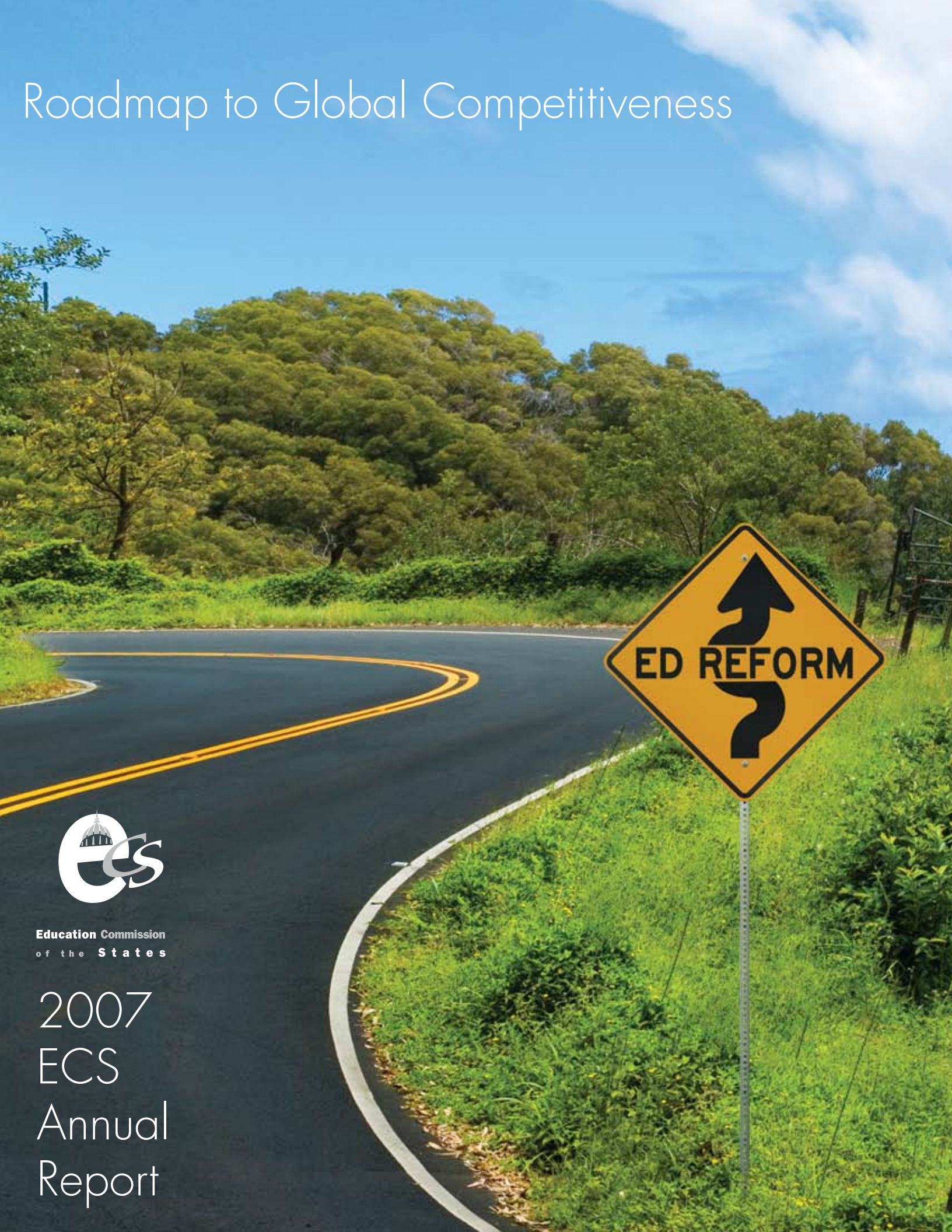
Roadmap to Global Competitiveness



Education Commission of the States

2007 ECS Annual Report

Education Commission of the States

EQUIPPING EDUCATION LEADERS, ADVANCING IDEAS

ECS is the only nationwide, nonpartisan interstate compact devoted to education.

Our core purpose is to enlighten, equip and engage key education leaders — governors, legislators, chief state school officers, higher education officials, business leaders and others — to work side by side to improve education across the 50 states and U.S. territories.

What we do:

- Conduct policy research and analysis
- Convene state, regional and national policy conferences
- "Connect the dots" across the policy landscape
- Promote networks and partnerships
- Provide information and news
- Customize technical assistance

Enlighten | Equip | Engage

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Message From Governor Kathleen Sebelius

ECS Chair, 2006–2008

Dear Colleague:

This past year at ECS was both rewarding and enriching. I am pleased to acknowledge that, after re-revaluating our mission, goals and priorities, we are stronger today than we were one year ago. This annual report is a testament to the considerable value that ECS brings to state policymakers.

My chair's initiative, Great Teachers for Tomorrow, *continues to focus on strategies for attracting, inspiring and equipping teachers for meaningful careers in education. In 2007, we hosted a session at The National Forum on Education Policy in which we:*

- *Described ongoing efforts to increase teacher recruitment and retention*
- *Shared working conditions survey results from a number of states*
- *Highlighted efforts of a large, urban school district to improve working conditions.*

Teaching quality, particularly in math, science and technology continues to remain a high priority. I also see pre-natal and newborn care and the expansion of early learning opportunities including all-day kindergarten as growing in importance. Beyond these essentials, we must ensure the safety of children at school and provide affordable college educations.

We were proud to attract State Teachers of the Year to our 2007 National Forum. It was a privilege to host the best of those who are daily on the frontlines in America's classrooms. Our appreciation goes to the American Federation of Teachers and the National Education Association for their financial support that allowed the Teachers of the Year to participate in the forum.

As ECS chair, I led the recruitment of Roger Sampson, the organization's new president. Prior to assuming this key role in August, his distinguished education career spanned more than 20 years in Alaska and most recently as the chief state school officer. This begins a positive, new era for ECS. Please allow me to extend my sincere thanks to Roderick Chu for his leadership from January through July 2007 as interim president and his service as an ECS commissioner. Through the efforts of these two gentlemen, ECS committees and staff, the organization is now on firm footing financially and operationally. ECS is now positioned to be a true force in education reform and in helping states move our country toward global competitiveness.

Sincerely,

Kathleen Sebelius
2006-08 Chair, Education Commission of the States
Governor of Kansas

Message From Roger Sampson

ECS President

Dear Friend of ECS:

The education arena is changing — and so is ECS. More than 40 years ago, former North Carolina Governor Terry Sanford named our organization, "the most exciting educational experiment on the American scene — a working partnership for the good of the nation." As in any experiment, results are expected, conclusions are drawn and lessons are learned.

Today, ECS is using lessons learned to restore the credibility, viability and progress of our organization. We are focusing on results — or what works, both within our organization and across state education policy agendas. In 2007, we focused on:

- *Regaining our organization's financial footing*
- *Strengthening constituent relations through state liaison efforts*
- *Re-evaluating our approach to the National Forum*
- *Setting the educational agenda for the nation.*

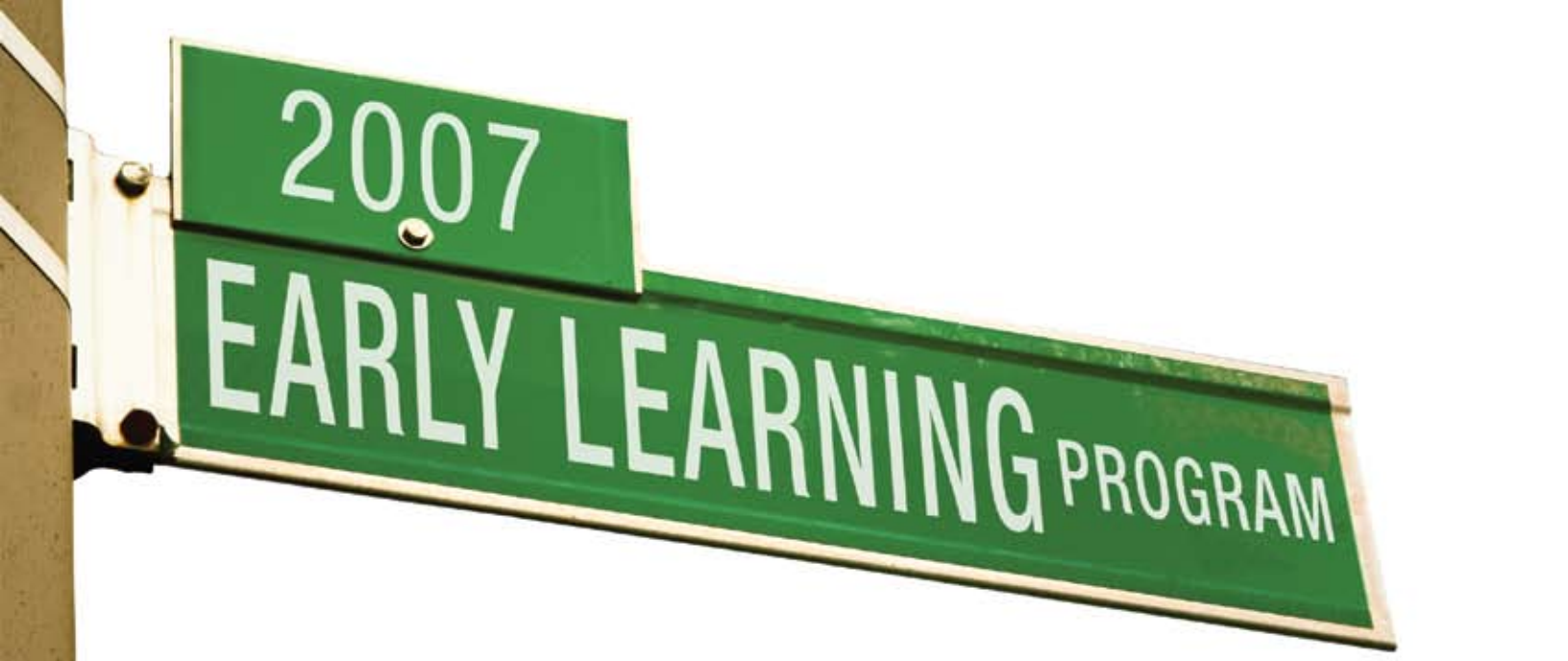
These efforts to unify and reprioritize enable ECS to better support policymakers in their understanding of both the successes and gaps in education policy. Our goal is to not only collect data, but to advance ideas that come out of the research and identify best practices across any number of states. The greatness of ECS resides in our ability to recognize key challenges, research best practices and convene central stakeholders across all states and territories. Our mission is to improve education at all levels and to bring America to a higher level of global competitiveness.

As we go forward, I am confident our organization is emerging as a major contributor in understanding the challenges — and the opportunities faced in our nation's classrooms. Together, we can make education a true engine for economic and workforce development. Helping states develop benchmarks to international standards and align systems of learning from Pre-K through postsecondary education will move America toward global competitiveness.

Best Regards,

Roger Sampson

Roger Sampson
President, Education Commission of the States



The Early Learning Program supports state efforts to develop policies and identify practices that have a positive impact on the development and learning of young children from birth to age 8. As investing in programs for young children — especially at the pre-K and early elementary levels — has emerged as a central strategy in states' efforts to improve educational achievement and opportunity, ECS' Early Learning Program has provided resources to increase the capacity of policymakers to advance the early learning agenda in their states. Current key focus areas include:

- Linking early care and education and the early elementary grades — transitions and alignment of education policies and programs
- Accessing early care and education programs and services for children birth to age 5
- Assuring the quality of early learning programs and teachers
- Integrating services to support school readiness
- Creating Ready Schools — leadership and continuity across levels of learning
- Engaging parents in the education of their children.

Initiatives:

Supporting Partnerships to Assure Ready Kids (SPARK)

The SPARK initiative of the W.K. Kellogg Foundation is designed to build community capacity to create partnerships among schools, state agencies and families to ensure they work together effectively for the early learning of children. The goal is to make certain that vulnerable children are ready for school and that schools are ready for children. ECS is supporting the SPARK initiative by working with the W.K. Kellogg Foundation and program staff in seven states and the District of Columbia to scale up site-specific best practices from communities and schools to district and to state policy. In that capacity, ECS:

- *Provides a best practices and policy "lens" for SPARK sites*
- *Engages policymakers to develop aligned policies and practices based on SPARK*
- *Builds capacity for policy development in other non-SPARK states.*

In 2007, ECS launched a strategy for leveraging SPARK best practices to inform state and federal policy. Based on an analysis of initiative outcomes across all SPARK sites, a core set of policy targets emerged focusing on building continuity between community early care and education and schools. ECS continues to play a role in convening state and federal policymakers to examine issues of transition and alignment across systems. To inform this effort, a series of SPARK site profiles and corresponding policy opportunities were developed and have been used with education policy stakeholders.

ECS Early Learning Issue Site: Retooling and Updating

The ECS Early Learning issue site is a key source of information for education leaders who depend on its resources to assist them in policymaking decisions and to connect them to model practices and policies in other states. With a grant from the A.L. Mailman Foundation, the early learning site is being updated and retooled to reflect developments in the rapidly changing early learning policy environment. This proposed redesign project will create an issue site that is relevant, focused, dynamic, connected to other key resources and capable of delivery of just-in-time information and analysis.

The ECS High School Policy Center (HSPC) was created in early 2005 to provide ECS constituents with a one-stop shop of policy information, analysis and research findings on a vast array of issues related to high schools and transitions to postsecondary education.

50-State Policy Information

To provide a baseline of knowledge on what states are doing on key high school reform issues, HSPC staff released eight 50-state databases on exit exams, high school-level accountability, high school-level assessment, International Baccalaureate, special populations in high school assessments, student accountability, student support and remediation, and virtual high schools. Staff also made updates to the six databases launched in 2006, including high school graduation requirements. The HSPC draws the vast majority of information for state policy databases from primary sources, including state statutes, regulations, recently enacted legislation, executive orders and other primary source documents, ensuring the highest level of quality and accuracy.

Highlights of Local Initiatives

To inform policymakers of successful and replicable high school reform approaches, the HSPC profiled a number of highlights of innovative state- and district-level high school initiatives. These include the Los Angeles' Unified School District (rigorous graduation requirements for all); Coweta County, Georgia (career/technical education); Kentucky's Virtual School (expanding access to high-quality distance learning); Michigan (rigorous graduation requirements for all); and New York's College Now (expanding dual enrollment opportunities to traditionally underserved urban youth). To be included in this database, initiatives must meet specified criteria demonstrating the impact, sustainability and replicability of innovative efforts on behalf of traditionally underserved youth, including minority, low-income and special needs students and first-generation college-goers.

Research Studies Database

In January 2007, the HSPC launched the ECS Research Studies database (www.ecs.org/rs), a one-of-a-kind tool offering ECS constituents the opportunity to quickly identify the findings/results and policy implications/recommendations of high-quality research vetted by ECS staff. Studies added to the database in 2007 address Advanced Placement®, the impact of counseling on student decisionmaking, the impact of exit exams on student outcomes, the importance of rigor in the high school curriculum, the importance of 9th grade, improving low-performing high schools and districts, and dropout prevention. Research must meet specific quality criteria to be included, and must have implications for state policy.

HSPC Publications

In 2007, HSPC staff released three Policy Briefs to complement the 50-state policy collections. These briefs include:

- *The State Role in Accelerating Student Growth in Low-Performing High Schools*
- *Helping Equip Teachers to Answer Students' Questions on College Knowledge*
- *What Policymakers Need to Know About the Cost of Implementing Lab-Based Science Course Requirements.*

StateNotes provide state policy information in a more compact format. The HSPC contributed five of these publications in 2007:

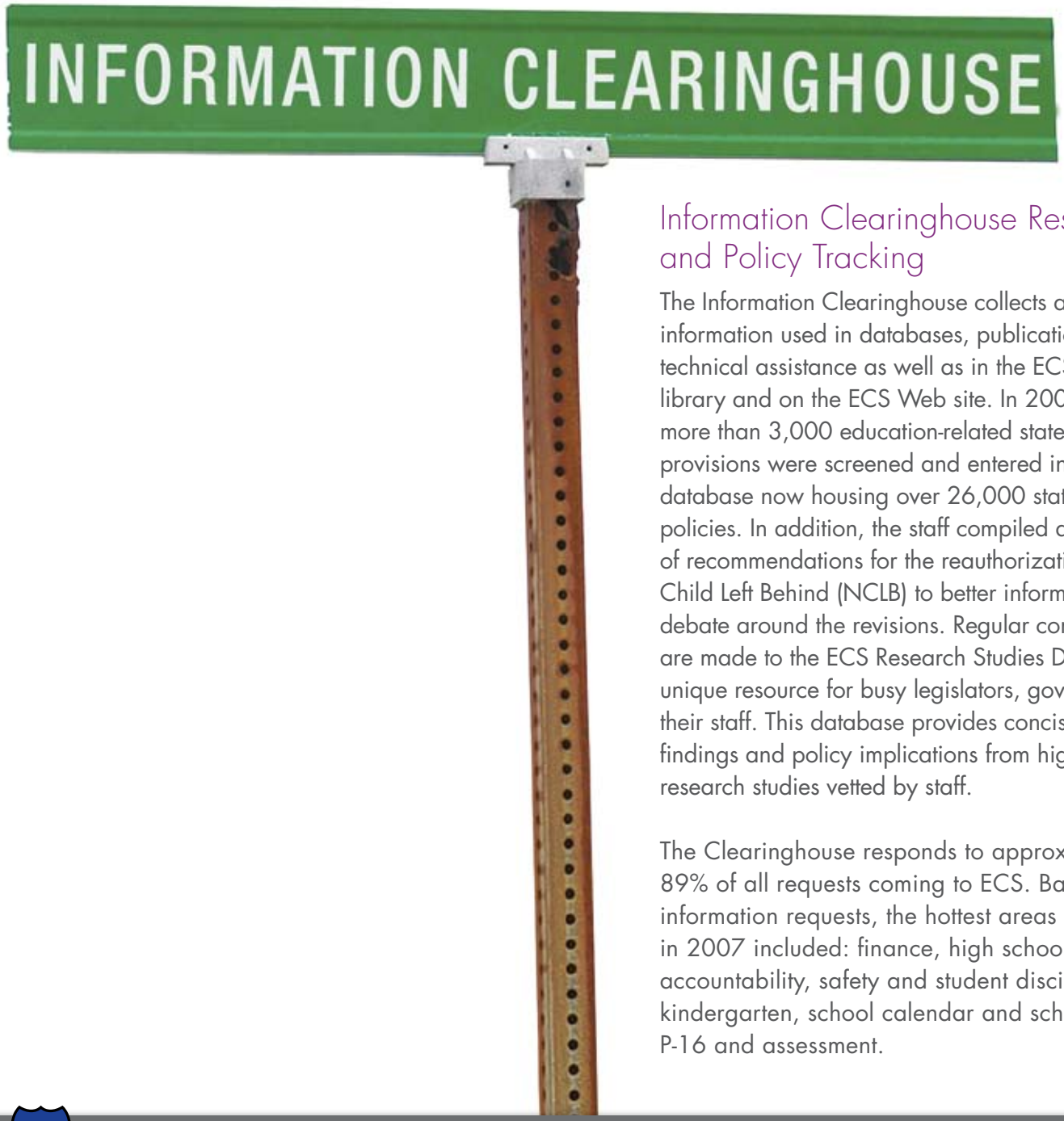
- *Aligned to the Research: Science and Mathematics Graduation Requirements*
- *Student Accountability Initiatives*
- *High School-Level Assessments: Subjects Tested*
- *High School-Level Assessments: Purposes of Exams*
- *Accommodations for English Language Learners on State Assessments.*

Impact

In 2007, ECS received many requests to reprint or use HSPC products, and HSPC materials informed state policy deliberations on graduation requirements, alignment of high school graduation requirements with college admissions requirements, acceptance of International Baccalaureate credits at public postsecondary institutions, end-of-course assessments, awarding proficiency-based credit, dropout prevention and P-16/P-20 alignment efforts.

Links to the state policy databases, highlights of local initiatives, Policy Briefs, *StateNotes* and recent PowerPoint presentations are available on the ECS Web site at www.ecs.org.

The Compact for Education outlines the purpose of the Information Clearinghouse to: *...Provide a clearinghouse of information on matters relating to education problems and how they are being met in different places throughout the nation, so that the executive and legislative branches of state government and of local communities may have ready access to the experience and record of the entire country, and so that both lay and professional groups in the field of education may have additional avenues for the sharing of experience and the interchange of ideas in the formation of public policy in education...*



Information Clearinghouse Research and Policy Tracking

The Information Clearinghouse collects and manages information used in databases, publications and technical assistance as well as in the ECS digital library and on the ECS Web site. In 2007 alone, more than 3,000 education-related state policy provisions were screened and entered into a database now housing over 26,000 state education policies. In addition, the staff compiled a database of recommendations for the reauthorization of No Child Left Behind (NCLB) to better inform the national debate around the revisions. Regular contributions are made to the ECS Research Studies Database, a unique resource for busy legislators, governors and their staff. This database provides concise, bulleted findings and policy implications from high-quality research studies vetted by staff.

The Clearinghouse responds to approximately 89% of all requests coming to ECS. Based on information requests, the hottest areas of interest in 2007 included: finance, high school, NCLB, accountability, safety and student discipline, kindergarten, school calendar and scheduling, P-16 and assessment.

Information Clearinghouse Publications

The Clearinghouse staff regularly maintains e-Clips and e-Connection mailings to share education news and national highlights. In 2007, Clearinghouse staff authored two editions of the *Progress of Education Reform* on dropout prevention and school improvement. In addition, during the 2007 year, the following *StateNotes* were produced:

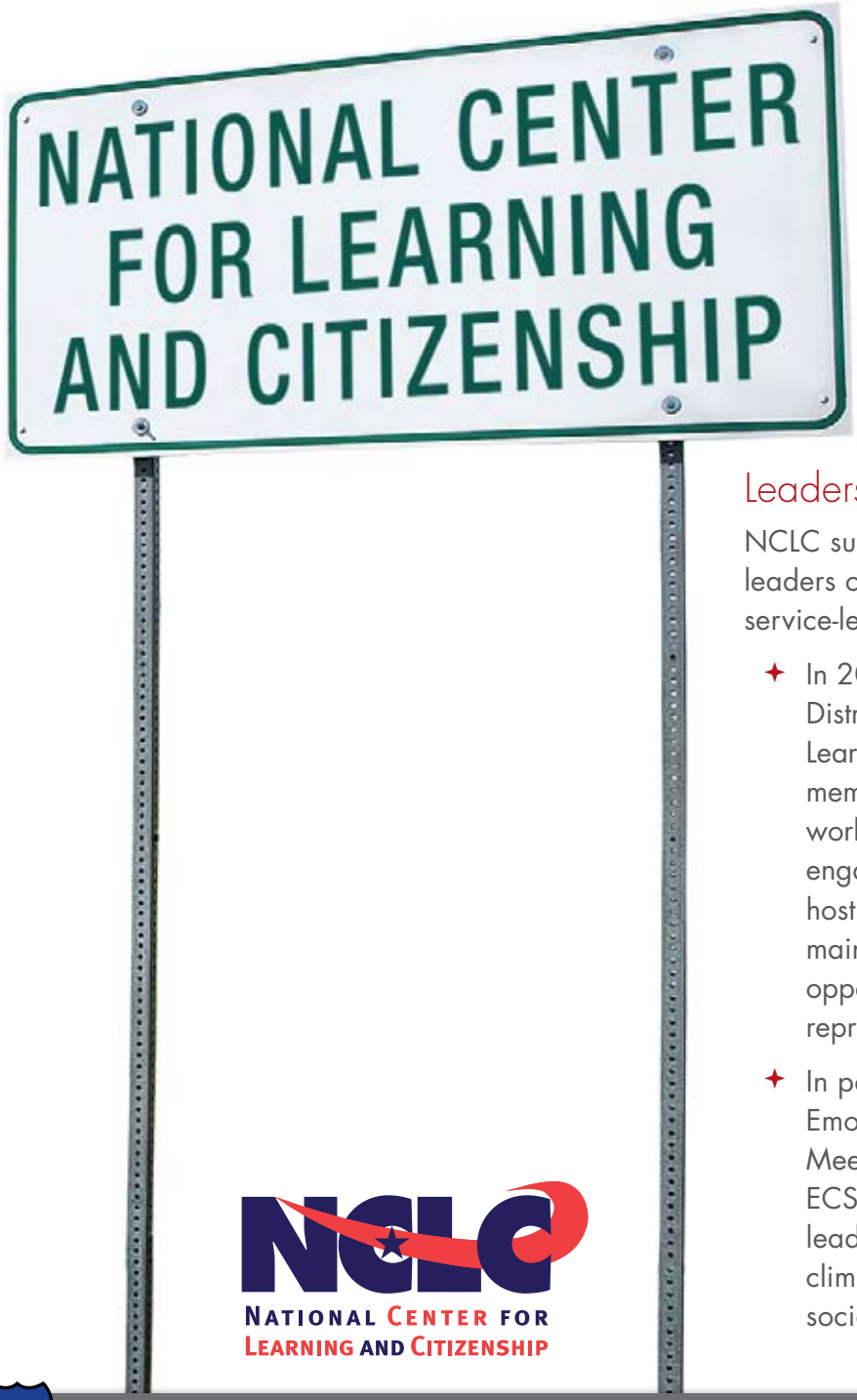
- *Sex Education Laws in the States*
- *Entrepreneurial Education Laws in the States*
- *Compulsory School Age Requirements*
- *Policies to Engage Postsecondary Education in State Economic Development*
- *Recent State STEM Initiatives*
- *Comprehensive State Facility Programs*
- *Survey of Finance Adequacy Studies*
- *Cost per Day of Extending the School Year*
- *Major Changes in State Boards of Education*
- *Qualifications for Chief State School Officers*
- *Kindergarten Entrance Ages: 30-Year Trend Analysis*
- *In-state Tuition for Undocumented Immigrants*
- *State Monitoring and Evaluation of Supplemental Educational Service Providers*
- *What Cannot Count Toward Official Instructional Time?*
- *Minimum Number of Minutes/Hours in a High School Day*
- *Teacher Tenure/Continuing Contract Laws*

Information Clearinghouse Partnerships and Collaboration

In 2007, Information Clearinghouse staff partnered with the National Conference of State Legislators (NCSL) to serve the Legislative Education Staff Network (LESN) and also provided school finance expertise to leaders in Colorado, Minnesota, New Hampshire and Rhode Island. Clearinghouse staff presented on high school reform at a National Association of Latino Elected Officials (NALEO) meeting in Texas, and on the state role in improving low-performing schools to a study group for the National Association of State Boards of Education (NASBE). The staff also represented ECS as a partner in the Data Quality Campaign, served on an advisory group for Educating Military Children and managed sessions for the ECS National Forum. These sessions covered multiple topics including: High School, P-20, NCLB, Improving Low-Performing Schools, Root Cause Analysis, School Finance, and Science, Technology, Engineering and Math (STEM).

Roundtable discussion at the 2007 ECS National Forum on Education Policy

The mission of the ECS National Center for Learning and Citizenship (NCLC) is to assist state and district leaders to promote, support and reward citizenship education as an essential component of America's education system. In support of this mission, NCLC focused work in 2007 on *Leadership* and *Youth Voice*. Our activities can be categorized into areas of leadership, professional development, technical assistance and advocacy for service-learning. Highlights of these efforts are outlined below.



Leadership

NCLC supported the development of state and district leaders committed to citizenship education and service-learning:

- In 2007, NCLC continued to strengthen the 100 District Leaders for Civic Engagement and Service-Learning. By working in regional groups, Network members have enhanced and deepened their work of advocating for service-learning and civic engagement. NCLC supports the Network by hosting its annual meeting and regional meetings, maintaining a Network listserv, and providing opportunities for members to author op-eds and represent the Network at national forums.
- In partnership with the Center for Social and Emotional Education, NCLC hosted a Thinkers Meeting on School Climate. The meeting helped ECS call attention to the important role school leaders play in creating and sustaining a school climate that supports students' academic, civic, social and emotional development and learning.

Technical Assistance

NCLC provided targeted technical assistance to several states:

- Mississippi – Provided guidance in the development of an agenda to transform education in Mississippi; assisted in the design and implementation of the State Superintendent's Youth Advisory Board, providing formal opportunities for the voice of youth to inform education policy development. Designed the agenda and format for the 2008 Teen Summit on Dropout Prevention, focused on the transformation framework and youth engagement.
- Hawaii – Designed, implemented and facilitated a series of trainings and experiences for School Community Council members to create effective councils and to incorporate youth voice into council deliberations.

Professional Development

NCLC supported the professional development of district and state policymakers and education leaders in forums throughout the year:

- The Principal's Academy at the National Service-Learning Conference provided a strand of "principals only" sessions at the conference. NCLC staff designed the sessions to provide principals with research, strategies and inspiration to integrate and sustain service-learning in their home school districts.
- The 7th Education Leadership Colloquium on the "Civic Mission of American Education," was hosted at the 2007 ECS National Forum on Education Policy. The session engaged 10 state teams in professional development around policies that support the integration of youth voice in policymaking, citizenship education and service-learning.

Service-Learning

NCLC continued to recognize service-learning's impact on effective citizenship education and student academic achievement:

- NCLC secured funding to provide tools and strategies that bridge what the research shows about effective service-learning practice and sustainability, with appropriate state and district policy options.

The Postsecondary Education and Workforce Development Institute works closely with policymakers, institution leaders, and business and community leaders to drive innovation and change within higher education to meet the challenges of preparing the workforce of the 21st century.

Tennessee Board of Regents Developmental Studies Redesign Initiative

The Tennessee Board of Regents (TBR) and ECS were awarded a three-year grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) to advance the effectiveness and efficiency of developmental studies programs at TBR institutions. ECS and TBR are partnering with the National Center for Academic Transformation to redesign developmental studies courses at six institutions. The goals of the project are to increase student completion, improve student success in postsecondary education and deliver developmental studies in a more cost-effective manner. ECS is conducting policy research in each of the states to identify best practice and policy for delivering developmental studies, and convening policy leaders in Tennessee to ensure alignment with P-20 efforts in the states.

Community Colleges and Teacher Education: Roles, Issues and Opportunities

ECS, with support from and in collaboration with the National Center for Teacher Transformation (NCTT) convened a panel of experts in community colleges, teacher preparation and teacher quality in August, 2006 to explore the roles, issues and opportunities that exist for community colleges as key players in teacher education. The project produced a paper in May 2007, *Community Colleges and Teacher Preparation: Roles, Issues and Opportunities*, outlining the issues discussed and recommendations for states to consider as they explore the role that community colleges will play in teacher preparation. The paper is available on the ECS Web site at: http://www.ecs.org/html/Document.asp?chouseid=7401.

Travelers Insurance College and Career Initiative

ECS contracted with Travelers Insurance Corporation to devise a national strategy using philanthropic and corporate assets to promote college and career preparation for residents of cities where Traveler's Insurance has an operational presence. The final effort, completed in March 2007, was a project design and implementation strategy that resulted in Travelers Insurance making a multimillion dollar investment in its corporate communities. This investment created collaborative efforts with education, business, government and community leaders to positively increase college preparation, college success and successful transitions into the workforce for low-income residents.

South Carolina State University Academic Review

ECS conducted an academic review of South Carolina State University to assess the extent the institution's programs are adequately preparing graduates for participation in the rapidly changing, knowledge-based global economy. The project examined data on quality indicators that have been identified by policymakers, peer institutions and key stakeholders as important to the overall quality of South Carolina State University. A final report was issued to the South Carolina State University Board of Trustees in July, 2007.

As a division within the broader ECS organization, the mission of the Teaching Quality and Leadership Institute (TQLI) is to provide state policymakers and education leaders with information of high caliber, relevance and utility to advance the quality of teaching and education leadership. This is accomplished through the exploration, analysis and dissemination of exemplary research, model policy and innovative practice. To achieve this mission, we are involved in a variety of projects and efforts, both within the organization and in partnership and collaboration with other research and policy organizations.

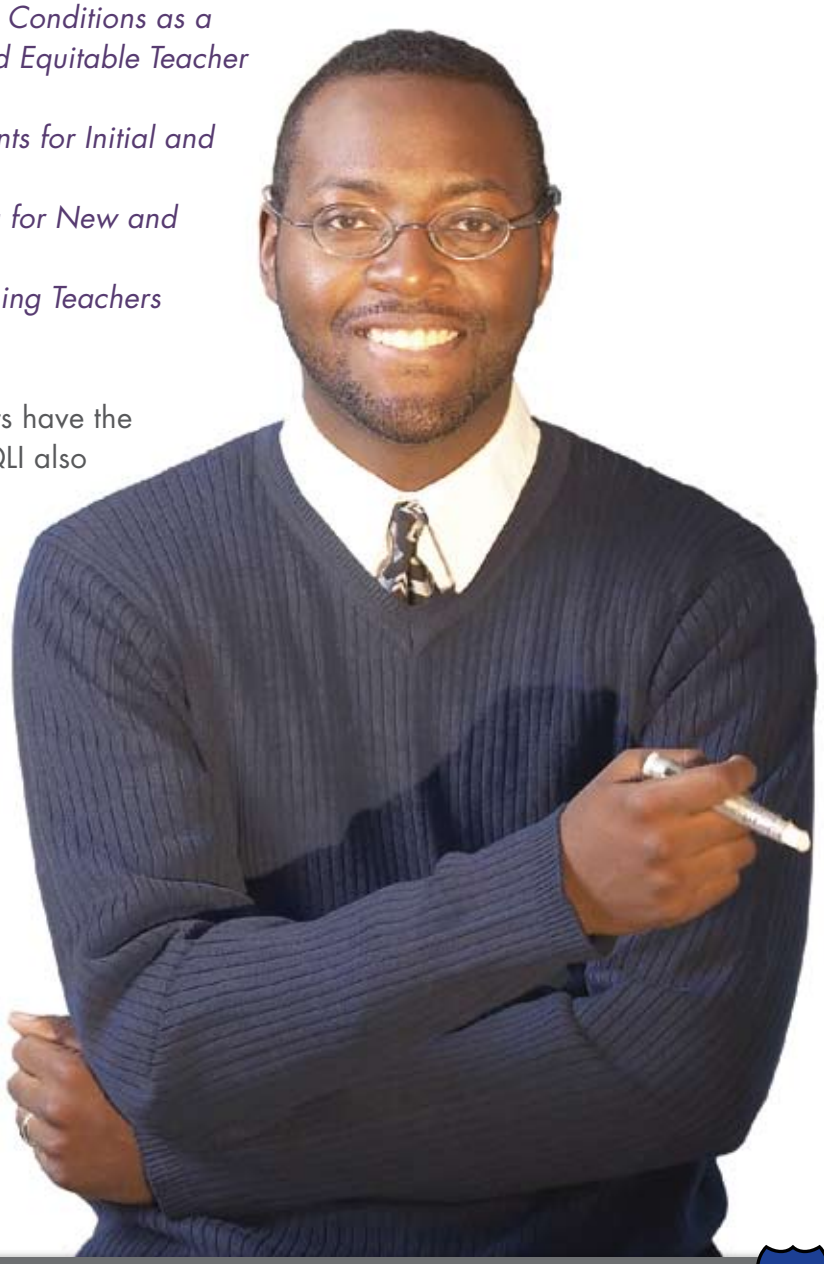
ECS is part of a four-organization consortium that comprises the National Comprehensive Center for Teacher Quality, one of the five national content centers established by the federal government as part of the Comprehensive Center Assistance Program. Along with Learning Point Associates, ETS and Vanderbilt University, ECS provides regional centers and states with the policy and practice information needed to effectively implement No Child Left Behind standards and meet the needs of all students. ECS products resulting from our work on this project include publicly accessible online databases covering teacher preparation; teacher recruitment and retention; NCLB requirements for highly qualified teachers and paraprofessionals; certification and licensure of special education teachers; and state highly qualified requirements for special education teachers. These databases are available through the National Comprehensive Center Web site at www.ncctq.org. ECS also contributed a chapter to the their report, *America's Challenge: Effective Teachers for At-Risk Schools and Students*. Additionally, ECS teaching quality staff take part in presentations, technical assistance and in working meetings for states across the nation, to meet the challenges of providing highly qualified teachers in all schools.

Recognizing the importance and national attention on using teacher compensation as a tool for school reform, ECS TQLI maintains an issue site and database on diversified compensation systems. As part of our efforts in this area, and with generous support from the Joyce Foundation, ECS produced a series of four *Policy Briefs* on various aspects of diversified teacher compensation systems including:

- *Funding Diversified Teacher Compensation Systems*
- *Teacher Evaluation in Diversified Teacher Compensation Systems*
- *Student Performance Assessment in Diversified Teacher Compensation Systems*
- *The Use of Diversified Teacher Compensation Systems to Address Equitable Teacher Distribution.*

During 2007, the Teaching Quality and Leadership Institute also produced a number of *StateNotes* highlighting state level policy on a variety of teaching quality topics including:

- *State Equity Plans that Address Working Conditions as a Means to Increase Teacher Retention and Equitable Teacher Distribution*
- *State Testing and Assessment Requirements for Initial and Continuing General Education Teachers*
- *State Induction Programs and Mentoring for New and Beginning Teachers*
- *Induction Programs for New and Beginning Teachers*
- *New and Beginning Teacher Mentoring.*



To ensure ECS commissioners and constituents have the most current and relevant information, the TQLI also maintains a number of issue sites with up-to-date information on policy and research. These sites include:

- Teacher compensation and diversified pay systems
- Teacher quality in hard-to-staff schools
- Teacher quality in high-need subjects
- Highly qualified teachers and paraprofessionals
- Teacher induction programs and mentoring
- Teacher professional development
- Teacher recruitment and retention
- Teacher quality in special education
- Teacher effectiveness and evaluation
- Teacher preparation and education
- Teacher working conditions.

2007 ECS Meetings & Events

The 2007 National Forum on Education Policy

The 2007 ECS National Forum on Education Policy in Philadelphia was a great success. Nearly 500 participants took part in more than 40 sessions focused on topics ranging from educational technology to high school reform to P-16.

2007 ECS Award Winners:

James Bryant Conant Award
Gaston Caperton, president of the College Board and former governor of West Virginia

ECS Corporate Award
Pearson

Frank Newman Award for State Innovation
State of Alaska

ECS Chair's Award:
Roderick G.W. Chu, ECS Interim President
Ford Foundation
Bill and Melinda Gates Foundation
The William and Flora Hewlett Foundation
Ewing Marion Kauffman Foundation
The Wallace Foundation

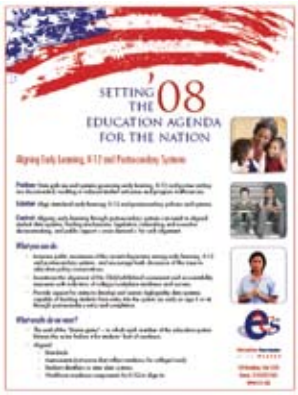
SPRING STEERING COMMITTEE MEETING
Kansas City, Kansas April 15-16, 2007

FALL STEERING COMMITTEE MEETING
Denver, Colorado ~ November 4-5, 2007

'08 U.S. Presidential Candidates Receive ECS Briefing Memos

Urged to Learn from States about Top Education Priorities

As a direct result of facilitated discussions at the Fall Steering Committee, ECS produced three briefing memos and shared them with all candidates for the nation's top office. The documents called for the next president to gain a deep understanding of state educational needs for the U.S. to thrive in a globally competitive economy.



2007 Corporate Alliance for Education Partners

ECS would like to thank our Corporate Partners for their support of our 2007 National Forum on Education Policy. We believe that systemic changes in education are possible only when the business community and education stakeholders are actively involved in policy development, implementation and identifying desired results. For more information on the ECS Corporate Partnership program, please contact the Executive Office directly, at 303.299.3624.

PEARSON

CollegeBoard
connect to college success™

ETS Educational Testing Service

KnowledgeWorks Foundation

PBS

Microsoft

NEST

PEARSON

Financial Report: 2007 Summary

ECS Statement of Financial Position for year ending Dec. 31, 2007

ASSETS	2007
CURRENT ASSETS	
Cash and cash equivalents	$ 1,069,436
Grants and contracts receivable	260,733
State fees and other accounts receivable, less allowance for doubtful accounts of $833,579 in 2007	856,670
Prepaid expenses	71,449
TOTAL CURRENT ASSETS	$ **2,258,288**
PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation and amortization	651,290
OTHER ASSETS	
Investments	1,927,538
TOTAL ASSETS	$ **4,837,116**
LIABILITIES	
CURRENT LIABILITIES	
Accounts payable	$ 68,242
Accrued liabilities	
Vacation	85,698
Payroll and benefits	125,354
Other	355,813
Deferred revenue	1,470,619
TOTAL CURRENT LIABILITIES	2,105,726
TOTAL LIABILITIES	$ **2,105,726**
NET ASSETS	
Net assets	
Invested in capital assets	651,290
Unrestricted	1,969,606
Restricted	110,494
TOTAL NET ASSETS	**2,731,390**
TOTAL LIABILITIES AND NET ASSETS	$ **4,837,116**

Financial Report: 2007 Summary

ECS Statement of Revenues, Expenses and Changes in Net Assets

OPERATING REVENUES	
Grants and contracts	
Foundation funding	$ 1,755,220
Contract funding	122,507
State fees	4,143,900
Registration fees and corporate sponsorships	253,195
Web sponsorships	100,000
Publications and subscriptions	7,111
Other	65,921
TOTAL OPERATING REVENUES	$ **6,447,854**
OPERATING EXPENSES	
Pre-K-16 policy studies	1,475,597
Information clearinghouse	757,145
State services	823,939
Development services	49,078
Executive/administration	2,390,631
TOTAL OPERATING EXPENSES	$ **5,496,390**
OPERATING INCOME	951,464
NONOPERATING REVENUES (EXPENSES)	
Net realized/unrealized gain on investments	115,638
Interest and dividends	80,670
Interest expense	(25,502)
Investment expense	(500)
TOTAL NONOPERATING REVENUES	**170,306**
INCREASE (DECREASE) IN NET ASSETS	1,121,770
NET ASSETS, BEGINNING OF PERIOD	1,609,620
NET ASSETS, END OF PERIOD	$ **2,731,390**

Foundations, Corporations and Government Agencies Supporting ECS

Foundation, Corporations and Government Agencies Supporting ECS Activities

NEW GRANTS – 12-MONTH PERIOD		Amount	Activity
GE Foundation	$	50,000 100,000	2007 *Progress of Education Reform* 2008 *Progress of Education Reform* and additional work
Center for Civic Education		13,000	Civic Education
Bay and Paul Foundations, Inc		80,000	Civic Education
Pearson Education		100,000	eClips and Issue Sites
Fund for the Improvement of Postsecondary Education (FIPSE)		126,300	Developmental Studies
A.L. Mailman Family Foundation		30,000	Early Learning Web Site
TOTAL OF NEW GRANTS	$	**499,300**	

NEW CONTRACTS – 12-MONTH PERIOD			
Augenblick, Palaich and Associates	$	5,000	Pennsylvania Education Cost Study
Department of Education – Hawaii School Councils		17,700	School Community Councils
Academy for Educational Development		127,750	Professional Development for District Leaders
Foundation for the Mid South (Mississippi)		129,998	Mississippi High School Summit on Dropout Prevention
South Carolina University		72,350	Institutional Academic Review
TOTAL OF NEW CONTRACTS	$	**352,798**	
TOTAL NEW GRANTS AND CONTRACTS	$	**852,098**	

CONTINUING GRANTS/CONTRACTS

Bill & Melinda Gates Foundation
National Comprehensive Center for Teacher Quality
Pearson Education
State Farm Insurance Companies Foundation
W.K. Kellogg Foundation

2007 ECS Executive Committee

Chair, 2006-08

Kathleen Sebelius
Governor
Kansas

Vice Chair

Luther Olsen
Member
Senate Education Committee
Wisconsin State Senate

Treasurer

Richard Rhoda
Executive Director
Tennessee Higher Education Commission

Former Chair, 2004-06

Mike Huckabee
Former Governor
Arkansas

Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

Tim Kaine
Governor
Commonwealth of Virginia

RaeAnn Kelsch
Chair, House Education Committee
North Dakota House of Representatives

Howard Lee
Chair, State Board of Education
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Hawaii

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Alaska State Senate

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Nevada Senate

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Education Policy Advisor
Office of West Virginia Governor Joe Manchin III

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as of December 2007

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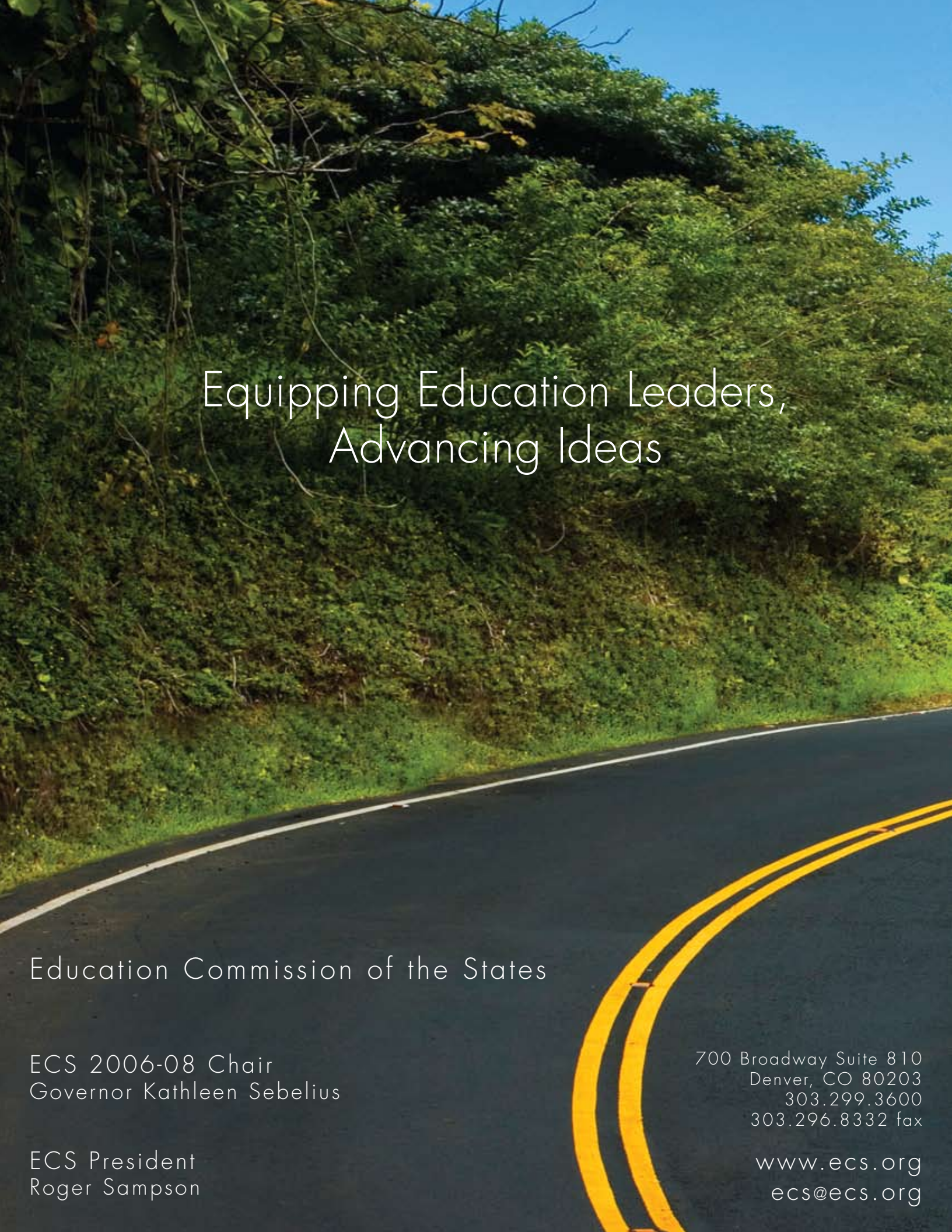

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