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Part 4 of 6



THE CORPORATE CITIZEN

A Publication of the U.S. Chamber of Commerce Center for Corporate Citizenship

July/August 2005

Newsmaker Interview

The Corporate Citizen got a sneak preview of the 2005 Business Education Network (BEN) Summit and launch event, which will take place from October 5–7, 2005, in Washington, D.C.

On Thursday, August 18, *TCC* talked with:



Barbara Haight
Community Relations
Manager
Booz Allen Hamilton



Stephen Jordan
Executive Director
Center for Corporate
Citizenship



Bill Shore
Director of U.S. Community
Partnerships
GlaxoSmithKline
and BEN Steering Committee
Chairman

***The Corporate Citizen:* How did the Business Education Network (BEN) start, and why?**

Stephen Jordan: At the end of 2003 as we were finalizing the *State of Corporate Citizenship* written report, which we conduct with Boston College and The Hitachi Foundation, Bill Shore and I went out for lunch and I shared with him some of the findings from the survey: the business leaders we surveyed, said that education is the #1 social issue that companies feel they can play a role in addressing, the #1 social issue they support philanthropically, and the 4th-most significant social issue affecting long-term competitiveness, after healthcare, energy and the environment, and homeland security.

At the time GlaxoSmithKline was taking a look at their education programs, asking, "How can we make sure we are producing enough math and science graduates to supply the future U.S. workforce."

I told him about CCC's annual Partnership Conference, for which we pick a different theme every year, and suggested that it might make sense in 2004 to pick education. We saw

calling the business community to say, "We've got some really difficult goals to meet and we need your help."

I can't imagine a single business executive saying no if he or she got a phone call from the superintendent of the local school system asking for help or resources and some employee time. But, rarely does a superintendent pick up the phone and call. We want to build a good level of trust between the education and business communities so that dialogue flows freely.

Companies go to many extremes from a quality standpoint to make sure that every one of our subcontractors is producing a quality product that goes into the overall product. The only exception to that seems to be the public schools where our employees are coming from.

Haight: Businesses are the consumer of the product that is coming out of the educational system and if we can't find qualified workers who are going to be able to come to work in our companies, then the economic engine of our country is going to derail.

Take for example the level of education in some communities. You can't hire the workers who are educated there because the education system is bad. So then you have to import people from other communities but the people don't want to go there because they don't want to send their kids into a sub par education system, or you have to pay them more salary so they can send their kids to private school. It's a vicious cycle in some of these communities.

Shore: One of the questions any company asks before they move into a new community or relocate a plant or a site is, "What's the condition of your public school system?"

Haight: Right.

Shore: It's an economic development issue. 90% of students in the United States are in public schools ... it's one of those things the country has been putting a lot of effort towards, but I don't think there's a good national umbrella organization that brings the business and education communities together to talk about these issues. That's what we are trying to accomplish with BEN.

Haight: There are a lot of locally driven organizations, but not at the national level and not where you get senior-level individuals. That's what I view as the power of BEN — we're able to bring in senior people to be a part of the solution.

Jordan: One of the things I really like about all the companies and education groups involved in BEN is that everyone wants to win. There's such a positive feeling about all of this. Bill and I have both said that we've never been involved in the development of an organization or a concept to which everyone says "yes."

<Laughing>

Shore: Twenty years ago the public school system in North Carolina was in bad shape. Since former Governor Jim Hunt made education a priority and made it a priority to link up

more how those resources fit together in local communities and on statewide levels. Do you agree with that, Stephen?

Jordan: Yes, I think awareness is going to be really important. I think also getting people to identify and coalesce around best practices will be important. I said before that business are all over the map with the ways they get involved in education, but there are significant numbers of businesses that are interested in things like literacy, math and science, closing the achievement gap, or working with teachers, superintendents, and educators to enhance their productivity and effectiveness.

TCC: Are there subcommittees within BEN that address certain topics like literacy or math and science or other issues in which businesses might be interested?

Jordan: I think we are moving in that direction.

Shore: If you look at a company like GlaxoSmithKline, it takes 14 years to get one drug on the market — the same amount of time it takes a student starting kindergarten to graduate from high school and get started on college or finish community college. So it's a long-term effort for us. We just have to hang in there for the long-term. GSK wants to see many more kids interested in pursuing careers in the sciences because that's the lifeline of our entire industry. We're going to hire employees from somewhere, and it sure would be a lot better if we could home grow our own.

Haight: We're hoping to see that people involved with BEN will coalesce around an education theme that is of the most interest to them, or on which they've been working or have expertise or existing partnerships, or on which they feel more emphasis should be placed. Like Bill said, in his case it's math, science, and engineering. For another company it might be closing the achievement gap or literacy. A lot of that is driven by areas in which they're already making a difference.

Shore: Everything Barbara mentioned all ties in together because you are not going to do well in math and science if you can't read. A lot of remedial work goes on in community colleges, in corporations ...

Haight: Right.

Shore: A lot of kids come out of high school and can't read and understand technical manuals.

Haight: Nor can they write ... we have to have courses for writing for business because they are not learning it in school. Every once in a while a well educated person comes in and knows how to write or reason or problem solve ...

Shore: We always tend to harp on the negative statistics, which we need to continue to do, but there are a lot of extremely good teachers and students working hard and doing really well, and we need to find out why they are doing well. I would think a lot of it has to do with

Soviet Union in the 1950s). There has to be an incredible commitment by this country to make sure all kids can succeed; otherwise, our jobs are going to go elsewhere.

Haight: I don't think I could say that any better. I'm with you, Bill.

Jordan: The thing is, if you were to look at the mountain top from ground zero, you could say, "I'm never going to climb that mountain." But you can take a step, and then a second and a third step. Each step alone may not get you to the peak but it's taking you a step closer to doing something.

If you've got the capability to do something and you know you can do better, then why not? I think that's what everybody is starting to ask — why *can't* we make a difference?

Shore: And to use that same analogy, there have been a lot of steps up that mountain over the years. You've got leaders who come and go, superintendents who leave every three years, and governors who leave every four years. But you've always got a business community that's there. We have to continue moving ahead with the good things that work and not let a change in leadership get us off track.

Haight: I'd like to go back and emphasize something that Stephen said, which is something that is very much a part of the companies that have already come together around BEN. It's not about saying "why," it's about saying "why not." That's very important.

Shore: That's a great point. All of us have been involved in this for so long, and the thing that I really hope comes of BEN is a spirit of true partnership that will result in significant increases in student achievement.

TCC: Can I have a preview of the BEN Summit? Who do you expect to be there?

Jordan: We are going to do a tribute to Governor Hunt in honor of the tremendous accomplishments in education in North Carolina. We are going to have a keynote address from Raymond Simon, the deputy secretary of education, and a video presentation from Education Secretary Margaret Spellings. We'll have a number of superintendents from across the country. We'll have leading companies like GlaxoSmithKline, Booz Allen Hamilton, Standard & Poor's, State Farm, Office Depot, Target, Marriott, Siemens, General Electric, Microsoft, IBM. You're going to get a nice cross section of American industry.

It's going to be the start of really promoting what we said we would do, which is more communication, more collaboration, and more coordination.

Haight: The three Cs, that's what we're aiming for.

TCC: How can someone find out more information on the BEN Summit?

Jordan: Go to CCC's website at www.uschamber.com/ccc and follow our Events page. There's also a link to more information from the home page.

U.S. Chamber launching schools initiative

New network aims to link business and education leaders.

Philanthropy Journal

09.19.2005

By Todd Cohen

RESEARCH TRIANGLE PARK, N.C. -- As director of U.S. community partnerships at GlaxoSmithKline in Research Triangle Park, Bill Shore oversees the giant drugmaker's corporate giving, which focuses mainly on support for improving public education in kindergarten through high school on the local, state and national levels.

Based on his work at GSK, Shore helped develop and now is heading a new initiative that the U.S. Chamber of Commerce is launching to promote communication, coordination and collaboration among business and education leaders to help make the U.S. education system more competitive.



Bill Shore

"Support for K-12 education has been our number one priority and, I think, the number one priority of almost every major company in America," says Shore, chair of the new Business Education Network.

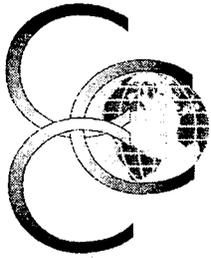
A program that the Center for Corporate Citizenship of the U.S. Chamber will launch at a summit Oct. 5-7 in Washington, D.C., the new network aims to enroll 100 to 200 top U.S. business leaders in its first six months, says Stephen Jordan, vice president and executive director of the center.

While U.S. companies spend an estimated \$3 billion a year on K-12 education, that spending is not coordinated, and companies are not sharing "best practices" from their efforts, Jordan says.

In addition to tapping business leadership to boost K-12 education, he says, the new network can help a larger effort by the U.S. Chamber to repair ties between business and society that have been eroded by recent corporate scandals.

"Business-society relations can have a huge impact on business performance," he says. "The center is trying to rebuild some of that good ill."

The center on Sept. 29 will release the second survey on business attitudes about social issues and social responsibility that it has undertaken in partnership with the Center for Corporate Citizenship at Boston College.



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**

Additional Resources

For more information on business education partnership programs and the topics and issues discussed throughout the **2005 Business Education Network Summit**, the following additional resources might be helpful. This section is not meant to be comprehensive nor does a listing indicate that the material is endorsed by the U.S. Chamber of Commerce or the Center for Corporate Citizenship.

For information from the Business Education Network, visit <http://www.businesseducationnetwork.net> or e-mail ccc@uschamber.com.

Other Business and Education Resources

Non-Governmental Organizations – International

America Productivity & Quality Center: <http://www.apqc.org>

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

Organization for Economic Cooperation and Development (OECD): www.oecd.org

Non-Governmental Organizations – National

Achieve: <http://www.achieve.org/>

Adopt-A-Classroom: www.adoptaclassroom.com

American Association for the Advancement of Science: www.aaas.org

Broad Center for the Management of School Systems: <http://www.broadcenter.org>

Burroughs Wellcome Fund: <http://www.bwfund.org>

Business Roundtable: www.businessroundtable.org

Partnerships/Networks:

Business Interface Inc.: <http://www.businessinterfaceinc.com/>

Center for Workforce Preparation: <http://www.uschamber.com/cwp>

Cisco: <http://www.cisco.com/edu/emea/>

Council for Corporate and School Partnerships:
<http://www.corpschoolpartners.org/index.shtml>

International Partnership Network: www.theipn.org

Just for the Kids: <http://www.just4kids.org/>

KIPP: Knowledge Is Power Program: <http://www.kipp.org>

National Council for Community and Education Partnerships (NCCEP):
<http://www.edpartnerships.org>

Oracle Academic Initiative: <https://oai.oracle.com>

Public Education Network: <http://www.publiceducation.org>

Public School Forum of North Carolina: <http://www.ncforum.org>,

Standard & Poor's, School Evaluation Services: <http://www.schoolmatters.com/>

Government

Corporation for National and Community Service: <http://www.cns.gov>

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP):
<http://www.ed.gov/programs/gearup/index.html>

National Aeronautics and Space Administration (NASA): www.nasa.gov

National Science Foundation: <http://www.nsf.gov>

Nevada Department of Education: <http://www.doe.nv.gov>,

No Child Left Behind Act: www.nochildleftbehind.gov

U.S. Department of Education: <http://www.ed.gov>

Businesses and Corporate Foundations

Bill and Melinda Gates Foundation: <http://www.gatesfoundation.org/Education/>

Broad Foundation: <http://www.broadfoundation.org>

Colvin, Geoffrey, "Can Americans Compete?", Fortune Magazine:
<http://www.fortune.com/fortune/articles/0,15114,1081269-1,00.html>

"Guiding Principles for Business and School Partnerships", The Council for Corporate & School Partnerships: http://www.corpschoolpartners.org/pdf/guiding_principles.pdf

"Head of the Class: A Quality Teacher in Every Pennsylvania Classroom", The Education Policy and Leadership Center:
<http://www.eplc.org/teacherreport.pdf>

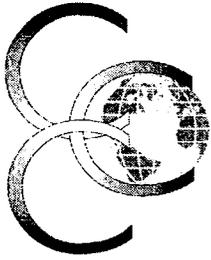
Hart, Peter D. Research Associates, "Rising to the Challenge: Are High School Graduates Prepared for College and Work," Washington, DC: Achieve, Inc., 2005:
[http://www.achieve.org/dstore.nsf/Lookup/pollreport/\\$file/pollreport.pdf](http://www.achieve.org/dstore.nsf/Lookup/pollreport/$file/pollreport.pdf)

Haycock, Kati: "Hearing on Providing Quality Postsecondary Education: Access to Accountability." Written testimony: http://help.senate.gov/testimony/t279_tes.html

Huebner, Tracy and Corbett, Grace, "Rethinking High School: Five Profiles of Innovative Models for School Success," Seattle, WA: Bill & Melinda Gates Foundation, 2005:
http://www.gatesfoundation.org/nr/downloads/ed/Fact_Sheet_Redefining_American_High_School.pdf

Mehta, Suketu, "A Passage from India", The New York Times:
http://www.ihf.com/bin/print_ipub.php?file=/articles/2005/07/13/opinion/web.edmehta.php

Tapping America's Potential: The Education for Innovation Initiative:
http://www.uschamber.com/NR/rdonlyres/epivg5lni4pxype7by6h3gl5kpkbr3hyief6oxhbw4dgodcj4kmizkva2oe542sdaq2cx33sxce36i3jqwmflzf2q6b/050727_tapstatement.pdf



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**

Speaker Biographies (Alphabetical)

**Dr. Arlene Ackerman, Superintendent of Schools
San Francisco Unified School District**

Dr. Arlene Ackerman has served in public education for more than 30 years and is currently superintendent of the San Francisco Unified School District. Before coming to San Francisco, she served as superintendent of Washington, D.C. Public Schools. Other work experiences include classroom teacher at both the elementary and middle school levels; principal at the middle school level; director, Upward Bound Program for first generation college-bound students; director, Basic Skills Academy for at-risk high school youth; assistant superintendent, special services; assistant superintendent for curriculum, instruction and academic achievement; and deputy superintendent and chief academic officer.

Dr. Ackerman's board memberships include San Francisco Chamber of Commerce Board of Directors, Council of the Great City Schools Executive Committee, Bay Area School Reform Collaborative Board of Directors, Bay Area United Negro College Fund Board of Directors, WestEd Board of Directors, Reading is Fundamental, Inc. National Advisory Council Board Member, and Haberman Educational Foundation, Inc. Other organizational affiliations are with the California Quality Education Commission, California Public Schools Accountability Act Advisory Committee; National Alliance of Black School Educators, the Association of Supervision and Curriculum Development, the American Association of School Administrators, and the Local Workforce Investment Board of San Francisco.

Dr. Ackerman has received numerous honors and awards, including appointments to the President's Board of Advisors on Historically Black Colleges and Universities, the College Board's Commission on Writing in America's School and Colleges, and the Teaching Commission.

Mr. Barone is the principal co-author of *The Almanac of American Politics*, published by *National Journal* every two years. He is also the author of *Our Country: The Shaping of America from Roosevelt to Reagan* (Free Press, 1990), *The New Americans: How the Melting Pot Can Work Again* (Regnery, 2001) and *Hard America, Soft America: Competition vs. Coddling and the Competition for the Nation's Future* (Crown Forum, 2004). His essays have appeared in several other books, including *Our Harvard* and *Beyond the Godfather*.

Mr. Barone he has written for many publications, including *The Economist*, the *New York Times*, the *Detroit News*, the *Detroit Free Press*, the *Weekly Standard*, the *New Republic*, *National Review*, the *American Spectator*, *American Enterprise*, the *Times Literary Supplement*, and the *Daily Telegraph* and the *Sunday Times* of London. His column is syndicated by Creators Syndicate and appears in the *Washington Times*, the *New York Sun*, the *Chicago Sun-Times*, and the *St. Louis Post-Dispatch*.

**The Honorable John Boehner, Chairman
Committee on Education and the Workforce, U.S. House of Representatives**

U.S. Representative John Boehner, elected to represent the Eighth Congressional District of Ohio for an eighth term in November 2004, is active in education reform issues. In 1994, he passed legislation with strong bipartisan support allowing school districts to use their Title I funds for public school choice programs, under which parents could choose which public school their children would attend. Later, Congressman Boehner was instrumental in crafting the Contract with America, the bold 100-day agenda for the 104th Congress that nationalized the 1994 elections. One of the Contract's cornerstones — the Congressional Accountability Act, requiring Congress to live under the same rules and regulations as the rest of the nation — bears the unmistakable imprint of his drive to reform the House.

In January 2001, Congressman Boehner was selected by House Republicans to chair the House Committee on Education and the Workforce. In accepting the post, he pledged to work "to make positive reforms for Americans from grade school to the golden years." As committee chair, he has helped deliver on President George W. Bush's promise to reform America's education system. In May 2001, the House passed Congressman Boehner's No Child Left Behind Act, a bill based on the President's reform plan, with overwhelmingly bipartisan support.

On January 8, 2002, President Bush culminated more than a year of intense legislative activity by signing the No Child Left Behind Act in Hamilton - a city in Ohio's Eighth District. And he did so in what he called one of the most important places in America: a public school. On the heels of this historic success, Congressman Boehner is now leading his committee as it tackles a wide variety of other issues including retirement security, higher education affordability and quality, special education reform, and expanded school choice.

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 serves on the Public Relations and Marketing Committee of Wolftrap, the only national park for the performing arts, and is president of the Washington, D.C.-based Center for Corporate Citizenship. She also serves on the Corporate Advisory Board of So Others Might Eat (SOME).

Ms. Clark holds a B.A. in Liberal Studies and an M.B.A. from Georgetown University. She and her husband, Greg Lebedev, live in Arlington, Virginia.

**Michael Cohen, President
Achieve, Inc.**

In January 2003, Michael Cohen became president of Achieve, Inc., a nonprofit, bipartisan organization led by CEOs and governors with a mission of helping states put in place systems of standards, assessments, and accountability that prepare young people for college, work, and citizenship. Prior to joining Achieve, he was a senior fellow at the Aspen Institute, where his work focused on identifying state and local strategies for improving high schools.

Mr. Cohen served in a number of senior federal positions during the Clinton Administration from 1993 to 2001, including senior advisor to the secretary, special assistant to the president for education policy, and assistant secretary for elementary and secondary education. In these positions he was instrumental in the development and implementation of federal support for state standards-based reforms. He also has extensive experience working directly with state officials.

In addition to his experience at Achieve, Mr. Cohen served as director of education policy at the National Governors Association from 1986 to 1990 and as director of policy development and planning at the National Association of State Boards of Education from 1983 to 1986.

**Ann Wilson Cramer, Director, Corporate Community Relations & Public Affairs
IBM**

Ann Wilson Cramer graduated from Salem College in Winston-Salem, North Carolina, with a degree in mathematics. She, her husband, and their two children live in Inman Park and are all active at St. Luke's Episcopal Church.

Ms. Cramer currently serves on the United Way of America's National Corporate Leaders Council and the Center for Corporate Citizenship Advisory Council at Boston College, and chairs the Council on Foundations Corporate Committee. She chairs the Governor's Workforce Development Task Force and Communities in Schools Georgia, serves on the Woodruff Arts Center and Atlanta Symphony Orchestra boards, and is past chair of the Georgia Partnership for Excellence in Education, Voices for Georgia's Children, the United Way of Metropolitan Atlanta, Leadership Atlanta, the Alliance

Dr. Dale is active in professional associations, serving as president of the Washington Area School Superintendent's Study Council, 2003-04; he also is a member of the American Association of School Administrators; the Association for Supervision and Curriculum Development; the National School Board Association; and serves on other local professional associations and boards.

Dr. Dale is co-editor and author of the book "Creating Successful School Systems" and has conducted workshops on teacher compensation systems for No Child Left Behind initiatives. He has also published papers in *The Executive Educator*, *International Journal of Education Reform*, *American Association of School Personnel Administrators (AASPA) Research Brief*, and *SIRS Management Information*.

**Ann T. Denlinger, Ed.D., Superintendent
Durham, N.C. Public Schools**

Dr. Ann T. Denlinger has been superintendent of Durham Public Schools in North Carolina since March 1997. She provides leadership for a school system of 31,000 students and 4,500 employees, with a \$307 million budget.

Since Dr. Denlinger's arrival in Durham, student achievement has increased substantially. Students have posted the highest gains in the system's history on end-of-grade and end-of-course test scores. SAT scores continue to show an upward trend, passing the significant 1,000 mark for the first time in 2004. More students are reading on grade level than ever before.

Before coming to Durham, Dr. Denlinger served as superintendent of Wilson County Schools. She previously served as assistant superintendent for curriculum and instruction and as a principal and teacher in the Wake County Public School System. She holds both a doctorate and a master's degree in educational administration from Campbell University. She is past president of NCASA.

Dr. Denlinger also serves on the boards of directors of the Greater Durham Chamber of Commerce and the Greater Durham Rotary Club. She served as the chairperson of the Triangle United Way in 2004 to 2005.

In November 1999, the North Carolina Association of School Administrators selected Dr. Denlinger as the 2000 Superintendent of the Year for the state of North Carolina. She is the first woman in the history of the award to be so honored, selected by a committee of her peers. In May 2002, Dr. Denlinger received the 2002 Reading Recovery Teacher Leader Award from the Boston Teacher Leader Institute for her work in promoting literacy in the early grades.

In 2003, Dr. Denlinger became the first Superintendent to receive the prestigious Durham Chamber of Commerce Civic Honor Award, given to a Durham resident who has improved the community through leadership and service.

**Robert Durante, Director, Business Development, School Evaluation Services
Standard & Poor's**

Bob Durante is responsible for business development for Standard & Poor's Performance Evaluation Services (SES). He joined Standard & Poor's in 1986. Prior to assisting in the development of the SES team, he was a credit ratings analyst in Standard & Poor's Public Finance department, specializing in school districts, municipalities, and stadium financings. His research has been cited in *The Wall Street Journal* and *The New York Times*, as well as on CNN, CBS, Wall Street Week, and Dow Jones Investor Services.

Mr. Durante is a member of a Governmental Accounting Standards Board (GASB) task force that develops and assesses performance measurement criteria for inclusion in general purpose external financial reports. He also serves as a mentor for an underprivileged student from Morris High School in the Bronx.

Mr. Durante received his Bachelor of Arts in Economics from Rutgers College and his M.B.A. from Rutgers Graduate School of Management, where he studied management and public finance.

**Mendy Elliott, Senior Vice President, Government and Community Relations
Wells Fargo Bank**

Mendy Elliott serves as senior vice president for government and community relations at Wells Fargo Bank. She has served the banking industry for the past 30 years as loan officer, branch manager, and corporate executive. Currently, she is the Nevada legislative advocate for Wells Fargo Nevada.

Ms. Elliott has been a member of the Rotary International, Soropotimists, and the Reno Tahoe Convention and Visitors Authority Board, and is a Northern Nevada Woman of Achievement. She has served the state of Nevada on the Goals 2000 State Council, School to Careers State Council and the GEAR UP State Council.

**Karen Elzey, Director of Education and Workforce Programs
Center for Workforce Preparation, U.S. Chamber of Commerce**

As director of education and workforce programs for the U.S. Chamber of Commerce's Center for Workforce Preparation, Karen Elzey oversees the development and implementation of programmatic initiatives. Ms. Elzey manages the Workforce Innovation Networks (WINs) and Work Readiness Credential initiatives. The goal of the WINs initiative is to demonstrate that state and local employer organizations can play a unique and valuable role in assisting employers to better meet their labor market needs by working with the public workforce development system. In addition, Ms. Elzey works with six states to inform and market the Work Readiness Credential to employers. This is the first credential for entry-level workers, which assesses both practical and academic readiness of candidates reducing the recruiting costs and high turnover often associated with entry-level hires.

Ms. Elzey previously worked for Greater Lafayette Progress Inc. (GLPI), an economic development organization, as the business and education partnership coordinator. Prior to joining GLPI, Ms. Elzey was a marketing and communications assistant for the

for three National Science Foundation grants and co- project investigator on a fourth, and has raised millions of dollars in federal, state, and corporate grants.

The Business Coalition for Educational Excellence is committed to supporting programs that ensure that all students achieve at high levels, become productive citizens, and are well prepared to succeed in the workplace. The BCEE serves as the voice of business in the education policy debate, and supports programs that address the business agenda in education reform. The BCEE is guided by its accountability to the business community.

The Business Coalition invests in schools, teachers, and students with targeted programs like Just for the Kids - New Jersey, the National Board Recruitment Campaign, and Learn More, Do More, Earn More Student Credentialing System.

**Mike Feinberg, Co-Founder
KIPP Foundation; Superintendent, KIPP Houston**

Mike Feinberg is co-founder of the KIPP (Knowledge Is Power Program) Foundation and the superintendent of KIPP Houston, which includes two middle schools, an early childhood and elementary school, and high school. After graduating from the University of Pennsylvania, Mike joined Teach for America and taught fifth grade in Houston, Texas.

In 1994, he co-founded the Knowledge Is Power Program (KIPP) with Dave Levin and established KIPP Academy Houston a year later. Mr. Feinberg has been awarded the Jefferson Award for Outstanding Public Service from the City of Houston; the Crystal Award; the Seed of Freedom Award by the Gulfton Area Neighborhood Organization (GANO); and the Heritage Foundation's Salvatori Prize for American Citizenship.

In 2004, Mr. Feinberg was named an Ashoka Fellow, awarded to leading social entrepreneurs with innovative solutions and the potential to change patterns across society. In 2005, he was the commencement speaker for the University of Pennsylvania College of Arts and Sciences.

Today, KIPP is a network of over 45 high-performing schools around the nation. KIPP has been featured on CBS "Sixty Minutes" and ABC "World News Tonight," and in *The New York Times*, *Houston Chronicle*, *Washington Post*, and others.

**C. Jackson Grayson, Jr., Chairman and CEO
America Productivity and Quality Center**

Dr. C. Jackson Grayson, Jr. has a B.B.A. from Tulane University, an MBA from the Wharton School of Business at the University of Pennsylvania and a doctorate in business from the Harvard Business School. His academic career has included professorships at Harvard, Stanford, Tulane, and Southern Methodist University (SMU). He also has taught in business schools in France and Switzerland and has been a dean of the business schools at Tulane University and at SMU, where he became known for instituting innovations in business and education.

Dr. Grayson founded the non-profit American Productivity & Quality Center (APQC) in 1975 to help American business meet foreign competition. APQC has helped to create

Mr. Gutierrez serves on the Steering Committee of the U.S. Chamber of Commerce Center for Corporate Citizenship Business Education Network. He also serves on the Business Development Committee of The McGraw-Hill Companies Hispanic Heritage Network.

Mr. Gutierrez earned his Bachelor of Science in Political Science from the University of Houston and his Master of Arts from the University of Texas at Austin, where he studied government and public affairs.

**Barbara Haight, Senior Community Relations Manager
Booz Allen Hamilton**

Barbara Haight is the senior manager for corporate community relations at Booz Allen Hamilton, a global leader in management and technology consulting providing services to major international and government clients around the world. Since 1995, she has been involved in all aspects of the firm's community impact, strategic philanthropy, and corporate citizenship programs.

Under Ms. Haight's direction, Booz Allen's education and workforce development efforts have grown to include formalized partnership programs between 31 Booz Allen offices nationwide and their local schools or education-related programs.

In 2001, Ms. Haight developed the Booz Allen Youth Leadership Summit to bring youth into the process of exchanging information and practical experience related to education, business and community partnerships in countries around the world. The Summit has been facilitated in collaboration with the National Council for Community and Education Partnerships and the federally-funded GEAR UP program as well as with the International Partnership Network – a global coalition of education and business leaders.

Ms. Haight attained her professional certification from the Center for Corporate Citizenship at Boston College's Carroll School of Management. She is a 1999 graduate of Leadership Fairfax, serves on the Department of Education's Youth to Work Advisory Council, the International Partnership Network Board, and has been a leader in the development of the U.S. Chamber of Commerce Center for Corporate Citizenship's Business Education Network.

**Terrell L. Halaska, Assistant Secretary, Office of Legislation and
Congressional Affairs
U.S. Department of Education**

Terrell Halaska was nominated by President George W. Bush on June 30, 2005, to serve as assistant secretary for legislation and congressional affairs and was confirmed by the Senate on July 28, 2005.

Previously, Ms. Halaska served as special assistant to the president for domestic policy in the White House Office of Policy Development, where she provided policy advice on family and children's issues, including welfare reform, early childhood education, child welfare, adoption, housing, and homelessness. Previously, she served as deputy chief of staff to Secretary Tommy Thompson at the Department of Health and Human Services (HHS). Before serving at HHS, Ms. Halaska served on Gov. Thompson's staff as director of the Washington office for the state of Wisconsin. There, she interacted with

**Joni L. Henderson, Vice President
National Board for Professional Teaching Standards**

Joni Henderson has served as vice president for development at the National Board for Professional Teaching Standards (NBPTS) since January 2002. Ms. Henderson works with corporations, foundations and individuals to maximize private support for the National Board. In addition, she manages a variety of partnerships to advance accomplished teaching across the nation.

Prior to joining NBPTS, Ms. Henderson served as the Director for Capital Region Advancement & Corporate Relations for the Smithsonian Institution in Washington, D.C. During her nine-year tenure with the Smithsonian, she served in a variety of positions managing corporate, foundation, donor, and volunteer relations, as well as major gifts for the nation's museum. She also held positions at Meridian International Center in Washington, D.C. and the Philadelphia Museum of Art.

Ms. Henderson holds a master's degree in arts administration from Drexel University in Philadelphia, Pennsylvania, and bachelor's degree in business administration from University of Redlands in Redlands, California.

She is a member of The Conference Board's Business Education Committee and the Business Education Network of the U.S. Chamber of Commerce Center for Corporate Citizenship. She is a graduate of Leadership Washington's Class of 2000 and has served on the boards of the Smithsonian Early Enrichment Center and Signature Theater.

**Dr. Joel Herbst, Principal
South Plantation High School, Broward County, Fla.**

Dr. Joel Herbst is the principal of South Plantation High School in Broward County, Florida. He assumed leadership of South Plantation High School in 1999. During his tenure, South Plantation High implemented several vocational programs, expanded Advanced Placement offerings, and created the Everglades Environmental Research Magnet program.

Dr. Herbst serves on a number of educational advisory boards. Currently, he is the president of the Florida Association of School Administrators, a member of the Board of Governors for the American Association of School Administrators, and a member of The Council for Corporate & School Partnerships.

Dr. Herbst is very involved in local and national community service projects. Currently, he is serving the local Cystic Fibrosis Foundation and American Cancer Society Relay for Life. Dr. Herbst created the Community Reading Initiative through Plantation General Hospital. This initiative provides reading resources to expectant mothers as well as local child care centers.

Dr. Herbst holds a Doctor of Education Degree in Educational Leadership from Florida Atlantic University.

Budgets at Harvard University and Project Analyst in Harvard's University Financial Aid Office. He has also been a research assistant at the Educational Resources Information Center (ERIC) Clearinghouse on Higher Education in Washington, D.C., and served as director of institutional research and planning and executive assistant to the president at Lesley University in Cambridge, Mass.

Dr. Honan is a member of the Board of Directors of the Plan For Social Excellence, Inc., a private foundation based in Tampa, Florida, and serves on the Board of Trustees of Fitchburg State College and the Dana Hall School in Massachusetts. He has also served as Treasurer of the Board of Directors of the Child Care Resource Center, Inc., a non-profit regional child care resource and referral agency in Cambridge, Mass.

**Dr. G. Thomas (Tom) Houlihan, Executive Director
Council of Chief State School Officers**

Dr. G. Thomas (Tom) Houlihan is the executive director of the Council of Chief State School Officers (CCSSO), a Washington D.C. non-profit association dedicated to the improvement of education, which represents the nation's chief education officials and state education agency personnel throughout the nation.

Dr. Houlihan is a former teacher, principal and superintendent. He previously served as president/CEO of the North Carolina Partnership for Excellence and was the first educator to hold Cabinet-level status in a North Carolina Governor's administration as senior education advisor to Governor James B. Hunt, Jr.

In his current role, Dr. Houlihan serves board of directors for the Center for State Scholars, the National Center for Education Accountability, and is the national chair of the State Leadership Initiative created by the Wallace Fund. He also serves as chair of the Friday Institute for Educational Improvement at NC State University and is on the National Board of Visitors for Indiana University.

Dr. Houlihan is currently the only K-12 educator to be appointed by U.S. Commerce Secretary Donald Evans to the Board of Overseers of the Malcolm Baldrige Awards program.

Dr. Houlihan is a frequent speaker/consultant, as well as an author of three books and over 200 professional and news media resources. He is a former "Superintendent of the Year" in North Carolina and was one of four finalists for "National Superintendent of the Year." He has also been honored by his alma mater, Indiana University, and from Phi Delta Kappa for leadership and contributions to education.

He is a member of the Board of Advisors for the H. Lee Moffitt Cancer Center & Research Institute and member of the Board of Directors James B Hunt, Jr. Institute for Educational Leadership and Policy.

Mr. Ingram graduated from Eastern Illinois University with a BS degree in Business Administration.

**Sibyl Jacobson, President and CEO
MetLife Foundation; Senior Vice President, Corporate Contributions and
Community Relations**

Sibyl Jacobson is president and CEO of MetLife Foundation and senior vice president in charge of Corporate Contributions and Community Relations at MetLife.

MetLife Foundation was established in 1976 by Metropolitan Life Insurance Company to carry on its longstanding tradition of corporate citizenship. The Foundation supports programs that improve education, create opportunities for young people and underserved populations and help people of all ages lead healthy lives. In addition, each year the MetLife Survey of the American Teacher takes the pulse of issues relating to public education.

Ms. Jacobson was a high school teacher, a college professor, and a university administrator. She was a Fulbright-Hays professor in Finland and also worked for a state's department of education coordinating a national special education program in four states.

Ms. Jacobson received her B.A. degree, cum laude, from St. Olaf College and was elected to Phi Beta Kappa; she received her Ph.D. degree from the University of Wisconsin. She has published and spoken on topics ranging from the arts, education and philanthropy to corporate positioning.

**Jacque Johnson, Executive Director, Workforce Development Policy,
U.S. Chamber of Commerce**

Jacque Johnson is executive director, workforce development policy, for the U.S. Chamber of Commerce. As the U.S. Chamber elevates its attention to the education and job skills crisis in this country, Ms. Johnson's role is to provide leadership on the Chamber's strategy for addressing U.S. education and workforce development challenges. She coordinates the intra-organization effort on education and workforce development issues, ranging from advocacy and lobbying to community programs offered through the Center for Workforce Preparation and the Center for Corporate Citizenship. In this newly-created position at the Chamber, Ms. Johnson spearheads efforts with the business community to advance strategic education and workforce development initiatives. She serves as the Chamber's executive on its Education, Employment and Training Policy Committee to help craft Chamber policy and programs on education and workforce development matters.

Prior to joining the Chamber, Ms. Johnson served as manager of U.S. Public Policy for the Computing Technology Industry Association (CompTIA) where she was responsible for driving CompTIA's workforce and education public policy efforts and initiatives. She also managed the Technology Workforce Coalition, a national partnership of information

Prior to his philanthropic work, Mr. Kimsey was the company commander for the Main Support Medical Company of the 1st Armored Division in Germany. He also served as the officer in charge of Patient Administration and Logistics at the Supreme Headquarters Allied Powers Europe Medical Facility in Belgium, and as a platoon leader and company executive officer for a main support medical company. Mr. Kimsey served as personnel advisor to the battalion commander in Bosnia in 1996.

Mr. Kimsey earned a B.A. in Philosophy at the College of William and Mary, and an M.B.A. at George Mason University.

**Janet M. Knupp, Founding President
The Chicago Public Education Fund**

Janet Knupp has more than 15 years of experience in start-up or turnaround nonprofit management situations. She is the founding president of The Chicago Public Education Fund, a venture capital fund for public education. Under her leadership, The Fund successfully introduced the principles of venture capital into the Chicago non-profit arena. Over the last five years, The Fund has raised more than \$20 million and committed approximately \$10 million to a portfolio of programs aimed at improving school leadership.

Before joining The Fund, Janet worked as the executive director of Chicago Communities in Schools, where she redirected the organization from imminent bankruptcy to recognition as the most cost-effective urban offices in a national network of 141 affiliates. Janet also served as the director of education programs for the Chicago Neighborhood Organizing Project, leading the organization to fiscal solvency in one year and creating a nationally recognized program implemented in 60 Chicago public schools. Janet is a regular guest lecturer at the Kellogg School of Management at Northwestern University and is a member of its Center for Nonprofit Management Advisory Board. She spoke at the Harvard Business School Turnaround Symposium in April 2005. In August 2005, Janet was appointed to the National Board for Professional Teaching Standards' President's Roundtable.

Janet earned her M.A. from the University of Michigan, Ann Arbor, and graduated cum laude with a B.S. from Michigan State University. In 2004, the Harvard Business School Club of Chicago selected Janet to participate in a fellowship at the Harvard Business School.

**Leslie Koch, CEO
Fund for Public Schools, New York City Department of Education**

Leslie Koch is the CEO of the Fund for Public Schools, the non-profit organization affiliated with the New York City Department of Education. Working together with Vice Chair Caroline Kennedy, Ms. Koch develops initiatives to increase public participation and private sector support for public education in New York City. Over the past two years, the Fund has secured more than \$108 million.

The Fund harnesses the private sector to drive levers for change that impact public education in New York City, raising funds for the Leadership Academy, a flagship program to train principals, school libraries, arts education, and other system-wide initiatives and school-based programs.

Most recently, Susan managed the Public Affairs Department of the Lower Colorado River Authority and worked on community change research and public school community projects for a leading not for profit community engagement firm, The Harwood Institute. In addition, she worked for a representative in the Texas State Legislature and for the successful statewide Texas political campaigns for the previous Agriculture Commissioner and a State Supreme Court Justice. Her work as a mediator on cases and her experience at the Center for Public Policy Dispute Resolution adds to her current focus. Susan is a qualified mediator and licensed attorney in the state of Texas. She graduated with a J.D. from the University of Texas School of Law and received an A.B. in Political Science from Kenyon College in Ohio. She is from Texas and currently resides in Washington, D.C.

Tom Luce

**Assistant Secretary, Office of Planning, Evaluation and Policy Development
U.S. Department of Education**

President Bush nominated Tom Luce on May 20, 2005, to the position of assistant secretary for the Office of Planning, Evaluation and Policy Development at the U.S. Department of Education, and the Senate confirmed his appointment to this position on July 1, 2005.

Mr. Luce has held several other key positions throughout his career. Having been appointed five times to major posts by Texas governors, including as chairman of the Texas National Research Laboratory Commission, chief justice pro tempore of the Texas Supreme Court and delegate to the Education Commission of the States, Luce is perhaps best known for his role in 1984 as the chief of staff of the Texas Select Committee of Public Education, which produced one of the first major reform efforts among public schools.

Mr. Luce was co-founder of the National Center for Educational Accountability (NCEA), sponsor of the Just for the Kids School Improvement Model, and served as chairman of the board for NCEA and Just for the Kids from their inceptions until 2005. He also founded Communities Just for the Kids.

In 1995, Luce wrote "Now or Never—How We Can Save Our Public Schools," a book that defined his education philosophy and outlined a preliminary plan for education reform that called for broader support for public education. His newest book on public education, "Do What Works: How Proven Practices Can Improve America's Public Schools," was published in December 2004.

He is the recipient of the J. Erik Jonsson Ethics Award, the Center for Non-Profit Management Social Entrepreneur Award, the Dallas Historical Society Excellence in Community Service Award and the CASA Award for Service to Children, among others.

**J.W. Marriott, Jr., Chairman and CEO
Marriott International, Inc.,**

Mr. Marriott's industry leadership spans nearly 50 years, and he has taken Marriott from a family restaurant business to a \$19 billion global lodging company with 2,700 properties in 70 countries.

Known throughout the industry for his hands-on management style, Mr. Marriott has built a highly regarded culture that emphasizes the importance of Marriott's people and recognizes the value they bring to the organization. Marriott International's "spirit to serve" culture is based on a business philosophy started 76 years ago by his parents, J. Willard and Alice S. Marriott - "Take care of the associate, and they'll take care of the guest." Today, approximately 128,000 Marriott associates are serving guests throughout the world.

Mr. Marriott serves on the board of directors of Sunrise Assisted Living, the board of trustees of the National Urban League, and is a director of the Naval Academy Endowment Trust and the National Geographic Society. He is a member of the U.S. Travel and Tourism Promotional Advisory Board, a member of the executive committee of the World Travel & Tourism Council and a member of the National Business Council. He is also chairman of the President's Export Council, a presidential advisory committee on export trade, and serves as chairman of the Leadership Council of the Laura Bush Foundation for America's Libraries.

Mr. Marriott attended St. Albans School in Washington, D.C., earned a B.S. degree in banking and finance from the University of Utah and served as an officer in the United States Navy.

**Dr. Sharon P. Maskel, Director
The Hill Center**

Sharon Maskel, Ed.D., has served as the Director of The Hill Center since 1985. She received her B.S. in Elementary Education from Wright State University; a M.Ed. in Reading, Curriculum and Instruction from Florida Atlantic University; and an Ed.D. in Learning Disabilities and School Psychology from Duke University. She has served as an adjunct assistant professor at the University of North Carolina at Chapel Hill, and North Carolina Central University and has served as a visiting professor at Duke University. She taught in public schools in Ohio, Florida, and North Carolina, and developed The Hill Center curriculum before joining the faculty.

The Hill Center received national recognition as an Exemplary Learning Disabilities Program by the Council for Exceptional Children in 2001. Dr. Maskel is a member of the International Dyslexia Association, Learning Disabilities Association, Council for Exceptional Children, Phi Delta Kappa, and was appointed by the Governor to serve on the NC Council on Educational Services for Exceptional Children.

Mollie Mitchell, Director of Recruitment
The Broad Center for the Management of School Systems

Mollie Mitchell serves as director of recruitment at The Broad Center for the Management of School Systems. In this role she oversees recruiting efforts for both The Broad Residency and The Broad Superintendents Academy. Prior to joining The Broad Center, Ms. Mitchell spent three years at Heidrick & Struggles International, a leading global executive search firm. She started her career in human resources in 1992 when she joined SatoTravel in Arlington, Va. Ms. Mitchell has a B.A. from Brigham Young University and an M.A. from Marymount University.

Brenda Musilli, Director of Education
Intel Corporation

Brenda Musilli is director of education for Intel Corporation, responsible for driving the Intel® Innovation in Education initiative worldwide. Joining the education group in February, Musilli will help Intel reach its goal of collaborating with educators and governments around the world on education improvements.

A desire to help educators understand the importance of 21st century learning skills led Ms. Musilli to join Intel's education team. She experienced firsthand the importance of 21st century learning skills -- critical thinking, problem solving, collaboration, communication and technology skills -- to career advancement. She looks forward to helping young people worldwide develop the skills they need to succeed and prosper in the workplace.

Ms. Musilli has been with Intel for 25 years and brings a wealth of Intel management experience in multiple disciplines to her new role. Most recently, she was the group controller for Intel's largest business, the Desktop Products Group. She was a key member of the group's management team and contributed significantly to its strategic evaluation and financial health over the last five years. Ms. Musilli also held a variety of positions with Intel's technology product groups in the areas of business management and finance.

Ms. Musilli holds a Bachelor of Science degree in economics from University of California Davis and an MBA degree from University of Santa Clara.

Wendy D. Puriefoy, President
Public Education Network

Wendy Puriefoy is president of Public Education Network (PEN), the country's largest network of community-based school reform organizations, reaching 11.5 million low-income and poor children in 1,600 school districts and 18,000 schools in 34 states, the District of Columbia, and Puerto Rico.

Ms. Puriefoy has been deeply involved in school reform since the 1970s, when she served as a special monitor of the court-ordered desegregation plan for Boston's public schools. Prior to being recruited as president of PEN, Puriefoy was executive vice president and CEO of The Boston Foundation in Boston, Mass.

serves on the boards of directors of two for-profit companies, one of which is listed on the New York Stock Exchange.

Prior to becoming Lafayette's President in July 1993, Mr. Rothkopf was Deputy Secretary of the U.S. Department of Transportation. He was appointed to this position by President George H. W. Bush and confirmed by the Senate. Prior to becoming Deputy Secretary, he served as General Counsel of DOT.

Before joining DOT, Mr. Rothkopf was a senior partner in Hogan & Hartson, Washington's largest law firm. He began his career as a lawyer for the U.S. Treasury Department and the Securities & Exchange Commission.

Mr. Rothkopf earned his undergraduate degree from Lafayette and received his law degree from Harvard.

**Edward B. Rust Jr., Chairman and CEO
State Farm Insurance Companies**

A native of Illinois, Rust joined State Farm in 1975 at the Dallas, Texas, regional office. He became president and chief executive officer in 1985 and was elected to the additional post of chairman of the board in 1987.

A graduate of Illinois Wesleyan University in Bloomington, Rust holds both juris doctor and master of business degrees from Southern Methodist University, Dallas, Texas. He serves on the boards of directors of Caterpillar, Inc., Peoria, Ill.; Helmerich and Payne, Inc., Tulsa, Okla.; and McGraw-Hill Companies, Inc., New York.

He is co-chair of The Business Roundtable and chairman emeritus of the Illinois Business Roundtable. He is former chairman of several other organizations, including the American Enterprise Institute, The Financial Services Roundtable, the Insurance Institute for Highway Safety and the National Alliance of Business. He serves on the Board of Trustees of The Conference Board and is a former member of the board of directors of the American Council of Life Insurance.

Nationally recognized as a leader of the business community's efforts to improve the quality of education in the United States, he is former co-chairman of the Business Coalition for Excellence in Education and served on President Bush's Transition Advisory Team committee on education. He is former chairman of the Business Higher Education Forum, former chairman of The Business Roundtable's Education Initiative, a director of Achieve, Inc., a director of the National Center for Educational Accountability, a director of the James B. Hunt Jr. Institute for Educational Leadership and Policy, a director for the National Teacher Hall of Fame and served on the National (Glenn) Commission on Mathematics and Science Teaching for the 21st Century.

Policy Research, the Greater Triangle Regional Council, is co-chair of the Regional Transportation Alliance, and many others. He is a former member and chairman of the board of the Durham Public Education Network and is currently chairing the U.S. Business Education Network for the U.S. Chamber of Commerce.

Mr. Shore received the Elna Spaulding award from the Durham Public Education Network in recognition of his strong support for Durham Public Schools and the "Lever Award" from the N.C. Public School Forum which is the highest award in the State of North Carolina for private sector support of North Carolina Public Schools.

**Ranjit Sidhu, Vice President, Corporate and Community Relations
National Council for Community and Education Partnerships**

Ranjit Sidhu is vice president for Corporate and Community Relations at the National Council for Community and Education Partnerships (NCCEP). In this role he is assisting NCCEP in building its capacity around corporate and community relations services in order to promote the council's mission of forming partnerships between schools, communities and colleges for the purpose of helping minority and under-privileged children obtain a higher education.

Prior to joining NCCEP, Mr. Sidhu served as the executive vice president and chief operating officer for the National Association of Partners in Education, where he oversaw external strategic alliance activity as well as all internal operations. During his tenure at Partners in Education he also served as the director of field services, managing the technical assistance and training operations for the Association.

His professional background includes experiences as: a community/school partnership manager for the George Washington University; a high school social studies teacher in the District of Columbia and Prince Georges County (MD) public school systems; and as a policy analyst for the American Petroleum Institute. He holds Masters Degrees in Education as well as Public/International Affairs.

**Raymond Simon, Deputy Secretary
United States Department of Education**

President Bush nominated Raymond Simon to the position of United States Deputy Secretary of Education and the Senate confirmed him on May 26, 2005. As Deputy Secretary, Mr. Simon plays a pivotal role overseeing and managing the development of policies, recommendations and initiatives that help define a broad, coherent vision for achieving the President's education priorities, especially the No Child Left Behind Act. He also provides overall supervision and direction of program organizations of the Department. He had previously served as the Assistant Secretary for Elementary and Secondary Education.

Mr. Simon was the chief state school officer for Arkansas for six years – a position he held until his initial appointment by President Bush. He also served as superintendent of the Conway (Arkansas) School District from 1991 to 1997.

A native of Conway, Arkansas, Mr. Simon has been involved in Arkansas education since 1966, when he began his career as a mathematics teacher at North Little Rock High School. While at North Little Rock, he was also director of school food services

**Scott C. Smith, President
Tribune Publishing Company**

Scott C. Smith became president of Tribune Publishing in January 2005. He oversees Tribune Company's 11 metropolitan daily newspapers as well as related publishing and interactive businesses.

Smith has been a Tribune executive for 28 years. From 1993 to 1997, he was president and publisher of the *South Florida Sun-Sentinel*, Fort Lauderdale, Fla. He served from 1991 to 1993 as Tribune senior vice president/development, from 1985 to 1991 as Tribune's chief financial officer and held a series of corporate finance positions from 1977 to 1985.

Mr. Smith holds a bachelor's degree from Yale University and a master's degree from Northwestern University's Kellogg School of Management. He started his career with the Northern Trust Company in Chicago.

Mr. Smith is a director and past chairman of the Chicago Public Education Fund. Smith founded the Fund in 2000 with other civic leaders to strategically invest in building outstanding leadership across Chicago's 600 public schools. He also serves as a director of Northwestern Memorial Healthcare, the Chicago Symphony Orchestra, National-Louis University and the Newspaper Association of America. He is a member of the Kellogg School of Management Advisory Board and past chair of the YMCA of Metropolitan Chicago.

**Carr Thompson, Senior Program and Communications Officer
Burroughs Wellcome Fund (BWF)**

Carr Thompson is a senior program staff member of the Burroughs Wellcome Fund (BWF). She develops strategies to improve K-12 science, mathematics, and technology education teaching and learning in North Carolina. Ms. Thompson manages competitive and noncompetitive award programs to leverage resources and build consensus and partnerships to improve the infrastructure of inquiry-based science, mathematics, and technology education.

She is chair of the National Science Resources Center advisory board and has served as an advisor to the National Science Foundation for the Plant Genome Research Project at North Carolina State University and for the Mathematics Science Partnership Program.

In the area of public policy, Ms. Thompson helped build the capacity and the relationships of policymakers in North Carolina including legislators, State Board of Education members, and the media that cover education in areas related to school improvement through the North Carolina Institute for Education Policymakers.

Ms. Thompson helped to create endowments for the North Carolina Science, Mathematics, and Technology Education Center, which systemically improves science and mathematics learning and offers a structure for interested scientists to work with teachers and students in K-12 education, and the North Carolina Grassroots Museum Collaborative, the first such collaborative in the U.S. to enhance hands-on science learning offered by more than 24 North Carolina science museums.

**Tom Vander Ark, Executive Director, Education
The Bill & Melinda Gates Foundation**

Tom Vander Ark is the executive director for the Bill & Melinda Gates Foundation's education initiatives. He is responsible for the development and administration of the foundation's education grant programs and scholarship programs.

The Bill & Melinda Gates Foundation has partnered with communities in almost every region of the country to significantly increase the number of students, particularly low-income African Americans and Hispanics, who graduate from high school ready for college, work, and citizenship. Through commitments totaling more than \$1.3 billion, the foundation is both supporting the creation of strong new schools and transforming large, impersonal ones into smaller learning environments designed to give all students a rigorous, personalized education. In addition to these high school investments, the foundation has committed more than \$1 billion to help reduce financial barriers to higher education talented low-income students.

Before he joined the foundation, Mr. Vander Ark served as a public school superintendent in one of Washington state's larger districts. He was one of the first superintendents recruited from the private sector to lead a public school district. Prior to leading Federal Way Public Schools, Vander Ark ran a consulting practice for Cap Gemini and was a senior executive for a \$5 billion national retailer.

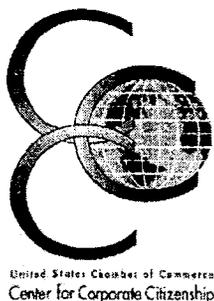
**James Whaley, Vice President
Siemens Foundation**

James Whaley joined the Siemens Foundation to oversee its management in October, 2004. Since joining Siemens he has overseen an educational outreach initiative that includes a national effort to promote science and math education in grade schools and a teacher scholarship program.

Previously Mr. Whaley served as director of communications at the United States Military Academy at West Point. He has more than 20 years of management experience to include, integrated marketing, strategic communications, media relations, internal communications, crisis communications, community relations, publication design, photography, special events, speechwriting, newspaper publication, fund raising, protocol, and strategic communications.

Mr. Whaley also served as the chief media spokesperson for the U.S. Army on a wide variety of issues involving the United States Military Academy. These include environmental concerns involving the Hudson River, the honor code, and deployment of graduates into the wars in Iraq and Afghanistan. His government affairs experience includes preparing numerous communication plans for White House and Pentagon briefings, as well as congressional testimony and for the editorial boards of national media outlets.

Attendee List



2005 Business Education Network Summit Washington D.C. October 5-7, 2005

400 Total Attendees

First Name	Last Name	Organization
Stephanie	Aaronson	PBS
Joan	Abdallah	American Association for the Advancement of Science
Arlene	Ackerman	San Francisco Unified School District
Laurel	Adler	Educational Consulting
Sara	Akbar	Oracle
Theresa	Alcazar	Sprint
Jon	Alexiou	Educational Testing Service
	Amstutz	
Ann	Hayes	Siemens Corporation
Mary Linda	Andrews	GlaxoSmithKline
Vanessa	Arriola	Standard & Poor's
Nenette	Arroyo	Oracle
Roy	Barnes	Former Governor of Georgia
Michael	Barone	U.S. News & World Report
Cathleen	Barton	Intel Corporation
Kathryn	Bassman	Oracle
Steve	Bauman	Marriott International, Inc.
Eddy	Bayardelle	Merrill Lynch
Tomme	Beevas	Business Strengthening America
Mary	Benner	The Conference Board
Perry	Benson, III	Oracle
Ilene	Berman	National Governors Association
Carol	Berrigan	NEI (Nuclear Energy Institute)
Michael	Betz	Discovery Education
Judy	Biggert	U.S. House of Representatives
Donelle	Blubaugh	Topics Education
Edwin	Bodensiek	JA Worldwide
John	Boehner	U.S. House of Representatives
		White House Faith-Based and Community Initiative for Housing and Urban Development
Rob	Bogart	
Erin	Bomgaars	OfficeMax
Denise	Borders	Academy for Educational Development
Patricia	Brennan-Gac	Council of Chief State School Officers
Teresa	Brinkley	Eastman Chemical Company
Valerie	Brown	Topics Education
James	Brown	American Chemical Society
Debra	Bryant	The Ferguson Group
Courtney	Bulger	Fairfax County Public Schools
Susan	Burch	Kalispell Chamber of Commerce
Tiffany	Burch	Center for Corporate Citizenship

Amy	Burke	Texas Instruments
Judy	Burton	Alliance for College-Ready Public Schools
Debra	Busker	Grace Episcopal School
G.K.	Butterfield	NC, 1st District
Connie	Campbell	Experiencia
Dan	Cardinali	Communities In Schools
Amy	Carlini	Alexandria City Public Schools
Jeffrey	Carlisle	Lenovo
Susan	Carlson	ABEC
Susan	Carlson	Environmentors
Erin	Carlstrom	Feed The Children
Mike	Carren	Center for Corporate Citizenship
Jennifer	Charnetski	American Red Cross
Andy	Chaves	Marriott International, Inc.
Paul	Chen	GlaxoSmithKline
Scott	Cheney	PAROS
David	Chernow	Junior Achievement
Brian	Chidester	Communities In Schools
Julia	Clark	National Science Foundation
Suzanne	Clark	U.S. Chamber of Commerce
John	Clarkson	Communities In Schools
Dale	Coachman	Center for Workforce Preparation
Michael	Cohen	Achieve Inc.
Todd	Cohen	Center for Workforce Preparation
Rick	Corcoran	U.S. Chamber of Commerce
Jim	Coyne	AstraZeneca
Denise	Coyner	State Farm Insurance Companies
Ann	Cramer	IBM Corporation
Geoff	Cramer	The Futures Group
Heidi	Crapol	Philip Morris USA
Chris	Cross	Cross & Jofus, LLC
Karen	Cruson	Booz Allen Hamilton
Christina	Culver	U.S. Department of Education
Deborah	Cundy	Carlson Companies
Charlotte	Curtis	Nevada Department of Education
Jack	Dale	Fairfax County Schools
Kevin	Dando	PBS
Porter	Davis	Center for Corporate Citizenship
Meredith	De Dona	Booz Allen Hamilton
Rick	Delano	Oracle
Sally	DeLuca	Communities In Schools
Ann	Denlinger	Durham, NC Public Schools
Tom	Dewar	JA Worldwide
Patrick	Dexter	Exxon Mobil Corporation
Grace	Dieterich	Jackson Hewitt - Sarasota Chamber of Commerce
Michael	DiMaggio	Council of Chief State School Officers
Deborah	Dodge	USA TODAY
Clare	Dolan	Oracle
Daniel	Domenech	McGraw-Hill Education
Patrick	Donohue	Oracle

John	Dorman	Business Roundtable
DeShele	Dorsey	TCC Group
John	Downs, Jr.	Coca-Cola Enterprises
Robert	Durante	Standard & Poor's
Brandon	Eatman	Capitol Hill Cluster Schools
Dana	Egreczky	New Jersey Chamber of Commerce
Mendy	Elliott	Wells Fargo
Karen	Elzey	Center for Workforce Preparation
Alan	Endicott	U.S. Department of Education
Jay	Engeln	National Association of Secondary School Principals
Donna	Englander	Falls Church Education Foundation
Marlon	Evans	KIPP Foundation
Mike	Feinberg	KIPP Foundation
Wendi	Fenderson	NH Advantage Foundation
Michael	Feuer	Social Sciences and Education National Academies
Tracy	Fisher	GreenBiz
Carol	Fixman	Philadelphia Education Fund
Kara	Ford	Just for the Kids - Arkansas
Valerie	Forti	The Education Partnership
Janella	Franklin	Communities In Schools
Terri	Freeman	Community Foundation for the National Capital Region
Rebecca	Freyvogel	Center for Corporate Citizenship
Beverly	Fritz	Saint Paul Area Chamber of Commerce
Susan	Frost	Education Priorities
		National Commission on Teaching and America's
		Future
Kathleen	Fulton	Ethics Resource Center
Whitley	Gaffney	U.S. Department of Education
Claudia	Gaines	Durham Public Schools
Tanner	Gamble	Achieve, Inc.
Matthew	Gandal	National Board for Professional Teaching Standards
Karen	Garr	National Education Association
Keith	Geiger	Siemens Corporation
Marie	Gentile	GlaxoSmithKline
Emily	Gerasimoff	Ernst & Young
Andee	Gerhardt	CVS
Steve	Gilbert	Northrop Grumman
Lynn	Gilmore	Policy Navigation Group
Susan	Gledhill	State Farm Insurance Companies
Milton	Goldberg	Virginia Department of Education
Mia-Gabriella	Gomes	Scholastic Inc.
Kyle	Good	American Productivity and Quality Center
Jack	Grayson	GMMB
Leslie	Green	KIPP Foundation
Rick	Greene	Communities In Schools
Lisa	Griffin	Kimsey Foundation
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Roslyn	Hooks	JA of Southwest New England
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Steny	Hoyer	MD, 5th District
Annie	Hsu	Center for Workforce Preparation
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James	Hunt	Partnerships
Ethan	Hutt	Former Governor of NC
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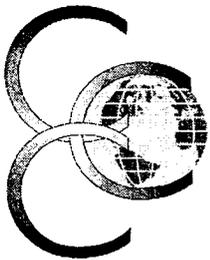
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Ranjit	Sidhu	Partnerships
Susan	Siegel	Communities In Schools
Raymond	Simon	U.S. Department of Education
Ronald	Skinner	Association of School Business Officials International
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		Future
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Sean	Walsh	GMMB
Michael	Wang	State Farm Insurance Companies
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Ben	Wells	Siemens Corporation

Kelli	Wells	GE Foundation
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Mark	Wescott	PA State Education Association
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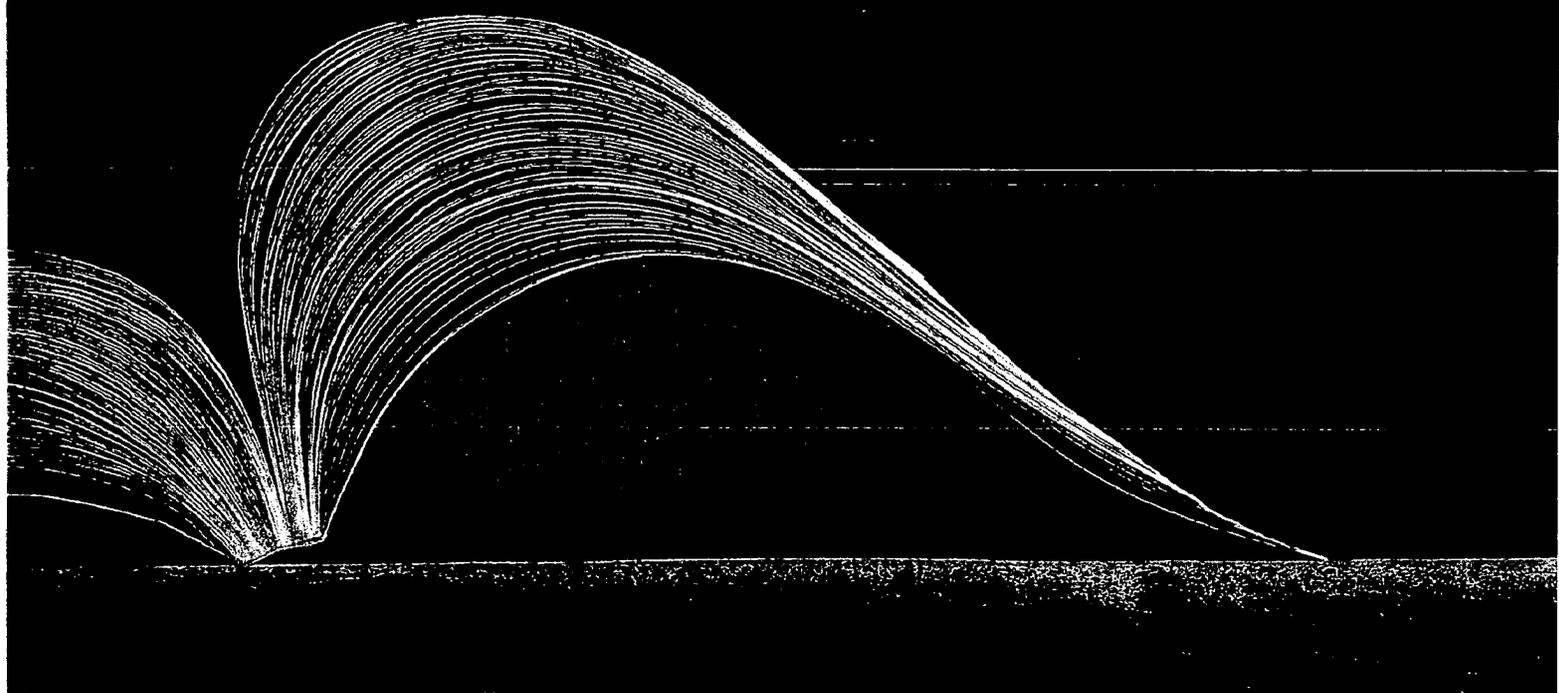
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National Backpack Program

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Every Office Depot store in the United States and Canada distributes backpacks to nonprofit organizations and schools in their communities prior to the start of the new school year. The impact is profound – and the appreciation boundless.

Supporting Schools and Teachers

For Office Depot, supporting the educational community is a year-round proposition. Our 5% Back to Schools Program enables Office Depot customers to designate schools to receive credits equal to 5% of their qualifying purchases – credits that the schools can then use for free supplies. The program grants millions of dollars of credits each year to more than 35,000 schools in the United States and Canada.

At the same time, more than half a million teachers are enrolled in Office Depot's Star Teacher Program, which entitles them to special discounts, a quarterly newsletter and the opportunity to participate in periodic special events, including an annual Teacher Appreciation Breakfast prior to the start of school each year.

In addition, Office Depot is a national sponsor of the Kids in Need Teacher Grants program, a project of the SHOPA (School, Home and Office Products Association) Kids in Need Foundation, which supports K-12 educators with funds to help provide innovative learning opportunities for their students.

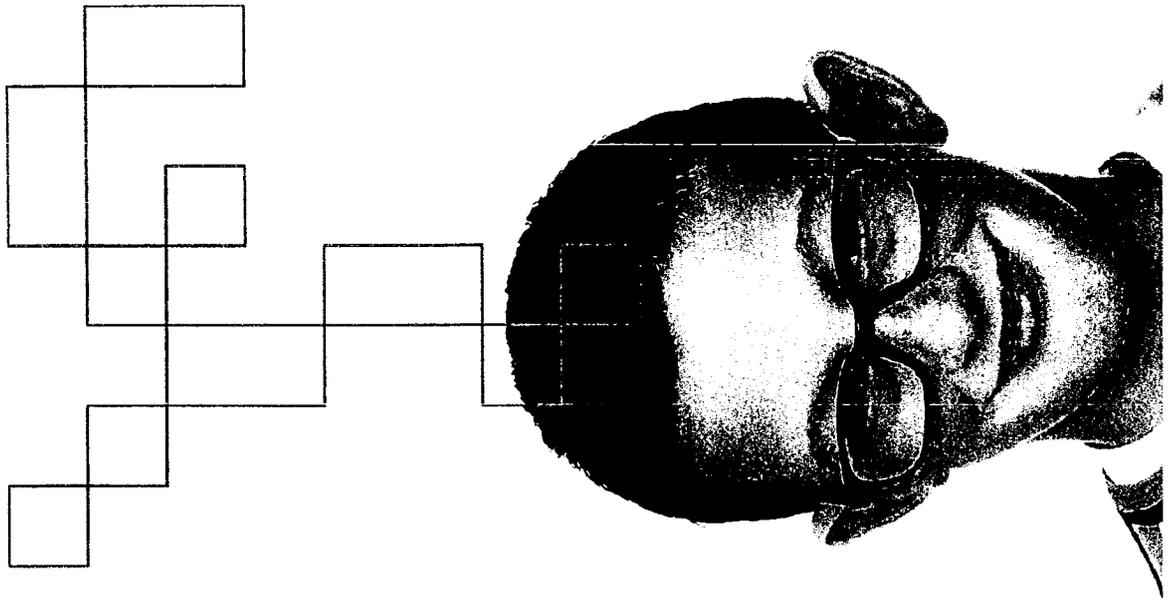
To learn more about Office Depot's efforts to support education, visit our Community Relations website at www.community.officedepot.com.

Office Depot
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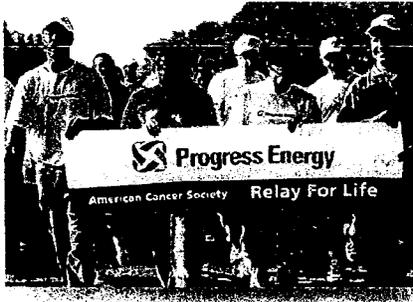


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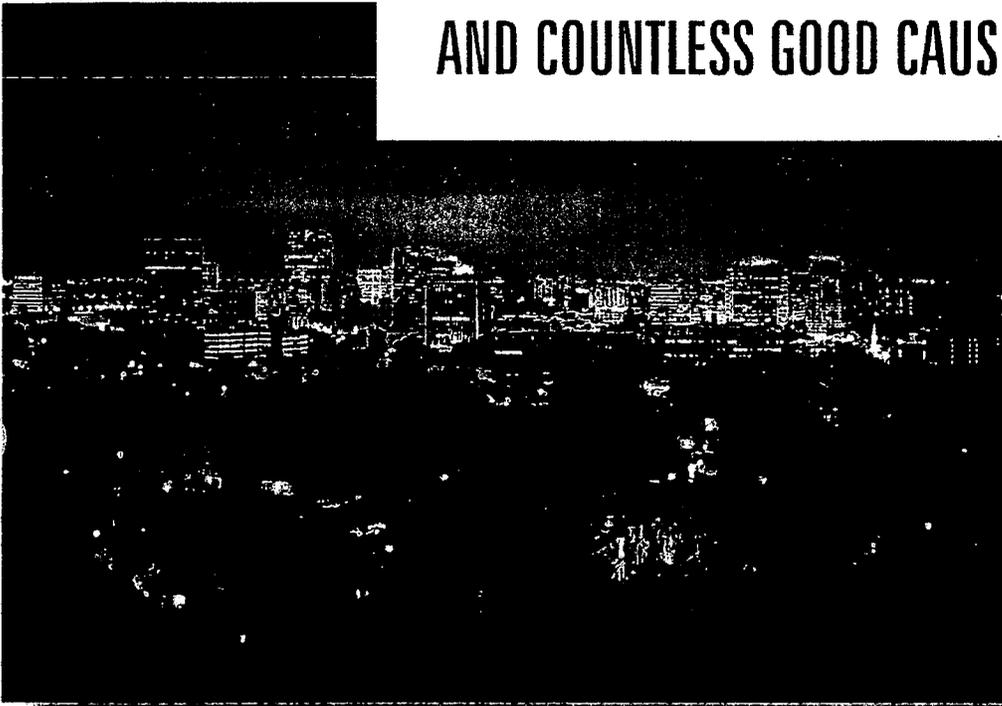
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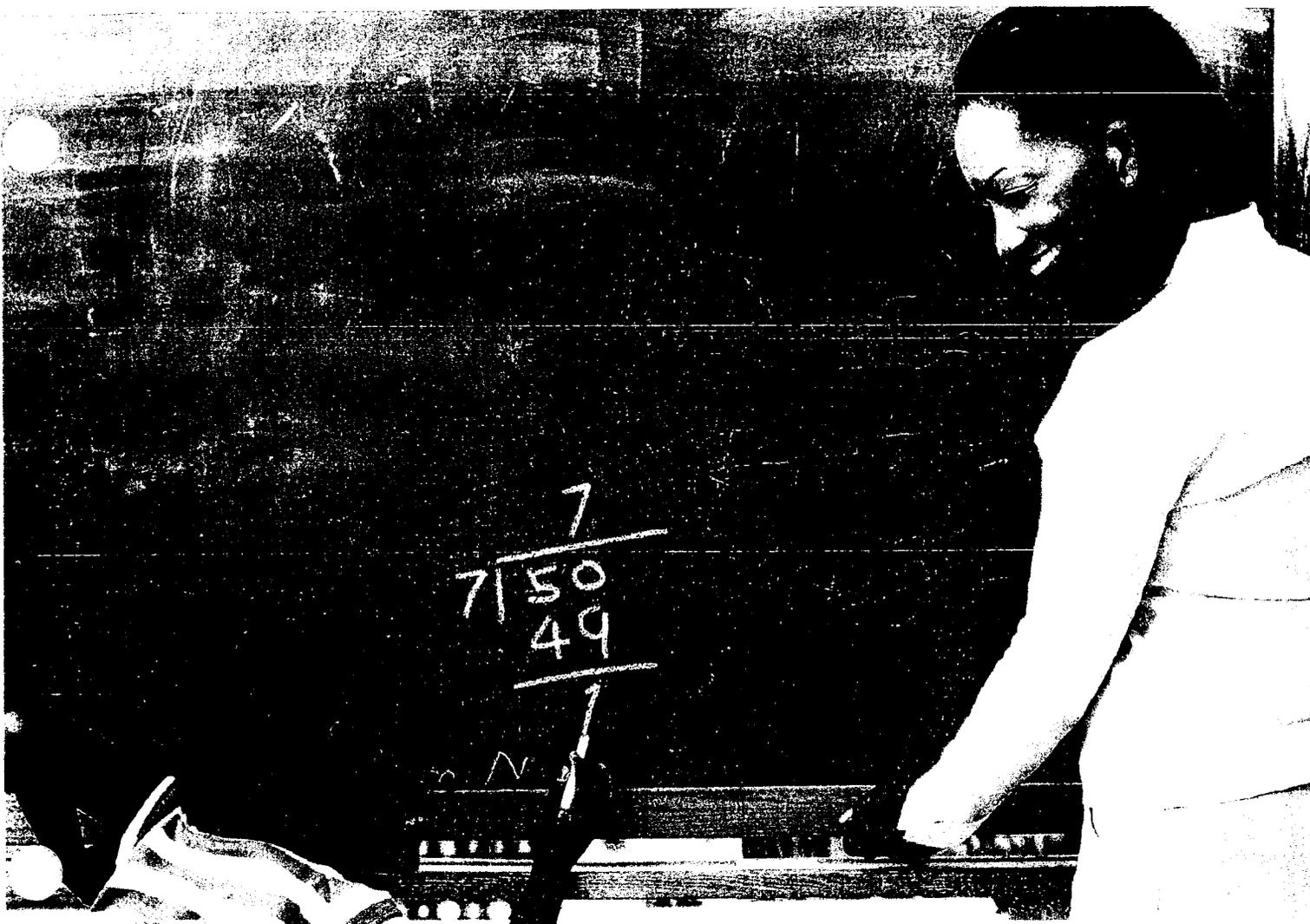
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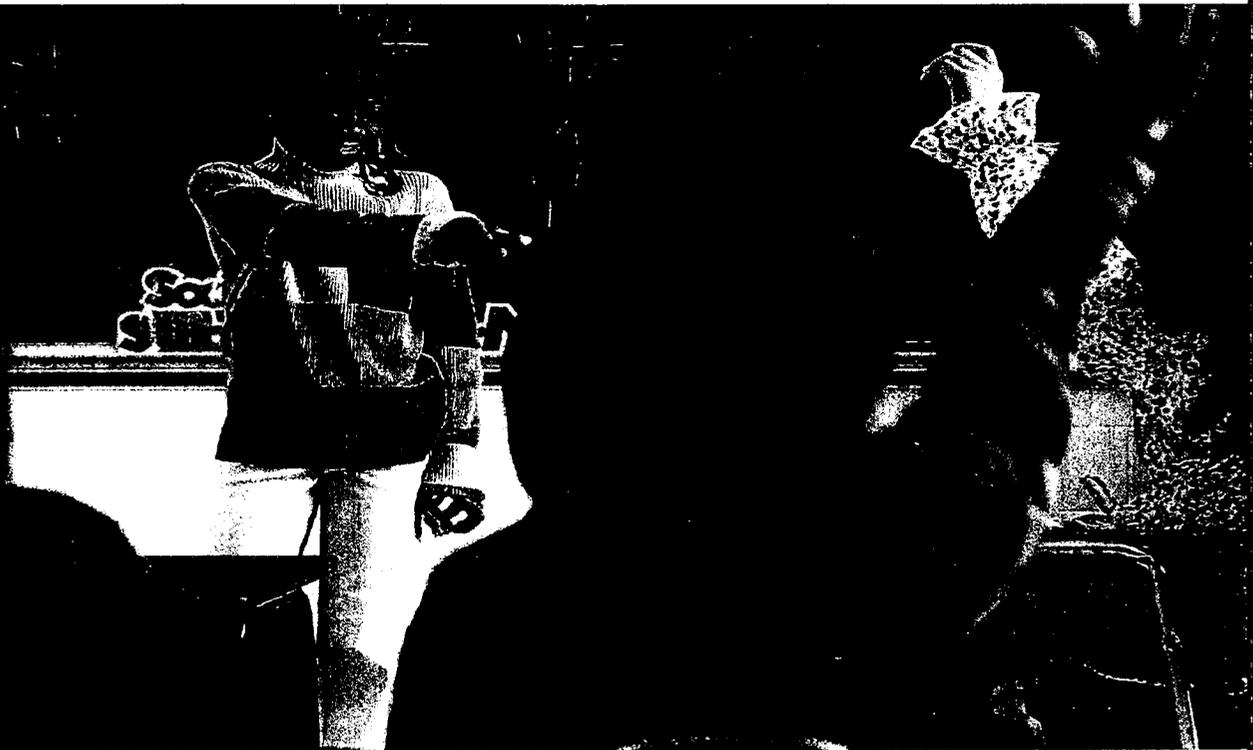
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USCC 54812

Business Education Network Summit

Oct. 5-7, 2005
Wardman Park Marriott Hotel
Washington, D.C.

Conference Report Card

Thank you for participating in the 2005 BEN Summit. To help us gain a better understanding of your needs and interests and to help us facilitate the success of future BEN events, please complete this questionnaire. **Please return your completed survey to the conference registration table or fax it to (202) 463-5308. Thanks!**

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

	Excellent	Good	Fair	Poor	No Opinion/N/A
Program and agenda quality	<input type="checkbox"/>				
Speaker quality	<input type="checkbox"/>				
Opportunity for networking	<input type="checkbox"/>				
Quality of conference briefing book	<input type="checkbox"/>				
Quality of exhibit table materials	<input type="checkbox"/>				

Overall Event Grade (A-F scale): _____

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?)

3. If you are not currently a BEN member or partner, will you become one as a result of the 2005 BEN Summit? Why? _____

4. In addition to BEN's regular meetings and correspondence, what is your recommended follow up to this conference? (Check all that apply)

- Follow-up reports and/or other informational materials
- Follow-up working meeting with BEN members and partners
- Regional information-sharing events
- Annual BEN Summit
- Other: _____

5. What is the best way to communicate with you about future BEN events and activities?

- Mail
- E-Mail
- Tele-conference
- The Corporate Citizen*, CCC's bimonthly newsletter
- Fax
- Other: _____

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

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

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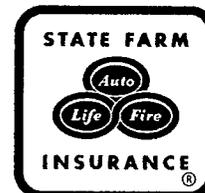
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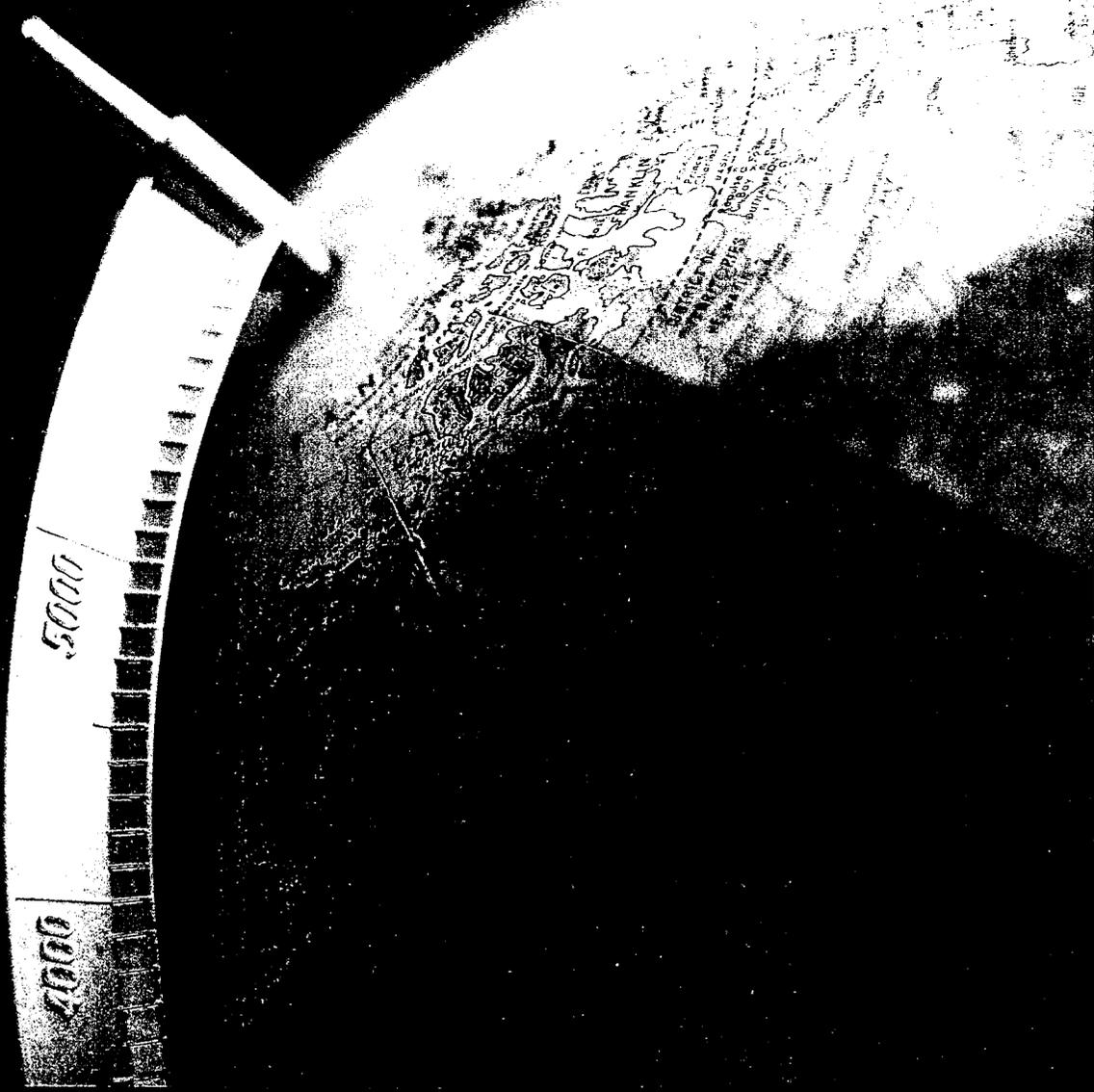
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EXHIBIT 4



U.S. CHAMBER'S EDUCATION AND WORKFORCE SUMMIT

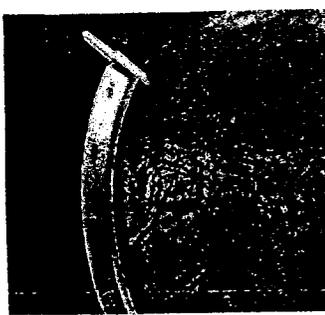
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Chamber of Commerce Foundation
Opposition Number 91/156,321



USCC 54814



U.S. Chamber's Education and Workforce Summit

October 4-6, 2006
Dallas, TX

Fairmont Hotel
1717 N. Akard Street
Dallas, TX 75201
(214) 720-2020

Wednesday, October 4th	
8:00 a.m. – 5:00 p.m.	Registration
	POLICY DAY
9:00 a.m. – 9:30 a.m. Regency Ballroom	Introduction to the U.S. Chamber's Education and Workforce Initiative and the launch of the Institute for a Competitive Workforce <ul style="list-style-type: none"> • Arthur J. Rothkopf, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce
9:30 a.m. – 11:00 a.m. Regency Ballroom.	ETS Session: <i>Keeping our Edge: Americans Speak on Education and Competitiveness</i> <ul style="list-style-type: none"> • David Winston, President, The Winston Group • Allan Rivlin, Senior Vice President, Hart Research
11:00 a.m. – 11:15 a.m.	Break
11:15 a.m. – 12:00 p.m. International Ballroom	Opening Keynote Plenary The Secretary will discuss the Department of Education's priorities, reauthorization of No Child Left Behind, and the role of the business community in supporting the Department's agenda. <ul style="list-style-type: none"> • The Honorable Margaret Spellings, U.S. Secretary of Education • Introduction: Suzanne P. Clark, Executive Vice President and Chief Operation Officer, U.S. Chamber of Commerce
12:00 p.m. – 1:30 p.m. International Ballroom	Luncheon Panel on College Readiness Are we preparing students to compete in a global economy? How do we know if the preparation we provide will lead to post-secondary educational success? What needs to change? <ul style="list-style-type: none"> • Charles Miller, Chair, Commission on the Future of Higher Education, U.S. Department of Education and Former Chairman of the Board of Regents, University of Texas System • Dick Ferguson, CEO and Chairman, ACT • Dr. Dean Nafziger, Lab Director, Southwest Regional Education Laboratory • Michael Cohen, President, Achieve, Inc. • Moderator: Arthur J. Rothkopf, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce
1:30 p.m. – 1:45 p.m.	Break

9:45 a.m. – 11:00 a.m. Regency Ballroom	Overview of National Education Initiatives What are they and how is the business community contributing? <ul style="list-style-type: none"> • Michael Cohen, President, Achieve, Inc. - American Diploma Project • Cheryl Carrier, Director, Ford Partnership for Advanced Studies, Ford Motor Company Fund • Michael Hudson, President, National Center for Education Accountability - Just for the Kids • Moderator: Kathy Havens Payne, Director, Education Leadership, State Farm Insurance
11:00 a.m. – 11:30 p.m.	Framing Solutions: Business Leaders' Tool Kit Overview <ul style="list-style-type: none"> • Matt Gandal, Executive Vice President, Achieve, Inc.
11:30 a.m. – 12:00 p.m.	Break
12:00 p.m. – 1:30 p.m. International Ballroom	Maintaining Our Edge: Perspectives from Deloitte & Touche USA LLP and The Broad Foundation Businesses need to engage in education reform now to ensure that we have a competitive workforce in the future. What modifications need to be made to the education system and how can businesses support the reforms? <ul style="list-style-type: none"> • Barry Salzberg, Managing Partner, Deloitte & Touche USA LLP • Dan Katzir, Managing Director, The Broad Foundation • Moderator: Arthur J. Rothkopf, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce
1:45 p.m. – 3:00 p.m.	Share and Tell (concurrent sessions) Models for Research-Based, Innovative Solutions
Gold Room	Strengthening the STEM Pipeline The current lack of U.S.-trained scientists and engineers is a direct threat to the leadership of U.S. innovation. What do we need to do to improve? How do we motivate students to enter the STEM fields? <ul style="list-style-type: none"> • Susan Traiman, Director, Education and Workforce Policy, Business Round Table – Tapping America's Potential 2015 • Joseph Olchefske, Managing Director, American Institutes for Research • Jill Siler, Director of Secondary Academic Services, Lake Travis Independent School District • Moderator: James Whaley, President, Siemens Foundation
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Pavilion Room	<p>Evaluation: How Do You Know That Your Program is Working? Investing in education can be very rewarding. How do you know that your corporate program is making a difference for students and that your money has been well spent? Learn about ways that you can measure success.</p> <ul style="list-style-type: none"> • Jon Baron, Executive Director, Coalition for Evidence Based Policy • Steve Fleischman, Vice President, American Institutes for Research • Moderator: Bernie Milano, President, KPMG Foundation
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State Room	<p>Improving Student Achievement with Innovative School Models Preparing students for life beyond high school requires innovative leaders, interesting environments, and engaging school cultures. Hear about models that work and how businesses have supported them.</p> <ul style="list-style-type: none"> • Jay Engeln, Resident Practitioner: School/Business Partnerships, National Association of Secondary School Principals • Allyson Knox, Academic Program Manager, U.S. Partners in Learning Program, Microsoft • Dr. Nadine Kujawa, Superintendent, Aldine School District, TX • Moderator: Dr. Gerry House, President and CEO, Institute for Student Achievement
Parisian Room	<p>Providing a Pathway for a Technically Skilled Workforce Preparation for science, technology, engineering and math (STEM) careers takes different forms at the high school, community college and university levels. Learn how educational institutions are working to fill the gaps of STEM employees in the workforce.</p> <ul style="list-style-type: none"> • Dr. Charlene R. Nunley, President and CEO, Montgomery College • Dr. Debra Wollaber, Dean, College of Health Sciences and the School of Nursing, Belmont University • Darrell Luzzo, Senior Vice President, Education, JA Worldwide • Moderator: Jan Bray, Executive Director, Association for Career and Technical Education

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Pavilion Room	Business Mentors for School Leaders: Lessons from Florida <ul style="list-style-type: none"> • Representative Rafael Arza, Florida State Representative, 102 District • Pam Iorio, Mayor, City of Tampa • Dr. Elaine Liftin, President & Executive Director, Council for Educational Change • Henry Pollock, Program Director, Education Retention, Florida Department of Education • Jeffrey S. Miller, President of Weeks Gas • Steven Uhlfelder, Governor's Initiative and Fulbright Scholarship Board
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:00 p.m. Regency Ballroom	Closing Plenary Governor Easley will discuss education reform in the state of North Carolina and the importance of improving schools in the 21 st century. <ul style="list-style-type: none"> • Governor Michael Easley, North Carolina



STATE OF TEXAS
OFFICE OF THE GOVERNOR

August 23, 2006

Greetings:

I am pleased to extend greetings as the U.S. Chamber of Commerce holds its Education and Workforce Summit.

This nation's future is being defined by the actions that we take today. As such, one of our highest missions across the Lone Star State is working to ensure that all Texans are prepared to excel in the workforce of the 21st century.

This summit reinforces the importance of being proactive, and I congratulate the role that the chamber continues to play nationwide in building upon the successes that have been achieved. As we look to the future, I wish you every success in continuing to further an agenda that fosters the promise of the future.

Vibrant and sophisticated, Dallas will ensure visitors a memorable experience. I encourage you all to explore and to enjoy this fine city's renowned hospitality.

Anita joins me in extending best wishes.

Sincerely,

A handwritten signature in black ink that reads "Rick Perry". The signature is written in a cursive, flowing style.

Rick Perry
Governor



October 4, 2006

Dear Attendees:

Welcome to the 2006 Education and Workforce Summit: Programs and Policies that Keep America Competitive. Thank you for joining us at this significant event. This Summit marks the official launch of the Institute for a Competitive Workforce (ICW), a nonprofit affiliate of the U.S. Chamber of Commerce. ICW establishes the U.S. Chamber as the leader in workforce development and education strategies by working to ensure that the employees of its members are fully equipped to compete in the 21st century economy.

This new direction for the Chamber could not have come at a more critical time. America's workforce is facing a growing crisis: 90 percent of the fastest growing jobs in America will require some form of postsecondary education. Businesses are spending billions each year to train new employees and remediate the educational skill gaps of those already in the workforce. Meanwhile, the nation's workforce is aging, with 77 million baby boomers eligible to retire over the next several decades. The statistics paint a very clear picture: something needs to happen...now.

So what is the solution? In a word, action. ICW will be engaged in numerous activities both nationally and at the local and regional levels to advance pro-education initiatives and community strategic planning. It will also connect state and local chambers and businesses to replicable and sustainable education and workforce development strategies, and provide comprehensive research and reporting on education issues and trends. In early 2007, the Chamber and ICW will be unveiling report cards on each state's K-12 education system and using the results to formulate education reform measures.

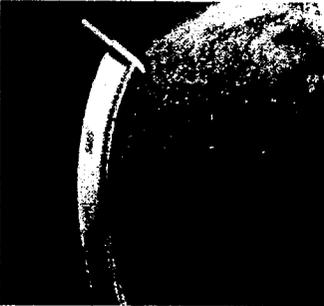
Overall, the goal of ICW is simple: bridge the gap between the education and business communities so that they, together, may breathe new life into the nation's workforce. Here at the Summit, we believe you will experience a frank, informative dialogue on how we will all collectively achieve that goal. Whether it's by lessons learned from prominent business leaders or through successful models of businesses impacting education initiatives, or how engaged chambers are creating local education and workforce partnerships, this annual event will provide a perspective on the business-education connection that can't be found elsewhere. After the Summit, we hope you will join us and contribute to the development of ICW and its activities in the coming year.

In closing, the businesses, partners, speakers, and attendees involved in the Summit know that a competitive education system leads to a competitive workforce and an economically viable country. We thank you for being part of this major event – a new beginning – and hope we can count on your participation in the new Institute for a Competitive Workforce.

Sincerely,

Wes Jurey
President, Arlington (TX) Chamber of Commerce
Chair, Board of Directors, Institute for a Competitive Workforce

William Shore
Director, U.S. Community Partnerships, GlaxoSmithKline
2006 Planning Chair, U.S. Chamber Education and Workforce Summit



U.S. Chamber's Education
and Workforce Summit

October 4-6, 2006
Dallas, TX

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- III. Speakers
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- V. About Us
- VI. Attendee List
- VII. Acknowledgments

feel

GSK recognizes the role that global companies can play in supporting communities in need across the world, as well as those closer to home.

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U.S. Chamber's Education and Workforce Summit

October 4-6, 2006
Dallas, TX

Fairmont Hotel
1717 N. Akard Street
Dallas, TX 75201
(214) 720-2020

Wednesday, October 4th	
8:00 a.m. – 5:00 p.m.	Registration
	POLICY DAY
9:00 a.m. - 9:30 a.m. Regency Ballroom	<p>Introduction to the U.S. Chamber's Education and Workforce Initiative and the launch of the Institute for a Competitive Workforce</p> <ul style="list-style-type: none"> • Arthur J. Rothkopf, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce <p>Introduction to Policy Day and an overview of the U.S. Chamber's education and workforce policy agenda</p> <ul style="list-style-type: none"> • Randel Johnson, Vice President, Labor, Immigration & Employee Benefits, U.S. Chamber of Commerce
9:30 a.m. – 11:00 a.m. Regency Ballroom.	<p>ETS Session: <i>Keeping our Edge; Americans Speak on Education and Competitiveness</i></p> <ul style="list-style-type: none"> • David Winston, President, The Winston Group • Allan Rivlin, Senior Vice President, Hart Research
11:00 a.m. – 11:15 a.m.	Break
11:15 a.m. – 12:00 p.m. International Ballroom	<p>Opening Keynote Plenary</p> <p>The Secretary will discuss the Department of Education's priorities, reauthorization of No Child Left Behind, and the role of the business community in supporting the Department's agenda.</p> <ul style="list-style-type: none"> • Margaret Spellings, U.S. Secretary of Education • Introduction: Suzanne P. Clark, Executive Vice President and Chief Operation Officer, U.S. Chamber of Commerce
12:00 p.m.-1:30 p.m. International Ballroom	<p>Luncheon Panel on College Readiness</p> <p>Are we preparing students to compete in a global economy? How do we know if the preparation we provide will lead to post-secondary educational success? What needs to change?</p> <ul style="list-style-type: none"> • Charles Miller, Chair, Commission on the Future of Higher Education, U.S. Department of Education • Dick Ferguson, CEO and Chairman, ACT • Dr. Dean Nafziger, Lab Director, Southwest Regional Education Laboratory • Michael Cohen, President, Achieve, Inc. • Moderator: Arthur J. Rothkopf, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce
1:30 p.m.-1:45 p.m.	Break

<p>9:45 a.m. -11:00 a.m. Regency Ballroom</p>	<p>Overview of National Education Initiatives What are they and how is the business community contributing?</p> <ul style="list-style-type: none"> • Michael Cohen, President, Achieve, Inc. - American Diploma Project • Cheryl Carrier, Director, Ford Partnership for Advanced Studies, Ford Motor Company Fund • Michael Hudson – President, National Center for Education Accountability - Just for the Kids • Moderator: Kathy Havens Payne, Director, Education Leadership, State Farm Insurance
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Learning from each other.

When people and organizations come together, they truly do make a difference. We proudly support the Education and Workforce Initiative at the U.S. Chamber of Commerce.

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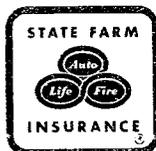
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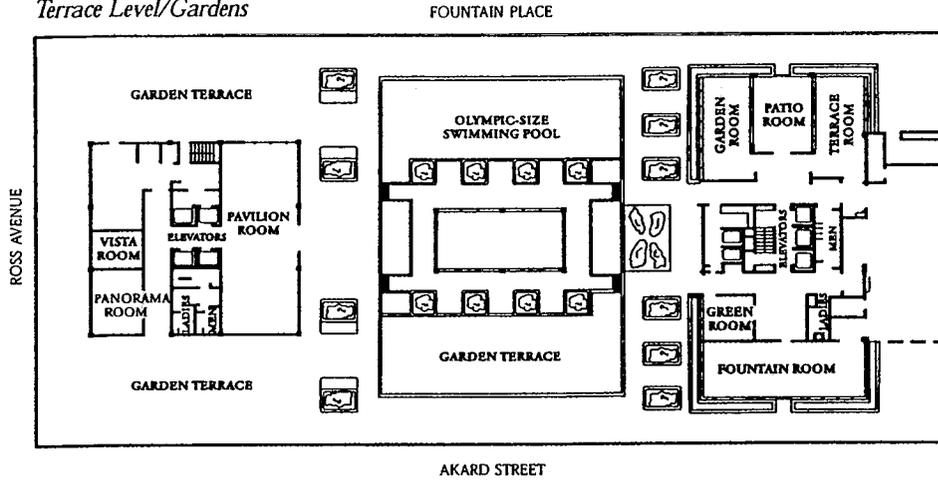
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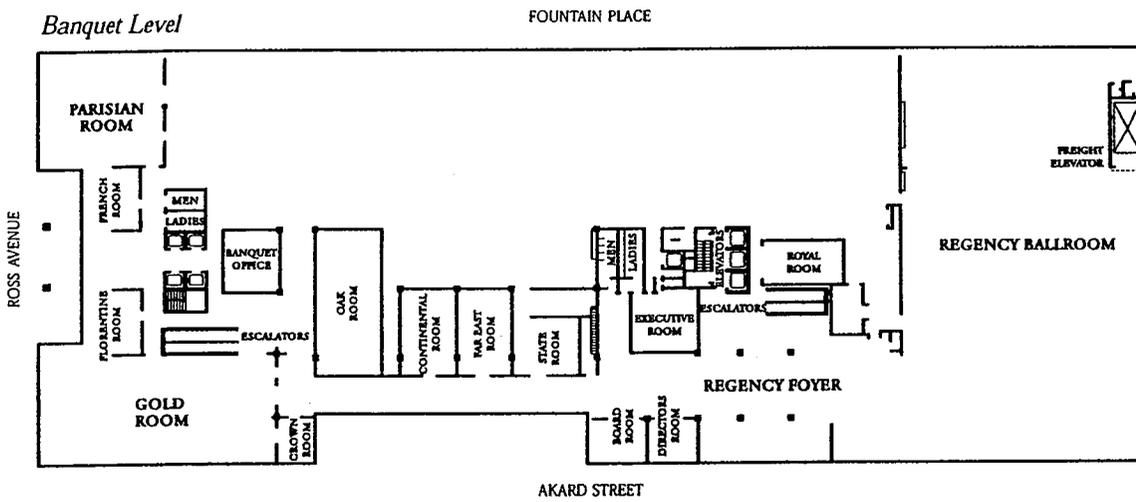
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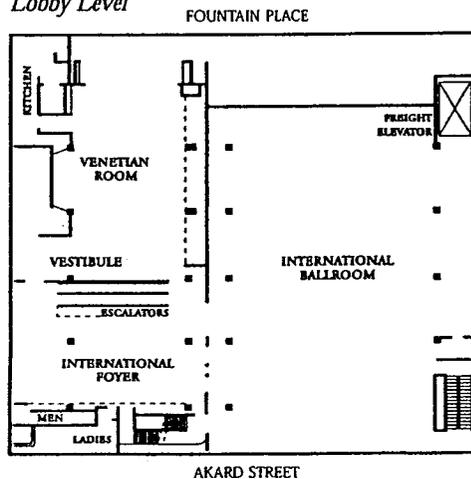
Terrace Level/Gardens



Banquet Level



Lobby Level



USCC 54830

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DALLAS

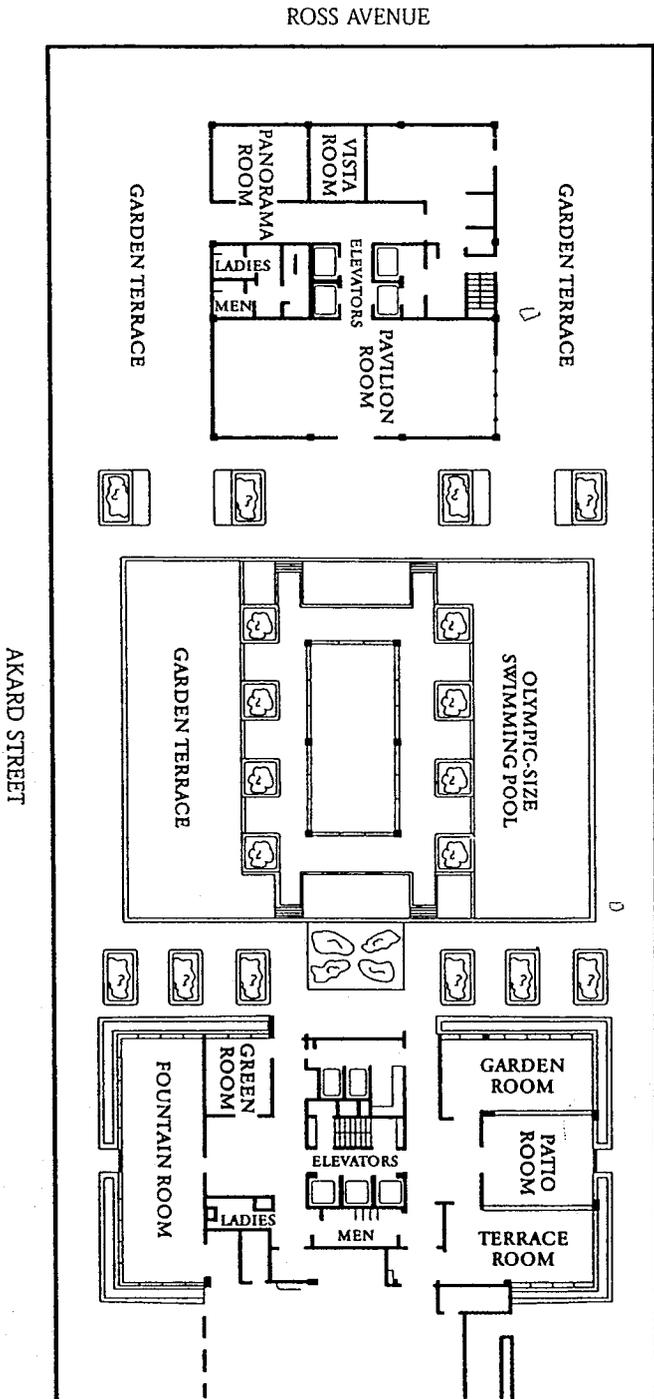
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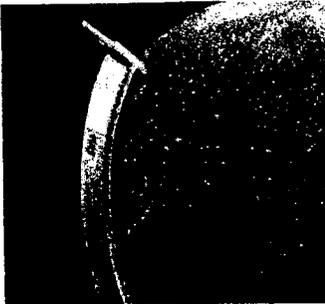
Booz Allen Hamilton believes that good business and corporate citizenship go hand-in-hand. We are proud of our community involvement and support the US Chamber of Commerce for making a real impact in communities across the nation.

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U.S. Chamber's Education and Workforce Summit

October 4-6, 2006
Dallas, TX

List of Speakers (Alphabetical)

Lucretia Ahrens

*Manager, Community Relations
CenterPoint Energy*

Mary Linda Andrews

*Director, Community Partnerships
GlaxoSmithKline*

Debby Ballard

*Director, Community Relations
Sprint Nextel*

Jon Baron

*Executive Director
Coalition for Evidence Based Policy*

Linda Barrington

*Labor Economist, Research Director
The Conference Board*

Jan Bray

*Executive Director
Association for Career and Technical Education*

Cynthia G. Brown

*Director of Education Policy
Center for American Progress*

Susan Carlson

*Executive Director
Arizona Business and Education Coalition*

Cheryl Carrier

*Director, Ford Partnership for Advanced Studies
Ford Motor Company Fund*

Andy Chaves

*Director, Youth Programs, Workforce Effectiveness
and Diversity, Marriott International, Inc.*

Patti Clapp

*Vice President, Education and Workforce Development
Greater Dallas Chamber of Commerce*

Suzanne P. Clark

*Executive Vice President and Chief Operating Officer
U.S. Chamber of Commerce*

Michael Cohen

*President
Achieve, Inc.*

Ann Cramer

*Director of Corporate Community Relations
and Public Affairs
IBM North America*

Judy D'Amico

*Board Member
Sacramento Metro Chamber and Sacramento LEED*

Jennifer Davis

*Founder
Massachusetts 2020*

Emily Stover DeRocco

*Assistant Secretary for Employment and Training
U.S. Department of Labor*

Sandy Dochen

*Texas Public Affairs Manager
Corporate Community Relations
IBM-Austin*

Stephen D. Dolinger

*President
Georgia Partnership for Excellence in Education*

Dr. Nadine Kujawa
Superintendent of Schools
Aldine Independent School District

Holly Kuzmich
Deputy Chief of Staff for Policy
U.S. Department of Education

Marcel Legrand
Senior Vice President
Strategy and Corporate Development
Monster Worldwide

Dr. Elaine Liftin
President and Executive Director
The Council for Educational Change

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

Dr. Darrell Luzzo
Senior Vice President
JA Worldwide (Junior Achievement)

Dr. Kathleen McCartney
Dean
Harvard Graduate School of Education

Bernie Milano
President
KPMG Foundation

Charles Miller
Chair, Commission on the Future of Higher Education
U.S. Department of Education

Jeffrey Miller
President of Weeks Gas, and
Council Board Member, PASS CEO

Mollie Mitchell
Director of Recruitment
The Broad Center

Dr. Dean Nafziger
Lab Director
Southwest Regional Education Laboratory

Alex Nock
Director, Commission on No Child Left Behind
U.S. Department of Education

Dr. Charlene R. Nunley
President and CEO
Montgomery College

Rick Ogden
Member
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Joseph Olchefske
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Kathy Havens Payne
Director-Education Leadership
State Farm Insurance

Henry Pollock
Program Director of Education Retention
Florida Department of Education

Irvine Porter
Senior Manager, Government Employment Programs
CVS/Pharmacy

Michelle Rhee
CEO and President
The New Teacher Project

Allan Rivlin
Senior Vice President
Peter D. Hart Research

Judith Rizzo
Executive Director and CEO
James B. Hunt, Jr. Institute for Educational Leadership
and Policy

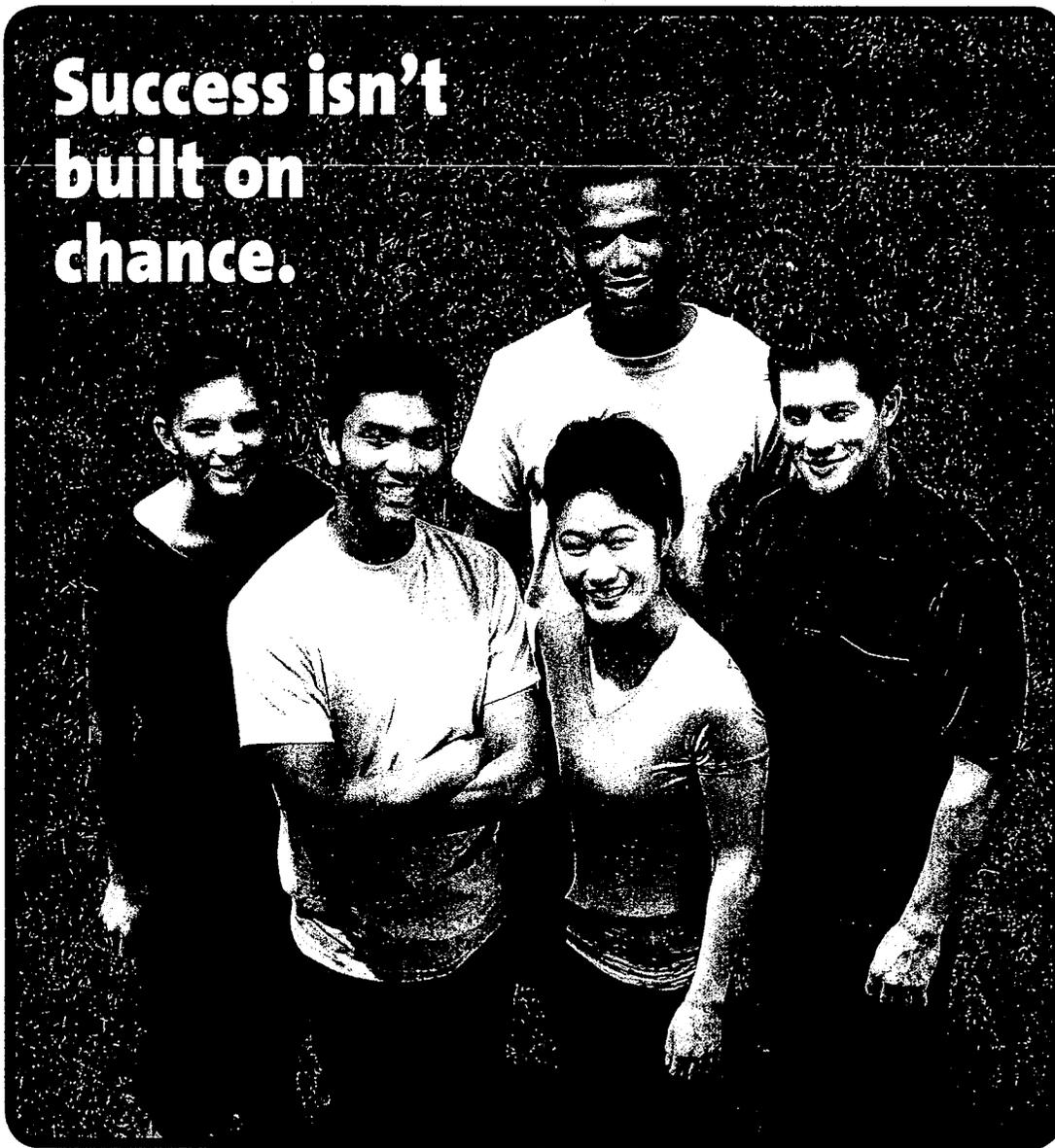
Roberto Rodriguez
Senior Education Counsel
Office of Senator Edward M. Kennedy

Arthur J. Rothkopf
Senior Vice President and Counselor to the President
U.S. Chamber of Commerce

Edward B. Rust, Jr.
Chairman and CEO
State Farm Insurance

Barry Salzberg
Managing Partner
Deloitte & Touche USA LLP

**Success isn't
built on
chance.**

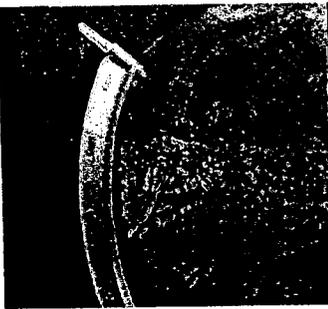


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U.S. Chamber's Education and Workforce Summit

October 4-6, 2006
Dallas, TX

Speaker Biographies (Alphabetical)

Lucretia Ahrens

Manager, Community Relations, CenterPoint Energy

Lucretia Ahrens serves as Manager of Community Relations for CenterPoint Energy in Houston, Texas. Her responsibilities include oversight of community relations activities in the Houston region, including the corporate speakers' bureau and education outreach activities. Areas of special emphasis include energy/safety education and state education reform initiatives.

Ms. Ahrens works closely with the state coordinating committee for the Texas Business and Education Coalition (TBEC), co-chairing the Texas Scholars: High School and Beyond initiative. She is a member of the Greater Houston Partnership's Education and Workforce Advisory Committee and the Greater Houston P-16 Council. She is past chair of the Edison Electric Institute's Education Relations Committee and has served on several committees at Rice University. Ms. Ahrens is a graduate of Leadership Houston and is a member of the organization's Board of Directors. She is also a member of the Community Involvement Leadership Roundtable of the Center for Corporate Citizenship at Boston College.

Ms. Ahrens is a 1972 honors graduate of Rice University, with a double major in history and political science. She received a master's degree in history from the University of Houston. She is a member of Phi Beta Kappa and Phi Kappa Phi. Prior to joining the company in 1981, she taught in La Porte ISD for seven years.

Ms. Ahrens lives in Sugar Land with her husband Alan, who directs CenterPoint Energy's energy efficiency programs.

Mary Linda Andrews

Director, Community Partnerships, GlaxoSmithKline

Ms. Andrews is Director, Community Partnerships, at GlaxoSmithKline, one of the world's leading pharmaceutical and healthcare companies. GSK is committed to improving the quality of human life by enabling people to do more, feel better and live longer. For company information, please visit www.gsk.com.

Ms. Andrews has been in the pharmaceutical industry for 28 years where she has worked in organic chemistry and human resources prior to her position in community partnerships. She is also a former banker and teacher.

Ms. Andrews received her bachelor degree from Ohio University and completed management training at the University of North Carolina at Chapel Hill Graduate School of Business Administration and the London Business School.

Ms. Andrews is currently involved on the Executive Committee of the Conference Board's Contributions Council II, the Chair-elect of the North Carolina Business Committee for Education, the Board of Advisors of the North Carolina New Schools Project, the Board of Trustees of the Durham Triangle United Way, and the Math and Science Coalition of the Philadelphia Education Fund. She also serves on the Board of Directors for the North Carolina Public School Forum, the North Carolina Communities in Schools, the North Carolina

Linda Barrington

Labor Economist, Research Director, The Conference Board

Barrington directs workforce and human resources research as Research Director of the Management Excellence Program of The Conference Board. Her current research projects include benchmarking workforce diversity, analysis of the relationship between productivity and workforce diversity, and assessing issues surrounding the maturing worker and other workforce challenges.

Barrington has authored several Conference Board publications including: *CEO Challenge, 2004: The Top 10; Executive Action Report: Is Leadership a Luxury?; Does A Rising Tide Lift All Boats? America's Full-Time Working Poor Reap Limited Gains in The New Economy; and Perspectives on a Global Economy: Are Poor Nations Closing the Gap in Living Standards?* Her recent presentations include: "Global Workforce Trends: Demographics and U.S./E.U. Productivity"; "Technology, Opportunities and Challenges of the New Economy: Global Position, Domestic Concerns"; "Workforce Diversity and Productivity: Analyzing Employer-Employee Data"; "Census 2000: A Snapshot of America"; "Changing Demographics—Poverty Risk for Full-time Workers in the New American Economy".

Barrington has appeared on numerous news programs including National Public Radio's All Things Considered, NBC Nightly News and Bloomberg.

Before joining The Conference Board, Barrington was on the faculty of the Economics Department of Barnard College of Columbia University. There she published several articles on gender economics, poverty measurement and economic history. Barrington received her B.S. in economics from the University of Wisconsin, and her Ph.D. in economics from the University of Illinois.

Jan Bray

Executive Director, Association for Career and Technical Education

Janet B. Bray, CAE, serves as the Executive Director of the Association for Career and Technical Education, a not-for-profit association representing over 30,000 professionals across the United States. As Executive Director, Janet manages the staff and program services of the association. She is actively involved in the strategic public policy efforts of the association and works on legislative and public awareness issues for the profession. She also provides leadership and guidance to the ACTE Board of Directors, committees and related associations. Prior to joining ACTE, Janet was Executive Vice President of the National Association of Enrolled Agents where she oversaw a comprehensive strategic planning process, governance restructure and leadership development program. During her 33-year tenure in the association management profession, she has provided leadership to a variety of associations in strategic planning, education program development, outreach to related professions and publics and creation of innovative programs and services. She was instrumental in the development of a Youth Apprenticeship Program for the graphic arts industry in the State of Wisconsin and initiated the industry's effort to develop national skill standards. She has been active participant in the association community serving on the American Society of Association Executives Education Foundation Board of Directors, Greater Washington Society of Association Executives Board of Directors, and numerous association-related committees and councils. She has served as a speaker at numerous association conferences and seminars and has authored articles related to the association field. Janet holds a Bachelors Degree in History and Government from the University of Maryland and a Masters Degree in Adult Education from the George Washington University. Janet earned her Certified Association Executive (CAE) credential in 1991 and is a member of the distinguished ASAE Fellows Group.

Cynthia G. Brown

Director of Education Policy, Center for American Progress

Cynthia G. Brown is Director of Education Policy at the Center for American Progress and served as Director, *Renewing our Schools, Securing our Future National Task Force on Public Education*, a joint initiative of the Center and the Institute for America's Future. Brown has spent over 35 years working in a variety of professional positions addressing high-quality, equitable public education. Prior to joining the Center, she was an independent education consultant who advised and wrote for local and state school systems, education

School Board, Dallas County School Board Association, North Texas Association of School Boards and Texas Association of School Boards. She is a member of Charter 100, president of Executive Women of Dallas and chair-elect of the American Cancer Society. She serves on advisory boards for the College of Education at the University of North Texas, the University of Texas at Arlington and Austin College. Patti has served as president of the Women's Council of Dallas County, Chair of the Dallas Commission on Children and Youth, president of the Dallas Republican Forum and has been recognized as the 1995 Advocate of the Year, A Friend of Education by Phi Delta Kappa, Outstanding Republican Woman of Texas, and is a life member of both the State and National PTA. She graduated from the University of Oklahoma with a BA in English and serves on the Board of Visitors for the College of Arts and Sciences.

Suzanne P. Clark

Executive Vice President and Chief Operating Officer, U.S. Chamber of Commerce

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. Clark is responsible for a wide range of policy and operational activities at the \$150 million organization. She chairs the Chamber's Management Committee and oversees the Chamber's day-to-day operations, including finance, information technology, and human resources.

Clark oversees the organization's Communications Department, which manages a state-of-the-art Web site, handles all contact with the press, publishes the monthly print magazine uschamber.com, and conducts other strategic outreach to members, the media, and the public.

As leader of Chamber Federation relations, Clark is responsible for ensuring that the Chamber leverages the full power of its thousands of affiliated chambers and its hundreds of association members to advance the united interests of the business community at the local, state, national, and international levels.

Clark is also the managing director of the National Chamber Foundation, an independent, nonprofit, public policy think tank affiliated with the U.S. Chamber. Every year the foundation holds dozens of events on cutting-edge business issues that attract the nation's leading experts from government, business, and academia. The foundation has initiated major programs on counterfeiting and intellectual property theft, travel and tourism, corporate governance, and capital market reforms.

In addition, Clark is responsible for recruiting and retaining small business members, which comprise 96% of the Chamber's membership, and has launched a new program to recruit mid-cap companies.

Clark served as a Chamber senior vice president and chief of staff from 1997 until assuming her current position. Before coming to the Chamber, 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.

Clark serves on the board of directors of New Media Strategies, a private company that is a global leader in online brand promotion and protection, and is president of the Washington, DC-based Business Civic Leadership Center. She is on the Public Relations and Marketing Committee of Wolf Trap, the only national park dedicated to the performing arts; serves on the Corporate Advisory Board of So Others Might Eat (SOME); and chairs the DC chapter of New Leaders, New Schools.

Clark graduated magna cum laude with a B.A. in liberal studies and with an M.B.A. from Georgetown University. She lives in Arlington, Virginia with her husband, Greg Lebedev, and their daughter.

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.

serves on the California State P-16 Advisory Council, the California Senate Cost Control Commission, the Boards of LEED (Business-Education affiliate for the Sacramento Metro Chamber), the Northern California World Trade Center, the Golden Sierra WIB, and the Sacramento State University Science Center Advisory Council.

Jennifer Davis

Founder, Massachusetts 2020

Jennifer Davis is the Co-Founder and President of Massachusetts 2020, an education "action tank" focused on expanding learning opportunities for urban children in communities across Massachusetts. Among the eight strategic initiatives Massachusetts 2020 has launched over the last six years is the first-in-the-nation state policy effort to expand learning time by 30% in a sub set of traditional public schools, with a focus on added core academic and enrichment programming for students and professional development and planning time for teachers.

Jennifer's previous positions include serving as Executive Director of the Mayor of Boston's 2:00-to-6:00 After-School Initiative; Deputy Assistant Secretary, Office of Intergovernmental and Interagency Affairs, at the U.S. Department of Education; Special Assistant to Secretary of Education Richard W. Riley; and Special Assistant to the Executive Director of the National Governors' Association (NGA). Over the years, Jennifer has served on numerous boards and advisory committees. Jennifer Davis has a Master's Degree in Public Policy from the Claremont Graduate School in Claremont, California and a Bachelor's Degree from Connecticut College. She was named a Coro Fellow in public policy in 1984 and participated in this leadership-training program in St. Louis, Missouri.

Emily Stover DeRocco

Assistant Secretary for Employment and Training, US Department of Labor

Emily Stover DeRocco was nominated by President Bush to be Assistant Secretary for Employment and Training on June 21, 2001. After being confirmed by the U.S. Senate, she was sworn in on August 3, 2001.

As Assistant Secretary for Employment and Training, Ms. DeRocco is responsible for managing a \$11.1 billion budget that funds the country's public workforce investment system, which includes a number of important programs to America's workers and businesses. Ms. DeRocco has made it her purpose to develop a "demand driven" workforce investment system, which links employment, education, and economic development. Her belief is that only by effectively equipping workers with the skills that are needed by employers, and better understanding the workforce needs of business, can we create the highly-skilled workforce needed to be globally competitive in the 21st century.

Ms. DeRocco brings a wealth of experience to her position. In addition to high level federal positions serving the Cabinet officers at the U.S. Department of the Interior and the U.S. Department of Energy during the Reagan Administration, Ms. DeRocco spent over ten years as the Executive Director of the National Association of State Workforce Agencies.

Assistant Secretary DeRocco is a native of Pennsylvania. She graduated from Pennsylvania State University with a Bachelor of Arts degree in journalism and received her Juris Doctorate degree from the Georgetown Law Center in 1982. She was admitted to the Bar of the District of Columbia in 1983.

Sandy Dochen

Texas Public Affairs Manager, Corporate Community Relations, IBM-Austin

Sandy Dochen is IBM's Manager of Corporate Community Relations serving much of Texas and the state of Oklahoma. He manages and coordinates various innovative IBM philanthropy and community technology programs, many of which are focused on PreK-12 education improvement. He also represents the company in various activities. This year, Dochen chairs the Coordinating Committee of the Texas Business & Education Coalition, is immediate past co-chair of the Texas Early Childhood Education Coalition and immediate past chair of the Texas Center for Educational Research. He's also a past chair and current committee chair of

and retaining high quality jobs and industry for the state. Easley's actions put North Carolina in the top five in the country in net job growth for 2004, earned the state a number one ranking for business expansions and locations, and ensured recognition in the top four in the country for the state's financial management.

A top priority in Easley's economic development strategy is continued investments in education. Despite budget challenges, Easley worked to reduce class size in grades K-3, and implemented the first statewide pre-kindergarten program for at-risk four-year-olds. More at Four ensures that children get the tools that they need for success. Under Easley's leadership, North Carolina scores on national tests are among the top in the country.

Easley also launched an effort to reform the state's high schools. Through Learn and Earn, students now have the chance to complete an associate's degree in conjunction with their high school curricula and ensure that they are better prepared to enter the workforce upon graduation. The state's highly rated university and community college systems also provide citizens the opportunity to advance their education and build their skills for the new global economy.

Easley's inauguration as Governor followed nearly two decades of public service spent fighting crime, protecting children and the elderly, and standing up for working families. In 1982, he was elected district attorney for the 13th judicial district in Brunswick, Bladen and Columbus counties. One of the state's youngest district attorneys ever, he was named among USA Today's top "drug busters." He was elected as North Carolina's attorney general in 1992 and reelected to a second term in 1996. As attorney general, he worked to remove the state's prison cap and helped create an environmental crimes task force and a citizens' rights division to combat hate crimes, child abuse and elder abuse. He spearheaded efforts to reach the historic national tobacco settlement and expanded the Child Victims Assistance Project statewide, a program he began in the southeast when he served as district attorney.

Born in Nash County, North Carolina in 1950, Easley was raised on a tobacco farm the second of seven children. Easley received his B.A. in Political Science from the University of North Carolina in 1972 with honors. In 1975, he earned his law degree from North Carolina Central University School of Law, where his wife Mary now serves as a professor of law. He graduated cum laude from law school and also served as Managing Editor of the Law Review. He and his wife Mary have one child, Michael, Jr.

Dana Egreczky

Vice President, Workforce Development, NJ Chamber

Currently Vice President, Workforce Development for the New Jersey Chamber of Commerce, Dana Egreczky facilitates the work of The Business Coalition for Educational Excellence, a business-driven grassroots effort to establish policies and programs that supports the business agenda in educational reform. Dana directs the State Chamber's Education Foundation, which harnesses resources from the business community in support of The Business Coalition's agenda.

The Business Coalition programs include School Counts!, an effort to change business' hiring practices for entry level employees to include high school performance records, Just for the Kids, an online continuous improvement and accountability system for schools, Invest in Teaching, an effort to upgrade the professional development of teachers, and the Technology Challenge, a web-based learning and assessment in computer proficiencies.

Dana has a bachelor's degree in biological science and a master's degree in organizational development. Her experience includes 16 years as a public school teacher, five years as a corporate trainer, and 9 years of working with local and regional chambers in establishing their school-based initiatives.

Jay Engeln

Resident Practitioner: School/Business Partnerships, National Association of Secondary School Principals

During his 28 years in education, Jay Engeln has served as a principal (9 years), an assistant principal (4 years), and a science teacher (15 years). His honors include the U.S. West Outstanding Teacher Award, the Kappa Delta Pi Award for Contributions to Education, 1999 Colorado Principal of the Year, 1985 National High

Steve Fleischman

Vice President, American Institutes for Research

Steve Fleischman, a vice president in the Education and Human Development Program at the American Institutes for Research (www.air.org) directs more than 100 staff members within the organization who specialize in the conduct of systematic evidence reviews, randomized trials, and the development and application of reliable education evidence and indicators. The projects he manages measure and report in consumer friendly ways on the effectiveness and quality of policies, practices and programs intended to improve student outcomes. The current portfolio includes the What Works Clearinghouse, Comprehensive School Reform Quality Center, several large-scale U.S. Department of Education-sponsored randomized trials, and the monitoring of Reading First implementation across the country.

Mr. Fleischman has provided leadership on several U.S. Department of Education-funded school improvement projects including the Comprehensive School Reform Quality Center, National High School Center, Supplemental Educational Services Quality Center, and the What Works Clearinghouse. Each provides education decision-makers with the information, guidance, tools, and resources they need to make effective program and policy adoption decisions to best meet local improvement needs.

Mr. Fleischman is a former middle and high school teacher with more than 20 years of education experience. Over the past decade has served as a director or advisor to numerous standards and quality setting projects in education. Mr. Fleischman is a frequent presenter and author on the topic of evidence based school improvement. From 2004-06, he wrote and edited the "Research Matters" column on effective practices that appeared in each issue of ASCD's *Educational Leadership*.

Matt Gandal

Executive Vice President, Achieve, Inc

Matt Gandal joined Achieve in 1997, shortly after governors and business leaders created the organization. He opened the organization's Washington, DC, office and helped build its programs and services. As executive vice president, Matt has senior responsibility for overseeing Achieve's major initiatives. He supervises Achieve's work with states and helps shape the organization's national agenda. Matt played a lead role in organizing the 1999, 2001 and 2005 National Education Summits attended by governors, corporate CEOs and education leaders from across the country.

Matt has extensive experience reviewing academic standards and education policies in the United States and abroad, and he has written dozens of reports and articles on the topic. He also has served on a variety of national and international panels and has helped advise academic standards commissions and legislative bodies in numerous states. Prior to joining Achieve, Matt was assistant director for Educational Issues at the American Federation of Teachers and served as assistant director of the Educational Excellence Network.

Andee Gerhardt

Community Engagement Leader, Ernst & Young

Andee joined Ernst & Young six years ago with seven years experience in the not-for-profit sector in New York. Before co-creating the Corporate Social Responsibility Group, Andee worked with the Ernst & Young Foundation, where she was responsible primarily for managing the U.S. practice's matching gifts program for higher education. As Community Engagement Leader, Andee is currently responsible for driving community engagement strategy across EY in the Americas, which includes both volunteerism programs and the charitable giving framework. Andee sits on the board of Underfoot Dance Company, volunteers regularly with the Young Survival Coalition and holds an MSW from New York University.

Jesse Gutierrez

National Client Services Manager, Standard & Poor's

Jesse Gutierrez is leads Standard & Poor's School Evaluation Services' (SES) public affairs efforts. Mr. Gutierrez is responsible for developing strategic relationships with federal and state policymakers, business

founding member of the Department of Education Office of Special Education and Rehabilitative Service's Youth to Work Advisory Council and is an active member of their Youth to Work Coalition.

Barbara attained her professional certification from the Center for Corporate Citizenship at Boston College's Carroll School of Management.

Darlynn Herweg

Director, Union Pacific Foundation

Darlynn Herweg was named director community support for Union Pacific Railroad in 1997. She has responsibility for the company philanthropic giving programs, including the Union Pacific Foundation and Employee Matching Gifts program.

A 26-year veteran of Union Pacific, Herweg has held positions in a variety of departments including Engineering, Executive, Government Affairs and Corporate Relations. She has been involved with community relations work in a variety of capacities since 1991.

Herweg serves on the Board and Executive Committee for the United Way of the Midlands, and is a member of the Corporate Contributions Coordinating Council of the Greater Omaha Chamber of Commerce, the Association of Corporate Contributions Professionals, and the Business Education Network Steering Committee at the U.S. Chamber of Commerce.

Herweg holds a Bachelor of Science degree from Iowa State University and a Masters of Business Administration from Creighton University.

Rick Hess

Resident Scholar and Director of Education Policy Studies, American Enterprise Institute

Frederick M. Hess is director of education policy studies at the American Enterprise Institute and executive editor of *Education Next*. His many books include *Tough Love for Schools* (AEI Press 2006), *With the Best of Intentions* (Harvard Education Press 2005), *Common Sense School Reform* (Palgrave Macmillan 2004), *Revolution at the Margins* (Brookings Institution 2002), and *Spinning Wheels* (Brookings Institution 1999). His work has appeared in outlets including *Urban Affairs Review*, *Social Science Quarterly*, *American Politics Quarterly*, *Teachers College Record*, *Education Week*, *Phi Delta Kappan*, *Educational Leadership*, and *National Review*. Dr. Hess currently serves on the Review Board for the Broad Prize in Urban Education, as a research associate with the Harvard University Program on Education Policy and Governance, and as a member of the research advisory board for the National Center on Educational Accountability. Dr. Hess is a former high school social studies teacher and professor of education who earned his M.Ed. in teaching and curriculum and his M.A. and Ph.D. in government from Harvard University.

Dr. Gerry House

President and CEO, Institute for Student Achievement

Dr. N. Gerry House has been President and CEO of the Institute for Student Achievement since April, 2000. Prior to joining ISA, she spent 15 years as a superintendent for schools in Memphis, Tennessee, and Chapel Hill, North Carolina. She also has served as a teacher, junior and senior high school guidance counselor, principal and assistant superintendent.

Dr. House is an active leader in the education community, serving on many national boards, including the Board of Directors of the Educational Testing Service (former chair, 2002-2005); Advisory Committee of the Harvard Change Leadership Group; AutoZone Board of Directors; Woodrow Wilson Foundation Board of Directors; member of Visiting Committee for the Harvard Graduate School of Education; National Advisory Board for National Center for the Study of Privatization in Education (NCSPE); and The New Teacher Project Board of Directors, among others. Additionally, Dr. House was recently named to the Board of Trustees of Adelphi University.

of the historic Texas Indigent Health Care Reform, which provided prenatal care to uninsured mothers and children and established responsibility for indigent care throughout the state.

Mr. Hudson joined Just for the Kids in 2001 as Director of Field Operations, where he led the effort to expand Just for the Kids from Texas to a nationwide organization. In April of 2004, he was appointed President of the National Center for Educational Accountability, which is a partnership among Just for the Kids, Education Commission of the States and The University of Texas at Austin. As President of NCEA and Just for the Kids, Hudson supervises a staff of 40, with offices in Austin, Dallas and Washington, DC.

Governor James B. Hunt, Jr.

Former Governor of North Carolina, Board Chair for the James B. Hunt, Jr. Institute for Educational Leadership and Policy

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.

As Governor, Hunt focused on early childhood development and improving the quality of teaching in America. His Smart Start program is a nonprofit, public-private partnership rooted in each of the state's one hundred counties providing quality child care, health care, and family support for each child who needs it. It is funded primarily by the state but is also supported heavily by private corporations and individuals. Smart Start has been visited and studied by early childhood leaders from all fifty states and many foreign countries. It received the prestigious Innovations in American Government Award from the Ford Foundation and the John F. Kennedy School of Government at Harvard University.

Governor Hunt has devoted much of the last fifteen years of his life to excellence in teaching in the United States. 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.

A strong supporter of high standards in public schools, Governor Hunt has served as chairman of the National Education Goals Panel and vice chairman of the board of Achieve, Inc. He has put into place in North Carolina one of the nation's most rigorous approaches to measuring student performance, requiring mastery of promotion and graduation and providing assistance to turn around failing schools.

His state's economic gains from educational improvement have been impressive. North Carolina has regularly led the nation in new job creation per capita and in foreign investment. He has focused on new technologies by establishing the North Carolina School of Science and Mathematics, the Microelectronics Center of North Carolina, and the North Carolina Biotechnology Center. In higher education, he serves as chairman of the National Center for Public Policy and Higher Education located in San Jose, California.

He and his family lived in Katmandu, Nepal, from 1964-1966 where he served as a Ford Foundation Economic Advisor to His Majesty's Government. He has served on the Commission on US-Japan Relations for the 21st century and working with the Asia Society, co-chairs the National Commission on Asia in the Schools.

technology industry and the workforce. She participated in the CompTIA-sponsored event for the President's Jobs for the 21st Century program.

Ms. Johnson previously served as Executive Director and Vice President of the Committee on Investment of Employee Benefit Assets (CIEBA) focusing on pension issues. She also managed federal government relations programs for the National Marine Manufacturers Assn. (NMMA) and W. R. Grace & Co.

Ms. Johnson graduated cum laude from the University of Virginia with a B.A. in international relations and received her J.D. from Suffolk University Law School in Boston. She worked as a litigation attorney in Boston for Aetna Insurance Company and for a private firm specializing in insurance defense.

Wes Jurey

President and CEO, Arlington (TX) Chamber of Commerce

Wes Jurey was appointed President and CEO of the Arlington Chamber of Commerce October 1, 2001, having previously served as President and CEO of the Greater El Paso Chamber of Commerce since 1990.

In Arlington, he led the establishment of the Center for Continuing Education and Workforce Development in partnership with the UT- Arlington, the City of Arlington, and the Tarrant County Workforce Development Board, which was selected as a Workforce Innovations Network (WINS) site by the U.S. Department of Labor.

He previously launched the Center for Workforce Preparedness, in concert with the Rio Grande Workforce Development Board and El Paso Community College. That site was selected as a participant in the original WINS project in 1997.

He is one of 9 individuals appointed by Assistant Secretary Emily DeRocco to the U.S. Department of Labor panel in 2002 to develop the department's five-year strategic research plan; serves as Chairman of the Board of the Institute For a Competitive Workforce, a 501(c)(3) affiliate of the U.S. Chamber; chair of Workforce Development for the Chamber of Commerce Committee of 100; and serves on the U.S. Chamber's Education, Employment and Training Committee, and the National Chamber Foundation Board of Directors.

He earned his B.A. in Education from Phillips University in Enid, Oklahoma, in 1972; is a graduate and former faculty member of the Boy Scouts of America's National Executive Institute; and a Certified Fundraising Practitioner.

Dan Katzir

Managing Director, The Broad Foundation

Dan Katzir, Managing Director, has worked with numerous school districts, universities, corporations and community organizations to improve leadership in urban K-12 schools. Katzir is the former executive director of the UCLA School Management Program, a university-based nonprofit school leadership initiative run jointly by UCLA's School of Education and School of Management. Katzir was the founding Los Angeles regional director for Sylvan Learning Systems and was the chief operating officer for Teach For America. Katzir also was a consultant with Bain & Company, an international management consulting firm that assists Fortune 500 companies with business strategy and operational performance. Katzir received his bachelor's degree from Dartmouth College and M.B.A. from Harvard Business School.

Victor F. Klatt, III

Staff Director, U.S. House Committee on Education & the Workforce

Vic Klatt was appointed by U.S. House Education & the Workforce Committee Chairman Howard P. "Buck" McKeon (R-CA) in March 2006 to be the Committee's staff director. Klatt was formerly Vice President of Van Scoyoc Associates in Washington. A former policy coordinator for the Education & the Workforce Committee, Klatt was a senior staffer at the panel for seven years in the 1990s, during which he led Committee

Sandy Kress

Partner, Akin Gump

Sandy Kress' practice focuses on public law and policy at the state and national levels. Mr. Kress served as senior advisor to President Bush on Education with respect to the No Child Left Behind Act of 2001. He previously served as president of the board of trustees of the Dallas Public Schools. He has served on two statewide committees to recommend improvements to Texas public education.

Appointed in 1998 by Governor George W. Bush, Mr. Kress serves on the Education Commission of the States. He has also served as counsel to the Governor's Business Council and Texans for Education, and as a member of the Texas Business & Education Coalition.

Mr. Kress was appointed by Lieutenant Governor Bob Bullock to the Educational Economic Policy Center. He was later asked to chair the Center's Accountability Committee. This committee produced the public school accountability system that was later adopted into Texas state law and recognized as one of the most advanced accountability systems in the nation. Mr. Kress was also appointed by Lieutenant Governor Bullock to serve on the Interim Committee to study the Texas Education Agency.

Prior to joining Akin Gump, Mr. Kress was a partner in the Dallas law firm of Johnson & Wortley, P.C. He also served as deputy assistant secretary for legislative affairs at the U.S. Treasury Department.

Mr. Kress received his A.B. in 1971 from the University of California, where he was a member of Phi Beta Kappa. He received his J.D. with honors in 1975 from the University of Texas School of Law, where he served as president of the student government.

Mr. Kress is a member of the State Bar of Texas and the District of Columbia Bar, and is involved with many civic organizations. He serves on the board of directors of the Texas Business & Education Coalition and the Austin Area Research Organization.

Dr. Nadine Kujawa

Superintendent of Schools, Aldine Independent School District

Nadine Kujawa, a graduate of Aldine High School, has spent her entire professional career serving in the district where she grew up and was educated. Mrs. Kujawa, who is entering her sixth year as Superintendent of Schools in Aldine ISD, received her bachelor's degree in elementary education from Sam Houston State University in 1962 and her master's degree in administration and supervision from the University of Houston in 1967.

She began her career in Aldine ISD in 1962 when she was assigned to teach second grade. In 1970, Mrs. Kujawa became an elementary school principal.

In 1978, Mrs. Kujawa moved to the Central Office where she was assigned to the personnel office. In 1986 she became executive director of personnel, a post she held until 1990 when she was named assistant superintendent of personnel.

In 1996, Mrs. Kujawa was named deputy superintendent of curriculum and instruction. In June 2001, Mrs. Kujawa became the superintendent of schools in Aldine ISD.

Mrs. Kujawa is also active in the community. She is on the board of directors of the YMCA, a board member of the Boy Scouts of America, a member of the National Association of School Boards, the Texas Association of School Boards, and the Texas Association of School Administrators. She has also served as president, vice president and secretary/treasurer of the Gulf Coast Association of School Personnel Administrators and the Texas Association of School Personnel Administrators.

He also worked for 6 years as a professional staff member for the U.S. Senate's Committee on Labor and Human Resources.

Dr. Darrell Luzzo

Senior Vice President, Education, JA Worldwide

Since July 2002, Darrell has served as Senior Vice President of Education for JA Worldwide. Previously, he served as the organization's Vice President of Education Research, Evaluation and Outreach. Currently, Darrell is responsible for overseeing and coordinating all aspects of JA's product development, program support to Area Offices and Member Nations, evaluation of the efficacy of JA's programs, and professional outreach to various organizations to enhance the awareness of JA throughout the world.

Darrell's career includes professional and academic assignments with National Career Assessment Services, Inc., Mt. Hood Community College, ACT, Inc., the University of Iowa, Auburn University, Texas A&M University—Corpus Christi, the University of North Alabama, St. Ambrose University, and Johnson County Community College. Darrell also has extensive experience in K-12 educational settings, which includes conducting career development research with diverse populations and serving as a long-term substitute teacher in elementary school, middle grades, and high school settings.

Darrell has published numerous professional journal articles and several textbooks on the topics of career development and work readiness. In addition, Darrell has held several active leadership positions in professional organizations, including the American Education Research Association, American Counseling Association, and the National Career Development Association. He currently serves as a member of the Board of Directors for both the Character Education Partnership and the National Career Development Association.

Darrell received his bachelor's degree in psychology, and both his master's and doctoral degrees in education, from the University of California, Los Angeles.

Dr. Kathleen McCartney

Dean, Harvard Graduate School of Education

Kathleen McCartney is the Dean of the Faculty of Education and the Lesser Professor in Early Childhood Development. She is a developmental psychologist whose research informs theoretical questions on early experience and development as well as policy questions on child care, early childhood education, poverty, and parenting. For the past 15 years, she has served as a principal investigator on the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care & Youth Development, a study of 1,350 children from birth through 15 years. The NICHD Early Child Care Research Network summarized their findings in a 2005 book, *Child Care and Child Development*, published by Guilford Press. McCartney and Deborah Phillips have just edited *The Handbook of Early Child Development*, to be published by Blackwell in 2006. McCartney's work has been informed by her experience as the director of the University of New Hampshire Child Study & Development Center, a laboratory school for children from birth through kindergarten. She has a Ph.D. from Yale University.

Bernie Milano

President, KPMG Foundation

Bernard J. Milano is president and trustee of the KPMG Foundation, president and trustee of the KPMG Disaster Relief Fund, and president and member of the board of directors of The PhD Project.

He serves on President Bush's Advisory Board on Historically Black Colleges and Universities; is a member of the Executive Committees and Boards of Directors of the Points of Light Foundation and SIFE (Students in Free Enterprise); member of the Business Civic Leadership Center Board of Directors; and member of the Beta Gamma Sigma Board of Directors. He is Chairman of the North Carolina A&T Business School Dean's Executive Advisory Board, and is a member of the Faculty Shortage Advisory Group for the AICPA. Previously, he was on the Board of Directors for Campus Compact, an organization of over 1000 university

large data sets. Dr. Nafziger's marked career includes research positions at The Johns Hopkins University's Center for Social Organization of Schools, Northwest Regional Educational Laboratory (NWREL) and San Diego Unified School District (SDUSD). He has also served in executive leadership roles at Far West Laboratory, WestEd, Educational Testing Service (ETS), Sylvan Learning and Harcourt Educational Measurement. Dr. Nafziger received his Bachelor of Arts in Mathematics, Northwest Nazarene College, Ph.D., Educational Administration and Research, New Mexico State University and attended Harvard Business School, Strategic Perspectives for Nonprofit Management.

Alex Nock

Director, Commission on No Child Left Behind, Department of Education

Alex Nock is the Director of the Commission on No Child Left Behind, a bipartisan, independent effort to make concrete and realistic recommendations to improve the impact of the No Child Left Behind Act (NCLB) on raising student achievement and closing the achievement gap. Prior to the Commission, Alex worked for over a decade on Capitol Hill developing education and social policy. Alex last held the position of Education Coordinator for the U.S. House of Representatives Committee on Education and the Workforce (Democratic staff). In this position Alex was responsible for Democratic policy and politics on higher education, elementary and secondary education, workforce and job training, disability policy and other social service issues. Alex worked most closely with Congressman George Miller, the Committee's Ranking Democratic Member, and Congressman Dale E. Kildee, the Ranking Member on the 21st Century Competitiveness Subcommittee. Alex spearheaded numerous reauthorizations while working on Capitol Hill, including the Individuals with Disabilities Education Act, the Workforce Investment Act, the Head Start Act, and was one of the lead staff responsible for NCLB. Prior to this position, Alex worked for Congressman Matthew G. Martinez (D-CA), the Human Resources Subcommittee, Education and Labor Committee, and Congressman Steny H. Hoyer (D-MD). Alex has a Bachelor of Arts in Political Science from the University of Maryland.

Dr. Charlene R. Nunley

President and CEO, Montgomery College

Dr. Charlene R. Nunley became the sixth Chief Executive Officer of Montgomery College on January 4, 1999, following a national search conducted by the Board of Trustees.

As president, she led Montgomery College into the top five community colleges nationally in private fundraising for three consecutive years. She has successfully positioned the college for much-needed expansion of the college's oldest and smallest campus, by securing unprecedented levels of state and local capital funding for the ongoing expansion of the Takoma Park/Silver Spring Campus. Also under her leadership, the College is planning to develop on its Germantown Campus a bioscience education center and adjacent science and technology business-park. Dr. Nunley played a key role in the creation of the Universities at Shady Grove, a popular transfer option for Montgomery College students who wish to stay in the county to complete a four-year degree. She also helped to forge a model partnership between a community college and the local school district, Montgomery County Public Schools—one of the nation's largest and most outstanding school systems. Its primary purpose is to ensure improved levels of college readiness for all students graduating from high school.

Dr. Nunley has been a staunch advocate for preserving the open access mission of community colleges and headed a statewide task force that examined capacity challenges facing Maryland's public colleges and universities. Her efforts and views on this topic have been featured in the *Wall Street Journal*, *The Washington Post*, *The Baltimore Sun*, *Community College Times* and the *Gazette* Newspaper, among others.

Dr. Nunley has been a voice for community colleges on a number of local and regional groups, including the Technology Council of Maryland (past Chair of the Montgomery County Network), the Montgomery County Executive's Economic Advisory Council, the Board of Advisors of the Universities at Shady Grove (a regional higher education center favored by many MC transfer students), the Board of Directors of Mercantile Potomac Bank, the Montgomery County Business Roundtable for Education, the Jack Kent Cooke Foundation Community College Transfer Initiative Advisory Board and Leadership Montgomery.

the Oakland Unified School District. In addition, he currently advises the Microsoft Corporation regarding its philanthropic strategy regarding K-12 education.

Prior to joining AIR, Mr. Olchefske served as the Superintendent of Seattle Public Schools (SPS) from 1998 to 2003. As Superintendent, he served as the chief executive officer of a public school system with 47,000 students, 100 schools, 7,000 employees, and an annual operating budget of \$435 million. During his tenure at SPS, students experienced significant improvements in student achievement across every major outcome measure, including performance on the district's three major large-scale assessments. Also, there were significant declines in the dropout rate, the truancy rate, suspension/expulsion rates, and in safety/security incidents.

Prior to his appointment as Superintendent, Mr. Olchefske served as the SPS's Chief Financial Officer. As CFO, he played a key leadership role in the transformation of the District into a market-based school system. One of his major accomplishments as CFO was the development of the Weighted Student Formula, a new method of funding schools within SPS.

Before joining the SPS, Mr. Olchefske spent 12 years as an investment banker in the public finance department at Piper Jaffray, where he served as an underwriter and financial advisor to local governments throughout the Pacific Northwest. Mr. Olchefske graduated with honors from the University of Chicago, and he received a Master's degree in city and regional planning from Harvard University's Kennedy School of Government.

Kathy Havens Payne

Director-Education Leadership, State Farm Insurance

Kathy Payne is the Assistant Director in Community Alliances for State Farm® in charge of State Farm's® business-education partnerships. Her current responsibilities are to work directly with State Farm® Chairman and CEO Edward B. Rust and support his national leadership position in the area of business/education partnerships focused on improving student achievement. She also represents State Farm® at the staff level on commissions and task forces that promote higher academic standards, accountability and assessments for our K-12 public school system. At the national level, Kathy serves on the education advisory board for the National Alliance of Latino Elected Officials (NALEO). She serves on the Board of Directors for Youth Service America, the National Service-Learning Partnership and the National Youth Leadership Council. 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.

Henry Pollock

Program Director of Educator Retention, Florida Department of Education

Mr. Pollock is the Program Director of Educator Retention for the state of Florida and the developer of the William Cecil Golden Professional Development Program for School Leaders (DELTA). DELTA is an innovative, technologically advanced and comprehensive professional development program that unites educational organizations, stakeholders and educators, working together on leadership development. He developed the DELTA website, www.deltaschoolleaders.org which serves every educator in Florida. Formerly Mr. Pollock was the Director of Professional Development at the Miami Museum of Science and the Director of the Florida Technology Trainer Enhancement Center (TTEC) at the Museum. A former school based administrator with over 33 years of experience, he also served as the Project Manager for the Florida Department of Education's Florida Leaders.net Project and is the primary author of "Making Technology Happen".

Irvine Porter

Senior Manager, Government Employment Programs, CVS/Pharmacy

CVS/pharmacy, a Fortune 100 company, is the largest drug store chain in the nation with over 5200 stores in 37 states with annual sales of more than \$37 billion.

Mr. Rivlin joined Hart Research in early 1997 when he left the U.S. Department of Health and Human Services, where he was a Senior Advisor to Secretary Donna E. Shalala. He currently teaches a class in marketing research at Georgetown University, and for five years he wrote the monthly "Poll Position" Column for NationalJournal.com. Mr. Rivlin is a graduate of Stanford University and holds a master's degree in management from Yale University.

Judith Rizzo

Executive Director and CEO, James B. Hunt, Jr. Institute for Educational Leadership and Policy

For nearly four decades, Dr. Judith Rizzo has been on the education reform frontline in cities nationwide, including New York, NY, Tacoma, WA, Lowell, MA and Boston, MA. Her broad understanding of education issues originates from serving in wide-ranging capacities— teacher, principal, district administrator, and system-wide deputy chancellor.

In 2002, Dr. Rizzo became the first executive director of the James B. Hunt, Jr. Institute for Educational Leadership and Policy. In this position, she has established the organization as a national resource for political, business and education leaders— supporting the development and implementation of effective education policies.

Prior to joining the Hunt Institute, Dr. Rizzo was Deputy Chancellor for Instruction at the New York City Board of Education. She pioneered reforms including the creation of the Chancellor's District— providing direct oversight of the city's lowest performing elementary, middle, and high schools and removing them from control of community school districts. Under her leadership, Extended School Time Schools and the Early Childhood Language Assessment System were designed and implemented. She also initiated the reform of NYC's special education program and introduced Performance Assessment of Schools System-wide— designed to guide the development of school-based comprehensive planning and accountability.

Dr. Rizzo's professional memberships include the Association for Supervision and Curriculum Development, the Consortium on Renewing Education, Teach for America, and the Urban Special Education Leadership Collaborative. She received her B.A. from Emmanuel College in Boston, her M.A. from Middlebury College in Middlebury, Vermont, and her Ed.D. from the University of Massachusetts in Lowell.

Roberto Rodriguez

Senior Education Counsel, Office of Senator Edward M. Kennedy

Roberto is a Senior Education Advisor to United States Senator Edward M. Kennedy on the Health, Education, Labor and Pensions Committee. His duties include legislative, policy, budget and appropriations work on a variety of education issues, including elementary, secondary, and early childhood education. Among those issues, he focuses on the No Child Left Behind Act, Head Start, child care, and the education of special populations.

Prior to his work on the Committee, Roberto served as the Senior Education Specialist at the National Council of La Raza where he conducted applied research and policy analysis of federal and state education reform issues, and facilitated the development and evaluation of community-based education programs. He is a graduate of the University of Michigan and of the School of Education at Harvard University in Cambridge, Massachusetts.

Arthur J. Rothkopf

Senior Vice-President and Counselor to the President, U.S. Chamber of Commerce

Arthur J. Rothkopf serves as Senior Vice-President and Counselor to the President of the Chamber. His responsibilities include work on several initiatives including education and workforce development.

Prior to joining the Chamber staff in July 2005, Mr. Rothkopf served for 12 years as President of Lafayette College, Easton, PA, a highly selective undergraduate college of liberal arts and engineering. Lafayette raised

Barry Salzberg

Managing Partner, Deloitte & Touche USA LLP

Barry Salzberg is the Managing Partner of Deloitte & Touche USA LLP, one of the nation's leading professional services organizations, providing audit, tax, consulting and financial advisory services through nearly 30,000 people in more than 90 cities in the United States.

In his role as U.S. Managing Partner, he serves as Chairman of the Deloitte U.S. Firms' Executive Committee and oversees the management of the organization's four businesses and operating infrastructure, including human resources and shared services. He also is a member of the Deloitte U.S. Firms' Board of Directors.

Barry joined Deloitte & Touche USA in 1977 and was admitted as partner in 1985. He has built an enviable record through a variety of leadership roles including Tri-State Group Managing Partner from 1996-1999 and National Tax Deputy Managing Partner from 1999-2000.

Barry also is an acknowledged authority in the areas of personal tax and partnership tax matters, and in 2000 assumed full leadership of the Deloitte Tax LLP practice, which included regional responsibility for the Americas tax practice, a position he held until 2003 when he became U.S. Managing Partner. Deloitte & Touche USA's tax practice has received numerous awards and citations and is widely regarded as the pre-eminent tax practice among professional services organizations.

Barry is a member of the New York State Bar Association, the American Institute of Certified Public Accountants, the New York State Society of Certified Public Accountants, and the New York County Lawyers Association. In addition, he is the Chairman of the Board of the YMCA of Greater New York, a board member of the Jackie Robinson Foundation, and Chair of the Diversity Best Practices CEO Roundtable initiative.

Barry received his undergraduate degree in Accounting from Brooklyn College, his J.D. from Brooklyn Law School, and his LLM in Taxation from the New York University School of Law.

Bill Shore

Director of U.S. Community Partnerships, GlaxoSmithKline

Regional Transportation Alliance co-chair Bill Shore began working for GlaxoWellcome in 1985 as Manager of Administrative Services. In 1988, he was named the Director of Community Affairs, and in this role he worked to develop Glaxo's Community Affairs Program. He currently serves as the Director of Community Relations for GlaxoSmithKline.

Mr. Shore attended the University of North Carolina at Chapel Hill and graduated from Campbell University in 1971. In 1998, Campbell presented him with an Honorary Doctorate (Doctor of Science).

Mr. Shore has served in a leadership capacity with a number of organizations. He served on the Board of Trustees at North Carolina Central University for eight years and has served on the boards of directors of both the Durham and Raleigh Chambers of Commerce. He was a member of the inaugural class of Leadership North Carolina and a member of that board for a number of years. Mr. Shore currently serves as a member of the board of N.C. Communities in Schools, the N.C. Center for Public Policy Research, the North Carolina School Improvement Panel, the N.C. Governor's Business Council of Management and Development, the N.C. Public School Forum, the North Carolina Business Committee for Education, the Greater Triangle Regional Council, and the National Alliance of Business. He also serves on the Advisory Board of the Triangle Land Conservancy and the Campbell University Presidential Board of Advisors.

Mr. Shore was appointed by Governor Hunt to serve as a member of the N.C. Standards and Accountability Committee; he attended the National Education Summit in 1996 and 1999; and co-chaired the steering committee for the N.C. Business Summit for Education in 1997 and 2000. He recently served as Chairman of the Research Triangle Park United Way Campaign and has been recognized as one of the key leaders in the Research Triangle area by the Triangle Business Journal and the Business Leader magazine.

gubernatorial appointments. Previously, Spellings served as associate executive director of the Texas Association of School Boards.

Born in Michigan, Spellings moved with her family at a young age to Houston, Texas, where she attended public schools. She graduated from the University of Houston with a bachelor's degree in political science.

As the mother of two daughters, one school-age and one college-age, Spellings has a special understanding of the issues facing parents and students today. Her daughter Mary is a freshman in college, and her daughter Grace attends a public middle school. Spellings is the first mother of school children to serve as U.S. Secretary of Education.

Louise Sundin

Former President, Minneapolis Teachers Federation

Louise Sundin, a career ninth grade English teacher, served 25 years as a vice-president of the American Federation of Teachers and 22 years as president of the Minneapolis Federation of Teachers representing teachers and education support professionals in the Minneapolis Schools. Louise hosts her own hour radio show every week on Air America MN called, 'Education Matters: Your Children, Our Future.'

Currently, Sundin is the Executive Vice-President of the Minneapolis Central Labor Union Council, AFL-CIO. She is known as a progressive labor leader and a powerful advocate for workers' rights. She negotiated eleven model professional contracts earning her national recognition as a spokesperson for education reform and teacher professionalism.

Louise is a founding member of TURN, the Teacher Union Reform Network. She also serves on the boards of NCATE and the Homes Partnership as well as local teacher preparation programs. She created a union masters degree program in which over 500 teachers have earned their Masters or Education Specialist degrees.

Community service is an important part of Louise's life. She is founder and president of Math Online, a free homework helpline for parents and students. Math Online is a unique and revolutionary service to assist students in doing their math homework via computer. She also serves on the MN. Board of Administrator Licensing and the Board of the Twin Cities United Way.

Christopher B. Swanson

Director, Research Center, Editorial Projects in Education

Christopher B. Swanson, Ph.D., was named the director of the Editorial Projects in Education Research Center in July 2005. In this capacity, he oversees a staff of full-time researchers who conduct annual policy surveys, collect data, and perform analyses that appear in the *Quality Counts* and *Technology Counts* annual reports. The center also contributes data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and edweek.org.

The EPE Research Center is working on a four-year project to examine graduation rates and related issues facing the nation's high schools. *Diplomas Count: An Essential Guide to Graduation Policy and Rates*, released in June 2006, is the first major report from this project, which is funded by the Bill & Melinda Gates Foundation.

Prior to joining EPE, Swanson was a Senior Research Associate at the Urban Institute, where his work focused on issues of federal policy and urban high school reform involving small-school restructuring. During the past few years, much of Swanson's research has examined the implementation of the No Child Left Behind Act's accountability provisions. In particular, he has extensively investigated the persistent challenges associated with accurately measuring high school graduation rates, a required element of the performance-based accountability mandated under the federal law. A series of research reports on this topic have been widely profiled in the national and regional media and have provided policy leaders important insights into this critical issue.

Swanson's research on a variety of educational policy issues - among them standards and accountability, instructional reform, high school dropout and completion, student mobility, and public school choice - has been presented at national conferences and published in leading scholarly journals and edited volumes.

She helped start Achieve, Inc.'s Washington, DC, office, developed Achieve's benchmarking and state services initiatives and got the American Diploma Project up and running. And she cut her teeth in education policy at the American Federation of Teachers, working on such influential reports as *Making Standards Matter*.

Jennifer holds a Masters of Public Policy from the Georgetown University Public Policy Institute and an AB in history and public policy from the College of William and Mary in Virginia.

James Whaley

President, Siemens Foundation

James E. Whaley was appointed President of the Siemens Foundation in June 2006. He has overseen the Foundation's management since joining as Vice President in October 2004. In addition to his work with the Foundation, Mr. Whaley also serves as the Director of Public Affairs for Siemens Corporation. Under Mr. Whaley's tenure as Vice President, the Foundation expanded its Siemens Awards for Advanced Placement program to all fifty states, recognizing students, teachers and schools for exceptional achievement in AP math and science courses nationally. The Foundation also launched Siemens Teacher Scholarships in collaboration with the Thurgood Marshall Scholarship Fund and United Negro College Fund. This initiative awards college scholarships to encourage minority students at Historically Black Colleges and Universities to pursue teaching careers in science and math. Mr. Whaley also initiated Siemens Science Day, a national program created to captivate young students' interest in math, science and technology. Previously Mr. Whaley served as Director of Communications at the United States Military Academy at West Point. In that position he executed an innovative communications plan in celebration of West Point's 200th anniversary. This plan resulted in 24 books, eight network television documentaries, and won the 2003 Public Relations Society of America Award of Excellence and the 2003 PR Week Public Campaign of the Year.

Mr. Whaley has more than 20 years of management experience that includes integrated marketing, strategic communications, media relations, internal communications, crisis communications, and community relations. He is a graduate of Lock Haven University where he received his undergraduate degree in 1984. He completed his MBA at Embry Riddle Aeronautical University, Frankfurt, Germany, in 1989. Mr. Whaley also attended the Defense Information School (graduate level management), Ft. Meade, MD, 1998 and completed the U.S. Army Helicopter Instructor Pilot Course at Fort Rucker, AL in 1990.

Grover J. (Russ) Whitehurst

Director, Institute for Education Sciences, U.S. Department of Education

Grover J. (Russ) Whitehurst was appointed by President George W. Bush to a six-year term as the first Director of the Institute of Education Sciences. The Institute was established within the U.S. Department of Education by the Education Sciences Reform Act of 2002, which was signed into law November 5, 2002. The Institute conducts, supports and disseminates research on education practices that improve academic achievement, statistics on the condition of education in the United States and evaluations of the effectiveness of federal and other education programs. As director, Whitehurst administers the Institute, including the activities of the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance and the National Center for Education Research. He coordinates the work of the Institute with related activities carried out by other agencies within the Department and the federal government. He advises the secretary on research, evaluation and statistics relevant to the work of the Department. And, he engages in a variety of activities to encourage the use of scientifically based research in education policy and decision making throughout the United States.

Whitehurst previously served as assistant secretary for the office of educational research and improvement, the predecessor to the Institute. In that role he established the What Works Clearinghouse, initiated new programs of research such as those in reading comprehension and preschool curriculum, upgraded the rigor of scientific peer review, promoted the use of scientific evidence throughout the Department of Education and spearheaded a historically unprecedented increase in the presidential budget request for education research.

Just prior to beginning federal service, he was Leading Professor of Psychology and Pediatrics and Chairman of the Department of Psychology at the State University of New York at Stony Brook. He also served on the faculty of the University of New South Wales in Australia and was Academic Vice President of the Merrill-

During his four year tenure working with former House Republican Conference Chair JC Watts, 34 million more Americans developed a favorable view of House Republicans, with their approval numbers rising from 36% in 1998 to 53% in 2002.

Preceding that, he was the Director of Planning for the Speaker of the House, where he oversaw initiatives ranging from education, taxes, Social Security, health care, and technology, to the 21st Century Congress. He was also a member of the federal web-based Education Commission.

Additionally, Winston was a Senior Fellow at the Heritage Foundation, one of the leading conservative public policy think tanks in the country. There he was involved in writing policy papers on topics such as health care, tax policy and agricultural issues.

On an international level, the European Ideas Network, a public policy think tank that works with politicians and strategists from the center-right parties of the European Parliament, brought Winston's insight and political experience to Europe when they asked him to join their Demographics Task Force. He has also served the EIN as guest lecturer on Trans-Atlantic issues such as Euro-American relations. Other international experience includes conducting public opinion and market research in various foreign nations, including Canada, Russia, Ukraine, Estonia, Lithuania, Kazakhstan and Azerbaijan.

Bob Wise

Former Governor, West Virginia, and President, Alliance for Excellent Education

Governor Bob Wise became president of the Alliance for Excellent Education in February 2005. Under his leadership, the Alliance has continued to build its reputation as a respected authority on high school policy and to advocate for reform in America's secondary education system, working to ensure that all students graduate from high school prepared for success. As governor of West Virginia from 2001-2005, he fought for and signed legislation to fund the PROMISE Scholarship Program, which has helped thousands of West Virginia students remain in the Mountain State for college. In 2001, Governor Wise proposed salary bonuses for teachers who achieve National Board Certification, which helped triple the rate of certified teachers in the state; and Education Week's 2004 Quality Counts report gave West Virginia its highest cumulative grade of all fifty states. From 1983-2001, he served in the U.S. House of Representatives representing the 2nd District of West Virginia, during which he aggressively worked to preserve federal financial aid for students to attend college.

Dr. Debra Wollaber

Dean, College of Health Sciences and the School of Nursing, Belmont University

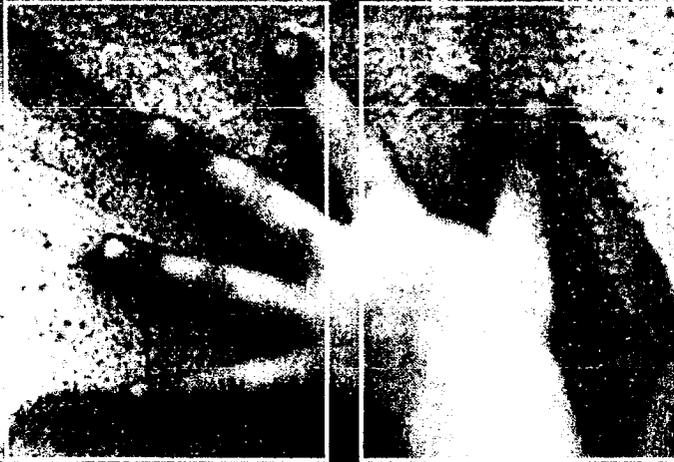
Dr. Debra Wollaber has been Dean of Belmont University's School of Nursing since 1997 and the College of Health Sciences and Nursing since 1999. Before coming to Belmont, Wollaber was on the faculty of Syracuse University's College of Nursing, and staff nurse at Albany Medical Center in New York. Dr. Wollaber has a BSN from Hartwick College, MSN from Russell Sage College, and Ph.D. in Child and Family Studies from Syracuse University.

At Belmont, Wollaber has actively solicited partnerships between education and health care agencies. As past president of Tennessee Center for Nursing, Wollaber has worked to promote better integration of high-school-to-college and college-to-work transitions, identifying ways to prepare students to enter collegiate as well as work settings. In addition, she has spearheaded efforts to document systemic issues that impact student learning and hosted meetings leading to consensus development on these issues. One such meeting, the Health Record Summit, brought together local hospital personnel, and deans and faculties of nursing schools to standardize health records requirements needed by students. A subsequent Summit brought together legal representatives of health care agencies and nursing leaders to develop consensus related to developing and implementing background checks.

Another such effort, Partners in Nursing, allows colleges without nursing programs to partner with established programs, alleviating the investment required to support nursing program infrastructure costs (e.g., upgrading library holdings, equipment, qualified faculty, etc.). Space to implement the program was provided by local banking entrepreneur, Gordon E. Inman, and Hospital Corporation of America's (HCA) Tristar division resulting in the 77,000 square foot Inman Center.

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USCC 54879

Wednesday, October 4, 2006

Introduction to Policy Day and an Overview of the U.S. Chamber's Education and Workforce Initiative

- **Arthur J. Rothkopf, Senior Vice President and Counselor to the
President, U.S. Chamber of Commerce**

**Regency Ballroom
9:00 a.m. – 9:30 a.m.**



U.S. CHAMBER OF COMMERCE

2006 Public Policy Priorities

- I. Support Science, Technology, Engineering & Math (STEM) Proposals
 - Support American Competitiveness Initiative (ACI): Fully fund the education components in the President's American Competitiveness Initiative, and specifically the following programs:
 - MathNow to improve K-8 curricula and ensure middle school students are prepared to master algebra
 - Advanced Placement/International Baccalaureate Incentives and Teacher Training to increase the number of high school students who pursue and succeed in rigorous math and science courses
 - Adjunct Teacher Corps to enable math and science professionals help address the shortage of teachers with knowledge in these fields
 - Strengthen and fund the Department of Education's Math/Science Partnerships at least at the current level with priority to partnerships that focus on proven strategies to develop/update current teachers' content knowledge in teaching math and science
 - Support other efforts to improve Teacher Quality and specifically the following program:
 - Teacher Incentive Program: support funding of the President's \$100 million program that develops and implements performance-based teacher and principal compensation systems in high-need schools.
- II. Actively Engage in No Child Left Behind (NCLB) Reauthorization
- III. Support effective implementation of the Enhanced PELL Grant Program
- IV. Support Higher Education Act (HEA) Reauthorization

TAPPING AMERICA'S POTENTIAL

Maintaining U.S. Science and Technology Leadership: Act Now on U.S. Competitiveness

The Challenge

Maintaining U.S. scientific and technological leadership is essential to the future of our country. However, the United States is facing a critical talent gap in science, technology, engineering and math, and is not keeping pace with foreign competition.

The Solution

Reversing current trends requires three key elements:

- Improving math and science education and inspiring American youth to study and enter these fields;
- Reforming immigration policies to recruit and retain highly educated foreign talent; and
- Increasing funding for basic research in the physical sciences and engineering.

Success depends on national leadership plus the combined efforts of public and private sector leaders—working with educators, parents and students—to solve the U.S. talent gap problem.

Our Goal

Double the number of science, technology, engineering and mathematics graduates with bachelor's degrees by 2015.

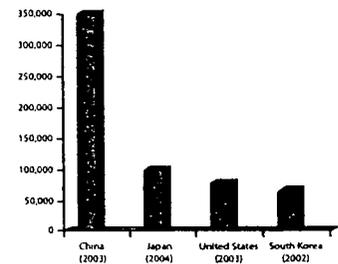
www.tap2015.org

Math and Science Education

U.S. students are falling behind in math and science, and the foreign competition is increasing. U.S. students rank 24th in the world in math literacy by the time they get to high school (*PISA, 2003*). While from 1995 to 2005 the percentage of U.S. high school students interested in majoring in engineering dropped by nearly 35% (*ACT, 2005*), China

is graduating more than four times as many engineers as the United States (*NAS, 2006*). It is predicted that by 2010, more than 90% of all scientists and engineers will live in Asia (*Rice Univ., 2003*).

Engineering Graduates, Selected Countries



Sources: NAS, NCES, NSF (most recent data available)

Immigration - Highly Educated Workers

Highly educated foreign-born workers have a long history of contributing to our economy. In 2005, foreign-born students earned 43% of master's degrees and 61% of Ph.D.s awarded in U.S. university engineering and technology programs (*AAES, 2005*). However, unrealistic caps and backlogs in the

visa system prevent U.S. employers from hiring these talented and sought-after individuals.

Since 1997, the 65,000 H-1B cap has been reached eight times before the end of the fiscal year. For FY 2005, 2006 and 2007, it was reached before the fiscal years even began.

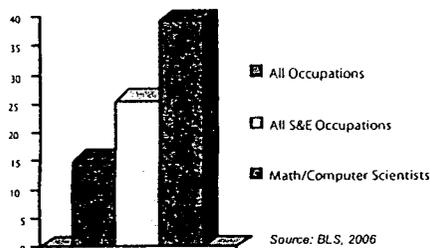
Workforce Outlook and Trends

Jobs will be available for those who pursue degrees in technical fields. Employment in science and engineering will increase about 70% faster than the rate for all occupations (*BLS, 2006*), and unemployment is very low for experienced engineers (1.3%) and computer scientists (2.7%)

as compared to the national average (4.4%) (*BLS, 2006*).

In addition, the retirement of baby boomers is expected to deplete the current science and engineering workforce dramatically over the next 20 years (*NSF, 2006*).

Rapid Growth Forecast for Technical Jobs
Percentage Change, 2002-2012



Source: BLS, 2006

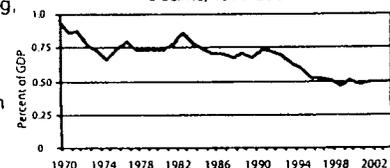
Basic Research Funding

Federal investments in basic research have declined.

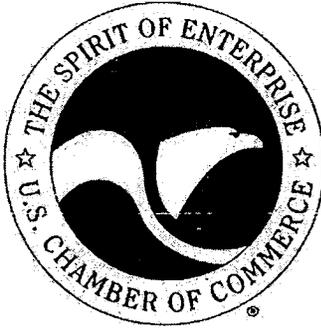
Federal funding for physical science research as a percentage of GDP has dropped by one-half since 1970 (*AAAS, 2006*).

In fact, due to inadequate funding, NSF estimates it had to turn down \$2 billion in worthy research proposals in 2004 alone.

Federal Investment in Physical Sciences in Decline, 1970-2004



Source: AAAS, 2006



Statement of the U.S. Chamber of Commerce

ON: "STANDARDS-BASED REFORM"
TO: COMMISSION ON NO CHILD LEFT BEHIND
BY: ARTHUR J. ROTHKOPF
DATE: AUGUST 31, 2006

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.

Simply put, our education system is failing. Nearly half million of our 10-12 graders leave school each year without successfully completing high school. Just 17 percent of graduating high school seniors are considered proficient in mathematics and just 36 percent are proficient in reading (as measured by the National Assessment of Educational Progress (NAEP)). Even higher education is coming up short. Some 69 percent of college graduates are not proficient in prose literacy, according to the most recent National Assessment of Adult Literacy (NAAL).

As a result of a failing education system, employers must contend with job applicants who lack basic qualifications and employees who are ill-suited for promotion because they lack basic reading and math skills.

Job trends indicate that the situation for employers could grow worse. The Department of Labor estimates that 80 percent of the fastest growing jobs require at least some post-secondary education. In other words, while typical jobs are requiring MORE skills, our emerging workforce appears to be losing ground in its educational attainment. At a minimum, more schools must realize that students, whether headed for post-secondary education or the workforce, require greater skills that can only be gained by greater academic rigor.

This point was highlighted in a recent report by ACT titled "Ready for College and Ready for Work: Same or Different." This report found that high school students require similar levels of readiness in reading and mathematics to succeed in the workforce or in college-level courses.

These trends are coupled with the demographic reality that the most highly educated segment of our society, the baby boom generation, is moving toward retirement. Major sectors of the economy are already feeling the impact of not having enough skilled workers ready to fill open positions and the problem is going to get far worse.

The U.S. Chamber believes that in order for this country to remain competitive, we must respond to each and every one of these issues. This begins with maintaining our focus on real and meaningful education reform.

Education Standards

One of our most important goals is to reauthorize the Elementary and Secondary Education Act (ESEA), the federal government's largest investment in K-12 education. We must maintain the law's focus on accountability and

While some say we shouldn't really be worried about such a discrepancy – and that perhaps NAEP is an imperfect benchmark – let me say that on behalf of the business community, there is reason to be concerned about the quality of state standards and assessments, and also what states define as being “proficient.”

Clearly, national standards would help put an end to what appears to be an escalating “race to the bottom” in terms of state standards. National standards would also provide a far greater ability to compare the relative quality of state education systems – not to mention schools and student populations across the nation. We do believe that the states have a central role to play in setting standards, but we also believe that expectations of performance must be raised.

However, each of these “advantages” of national standards is based upon the assumption that such national standards would themselves be of high quality.

Unfortunately, there's no guarantee that would be the case. There is the real fear that national standards could in fact become the “lowest common denominator” so as not to force any individual state to do more than it was already doing. In effect, this would lower the standards for every other state.

However the debate on national standards is resolved, the Chamber strongly believes that the key goal of NCLB must be that all students in America graduate from high school ready for college and the workplace. Accomplishing this goal is vital to securing a hopeful and fruitful future for our young people and a competitive U.S. economy.

Throughout the states, there should be clear and measurable standards based on evidence of predictive validity of what it means to be college and workplace ready. These standards must be consistent with the requirements of businesses and institutions of higher education. And these standards must have consequences in the states for students graduating from high school.

Almost two dozen states have already begun to set such standards under the banner of the American Diploma Project (ADP). Other states have committed to similar initiatives. We must move rapidly to establish and enforce these standards in all states.

we will use the math, science and English curriculum grades and/or scores published by the Fordham Foundation. A third indicator, the quality of state exams, may also be incorporated. With the assistance of our panel of academic advisors, we will be making some additional determinations as we go along.

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TO: COMMISSION ON NO CHILD LEFT BEHIND
BY: ARTHUR J. ROTHKOPF
DATE: AUGUST 31, 2006

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However, each of these “advantages” of national standards is based upon the assumption that such national standards would themselves be of high quality.

Unfortunately, there's no guarantee that would be the case. There is the real fear that national standards could in fact become the “lowest common denominator” so as not to force any individual state to do more than it was already doing. In effect, this would lower the standards for every other state.

However the debate on national standards is resolved, the Chamber strongly believes that the key goal of NCLB must be that all students in America graduate from high school ready for college and the workplace. Accomplishing this goal is vital to securing a hopeful and fruitful future for our young people and a competitive U.S. economy.

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ETS Session:

Keeping our Edge; Americans Speak on Education and Competitiveness

- David Winston, President, The Winston Group
- Allan Rivlin, Senior Vice President, Hart Research

Regency Ballroom
9:30 a.m. – 11:00 a.m.

Keeping Our Edge:

Americans Speak On Education & Competitiveness

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Research Methods

- Surveys were conducted May 22 – June 8, 2006, among 1,215 adults nationwide, including 703 members of the general public and 512 parents of K-12 students (301 parents of public high school students), and among 150 high school administrators, 150 high school teachers, 231 public high school students, 151 college faculty, and 151 business and opinion leaders. At the 95% confidence level, the data's margin of error is ±3.1 percentage points among all adults, and higher among smaller populations and subgroups.
- Seven focus groups were conducted from late April through early May 2006: two groups in Richmond, VA; two in Encino, CA; one in Rosemont, IL; and two in Atlanta, GA. One group each was conducted among male high school students, female high school students, parents of middle and high school students, high school teachers, high school administrators, college professors, and business leaders and HR professionals. In addition, seven in-depth interviews were conducted among leading competitiveness experts.

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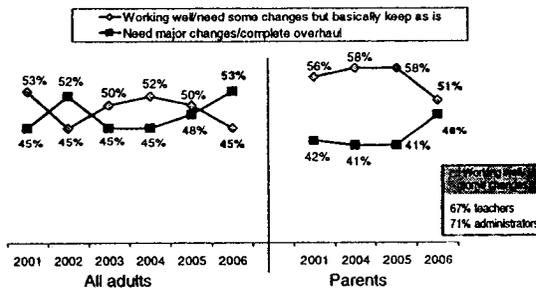
Grading School Quality

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Assessing The Nation's Schools

How well do you think our K-12 schools are working?



Q.6a

Grades For Nation's Schools Remain At "C"

Spring 2006

The Public's Report Card

The Nation's Schools

	All adults				Parents			
	2006	2005	2003	2001	2006	2005	2004	2001
A	5%	3%	2%	2%	5%	4%	2%	8%
B	26%	23%	29%	18%	26%	27%	20%	35%
C	44%	46%	47%	51%	45%	46%	48%	33%
D	15%	15%	13%	16%	14%	12%	14%	13%
F	5%	4%	2%	3%	4%	2%	3%	4%
GPA	2.1	2.1	2.2	2.0	2.1	2.2	2.0	2.3

Q.10a

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Grades For Nation's Schools Remain At "C"

Spring 2006

Education Professionals'/Leaders' Report Card

The Nation's Schools

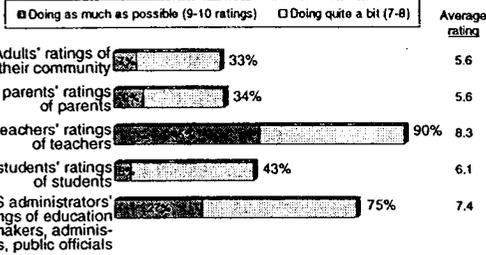
	High school teachers	High school administrators	College faculty	Business/opinion leaders
A	3%	3%	2%	1%
B	34%	31%	18%	16%
C	47%	53%	49%	56%
D	9%	10%	23%	18%
F	0%	0%	1%	1%
GPA	2.3	2.3	1.9	2.0

Q.10a

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Each Group Rates Its Own Efforts

Ratings of selected groups' efforts to help students get the most out of their school experience*



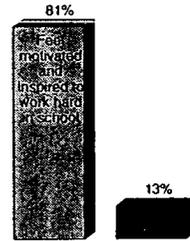
* Ratings on 10-point scale: 10 = put in as much effort as they can, 5 = put in only enough effort to get by, 1 = don't put in much effort at all

Q.11

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However, Most Students Describe Selves As Motivated/Hard-Working

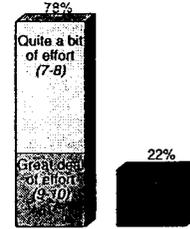
Do you feel motivated/inspired to work hard in school?



High school students

How much effort do you put into school work?

(Ratings on 10-point scale)



High school students

Q.10b.c

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Raising Standards

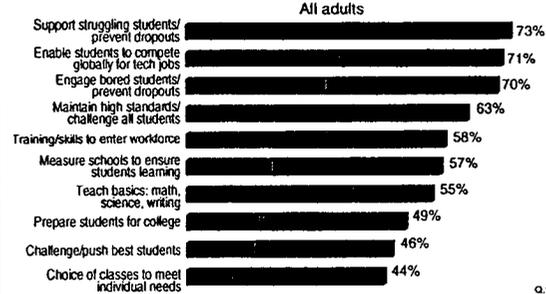
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Public Sees Room For Improvement

■ U.S. public high schools falling behind ■ U.S. public high schools coming up short

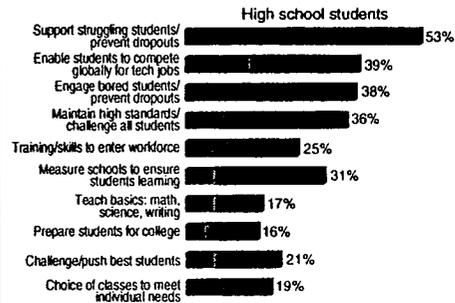


Q.15

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Students See High Schools In More Positive Light

■ U.S. public high schools falling behind ■ U.S. public high schools coming up short



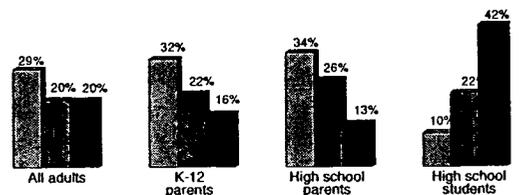
Q.15

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Reforming Elementary Schools Is Highest Priority For Most

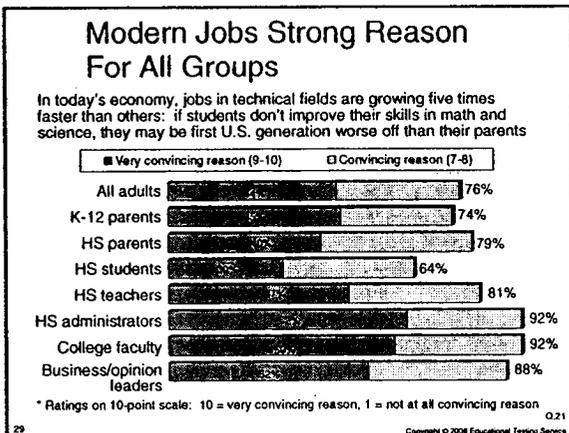
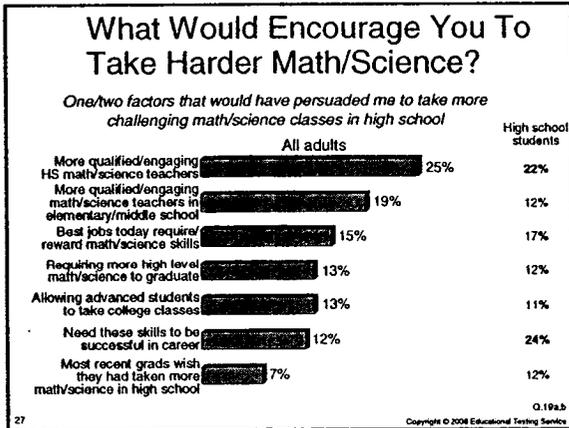
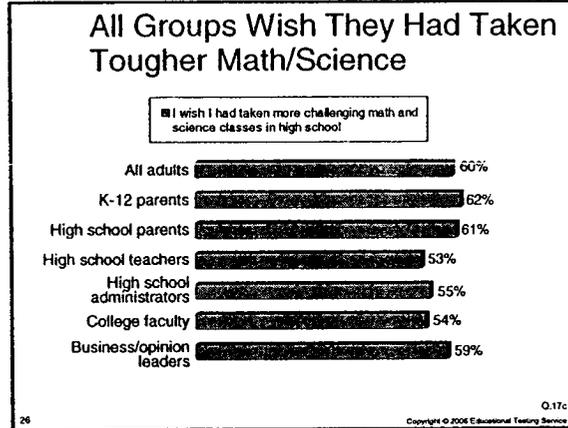
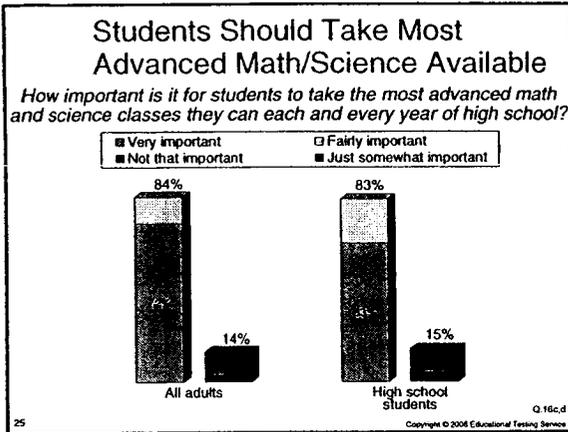
When it comes to training our best students to complete globally, at which level would changes make the biggest difference?

■ Elementary schools ■ Middle schools ■ High schools



18

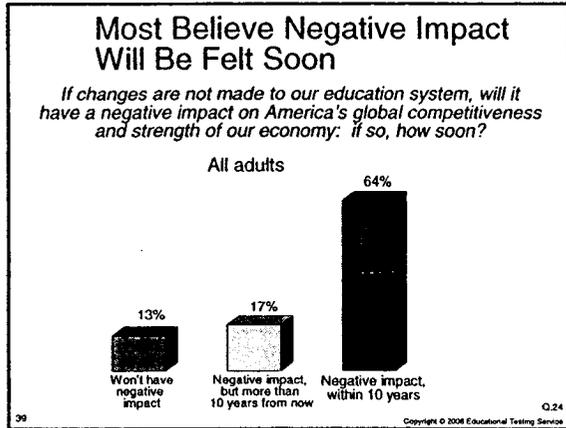
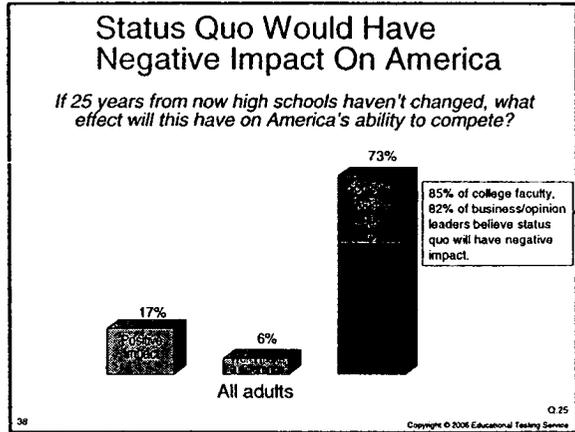
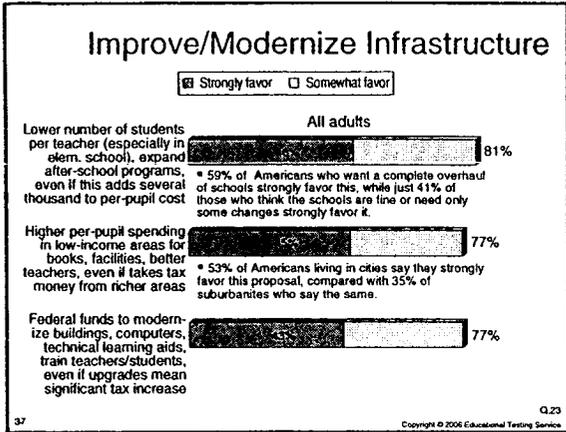
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Proposals for Reforming High Schools

Listening. Learning. Leading.

30
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- ### Conclusions
- ◆ **Math and science are crucial**
 - Americans view math and science as vital to our ability to maintain an edge in the global economy.
 - ◆ **"Good Enough" is not good enough**
 - We view our public schools as somewhat better than average but do not feel they are providing students with the skills necessary to compete for jobs in the expanding global economy.
 - ◆ **The need for inspirational leadership**
 - The public is eager for someone to assume a leadership position and ask all Americans – students, parents, teachers, administrators, employers, the entire community – to help transform our public schools.
 - ◆ **A call to action**
 - Americans are calling for higher academic standards for schools and teachers and more challenging experiences for students.
- Q.25
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PART OF
HART RESEARCH ASSOCIATES & **THE WINSTON GROUP**

Keeping Our Edge:

Americans Speak On
Education & Competitiveness

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Keeping Our Edge: Americans Speak on Education and Competitiveness

Conducted for
ETS

By Peter D. Hart Research Associates, Inc.
&
The Winston Group

June 21, 2006

Hart/Winston
1724 Connecticut Avenue, NW
Washington, DC 20009

*Listening.
Learning.
Leading.*

Math and Science are Crucial

Math and science are viewed as vital to America's ability to maintain an edge in the global economy and remain competitive with nations such as China, India, and Japan.

- The general public (40%) and opinion leaders (61%) identify math, science, and technology skills as the most important ingredients in America's ability to compete in the global economy.
- More than two-thirds (72%) of Americans – and majorities of high school teachers and administrators, college faculty, and opinion leaders – believe that it is very important for students to take the most advanced math and science classes they are eligible to take, every year of high school.
- After hearing arguments stressing the importance of math and science, the proportion of the public believing it is important for students to take advanced classes increases to 76%. The strongest arguments stress the need to qualify for technical jobs in the modern economy and the need to respond to international competition.

A Call to Action

While the public views math and science as vital to America's ability to maintain its edge in the global economy, Americans do not believe that our public schools are providing students with the skills they will need to compete for highly technical scientific and engineering jobs.

- A 71% majority of Americans believe that our nation's public high schools are coming up short or falling behind in efforts to put students on the path to compete for highly technical scientific and engineering jobs with their counterparts from other countries.
- A 58% majority of Americans feel our nation's public schools are coming up short or falling behind in efforts to give students who want to go into the work force the training and skills they need to secure and succeed in a job.
- More than three-quarters (76%) of Americans believe that if America's next generation does not work to improve its skills in math, science, and engineering, it risks becoming the first generation of Americans who are worse off economically than their parents.
- Nearly two-thirds (64%) of Americans believe that if we fail to take action and reform our education system, our ability to remain globally competitive will be compromised within the next decade.

- Even when groups rate themselves (e.g., teachers rating teachers' efforts), they assess their group's effort as higher than other groups, yet no group rates themselves as exerting as much effort as they can.
- Americans are pretty evenly split on whether the nation's public high schools are challenging and pushing the best students to make the most of their abilities — half believe that schools are doing at least well enough, and 46% feel that they are coming up short or falling behind in this area.
- College faculty (69% coming up short/falling behind) and opinion leaders (52%) are particularly concerned about how public high schools serve their brightest students.
- Americans also are split on whether the nation's public high schools are preparing students to succeed in two- and four-year colleges. Forty-five percent believe that they are doing at least well enough, and 49% believe they are coming up short or falling behind.
- Forty-three percent of Americans feel that the nation's public high schools are doing at least well enough at teaching the basics of math, science, and writing, while 55% believe that public high schools are coming up short or falling behind.
- Americans are of one mind when it comes to their assessment of how successful public schools are at supporting struggling students and preventing dropouts. Nearly three-quarters (73%) believe that they are coming up short or falling behind in these efforts.

The Need for Inspirational Leadership

The public is eager for someone to take the reins, to step up and assume a leadership position, and ask all Americans — students, parents, teachers, administrators, employers, the entire community — to help transform our public schools. Americans are not in denial about the fact that they must do better by public school students. Rather, the public has a sense that America is failing its students.

- An 80% majority of adults and 84% of high school parents identify as a big problem a belief that students are getting passed through the public high school system without the skills they need for college or work.
- More than three-quarters of the public (76%) and high school administrators (86%) identify students' dropping out of high school as at least a fairly big problem.

Improving teaching

- improve the quality of teachers by ensuring they are experts in the subjects they teach, including providing more training and requiring certification (92% favor)
- overhaul teacher-hiring practices to ensure that passionate and talented teachers are hired; and create a "master teacher" ladder to reward teaching as a career (91% favor)
- increase investments in low-income schools to improve their infrastructure and materials and to recruit and retain the most-gifted teachers, even if this entails shifting funds from middle- and high-income areas (77% favor)
- dramatically increase teachers' salaries to attract more well-qualified teachers, even if this entails a significant increase in taxes (73% favor)

The public understands that America's future success in the global economy rests upon improving our public education system so that America's youth can compete with students from around the world for highly technical scientific and engineering jobs. Americans believe that it is time for everyone — students, teachers, parents, administrators, and the community as a whole — to dramatically increase our efforts to ensure that students get the most out of their public education. The public is eager to embrace a variety of reforms and is demanding that policymakers and education experts step up and lead by identifying which reform approaches will be most effective at improving our public schools.

Opening Keynote Plenary

The Secretary will discuss the Department of Education's priorities, reauthorization of No Child Left Behind, and the role of the business community in supporting the Department's agenda.

- Margaret Spellings, U.S. Department of Education
- Introduction: Suzanne P. Clark, Executive Vice President and Chief Operation Officer, U.S. Chamber of Commerce

International Ballroom

11:15 a.m. – 12:00 p.m.



NO CHILD LEFT BEHIND



Now is the Time to Act!

Key Things Businesses, Community Groups, and Foundations Can Do to Make Sure America's Schoolchildren are Prepared for the 21st Century

February 2006

We live in a world where technological innovation and global competition are increasing at a pace never before seen. Now is the time to invest in our children to make sure they are prepared to succeed in the 21st century.

- U.S. Secretary of Education Margaret Spellings

- **Encourage high school students to take more math, science and critical language courses.**
 - In the increasingly competitive global economy, it is crucial for American students to be well trained in math, science and critical languages (such as Arabic, Chinese, Japanese, Korean, and Russian).
 - U.S. students are currently performing below their international peers in math and science.
 - In 1983, the landmark education report, *A Nation at Risk*, recommended that high school students take a minimum of three years of math and three years of science. Yet today, only 22 States and the District of Columbia require at least this amount.
 - Currently, only 44% of American high school students are enrolled in a foreign language class. And less than 1% of American high school students study critical foreign languages.

Take Action:

- Find out about your State's math and science requirements for high school graduation.
- Encourage students to take four years of math and four years of science, even if it is not required.
- Find out what kind of critical language courses are offered. Encourage schools to offer these courses and encourage students to take them.

- **Encourage high school students to take more Advanced Placement (AP) courses.**
 - Nearly 75% of high school graduates enter college, but only 12% of these students have completed a significant college-prep curriculum. Research shows that all students who take rigorous courses in high school stand a far greater chance of succeeding in college.
 - AP students are much more likely than their peers to graduate from college in four years or less. The four-year college graduation rate for students who take two or more AP courses is 32 percentage points higher than those who don't take any AP courses. And the rate for students who just take one AP course is 16 percentage points higher than those who don't take any.

Take Action:

- Find out what kind of AP courses your community's schools are offering. Make sure they are AP, not just "honors" courses. If they are not offering any, encourage them to do so. Offer to sponsor or promote AP programs in your local schools.
- Find out what percent of students in your community's schools are taking AP courses. Encourage students to take these courses.

- **Encourage teachers to take advantage of the Department of Education's Teacher- to-Teacher Initiative.**
 - Research has shown that students taught by effective teachers greatly outperform those taught by ineffective teachers.
 - *No Child Left Behind* (NCLB) requires teachers of core academic subjects to be deemed "highly qualified" by their State. This means that they have a bachelor's degree, full State certification, and demonstrated competency in each core academic subject they teach.

Luncheon Panel on College Readiness

Are we preparing students to compete in a global economy?
How do we know if the preparation we provide will lead to
post-secondary educational success? What needs to change?

- **Charles Miller**, Chair, Commission on the Future of Higher Education, U.S. Department of Education
- **Dick Ferguson**, CEO and Chairman, ACT
- **Dr. Dean Nafziger**, Lab Director, Southwest Regional Education Laboratory
- **Michael Cohen**, President, Achieve, Inc.
- **Moderator: Arthur J. Rothkopf**, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce

International Ballroom

12:00 p.m. – 1:30 p.m.



COMMISSION ON
NO CHILD LEFT BEHIND
THE ASPEN INSTITUTE
www.nclbcommission.org

Commission Background

The Commission on No Child Left Behind is conducting a high level, independent and bipartisan analysis of the No Child Left Behind Act (NCLB) with the goal of issuing its recommendations to Congress and the Administration for reauthorization in early 2007. The Commission is analyzing the strengths and weaknesses of NCLB to highlight and build upon the successes of the law as well as to recommend necessary changes to the statute, its regulations, or its implementation. The Commission will produce concrete, realistic recommendations on how to improve NCLB and specifically its impact on improving the performance of all students and closing the achievement gap.

The Commission is co-chaired by former Secretary of Health and Human Services Tommy G. Thompson and former Georgia Governor Roy E. Barnes and includes an additional 13 members who are leaders in the areas of education, Civil Rights, business and academia. Housed at the Aspen Institute, the Commission is funded by some of the top education foundations in the Nation, including the Bill & Melinda Gates Foundation, the Ewing Marion Kauffman Foundation, the Joyce Foundation, the John D. and Catherine T. MacArthur Foundation, Carnegie Corporation of New York, and the Spencer Foundation.

Commission Agenda and Events

The Commission has held a series of public hearings and roundtables to gather information and receive public input on NCLB and how it is working for states, districts, schools, classrooms, teachers and parents.

- Hearings – The Commission has conducted four of six scheduled national hearings thus far. The remaining hearing will be in Washington, D.C on September 25th. These hearings have focused on key NCLB topics: teacher quality, assessments, accountability, improving struggling schools and academic standards. Reports on these hearings can be accessed on our website.
- Website – The Commission website is www.nclbcommission.org. The site contains an interactive feature which allows the public to communicate their thoughts on NCLB directly to the Commission. Interested parties are also able to sign up for email updates on the Commission's work.
- Data Collection and Analysis – The Commission is collecting the Adequate Yearly Progress (AYP) results of all states. This data will be used to analyze how each state's AYP system is identifying schools and the policy implications of alternative accountability systems. This data is posted on the Commission's website for use by policy makers, researchers and the general public.
- White Papers – The Commission staff has issued a series of white papers that highlight key NCLB policy issues. Staff will continue to produce these papers, which are also available on the Commission website.

The Commission on No Child Left Behind is funded by the Bill & Melinda Gates Foundation, the Ewing Marion Kauffman Foundation, the Joyce Foundation, the John D. and Catherine T. MacArthur Foundation, Carnegie Corporation of New York, and the Spencer Foundation. This document is published to communicate the results of the Commission's work. The findings, interpretations, and conclusions expressed in the Commission's documents are entirely those of the author(s) and should not be attributed in any manner to the donors.

ACTIVITY

R E P R I N T

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College Readiness Is Improving, But Many Grads Still Lack College-Ready Skills

Average ACT® Score for the High School Class of 2006 Is the Highest Since 1991

National ACT scores rose significantly in 2006. The average ACT composite score for the high school graduating class of 2006 is 21.1, up from 20.9 last year. Scores were higher for both males and females and for students across virtually all racial/ethnic groups.

The average ACT composite score has slowly increased since 2002, rising from 20.8 in both 2002 and 2003 to 20.9 in both 2004 and 2005. With this year's increase—the biggest in 20 years, the average score reached its highest level since 1991.

“The growth in the average ACT composite score is encouraging, particularly given the increase in the number of students taking the test,” said Richard L. Ferguson, ACT’s chief executive officer and chairman. “The results suggest that

student academic achievement and college readiness are on the rise.”

The current score results are based on more than 1.2 million 2006 graduates—a record number—who took the ACT at some point during their high school career. This represents 40 percent of all graduating seniors nationally. Growth in the number of test-takers was particularly strong on the East Coast, where states such as New Jersey, Connecticut, Delaware, Vermont, Florida, and New Hampshire each posted double-digit percentage gains.

About the ACT

The ACT is a curriculum-based achievement test that includes exams in English, mathematics, reading, and science, plus an optional writing test. The 2006 national average scores for the subject tests are: English, 20.6 (up from 20.4 in 2005); Math, 20.8 (up from 20.7); Reading, 21.4 (up from 21.3); and Science, 20.9 (unchanged).

The ACT is scored on a scale of 1 to 36; 36 is the highest possible

Highlights for the Class of 2006

- Average national composite score is 21.1, up from 20.9 in past two years
- First time for ACT Writing Test results taken by 36 percent of ACT-tested grads; average score is 17 on scale of 1 to 12
- College readiness improves in all four subject areas, but majority of test-takers still lacking college-ready skills in math and science
- Record number of ACT-tested grads—more than 1.2 million; biggest gains in East Coast states

score. ACT scores are accepted at virtually all colleges and universities across the nation. The test is administered in all 50 states and is the predominant college entrance exam in 25 states.

USCC 54935

- 42 percent of test-takers met or exceeded the College Readiness Benchmark on the ACT Math Test (a score of 22), indicating they have a high probability of earning a “C” or higher and a 50/50 chance of earning a “B” or higher in college algebra.
- Only 27 percent met or exceeded the benchmark on the ACT Science Test (a score of 24), indicating they are ready to succeed in college biology.
- Just over half (53%) met or exceeded the benchmark on the ACT Reading Test (a score of 21), indicating they are ready to succeed in first-year college social science courses.
- Nearly seven in ten (69%) met or exceeded the benchmark on the ACT English Test (a score of 18), indicating they are ready to succeed in college composition.
- Only two in ten (21%) met or exceeded the College Readiness Benchmark scores on all four ACT exams, unchanged from last year.

“More students are preparing themselves better for college-level coursework,” said Ferguson. “However, we still have a lot of work ahead of us to ensure that all students graduate from high school with the skills they need to succeed at the next level.”

Challenging Coursework is Clearly Important

ACT score results point to the importance of taking a challenging program of courses in high school but suggest that far too few students are doing so. Students who reported taking the recommended core curriculum in high school—four years of English and three



years each of math (algebra and higher), science, and social studies—earned an average ACT composite score of 22.0, while those who took less than core earned an average score more than two points lower—19.7.

Just over half (54%) of all 2006 ACT-tested grads reported taking the core curriculum, while 34 percent reported taking less than the recommended core. (Twelve percent did not provide their course-taking information.) Last year, 56 percent reported taking core or more; 34 percent took less than core. (Ten percent did not provide their course information.)

One reason such a large number of college-hopeful students fail to take the core curriculum is that, in many states, graduation requirements have been less demanding than the recommended core. That may be changing, however, as a number of states either have recently increased or are considering increasing their high school graduation requirements.

“Each state needs to ensure that its high school graduation requirements are strong enough to adequately prepare students for success after high school,” said Ferguson. “Course requirements for graduation need to keep pace with the demands of college and the workforce training programs in high performance organizations.”

Core Coursework Counts

ACT score results continue to show the value of taking advanced coursework in high school. Test-takers who reported taking more than three years of math earned higher average ACT Math Test scores than those who took less than the recommended core of three years of math. In addition, students who took physics earned higher average ACT Science Test scores than those who took less than three years of natural science.

While the number of courses a student takes is important, the specific courses taken—and the rigor

than females on the math and science tests, while females earned higher average scores than males on the English and reading tests.

With the exception of Hispanic students, whose average composite score remained stable, students in all racial/ethnic groups posted gains in their average ACT composite scores this year compared to last. The average score for Asian American students was up by 0.2 point; average scores for African American, American Indian/Alaskan Native, and Caucasian students were each up by 0.1 point. Asian American students again earned the highest average composite score at 22.3, followed by Caucasian students at 22.0, American Indian/Alaskan Native students at 18.8, Hispanic students at 18.6, and African American students at 17.1.

The number of Hispanic students taking the ACT has boomed in recent years, rising by nearly 30 percent since 2002—double the gain made by any other racial/ethnic group. During this period, scores for Hispanic students have risen—from 18.4 in 2002 to 18.6 this year. ♦

2006 National Average ACT Mathematics Test Score Increase by High School Mathematics Course Sequence

Course Sequence	Average ACT Mathematics Score	Average ACT Math Score Increase*
Core 4: Advanced Mathematics, Trigonometry and Calculus	25.4	+ 7.5
Core 3: Advanced Mathematics and Trigonometry	22.2	+ 4.3
Core 2: Advanced Mathematics	20.3	+ 2.4
Algebra I, Algebra II and Geometry (Minimum Core)	17.8	- 0.1
Less than three courses (Less than Core)	17.9	

*Increase over taking less than three mathematics courses

2006 National Average ACT Science Test Score Increase by High School Science Course Sequence

Course Sequence	Average ACT Science Score	Average ACT Science Score Increase*
Biology, Chemistry and Physics	23.2	+ 5.2
Biology and Chemistry	20.6	+ 2.6
Biology Only	18.0	

*Increase over taking biology only

For more information about the college readiness of 2006 high school graduates, visit:

www.act.org/news/data/06/index.html

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Teacher Quality

Panelists will discuss teacher preparation and the need for policy changes that promote the proliferation of high quality teachers.

- Michelle Rhee, CEO and President, The New Teacher Project
- Dr. Lewis C. Solmon, President, National Institute for Excellence in Teaching
- Louise Sundin, Former President, Minneapolis Teachers Federation
- Moderator: Grover J. (Russ) Whitehurst, Director, Institute for Education Sciences, U.S. Department of Education

Regency Ballroom
1:45 p.m. – 3:15 p.m.



Pay teachers for their performance

By Lowell Milken
and Lewis C. Solmon

If California hopes to attract the best and brightest into the teaching profession, motivate them to achieve strong results and keep them in our schools, Gov. Arnold Schwarzenegger's proposal to reward teachers financially for excellent performance is not only a good idea, it is essential. The governor has demonstrated foresight and courage in facing off with those who would prefer to pay teachers for their years of experience and post-bachelor's degree courses, rather than for how well they actually do their jobs.

Research shows that neither teacher experience, nor the courses they take, drive student achievement growth. Yet, our system continues to pay the same to all teachers simply because they have the same education and length of experience — and not because they are effective, hardworking or up to date on instructional practices. American teachers must be seen as professionals expected to produce results. Such "performance pay," properly done, is professional: It rewards teachers for productivity, it is respectful, and it is fair.

An important distinction must be made here. Skeptics have said, "We will accept performance pay only if it is fair." We all agree. But "equal" is not the same as "fair." If two teachers have different abilities, taking on different responsibilities and achieving different results for students, and they get paid the same, this is not particularly fair.

What does seem fair is a program that provides increased compensation for excellent performance. Opponents will say that performance pay has never worked, but that is not true. It works in dozens of schools in 10 states (unfortunately, California is not yet among them) that are part of the Teacher Advancement Program. TAP was established by the Milken Family Foundation in 1999 as a compre-

hensive school reform that includes opportunities for teachers to advance along a career path as they acquire more skills and take on more responsibilities; to have access to focused, ongoing professional development; to work in a collaborative environment; and to be compensated differently based on their skills, knowledge, responsibilities and how their students perform. TAP has demonstrated

Teachers who meet high standards — and get their students to achieve at high levels — should be rewarded.

positive results in terms of student achievement gains, as well as teacher recruitment, retention and satisfaction.

We know that in order for performance pay to work, certain conditions must exist. All teachers must understand both the standards they are being judged by and the scoring used to measure them. Every teacher must be evaluated multiple times, for both classroom skills and student scores, by certified evaluators (master teachers and the principal). Most important, high-quality professional development opportunities must be available so that teachers are prepared to meet these standards.

Research shows that when these elements are in place, teachers feel that it is fair and acceptable to measure their performance by assessing their skills and behaviors in the classroom as well as the gains they produce in student achievement. If a teacher is judged to be properly using accepted, research-based teaching practices, he or she will receive perfor-

mance pay. At the same time, teachers who use their own techniques but still achieve year-to-year improvements in students' academic achievement will receive performance pay as well.

All of this requires a substantial change in how schools operate — and extra work for teachers. But the result is that more than two-thirds of TAP schools have outperformed similar schools not implementing TAP. We have also seen excellent teachers moving from affluent schools not implementing TAP to schools in low socioeconomic areas that are, so that they can become master and mentor teachers and thereby earn additional compensation. And we have seen increased teacher satisfaction and collegiality among TAP teachers. The positive results make the extra effort very worthwhile — and teachers who perform at higher levels get higher pay as well.

Significant research over the years confirms that high-quality teachers are the most important school-related factor in driving student performance. It is only fair that teachers who meet high standards and perform well — and get their students to achieve at high levels — should be rewarded. This incentive system is prevalent in virtually every other profession in our nation. There is simply no reason why teachers, who work in the most important profession of all — the one that prepares people for all other professions — should not be afforded the same opportunities for career advancement, professional growth and increased compensation for their accomplishments.

Lowell Milken is chairman and co-founder of the Milken Family Foundation (www.mff.org) in Santa Monica. Lewis C. Solmon, former dean of the Graduate School of Education at UCLA, is executive vice president for education at the foundation and director of its Teacher Advancement Program.

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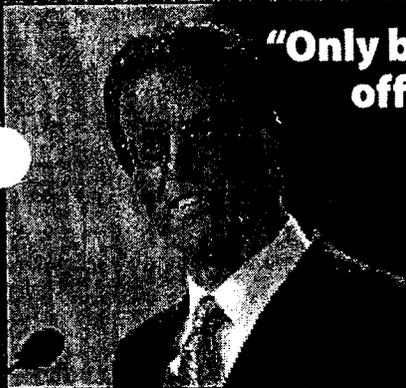
*Teacher excellence
Student achievement
Opportunities for all.*

"In the past, teachers worked mostly in isolation, with little feedback on their performance.

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With TAP, teachers are working together to improve their classroom instruction, and they are getting timely feedback on their performance...a valuable component of teacher accountability. This is making a huge difference in the classroom!"

Karen Bucher, Principal, Gretna, Louisiana



"Only by offering teachers sustained opportunities for career advancement, professional growth, teacher accountability and competitive compensation can we attract large numbers of capable professionals into America's classrooms and then create the environment for them to thrive. The goal of the TAP Foundation is nothing less than to have a highly skilled, highly motivated and competitively compensated teacher in every classroom in the country."

*Lowell Milken, Founder,
Teacher Advancement Program Foundation*



TAP Supports Teachers

We all want the best possible education for our children, and research has shown that the single most important school-based factor for student success is having a talented teacher in the classroom. But unless we act now, we will come far short of having the talented teachers required to ensure that all children receive the high-quality education they need and deserve. This is especially challenging in high-need schools where nearly three-quarters of math classes are taught by teachers who lack a major—or even a minor—in math. Making sure all children are taught by a well-trained and strongly motivated teacher is crucial to closing the achievement gap between low-income and high-income students.

To address this problem, the Teacher Advancement Program Foundation is working with education, business and community leaders to implement a bold new strategy to help schools and districts attract, develop, motivate and retain high-quality teachers. Begun in a few schools in 1999, TAP has expanded to more than 100 campuses impacting over 3,100 teachers and 45,000 students. The Teaching Commission—a national panel of educators, policymakers and business leaders—singled out TAP as "an ambitious effort to improve student performance by attracting and retaining larger numbers of motivated and talented teachers" in its recent report, "Teaching At Risk: A Call to Action."

TAP's goal is to keep talented people in the teaching profession—and draw

more of them there—by making it more attractive and rewarding to be a teacher. Under the TAP system, good teachers can earn higher salaries and advance professionally, just as in other careers. And they can do it without leaving the classroom where they are needed most.

At the same time, TAP helps teachers become the best they can be by giving them opportunities to learn the most effective teaching strategies and holding them accountable for their performance. Student achievement growth can only be built on a foundation of strong teachers. In turn, teachers must be adequately supported to provide educational opportunities and drive success for all students.



Teachers Support TAP

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As TAP grows, so does its support among teachers, administrators and parents. The more educators learn about successful instructional strategies through TAP, the more they see the program as a gateway to success in their careers. TAP provides educators with the instructionally specific strategies and support they do not often receive in their pre-service teacher education courses or through traditional teacher in-service professional development. It addresses the concerns of new educators entering the classroom and provides ongoing support and development for more experienced professionals.

Because of TAP's attractive opportunities and incentives, teachers play an active role in bringing the program to their schools and take the lead in refining and strengthening its core elements.





TAP Supports Student Achievement Growth

By providing steady increases in teacher skills over time, TAP has helped schools and districts increase student achievement. Because teachers work in collegial groups and are evaluated based on school-wide achievement gains in addition to their individual classroom gains, collegiality and teamwork increase in TAP schools.

In addition, TAP provides a professional support system for teachers in "hard-to-staff" schools and enables the faculty to work as a team in addressing the most challenging achievement gaps. Excellent veteran teachers have moved to high-need schools that are implementing TAP in order to become master teachers and earn higher salaries through helping the most needy students achieve at higher levels.



TAP Builds Partnerships

In just five years, TAP has made tremendous strides in working with schools and building partnerships to meet the challenge of ensuring that every student has an excellent, well-compensated teacher.



"Last week 73 teachers [at Rockefeller Magnet and Stephens Elementary in Little Rock, AR] got bonus checks worth up to \$5,000 [each] thanks to the Teacher Advancement Program. When the teachers heard the news and got their checks, they practically did a TAP dance. Imagine a world where an approach like TAP can keep the best teachers teaching and maybe even attract more good people to teaching."

Editorial, "TAP dance: Great news for great teachers"
Arkansas Democrat Gazette, 12/22/04

"In reality, TAP is a process rather than a program. It is not a prefabricated program that has been implemented, but a process that has taken the four elements and developed and refined them into a systematic reform effort for our schools. We need to do things differently in order to improve performance. As parents, don't we want to see our children reach their best potential in school in order to help them in their life's journey? In the end, that is the reality of educating every student for success."

*Commentary by John Brendza, Superintendent,
Eagle County School District*
"Eagle County Schools has a bold mission: Educating Every Student for Success," Vail Daily, Colorado, 5/31/05

"My school is in a rural, poverty-stricken area of the south. Our free/reduced ratio is around 78 percent. We are a Title I school. The positive changes I have seen in my school in just ten months since the implementation of TAP have been phenomenal. Many people ask me to tell them about the program I work with, and my response is always that TAP is not a program—it is a process that provides teachers with the tools to be the most effective educators they can be."

USCC 54946

Renee Kirby, Master Teacher, Hartsville, South Carolina

No Child Left Behind (NCLB)

What is the Commission learning from the NCLB hearings?
What modifications should be made to the NCLB Act and
what will it take to be reauthorized?

- **Victor F. Klatt, III**, Staff Director, House Education and the Workforce Committee
- **Holly Kuzmich**, Deputy Chief of Staff for Policy, U.S. Dept. of Education
- **Alex Nock**, Director, Commission on No Child Left Behind, U.S. Department of Education
- **Roberto Rodriguez**, Senior Education Counsel, Office of Senator Edward M. Kennedy
- Moderator: **Sandy Kress**, Partner, Akin Gump
- Remarks about the NCLB Coalition: **Jacque Johnson**, Executive Director, Education & Workforce Development Policy

Regency Ballroom
3:30 p.m. – 4:45 p.m.

**Highlights of the Final Report of the
Secretary of Education's Commission on the Future of Higher Education
A Test of Leadership—Charting the Future of U.S. Higher Education**

September 19, 2006

Secretary Spellings formed the Commission on the Future of Higher Education to launch a national dialogue on the need to strengthen higher education so that our students and our nation will remain competitive in the 21st century. As a college diploma becomes more critical, higher education must be accessible to all Americans and meet the needs of America's diverse and changing student population.

On September 19, 2005, the 19-Member Commission was charged with examining vital issues central to a quality higher education, **such as accessibility, affordability, accountability and quality.**

Over the past year, the Commission—comprised of public officials, researchers and leaders from the academic and business community—held a series of public meetings and hearings across the country, engaging Americans from all walks of life in a robust national dialogue.

The Commission's **Final Report** determined that while America's colleges and universities have much to be proud of, they are not well-prepared for the challenges of an increasingly diverse student population and a competitive global economy. Our system of higher education has become dangerously complacent despite the fact that, in the Commission's words, "Other countries are passing us by at a time when education is more important to our collective prosperity than ever."

The Commission found that:

- College access, particularly for low-income and minority students, is limited by inadequate academic preparation, a lack of information and persistent financial barriers;
- The current financial aid system is confusing, complex and inefficient, and is therefore frequently unable to direct aid to the students who need it most; and
- There is a shortage of clear, comprehensive, and accessible information about the colleges and universities themselves, including comparative data about cost and performance.

As a result of these findings, the Commission noted that "Too many Americans just aren't getting the education that they need. There are disturbing signs that many students who do earn degrees have not actually mastered the reading, writing and thinking skills we expect of college graduates."

Today, the Commission presented to the Secretary of Education a series of recommendations designed to improve the **accessibility, affordability and accountability** of higher education.

- (1) Student academic preparation should be improved and financial aid made available so that more students are able to **access** and **afford** a quality higher education.
- (2) The entire student financial aid system should be simplified, restructured and provided with incentives to better manage costs and measure performance.
- (3) A "robust culture of **accountability** and transparency" should be cultivated throughout the higher education system, aided by new systems of data measurement and a publicly available information database with comparable college information. There should also be a greater focus on student learning and development of a more outcome-focused accreditation system.
- (4) Colleges and universities should embrace continuous innovation and quality improvement.
- (5) Federal investments should be targeted to areas critical to America's global competitiveness, such as math, science, and foreign languages.
- (6) A strategy for lifelong learning should be developed to increase awareness and understanding of the importance of a college education to every American's future.

Thursday, October 5, 2006

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to the future and to those
who will create it.



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Competitiveness: America's Challenge

90% of the fastest growing jobs require some post-secondary education. What are the trends in the workforce and how will America meet the pending demands?

- **Emily Stover DeRocco**, Assistant Secretary, Employment and Training Administration, U.S. Department of Labor
- **Marcel Legrand**, Senior Vice President, Strategy and Corporate Development, Monster Worldwide
- **Bob Wise**, Former Governor, West Virginia, and President, Alliance for Excellent Education
- Moderator: **Arthur J. Rothkopf**, Senior Vice President and Counselor to the President, U.S. Chamber of Commerce

Regency Ballroom
8:30 a.m. – 9:45 a.m.

Workforce Innovation in Regional Economic Development Selected Regions

Workforce Innovation in Regional Economic Development (WIRED) is a new initiative that focuses on the role of talent development in driving regional economic competitiveness, increased job growth and new opportunities for American workers.

Revolutions in technology and information have ushered in the era we know as globalization. This era is marked by tremendous advances in communications, travel and trade allowing individuals instant access to commerce from almost anywhere in the world. At the same time, American businesses now work not only with companies across the street, but also with companies around the globe. In the new global economy, talent development is a key factor in each business's and our nation's economic competitiveness.

Global competition is typically seen as a national challenge. In reality, the front lines of the battlefield are regional, where companies, workers, researchers, entrepreneurs and governments come together to create competitive advantage. That advantage stems from the ability to transform new ideas and new knowledge into advanced, high-quality products or services - in other words, to innovate. And those regions that are successful demonstrate the ability to network innovation assets - people, institutions, capital and infrastructure - to generate growth and prosperity in the region's economy. These regions are successful precisely because they have connected three key elements: workforce skills and lifelong learning strategies, investment and entrepreneurship strategies, and regional infrastructure and economic development strategies.

The Road to WIRED

The Federal government invests over \$14 billion every year in talent development through the public workforce investment system. The Labor Department is leveraging those resources with industry and education resources to design innovative education and job training programs. The President's High Growth Job Training Initiative is demonstrating how these partnerships can prepare workers for new and increasing job opportunities in high growth, high demand and economically vital sectors of the American economy.

The President's Community-Based Job Training Grants initiative recognizes that many of the job opportunities available in the 21st century economy require post-secondary education and training, and that our community college system will play a key role in developing the skills of American workers. These grants are competitive and are designed to strengthen the capacity of community and technical colleges to train workers in the competencies and skills required by employers. In short, they will improve their ability to develop talent.



Workforce Innovation in Regional Economic Development Selected Regions

Planned Actions for Regions Selected under WIRED

- 1) Strategy Development - Map existing economic landscape and understand region's strengths and weaknesses and identify opportunities and risks.
- 2) Galvanize Regional Networks - Build a leadership team consisting of civic, business, investor, academic, entrepreneur, and philanthropic members. Form consensus on action agenda and gain leadership commitment.
- 3) Implementation Coaching - Selected team of experts to provide guidance.

Additional ETA Actions

- 1) Create a WIRED Academy to share successes and challenges between selected regions and capture that knowledge for other regions.
- 2) Develop performance measures and benchmarks of success to track the short and long-term impact of this initiative.

The following regions have been selected for the Workforce Innovation in Regional Economic Development (WIRED) Initiative:

Coastal Maine - 11 counties including Augusta, Bangor, & Brunswick

Northeast Pennsylvania - 9 counties including Scranton, Wilkes-Barre, Allentown, and Reading

Upstate New York - 9 counties including Rochester and Finger Lakes region

Piedmont Triad North Carolina - 12 counties including Greensboro & Winston-Salem

Mid-Michigan - 13 counties including Lansing, Flint, and Saginaw

Western Michigan - 7 counties including Grand Rapids

Florida's Great Northwest- 16 counties including Tallahassee and Pensacola

Western Alabama & Eastern Mississippi - 17 counties in Ala. including Tuscaloosa and Selma & 19 counties in Miss. including Meridian and Starkville

North Central Indiana - 14 counties including Lafayette

Greater Kansas City - 10 counties in Missouri and 8 counties in Kansas including Topeka

Denver Metro Region - 8 counties including Denver, Boulder, and Ft. Collins

Central & Eastern Montana - 32 counties covering mostly rural areas

California Innovation Corridor - 13 counties including Oakland, Los Angeles, and San Diego





monsterTRAK®

Founded in 1987 as JobTRAK and acquired by Monster®, the leading online global careers property, in 2000, MonsterTRAK is a leading college recruitment solution that successfully connects employers with college students, recent graduates and career centers.

Recognized for the last five years by Student Monitor for offering world-class customer service, MonsterTRAK maintains superior partnerships with more than 3,100 college and university career centers, MBA programs and alumni associations nationwide. With more than 600,000 employers utilizing MonsterTRAK, the site offers both students and alumni access to more companies than any other career management entity — on or off-line.

MonsterTRAK for Students & Young Alumni

MonsterTRAK provides a wide range of entry-level full-time, part-time and internship job postings, along with resources that enable students to develop and execute their own career management strategies. Students can conduct targeted searches of the thousands of opportunities and internships available on the site every day. In addition, those who post a searchable resume also allow employers nationwide to proactively find them.

Features include:

- **Job Search Agents** – Job seekers can create search agents to identify jobs that meet pre-defined criteria. New opportunities are emailed directly to students on a daily, weekly or monthly basis.
- **Interview Management & Prep** – With InterviewTRAK, students can manage on- and off-campus interview dates and times, as well as submit resumes for consideration. Additionally, a virtual interview tool offers simulated Q&A session with instantaneous feedback.
- **Salary Center** – A Salary Wizard enables students to research up-to-date salary ranges based on job category, job title and location, while the Cost-of-Living Wizard compares cost of living and salary data to show the net loss or net gain for possible moves.
- **Major-to-Career Converter** – Based on a student's major, this converter generates a broad list of suitable careers.
- **Career-related Content** – Career advice, ranging from resume writing to salary negotiation, is available in the "Job Search Tips" section of the site. All registered students can also opt to receive a free bi-weekly newsletter featuring career advice from the nation's top employers.
- **MonsterTRAK Career Guide** – This online tutorial offers several lessons created by career centers that not only help students find jobs, but help them to succeed after entering the workforce.

Overview of National Education Initiatives

What are they and how is the business community contributing?

- **Michael Cohen**, President, Achieve, Inc. -- American Diploma Project
- **Cheryl Carrier**, Director, Ford Partnership for Advanced Studies, Ford Motor Company Fund
- **Michael Hudson**, President, National Center for Education Accountability -- Just for the Kids
- Moderator: **Kathy Havens Payne**, Director, Education Leadership, State Farm Insurance

Regency Ballroom
9:45 a.m. – 11:00 a.m.



Achieve Data Profile: United States

April 2006

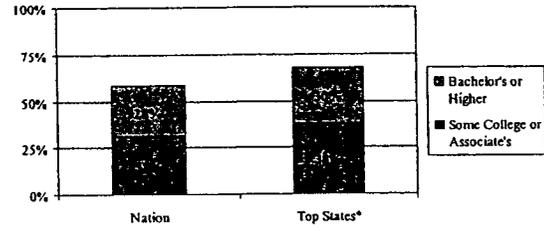
The Big Picture

- To be successful in today's economy, all students will need education and training that go beyond the high school diploma.
- How successful is your state in moving students successfully through the education pipeline?

NOTE: All figures in this presentation are rounded to the nearest percent. Rounding errors may occur when figures are compared. Also please note that all bar graphs that are empty or labeled #N/A are not available due to non-participation or small sample size.

How many young adults earn degrees?

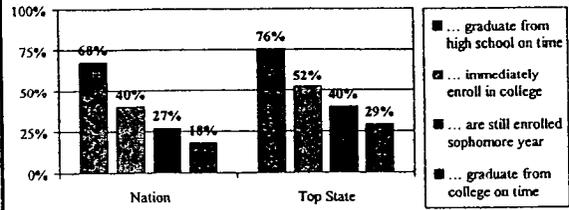
College Attainment, Young Adults (2000)



*Median of top five states based on sum of lower and upper bar.
Source: National Information Center for Higher Education, www.highered.gov. Data are from U.S. Census for 15 to 24 year olds.

How many 9th graders make it to, and through, college?

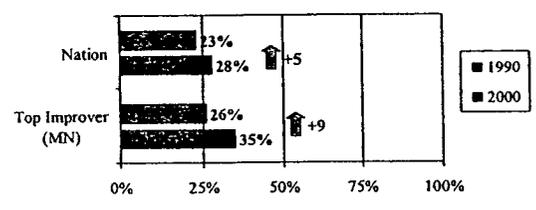
Missed Opportunities (2002): Of every 100 ninth graders, the number who ...



Source: National Center for Public Policy and High Education, Policy Alert, April 2004. Data are estimates of pipeline progress rather than actual counts.

Is educational attainment improving?

Bachelor's Degree or Higher: 1990-2000

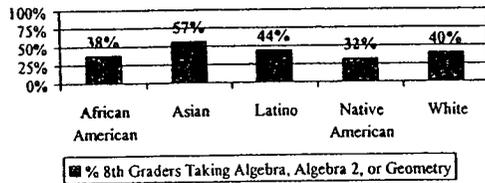


Elementary School - Assessments

- The National Assessment of Educational Progress (NAEP) is a common test taken by a sample of students in every state, making it a reliable yardstick for comparing achievement through elementary school.
- Comparing the percentage of 4th graders scoring at or above Proficient on NAEP with those deemed proficient on state tests reveals a much lower proficiency standard on most state tests.

Are students taking "gateway" courses?

8th Graders Taking Algebra (2005)

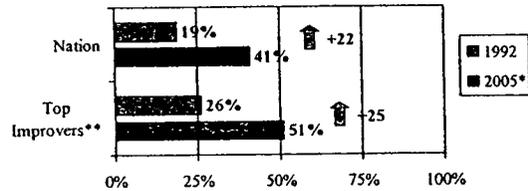


Source: Analysis of data from www.nce.ed.gov/naep/naepdata.html

AMERICAN DIPLOMA PROJECT NETWORK

Are more students taking gateway courses over time?

8th Graders Taking Algebra: 1992-2005



*Includes students taking Algebra, Algebra 2 or Geometry. ** Median of top five improvers.

AMERICAN DIPLOMA PROJECT NETWORK

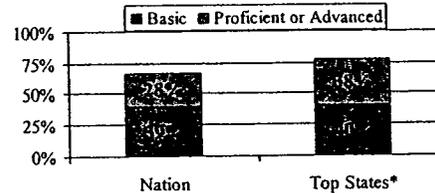
Middle School - Assessments

- The National Assessment of Educational Progress (NAEP) is a common test taken by a sample of students in every state, making it a reliable yardstick for comparing achievement through middle school.
- Comparing the percentage of 8th graders scoring at or above Proficient on NAEP with those deemed proficient on state tests reveals a much lower proficiency standard on most state tests.

AMERICAN DIPLOMA PROJECT NETWORK

Are middle school students achieving "proficiency" in math?

8th Grade Math Achievement (2005)

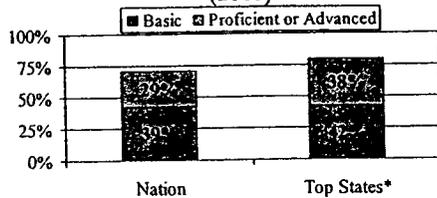


*Median of top five states in percent proficient or advanced. Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nce.ed.gov/naep/naepdata.html

AMERICAN DIPLOMA PROJECT NETWORK

Are middle school students achieving "proficiency" in reading?

8th Grade Reading Achievement (2005)

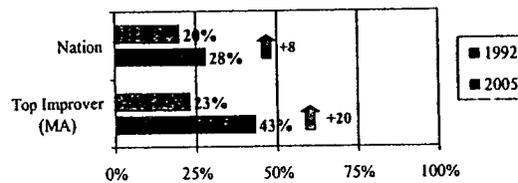


*Median of top five states in percent proficient or advanced. Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nce.ed.gov/naep/naepdata.html

AMERICAN DIPLOMA PROJECT NETWORK

Is math achievement improving?

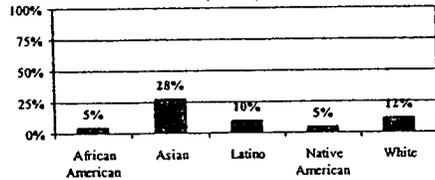
8th Graders Scoring At or Above Proficient in Math: 1992-2005



AMERICAN DIPLOMA PROJECT NETWORK

Are there inequities in AP participation?

11th and 12th Graders Taking AP Exams (2004)

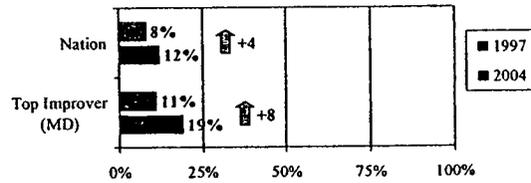


Source: Analysis of data from College Board AP Summary Reports for 2004 and NCES Common Core of Data. Includes public school students only.

AMERICAN DIPLOMA PROJECT NETWORK

Are more students participating in AP over time?

11th and 12th Graders Taking AP Exams: 1997-2004



AMERICAN DIPLOMA PROJECT NETWORK

High School – Graduating on Time

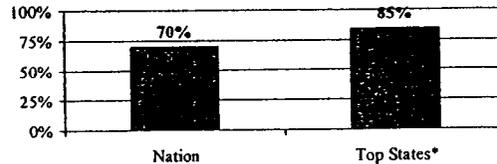
- Nationwide, nearly 30% of high school students don't graduate on time, and the figures are much lower for disadvantaged minority students than for White and Asian students.

Without a high school diploma, students' chances for success in college or the workplace are severely restricted.

AMERICAN DIPLOMA PROJECT NETWORK

How many high school students graduate on time?

Freshmen Graduating On Time with a Regular Diploma (2003)



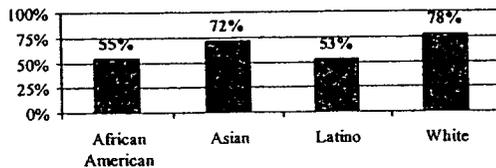
* Median of top five states.

Source: Manhattan Institute, April 2004, Leaving Boys Behind: Public High School Graduation Rates.

AMERICAN DIPLOMA PROJECT NETWORK

Are graduation rates equitable?

Freshmen Graduating On Time with a Regular Diploma (2003)



Source: Manhattan Institute, April 2004, Leaving Boys Behind: Public High School Graduation Rates.

AMERICAN DIPLOMA PROJECT NETWORK

Postsecondary Attainment

- Earning a postsecondary credential has become increasingly important in today's economy, and some states have made significant gains in college going rates.

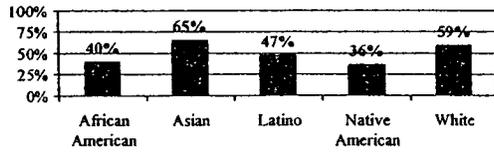
College admission is only the first step. A quarter of college freshmen will not return for their sophomore year.

Only slightly more than half of students in 4-year colleges earn a degree within six years.

AMERICAN DIPLOMA PROJECT NETWORK

Are college graduation rates equitable?

Freshmen at 4-Year Colleges Earning Degree within 6 Years (2004)



Source: Unpublished data provided by National Center for Higher Education Management Systems. Data are from federal IPEDS survey.

AMERICAN DIPLOMA PROJECT NETWORK



Achieve Data Profile: United States

April 2006

National Center for Educational Accountability
national sponsor of Just for the Kids

Using Data to Ensure
Data for the Future

October 5, 2006

Mike Hudson, President
National Center for Educational Accountability
www.just4kids.org

Just for the Kids

and
THE UNIVERSITY OF TEXAS
AT AUSTIN

National Center for Educational Accountability
national sponsor of Just for the Kids

Without data, you're just another person
with an opinion.

Data should be used as a "flashlight,"
not a "hammer."

Data are the first step in the Just for the Kids
District and School Services.

National Center for Educational Accountability
national sponsor of Just for the Kids

DATA QUALITY CAMPAIGN
USING DATA TO IMPROVE STUDENT ACHIEVEMENT
www.DataQualityCampaign.org

Achieve, Inc
Alliance for Excellent Education
Council of Chief State School Officers
Education Commission of the States
National Association of State Boards of Education
National Association of System Heads
National Center for Educational Accountability*
National Center for Higher Education Management Systems
NGA Center for Best Practices
Schools Interoperability Framework Association
Standard & Poor's School Evaluation Services
State Higher Education Executive Officers
Schools Interoperability Framework Association
The Education Trust

*The campaign is managed by the National Center for Educational Accountability and supported by The Bill & Melinda Gates Foundation

National Center for Educational Accountability
national sponsor of Just for the Kids

- Fully develop **high-quality longitudinal data systems** in every state by 2009
- Increase understanding and promote the valuable uses of longitudinal and financial data to **improve student achievement**
- Promote, develop, and use **common data standards** and efficient data transfer and exchange

DATA QUALITY CAMPAIGN
USING DATA TO IMPROVE STUDENT ACHIEVEMENT
www.DataQualityCampaign.org

National Center for Educational Accountability
national sponsor of Just for the Kids

1. A unique statewide student identifier
2. Student-level enrollment, demographic and program participation information
3. The ability to match individual students' test records from year to year to measure academic growth
4. Information on untested students
5. A teacher identifier system with the ability to match teachers to students
6. Student-level transcript information, including information on courses completed and grades earned
7. Student-level college readiness test scores
8. Student-level dropout and graduation data
9. The ability to match student records between the pre-K-12 and higher education systems
10. A state data audit system assessing data quality, accuracy, and reliability

Best Practice Framework
Fundamental Principles of Student Learning Systems

EVIDENCE OF STUDENT LEARNING
High-achieving schools

LEVEL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Elementary
Middle
High

LEVEL 1: Limited, clear, and specific
LEVEL 2: Limited, clear, and specific
LEVEL 3: Limited, clear, and specific
LEVEL 4: Limited, clear, and specific

STATE STANDARDS

A. Organizing Themes
B. School System Levels
C. School System Practices

National Center for Educational Accountability
National Center of Excellence for the 21st Century

- **High-Quality Instruction**
The placement of high-quality instruction across all school levels at the top of the Framework is significant and deliberate.
- **The Big Picture**
The interconnectedness of practices is critical in the NCEA Framework.
- **Flexible Application**
The Framework represents the general principles found in higher performing school systems; the NCEA Framework should not be interpreted as a prescriptive list of programs to adopt or strategies to employ.

inspire *inspiring quality & high performance to produce results for the 21st century*

- **525 Schools over 6 years of Best Practice Studies**
 - 12 states
 - 407 higher performing schools; 118 average-performing schools
 - 359 elementary schools; 93 middle schools; 73 high schools
- **Additional 39 Higher Performing Elementary Schools through Best Practice Institutes**
 - Louisiana, Maryland, Massachusetts, Michigan, Mississippi, New Mexico, Rhode Island, and Virginia
- **14 Districts over 5 years of The Broad Prize for Urban Education**

Aldine	Garden Grove	Miami
Atlanta	Houston	New York
Boston	Jersey City	Norfolk
Bridgeport	Long Beach	San Francisco
Charlotte-Mecklenburg	Jefferson County (Louisville)	National Center for Educational Accountability

National Center for Educational Accountability
National Center of Excellence for the 21st Century

EDUCATION WEEK
Published July 14, 2006

Best Practices: Distilled From Studies of More Than 250 Schools

Richmond Times Dispatch
Check out the elementary school featured in one of the state's best practices for best practices July 21, 2006

ooregister.com
Oregon's best performing schools listed as 'model' high schools

10 schools in state make high-performance listing
ARKANSAS COMMERCIAL TRIESTE

Stellar schools
July 24, 2006

USA TODAY
Real estate vs. real education

THE EMERALD NEWS-GAZETTE
A group of 10 schools in Oregon has been named as 'model' high schools

ED REVIEW
July 28, 2006
SPOTLIGHT: HIGH PERFORMING SCHOOLS

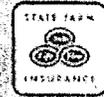
National Center for Educational Accountability
National Center of Excellence for the 21st Century

High School Best Practices

- **National High School Center**
- **High School Best Practice Studies**
- **Texas High School Project**
- **Planned College Readiness Papers**
 - How One District Has Targeted 'College Readiness for All'
 - The ABCs of High School Reform
 - Academic Growth and 'On Track to College Readiness'
 - Towards a System of High School Indicators
 - Is It Harder to Find Consistent High Performance in Middle and High Schools?
- **Math - Science Best Practice Studies**

National Center for Educational Accountability
National Center of Excellence for the 21st Century

State Farm® Learning and Teaching Exchange



State Farm supports efforts to ensure all children have access to an education that allows them to achieve their greatest potential and prepares them to be active participants in a nation and economy that continues as a global leader. Its commitment is demonstrated by strong business-education partnerships focused on improving student achievement, and teacher development.

State Farm began the State Farm Learning and Teaching Exchange (SLATE)** program four years ago to support schools' desire to provide quality staff professional development.

Through SLATE, State Farm associates become state certified substitute teachers and, on Company time, spend a day as a substitute for a teacher involved in a professional development experience. Partnering schools and faculty define the development need and opportunity.

The program has been replicated in other locations in the country and through partnerships with other businesses. It has also been recognized by *Business Week's* online magazine as one of its Top 10 in a list of best practices on ways to improve schools.

Like other leading businesses, State Farm recognizes and respects the challenges facing today's teachers. A dramatic improvement in student achievement will be more difficult if teachers are denied meaningful, ongoing professional development designed to update their skills and develop teaching strategies that meet the needs of all students. Ongoing professional development is something many in business take for granted. Yet, too often continuing professional development for teachers is the first thing cut from tight school budgets.

***Please note: Availability of substitutes varies by location.*

At A Glance:

The Corporate program includes:

- 185 schools, representing 54 school districts in seven counties.
- Close to 900 employees are state certified in the Corporate program.
- To date, 638 classrooms have benefited from having a State Farm employee as a state certified substitute.
- Since its inception, this program has saved local school districts more than \$50,000 in substitute teaching fees.
- Since 2002, 12 states have instituted this program.
- The program continues to expand and now includes State Farm retirees and the greater business community.

Contact

- Joni LaDew
(309) 766-2063
- Tom Laxton
(309) 766-2449

USCC 54970

Friday, October 6, 2006

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www.cvs.com

Closing Plenary

Governor Easley will discuss education reform in the state of North Carolina and the importance of improving schools in the 21st century.

- Governor Michael Easley, North Carolina

Regency Ballroom
11:00 a.m. - 12:00 p.m.

Michael F. Easley
Governor



State of North Carolina
Office of the Governor

For Release: **IMMEDIATE**
Date: September 19, 2006

Contact: Sherri Johnson
Phone: 919/733-5612

GOV. EASLEY ORDERS FINANCIAL PERFORMANCE AUDITS OF HIGH SCHOOLS
Will Ensure Accountability for Resources and Identify Proven Strategies to Improve Education

RALEIGH – Gov. Mike Easley today launched a statewide effort to conduct performance audits in all 115 school districts to ensure accountability and the smart, targeted use of resources in the state’s public high schools. At Easley’s request, the State Board of Education and the N.C. Department of Public Instruction will work with the UNC-Chapel Hill School of Education to examine student achievement data and spending patterns from high schools across the state. The information will be used to contrast the use of resources in low-performing high schools with higher performing schools that educate similar populations of students. Researchers will then conduct site visits in districts with low-performing high schools to identify how they can better use resources to increase student achievement.

“In North Carolina, we know strong accountability measures yield strong student achievement,” Easley said. “These audits will help us learn about spending strategies that work in our high schools and avoid those that do not. We need the best returns on our investments to ensure every high school is preparing students for college and a career in the 21st century.”

To conduct the audit, researchers from UNC-CH and a team of school finance experts will use an existing database that includes student achievement, financial information and other data from every school district. Researchers will examine this data to determine if districts are using their money to improve the low-performing high schools. They will identify spending patterns and uses of resources that are most common among the schools with highest student achievement to determine areas in which changes in the resource allocation in the failing schools could help improve their performance.

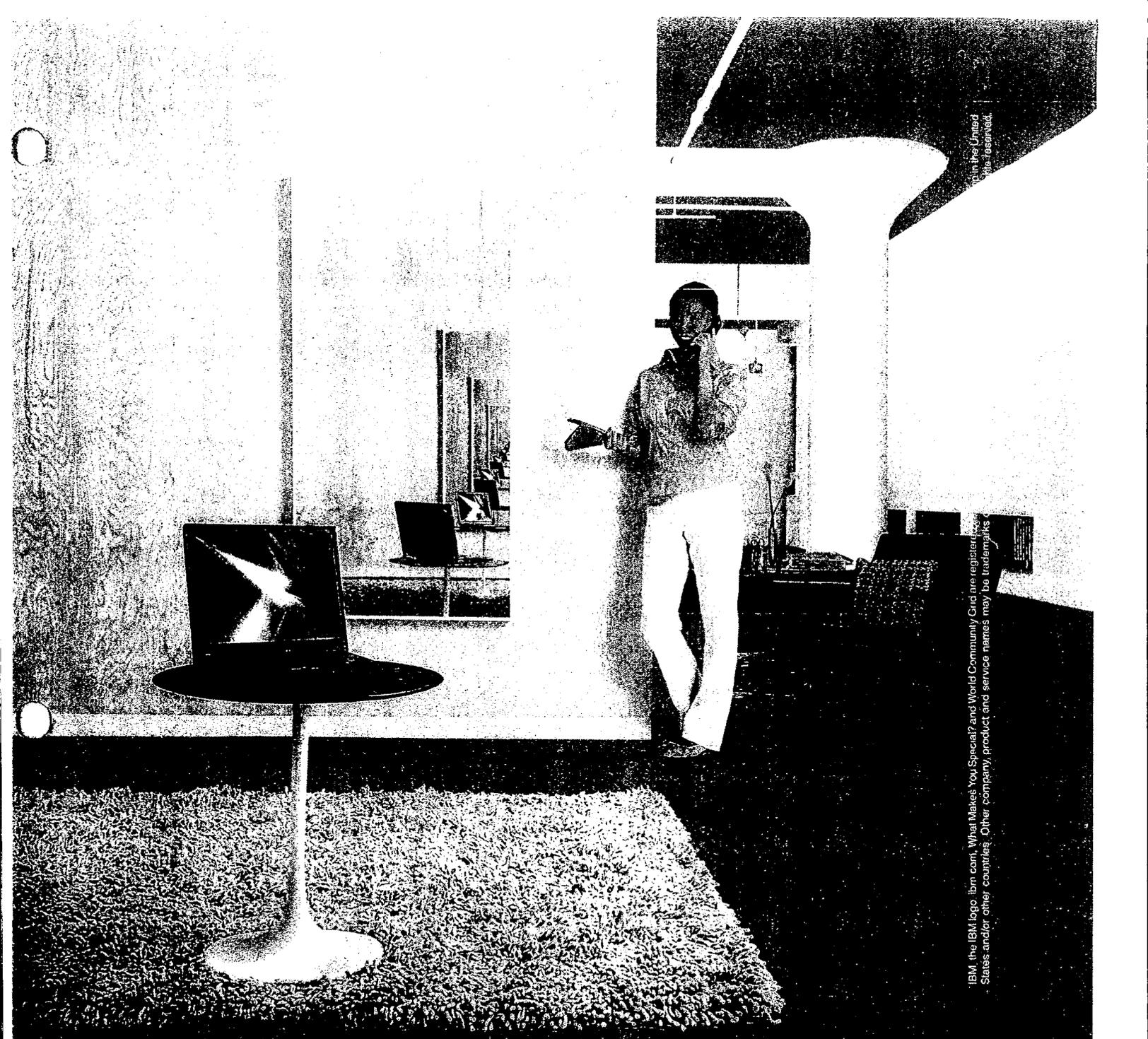
In the second part of the audit, researchers will focus their efforts on the districts with high schools that scored below 60 percent proficiency on end-of-course tests that Gov. Easley will require to be restructured this year. During this phase, members of the audit team will conduct site visits to talk to leaders from each district. They will use the interviews to examine how budget decisions were made and if resources are being used for strategies proven to increase student achievement. Members of the audit team will provide recommendations to districts on how to better use funds to increase student achievement.

“Each school in this state faces different challenges and there is not a simple solution that will fix everything,” Easley said. “We want to help schools that are struggling learn from those that are doing well so every district is using its money in the best ways possible.”

-More-

Governor's Press Office
State Capitol, Raleigh, NC 27603-8001
(919) 733-5612 - Toll Free 1-800-662-7005
FAX (919) 733-5166

USCC 54974



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* this computer is a humanitarian.

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Donate your computer's downtime. And help change the world. Join today at worldcommunitygrid.org

what makes you special?



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If two heads are better than one,
imagine the benefit of 1,000.

Union Pacific promotes the high schools in 21 states we serve by championing the individuals who keep those schools on track—the principals. Our Principals' Partnership brings more than 1,000 public high school leaders together to share the challenges they face and to pool their best strategies for making their schools stronger. We provide the infrastructure—the Web site, the latest educational research and the expert support—and the principals themselves lead the way.



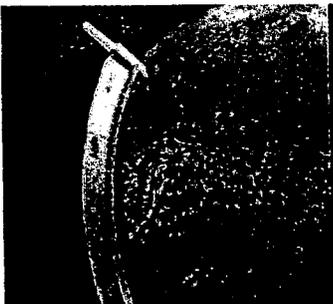
A PROGRAM OF
UNION PACIFIC
FOUNDATION

www.principalspartnership.com

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BUILDING AMERICA®





U.S. Chamber's Education and Workforce Summit

October 4-6, 2006
Dallas, TX

List of Attendees

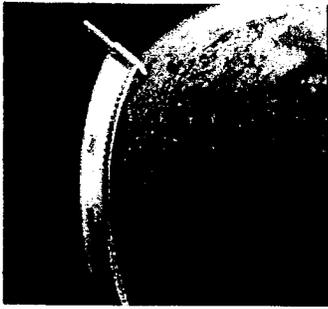
Last Name	First Name	Organization
Adamczyk	Chris	GlaxoSmithKline
Aguirre	Diana	Big Brothers Big Sisters of North Texas
Aguirre	Martin	WorkSource of the South Plains
Ahrens	Lucretia	CenterPoint Energy
Alston	Garth	Philip Morris USA
Amering	Sarah	Wegmans Food Markets
Anderson	David	Greater Cleveland Partnership
Andrews	Kay	Chattanooga Area Chamber of Commerce
Andrews	Mary Linda	GlaxoSmithKline
Anthony	John	Learning for Life
Appel	Sheila	IBM Corporation
Applegate	Thomas	Association for Career and Technical Education
Asay	Sheryl	Aledo High School
Ates	Clarence	Northwest Arkansas Community College
Ballard	Debby	Sprint
Baron	Jon	Coalition for Evidence Based Policy
Barrett	Diane	USA TODAY
Barrington	Linda	The Conference Board
Beasley	Cary	Joplin Area Chamber of Commerce
Beck	Darren	Sprint
Belcher	Dan	
Benson	Perry	Oracle
Bienvenu	Beth	US Department of Labor, Office of Disability Employment Policy (ODEP)
Bonesteel	Susan	National Center for Educational Accountability
Boyd	Sandra	Achieve, Inc.
Boyer	Wendy	Greater Omaha Chamber of Commerce
Brady	Patricia	Ramsey County Workforce Solutions
Bray	Janet	Association for Career and Technical Education
Breedlove	Carolyn	National Education Association
Brennan-Gac	Patricia	American Board for Certification of Teacher Excellence
Brinn	Michele	Greater Greenville Chamber of Commerce
Brooks	Jennifer	GlaxoSmithKline
Brown	Cynthia	Center for American Progress
Bryan	Elizabeth	Akin Gump Strauss Hauer & Feld, LLP
Bueler	Kate	American Board for Certification of Teacher Excellence
Burch	Joyce	Greater Oklahoma City Chamber
Burch	Susie	Kalispell Area Chamber of Commerce
Burns	George	Kalispell Area Chamber of Commerce
Butler	Dianne	Lockheed Martin Corporation

Edwards	Mike	Knoxville Chamber of Commerce
Egan	Teresa	Educational Testing Service
Egreczky	Dana	New Jersey State Chamber of Commerce
Elzey	Karen	U.S. Chamber of Commerce
Engeln	Jay	National Association of Secondary School Principals
Feinberg	Mike	KIPP
Ferguson	Dick	ACT
Fitzgerald	Brian	The Business-Higher Education Forum
Fixman	Carol	Philadelphia Education Fund
Fleischman	Steve	American Institutes for Research
Floyd-Nelson	Rachel	Job Corps
Foote-Hudson	Marilyn	North Carolina GlaxoSmithKline Foundation
Forte-Brown	Minnie	Durham Public Schools
Forti	Valerie	The Education Partnership
Fotiades	Rhonda	Victoria Chamber of Commerce
Frain	Justine	GlaxoSmithKline
Franklin	Janella	Communities In Schools
Funk	Donna	HSBC - North America
Funk	Richard	Texas Workforce Investment Council
Gandal	Matthew	Achieve, Inc.
Gantt	Annette	Hillside Work-Scholarship Connection
Gathercole	Carolyn	U.S. Chamber of Commerce
Gerhardt	Andee	Ernst and Young
Gerlach	Jeanne	University of Texas, Arlington
Gilmore	Lynn	Northrop Grumman
Gleason	Jim	Ford Motor Company Fund
Gonzalez	Yvonne	Workforce Solutions
Gonzalez Reynolds	Lizzette	U. S. Department of Education
Gray	Young	Prattville Area Chamber of Commerce
Graybill-Pennington	Amanda	U.S. Chamber of Commerce
Grayson	Charles Jackson	APQC
Griffin	Alexandra	ASTD -- American Society for Training and Development
Gutierrez	Jesse	Standard and Poor's
Habit	Tony	NC New Schools Project
Hahn	Alexander	Sprint Nextel
Haight	Barbara	Booz Allen Hamilton
Handel	Greg	Detroit Regional Chamber
Harrill	Linda	Communities in Schools of North Carolina
Harris	Alexander	National Governors Association
Harris	Carl	Durham Public Schools
Harris	Greg	Knowledgeworks Foundation
Harris	Susan	Tulsa Metro Chamber
Harvey	Cheryl	Eastman Chemical Company
Hawkins	Joy	Metro Atlanta Chamber of Commerce
Healy	Cathy	U.S. Chamber of Commerce
Heath	Carrie	Council of Chief State School Officers
Henderson	Joni	National Board for Professional Teaching Standards
Herweg	Darlynn	Union Pacific
Hess	Frederick	American Enterprise Institute
Hewett	John	National Endowment for the Arts

Logan	Lydia	U.S. Chamber of Commerce
Longo	Gene	Cisco Systems, Inc.
Lorey	Cyndra	St. Joseph Area Chamber of Commerce
Luzzo	Darrell	JA Worldwide
Lynch	Jerry	The Principals' Partnership
Lyons	Debra	Governor's Office of Workforce Development
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U.S. Chamber's Education and Workforce Summit

October 4-6, 2006
Dallas, TX

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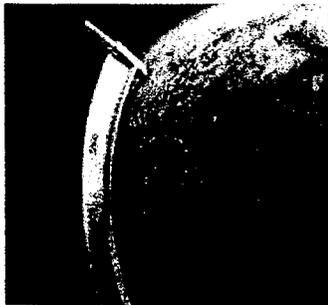
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U.S. Chamber's Education and Workforce Summit

October 4-6, 2006
Dallas, TX

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Intern Fall 2006

Education and Workforce Summit
Conference Report Card

Thank you for attending the U.S. Chamber of Commerce 2006 Education and Workforce Summit. To help us gain a better understanding of your needs and interests, and to help us facilitate the success of future ICW events, please complete this questionnaire. **Please return your completed survey to the conference registration table or fax it to 202-887-3424.**

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

	Excellent	Good	Fair	Poor	N/A
Program and agenda quality	<input type="checkbox"/>				
Speaker quality	<input type="checkbox"/>				
Opportunity for networking	<input type="checkbox"/>				
Quality of conference briefing book	<input type="checkbox"/>				

Overall Event Grade (A-F scale): _____

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?)

3. In addition to ICW's regular meetings and correspondence, what is your recommended follow up to this conference? *(Check all that apply).*

- Follow-up reports and/or other informational materials
- Follow-up working meeting with ICW members and partners
- Regional information-sharing events
- Other: _____

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

- Mail
- Fax
- Other: _____
- E-Mail
- Tele-conference

5. Additional Comments:

Name (optional): _____ E-mail (optional): _____



U.S. CHAMBER'S EDUCATION AND WORKFORCE SUMMIT

PROGRAMS AND POLICIES THAT
KEEP AMERICA COMPETITIVE

OCTOBER 4-6, 2006 • FAIRMONT HOTEL • DALLAS, TX



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LEADERS AND LAGGARDS:

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LEADERS AND LAGGARDS:

A State-by-State Report Card on Educational Effectiveness

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USCC 55002

Overview

The United States in the 21st century faces unprecedented economic and social challenges, ranging from the forces of global competition to the impending retirement of 77 million baby boomers. Succeeding in this new era will require our children to be prepared for the intellectual demands of the modern workplace and a far more complex society. Yet the evidence indicates that our country is not ready. Despite decades of reform efforts and many trillions of dollars in public investment, U.S. schools are not equipping our children with the skills and knowledge they—and the nation—so badly need.

It has been nearly a quarter century since the seminal report *A Nation at Risk* was issued in 1983. Since that time, a knowledge-based economy has emerged, the Internet has reshaped commerce and communication, exemplars of creative commerce like Microsoft, eBay, and Southwest Airlines have revolutionized the way we live, and the global economy has undergone wrenching change. Throughout that period, education spending has steadily increased and rafts of well-intentioned school reforms have come and gone. But student achievement has remained stagnant, and our K-12 schools have stayed remarkably unchanged—preserving, as if in amber, the routines, culture, and operations of an obsolete 1930s manufacturing plant.

The measures of our educational shortcomings are stark indeed; most 4th and 8th graders are not proficient in either reading or mathematics.

The measures of our educational shortcomings are stark indeed; most 4th and 8th graders are not proficient in either reading or mathematics. Only about two-thirds of all 9th graders graduate from high school within four years. And those students who do receive diplomas are too often unprepared for college or the modern workplace.

Despite such grim data, for too long the business community has been willing to leave education to the politicians and the educators—standing aside and contenting itself with offers of money, support, and goodwill. But each passing year makes it clear that more, much more, is needed. America's dynamic, immensely productive private sector is the envy of the world. Are there ways in which business expertise, dynamism, accountability, and problem solving could

improve our schools? What would a business plan for reform include?

With these questions in mind, last year the U.S. Chamber of Commerce launched an effort to dig deeper into the nation's educational effectiveness. We began with the premise that national statistics, while important for sketching the challenges ahead, mask tremendous variations in educational outcomes and delivery from state to state. It is the states, after all, that are ultimately responsible—both constitutionally and practically—for the quality of schooling. We decided on the following goal: to grade all 50 states and Washington, DC, on their K-12 school systems in order to identify both leaders and laggards in the tough business of school performance.

We decided on the following goal: to grade all 50 states and Washington, DC, on their K-12 school systems in order to identify both leaders and laggards in the tough business of school performance.

Recognizing the complexity of this task, the Chamber assembled a team of national experts to aggregate and analyze existing state-by-state data and to use that data to construct innovative measures, including evaluating the relationship between spending and student achievement. Our principal partners were the Center for American Progress, a research and educational institute led by former White House Chief of Staff John Podesta; and Frederick M. Hess, Director of Education Policy Studies at the American Enterprise Institute for Public Policy Research. The Chamber and its partners did not set out to conduct new research; we organized and analyzed existing evidence to inform and promote reform efforts across the nation.

We also shared our data and methodology with an outside panel of academic experts: Dan Goldhaber, Research Associate Professor of Public Affairs at the University of Washington; Richard Ingersoll, Professor of Education and Sociology at the University of Pennsylvania; and Susanna Loeb, Associate Professor of Education and Business at Stanford University. The panel reviewed and provided helpful feedback on our methodology. However, the Chamber takes sole responsibility for the final determination of methodology and therefore the resulting state grades.

Major Findings

The conclusion of this report card is unambiguous; the states need to do a far better job of monitoring and delivering quality schooling.

For starters, state education systems suffer from a severe information gap. The lack of reliable and available data on state performance is alarming and creates serious challenges in evaluating results on a state-by-state basis. The data must be compiled and monitored if we are to succeed in improving student performance nationwide. No responsible publicly or privately held firm could operate successfully with such a lack of data.

The conclusion of this report card is unambiguous; the states need to do a far better job of monitoring and delivering quality schooling.

As for educational quality, the states' current performance is unacceptable. While a number of states are engaged in promising efforts to build more innovative and accountable K-12 systems, there would have been far more Cs, Ds, and Fs had we not graded on a curve. The academic performance of every state needs to improve. This is true for all demographic groups, but especially for poor and minority students, who have too often been ill-served by today's schools.

Although there are state success stories that others can and should emulate, our major findings include much that should concern policymakers, business leaders, and our fellow citizens.

Return on investment varies greatly across states. States like Utah and North Carolina appear to spend their education dollars far more efficiently than many of their peers, posting twice the rate of return on their education investments. Other states show disappointing academic results given their spending levels, even after accounting for student poverty, cost of living, and the number of pupils with special needs.

Certain states with a large percentage of low-income and minority students score far better than others on achievement tests. Those seeking to improve their own students' academic results should look to high-achieving states with large percentages of traditionally low-scoring demographic groups, such as Florida, Kansas, Texas, and Virginia, to figure out how to succeed with low-income and minority

students. Although some states like Wyoming may seem relatively homogeneous they do, in fact, have significant populations of low-income students and some minority students. Because they are serving those students relatively well, they earned As in this category.

States could do much more to ensure a 21st century teaching workforce. Almost all the states have basic skills tests and subject knowledge exams in place for new teachers. However, there are no clear data on what states are doing to evaluate teacher performance, reward good teachers, make it easier for talented candidates to compete for jobs, or remove ineffective educators.

Truth in advertising is inconsistent. Many states systematically paint a much rosier picture of how their schools are doing than is actually the case. This makes it tough for parents, voters, or business leaders to hold public officials and educators accountable. Alabama, for instance, reported in 2005 that 83% of its 4th graders were proficient in reading on its state test—seemingly making it one of the nation's highest-performing states. But according to the National Assessment of Educational Progress (NAEP), only 22% of Alabama's 4th graders scored at or above the proficient level on reading, making it one of the nation's poorest performing states.

State standards are too often inadequate. Many states have done a mediocre job of establishing rigorous standards in key subject areas. Without clearer, rigorous guidelines about what students need to know, states will have a hard time measuring achievement and holding students and schools accountable for performance.

Forward-looking states are fostering innovation. While progress is uneven, states such as Arizona and Colorado have moved aggressively to promote comprehensive charter school legislation and enable virtual schooling, thus helping establish the infrastructure for 21st century educational reinvention.

High school graduation rates and college preparation levels are much higher in some states than others. Some states are successfully preparing students for college and the workforce, while others are falling short. Those that are not making the grade should

State Report Cards

We graded each state in the following nine broad categories, using dozens of indicators that are described in further detail beginning on page 64:

Academic Achievement—based on all students' performance on the National Assessment of Educational Progress (NAEP).

Are students learning? Students' achievement is job one in any evaluation of academic success. Known as "the nation's report card," the NAEP is the only source of comparable student performance data at the state level. It is overseen by the federal government and is administered to 4th and 8th graders in every state on a regular basis.

Academic Achievement of Low-Income and Minority Students—based on each state's disadvantaged student performance on the NAEP.

Are low-income, African-American, and Hispanic students learning? Improving the success of these groups is at the heart of today's reform efforts.

Return on Investment—comparing students' scores on the NAEP with a state's education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living).

Are taxpayers getting what they pay for? After inflation, education spending in the United States has tripled in the past four decades. Yet there is little evidence that student achievement has improved as a result. In fact, there has been a disconcerting lack of attention to efficiency or to ensuring that educational dollars are delivering real value. Educators and policymakers, focused for too long on inputs rather than outputs, have tolerated programs and reforms that have not yielded the returns we need.

Truth in Advertising About Student Proficiency—looking at how credible states are when they report the percentage of students reaching proficiency in the core subjects of math and reading.

When states report how well their schools are doing, how much confidence can parents and voters have in the results? The proficiency scores on many state exams differ widely from the scores reported on the NAEP exam.

Rigor of Standards—evaluating each state's curriculum and exit standards.

Do states set rigorous standards for students in the key subjects of English, math, and science? In business, measuring results is fairly straightforward; a firm that produces a good product or service knows it is doing well if it earns a solid profit. In education, however, for decades states did not detail what students were expected to know and be able to do. Changing this culture requires that states establish rigorous standards, which serve as the bedrock of an education system. They define what students should know and be able to do. Everything else—teaching, testing, and accountability—should build on these standards.

Postsecondary and Workforce Readiness—using Advanced Placement (AP) test scores, graduation rates, and other data.

Are students ready for college or the workplace? To succeed in the 21st century, high school graduates need much more than the three Rs. Students ready for a global, information-based economy must have problem-solving skills, high-level math and science knowledge, and a capacity for communicating complex ideas.

21st Century Teaching Force—using data on whether states are ensuring minimum standards for teachers, providing nontraditional alternatives to entering the teaching profession, and requiring subject knowledge tests.

Are states taking steps to produce a high-quality teaching workforce? Teacher salaries and benefits consume the majority of educational dollars, and of all school-related factors, teacher quality clearly has the biggest impact on student achievement.¹ In a world where professional opportunities abound and knowledge workers routinely switch jobs, it is critical that states make special efforts to reach out to new pools of teacher talent and ensure that all teachers have essential skills and knowledge.

Flexibility in Management and Policy—grading states on whether schools have the freedom and flexibility to meet standards.

USCC 55007

Alabama

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	F
Return on Investment	F
Truth in Advertising About Student Proficiency	D
Rigor of Standards	B
Postsecondary and Workforce Readiness	F
21st Century Teaching Force	B
Flexibility in Management and Policy	C
Data Quality	B

Academic Achievement

Student performance in Alabama is very poor—the state ranks among the lowest in the nation. Fourth graders stand 14 percentage points below the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Alabama posts failing marks in this category. Only 7% of African-American 4th graders score at or above the proficient level on the NAEP math exam. The national average for African-American 4th graders is 13%. Because NAEP sampling requirements for Hispanic students were not met, Alabama's grade in this category is based solely on low-income and African-American student achievement.

Return on Investment

Student achievement in Alabama is very low relative to state spending on education (after controlling for student poverty, the percentage of students with special needs, and cost of living). As a result, Alabama earns a failing grade for its return on investment.

Truth in Advertising About Student Proficiency

Alabama gets low marks on the credibility of its student proficiency scores. While the state identified significant percentages of its students as proficient in reading and math on 2005 state exams, much smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Alabama receives a solid grade for the rigor of its standards. The state has established a rigorous exit exam that students must pass to graduate, and its English curriculum standards earn high marks.

Postsecondary and Workforce Readiness

Alabama earns a very poor grade in this category. Only 61% of its 9th grade students receive a diploma within four years. The state's 11th and 12th graders also perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Alabama earns solid marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and has opened up alternative routes into the profession.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. The state does not have a charter school law, and 77% of principals report a major degree of influence over new teacher hiring. The national average is 88%.

Data Quality

Alabama gets above average marks for its efforts to collect and report high-quality education data. Unlike most states, Alabama collects college readiness test scores and has the ability to match student records between pre-K-12 and higher education systems.

USCC 55009

Arizona

Academic Achievement	D
Academic Achievement of Low-Income and Minority Students	D
Return on Investment	C
Truth in Advertising About Student Proficiency	D
Rigor of Standards	B
Postsecondary and Workforce Readiness	F
21st Century Teaching Force	D
Flexibility in Management and Policy	A
Data Quality	C

Academic Achievement

Student performance in Arizona is lower than average. Fourth graders stand 7 percentage points below the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Arizona posts low marks in this category. Only 14% of the state's Hispanic 4th grade students score at or above the proficient level on the NAEP math exam. The national average for Hispanic 4th graders is 19%.

Return on Investment

Student achievement in Arizona is middling relative to state spending on education (after controlling for student poverty, the percentage of students with special needs, and cost of living). This mediocre return on investment earns the state a C in our ranking.

Truth in Advertising About Student Proficiency

Arizona gets below average marks on the credibility of its student proficiency scores. While the state identified significant percentages of its students as proficient in reading and math on 2005 state assessments, much smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Arizona receives an above average grade for the rigor of its standards. Its English and science curriculum standards earn solid marks, and the state has established a rigorous exit exam that students must pass to graduate.

Postsecondary and Workforce Readiness

Arizona earns a very low grade in this category. Only 31% of 9th graders who finish high school in four years go on to college. The state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Arizona earns low marks for its teacher workforce policies. The state does not test incoming teachers on their basic skills and has not opened up alternative routes into the profession.

Flexibility in Management and Policy

The state receives an excellent score on how much freedom and flexibility it gives its schools and principals. Arizona's charter school laws receive high marks, and 94% of principals report having a major degree of influence over new teacher hiring. The national average is 88%.

Data Quality

Arizona gets middling marks for its efforts to collect and report high-quality education data. While the state has the ability to match individual students' test records from year to year to measure academic growth, it does not have a teacher-identifier system that would allow it to match teachers to students to gauge teacher effectiveness.

USCC 55011

California

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	F
Return on Investment	D
Truth in Advertising About Student Proficiency	B
Rigor of Standards	A
Postsecondary and Workforce Readiness	B
21st Century Teaching Force	A
Flexibility in Management and Policy	B
Data Quality	D

Academic Achievement

Student performance in California is very poor—the state ranks among the lowest in the nation on academic achievement. The state’s 4th graders stand 9 percentage points below the national average in the percentage at or above the proficient level on the NAEP reading exam.

Academic Achievement of Low-Income and Minority Students

California posts failing marks in this category. Only 10% of Hispanic 4th graders score at or above the proficient level on the NAEP reading exam. The national average for Hispanic 4th graders is 15%.

Return on Investment

California’s student achievement is low relative to state spending on education (after controlling for student poverty, the percentage of students with special needs, and cost of living). The state’s poor return on investment earns it a D in our ranking.

Truth in Advertising About Student Proficiency

California gets solid marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

California receives an excellent grade for the rigor of its standards. The state’s English, math, and science curriculum standards all receive high marks, and it has enacted a rigorous exit exam that students must pass to graduate.

Postsecondary and Workforce Readiness

California earns a solid grade in this category. Seventy-one percent of its 9th grade students receive a diploma within four years, and the state’s 11th and 12th graders perform very well on core Advanced Placement exams.

21st Century Teaching Force

California earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

California receives an above average grade on how much freedom and flexibility it gives its schools and principals. The state’s charter school laws earn high marks, and 77% of principals report a major degree of influence over how their school budgets are spent.

Data Quality

California gets low marks for its efforts to collect and report high-quality education data. The state does not have the ability to match individual students’ test records from year to year to measure academic growth and it does not collect graduation and dropout data.

USCC 55013

Connecticut

Academic Achievement	A
Academic Achievement of Low-Income and Minority Students	D
Return on Investment	B
Truth in Advertising About Student Proficiency	C
Rigor of Standards	D
Postsecondary and Workforce Readiness	A
21st Century Teaching Force	A
Flexibility in Management and Policy	C
Data Quality	B

Academic Achievement

Student performance in Connecticut is very strong—the state ranks among the highest in the nation. Fourth graders stand 8 percentage points higher than the national average in the percentage at or above the proficient level on the NAEP reading exam.

Academic Achievement of Low-Income and Minority Students

Connecticut posts low scores in this category. Only 15% of Hispanic 4th grade students score at or above the proficient level on the NAEP math exam. The national average for Hispanic 4th graders is 19%.

Return on Investment

Student achievement in Connecticut is solid relative to state spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This positive return on investment earns the state a B in our ranking.

Truth in Advertising About Student Proficiency

Connecticut gets mediocre marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state exams and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Connecticut receives a below average grade for the rigor of its standards. The state's English and math curriculum standards receive very poor marks. Connecticut also has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

Connecticut earns a high grade in this category. Seventy-nine percent of its 9th grade students receive a diploma within four years. The state's 11th and 12th graders perform very well on core Advanced Placement exams.

21st Century Teaching Force

Connecticut earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a middling score on how much freedom and flexibility it gives its schools and principals. While 91% of principals report a major degree of influence over new teacher hiring, the state has not established a virtual school.

Data Quality

Connecticut gets solid marks for its efforts to collect and report high-quality education data. Unlike most other states, Connecticut collects student-level college readiness test scores.

USCC 55015

District of Columbia

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	F
Return on Investment	F
Truth in Advertising About Student Proficiency	C
Rigor of Standards	D
Postsecondary and Workforce Readiness	No grade
21st Century Teaching Force	A
Flexibility in Management and Policy	C
Data Quality	D

Academic Achievement

Student performance in the nation's capital is very weak. The district stands 25 percentage points below the national average in the percentage of fourth graders at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

The district posts failing marks in this category. Only 5% of low-income 4th grade students score at or above the proficient level on the NAEP math exam. The national average for low-income 4th graders is 19%.

Return on Investment

Student achievement in the district is very low relative to the capital city's education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This dismal return on investment earns the district a failing grade in our ranking.

Truth in Advertising About Student Proficiency

The district gets mediocre marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 district assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

The district receives a below average grade for the rigor of its standards. The district's math curriculum standards receive low marks. The district also has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

There was insufficient data in this category to give the district a grade.

21st Century Teaching Force

The nation's capital earns high marks for its teacher workforce policies. The district tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The district receives a middling grade on how much freedom and flexibility it gives its schools and principals. While the district's charter school laws earn high marks, only 65% of principals report a major degree of influence over new teacher hiring.

Data Quality

The district gets low marks for its efforts to collect and report high-quality education data. It does not collect information on untested students, and it does not have a teacher-identifier system that would match teachers to students to gauge teacher effectiveness. Because the district did not participate in the 2006 Data Quality Campaign survey, we used data from the 2005 report.

USCC 55017

Georgia

Academic Achievement	D
Academic Achievement of Low-Income and Minority Students	D
Return on Investment	C
Truth in Advertising About Student Proficiency	D
Rigor of Standards	B
Postsecondary and Workforce Readiness	D
21st Century Teaching Force	A
Flexibility in Management and Policy	B
Data Quality	A

Academic Achievement

Student performance in Georgia is lower than average. The state stands 5 percentage points below the national average in the percentage of 4th and 8th graders at or above the proficient level on NAEP math exams.

Academic Achievement of Low-Income and Minority Students

Georgia posts low scores in this category. Only 9% of low-income 8th grade students score at or above the proficient level on the NAEP math exam. The national average for low-income 8th graders is 13%.

Return on Investment

Student achievement in Georgia is middling relative to state spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This modest return on investment earns the state a C in our ranking.

Truth in Advertising About Student Proficiency

Georgia gets low marks on the credibility of its student proficiency scores. While the state identified significant percentages of its students as proficient on 2005 state reading and math exams, much smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Georgia receives a solid grade for the rigor of its standards. The state's English, math, and science curriculum standards all receive above average marks, and it has enacted a rigorous exit exam that students must pass to graduate.

Postsecondary and Workforce Readiness

Georgia earns a below average grade in this category. Only 56% of its 9th grade students receive a diploma within four years compared with the national average of 70%.

21st Century Teaching Force

Georgia earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a solid score on how much freedom and flexibility it gives its schools and principals. The state has established a virtual school, and 94% of principals report a major degree of influence over new teacher hiring.

Data Quality

Georgia gets excellent marks for its efforts to collect and report high-quality education data. Unlike most other states, Georgia collects student-level college readiness test scores and transcript information, and it has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55019

Idaho

Academic Achievement	C
Academic Achievement of Low-Income and Minority Students	A
Return on Investment	A
Truth in Advertising About Student Proficiency	D
Rigor of Standards	C
Postsecondary and Workforce Readiness	C
21st Century Teaching Force	C
Flexibility in Management and Policy	B
Data Quality	F

Academic Achievement

Student performance in Idaho is middling. The state stands just above the national average in the percentage of 4th and 8th graders scoring at or above the proficient level on NAEP reading and math exams.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, Idaho posts high marks in this category. Twenty-eight percent of low-income 4th graders score at or above the proficient level on the NAEP math exam. The national average for low-income 4th graders is 19%. Because NAEP sampling requirements for African-American students were not met, Idaho's grade is based solely on low-income and Hispanic student achievement.

Return on Investment

Student achievement in Idaho is high relative to state spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This excellent return on investment earns the state an A in our ranking.

Truth in Advertising About Student Proficiency

Idaho gets low marks on the credibility of its student proficiency scores. While the state identified significant percentages of its students as proficient on 2005 state reading and math exams, much smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Idaho receives an average grade for the rigor of its standards. While Idaho has enacted a rigorous exit exam that students must pass to graduate, its science curriculum standards receive very low marks.

Postsecondary and Workforce Readiness

Idaho earns a mediocre grade in this category. While 78% of the state's 9th grade students receive a diploma within four years, the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Idaho earns middling marks for its teacher workforce policies. While the state tests high school teachers on their subject matter knowledge, it does not require incoming teachers to pass a basic skills exam.

Flexibility in Management and Policy

The state receives a solid grade on how much freedom and flexibility it gives its schools and principals. The state has established a virtual school, and 96% of principals report a major degree of influence over new teacher hiring.

Data Quality

Idaho gets very low marks for its efforts to collect and report high-quality education data. It lacks a unique statewide student identifier and does not collect student-level enrollment and demographic information or have the ability to match individual students' test records from year to year to measure academic growth.

USCC 55021

Indiana

Academic Achievement	C
Academic Achievement of Low-Income and Minority Students	C
Return on Investment	C
Truth in Advertising About Student Proficiency	C
Rigor of Standards	A 
Postsecondary and Workforce Readiness	C
21st Century Teaching Force	A 
Flexibility in Management and Policy	C
Data Quality	D 

Academic Achievement

Student performance in Indiana is modest. Fourth and 8th graders stand at or just below the national average in the percentage at or above the proficient level on NAEP reading exams and just above the national average on NAEP math exams.

Academic Achievement of Low-Income and Minority Students

Indiana posts mediocre marks in this category. Only 11% of 4th grade Hispanic students score at or above the proficient level on the NAEP reading exam. The national average for Hispanic 4th graders is 15%.

Return on Investment

Student achievement in Indiana is middling relative to state spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This mediocre return on investment earns the state a C in our ranking.

Truth in Advertising About Student Proficiency

Indiana gets average marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state exams and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Indiana gets an excellent grade for the rigor of its standards. The state's English, math, and science curriculum standards all receive high marks, and Indiana has aligned its high school graduation requirements with college and workplace expectations.

Postsecondary and Workforce Readiness

Indiana earns a mediocre grade in this category. While 73% of its 9th grade students receive a diploma within four years, the state's 11th and 12th graders had only middling results on core Advanced Placement exams.

21st Century Teaching Force

Indiana earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. While the state's charter school laws receive high marks, the state has not established a virtual school.

Data Quality

Indiana gets low marks for its efforts to collect and report high-quality education data. The state does not collect information on untested students, and it does not have a state audit system to assess data quality, validity, and reliability.

USCC 55023

Kansas

Academic Achievement	A
Academic Achievement of Low-Income and Minority Students	A
Return on Investment	A
Truth in Advertising About Student Proficiency	C
Rigor of Standards	D
Postsecondary and Workforce Readiness	C
21st Century Teaching Force	C
Flexibility in Management and Policy	D
Data Quality	C

Academic Achievement

Student performance in Kansas is very strong. Fourth graders stand 12 percentage points higher than the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, Kansas posts high marks in this category. Thirty percent of low-income 4th graders score at or above the proficient level on the NAEP math exam. The national average for low-income 4th graders is 19%.

Return on Investment

Student achievement in Kansas is high relative to state spending on education (after controlling for student poverty, the percentage of students with special needs, and cost of living). The state's high return on its investment earns it an A in our ranking.

Truth in Advertising About Student Proficiency

Kansas gets mediocre marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state exams and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Kansas receives a low grade for the rigor of its standards. The state's math and science curriculum standards receive very poor marks. Kansas also has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

Kansas earns an average grade in this category. While 75% of its 9th grade students receive a diploma within four years, the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Kansas earns mediocre marks for its teacher workforce policies. While the state tests high school teachers on their subject matter knowledge, it does not require a basic skills exam of incoming teachers or require alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a low score on how much freedom and flexibility it gives its schools and principals. Kansas's charter school laws receive below average marks, and only 55% of principals report a major degree of influence over how their school budgets are spent.

Data Quality

Kansas gets middling marks for its efforts to collect and report high-quality education data. While the state has the ability to track individual students' test records from year to year to measure academic growth, it does not have a teacher-identifier system that would allow it to match teachers to students to gauge teacher effectiveness.

USCC 55025

Louisiana

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	F
Return on Investment	F
Truth in Advertising About Student Proficiency	C
Rigor of Standards	B
Postsecondary and Workforce Readiness	F
21st Century Teaching Force	A
Flexibility in Management and Policy	B
Data Quality	A

Academic Achievement

Student performance in Louisiana is very weak—the state ranks among the lowest in the nation. Eighth graders stand 12 percentage points below the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Louisiana posts failing marks in this category. Only 8% of low-income 8th grade students score at or above the proficient level on the NAEP math exam. The national average for low-income 8th graders is 13%. Because NAEP sampling requirements for Hispanic students were not met, Louisiana's grade is based solely on low-income and African-American student achievement.

Return on Investment

Student achievement in Louisiana is very low relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). As a result, Louisiana earns a failing grade for its return on investment.

Truth in Advertising About Student Proficiency

Louisiana gets average marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state exams and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Louisiana receives an above average grade on the rigor of its standards. The state's English curriculum standards receive high marks, and Louisiana has established a rigorous exit exam that students must pass to graduate.

Postsecondary and Workforce Readiness

Louisiana earns a very poor grade in this category. Only 61% of its 9th grade students receive a diploma within four years, and the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Louisiana earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a solid grade on how much freedom and flexibility it gives its schools and principals. Eighty-three percent of principals report a major degree of influence over how their school budgets are spent, and the state has established a virtual school.

Data Quality

Louisiana gets excellent marks for its efforts to collect and report high-quality education data. Unlike most other states, Louisiana collects student-level transcript information and has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55027

Maryland

Academic Achievement	C
Academic Achievement of Low-Income and Minority Students	B
Return on Investment	C
Truth in Advertising About Student Proficiency	C
Rigor of Standards	C
Postsecondary and Workforce Readiness	A
21st Century Teaching Force	A
Flexibility in Management and Policy	B
Data Quality	F

Academic Achievement

Student performance in Maryland is modest. The state stands just above the national average in the percentage of 4th and 8th graders at or above the proficient level on NAEP reading and math exams.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, Maryland posts solid marks in this category. Twenty-three percent of Hispanic 8th grade students score at or above the proficient level on the NAEP reading exam. The national average for Hispanic 8th graders is 14%.

Return on Investment

Student achievement in Maryland is middling relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This modest return on investment earns the state a C in our ranking.

Truth in Advertising About Student Proficiency

Maryland gets an average grade on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Maryland receives an average grade for the rigor of its standards. While the state's science curriculum standards receive above average marks, Maryland has yet to align its high school graduation requirements with college and workplace expectations.

Postsecondary and Workforce Readiness

Maryland earns a high grade in this category. Seventy-four percent of its 9th grade students receive a diploma within four years, and the state's 11th and 12th graders perform very well on core Advanced Placement exams.

21st Century Teaching Force

Maryland earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a solid grade on how much freedom and flexibility it gives its schools and principals. Ninety percent of principals report a major degree of influence over new teacher hiring, and the state has established a virtual school.

Data Quality

Maryland gets very low marks for its efforts to collect and report high-quality education data. It does not use a unique statewide student identifier and lacks the ability to match individual students' test records from year to year to measure academic growth.

Mississippi

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	F
Return on Investment	F
Truth in Advertising About Student Proficiency	D
Rigor of Standards	C
Postsecondary and Workforce Readiness	F
21st Century Teaching Force	A
Flexibility in Management and Policy	B
Data Quality	B

Academic Achievement

Student performance in Mississippi is very weak—it ranks among the lowest in the nation. The state stands 16 percentage points below the national average in the percentage of 4th graders at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Mississippi posts failing marks in this category. Only 12% of low-income 4th graders score at or above the proficient level on the NAEP math exam. The national average for low-income 4th graders is 19%. Because NAEP sampling requirements for Hispanic students were not met, Mississippi's grade is based solely on low-income and African-American student achievement.

Return on Investment

Student achievement in Mississippi is very low relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). As a result, Mississippi earns a failing grade for its return on investment.

Truth in Advertising About Student Proficiency

Mississippi gets below average marks on the credibility of its student proficiency scores. While the state identified significant percentages of its students as proficient on 2005 state reading and math exams, much smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Mississippi receives a mediocre grade for the rigor of its standards. While the state has enacted a rigorous exit exam that students must pass to graduate, its science curriculum standards receive very poor marks.

Postsecondary and Workforce Readiness

Mississippi earns a very low grade in this category. Only 61% of its 9th grade students receive a diploma within four years, and the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Mississippi earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a solid grade on how much freedom and flexibility it gives its schools and principals. The state has established a virtual school, and 94% of principals report a major degree of influence over new teacher hiring.

Data Quality

Mississippi gets higher than average marks for its efforts to collect and report high-quality education data. Unlike most other states, Mississippi collects student-level transcript information and has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55033

Montana

Academic Achievement	A
Academic Achievement of Low-Income and Minority Students	No grade
Return on Investment	D
Truth in Advertising About Student Proficiency	C
Rigor of Standards	D
Postsecondary and Workforce Readiness	C
21st Century Teaching Force	D
Flexibility in Management and Policy	D
Data Quality	D

Academic Achievement

Student performance in Montana is excellent—the state ranks among the highest in the nation. Eighth graders stand 8 percentage points above the national average in the percentage at or above the proficient level on NAEP reading and math exams.

Academic Achievement of Low-Income and Minority Students

Because the state does not have large enough African-American and Hispanic student populations to meet NAEP sampling requirements, Montana did not receive a grade for the academic achievement of low-income and minority students.

Return on Investment

Student achievement in Montana is low relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This disappointing return on investment earns the state a D in our ranking.

Truth in Advertising About Student Proficiency

Montana gets average marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state tests and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Montana receives a below average grade for the rigor of its standards. The state's English and science curriculum standards receive very poor marks. Montana also has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

Montana earns a modest grade in this category. While 76% of 9th grade students receive a diploma within four years, the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Montana earns poor marks for its teacher workforce policies. The state does not test incoming teachers on their basic skills, require high school teachers to pass subject knowledge tests, or require alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a low grade on how much freedom and flexibility it gives its schools and principals. Montana does not have a charter school law and has not established a virtual school.

Data Quality

Montana gets lower than average marks for its efforts to collect and report high-quality education data. It does not collect student-level graduation and dropout data or information on untested students. The state also lacks a teacher-identifier system that would match teachers to students to gauge teacher effectiveness.

USCC 55035

Nevada

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	F
Return on Investment	D
Truth in Advertising About Student Proficiency	C
Rigor of Standards	C
Postsecondary and Workforce Readiness	F
21st Century Teaching Force	A
Flexibility in Management and Policy	C
Data Quality	B

Academic Achievement

Student performance in Nevada is very poor—the state ranks among the lowest in the nation. Nebraska stands 9 percentage points below the national average in the percentage of 4th graders at or above the proficient level on NAEP reading and math exams.

Academic Achievement of Low-Income and Minority Students

Nevada posts failing marks in this category. Only 9% of low-income 4th graders score at or above the proficient level on the NAEP reading exam. The national average for low-income 4th graders is 15%.

Return on Investment

Student achievement in Nevada is low relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). The state's poor return on investment earns it a D in our ranking.

Truth in Advertising About Student Proficiency

Nevada gets modest marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Nevada receives a mediocre grade for the rigor of its standards. The state's English curriculum standards receive solid marks, but Nevada has yet to align its high school graduation requirements with college and workplace expectations.

Postsecondary and Workforce Readiness

Nevada earns a very low grade in this category. Only 56% of its 9th grade students receive a diploma within four years compared with the national average of 70%.

21st Century Teaching Force

Nevada earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. While 94% of principals report a major degree of influence over new teacher hiring, the state has not established a virtual school.

Data Quality

Nevada gets higher than average marks for its efforts to collect and report high-quality education data. Unlike most other states, Nevada collects student-level transcript information.

USCC 55037

New Jersey

Academic Achievement	A
Academic Achievement of Low-Income and Minority Students	B
Return on Investment	D
Truth in Advertising About Student Proficiency	C
Rigor of Standards	C
Postsecondary and Workforce Readiness	A
21st Century Teaching Force	B
Flexibility in Management and Policy	C
Data Quality	F

Academic Achievement

Student performance in New Jersey is very strong—the state ranks among the highest in the nation. Fourth graders stand 10 percentage points above the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, New Jersey posts solid marks in this category. Twenty-five percent of Hispanic 4th grade students score at or above the proficient level on the NAEP math exam. The national average for Hispanic 4th graders is 19%.

Return on Investment

Student achievement in New Jersey is poor relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This poor return on investment earns the state a D in our ranking.

Truth in Advertising About Student Proficiency

New Jersey gets average marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state exams and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

New Jersey receives a mediocre grade for the rigor of its standards. While New Jersey has enacted a rigorous exit exam that students must pass to graduate, the state's math curriculum standards receive poor marks.

Postsecondary and Workforce Readiness

New Jersey earns a high grade in this category. Eighty-five percent of its 9th grade students receive a diploma within four years, and 54% of 9th graders who finish high school in four years go on to college.

21st Century Teaching Force

New Jersey earns solid marks for its teacher workforce policies. The state has opened up alternative routes into the profession, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. While 86% of principals report a major degree of influence over new teacher hiring, the state has not established a virtual school.

Data Quality

New Jersey gets very low marks for its efforts to collect and report high-quality education data. It does not use a unique statewide student identifier or collect student-level graduation and dropout data or enrollment and demographic information.

USCC 55039

New York

Academic Achievement	C
Academic Achievement of Low-Income and Minority Students	B
Return on Investment	D
Truth in Advertising About Student Proficiency	C
Rigor of Standards	A
Postsecondary and Workforce Readiness	B
21st Century Teaching Force	A
Flexibility in Management and Policy	C
Data Quality	C

Academic Achievement

Student performance in New York is middling. The state is just above the national average in the percentage of 4th and 8th graders at or above the proficient level on NAEP reading and math exams.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, New York posts solid marks in this category. Nineteen percent of low-income 8th graders score at or above the proficient level on the NAEP math exam. The national average for low-income 8th graders is 13%.

Return on Investment

Student achievement in New York is low relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This disappointing return on investment earns the state a D in our ranking.

Truth in Advertising About Student Proficiency

New York gets mediocre marks on the credibility of its student proficiency scores on state assessments. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state exams and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

New York receives an excellent grade for the rigor of its standards. The state's science curriculum standards receive high marks. New York has aligned its high school graduation requirements with college and workplace expectations and has enacted a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

New York earns a solid grade in this category. The state's 11th and 12th graders perform very well on core Advanced Placement exams.

21st Century Teaching Force

New York earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a modest grade on how much freedom and flexibility it gives its schools and principals. While New York's charter school laws receive good marks, the state has not established a virtual school.

Data Quality

New York gets average marks for its efforts to collect and report high-quality education data. While the state has the ability to match individual students' test records from year to year to measure academic growth, it does not have a state audit system to assess data quality, validity, and reliability.

USCC 55041

North Dakota

Academic Achievement	A
Academic Achievement of Low-Income and Minority Students	No grade
Return on Investment	B
Truth in Advertising About Student Proficiency	C
Rigor of Standards	D
Postsecondary and Workforce Readiness	B
21st Century Teaching Force	D
Flexibility in Management and Policy	C
Data Quality	B

Academic Achievement

Student performance in North Dakota is very strong—the state ranks among the highest in the nation. Eighth graders stand 8 percentage points higher than the national average in the percentage at or above the proficient level on the NAEP reading exam.

Academic Achievement of Low-Income and Minority Students

Because the state does not have large enough African-American and Hispanic student populations to meet NAEP sampling requirements, North Dakota did not receive a grade for the academic achievement of low-income and minority students.

Return on Investment

Student achievement in North Dakota is strong relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This solid return on investment earns the state a B in our ranking.

Truth in Advertising About Student Proficiency

North Dakota gets average marks on the credibility of its student proficiency scores on state assessments. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

North Dakota receives a lower than average grade for the rigor of its standards. The state's science curriculum standards receive poor marks, and North Dakota has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

North Dakota earns an above average grade in this category. Eighty-three percent of its 9th grade students receive a diploma within four years compared with the national average of 70%. Fifty-seven percent of 9th graders who finish high school in four years go on to college.

21st Century Teaching Force

North Dakota earns lower than average marks for its teacher workforce policies. The state does not require high school teachers to pass subject knowledge tests and has not opened up alternative routes into the profession.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. The state does not have a charter school law, and only 35% of principals report a major degree of influence over how their school budgets are spent. The national average is 69%.

Data Quality

North Dakota gets above average marks for its efforts to collect and report high-quality education data. While the state uses a unique statewide student identifier, it does not have a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55043

Oklahoma

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	D
Return on Investment	C
Truth in Advertising About Student Proficiency	F
Rigor of Standards	C
Postsecondary and Workforce Readiness	D
21st Century Teaching Force	A
Flexibility in Management and Policy	C
Data Quality	D

Academic Achievement

Student performance in Oklahoma is very poor—the state ranks among the lowest in the nation. Oklahoma stands 7 percentage points below the national average in the percentage of eighth graders at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Oklahoma posts low marks in this category. Only 4% of African-American 8th graders score at or above the proficient level on the NAEP math exam. The national average for African-American 8th graders is 8%.

Return on Investment

Student achievement in Oklahoma is middling relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This modest return on investment earns the state a C in our ranking.

Truth in Advertising About Student Proficiency

Oklahoma gets very poor marks on the credibility of its student proficiency scores. While the state identified large percentages of its students as proficient on 2005 state math and reading exams, smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Oklahoma receives an average grade for the rigor of its standards. While Oklahoma has aligned its high school graduation requirements with college and workplace expectations, the state's science curriculum standards receive very poor marks.

Postsecondary and Workforce Readiness

Oklahoma earns a below average grade in this category. Only 39% of 9th graders who finish high school in four years go on to college, and the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Oklahoma earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. While 90% of principals report a major degree of influence over new teacher hiring, the state has not established a virtual school.

Data Quality

Oklahoma gets below average marks for its efforts to collect and report high-quality education data. It lacks the ability many states have to match individual students' test records from year to year to measure academic growth, and it does not collect graduation and dropout data.

USCC 55045

Pennsylvania

Academic Achievement	B
Academic Achievement of Low-Income and Minority Students	C
Return on Investment	D
Truth in Advertising About Student Proficiency	C
Rigor of Standards	D
Postsecondary and Workforce Readiness	B
21st Century Teaching Force	A
Flexibility in Management and Policy	D
Data Quality	C

Academic Achievement

Student performance in Pennsylvania is higher than average. The state stands 7 percentage points above the national average in the percentage of 8th graders at or above the proficient level on the NAEP reading exam.

Academic Achievement of Low-Income and Minority Students

Pennsylvania posts mediocre marks in this category. Only 16% of Hispanic 4th grade students score at or above the proficient level on the NAEP math exam. The national average for Hispanic 4th graders is 19%.

Return on Investment

Student achievement in Pennsylvania is low relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This poor return on investment earns the state a D in our ranking.

Truth in Advertising About Student Proficiency

Pennsylvania gets middling marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state tests and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Pennsylvania receives a lower than average grade for the rigor of its standards. The state's math curriculum standards receive poor marks, and Pennsylvania has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

Pennsylvania earns a better than average grade in this category. Seventy-nine percent of its 9th grade students receive a diploma within four years compared with the national average of 70%.

21st Century Teaching Force

The state earns high marks for its teacher workforce policies. It tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a below average grade on how much freedom and flexibility it gives its schools and principals. Pennsylvania has not established a virtual school, and only 69% of principals report a major degree of influence over new teacher hiring. The national average is 88%.

Data Quality

Pennsylvania gets average marks for its efforts to collect and report high-quality education data. While the state has an audit system to assess data quality, validity, and reliability, it does not collect student-level enrollment and demographic data.

USCC 55047

South Carolina

Academic Achievement	D
Academic Achievement of Low-Income and Minority Students	D
Return on Investment	C
Truth in Advertising About Student Proficiency	A
Rigor of Standards	B
Postsecondary and Workforce Readiness	D
21st Century Teaching Force	A
Flexibility in Management and Policy	C
Data Quality	C

Academic Achievement

Student performance in South Carolina is lower than average. The state's 4th and 8th graders stand 4 percentage points below the national average in the percentage at or above the proficient level on NAEP reading exams.

Academic Achievement of Low-Income and Minority Students

South Carolina posts low marks in this category. Only 13% of low-income 8th graders score at or above the proficient level on the NAEP reading exam. The national average for low-income 8th graders is 15%. Because NAEP sampling requirements for Hispanic students were not met, South Carolina's grade is based solely on low-income and African-American student achievement.

Return on Investment

Student achievement in South Carolina is modest relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This middling return on investment earns a C in our ranking.

Truth in Advertising About Student Proficiency

South Carolina gets high marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

South Carolina receives a solid grade for the rigor of its standards. The state's science curriculum standards receive very high marks, and the state has enacted a rigorous exit exam that students must pass to graduate.

Postsecondary and Workforce Readiness

South Carolina earns a low grade in this category. Only 53% of its 9th grade students receive a diploma within four years compared with the national average of 70%.

21st Century Teaching Force

South Carolina earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a modest grade on how much freedom and flexibility it gives its schools and principals. While 72% of principals report a major degree of influence over how their school budgets are spent, South Carolina has not established a virtual school.

Data Quality

South Carolina gets middling marks for its efforts to collect and report high-quality education data. While the state has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness, it does not have a state audit system to assess data quality, validity, and reliability.

USCC 55049

Tennessee

Academic Achievement	D
Academic Achievement of Low-Income and Minority Students	F
Return on Investment	C
Truth in Advertising About Student Proficiency	F
Rigor of Standards	C
Postsecondary and Workforce Readiness	F
21st Century Teaching Force	B
Flexibility in Management and Policy	C
Data Quality	B

Academic Achievement

Student performance in Tennessee is lower than average. Fourth and eighth graders stand 7 percentage points below the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Tennessee posts failing marks in this category. Only 14% of low-income 4th graders score at or above the proficient level on the NAEP math exam. The national average for low-income 4th graders is 19%. Because NAEP sampling requirements for Hispanic students were not met, Tennessee's grade is based solely on low-income and African-American student achievement.

Return on Investment

Student achievement in Tennessee is middling relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This mediocre return on investment earns the state a C in our ranking.

Truth in Advertising About Student Proficiency

Tennessee gets very poor marks on the credibility of its student proficiency scores. While the state identified large percentages of its students as proficient on 2005 state math and reading exams, smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Tennessee receives a modest grade for the rigor of its standards. While the state's science curriculum standards receive solid marks, Tennessee has yet to align its high school graduation requirements with college and workplace expectations.

Postsecondary and Workforce Readiness

Tennessee earns a very poor grade in this category. Only 62% of its 9th graders receive a diploma within four years compared with the national average of 70%. And only 30% of 9th graders who finish high school in four years go on to college.

21st Century Teaching Force

Tennessee earns solid marks for its teacher workforce policies. The state tests incoming teachers on their basic skills and requires high school teachers to pass subject knowledge tests. The state has also opened up alternative routes into the profession.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. While 74% of principals report a major degree of influence over how their school budgets are spent, the state has not established a virtual school.

Data Quality

Tennessee gets higher than average marks for its efforts to collect and report high-quality education data. Unlike most other states, Tennessee has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55051

Utah

Academic Achievement	C
Academic Achievement of Low-Income and Minority Students	B
Return on Investment	A
Truth in Advertising About Student Proficiency	D
Rigor of Standards	C
Postsecondary and Workforce Readiness	A
21st Century Teaching Force	D
Flexibility in Management and Policy	B
Data Quality	A

Academic Achievement

Student performance in Utah is middling. The state is just above the national average in the percentage of 4th and 8th graders at or above the proficient level on NAEP reading and math exams.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, Utah posts solid marks in this category. Twenty-two percent of low-income 8th grade students score at or above the proficient level on the NAEP reading exam. The national average is 15%. Because NAEP sampling requirements for African-American students were not met, Utah's grade is based solely on low-income and Hispanic student achievement.

Return on Investment

Student achievement in Utah is very strong relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This high return on investment earns Utah an A in our ranking.

Truth in Advertising About Student Proficiency

Utah gets lower than average marks on the credibility of its student proficiency scores. While the state identified large percentages of its students as proficient on 2005 state math and reading exams, smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Utah receives a mediocre grade for the rigor of its standards. While Utah has enacted a rigorous exit exam that students must pass to graduate, the state's math curriculum standards receive low marks.

Postsecondary and Workforce Readiness

Utah earns a high grade in this category. Seventy-seven percent of its 9th grade students receive a diploma within four years, and the state's 11th and 12th graders perform very well on core Advanced Placement exams.

21st Century Teaching Force

Utah earns poor marks for its teacher workforce policies. The state does not test incoming teachers on their basic skills, require high school teachers to pass subject knowledge tests, or require alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives an above average grade on how much freedom and flexibility it gives its schools and principals. Ninety-seven percent of principals report a major level of influence over new teacher hiring, and 85% report a major degree of influence over how their school budgets are spent.

Data Quality

Utah gets excellent marks for its efforts to collect and report high-quality education data. Unlike most other states, Utah collects student-level college readiness test scores and transcript information, and it has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55053

Virginia

Academic Achievement	B
Academic Achievement of Low-Income and Minority Students	A
Return on Investment	A
Truth in Advertising About Student Proficiency	D
Rigor of Standards	B
Postsecondary and Workforce Readiness	A
21st Century Teaching Force	A
Flexibility in Management and Policy	B
Data Quality	C

Academic Achievement

Student performance in Virginia is solid. The state stands 7 percentage points above the national average in the percentage of 4th and 8th graders at or above the proficient level on NAEP reading exams.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, Virginia posts high marks in this category. Twenty-six percent of Hispanic 4th grade students score at or above the proficient level on the NAEP reading exam. The national average for Hispanic 4th graders is 15%.

Return on Investment

Student achievement in Virginia is very strong relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This high return on investment earns the state an A in our ranking.

Truth in Advertising About Student Proficiency

Virginia gets low marks on the credibility of its student proficiency scores. While the state identified large percentages of its students as proficient on 2005 state math and reading exams, smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

Virginia receives a higher than average grade for the rigor of its standards. The state's science curriculum standards earn high marks, and Virginia has enacted a rigorous exit exam that students must pass to graduate.

Postsecondary and Workforce Readiness

Virginia earns a high grade in this category. Seventy-five percent of its 9th graders receive a diploma within four years compared with the national average of 70%. The state's 11th and 12th graders perform very well on core Advanced Placement exams.

21st Century Teaching Force

Virginia earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives an above average grade on how much freedom and flexibility it gives its schools and principals. The state has established a virtual school, and 92% of principals report a major degree of influence over new teacher hiring.

Data Quality

Virginia gets modest marks for its efforts to collect and report high-quality education data. While the state uses a unique statewide student identifier, it does not have a teacher-identifier system that would match teachers to students to gauge teacher effectiveness.

USCC 55055

West Virginia

Academic Achievement	F
Academic Achievement of Low-Income and Minority Students	D
Return on Investment	F
Truth in Advertising About Student Proficiency	D
Rigor of Standards	C
Postsecondary and Workforce Readiness	D
21st Century Teaching Force	A
Flexibility in Management and Policy	D
Data Quality	A

Academic Achievement

Student performance in West Virginia is very poor—the state ranks among the lowest in the nation. Fourth and 8th graders stand 10 percentage points below the national average in the percentage at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

West Virginia posts low marks in this category. Only 10% of low-income 8th graders score at or above the proficient level on the NAEP math exam. The national average for low-income 8th graders is 13%. Because NAEP sampling requirements for Hispanic students were not met, West Virginia's grade is based solely on low-income and African-American student achievement.

Return on Investment

Student achievement in West Virginia is dismal relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This very poor return on investment earns the state a failing grade in our ranking.

Truth in Advertising About Student Proficiency

West Virginia gets lower than average marks on the credibility of its student proficiency scores. While the state identified large percentages of its students as proficient on 2005 state math and reading exams, smaller percentages posted proficient scores on the NAEP in 2005.

Rigor of Standards

West Virginia receives an average grade for the rigor of its standards. While the state's science curriculum standards receive solid marks, the state has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

West Virginia earns a below average grade in this category. Only 39% of 9th graders who finish high school in four years go on to college, and the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

West Virginia earns high marks for its teacher workforce policies. The state tests incoming teachers on their basic skills, requires high school teachers to pass subject knowledge tests, and requires alternative route participants to demonstrate subject matter expertise.

Flexibility in Management and Policy

The state receives a below average grade on how much freedom and flexibility it gives its schools and principals. West Virginia does not have a charter school law, and only 29% of principals report a major degree of influence over new teacher hiring. The national average is 88%.

Data Quality

West Virginia gets excellent marks for its efforts to collect and report high-quality education data. Unlike most other states, it collects student-level college readiness test scores and has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55057

Wyoming

Academic Achievement	B
Academic Achievement of Low-Income and Minority Students	A
Return on Investment	D
Truth in Advertising About Student Proficiency	A
Rigor of Standards	F
Postsecondary and Workforce Readiness	D
21st Century Teaching Force	D
Flexibility in Management and Policy	C
Data Quality	B

Academic Achievement

Student performance in Wyoming is higher than average. The state stands 8 percentage points above the national average in the percentage of 4th graders at or above the proficient level on the NAEP math exam.

Academic Achievement of Low-Income and Minority Students

Compared with the rest of the country, Wyoming posts high marks in this category. Thirty-two percent of low-income 4th graders score at or above the proficient level on the NAEP math exam. The national average for low-income 4th graders is 19%. Because NAEP sampling requirements for African-American students were not met, Wyoming's grade is based solely on low-income and Hispanic student achievement.

Return on Investment

Student achievement in Wyoming is low relative to state education spending (after controlling for student poverty, the percentage of students with special needs, and cost of living). This poor return on investment earns the state a D in our ranking.

Truth in Advertising About Student Proficiency

Wyoming gets high marks on the credibility of its student proficiency scores. The grade is based on the difference between the percentage of students identified as proficient in reading and math on 2005 state assessments and the percentage identified as proficient on the NAEP in 2005.

Rigor of Standards

Wyoming receives a very poor grade for the rigor of its standards. The state's English, math, and science curriculum standards all receive very low marks, and the state has yet to align its high school graduation requirements with college and workplace expectations or to enact a rigorous graduation exit exam.

Postsecondary and Workforce Readiness

Wyoming earns a relatively low grade in this category. While 74% of the state's 9th graders will receive a diploma within four years, the state's 11th and 12th graders perform poorly on core Advanced Placement exams.

21st Century Teaching Force

Wyoming earns low marks for its teacher workforce policies. The state does not test incoming teachers on their basic skills or require high school teachers to pass subject knowledge tests.

Flexibility in Management and Policy

The state receives a middling grade on how much freedom and flexibility it gives its schools and principals. Seventy-two percent of principals report a major degree of influence over how their school budgets are spent compared with the national average of 69%. Wyoming's charter school laws receive poor marks, and the state has not established a virtual school.

Data Quality

Wyoming gets above average marks for its efforts to collect and report high-quality education data. Unlike most other states, it has a teacher-identifier system with the ability to match teachers to students to gauge teacher effectiveness.

USCC 55059

Educational Effectiveness Across the States

State	Academic achievement	Academic achievement of low-income and minority students	Return on investment	Truth in advertising about student proficiency	Rigor of standards	Postsecondary and workforce readiness	21st century teaching force	Flexibility in management and policy	Data quality
Alabama	F	F	F	D	B	F	B	C	B
Alaska	D	A	F	D	C	D	B	C	B
Arizona	D	D	C	D	B	F	D	A	C
Arkansas	D	C	D	B	C	C	A	C	A
California	F	F	D	B	A	B	A	B	D
Colorado	B	B	A	D	D	B	B	A	C
Connecticut	A	D	B	C	D	A	A	C	B
Delaware	C	B	D	C	D	F	A	B	A
District of Columbia	F	F	F	C	D	—	A	C	D
Florida	D	A	A	C	C	D	A	B	A
Georgia	D	D	C	D	B	D	A	B	A
Hawaii	F	C	F	B	D	F	B	B	A
Idaho	C	A	A	D	C	C	C	B	F
Illinois	C	D	B	C	C	A	A	B	F
Indiana	C	C	C	C	A	C	A	C	D
Iowa	B	B	B	D	—	C	D	C	C
Kansas	A	A	A	C	D	C	C	D	C
Kentucky	D	C	B	C	C	D	C	B	B
Louisiana	F	F	F	C	B	F	A	B	A
Maine	B	—	D	A	D	B	C	C	F
Maryland	C	B	C	C	C	A	A	B	F
Massachusetts	A	A	A	A	A	A	A	C	B
Michigan	C	C	C	C	C	C	B	B	D
Minnesota	A	B	A	—	C	A	B	C	C
Mississippi	F	F	F	D	C	F	A	B	B
Missouri	D	D	B	A	D	D	B	C	D
Montana	A	—	D	C	D	C	D	D	D
Nebraska	B	D	C	D	D	C	C	D	C
Nevada	F	F	D	C	C	F	A	C	B
New Hampshire	A	—	B	—	D	B	B	C	C
New Jersey	A	B	D	C	C	A	B	C	F
New Mexico	F	F	F	B	C	F	B	B	B
New York	C	B	D	C	A	B	A	C	C
North Carolina	C	B	A	D	C	A	A	B	C
North Dakota	A	—	B	C	D	B	D	C	B
Ohio	B	C	C	C	D	C	B	C	B
Oklahoma	F	D	C	F	C	D	A	C	D
Oregon	C	C	B	C	D	F	B	B	C
Pennsylvania	B	C	D	C	D	B	A	D	C
Rhode Island	D	F	F	B	D	D	F	F	C
South Carolina	D	D	C	A	B	D	A	C	C
South Dakota	B	—	B	D	C	A	B	D	C
Tennessee	D	F	C	F	C	F	B	C	B
Texas	C	A	B	D	B	B	B	C	A
Utah	C	B	A	D	C	A	D	B	A
Vermont	A	—	F	—	—	B	C	C	C
Virginia	B	A	A	D	B	A	A	B	C
Washington	A	A	A	C	C	C	A	B	A
West Virginia	F	D	F	D	C	D	A	D	A
Wisconsin	B	C	C	C	D	B	C	C	B
Wyoming	B	A	D	A	F	D	D	C	B

— State did not receive a grade in this category.

USCC 55060

Academic Achievement

State	Grade	Percentage of 4th graders scoring at or above the proficient level on NAEP 2005 reading exam	Percentage of 4th graders scoring at or above the proficient level on NAEP 2005 math exam	Percentage of 8th graders scoring at or above the proficient level on NAEP 2005 reading exam	Percentage of 8th graders scoring at or above the proficient level on NAEP 2005 math exam
Massachusetts	A	44%	49%	44%	43%
Minnesota	A	38	47	37	43
New Hampshire	A	39	47	38	35
Vermont	A	39	44	37	38
New Jersey	A	37	45	38	36
Connecticut	A	38	43	34	35
Kansas	A	33	47	35	34
Washington	A	36	42	34	36
North Dakota	A	36	40	37	35
Montana	A	36	38	37	36
Ohio	B	34	43	36	33
Virginia	B	37	39	36	33
South Dakota	B	33	41	35	37
Pennsylvania	B	36	42	36	31
Wisconsin	B	33	40	35	36
Maine	B	35	39	38	30
Wyoming	B	35	43	36	29
Colorado	B	37	39	32	32
Nebraska	B	34	36	35	35
Iowa	B	33	37	34	34
Idaho	C	33	40	32	30
New York	C	33	36	34	31
Oregon	C	29	37	33	34
Delaware	C	34	36	30	30
Maryland	C	32	38	30	30
Utah	C	34	37	29	30
North Carolina	C	29	40	27	32
Indiana	C	30	38	28	30
Michigan	C	32	38	29	29
Texas	C	29	40	26	31
Illinois	C	29	32	31	29
Missouri	D	33	31	31	26
Florida	D	30	37	25	26
South Carolina	D	26	36	25	30
Alaska	D	27	34	26	29
Rhode Island	D	30	31	29	24
Arkansas	D	30	34	26	22
Kentucky	D	31	26	31	23
Georgia	D	26	30	25	23
Tennessee	D	27	28	26	21
Arizona	D	24	28	23	26
Oklahoma	F	25	29	25	21
California	F	21	28	21	22
West Virginia	F	26	25	22	18
Nevada	F	21	26	22	21
Hawaii	F	23	27	18	18
Louisiana	F	20	24	20	16
Alabama	F	22	21	22	15
New Mexico	F	21	19	19	14
Mississippi	F	18	19	19	14
District of Columbia	F	11	10	12	7

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress

USCC 55062

Academic Achievement of Low-Income and Minority Students

State	Grade	African-American student NAEP 2005 performance index	Percentage of all students in the state who are African-American	Hispanic student NAEP 2005 performance index	Percentage of all students in the state who are Hispanic	Low-income student NAEP 2005 performance index	Percentage of all students in the state who are low income
Wyoming*	A	‡	1%	20	9%	25	32%
Washington	A	22	6	15	13	22	36
Kansas	A	15	9	18	11	22	39
Alaska	A	20	5	21	4	14	29
Idaho*	A	‡	1	14	12	23	39
Texas	A	15	14	20	45	18	48
Massachusetts	A	18	9	14	12	22	28
Florida	A	12	24	22	23	18	47
Virginia	A	14	27	22	7	15	31
Utah*	B	‡	1	12	11	21	32
New Jersey	B	14	18	18	18	18	16
New York	B	13	20	16	20	20	18
Delaware	B	14	32	18	9	17	36
North Carolina	B	13	32	19	8	16	45
Iowa	B	12	5	15	5	21	31
Colorado	B	16	6	15	26	17	32
Minnesota	B	11	8	14	5	22	30
Maryland	B	12	38	22	7	12	32
Oregon	C	13	3	12	14	21	42
Ohio	C	11	17	17	2	18	31
Indiana	C	11	12	16	5	19	36
Kentucky**	C	12	10	‡	2	18	68
Hawaii*	C	‡	2	18	4	12	42
Pennsylvania	C	11	16	16	6	17	28
Arkansas	C	8	23	18	6	17	52
Wisconsin	C	8	10	18	6	17	29
Michigan	C	8	20	17	4	16	34
South Carolina**	D	11	41	‡	4	15	52
West Virginia**	D	12	5	‡	1	14	50
Oklahoma	D	9	11	14	8	16	54
Missouri**	D	9	18	‡	3	17	39
Georgia	D	11	38	15	8	12	48
Arizona	D	13	5	12	38	13	48
Illinois	D	9	21	15	18	13	37
Nebraska	D	8	7	11	11	18	35
Connecticut	D	10	14	13	15	13	26
New Mexico	F	‡	2	12	53	11	58
California	F	10	8	11	46	11	49
Nevada	F	9	10	12	29	11	29
Tennessee**	F	8	25	‡	3	13	42
Rhode Island	F	10	9	8	17	11	32
Louisiana**	F	8	48	‡	2	12	62
District of Columbia	F	6	84	12	9	6	66
Alabama**	F	7	36	‡	2	10	52
Mississippi**	F	6	51	‡	1	10	64
Maine***	‡	‡	2	‡	1	23	32
Montana***	‡	‡	1	‡	2	23	34
New Hampshire***	‡	‡	2	‡	3	21	17
North Dakota***	‡	‡	1	‡	2	24	29
South Dakota***	‡	‡	2	‡	2	23	30
Vermont***	‡	‡	1	‡	1	22	25

NOTE: The percentage of African-American, Hispanic, and low-income students in every state was listed for informational purposes only—the data were not used to calculate the final grades.

*Sampling requirements for African-American students were not met.

**Sampling requirements for Hispanic students were not met.

***Sampling requirements for neither Hispanic nor African-American students were met.

‡Data did not meet NAEP sampling requirements.

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress and U.S. Department of Education, National Center for Education Statistics, Common Core of Data

USCC 55064

Return on Investment

State	Grade	NAEP 2003 performance index	Adjusted per pupil expenditures
Utah	A	32	\$4,671
North Carolina	A	34	5,698
Washington	A	34	6,132
Minnesota	A	40	7,350
Virginia	A	35	6,467
Colorado	A	35	6,732
Massachusetts	A	41	8,497
Kansas	A	36	7,581
Idaho	A	30	6,483
Florida	A	28	6,040
New Hampshire	B	39	8,509
Oregon	B	32	6,966
Texas	B	28	5,971
Missouri	B	32	6,856
North Dakota	B	35	7,734
Illinois	B	32	6,966
Kentucky	B	28	6,077
South Dakota	B	35	7,809
Iowa	B	35	7,740
Connecticut	B	39	8,971
Tennessee	C	24	5,599
Arizona	C	24	5,507
Wisconsin	C	35	8,205
Ohio	C	34	7,937
Indiana	C	33	7,770
South Carolina	C	27	6,398
Oklahoma	C	25	5,864
Maryland	C	31	7,488
Michigan	C	32	7,847
Nebraska	C	33	8,297
Georgia	C	25	6,491
Montana	D	35	8,905
Nevada	D	21	5,460
California	D	23	5,836
Pennsylvania	D	33	8,651
New Jersey	D	37	9,888
Arkansas	D	25	6,844
Wyoming	D	35	9,618
Delaware	D	30	8,384
Maine	D	34	9,635
New York	D	34	9,679
Vermont	F	38	11,159
Alabama	F	20	5,973
Rhode Island	F	28	8,711
Alaska	F	29	9,106
West Virginia	F	24	8,004
Louisiana	F	20	6,666
Mississippi	F	17	5,972
Hawaii	F	21	7,512
New Mexico	F	18	6,624
District of Columbia	F	9	8,546

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress; U.S. Department of Education, National Center for Education Statistics, Current Expenditures for Public Elementary and Secondary Education: School Year 2003-04; U.S. Department of Education, National Center for Education Statistics, Common Core of Data; and Lori L. Taylor and William J. Fowler Jr., *A Comparable Wage Approach to Geographic Cost Adjustment*, U.S. Department of Education, National Center for Education Statistics, June 6, 2006.

USCC 55066

Truth in Advertising About Student Proficiency

State	Comparison of national and state student proficiency standards
Massachusetts	A
Maine	A
South Carolina	A
Wyoming	A
Missouri	A
Hawaii	B
California	B
Arkansas	B
Rhode Island	B
New Mexico	B
Kentucky	C
Montana	C
Florida	C
Nevada	C
Washington	C
New York	C
District of Columbia	C
Oregon	C
Pennsylvania	C
Ohio	C
New Jersey	C
North Dakota	C
Illinois	C
Louisiana	C
Connecticut	C
Maryland	C
Delaware	C
Indiana	C
Michigan	C
Kansas	C
Wisconsin	C
Iowa	D
Arizona	D
South Dakota	D
Utah	D
Alaska	D
Texas	D
Virginia	D
Idaho	D
Colorado	D
Nebraska	D
Alabama	D
Mississippi	D
Georgia	D
West Virginia	D
North Carolina	D
Oklahoma	F
Tennessee	F
Minnesota	—
New Hampshire	—
Vermont	—

—State did not receive a grade in this category.

SOURCE: Paul E. Peterson and Frederick M. Hess, "Keeping an Eye on State Standards: A Race to the Bottom." *Education Next*, Summer (2006): 28-29. The authors provided updated data on September 22, 2006.

USCC 55068

Rigor of Standards

State	Grade	English standards	Math standards	Science standards	State has aligned high school graduation requirements with college and workplace expectations	Graduation contingent on performance on statewide exit or end-of-course exams at 10th grade level
New York	A	B	C	A	Yes	Yes
California	A	A	A	A		Yes
Indiana	A	A	A	A	Yes	
Massachusetts	A	A	A	A		Yes
Louisiana	B	A	C	B		Yes
Texas	B	B	C	F	Yes	Yes
Virginia	B	B	C	A		Yes
Georgia	B	B	B	B		Yes
South Carolina	B	B	D	A		Yes
Arizona	B	B	C	B		Yes
Alabama	B	A	B	F		Yes
Maryland	C	C	C	B		Yes
Nevada	C	B	C	D		Yes
New Jersey	C	C	D	B		Yes
South Dakota	C	B	C	D	Yes	
Kentucky	C	C	C	D	Yes	
Tennessee	C	D	D	B		Yes
Utah	C	C	D	C		Yes
Idaho	C	B	D	F		Yes
Mississippi	C	B	D	F		Yes
New Mexico	C	D	B	A		
Oklahoma	C	C	C	F	Yes	
Michigan	C	D	C	D	Yes	
Illinois	C	B	C	B		
North Carolina	C	B	C	B		
Arkansas	C	C	F	D	Yes	
Minnesota	C	B	D	B		
West Virginia	C	C	C	B		
Florida	C	C	F	F		Yes
Washington	C	F	F	C		Yes
Alaska	C	D	D	F		Yes
Colorado	D	C	D	B		
Ohio	D	C	D	B		class of 2007
District of Columbia	D	C	D	C		
North Dakota	D	C	C	D		
Pennsylvania	D	C	D	C		
Delaware	D	C	F	C		
Missouri	D	C	F	C		
Oregon	D	B	D	F		
Rhode Island	D	C	F	C		
Maine	D	C	D	D		
New Hampshire	D	B	F	F		
Nebraska	D	C	D	F		
Wisconsin	D	C	D	F		
Connecticut	D	F	F	C		
Hawaii	D	C	F	F		
Kansas	D	C	F	F		
Montana	D	F	D	F		
Wyoming	F	F	F	F		
Iowa	—	—	—	—		
Vermont	—	C	D	C		

—State did not receive a grade in this category.

SOURCES: Chester E. Finn Jr., Michael J. Petrilli, and Liam Julian, *The State of State Standards*. The Thomas B. Fordham Foundation, August 2006; *Closing the Expectations Gap*, February 2006; and Editorial Projects in Education, *Quality Counts 2006*, January 2006.

USCC 55070

Postsecondary and Workforce Readiness

States	Grade	AP quotient: students passing core AP tests divided by high school upperclassmen	Percentage of students graduating from high school in four years with a regular diploma	Percentage of 9th graders who finish high school in four years and attend college
New Jersey	A	1.89	85%	54%
Connecticut	A	2.13	79	46
Massachusetts	A	2.12	72	47
Maryland	A	2.59	74	43
Virginia	A	2.48	75	42
Utah	A	1.92	77	35
Minnesota	A	1.01	79	55
North Carolina	A	1.91	66	41
South Dakota	A	1.14	75	56
Illinois	A	1.45	76	42
Vermont	B	1.46	81	36
Texas	B	1.94	67	35
New York	B	2.50	63	39
California	B	1.80	71	30
Wisconsin	B	1.30	81	46
Pennsylvania	B	1.02	79	46
Colorado	B	1.67	73	42
North Dakota	B	0.56	83	57
Maine	B	1.48	74	38
New Hampshire	B	1.06	78	42
Iowa	C	0.55	83	50
Indiana	C	1.20	73	43
Idaho	C	1.03	78	38
Arkansas	C	1.23	72	42
Nebraska	C	0.40	78	50
Montana	C	0.86	76	45
Kansas	C	0.86	75	46
Washington	C	1.35	68	30
Ohio	C	0.90	77	40
Michigan	C	1.04	66	40
Rhode Island	D	0.91	72	40
Wyoming	D	0.48	74	44
West Virginia	D	0.95	73	39
Alaska	D	1.45	64	28
Georgia	D	1.36	56	35
Oklahoma	D	1.01	71	39
Missouri	D	0.57	75	40
South Carolina	D	1.41	53	35
Florida	D	1.77	58	30
Kentucky	D	0.96	70	37
Delaware	F	1.26	61	36
Nevada	F	1.32	56	28
Arizona	F	0.85	70	31
Oregon	F	0.73	69	33
New Mexico	F	0.95	57	38
Tennessee	F	0.81	62	30
Louisiana	F	0.26	61	37
Alabama	F	0.66	61	37
Hawaii	F	0.74	64	33
Mississippi	F	0.39	61	35
District of Columbia	—	0.93	59	—

—State did not receive a grade in this category.

SOURCES: U.S. Chamber of Commerce, unpublished tabulations from College Board, 2006; U.S. Department of Education, National Center for Education Statistics, Common Core of Data; Editorial Projects in Education, *Diploma Counts 2006*, June 2006; and Thomas Mortensen, *Postsecondary Education Opportunity*, 2004. The author provided updated data on November 20, 2006.

USCC 55072

21st Century Teaching Force

State	Grade	State requires teachers to pass written basic skills tests for beginning-teacher license	State requires high school teachers to pass written subject knowledge tests for beginning-teacher license	State has established an alternative route program to recruit college graduates	State requires participants in alternative routes to pass a subject matter test before teaching
Arkansas	A	Yes	Yes	Yes	Yes
California	A	Yes	Yes	Yes	Yes
Connecticut	A	Yes	Yes	Yes	Yes
Delaware	A	Yes	Yes	Yes	Yes
District of Columbia	A	Yes	Yes	Yes	Yes
Florida	A	Yes	Yes	Yes	Yes
Georgia	A	Yes	Yes	Yes	Yes
Illinois	A	Yes	Yes	Yes	Yes
Indiana	A	Yes	Yes	Yes	Yes
Louisiana	A	Yes	Yes	Yes	Yes
Maryland	A	Yes	Yes	Yes	Yes
Massachusetts	A	Yes	Yes	Yes	Yes
Mississippi	A	Yes	Yes	Yes	Yes
Nevada	A	Yes	Yes	Yes	Yes
New York	A	Yes	Yes	Yes	Yes
North Carolina	A	Yes	Yes	Yes	Yes
Oklahoma	A	Yes	Yes	Yes	Yes
Pennsylvania	A	Yes	Yes	Yes	Yes
South Carolina	A	Yes	Yes	Yes	Yes
Virginia	A	Yes	Yes	Yes	Yes
Washington	A	Yes	Yes	Yes	Yes
West Virginia	A	Yes	Yes	Yes	Yes
Alabama	B	Yes	Yes	Yes	
Alaska	B	Yes		Yes	Yes
Colorado	B		Yes	Yes	Yes
Hawaii	B	Yes	Yes	Yes	
Michigan	B	Yes	Yes	Yes	
Minnesota	B	Yes	Yes	Yes	
Missouri	B	Yes	Yes	Yes	
New Hampshire	B	Yes	Yes	Yes	
New Jersey	B		Yes	Yes	Yes
New Mexico	B	Yes	Yes	Yes	
Ohio	B		Yes	Yes	Yes
Oregon	B	Yes	Yes	Yes	
South Dakota	B		Yes	Yes	Yes
Tennessee	B	Yes	Yes	Yes	
Texas	B		Yes	Yes	Yes
Idaho	C		Yes	Yes	
Kansas	C		Yes	Yes	
Kentucky	C		Yes	Yes	
Maine	C	Yes	Yes		
Nebraska	C	Yes		Yes	
Vermont	C	Yes	Yes		
Wisconsin	C	Yes	Yes	pilot	
Arizona	D		Yes	pilot	pilot
Iowa	D			Yes	
Montana	D			Yes	
North Dakota	D	Yes	2006-07		
Utah	D			Yes	
Wyoming	D			Yes	
Rhode Island	F				

SOURCE: Editorial Projects in Education, *Quality Counts 2006*, January 2006.

USCC 55074

Flexibility in Management and Policy

State	Grade	Strength of charter school law	State has established a virtual school	Percent of principals who report a major amount of influence over how school budget will be spent	Percent of principals who report a major amount of influence over new teacher hiring
Arizona	A	A	Yes	72%	94%
Colorado	A	B	Yes	83	96
Utah	B	C	Yes	85	97
Georgia	B	B	Yes	73	95
Michigan	B	A	Yes	62	85
Florida	B	B	Yes	69	92
Idaho	B	C	Yes	73	96
New Mexico	B	B	Yes	66	88
Hawaii	B	D	Yes	85	89
Kentucky	B	F	Yes	86	92
Delaware	B	A		83	93
Illinois	B	C	Yes	66	91
Louisiana	B	C	Yes	83	72
Maryland	B	D	Yes	74	90
Mississippi	B	F	Yes	75	94
Oregon	B	B		85	98
Virginia	B	D	Yes	70	92
Washington	B	F	Yes	75	94
North Carolina	B	B		84	99
California	B	A		77	84
Arkansas	C	C	Yes	53	85
Indiana	C	A		64	90
Minnesota	C	A		61	91
Nevada	C	C		81	94
Texas	C	C		78	95
Alabama	C	F	Yes	69	77
Wisconsin	C	B		66	94
New York	C	B		65	92
Iowa	C	F	Yes	54	87
Massachusetts	C	B		67	90
New Jersey	C	B		67	86
Alaska	C	D	Yes	62	68
South Carolina	C	C		72	89
New Hampshire	C	C		68	91
Connecticut	C	C		68	91
District of Columbia	C	A		67	65
Missouri	C	B		57	90
Vermont	C	F		75	96
Ohio	C	B		61	84
Wyoming	C	D		72	89
Tennessee	C	C		74	74
North Dakota	C	F	Yes	35	87
Maine	C	F		69	94
Oklahoma	C	B		46	90
Pennsylvania	D	B		62	70
Kansas	D	D		55	94
Nebraska	D	F		58	93
Montana	D	F		63	82
South Dakota	D	F		49	91
West Virginia	D	F	Yes	62	29
Rhode Island	F	D		48	55

SOURCES: Center for Education Reform, *Charter School Laws Across the States: Ranking and Scorecard*, February 2006; Editorial Projects in Education, *Technology Counts 2006*, May 2006; and U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing Survey 2003-2004*. Unpublished tabulations by Richard Ingersoll, University of Pennsylvania, October 2006.

Data Quality

State	Grade	Data Quality Index
Arkansas	A	9
Florida	A	9
Louisiana	A	9
Texas	A	9
Utah	A	9
Delaware	A	8
Georgia	A	8
Hawaii	A	8
Washington	A	8
West Virginia	A	8
Alabama	B	7
Alaska	B	7
Connecticut	B	7
Kentucky	B	7
Massachusetts	B	7
Mississippi	B	7
Nevada	B	7
New Mexico	B	7
North Dakota	B	7
Ohio	B	7
Tennessee	B	7
Wisconsin	B	7
Wyoming	B	7
Colorado	C	6
Kansas	C	6
Minnesota	C	6
Oregon	C	6
Vermont	C	6
Virginia	C	6
Arizona	C	5
Iowa	C	5
Nebraska	C	5
New Hampshire	C	5
New York	C	5
North Carolina	C	5
Pennsylvania	C	5
Rhode Island	C	5
South Carolina	C	5
South Dakota	C	5
California	D	4
District of Columbia*	D	4
Indiana	D	4
Michigan	D	4
Missouri	D	4
Montana	D	4
Oklahoma	D	4
Illinois	F	3
Maine	F	3
Maryland	F	3
Idaho	F	1
New Jersey	F	1

*Data for the District of Columbia came from the 2005 Data Quality Campaign survey.
SOURCE: Data Quality Campaign, *Data Quality Index*, 2006.

USCC 55078

Endnotes

1. "Teacher Quality and Student Achievement: Research Review." *The Center for Public Education*, November 1, 2005, <http://www.centerforpubliceducation.org>.

2. Low-income is defined by students eligible for free- and reduced-priced lunch. To qualify for the federal National School Lunch Program, children need to come from families with incomes at or below 130% of the poverty level. Those students with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals. Until June 2007, 130% of the poverty level is \$26,000 for a family of four; 185% is \$37,000. For more information, see the U.S. Department of Agriculture National School Lunch Program, <http://www.fns.usda.gov/cnd/lunch/AboutLunch/NSLPFactSheet.pdf>.

3. Paul E. Peterson and Frederick M. Hess, "Keeping an Eye on State Standards: A Race to the Bottom." *Education Next*, Summer 2006: 28-29. The authors provided updated data on September 22, 2006.

4. Chester E. Finn, Jr., Michael J. Petrilli, and Liam Julian, "The State of State Standards 2006," The Thomas B. Fordham Foundation, 2006, <http://www.edexcellence.net>.

5. Ronald F. Ferguson and Helen F. Ladd. "How and Why Money Matters: An Analysis of Alabama Schools" *Holding School Accountable*, ed. Helen F. Ladd, Chapter 8 (Washington DC: Brookings Institution, 1996) and Rob Greenwald, Larry V. Hedges, and Richard D. Laine. "The Effect of School Resources on Student Achievement," *Review of Educational Research*, Vol. 66, No. 3 (1996): 361-396.

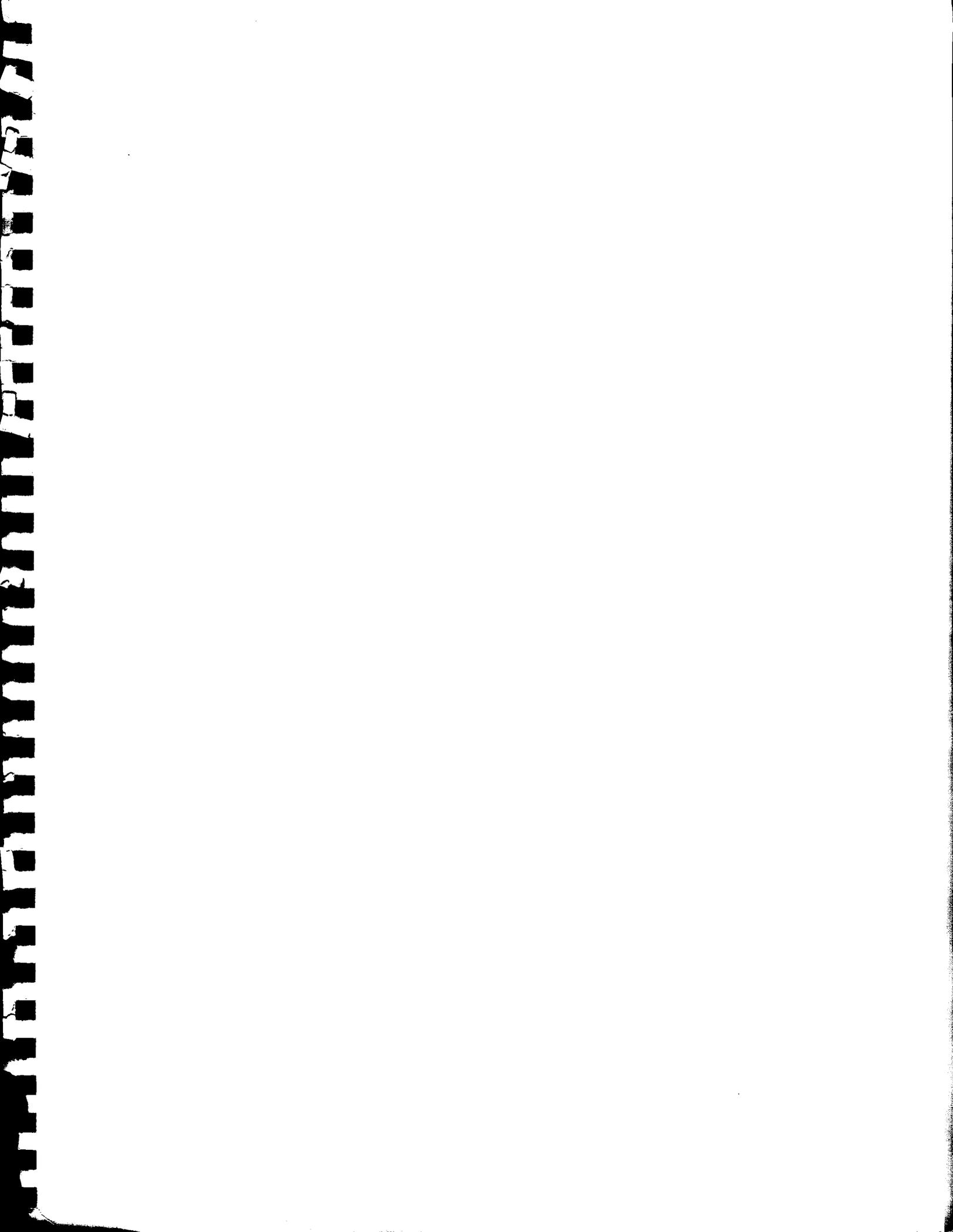


EXHIBIT 6

A JOINT PLATFORM FOR EDUCATION REFORM

ISSUED BY:

THE UNITED STATES CHAMBER OF COMMERCE

AND

THE CENTER FOR AMERICAN PROGRESS



Center for American Progress



ELZEY EXHIBIT 6
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

USCC 55146

A Joint Platform for Education Reform

Issued By:

The United States Chamber of Commerce

And

The Center for American Progress

February 2007

USCC 55147

A Joint Platform for Education Reform

The U.S. Chamber of Commerce and the Center for American Progress have come together for the first time with a shared sense of urgency to address a looming educational crisis that—if not addressed promptly and effectively—risks undermining the economic prosperity of future generations of Americans.

Seventy-seven million baby boomers will begin to leave the workforce over the next 10 years. Who will take their place? There is ample evidence, documented in detail in our new state-by-state report card on educational effectiveness, that too many of our nation's schools and

students are unprepared for the demands of the 21st century's knowledge-based economy. Nationwide, only about one-third of 4th and 8th graders—and well less than 20% of low-income and minority children—are proficient in reading and math. Teacher quality is insufficient. Data-driven innovation is far too rare. These shortcomings are unacceptable and spell trouble for the economic prospects of individual Americans and for the competitiveness of the country as a whole.

To keep America strong, we must take action now to reshape our educational system. Our goal is straightforward: to create the opportunity for every child to achieve the American dream. We seek to develop an educated citizenry of self-sufficient, lifelong learners who have the skills needed to thrive in the workplace, today and in the future.

This joint platform outlines a reform agenda that we believe will help us reach this objective. It includes a succinct but ambitious set of proposals, at once challenging to implement and vital to our nation's future. Working diligently together, our organizations intend to support these reforms at the local, state, and national levels.

Our recommendations build on a large body of research data, much of which is summarized in *Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness*. The U.S. Chamber and the Center for American Progress collaborated on this new study with Frederick M. Hess, director of education policy studies at the American Enterprise Institute for Public Policy Research. Our findings, a mix of the surprising and the sadly unsurprising, indicate that much remains to be done before our nation's schools and students are ready for the challenges ahead. Along with bright spots in some states, the report card shows that many states lack the flexibility in management and policy that they need to get better academic results; that a large number of states are not doing enough to build a workforce for the 21st century; that adequate data to guide improvement—and to give credible evidence of academic progress—are too often lacking; that many states are not getting a good return on investment for their education spending; and that lagging states could do much more to foster innovation and improvement.

We seek to develop an educated citizenry of self-sufficient, lifelong learners who have the skills needed to thrive in the workplace, today and in the future.

Working diligently together, our organizations intend to support these reforms at the local, state, and national levels.

Traditional approaches to education reform have done little to improve overall academic performance in our nation's public schools. Despite steps to increase per pupil spending, decrease student-teacher ratios, and recruit a better-prepared teaching force, student test scores have remained stubbornly flat over the past 35 years.

Therefore, our proposals are targeted at our education system's critical unmet needs: for better teaching, for more innovation, for better data, and for better management. We have not listed every single valuable reform that should be undertaken and that we plan to support in other venues, particularly the need to raise state academic standards and the related imperative to improve science, technology, engineering, and mathematics education. Instead, in this document we have focused on the core structural changes that follow most directly from the findings in our report card. Drawing on our organizations' mutual interest in innovative, far-reaching change, these recommendations seek, in the words of the report card, to "fundamentally rethink how we provide education in this country."

We believe that the following reforms are urgently needed:

BETTER TEACHING

States and districts must ensure that teachers are effective.

We know that teacher quality has the biggest impact on student achievement of all school-related factors. Studies show that effective teachers do the most to help students learn, while the negative impact of inexperienced and out-of-subject teachers on student performance is also well documented. With 40% of teachers and principals eligible for retirement in the next 10 years, efforts to raise the bar for educators have taken on added urgency. Dramatic increases in student learning will require better teacher preparation programs, well-designed professional development opportunities, good working conditions, and the creation of nontraditional teaching paths. We also need to improve starting pay for teachers while avoiding lock-step salary increases. Providing career advancement opportunities and financial rewards are proven methods of motivating employees in every profession, and we are convinced that the same is true of teaching.

States and districts must:

- Align preparation, recruitment, induction, retention, and professional development with the knowledge and skills needed to improve student performance.
- Evaluate schools of education and other organizations that train educators by measuring the impact of their graduates on students' academic achievement.

- Reform pay and performance structures to improve starting salaries; reward teachers whose performance contributes to substantial growth in student achievement; attract and retain effective instructors in subjects experiencing teacher shortages, notably math and science; draw effective educators to high-need schools; and fairly and efficiently remove ineffective educators.

MORE INNOVATION

Federal, state, and district leaders must implement innovative educational practices and school models.

The economic environment of the 21st century is rapidly changing. New technologies emerge constantly, bringing with them the demand for new skills, and our education system needs to keep up with the rapid pace of change. The nation needs to experiment more with new approaches to help schools and students dramatically improve academic performance. Innovation is especially needed when it comes to tackling seemingly intractable problems like the high school dropout crisis, which requires immediate and intensive intervention in the most heavily affected communities. And our openness to new approaches must include efforts to keep students engaged and improve their achievement by expanding learning time.

Education policymakers must:

- Implement innovative education models such as small learning communities, early enrollment in college-level courses for credit, youth apprenticeships, charter schools, and online learning. So long as these new institutions and programs are held accountable for academic results, giving them maximum flexibility to try new ideas would most likely yield groundbreaking approaches that, when successful, could be replicated elsewhere.
- Research and develop promising instructional practices and school models aimed at students who are not on track to graduate. A prime target for reform: the 2,000 high school “dropout factories” across the country that regularly post graduation rates below 50%.
- Encourage schools to expand learning time. Extra learning time provides an opportunity to reinforce the relevance of the subjects students are studying and to keep them engaged and in school. It does not necessarily mean more classroom time, however. Expanded learning time could take forms such as tutoring, after-school programs, and experiential learning. These enrichment opportunities can be especially important for disadvantaged students.

BETTER DATA

State and local policymakers must improve data collection and quality dramatically—then use that data to make better educational decisions.

In some cases, crucial data are simply unavailable. No state, for example, can provide systematic figures on how many teachers are receiving performance-based rewards—or how many have been terminated for poor performance. In other cases, data are not used in a timely and effective manner. Too often, teachers do not receive the results of student assessments until it is too late to identify student needs and to create and implement individualized improvement plans. Finally, data are not always reliable and consistent. Graduation rates, for instance, are not calculated using the same formula from state to state, making it difficult to determine which schools have the most severe needs.

States must:

- Develop statewide data systems that offer timely and accurate collection, analysis, and use of high-quality longitudinal data to track student achievement and teacher effectiveness. These data systems should include unique and privacy-protected student identifiers to track individual students or teachers across classrooms and schools.
- Adopt the common definition of graduation rate agreed to by the nation's governors.
- Provide funding to districts to train teachers on the use of data to differentiate instruction for students who are not yet proficient and for those who are more advanced.
- Collect, process, and return data to educators and administrators in time for them to use it to benefit their students, schools, and parents.

BETTER MANAGEMENT

Schools and school systems must adopt sound management principles.

Successful businesses use well-documented management and leadership practices that result in lean, accountable, flexible, high-achieving organizations. Yet these practices are often absent in school management. States and districts are not held accountable for their academic outcomes relative to their expenditures. Nor are principals consistently given the authority to make the decisions for which they are held accountable, from allocating school budgets to hiring new teachers.

States and districts must:

- Hold state education officials and district superintendents accountable for their spending relative to the academic outcomes of students in their districts.

- Increase the authority principals have over budgets and personnel decisions.
- Insist that education leaders implement policies that create greater transparency surrounding spending, staffing, student achievement, and other aspects of school management.

This *Joint Platform for Education Reform* highlights a focused set of structural changes that can significantly improve education in America. Inevitably, some other worthy proposals have not been included, such as calls for greater access to preschool and for greater equity in how education funds are allocated and spent, both of which we believe warrant serious discussion. But by focusing on our four core goals—better teaching, more innovation, better data, and better management—the U.S. Chamber of Commerce and the Center for American Progress will devote our energies to key reforms that our organizations are well positioned to champion.

Change of this magnitude is neither easy nor without risk. But the alternative of deteriorating schools, undereducated children, broken communities, and declining economic fortune for this country cannot stand. Our organizations are committed to the success and well-being of every child in America. We believe that our ideas will contribute to building a school system deserving of our nation's democratic heritage and capable of enhancing its economic strength.



Center for American Progress

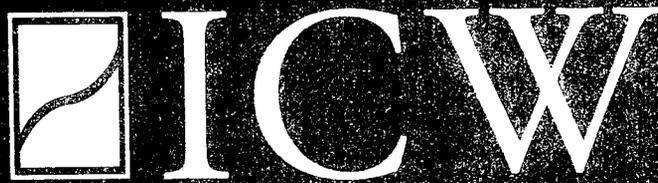


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USCC 55153

EXHIBIT 7



INSTITUTE FOR A COMPETITIVE WORKFORCE

ELZEY EXHIBIT 7

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

USCC 55154

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Businesses today face significant challenges relative to staffing. According to a recent nationwide survey of more than 500 chambers of commerce, businesses and trade associations, hiring workers with technical skills and entry-level workers are among the biggest short-term needs.¹ Through its chamber members, the Center for Workforce Preparation (CWP) at the U.S. Chamber of Commerce develops strategies to help businesses meet these needs and simultaneously reduce recruitment and training costs, increase retention and strengthen a community's labor pool. At the heart of this effort is CWP's work with Job Corps, a trade-specific job training program implemented at 122 centers nationwide. Training an average of over 71,000 youth ages 16-24 each year, today's Job Corps centers provide industry-specific curricula designed to meet the entry-level worker needs of a particular region's employers and high-growth industries. Businesses working with Job Corps have created a pipeline of work-ready employees and saved thousands in recruitment and training costs.

Since 2000, CWP has assisted local, regional, and state chambers of commerce to develop, build, and sustain Chamber-Job Corps partnerships. Based on CWP's Chamber-Job Corps partnership model, CWP has advanced partnerships in over 23 states. These partnerships have yielded extraordinary successes for chambers, their business members, and for Job Corps students.

This Web site serves as a tool for both chambers of commerce and Job Corps representatives. Users will find a wealth of information regarding partnerships, including step-by-step guidance on where to begin and the bottom-line benefits to partnering. Users also have an opportunity to read about how a national drug store chain meets its high demand for pharmacy techs, a cruise line fills its culinary staffing needs, and an automotive services firm saves \$6,000 in training costs for every Job Corps graduate it hires.

¹ *Workforce Needs Assessment Survey*. U.S. Chamber of Commerce Center for Workforce Preparation, 2005.

owned and operated two full-service agencies and also served as vice president at two Providence agencies. Having earned accreditation by the Public Relations Society of America, Cooney is one of very few advertising professionals also to be qualified in public relations. Cost: \$30 per person. To register go to: <https://www.tibp.com/cgi-bin/foxweb.dll/wlx/cal/wlxProfile?caleid=271&action=register&cc=NORISCC>.

Senator Frank Caprio to be Our Breakfast Speaker

State Senator Frank T. Caprio, chair of the Senate Committee on Commerce, Housing and Municipal Government, will be the guest speaker at the Sept. 29 Eggs & Issues Breakfast in the Kirkbrae Country Club, Lincoln. The breakfast begins at 8 a.m. He will speak on: Growing Business in Rhode Island and the General Assembly's Role. Senator Caprio is a Democrat, representing District 5, Providence. He was first elected to the Senate in 1994 after having served four years in the House of Representatives. Senator Caprio is a lawyer, employed by The Caprio Law Firm. The breakfast sponsors are: [Lincoln Environmental, Inc.](#); [Prescott, Chatellier, Fontaine & Wilkinson LLP](#); and [Pawtucket Credit Union](#). Cost: \$25 for Chamber members registered in advance; \$35 for members at-the-door; \$45 non-members. A full breakfast buffet will be served. To register go to: <https://www.tibp.com/cgi-bin/foxweb.dll/wlx/cal/wlxProfile?caleid=282&action=register&cc=NORISCC>.

Showcase Your Business at Our Expo

Applications are now being accepted from businesses who wish to participate in the Northern Rhode Island Small Business Expo to be held Thursday, Oct. 20 in the Kirkbrae Country Club, Lincoln. Cost for a booth is \$350 for Chamber members; \$750 for non-members. To register on line go to: <https://www.tibp.com/cgi-bin/foxweb.dll/wlx/cal/wlxProfile?caleid=270&action=register&cc=NORISCC>. For more information about the Expo, contact Christine A. Nowak, director of communications at the Chamber, cnowak@nrchamber.com or phone 401-334-1000 x 104.

Job Corps Survey

Earlier this week, the Chamber emailed information about a new website created to educate employers about the federal Jobs Corps program. The email provided a link to the Job Corps website. After reviewing the site, please select the REPLY tab on the email notice and fill out the survey questions. For more information about this site or the survey, please contact Paul L. Ouellette, vice president of community development and education at the Chamber, pouellette@nrchamber.com, 401-334-1000 x 117.

Sept. 29 – Eggs & Issues Breakfast with State Sen. Frank T. Caprio, chair, Senate Committee on Commerce, Housing and Municipal Government. 8 a.m. in the Kirkbrae Country Club, Lincoln. Cost: \$25 for Chamber members registered in advance; \$35 for members at-the-door; \$45 non-members. Breakfast sponsors are: Lincoln Environmental Inc.; Prescott, Chatellier, Fontaine & Wilkinson LLP; and Pawtucket Credit Union.

Oct 12 – Business-After-Hours at Gem Plumbing & Heating Services Co., Inc., 1 Wellington Road, Lincoln. 4:30 to 6:30 p.m. Cost: \$10 Chamber members registered in advance; \$15 at-the-door. \$25 for non-members.

Oct. 18 – Business-Before-Hours at GT Funding and Greenville Financial Group, 1300 Highland Corporate Drive, Suite 203, Cumberland. 8 to 9 a.m. \$5 per person. Must be paid in advance or at the door.

Oct. 19 – Member Orientation. 8 to 9 a.m. in the Chamber offices. No charge but reservations are required.

Oct. 27 – Seminar: Coaching as a Management Style. 8:30 to 11 a.m. in the Chamber offices. Learn how to manage as a leader and how the style of leadership can be the key to success. Find out why "Coaching" is filling that bill. Presented by Michael R. Goldstein, CPA, MA, MCC, president, COACH2000, Inc. Cost: \$30 per person.

For more details or to register go to: <http://www.thechamber.net/cgi-bin/foxweb.dll/wlx/cal/wlxcalemain?cc=NORISCC>

PLEASE NOTE: PERSONS REGISTERED FOR AN EVENT WILL BE CHARGED UNLESS CANCELLATION IS GIVEN TO THE CHAMBER 24 HOURS IN ADVANCE.

Central Rhode Island Chamber Events

Remember... Northern Rhode Island Chamber members may attend Central RI Chamber events at member prices! For more details or to register to attend go to:

<http://www.thechamber.net/cgi-bin/foxweb.dll/wlx/cal/wlxcalemain?cc=NORISCC>

Sept. 28 – Tips & Tricks of Microsoft Office Seminar. Presenter: Sherrylynn Warner, technology training manager for the Rhode Island Judiciary's Judicial Technology Center. 9 to 10 a.m. at the Distance Learning Center on the grounds of Camp Fogarty, East Greenwich. Cost: \$10 per person.

Oct. 19 – Business-After-Hours at Trudeau Center, 3445 Post Road, Warwick. 4:30 to 7:30 p.m. Cost: \$10 Chamber members; \$25 non-members.

a.m. to noon in the Chamber's David Gulvin Leadership Room on the following dates: Sept. 26, Oct. 3, 17 and 24. For more information or to register, contact Michelle Maciel or Michelle Dexter at 401-732-6788, or visit <http://www.danpelley.com>.

The Chafee Center for International Business offers a seminar at Bryant University Wednesday, Sept. 28 from 8 a.m. to 4:15 p.m. called, What Every Senior Executive Needs to Know About Export Compliance. This comprehensive program geared towards senior management will review the export process, focusing on post 9/11 regulation implementation. Cost is \$195. To register call 401-232-6405.

The South Kingstown Chamber of Commerce presents a Statewide Business to Business Expo Wednesday, Oct. 5 from 2 to 7:30 p.m. in the Ryan Center on the URI Campus. Admission is free with a business card. For more information go to: <http://www.skchamber.com> or call 401-783-2801.

The Chafee Center for International Business is holding a DR-CAFTA Briefing Monday, Oct. 3 from 8 to 11 a.m. at Bryant University. This program will discuss how the newly passed free trade agreement with the Dominican Republic and Central America (DR-CAFTA), will take your business to a profitable new dimension in today's global economy upon implementation. Invited speakers include RI Senator Lincoln Chafee; Geoffrey O'Hara, executive director, Eastern Region U.S. Chamber of Commerce, and Ana Vilma de Escobar, vice president of El Salvador. Cost: \$40. To register call 401-232-6405.

The Center for Design and Business is offering an Entrepreneurship Center Information Series on Oct. 13, Nov. 10 and Dec. 8. Same program each session. Free. Learn about this program of training and mentoring that helps design-based business owners during the critical stages of growing a successful business.

You are here: [Home](#) » » » Recommended Ways to Work with Job Corps

Recommended Ways to Work with Job Corps

There are a lot of effective ways in which chambers can engage with Job Corps. Listed below are a few methods for chambers to consider that will benefit you and your members in the short- and long-term. You'll also want to take a look at the section on [Engaging Employers and Recruiting Other Partners](#) for ideas that will directly benefit your members.

Visit a Job Corps Campus

Staff at your local center will be happy to schedule a tour. A campus visit gives you the opportunity to meet the students and staff, familiarize yourself with the center's operations and training facilities, and serves as a valuable stepping stone to effective partnership.

CWP Workspace

[Chamber-Job Corps Home Page](#)
[Partnership Resources for Chambers and Business](#)
[Partnership Resources for Job Corps Representatives](#)
[Success Stories](#)
[What is Job Corps?](#)
[Frequently Asked Questions](#)
[Chamber-Job Corps Site Map](#)

Present Job Corps Information at Chamber Events

Chamber executives and employers are encouraged to speak at graduation ceremonies, job fairs, or open houses. In many cases, employers conduct mock interviews, or serve as guest instructors to demonstrate a new skill or technique.

Become an Active Member on State & Local Workforce Investment Boards

State and local Workforce Investment Boards (WIBs) and Youth Councils examine regional labor markets and determine what skills are needed to fill the available jobs. Business participation in these groups is essential and allows you the opportunity to help ensure that the center is addressing a region's most pressing needs.

Are You a Content Manager?

[Getting Started with Content Management](#)
[Create and Manage Content](#)
[Click here for a document containing a checklist table](#)
[Click here for a document containing a meeting agenda table](#)

Participate on Center Industry Councils

Center Industry Councils exist on each Job Corps campus and allow local employers and business organizations to influence the vocational training offerings of a particular center.

Invite the Center to Become a Chamber Member

The typical Job Corps center employs 80-100 local residents as full-time center staff and contributes \$7 million (including \$4 million in salaries and benefits) to the local economy each year, making them ideal candidates for membership. Many Job Corps centers are already members of their regional and local chambers. If the center nearest you isn't already a member, encourage them to join. Your members will also be interested to know that Job Corps centers regularly engage with local businesses to meet their purchasing and procurement needs.

Invite Job Corps Students to Your Next Community Service Event

You are here: [Home](#) » » » [Sample Event Invitations and Programs](#)

Sample Event Invitations and Programs

Chambers and Job Corps centers have a long history of successful collaboration to promote their events. Check out some of the links below to see what your colleagues have produced. You might even get a few ideas to make sure your next event is a success.

CWP Workspace

[Chamber-Job Corps Home Page](#)
[Partnership Resources for Chambers and Business](#)
[Partnership Resources for Job Corps](#)
[Representatives](#)
[Success Stories](#)
[What is Job Corps?](#)
[Frequently Asked Questions](#)
[Chamber-Job Corps Site Map](#)

Are You a Content Manager?

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[Create and Manage Content](#)
[Click here for a document containing a checklist table](#)
[Click here for a document containing a meeting agenda table](#)

- **Rhode Island's Best Kept Secret...Job Corps Graduates:** Invite to a Job Corps Employer Forum designed to inform area employers about a new Job Corps center in Exeter, Rhode Island.
- **Say Yes to Youth:** Agenda and program for Youth Employment Summit co-sponsored by Hillsborough Workforce Centers, Greater Tampa Chamber of Commerce and Job Corps.
- **Closing the Workforce Skills Gap:** Invitation to a breakfast event featuring the Collbran (Colorado) Job Corps Center, co-hosted by the Greater Golden Chamber of Commerce and the Tri-County Workforce Center.
- **Wilmington Employer Breakfast Advertisement:** Advertisement for an employer breakfast co-hosted by CWP, Job Corps and the New Castle (Delaware) Chamber of Commerce.
- **Wilmington Employer Breakfast Email Invite:** E-invitation to employer event in Delaware.
- **Center Tour Invitation:** Prior to the opening of a Job Corps center in Delaware, the Delaware State Chamber of Commerce and Job Corps coordinated an employer tour of the Philadelphia Job Corps Center. This is a sample, fax-back invitation to employers.
- **Exeter Job Corps Employer Forum:** Agenda for a breakfast event showcasing Job Corps to Rhode Island businesses.
- **Hartford Job Corps Employer Forum:** Agenda and program for employer event in Hartford.
- **Hartford Employer Forum Mailer:** RSVP, self-mailer produced for Job Corps Employer Forum.

Back to [Library and Links for Chambers](#).

You are here: [Home](#) » » » Success Story: Colorado Association of Commerce and Industry

Success Story: Colorado Association of Commerce and Industry

The CACI staff and other attendees were impressed with the maturity, articulateness, and seriousness of the kids. The value of hiring Job Corps graduates was clearly established.

[Chamber-Job Corps Home Page](#)

[Partnership Resources for Chambers and Business](#)

[Partnership Resources for Job Corps](#)

[Representatives](#)

[Success Stories](#)

[What is Job Corps?](#)

[Frequently Asked Questions](#)

[Chamber-Job Corps Site Map](#)

[Are You a Content Manager?](#)

[Getting Started with Content Management Create and Manage Content](#)

[Click here for a document containing a checklist table](#)

[Click here for a document containing a meeting agenda table](#)

Dan Pilcher, COO, Colorado Association of Commerce and Industry

Substantial job opportunities, a good business climate, and a diverse economic base attract many expanding or relocating companies to Colorado. Qualified workers are in great demand by businesses across the state, particularly among the makers of high-tech products (machinery, computer peripherals, etc.) and in the state's rapidly growing services sector. More than half of the state's jobs and a comparable need for quality employees are located in the Denver area. Colorado is also home to the Collbran Job Corps Center, one of the country's most successful centers in terms of graduation and placement.

The challenge in connecting Collbran students with Denver employers is one of distance. Although 73 percent of students are from the Denver metropolitan area, the Center itself is more than 4 hours away. To increase awareness, a team of partners spearheaded by the Colorado Association of Commerce and Industry (CACI, the state chamber) developed a partnership with the Collbran Job Corps Center.

The collaboration leverages CACI's statewide chamber communications network and provides opportunities to introduce businesses to the benefits of hiring Job Corps graduates. For example, several times a year Job Corps staff, graduates and students travel to Denver to conduct presentations during "awareness breakfasts" to 50-60 business representatives.

Additionally, Job Corps staff and students exhibited materials and presented at the fall meeting of the Colorado Council of Chamber of Commerce Executives.

CACI-Job Corps partners also work closely with Job Corps' Denver-based Business Community Liaison. The Liaison's role is to work with local employers to identify their most current business challenges and to ensure that the Collbran Job Corps Center is adequately preparing its students to meet those challenges.

So far, the partnership has worked well for employers and Job

You are here: [Home](#) » » » [Success Story: MetroHartford Chamber of Commerce](#)

Success Story: MetroHartford Chamber of Commerce

[Chamber-Job Corps](#)

[Home Page](#)

[Partnership Resources for Chambers and Business](#)

[Partnership Resources for Job Corps](#)

[Representatives](#)

[Success Stories](#)

[What is Job Corps?](#)

[Frequently Asked](#)

[Questions](#)

[Chamber-Job Corps](#)

[Site Map](#)

Are You a Content Manager?

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[Click here for a document containing a checklist table](#)

[Click here for a document containing a meeting agenda table](#)

Set in the center of the nation's insurance and financial industries, the MetroHartford Chamber of Commerce is home to a long list of critical business clusters, including telecommunications and information, financial services, health services, high technology, manufacturing and tourism. In the mid 1990s, the Chamber found itself struggling to meet the growing needs of its 3,500 business members in large part because employers faced increasing difficulty finding qualified, skilled workers.

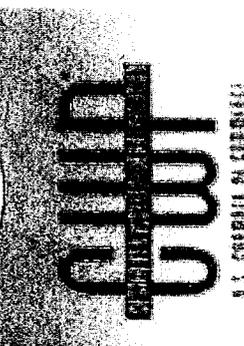
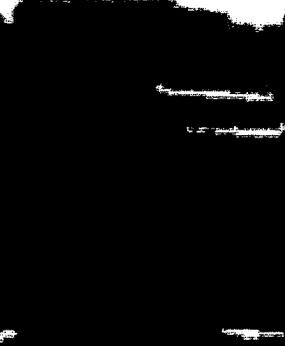
A climbing dropout rate, increases in teen pregnancy, and a shrinking pipeline of qualified entry-level workers prompted the Chamber and key members of the business community to seek funding for a new Job Corps center in Hartford. To increase its chances for approval, the Connecticut Capital Growth Council worked to secure \$4 million in state and local funding, along with \$3 million in in-kind contributions to construct the Center. The collaborative effort paid off and the new Center was approved in 1999.

Once the new center was approved, research was conducted with other Job Corps Centers and chambers to get input on the key elements of successful Job Corps partnerships. Information was collected from Hartford area organizations and businesses to determine their workforce needs. The Chamber also gathered input from businesses on the Center's curricula and placement planning. Prior to the completion of the Center's facilities, the Metro Hartford Chamber convened its Industry and Community Relations Councils to educate chamber members about Job Corps. Allowing Council members to provide input on the design of the center and the career cluster curricula, the Chamber will continually work to align the Center's work with the needs of local businesses.

The Hartford Job Corps Center opened in July 2005 and currently offers vocational training in business technology, carpentry, health care (including Nurse's Aide certification), hospital management, and manufacturing technology.

You are here: [Home](#) » » » The Business Case for Partnering with Job Corps

70,000
skilled workers

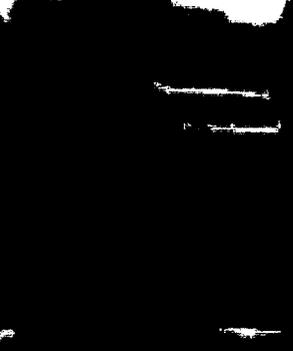


Connecting Employers to Skilled Entry-Level Youths Webinar Series

Getting Started:
The Business Case for Partnerships

June 23, 2005

70,000
skilled workers

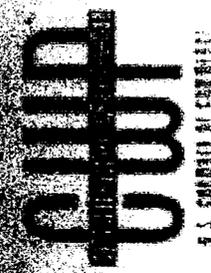
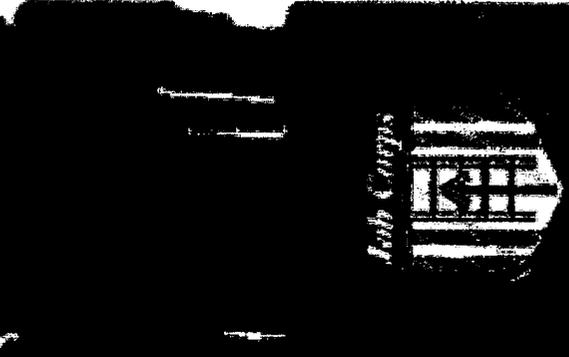


Zanna Gilbert

Program Officer

Center for Workforce Preparation
U.S. Chamber of Commerce

70,000
skilled workers



Overview of Webinar Series

- History of national partnership
- Goals of the Webinar series
 - Build new partnerships
 - Coach through the process
 - Provide concrete action steps and resources
- Goals of “Getting Started” Webinar
 - Make the business case
 - Outline first action step and resources

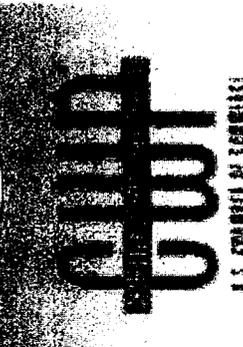
70,000
skilled workers

Today's Speakers

- J.P. Moery
- Grace Kilbane
- Mike Hudson
- Haley Schwartz
- Zanna Gilbert
- Jan Magill



70,000
skilled workers



J.P. Moery

Senior Vice President
U.S. Chamber of Commerce

USCC 55176

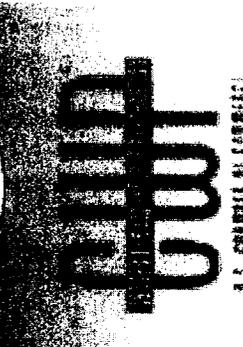
70,000
skilled workers

U.S. Chamber of Commerce

- The world's largest business federation representing more than 3 million businesses of every size, sector, and region
- Members are trade associations, chambers of commerce, and business
- Work on behalf of members' business interests to help them grow their businesses and compete effectively



70,000
skilled workers



Associations

- Groups of businesspeople organized to protect and promote business interests in their industries and advance the interests of members
- State, national, and international in scope
- 800 associations are members of the U.S. Chamber

70,000
skilled workers

70,000

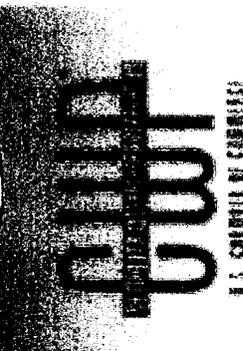
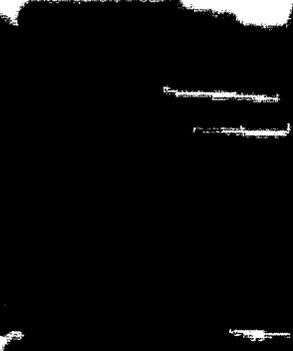


U.S. COMMITTEE ON TRADE

Specialized Carriers and Rigging Association

- 1,100 business members
- Specialized transport of oversize/overweight merchandise, crane usage, and rigging loads for shipment
- Careers in the industry: vehicle and mobile equipment mechanics, installers, and repairers; parts managers; truck drivers; service technicians; heavy equipment operators; riggers; millwrights

70,000
skilled workers



Chambers of Commerce

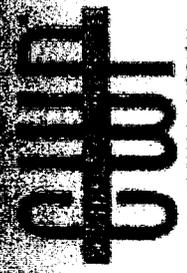
- Groups of businesspeople organized to protect and promote business interests in their communities and advance the interests of members
- Local, regional, and state in scope
- 2,800 chambers are members of the U.S. Chamber

70,000
skilled workers

3,000

Greater Dallas Chamber of Commerce

- 3,000 business members
- #1 concern for members is access to a qualified workforce
- Critical need for workers in healthcare and for workers with math and science skills
- Job growth in business services, construction, hospitality, health services, transportation, and utilities industries



INDUSTRY
70,000
skilled workers

2008

Employer Organizations Needs & Expectations

- Employees who are skilled, motivated, and lifelong learners
- Responsive partners
- Qualified job applicants
- Good customer service



70,000
skilled workers

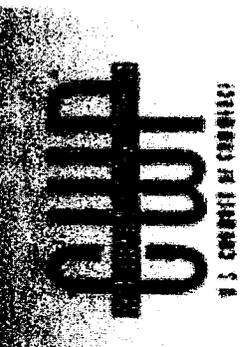
2020



Partnership Value & Benefits

- Pipeline of qualified workers for member businesses
- Lower recruiting and training costs
- Tax credit for hiring Job Corps students
- Ability to "try before you buy" through participation in work-based learning programs
- Opportunity for free customized training programs

70,000
skilled workers



Grace A. Kilbane

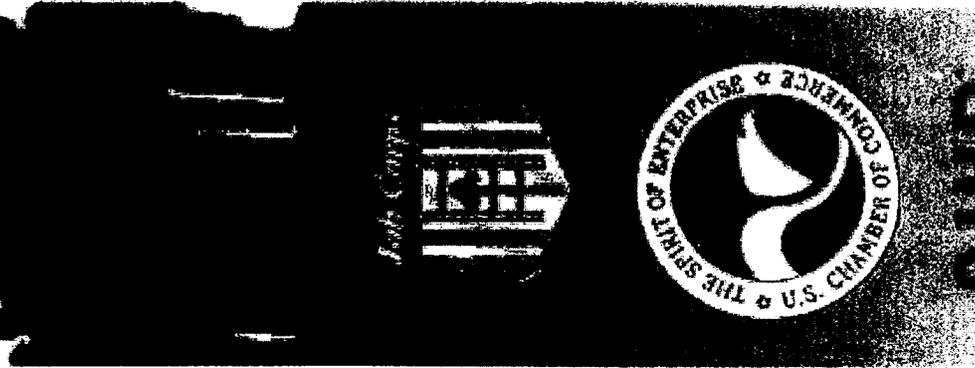
National Director
Office of Job Corps
U.S. Department of Labor

USCC 55184

70,000
skilled workers

Job Corps Overview

- U.S. Department of Labor program celebrating its 40th year
- Provides education and training to economically disadvantaged youth ages 16-24
- 65,000 students in 122 centers
- More than 2 million students served

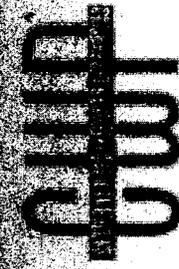
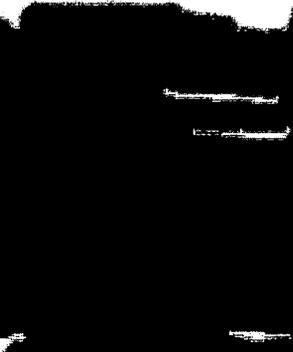


U.S. OFFICE OF EDUCATION

70,000
skilled workers

Training & Education

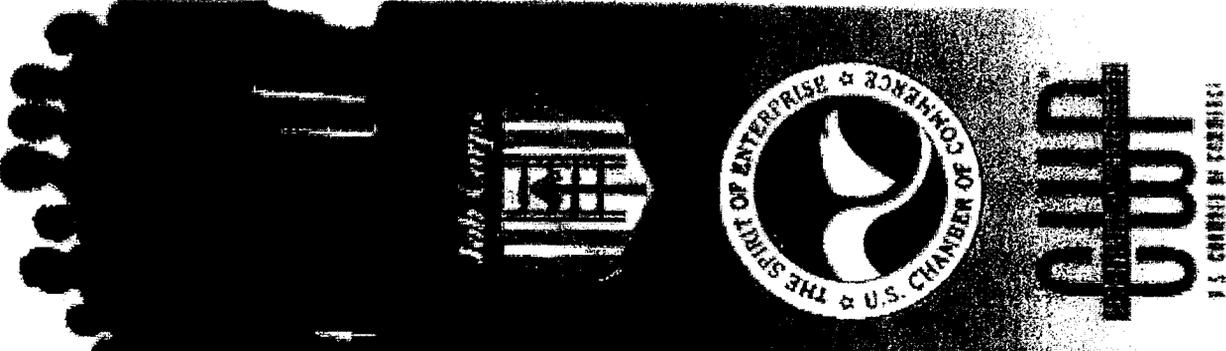
- Students attain high school diplomas or GED certificates
 - Focus on high school diplomas
- Students choose training from more than 100 trades
- Many trades offered focus on *demand driven* training, such as:
 - Healthcare
 - Technology
 - Construction



70,000
skilled workers

Employability

- Career Success Skills
 - Punctuality
 - Social skills
 - Teamwork
- Post-enrollment assistance
 - Job placement
 - Assistance with housing, medical services, etc.



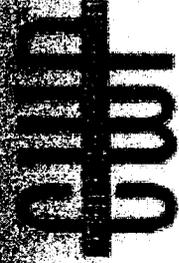
70,000
skilled workers

1980

Job Corps

Needs & Expectations

- Input and cooperation from the private sector
- Partnerships with advanced training and apprenticeship programs
- Meeting the needs of our employers
- Setting realistic expectations for our graduates



U.S. COUNCIL ON EDUCATION

70,000
skilled workers

1991

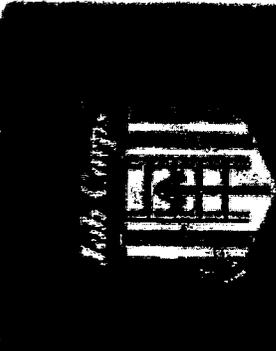
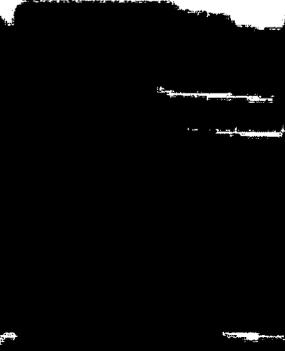
Partnership

Value & Benefits

- Partnerships with chambers of commerce and associations mean more opportunities for our students
- Working with employers to create specialized training on centers
- Real jobs with real opportunities for the 65,000 young people who come to Job Corps each year



70,000
skilled workers



1001
U.S. COMPANY OF COURAGE

Mike Hudson

Executive Director

Institute for Workforce Development
and Economic Sustainability

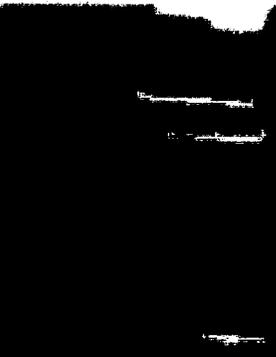
Association of Washington Business

Haley Schwartz

Regional Business
and Community Liaison

Jackson Pierce Public Affairs, Inc.

70,000
skilled workers



Top 10 List

1. Identify employer organization and Job Corps points of contact (POC)
2. Identify "key partners"
3. Finalize agenda topics
4. Host partnership meeting
5. Develop mission statement
6. Identify strengths and areas of expertise of key partners
7. Conduct market research
8. Create a "buzz"
9. Initiate action plan
10. Live and learn!

70,000
skilled workers

Who?

- Job Corps: center directors and business and community liaisons
- Employer Organization: state or local chamber and association liaisons
- Community: representatives from business, education, and state workforce
- Determine areas of expertise and available resources of committee members
- Assign tasks based on skill sets



U.S. CHAMBER OF COMMERCE

Manufacturing
70,000
skilled workers



What?

- Finalize agenda topics
- Host partnership meeting
- Discuss goals and desired outcomes
 - Engage the business community to assist with personnel needs
 - Create career paths for Job Corps graduates
- Create mission statement
 - Raise Job Corps profile
 - Expand employer and education connections

70,000
skilled workers



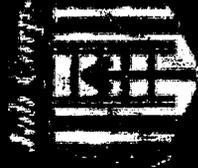
U.S. CHAMBER OF COMMERCE

How?

- Develop three tailored surveys for the following target audiences
 - Chamber of commerce directors
 - Job Corps directors
 - Workforce development directors
- Create “buzz” and “buy-in”
 - Web site link
 - Internal communication
 - Announcements in publications

70,000
skilled workers

2011

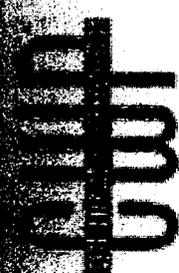


U.S. Chamber of Commerce

Live & Learn

- Set ground rules for communication
- Develop a system for accountability
- Create consistent means of communication
- Prioritize goals based on needs and resources
- Stronger emphasis on publicity for buy-in and overall excitement about the project

70,000
skilled workers

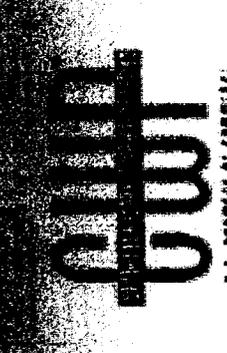


U.S. CHAMBER OF COMMERCE

A Win-Win Solution for Job Corps

- Increased publicity and name recognition
- Access to employer organization resources and marketing material
- Increased networking opportunities
- Invitations to exclusive meetings
- A sense of partnership with the business community

70,000
skilled workers

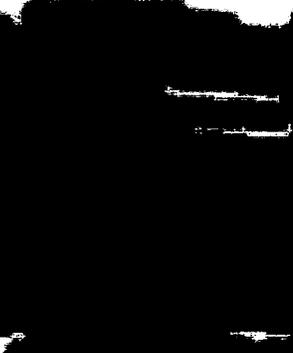


A Win-Win Solution for AWB

- Members have access to qualified entry-level applicants
- Job Corps can create customized curriculum to fit industry needs
- Work Opportunity Tax Credit (WOTC)
- Employment barriers are identified and addressed
- Work-based learning opportunities

INTERCOMMERCE
70,000
skilled workers

100,000



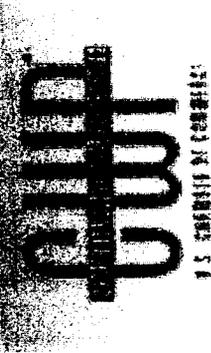
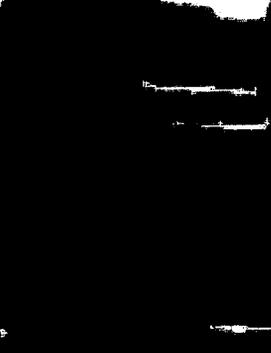
U.S. CHAMBER OF COMMERCE

Success Starts Here!

- Norwegian Cruise Lines America (NCLA)
 - Started with an idea
 - Utilized chamber connection
 - Created excitement with NCLA
 - Drafted Memorandum of Understanding (MOU)
 - Established pipeline of qualified entry-level applicants
 - Built successful partnership!

70,000
skilled workers

70,000



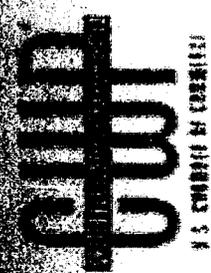
Zanna Gilbert

Program Officer

Center for Workforce Preparation U.S. Chamber of Commerce

USCC 55199

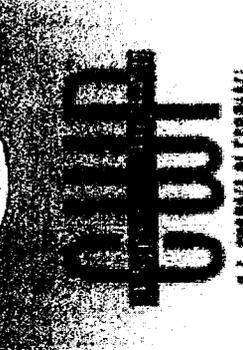
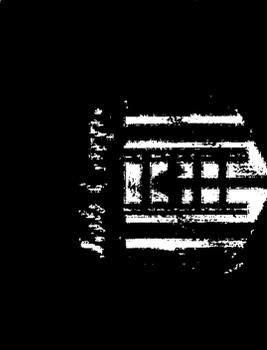
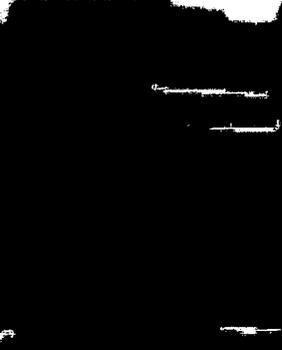
70,000
skilled workers



Action Step #1

- Connect with your partner
 - Is your partner on the Webinar?
 - Call, e-mail, meet in person
- Plan first partnership meeting
 - Work with your lead partner
 - Assign planning responsibilities
 - Identify and invite participants
 - Develop materials (agenda, participant list, other handouts)
 - Coordinate logistics

70,000
skilled workers

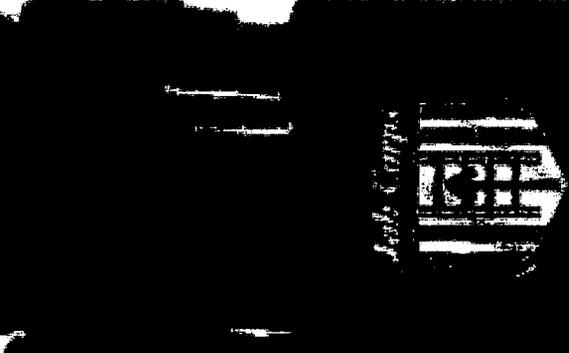


Action Step #1

- Conduct first partnership meeting
 - Usually two hours in length
 - Introductions
 - Needs assessments
 - Set goals and objectives
- Plan next steps
 - Roles and responsibilities
 - Establish communication guidelines
 - Tasks, deliverables, and timeline

70,000
skilled workers

2009

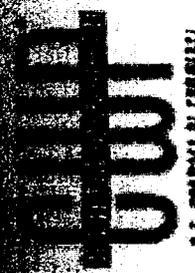
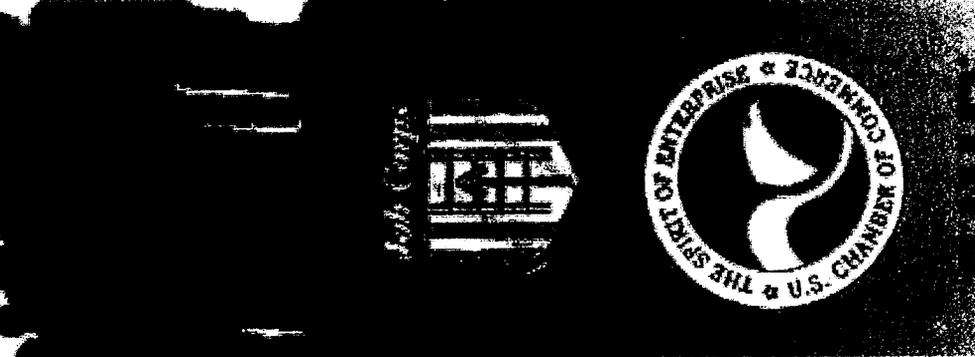


OWN
U.S. CHAMBER OF COMMERCE

Action Step #1

- Don't underestimate the value of good communication!
- Establish shared expectations for time frame in which e-mails and phone calls will be returned
- Set deadlines for task completion
- Address challenges head on
- Identify opportunities for quick wins
- Celebrate success!

UNEMPLOYED
70,000
skilled workers



Action Step #1

- Resources to get started
 - Participant lists
 - Directories
 - List of skills at Job Corps centers
 - Job Corps center contacts
 - Action Step #1 document
 - Sample surveys
- Technical assistance from CWP

70,000
skilled workers

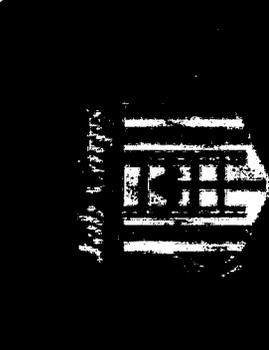
U.S. Chamber



Jan Magill

Senior Program Officer
Center for Workforce Preparation
U.S. Chamber of Commerce

70,000
skilled workers



U.S. CHAMBER OF COMMERCE

Questions?

- Starting with the FAQs submitted during this Webinar
 - Answers to questions we don't have time to address on this program will be e-mailed to you
 - Answers to all questions will be archived with this Webinar on CWP's Web site
- www.uschamber.com/cwp**

70,000
skilled workers



U.S. Chamber of Commerce

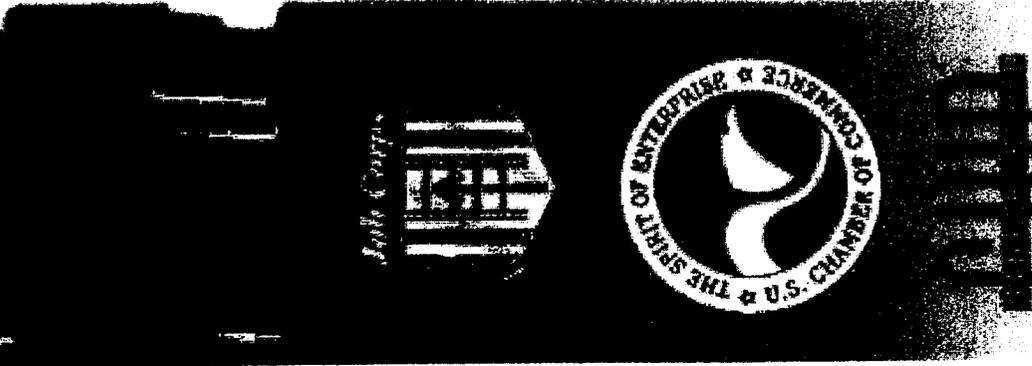
U.S. CHAMBER OF COMMERCE

Questions?

- CWP technical assistance
 - Zanna Gilbert
 - (202) 463-5671
 - zgilbert@uschamber.com
 - Jan Magill
 - (202) 871-2471
 - jmagill@uschamber.com

70,000
skilled workers

2005



U.S. CHAMBER OF COMMERCE

Connecting Employers to Skilled Entry-Level Youths Webinar Series

Building Partnerships: Case Studies on Collaboration

August 25, 2005

USCC 55207



**Connecting Employers to
Skilled-Entry Level Youths**

Webinar Series #2 August 25, 2005

**Building Partnerships:
Case Studies on Collaboration
Action Step #2**

: Plan two to three activities over the next 12 months that will foster the hiring of entry-level workers from the pool of qualified corps students

Review first meeting's partnership goals and activities
Evaluate each activity's potential impact on partnership goals
Focus thinking on the advantages of a "quick win"

: Select one of the activities as a "quick win" event that will create immediate awareness and employer engagement:

Explore current chamber, community college and one-stop events for potential incorporation: such as, Chamber Expo, Legislative Day for Business, Workforce Summit, Career Fairs

Or plan a traveling breakfast presentation for various partners

Or sponsor a Job Corps center tour for particular industry sectors

Or develop a distant/local industry council event with the chamber

Set up the activity plan sheet to include specifics on:

- ✓ Work with your lead partners
- ✓ Determine where, when, what, who, how
- ✓ Assign planning responsibilities
- ✓ Coordinate logistics
- ✓ Identify and invite participants
- ✓ Develop materials and meeting objectives

CENTER FOR WORKFORCE PREPARATION

An Affiliate of the U.S. Chamber of Commerce
www.uschamber.com/cwp

USCC 55208

- Agenda
- Participant list
- Draft preliminary goals and objectives for the partnership
- Other handouts

**Order copies of Job Corps brochures and partnership CD from CWP
customer service: 1-800-632-6582**

Invite media to cover event

**Invite high school film/media students to video-tape event for cable
broadcast.**

Invite Job Corps students to participate as speakers and hosts.

**Contact the National Job Corps Alumni Association for inspiring and
successful Job Corps graduate success stories and speakers.**

Partnership Event

Organized by the employer organization

Organized by Job Corps culinary students

Invite Job Corps student participate in Job Corps presentation

Provide participant contact info to all attendees

Provide and collect employer engagement forms

**Request for media coverage with every partner in newsletters and on websites,, as well
as local community sources**

Map out a plan and timeline to achieve the rest of the year's

Print out the useful handouts from this webinar

**Use past awareness building materials to continue to generate awareness
and employer engagement**

**Use websites to advance the matching of Job Corps graduates to local and
distant employer needs/job openings.**

**Explore the newly developed web tool: Connecting Employers to Entry-
level Skilled Youths for the tools, ideas, templates and contacts to help**

**insure the sustainability and growth of your partnership. Note: web tool is
being piloted in limited markets during September 2005; national launch
will be October 2005.**

4: Continue follow-up to commitments of partners at first meeting:

Corps

- Invite/select Job Corps students to meet the partners at their worksites.
- Host tour of center for employers, educators, community based organizations, and educators.
- Join chamber and become active member of education and workforce chamber committee
- Join workforce investment board; students join youth councils
- Develop regular sessions for students at One-Stops

Check all three Webinar Participant Lists to see if there was an employer organization participant from your local area or representing an industry that matches the career skills offered by your center

Visit <http://www.uschamber.com/chambers/directory/default.htm> to locate a chamber of commerce in your local area or in the home towns of your Job Corps graduates. Call CWP at (202) 463-5525 to get help identifying associations in the industries that match the career skills offered by your center

Visit the employer organization's Web site or call the employer organization to determine the most appropriate contact

or e-mail the contact to set up an introductory meeting

Chambers of Commerce

- Add Job Corps information and link to chamber website
- Run article about Job Corps in monthly chamber newsletter
- Add Job Corps students to current student initiatives such as: job shadow day, internships, youth career fairs, work readiness training for summer youth, business-school partnership program, etc.
- Invite Job Corps youth to volunteer at chamber dinner, golf tournament, awards luncheon, etc.
- Distribute Job Corps brochures to chamber members, or add to literature rack in lobby.
- Invite Job Corps to provide color guard at State Legislature Day
- Schedule Job Corps presentation at state chamber executive conferences

Check the State Webinar Participant List to see if there was a Job Corps center participant from your local area

Visit <http://jobcorps.doleta.gov/center.cfm> to locate a Job Corps center in your local area

Visit the Job Corps Directory to find the appropriate center director to contact or e-mail the center director to set up an introductory meeting

USCC 55210

Initiations

- Add Job Corps information and link to association website
- Run article about Job Corps in monthly association newsletter
- Add Job Corps students to current student initiatives such as: job shadow day, internships, youth career fairs, work readiness training for summer youth, business-school partnership program, etc.
- Invite Job Corps youth to volunteer at association dinner, golf tournament, awards luncheon, etc.
- Distribute Job Corps brochures to association members, or add to literature rack in lobby.
- Schedule Job Corps presentation at state and regional association meetings and events.

Check the Career Skills Webinar Participant List to see if your industry needs have been matched to career skills offered by Job Corps

Use the Job Corps List of Trades Offered at Each Center to identify centers that offer career skills that match the needs of your industry

Use the Job Corps Directory to find the appropriate center director to contact

Call or e-mail the center director to set up an introductory meeting

Employers

- Feature a Job Corps student success story in business newsletter
- Host a local or regional employer breakfast to introduce Job Corps as a workforce/business pipeline for small and mid-size businesses.
- Provide staff volunteer time to participate in an e-mentoring program with Job Corps students.
- Host internship for Job Corps student returning to his/her hometown.
- Follow-up with hiring student

Check the State and Career Skills Webinar Participant Lists to see if there was a Job Corps center participant from your local area or whose center offers career skills that match the needs of your business

Use <http://jobcorps.doleta.gov/center.cfm> to locate a Job Corps center in your local area

Use the Job Corps List of Trades Offered at Each Center to identify centers that offer career skills that match the needs of your business

Check with your local chamber or association to see if a relationship with that Job Corps center has already been established and who the contact is

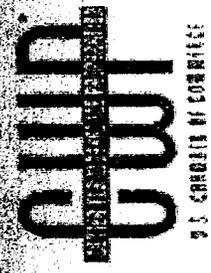
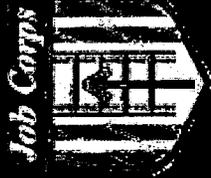
Use the Job Corps Directory to find the appropriate center director to contact

Call or e-mail the center director to set up an introductory meeting

Celebrate Your Success as a Partnership!

USCC 55211

70,000
skilled workers



Connecting Employers to Skilled Entry-Level Youths Webinar Series

Using New Online Resources:
Your Chamber-Job Corps Connection

October 20, 2005
2 - 3 p.m. EDT

70,000
skilled workers

Today's Speakers

- Jan Magill
- Dale Coachman
- Paul Ouellette
- Matt Robison
- Jim Mabus

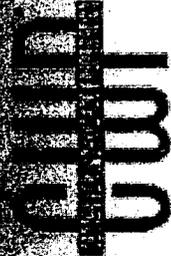


GWP
GROWING WORKING PEOPLE
U.S. CHAMBER OF COMMERCE

70,000
skilled workers



Job Corps



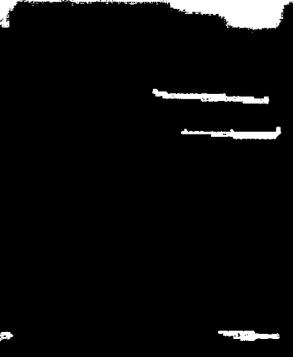
U.S. CHAMBER OF COMMERCE

Jan Magill

Director of Development &
Strategic Partnerships
Center for Workforce Preparation
U.S. Chamber of Commerce

USCC 55214

70,000
skilled workers



Action Step #1

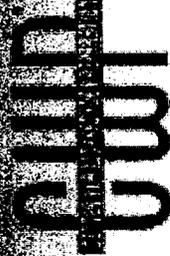
Meet with the Partners

- Resources to get started
 - Participant lists
 - Directories
 - List of skills at Job Corps centers
 - Job Corps center contacts
- Action Step #1 document
- Sample surveys
- Technical assistance from CWP

70,000
skilled workers



Job Corps



Action Step #1 cont.

- Conduct first partnership meeting
- Plan next steps
 - Roles and responsibilities
 - Establish communication guidelines
 - Tasks, deliverables, and timeline

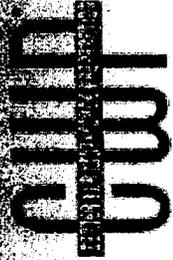
70,000
skilled workers



Action Step #2

Your 1st Partnership Event

- Go for a “quick win” to generate partner energy and commitment
- Plan of action worksheet
- Set timetable and benchmarks
- Market the event
- Use evaluation and commitment forms for partnership growth
- Use “quick win” to mobilize year’s plan



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70,000
skilled workers

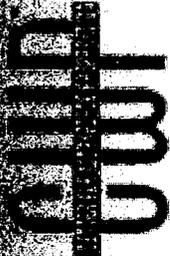


Action Step #2

Hints for Success

- Don't underestimate the value of good communication!
- Establish shared expectations for time frame in which e-mails and phone calls will be returned
- Set deadlines for task completion
- Address challenges head on
- Identify opportunities for quick wins
- **Celebrate success!**
- **View at:**

Job Corps



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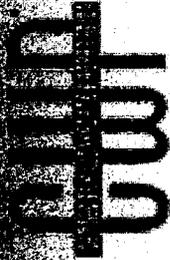
70,000
skilled workers

Action Step #3

Use the New Web tool

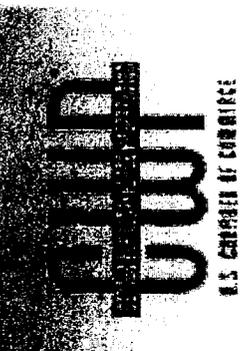
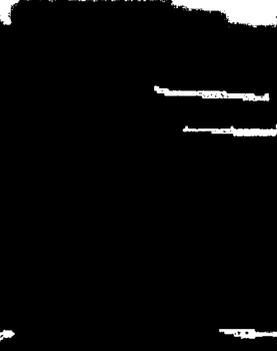
- *Your Chamber-Job Corps Connection*
- Explore outline of contents with partners
- Identify templates, promising practices that match your plans of action
- Complete and send in feedback survey

Job Corps



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70,000
skilled workers

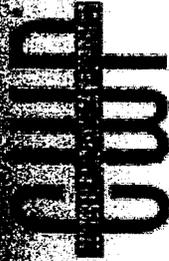
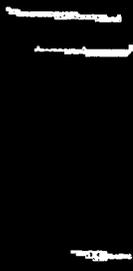


Dale Coachman

Program Assistant
Center for Workforce Preparation
U.S. Chamber of Commerce

USCC 55220

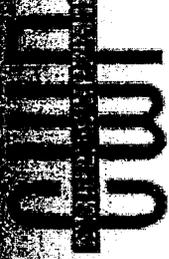
70,000
skilled workers



Using Your Online Resources: Chamber-Job Corps Web Tool

- Welcome to the step by step tour of how to use your new Chamber-Job Corps Web Tool!!
- Two Portals
- Partnership resources for chambers
- Partnership resources for Job Corps

70,000
skilled workers

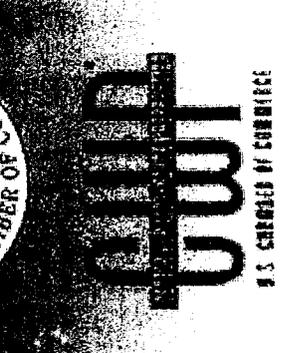
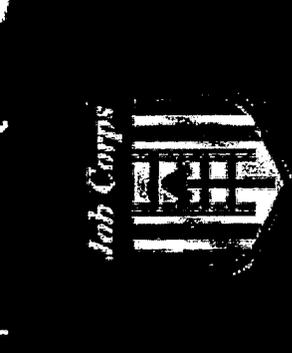
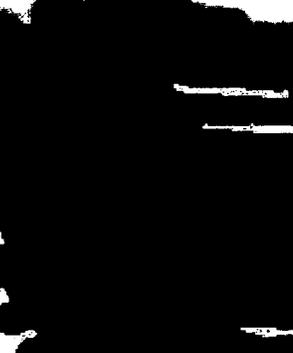


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Web Tool

- Created to help chambers and Job Corps develop these partnerships
- Examples of successful chamber and Job Corps partnerships
- Center for Workforce Preparation looked to these to observe what worked and what did not work.
- Web Tool keeps us from “reinventing the wheel”
- Offers specific resources to each audience whether Job Corps or chamber

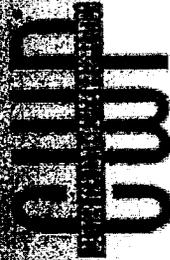
UNEMPLOYED
70,000
skilled workers



Partnership Resources for Chambers

- Business case for partnering with Job Corps
- Locating the Job Corps center nearest you.
- Engaging Job Corps.
- Recommended ways to work with Job Corps.

70,000
skilled workers



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Resources Cont'd

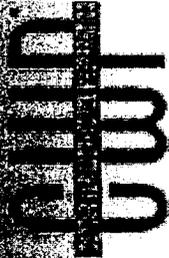
- Strategic communication with chambers
- Communications checklist
- Making brochure copy benefit oriented
- Choosing right testimonial

70,000
skilled workers

Partnership Resources for Job Corps

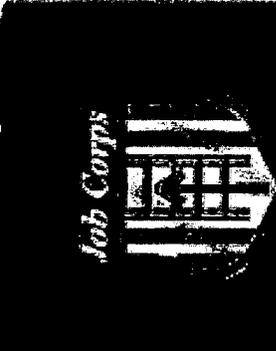
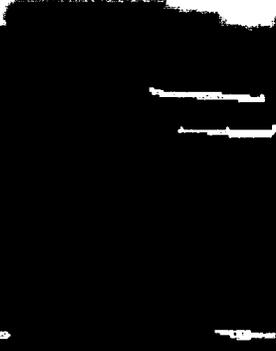
- Making the case for partnering with chambers
- Engaging chambers of commerce
- Engaging employers and other recruiting partners
- Activities to engage employers
- Strategic communications checklist

Job Corps



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70,000
skilled workers



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Resources Cont'd

- Successful partnership stories
- Frequently asked questions: What is Job Corps? And others....

70,000
skilled workers



Additional Resources

- Library and links where you can find:
 - Sample Surveys
 - Sample event invitation and programs
 - Promotional materials (chamber and Job Corps centers)
 - CWP Webinars

Paul Ouellette

Vice President of Community
Development & Education

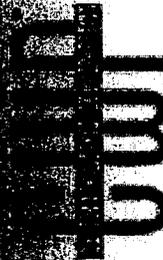
Northern Rhode Island
Chamber of Commerce

USCC 55228

70,000
skilled workers



Job Corps



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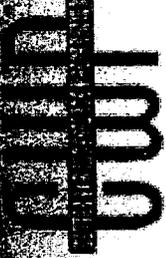
70,000
skilled workers

Direct Marketing Approach

What We Did

- E-mail to Membership
Sent three times
- Electronic News Letter
Sent weekly for four weeks
- Printed News Paper
*Ran an article about Job Corps
and the purpose of the survey*

Job Corps



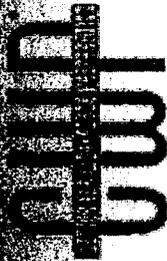
USCC 55229

70,000
skilled workers

Look of the Site

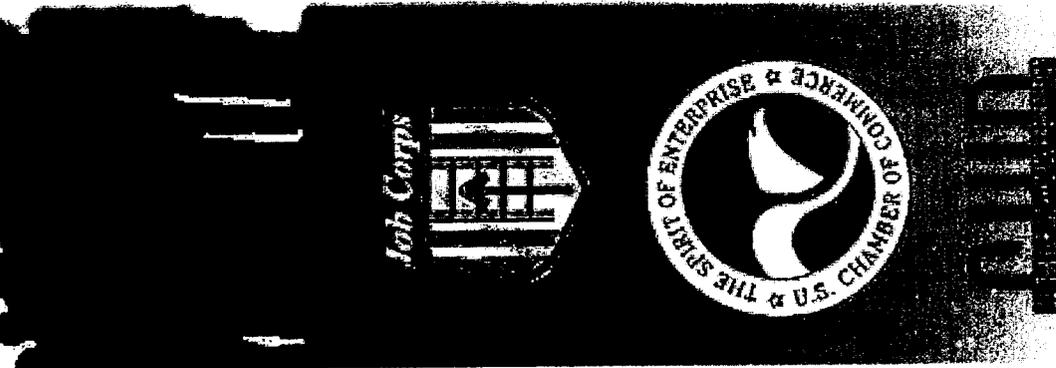
- The site must be fully accessible according to government regulations.
- Survey results suggested that there be more graphics. However because the site must meet accessibility compliance, graphics are limited.

Job Corps



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skilled workers



Survey Results

Positive Comments

- Most comments about the overall ease, look and navigation were positive.
- Liked color scheme.
- Organization of web tool rating was very good.