captions at the bottom of the screen. The individual words and characters light up as they are spoken.

As Malia practices her pronunciation of the scene, the system provides feedback, allowing her to hear her rendition and then a digitally corrected version, ensuring that she improves her pronunciation of the four tones, a typically difficult task for English speakers.

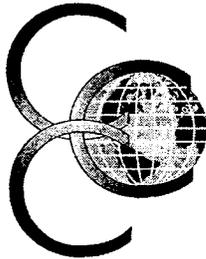
Through this online system, she is also able to converse with students with similar interests in other countries and engage in mutual language tutoring. "I'd like to talk to Xiaoyan," Malia says, asking the system to call her online friend, Xiaoyan Zhao, an 11-year-old girl who lives in Shanghai and goes by the nickname of "XYZ." XYZ appears on screen at lunchtime in her school cafeteria, speaking in English while Malia practices her Chinese as they help each other with vocabulary and pronunciation. They promise to make short videos introducing their family members to each other and send them in the next week.



USCC 54731

Presenting BEN

USCC 54733



United States Chamber of Commerce
Center for Corporate Citizenship



**U.S. Chamber of Commerce Center for Corporate Citizenship
Business Education Network Summit**

Bringing Together Leaders for Effective Business Involvement in Education

**Wardman Park Marriott Hotel ♦ Washington, D.C. 20062
October 5-7, 2005**

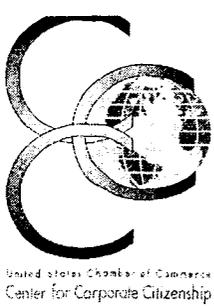
Presenting the Business Education Network

Overview

- **About the Business Education Network**

Interviews

- ***The Corporate Citizen***, "Newsmaker Interview: BEN Founders Barbara Haight, Stephen Jordan, and Bill Shore," July/August 2005
- ***Philanthropy Journal***, "U.S. Chamber Launching Schools Initiative," September 19, 2005



About the Business Education Network

The Business Education Network (BEN) is an umbrella business coalition supported by the U.S. Chamber of Commerce and many other businesses, business organizations, and their partners. The goal of BEN is to harness the power of the business community to address the serious issues facing the education system in the United States.

What does BEN do?

Builds Relationships: *Networking, Partnership Facilitation, and Alliance Building*

BEN brings together companies that are interested in working together. It identifies and connects with service providers on their behalf, and serves as a hub for networking, partnership facilitation, and alliance building activities. BEN also works with other education organizations and coalitions in order to facilitate cross-sector dialogue and create more opportunities for collaboration.

Tells the Story: *Documentation and Information Sharing*

BEN coalition members hold periodic briefings, tele-convenings, and working meetings with each other and with their government and education service partners about issues affecting business involvement in education. BEN members serve as a rich resource for each other for referrals, best practices, tools, techniques, and policies.

BEN is in the process of building a large collection of business & education success stories, and thanks to the generosity of coalition-member companies like GlaxoSmithKline, Booz Allen Hamilton, Microsoft, and Standard & Poor's, BEN will unveil a new Web-based information portal in the fall of 2005 that will serve as content-rich resource for business leaders, educators, education service providers, government agencies, and the media.

Links Policy to Practices: *Issue Development, Analysis, and Implementation*

BEN is comprised of a wide range of businesses with a wide range of interests – from the corporate foundation leaders who invest in K-12 education to CEOs interested in the future of U.S. business competitiveness, to companies dedicated to the business of education. BEN provides forums and publishes reports and white papers to communicate the breadth of business interest and engagement in education. BEN also supports training workshops and how-to kits to facilitate corporate involvement in education.